



The Third International Congress on Curriculum and Instruction:

Curriculum Studies in Higher Education

Abstract Book

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ABSTRACTS BOOK

Prepared By

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PREFACE

Dear Participants,

We are pleased and honored to host you in the Third International Congress on Curriculum and Instruction organized jointly by Turkish Association of Curriculum and Instruction and Çukurova University. We would like to welcome you, all.

Curriculum Studies is a distinctive field of research in the area of educational sciences. It was the first subdivision of the American Educational Research Association, known as Division B. Curriculum studies is focused mainly to understand curricula as an active force of human educational experience. Curriculum researchers investigate the following specific questions mostly; what does it mean to be an educated person?, what should be taught in schools?, why should it be taught? , to whom should it be taught?, how should be taught?, how should be evaluated what we taught? Proponents of curriculum studies also investigate the relationship between curriculum theory and educational practice and the relationship between school curricula and the contours of the society and culture in which schools are located. Curriculum Studies involves multiple disciplines, perspectives, and orientations, including post-structuralism, narrative inquiry, multicultural education, cultural studies, and critical theory

Curriculum Studies emerged as a field in the late 1960s and early 1970s from educationists focused on curriculum development. In the later years, a shift from developing and evaluating curriculum to understanding curriculum occurred known as the "Reconceptualization" of the curriculum field.

Although Curriculum Studies involve all level of curriculum from preschool to higher education, Bologna Process has made studies in higher education curricula more important especially in Europe. That's why the main theme of the The Third International Congress on Curriculum and Instruction was determined as *Curriculum Studies in Higher Education*.

The Congress aimed to facilitate the exchange of expertise, experience, and studies with colleagues from all over the world. There will be 350 papers and 430 participants from 11 different countries in the congress. Full papers of the ICCI-2015 will be published in an online proceeding book. In addition, some selected papers will be published in as an e-book after evaluated by a scientific committee. The authors who wish to publish their papers in a refereed journal may submit their papers to International Journal of Curriculum and Instructional Studies, Pegem Journal of Education and Instruction and Çukurova University Faculty of Education Journal. The papers will be published after peer reviewing process.

Many people and institutions have contributed efforts for organization of the congress. First of all, we would like to thank to Prof. Dr. Mustafa KIBAR, Rector of Çukurova University and Prof. Dr. Turan AKBAŞ, Dean of Faculty of Education for their valuable support and contributions. Furthermore, we appreciate devoted and labor intensive efforts of congress secretariat and organizing committee. In addition, we thank to our sponsors for their contributions. Finally, we express our gratitude to dear participants. Without your support and contributions the congress has not been taken place.

Sincerely,

Prof. Dr. Özcan DEMİREL
Co-Chairman of the Congress

Prof. Dr. Ahmet DOĞANAY
Chairman of the Organizing Committee

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Graduate Education

Methodological Investigation of the Theses on Curriculum Evaluation Completed Between the Years 2005-2014 in Turkey

Mecit ASLAN; Yüzüncü Yıl University, Van, Turkey; maslan4773@gmail.com
Mustafa SAĞLAM; Anadolu University, Eskişehir, Turkey; msaglam@anadolu.edu.tr

Abstract

Evaluation reaches a judgment comparing the measurement results with a criterion (Erden, 1998). Curriculum evaluation can be said as a decision-making process about effectiveness of curriculum (Demirel, 2009). Ertürk (2013) stated that curriculum evaluation as the final stage of curriculum development which determines the realization of the objectives. Lewy (1977) stated curriculum evaluation as a process that facilitates decision-making at different stages of curriculum development (Lewy, 1977). Thus, it can be said that curriculum evaluation studies are extremely important for curriculum development.

The purpose of this research is to analyze theses on curriculum evaluation completed between the years 2005-2014 in Turkey in terms of various aspects such as university, year, curriculum which is evaluated, curriculum evaluation model, research method, design, sample type, data collection methods, data analysis technique. This is a case study based on qualitative research method. Qualitative research is conducted in order to make in-depth description and interpretation (Yıldırım & Şimşek, 2011). In order to determine the theses, a comprehensive review was made through the thesis database of Council of Higher Education (COHE). 310 theses were used as data sources, but 263 of them that are open to access were used for some research questions.

Methodological structure determination form was used as data collection tool in this study. Literature on scientific research methods was investigated and the expert opinion was taken to develop the form. Content analysis, one of qualitative data analysis techniques, was used in the analysis of theses. Content analysis is an in-depth analysis technique aimed at reaching concepts and relationships to explain the data obtained (Yıldırım & Şimşek, 2011). Frequency and percentage values about the obtained themes were presented.

Out of 306 theses, 10 were completed in 2005, 10 in 2006, 20 in 2007, 16 in 2008, 49 in 2009, 57 in 2010, 54 in 2011, 55 in 2012, 25 in 2013 and 10 were completed in 2014. The universities in which the highest number of the theses were completed are like that: Gazi University ($\eta=34$), Abant İzzet Baysal University ($\eta=18$), Marmara University ($\eta=18$), Atatürk University ($\eta=15$), Ortadoğu Teknik University ($\eta=15$), Ankara University ($\eta=14$), Hacettepe University ($\eta=13$), Erciyes University ($\eta=11$), Fırat University ($\eta=11$), Karadeniz Teknik University ($\eta=11$) and Çukurova University ($\eta=10$). Out of 263 theses; curriculum evaluation model wasn't used in 244 theses, Stufflebeam's CIPP model was used in 10, Stake's Countenance Model was used in 3, Eisner's Educational Connoisseurship Criticism Model was used in 2, Provis's Discrepancy Evaluation Model was used in 1, Bellon and Handler Model (1982) and Brown (1989) Evaluation Model were used in 1 and Objectives Oriented Model and Eisner's Educational Connoisseurship Criticism Model were used in 1.

The distribution of the theses in terms of the most evaluated curricula is like that: Science and Technology ($\eta=27$), Social Studies ($\eta=26$), Primary Mathematics ($\eta=23$), English ($\eta=20$), Teacher Education ($\eta=20$), Turkish ($\eta=13$), University preparatory ($\eta=13$), Pre-School Education ($\eta=9$), Religion and Ethics ($\eta=8$), Class Guidance ($\eta=8$). The distribution of the theses in terms of department is like that: Educational Sciences ($\eta=137$), Elementary Education ($\eta=67$), ELT ($\eta=19$), Secondary School Science and Mathematics Education ($\eta=15$), Secondary School Social Studies Education ($\eta=12$), Turkish Education ($\eta=10$), Philosophy and Religious Studies ($\eta=10$), Fine Arts Education ($\eta=10$), Physical Education and Sports ($\eta=5$), Lifelong Learning and Adult Education ($\eta=2$).

The distribution of the theses in terms of the research method is like that: The most used research method is quantitative method ($\eta=136$), followed by qualitative ($\eta=65$) and mixed method ($\eta = 62$), respectively. The distribution of the theses in terms of research design is like that: In most of the theses, survey /descriptive design (%75,3) was preferred, it is followed by experimental design (%7,6), case study design (%5,7), phenomenological design (%1,1) and action research design (%1,1) respectively. Research design wasn't used in 26 (%9,9) the theses. The distribution of the theses in terms of data collection techniques used in theses is like that: The most used techniques are survey used in 139

theses, scale in 58, interview in 86, observation in 18, achievement tests in 27 and document analysis in 46. The distribution of the theses in terms of the number of data collection techniques is like that: one technique is used in 182, two techniques are used in 58, three techniques are used in 15, four techniques are used in 5 and five techniques are used in 3 theses.

The distribution of the theses in terms of data analysis techniques used in theses is like that: One variable analyses-correlational analyses were used together in 116, qualitative analyses in 49, one variable analyses in 37, one variable-correlational analyses-qualitative analyses together in 27, one variable analyses- qualitative analyses in 23, one variable analyses-correlational analyses-inferential analyses together in 1, one variable analyses-correlational analyses-inferential analyses- qualitative analyses together in 1, inferential analyses in 1, and data analysis techniques weren't used in 8 theses. The distribution of the theses in terms of data sources is like that: teachers were used in 41 theses, students in 99, academicians in 34, school administrators in 8, graduates in 4, parents in 3, prospective teachers in 2, trainers in 2, sector representatives / employers in 2, inspector in 1, Ministry of Education managers in 1.

In the study, it was seen that theses on curriculum evaluation were largely studied between 2009-2012, most of them were master thesis, mostly primary school curricula were evaluated, curriculum evaluation models weren't used in the majority of the theses, mostly quantitative research methods and descriptive model was used, mostly survey and interview were used as data collection technique, data was collected from teachers and students in the majority of studies, one variable analyses and correlational analyses were mostly used as data analysis technique. The results of this study show consistency with the studies in the literature (Gökmenoğlu, 2015; Kurt & Erdoğan, 2015). In the light of results achieved, the more use of qualitative and mixed research methods, qualitative and experimental designs, all stakeholders as data sources, advanced statistical methods and the more evaluation of secondary and higher education curricula are recommended.

Keywords: Curriculum evaluation; curriculum development; post graduate education.

The Extent to Which Academic Staff Comply with Ethical Principles Related to their Academic Responsibilities

Semra TİCAN BAŞARAN; MSKÜ, Muğla, Turkey; semrabasaran@mu.edu.tr

Necla EKİNCİ; MSKÜ, Muğla, Turkey; nekinci@mu.edu.tr

Abstract

Higher education institutions are the institutions where the knowledge required is produced and human resources are created to make the country develop and progress. For that reason they might be seen as the important institutions that determine the future of a nation, by training the leaders and administrators that will take in charge in the future. In addition, higher education institutions have the function and responsibility of transmitting the cultural values to the next generations, producing new knowledge as a result of scientific studies and disseminating the new knowledge to serve human beings (Gedikoğlu, 2013). For that reason, in order to actualize these functions universities should have some particular qualities. As Büken (2006) pointed out, structuring the universities only for the purpose of producing highly competent and qualified individuals required by the economy has the risk of degradation of function of universities to high schools having training programs for particular occupations and lead to miss some key elements—“sine qua non”—of universities.

The requirements that can be accepted as “sine qua non” of an ideal university can be specified as follows:

1. Academic freedom
2. Academic autonomy
3. Academic ethics
4. Academic efficiency
5. Academic mobility

The first three are the terms forming the core of an ideal university and today, among them the academic ethics is pointed out as the most important topic to be discussed in universities (Büken, 2006).

Because academic ethics plays an important role in making other terms functional. Since the academic activities are under the self-control of the academicians, it can be said that academic ethics determines the framework of reference in these activities. In every place where diversity and flexibility exist, human being and ethical values that one holds and sense of responsibility become more crucial.

Generally ethics is defined as the body of values, principles and standards guiding the individuals, institutions and members of professions in their behaviors and decisions and guiding them to determine the rights and the truths (Higher Education Institution (YÖK), 2004). Aydin (2003) defined ethics as knowing to put the activities and objectives in proper places, deciding what is going to be done or not, what is going to be accepted or not and what is going to be possessed or not.

Academic ethics, on the other side, is defined as the basic values and principles that are addressed within the frame of academic freedom and scientific responsibilities and should be conducted by the stakeholders of the academic community with a great care (Büken, 2006). According to YÖK (2014) scope of the academic ethics is defined as, abiding by the ethical principles in conducting, presenting and evaluating the scientific studies, in relationships with stakeholders from different segments of society, in rewarding and promoting, in configuration of scientific institutions and universities on the basis of scientific competency and in the process of training prospective scientists. Academic ethics is expected to function as a self-control mechanism for academicians. Ethical behavior principles determined by YÖK (2014) can be taught as an attempt to provide self-control mechanism at institutional level. In that sense, setting ethical behavioral principles is very important but more than this monitoring the extent to which these principles are abided by the academic staffs is important.

According to perceptions of academic staff, purpose of the study is to determine the extent to which academic staffs comply with the ethical principles related to their academic responsibilities.

With this purpose, according to perceptions of academic staff following questions will be answered:

1. To what extent do the academic staffs comply with the ethical principles related to their responsibilities to colleagues?
2. To what extent do the academic staffs comply with the ethical principles related to their responsibilities to their scientific area?
3. To what extent do the academic staffs comply with the ethical principles related to their responsibilities to university?
4. To what extent do the academic staffs comply with the ethical principles related to their responsibilities to community?
5. Do the ideas of academic staffs about complying with the ethical principles differ according to their
 - a. Gender
 - b. Academic title and
 - c. Academic experience

Since the study aims to describe current case on the basis of opinions of academic staffs it is a descriptive quantitative study and its design is survey model. Participants of the study are 154 academic staffs in Education Faculty of Muğla Sıtkı Koçman University in 2014-2015 academic year. Data collection instrument is developed mainly on the basis of "Principles of Ethical Behaviors in Higher Education Institutions" determined by Higher Education Council. In order to set ethical values and principles in higher education institutions in Turkey with participation of Public Servants Ethics Council experts, representatives of higher education institutions and the academicians specialized in ethics, a draft document including Higher Education Institutions Ethical Values and Principles was prepared in September 2013. Then, the draft document opened to be discussed by higher education institutions in April 2014 and afterwards, on the basis of opinions and suggestions draft copy was revised. In June 2014 the revised draft copy reviewed by Inter-University Council and then took its final form as "Higher Education Institutions Ethical Behavior Principles" (YÖK, 2014). In the document mentioned above, the Higher Education Institutions Ethical Behavior Principles is formed by the following three main and eight sub titles.

1. Responsibilities of academic staff:
 - a. Responsibilities of academic staffs to colleagues
 - b. Responsibilities of academic staffs to their scientific area
 - c. Responsibilities of academic staffs to university
 - d. Responsibilities of academic staffs to community

2. Scientific research, publication and evaluation ethics
 - a. Scientific research and publication ethics
 - b. Scientific evaluation ethics
3. Ethics in education and training
 - a. Responsibilities of academic staffs related to education and training
 - b. Responsibilities of academic staffs to students

This study is limited to the dimension covering responsibilities of academic staffs, consisting of 26 ethical principles under four main topics. While developing the data collection instrument these principles rewritten in the form of five point Likert type scale item. Final form of data collection instrument consists of two main parts named demographic characteristics and ethical responsibilities of academic staffs. Data collection procedure is in progress. In order to analyze the data collected descriptive and inferential statistics will be implemented. Results of the study are going to be presented and interpreted on the basis of the research questions.

Keywords: Academic staff, academic ethics, academic ethical principles.

The Evaluation of Curriculum and Instruction Doctorate Programs Based on Expert Views

Saadet Aylin BAYAR; Osmangazi University, Eskisehir, Turkey; yagan_a@hotmail.com

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Teaching English to Young Learners: Problems and Solutions based on Research through 2005 to 2014

H. Nuran CANER; Akdeniz University, Antalya, Turkey; nurancaner@akdeniz.edu.tr
Mehmet ERDOĞAN; Akdeniz University, Antalya, Turkey; mmerdogan@gmail.com

Abstract

In recent years, there has been a growing attempt to modernization and curriculum renewal in every level of education in Turkey. Together with the recent changes over the world and paradigm shift in the field of education, Turkish education system has recently undergone series of reform attempts and started to implement constructivist approach in course curricula. As in all fields of education, these changes have also been visible in the curriculum of teaching English Language. As the consequences of these changes, the instruction of English to learners has been started in early years of schooling. This also lead a fundamental change in the curriculum of teacher training institutions which implemented courses related to teaching English to young learners. Since then, numerous researches have been undertaken to investigate teaching English to young learners, their difficulties to learn English and teachers' difficulties to teach English to such learners. In this regard, the present study aims to reach research-based conclusion through examining these amount of research dealing with the problems and solutions offered to the problems in teaching English to young learners.

The present study adopted the content analysis technique to further examine the studies in the related and available literature. Thus, the studies published in national and international journals as well as MA thesis and doctorate dissertations that deal with the issues in teaching English to young learners in Turkey in the years of 2005-2014 were included for further content analysis to examine the trends and common findings (specifically problems and solutions). The survey of the related literature using academic search engines such as EBSCOhost, ERIC, ULAKBİM and Scholar Google resulted in more than 40 studies on teaching English to young learners. Only 30 of the studies were satisfied the pre-determined criteria and were selected for close examination in concurrence with research questions. In general, when the studies were examined in terms of their publication years, it was found that most of

the studies on teaching English to young learners were published in 2014; but no study was observed in 2012

As for method, participants in the selected studies varied; teachers of English in majority of the studies (53%), both teachers and students in 20% of the studies, only students in 7% of the studies, and parents, principals, inspectors and so on in the remaining studies (20%). Of the studies, 13 were qualitative, 11 were quantitative and 6 were mixed method research design. In terms of research design; survey ($n= 10$), mixed design (Qual + Quan, $n=6$), case study ($n=7$) and phenomenology ($n=3$) were most preferred. The findings further revealed that most of the studies ($n=17$) gathered their data through interviews. The second ranked data gathering instrument was the questionnaires ($n=8$). Observation form ($n=3$), scale ($n=1$) and achievement test ($n=1$) were also used as the data gathering instruments.

The research studies indicated that there has been series problems emerged in the process of teaching English to young learners. These problems revealed in the selected studies were categorized under six themes; problems associated with (1) teachers, (2) learners, (3) family and background, (4) curriculum, (5) books and (6) learning environment. Some of the problems were; teachers' unawareness of alternative testing approaches in teaching English to young learners, lack of knowledge on teaching methods, limitations or completely lack of teaching materials in learning environment, work load of teachers, the crowded classrooms and inadequacy of the course hours as outstanding problems.

The solutions proposed to these problems were also categorized under six aforementioned themes. Some of the solutions were that teachers should be supported by in-service trainings on alternative testing techniques for young learners, the course books, listening materials, teaching sets, etc. should be redesigned concerning the requirements of modern teaching approaches, especially, concerning the requirements of the Turkish children who learn English in their early ages; the physical environments for teaching English to young learners should be enriched in schools, the materials and activities should be supported by audio-visual instruments, the awareness of the parents should be increased and they should be acknowledged on the importance of teaching English to young learners so as to establish the sustainability during out of the class hours, reorganization of the course hours so as to cover more teaching opportunities, as well as informing the teachers for the new teaching methods which cover games, drama, music and art activities and similar teaching techniques that are appropriate to the ages of the young English learners.

Keywords: Teaching English; young learners; content analysis.

Development of a New Statistics Curriculum for Graduate Level Students

Başak ÇALIK; Middle East Technical University, Ankara, Turkey; cbasak@metu.edu.tr

Cennet ENGİN-DEMİR; Middle East Technical University, Ankara, Turkey; cennet@metu.edu.tr

Abstract

Statistics as a separate discipline include many rules and principles requiring the memorization of facts and formulas (Lane & Aleksic, 2002), so viewed as dreadful and called as "sadistics" (Forte, 1995). Hence, the fear of statistics become prevalent not only at undergraduate level but also graduate level students experience negative feelings and procrastinate to enrol the course to complete their programs. However, statistics is an important course for graduate level students to successfully carry out their theses or dissertations in terms of stating hypotheses correctly, selecting and implementing statistical procedures to analyse the data and reporting the results or realizing how individuals practice statistics or connect the statistical concepts in their daily lives. Actually, teaching methods and strategies play a prominent role on individuals' negative feelings and beliefs because statistics courses have been roughly criticized to follow traditional teaching methods focusing on computations rather than allowing individuals work with the data (Bissant, 1992). In this perspective, American Statistical Association and National Council of Teaching Mathematics highlight the role of use of computers on statistics teaching (Doğan, 2009). The use of computers take precedence over traditional methods and strategies as individuals might easily organize, analyse and compute the statistical data without complex calculations.

The main purpose of this study is to design a graduate level educational statistics course based on "Labyrinth Design Model" developed by the researcher focusing on the laboratory applications in statistics to alleviate individuals' statistics anxiety and improve their self-efficacy beliefs. The statistical concepts have been covered with a modular approach and the focus of this course design will be on the analysis of variance (ANOVA) concept because ANOVA family is one of the fundamental concepts and individuals need a concrete theoretical and practical background before moving on other analyses.

The current study utilized one group pretest-posttest experimental design. Accordingly, a single group was observed for four weeks before and after the treatment. During the study, students were presented with authentic tasks about ANOVA types with the help of web-quests that encourage them to use the Internet as a resource while putting them in a learning environment where everyone is actively involved in the learning process and works collaboratively with each other. The participants of the study were eighteen graduate level students who are registered for the Statistics I course in Educational Sciences Department of a university in Turkey. Data were collected through questionnaires, semi-structured interviews and achievement tests. Firstly, semi-structured interviews were conducted with the instructor and both former and current students to determine the priorities and make decisions toward the development of new program. After getting permissions, the original version of Statistics Anxiety Rating Scale (Cruise & Wilkins, 1980) and Current Statistics Self-Efficacy Scale (Finney & Schraw, 2003) were conducted to students since the medium of instruction is English. On the other hand, a pre and post achievement test comprised of eight open ended questions about one-way, two-way and repeated measure ANOVA concept was administered. Besides, the change on students' affective states regarding their statistics anxiety and self-efficacy beliefs were evaluated through semi-structured interviews as well. The qualitative data were analysed through content analysis. The records were transcribed verbatim, and the emerging themes were extracted and categorized together. The quantitative data were analysed with IBM SPSS 22. Since the sample size was small, Wilcoxon signed-rank test as a non-parametric test was utilized to understand whether there was a significant difference between pre and post-test results of individuals based on the implementation of the new statistics program.

Regarding the needs assessment part, item by item analysis of the scales was utilized to understand in which dimensions students had higher and lower scores. Results revealed that students mostly experience test anxiety while they reported low self-efficacy beliefs on inferential statistics concepts. Based on the interviews, the labs were suggested to be more systematic considering the technological needs of students; the learning outcomes should be more guiding and shared with students. Internet was suggested to be utilized more through displaying videos, animations, drill and practices.

Following the implementation process, post test results ($Mdn=38$) were found to be significantly higher than pre-test results ($Mdn=12.25$), $z=-2.81$, $p=.01$, $r=.66$. The effect size was large according to Cohen's criteria (Field, 2009). Moreover, semi-structured interviews revealed that web-quest based instruction in the new statistics program was found to be beneficial in terms of decreasing students' fear of statistics and, statistics anxiety through clarifying where and how to use statistics in real life. Students also mentioned an increase on their self-confidence and self-efficacy levels and a decrease on their procrastination levels due to the user friendly nature of web-quests and online access to many statistics sources and websites at the same time. In this study, the emphasis was given on the concepts and applications in SPSS rather than the computations, so students developed a correct understanding of the rationale and competence over where to apply the covered statistical procedures. Considering this research as a pilot study, the sample size and the duration of the implementation process are limitations leading many internal validity threats, so these factors should be concerned in the main study for the generalizability issue. There was a huge need to develop a statistics curriculum for graduate level especially focusing on the laboratory applications, so this study would form a base to adapt the new program which is applicable in both school and non-school settings, for other subject areas in statistics.

Keywords: Statistics curriculum, instructional design, web-quests.

**The Content Analysis of Master Thesis Conducted between the Years
1998-2015 on Values Education in Turkey**

Emin ÇETİNBAŞ, Akdeniz University, Antalya, Turkey; emincetinbas@akdeniz.edu.tr
Hasan Serkan KIRCA, Akdeniz University, Antalya, Turkey; hserkankirca@akdeniz.edu.tr

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Challenges Faced by Graduate Students Sent Abroad for Education

Nurhak Cem DEDEBALI, MEB, İzmir, Turkey; dedebali40@hotmail.com

Pınar SOYDAŞ, Ahi Evran University, Kırşehir, Turkey; dedebalipdr@hotmail.com

A. Seda SARACALOĞLU, Adnan Menderes University, Aydın,Turkey; sedasaracal@gmail.com

Abstract

It is the fact that our country experienced a significant quantitative and qualitative improvement in the structuring of higher education, especially in the last few years. The rapid growth in higher education has increased the need of the teaching staff. In particular, it is known that the state universities in Anatolia have significant needs in academics and some of newly established universities have some difficulties in the issue of finding academics. The emergence of this situation has largely based on deferring of the needs of higher education for years and not been created the essential infrastructure on the issue of the education of academic (Küçükcan & Gür, 2009). This rapid change and development have brought along with many problems. In this process, the Ministry of National Education (MEB) which provides postgraduate scholarship abroad has considered to be particularly significant contribution to the many new universities established in recent years. The aim of this work is to identify the problems of students experienced who have sent abroad by MEB in order to educate the new academics and identify their solutions which have developed based on their problems in Turkey in recent years.

In this study, a qualitative research approach was used to identify the problems faced by the students sent abroad to get postgraduate education by MEB and solutions they have developed based on the problems. Qualitative research, observations, interviews, document analysis used in qualitative data collection methods and perceptions and events in a natural environment were defined as realistic and holistic manner qualitative research that followed a process for the determination (Yıldırım & Şimşek, 2011). In the study, Olgubilim design were used which is one of the qualitative methods in order to determine the academics' views on their experiences who have gone abroad to get postgraduate education.

The participants of this study are 20 students who have studied in UK with MEB's scholarship during the education term of 2014-2015. The extent of the sampling method which is one of the purposeful sampling methods was used in the study. In this direction, students have been identified by researchers; to be at the doctoral level, at least one year scholarship by MEB to continue their studies in the UK, to participate voluntary in the study. In the collecting data, it was used the questionnaire form which was prepared by the researchers. In the questionnaire form, eight questions were asked: four questions to specify participants' personal information and another four open-ended questions to determine the education process of graduate students in abroad and the view of students about the problems they faced in this process. Structured open-ended questions were specified with literature review and by taking into account and the opinions of five students who are continuing their postgraduate study as a MEB scholarship. The questionnaire form was presented to two Turkish teachers to determine understandability of the questions of questionnaire form. The questions were arranged by the result of the feedback of Turkish teachers. Then, it was given final form of the questionnaire form by referring the opinions of two lecturers who works in Ahi Evran University, Faculty of Education, Educational Curriculum and Teaching Department. The questions were asked in the data gathering tool:

- 1) What do you think about sending abroad of the graduate students for training by MEB?
- 2) Which problems have you faced during studying abroad as a scholarship student in MEB?
- 3) What are your solutions to the problems faced during studying abroad related with the process of education as a scholarship student in MEB?

- 4) As a scholarship student in MEB, what kind of changes did you have while you were abroad?
What kind of difficulties did you live because of these changes?

Prepared questionnaire form was applied to participant during the time period of 01-27 /04/2015. Each questionnaire was answered approximately 20 minutes. In analysing the data, content analysis was used in order to identify MEB scholars' who continued with the study abroad problems they have faced in the process and to identify their solutions to these problems. Finally, it was calculated the frequency (f) and percentage (%) of data to interpret and evaluate the research findings quantitatively.

1)The view of Ministry of Education about sending abroad of postgraduate students

In the study, "student selection, consulting support, acceptance issues, language deficiency theme" have been created by means of bringing together the views expressed by the graduate students who continue their education on scholarship abroad. In this context, it was reached these frequency percentage that thinking never about academia (4.7%), injustice student selection (7.3%), orientation (31.2%), advisory support necessary in the selecting country and university (26%), brother-sister system among scholarship students (2.1%), difficulties in getting acceptance from a university (12.3%), language training was inadequate (16.5%).

Ö.2. (SH/E) When I was studying in undergraduate, I was not crossed my mind being academics. I was unemployed for several years, changes that either, opened a door and I came. I had difficulties in the process of solving the language problem was weakened me.

2) Faced problems in the education process as a Meb-scholarship student,

In the study, the views expressed by the graduate students who continue their education on scholarship abroad have brought together and then it have been created "official correspondence, Embassy, unfair amount of scholarships, transportation, health care themes". In relation to this theme, it was determined the frequency percentage: official business disruptions during accessing university (3,3%), lack of coordination in the Embassies abroad (5,6%), paid of bursary irregularly (3,8%), home health problems (25,4%) late deposit of school fees (7,5%), to be injustice of the amount of scholarships among the countries and cities (13,2%), insufficient home return support (15%), lack of payment for several months during passing from master to doctorate (17,2%), incompetence officers in the Embassy abroad (9%).

Ö.7.(K/E) The reason of continuing my education in Leicester is one of the cheapest cities. I think, like me, many of friends (especially married ones) prefer the low cost of living cities regardless of the quality of education.

3) Solution recommendations of Meb- Scholarships for faced problems related to the education process.

On this solution, these frequency percentages have determined: payment should be made according to living in the city (28.2%), national health cards should be given (24.3%), family health spending should be paid (16.6%), systematic consultation system should be established (10.9%), it should be opened a website used effectively by MEB-scholarship students (6.4%), the former scholarships and the new scholarships should discuss their problems and share their experiences (5.8%), students should be selected on data bank for thesis students (4.1%), for chapter or thesis topic (3.7%).

Ö.4 (P/K) Our government have chosen and sent us. But, I think, why I have chosen the UK? Why I have stayed in London? No guidance was done. I have just been selected and gratefully, I am continuing with the support of people who I do not know before but have a good intentions. As soon as, The Ministry of Education should be assigned consultants to us during the process of postgraduate education.

4) As a MEB- scholarships, the changes in students while they were abroad

With regard to this changes, these frequency percentages have determined: effective use of the library (37.2%), self-confidence (23.8%), the use of different resources for education (22.4%), being tolerant of differences (14.6%).

Ö.12 (P/E) I have noticed how the world live ahead of us. Expand my horizons. I have understood disciplined study and what to achieve.

When it has analysed the thoughts of MEB about sending students abroad for postgraduate study, it can be seen that the majority of students have brought to the fore the lack of support in the orientation abroad. Similar with Gumus and Gokbel's study (2012), in order to use of students effectively to the process of scholarship, students have emphasised orientation training that offers advices about things to do in the first few months has supported; and it has been supported the findings of the present

investigation. When it has examined the problems in the education process abroad as a MEB-scholarship, it can be found that the most important issue that insufficient health insurance and not paid medical expences. Ministry of Education should make more attractive for qualified students and improve scholars' personal rights. Students should submit a report to MEB and on behalf of the university about the deficiencies of the process of scholarship every year.

Keywords: Postgraduate education, abroad postgraduate education, the problems of scholarship students.

Case Study: The Identification of High-School Teachers' Perceptions about the Master of Arts (MA) Programs of Education Faculties on their Self-Efficacy

Dilara DEMİRBAK, Yeditepe University, İstanbul, Turkey; ddemirbulak@hotmail.com

Ayşe Yılmaz VİRLAN, Marmara University, İstanbul, Turkey; ayseyilmazvirlan@gmail.com

Pınar Uyaniker, Yeditepe University, İstanbul, Turkey; pinaruyaniker@gmail.com

Abstract

No one is perfect. We all have weak sides. We come to world to fix these weak sides all through our lives. One of the weak sides might be related to our anxiety or self-confidence level. If we are teachers, then, transforming our anxiety or low level self-confidence into high level of self-efficacy becomes even more of an important goal. Especially, since teachers' and students' efficacy are parallel to each other, the more teachers' self-efficacy increases the more students' self-efficacy increases. Teachers' ability of carrying the efficacies and qualifications of teaching is strongly connected with having a good education as well as internal belief of self-efficacy. Therefore, some of the teachers having graduated from the education faculties prefer to work towards getting MA degrees. Master studies primarily focus on comprehensive examinations and research preparation and defense. At this point, it gains more importance that, professional development becomes one important factor that influences teachers' self-efficacy. Guskey (2000, p.16 as cited in Yilmaz, 2004) defines professional development as the "process and activities designed to enhance the professional knowledge, skills, and attitude of educators so that they might, in turn, improve the learning of students". For this reason, this paper explains teachers' perceptions of self-efficacy and discusses the impact of MA degree programs and other possible factors that might be affecting teachers' perceptions. This case study was conducted in order to discuss how teachers who currently teach in Turkey assess themselves and their capacities in terms of their self-efficacy and the impact of MA of education faculties. It was also aimed to investigate if different branches of teaching, gender and age play an important role on their perceptions of their self-efficacy.

A descriptive research method was employed in this study to identify factors such as gender and age affecting the perception of teachers during the time of research and to find out different perceptions related to importance of self-efficacy among the participant teachers. The participants were chosen by means of convenience sampling out of an accessible population of teachers in Istanbul. The twenty-four (24) participants of this study had started working as a teacher at high-school upon graduation and decided to earn MA degree after five or six years of teaching. Of these 24 participants four (4) of them were science teachers, three (3) of them were Turkish teachers, four (4) of them were mathematics teachers, eight (8) of them were classroom teachers, two (2) of them were social science teachers and three (3) of them were English teachers. The survey questionnaire that was used to gather quantitative data was designed by Ministry of National Education (MoNE). The questionnaire was divided into two main sections: a profile and the survey. The profile contained socio-demographic characteristics of the respondents. The survey part consisted of 126 items in total that measured different beliefs of teachers regarding self-efficacy under the following six (6) sections: Personal development, Communication with students, Teaching-learning process, Observation-evaluation, Family-society relationships, and Curriculum. The data collected via questionnaire were processed using a statistical package for social

sciences (SPSS) version 19.0 to analyze descriptive statistics, reliability estimates, correlational, regression, inferential and factor analysis. The qualitative data were gathered via semi-structured interviews with the twenty four participants. The qualitative data were analyzed via NVIVO 19.

When the data collected from the study was analyzed it was observed that, of the twenty four teachers twelve of them were female and ten of them males. Their ages ranged from 26-35 and only three of them had been abroad. Considering the positive and negative perceptions of teachers according to the literature, we can say that not only ELT teachers but also teachers from different branches assess themselves around moderate level as a result of this study. They believe that they are efficient teachers considering their personal development, communication with students, teaching-learning process, family society relationships observation-evaluation and curriculum. It was also seen that teachers' self-efficacy level was closely related to their field of teaching. As for the impact of MA program on their self-efficacy seems to be dependent on their instrumental motivation. The teachers' believe that they are efficient in teaching yet need to improve their family-society relationships and curriculum development components of self-efficacy. They do however state that the MA program they are studying at do not fully provide the opportunity for them to improve themselves. The curriculum of Master of Arts programs of education faculties should be designed to fulfill the needs of their students. Therefore, curriculum evaluation especially to identify the perception of their students could be done to identify the perception of these students and further analyze the aim of the program.

Keywords: Self-efficacy, teacher education, master of arts curricula, perception.

Common Mistakes in the Process of Academic Publishing: A Guide on the Process of Academic Publishing

Serkan DİNÇER; Çukurova University, Adana, Turkey; dincerserkan@cu.edu.tr

Abstract

Science is a process where a specific issue is analyzed for a particular purpose. People who carry on such processes are called scientists. As in every field, science field has outputs as well. These outputs are academic studies. These studies cannot be completed solely to reach a conclusion. To complete the process, a scientist needs to report the study and to get it published.

The process of conducting a scientific study and the one to get the study published are significantly different. A qualified scientist may apply the required methods to complete a scientific study; however, he or she may face some difficulties in the process of reporting the study for publication. Among these predicaments, lack of text formatting, insufficient discussion of findings, lack of coherence and cohesion of the text are the common ones. Faced even by experienced scientists, young researchers frequently experience these difficulties. Young scientists and researchers need to determine the type of their studies before starting the writing process. A study can be reported in a paper or an article format. Despite the formatting similarities, these two types of publications have fundamental differences. Depending on the nature and the method of the study, the researcher needs to determine the type of their study.

Most of the common mistakes that young researchers make are related to the sources they use in their studies. They frequently plagiarize without noticing. Also, methodological mistakes are among the common ones. They make mistakes regarding method not only in researching but also when reporting their research. The present study aims to guide young researchers through the difficulties met during conducting a study and in the process of seeking to publish their studies. In this respect, the study follows a critical descriptive method exploring the process of academic publishing.

Keywords: Academic publishing process, scientific research publishing, methodological mistakes

Investigation of PhD Thesis Carried out on Critical Thinking Skills (2007-2014)

Fevzi DURSUN, Gaziosmanpaşa University, Tokat, Turkey, fevzidursun@gmail.com
Ayhan BULUT, Gaziosmanpaşa University, Tokat, Turkey, ayhanbulut44@hotmail.com
Emin Tamer YENEN, Gaziosmanpaşa University, Tokat, Turkey, tamer-yenen@hotmail.com

Abstract

In rapidly developing world, ceaselessly changing knowledge leads to a permanent change in people's lives. To catch this changing and developing and not to be at back of the age is the main goal of all communities. At the beginning of this goal; training individuals that are researchers, questioning, critical, participatory, adapting to innovations that transform their ideas into practice and have active problem-solving skills (Gök & Erdoğan, 2011). In achieving these goals critical thinking skills have an important place and share. Critical thinking can be defined as a form of disciplined and self-controlled thought to reveal perfect and faultless thought (Sönmez, 2011). In Turkey since 2004, there has been a rapid increase in postgraduate studies in the field of critical thinking skills in the training program. Among these studies undoubtedly researches conducted at the doctoral level have great importance. The aim of this study is to analyze the PhD theses on critical thinking skills made between the years of 2007-2014 in Turkey. In addition, by identifying issues that should be discussed in the scope of critical thinking training in Turkey and research methods, it is intended to help identify new research topics and the use of different research methods. In this study, PhD thesis carried out by the title of critical thinking skills in the field of education and training have been analyzed using content analysis method. Content analysis is defined as to summarize the text encoding divided into smaller units (Büyüköztürk et al, 2014). The study is carried out by document analysis which is one of the patterns of qualitative research. To determine the scope of the research, PhD thesis made on critical thinking skills in the field of education and training were screened in Higher Education Institution national thesis centre in spring semester of 2014-2015 academic year. The number of doctoral studies on the subject between the years 2001-2014 were found 37 in the screening carried out in national thesis center. Later, in the analysis of these PhD theses some limitations were made such as: year, studies in the field of educational science and language. With this limitation, the number of samples to be examined was determined 28 PhD thesis those made in education and training between the years 2007-2014. Thesis included in the stud have been analyzed by content instruction of Bıkmaz et al (2013) carried out on PhD thesis in training programs and education. The thesis have been analyzed under the headings of gender, universities where the thesis made, institute and departments, research topics, research design, research methods, data collection tools and analysis, the sample type and the province where the thesis made. The data obtained has been illustrated by frequency and percentage.

PhD thesis on critical thinking skills were seen being carried out on prospective teachers and teachers. In the study it was determined that half of the thesis are (50%) mixed, (42.8%) quantitative and the rest of the studies (7.2%) qualitative. In the quantitative studies it was determined that different data collection tools were used such as achievement test, pre-test and post-test, and creative thinking attitude scale tests, but in the qualitative studies semi-structured interviews, observations, written documents, document review and activity sheets were used. In addition, it was identified that in resolution of the quantitative data mostly statistical techniques were used such as; Cronbach's alpha coefficient for defining calculations, one-way analysis of variance (ANOVA) one-way kovervans analysis (ANCOVA) T. test in dependent groups, versatile analysis of variance (MANOVA), mean, standard deviation and correlation while descriptive and content analysis techniques were used in the analysis of qualitative studies.

The majority of researchers are women with PhD studies on critical thinking skills and it was determined that PhD thesis analyzed related to critical thinking skills are performed in mainly from Gazi University, Dokuz Eylül, Anatolia and the Marmara Universities. It is seen that PhD thesis analyzed are especially done in educational sciences institutes. Furthermore, the majority of the thesis adopted in 2011 and looking at years between 2007-2014 the thesis shows fluctuating order. it is also seen that the research topics of PhD thesis in relation to critical thinking skills focused on topics such as critical thinking skills and tendencies and their impact on the thinking skills, the effects on a variety of learning and teaching practices. Half of the thesis is performed in mixed method, the other large part of the PhD

thesis in experimental design and a very small part of them in a descriptive pattern. In researches conducted in the field of critical thinking skills generally quantitative and mixed methods were preferred as a research method. In these studies related to this subject, it is understood that qualitative research methods aren't much preferred, and the collection of data and analysis of it in the quantitative researches generally experimental or semi-experimental methods; in the qualitative studies semi-structured interviews, observations, written documents, document review and activity sheets were used. Considering the distribution of the sample of the thesis, researchers chose prospective teachers mostly, then elementary, high school and college students and teachers respectively. It is clearly seen that researchers performed their thesis mostly in Ankara and vast majority of the thesis were carried out in public schools and some of them in private schools. In addition, the thesis was carried out mostly in the field of science and Turkish and the rest of them in different subjects. It is remarkable that number of PhD thesis carried out on the critical thinking skills is very few in recent years. It is obvious that this field needs for new studies. Low number of PhD thesis as descriptive and qualitative research design shows this need. Therefore, it can be recommended that researchers should work with different perspective and many variables in this subject area.

Keywords: Education programs and training, critical thinking skills, PhD thesis.

Students and Lecturers' Views on Plagiarism Detection Tools Used in Postgraduate Researches

Gürkan GÖÇER; Mehmet Akif Ersoy University, Burdur, Turkey; ggocer@mehmetakif.edu.tr

Sevgin TURGUT KAHYAOĞLU; Dokuz Eylül University, İzmir, Turkey; stkahyaoglu@gmail.com

Kerim GÜNDÖĞDU; Adnan Menderes University, Aydin, Turkey; gundogduk@gmail.com

Abstract

Plagiarism which is one of the scientific ethics behaviors is described as "The act of appropriating another person's writings or ideas and passing the material off as one's own creation or taking another person's opinions and retelling them in another way (TDK, 2007). Another description depicts plagiarism as the usage of another person's idea, discovery, research findings or a part or whole of his study even the whole or some parts of a book without copyright attribution by the writer and making them appear as if it is his own work either by copying or translating (TÜBA, 2005).

There are various descriptions of plagiarism in literature, when these are examined, the most common one is passing off other people's texts or ideas as one's own. Plagiarism can be intentional or unintentional. Accidental plagiarism is common especially among students and the reason is generally lack of education (Uçak, 2012). TÜBİTAK and YÖK have been conducting studies to define and prevent deceitfulness in the scientific field. Committee on Research Publication Ethics composed by TÜBİTAK has listed the ethical violations (2010);

- Fabrication: submitting, reporting or publishing imaginary data
- Falsification: manipulating procedures, tools or data within an experiment and knowingly changing or misrepresenting data.
- Plagiarism: using other people's ideas, methods, data, texts and figures as their own without copyright attribution to the owner
- Republishing: publishing or attempting to republish the same research results more than once etc.

Within the context of updating the Principles on offering and conducting postgraduate education on 25.01.2015, submission of the plagiarism program report to the university by the students has become obligatory for all universities. In this regard, it is observed that these kinds of diagnostic studies are needed to interiorize the academic ethic concept. Submission of the plagiarism program report to the university by the students before the thesis defence has become obligatory for all universities since 25.01.2015 by YOK. The main purpose of this study is to examine the students and instructors' views on various aspects of plagiarism and plagiarism tools, which have become obligatory.

This study will be conducted in qualitative design through survey model. Submission of the plagiarism program report to the relevant institutions by the students before the thesis defence has

become obligatory for all universities. In this research data obtained from the interviews made with students and instructors will be collected under specific themes and views of students and lecturers on plagiarism detection tools used in postgraduate researches will be examined. The study group is composed of the masters and PHD students and instructors who are willing to participate in the research.

Keywords: Ethics, plagiarism, plagiarism detection tools, postgraduate researches.

Research on English Language Teaching in Turkey, 2010-2014: Trends and Emerging Themes

Neslihan GÖK; Akdeniz University, Antalya, Turkey; neslihangok.ng@gmail.com

Mehmet ERDOĞAN; Akdeniz University, Antalya, Turkey; mmerdogan@gmail.com

Fatih YILDIZ; Akdeniz University, Antalya, Turkey; fatihyildiz1976@gmail.com

Abstract

In today's globalized world, English as an international language has received greater attention than ever before mainly to the fact that English has been used as a tool for communication among various nations and also as the medium language in most of the research reports. This encourages many nations to learn English and to give special emphasis on English language teaching. Furthermore, policy makers, practitioners and also researchers place special importance on teaching English as a foreign language. The status of English as a lingua franca has reflected on the research studies conducted in Turkey as it did in every part of the world. Due to this prominent role of English, the field of English language teaching has attracted the attention by many researchers and studied by different researchers from various perspectives. A review of literature revealed a large number of studies on the field of English language teaching in the Turkish context as well as the international context. In this regard, it was deemed necessary to investigate what aspects of this field has received greater attention, what themes has been studied more and which methods were mostly preferred in investigating English language teaching.

This study provides an overview of research on English language teaching in the Turkish context between 2010 and 2014. Alptekin and Tatar (2011), conducted similar studies earlier, but their study time frame was the period between 2005 and 2009. The study aims to reveal trends and emerging themes on English language teaching by analyzing research methods, data collection tools, data analysis methods, samples, content characteristics and findings for the period between 2010 -2014 in Turkey.

Selected studies based on the pre-determined criteria were subjected to content analysis to reveal the trends (dates of the studies, design, sample, data collection etc.) and also to emerge the themes studies. According to Çalık and Sözbilir (2014), the content analysis can be divided into three: (1) meta-analysis, (2) meta-synthesis (thematic content analysis), and (3) descriptive content analysis which refers to a systematic review aiming at identify the general trends in a certain field of study. Hence, the current study was placed under the title of descriptive content analysis since it included topics on the trends related to the studies of English language teaching in Turkey.

A review of current literature over the databases such as ERIC, ULAKBIM and EBSCOhost (Education Source) by focusing on the key words "ELT" (English language teaching) and "EFL" (English as a Foreign Language) indicated about 400 studies. However, only 180 of the available studies met the predetermined criteria given below;

1. The studies carried out in the Turkish context;
2. The studies involving qualitative and quantitative data;
3. The studies published between the period of 2010-2014;
4. The studies published as papers in peer reviewed journals;
5. The studies including the keywords "ELT, EFL or English language teaching"

In this study, the papers related to English language teaching were classified by means of the "paper classification form" developed by Sozbilir, Kutu and Yasar (2012). The form consists of seven sections which include descriptive information about the article, main discipline area of the paper, topic of the paper, research methods/designs, data collection tools, sampling and sample sizes, and data analysis methods. Each paper was classified according to presetted categories. The section about the topic of the paper was revised by the researchers based on the purpose of the current study. Language teaching methodology, early English education, English language curriculum, language testing and assessment, teacher training and education, multimedia and ICT in English education, English for specific purposes, language program evaluation, autonomous learning and others were determined to be the topics for selected papers. While analyzing the data, two tables with regard to the demographic characteristics of the sample, and the research methodology were created. The former table included the name of the author, sample; and the latter involved the name of the author, publication year, academic period in which the study was conducted, research methods, data collection tools, sampling type, data analysis methods and research areas.

The study has not been completed yet due to large number of papers. The authors have still been working on constructing tables. Initial findings indicated that nine main themes (topics of the studies) emerged in English language teaching as follows: (1) language teaching methodology, (2) early English education, (3) English language curriculum, (4) language testing and assessment, (5) teacher training and education, (6) multimedia and ICT in English education, (7) English for specific purposes, (8) language program evaluation and (9) others. During the presentation, the findings will be demonstrated descriptively by means of graphics, frequency and percentage tables. The results of the study will be discussed in the light of the literature regarding the English language teaching in the Turkish context. Furthermore, series of suggestions will be provided in terms of policies, educational practice and further research.

Keywords: English language teaching, research trends, content analysis.

The Studies about Problem Solving Skills in Turkey: A Content Analysis

Remzi Y. KINCAL; Atatürk University, Erzurum, Turkey; rkinical@atauni.edu.tr

Nilay ÇELİK ERÇOKŞUN; Atatürk University, Erzurum, Turkey; nilay.celik@atauni.edu.tr

Duygu İLERİTÜRK; Atatürk University, Erzurum, Turkey; duygu.birbiri@atauni.edu.tr

Abstract

The needs, expectations and aims in this age has changed and so, the skills expected from individuals have been differentiated. Because of the effects resulted from scientific and social changes in the information age, an individual have to use many different skills such as creative thinking, critical thinking, problem solving and communication skills to keep up with the changing world rather than individuals use the available information. Problem solving, which an individual recognizes the problems around his/her environment, is one of the most important skills. Therefore to grow an individual, who uses problem solving skills in an effective way, has become more important and functional. Problem solving skill is a necessary skill in today education view and it has changed, and moreover it has changed education and school's functions to find continuous and effective solutions to problems and changes. So in this way, problem solving, which is one of the most important dynamic skills expected from the individuals in 21st century education approach, means to keep up with the differences and to struggle barriers occurred in this age (Chong & Leong, 2014; Ornstein & Eng, 2015; Vanada & Adams, 2015).

Therefore, the problem concept have to been described in an accurate way. Problem is called as instability between convenience of effective solution ways and adapted desires. Problem is derived from the individuals and the environment. Problems include in some situations such as changing, ambiguity, unforeseen, and lacking (D'Zurilla & Nezu, 2010). Problem solving skill is dealt with different approaches according to problems. Teare (2006) states that problem solving is not only a skill, but also consists of logical thinking, forward-looking thinking, synthesis, analysis, evaluation, deciding, researching and inferring. Thus these skills are relatively important for daily life and institutions like schools in which they

are gained via education. According to the relating studies, it is argued that problem solving skill in education has a key role to adapt individuals for continuous changes. Scientific researches, which have been done or will be done, about problem solving has been expected to contribute to education and other researchers.

Every scientific study in education has taken the lead in many ways for future studies. Therefore each one of the studies about the topic dealt with before, have an important role for the studies. In the world which science and technology has changed continuously and fast, the studies dealing with the researchers study subject are quite important to find out their research tendencies and their studies' results. So, it is aimed to analyze the studies about problem solving implemented in Turkey in terms of many variances so that it presents some research deficiencies about problem solving and contributes to future studies. In this study, the studies are aimed to analyze according to published year, research type, and number of author, method, sample group, sample size, data collection instruments, and data analysis method. Qualitative research method was used in the study. Moreover, descriptive content analysis was used to analyze the data according to the variables. Content analysis is defined as summing up and specifying the content and messages of the written data (Cohen, Manion & Marison, 2007). Content analysis is one of the many methods used for analyzing and interpreting qualitative data (Elo et al., 2014; Lewis, Zamith & Hermida, 2013). The data used in this study were collected from 131 studies in 57 journals about education in 2010-2015 in Turkey and indexed in ULAKBİM (National Social and Human Sciences Database). The key words -problem solving and problem solving skill- were used to make a literature review in this study. According to these criteria, every researchers reviewed the studies, and the studies were tabulated. The tabulated studies were checked comparatively whether the same studies were reached, and then the deficiencies about the unreached studies were completed.

According to the the studies published in 2010-2015 and used as data in the study, it is brought out that the number of the studies except for published in 2015 in the other years was the parallel with each other and so the number of the studies published in 2013 is much more than the others. When the related literature is reviewed, the studies about problem solving skill has increased since Turkey participated into PISA which aims at problem solving skill in 2003 and implemented the revised curriculum in 2005, and so it is observed that problem solving skill is associated with curriculum and teaching-learning process (Akinoğlu, 2005; Akyüz & Pala, 2010; Aydin, Sarier & Uysal, 2012; Berberoğlu, 2005; Savran, 2004, Umay, Akkuş & Duantepe-Paksu, 2006).

When the number of author in these studies is analyzed, it stands out that the studies have done by one and two authors and so, their tendencies to work with a few authors has some decrease. According to research methods, quantitative research method was used mostly in terms of quantitative, qualitative and mixed research methods; and it is seen that quasi-experimental, descriptive and relational screening model which are among the quantitative research methods has been used frequently compared to the others. It is brought out that case study, one of the qualitative research method, and multiplicity mixed research, which combines qualitative and quantitative research method, has been used mostly. Thus, it could be explained that quantitative research methods are more advantageous to researchers in the process of implementing, interpreting and explaining compared to qualitative and mixed research methods. While research process beginning and ending is fixed in a quantitative research, this process is more flexible and longer in qualitative and mixed researches. The biggest difference among the research methods is that qualitative and mixed research methods are more flexible than quantitative research methods (Ritchie, Lewis, Mcnaughton, Nicholls & Ormston, 2013). It is seen that preservice teachers have been preferred mostly in the samples of the studies. Furthermore, prospectively students who study at high and primary schools and pre-school institutions, teachers and school managers are preferred for the research sample although it is not so often. When analyzed the sample sizes of the studies, the sample sizes are prospectively 301-1000, 101-300 and 31-100. Tabachnick & Fidell (2007) state that the sample sizes are 50 – pretty poor; 100- poor; 200 – enough, 300 – good, 500 – very good and 1000 – excellent.

In terms of data collection instruments used in the studies, likert type scale, which is a type of questionnaire, is seen to use mostly. Accordingly, prospectively achievement test, interview and observation form, alternative assessment and evaluation instruments, documents and instruments especially for pre-school students are often seen to use. When analyzed data analysis methods, prospectively predictive, descriptive and qualitative data analysis methods are observed to use mostly in the studies. T-test, ANOVA, correlation analysis, regression analysis and non-parametric analysis, which

are predictive analysis methods, are found out to use frequently in the studies. ANCOVA, MANCOVA and MANOVA, which are predictive analysis methods, and exploratory and confirmatory factor analysis and structural equation modelling stand out using slightly. While frequency, percentage, arithmetic average and standard deviation are used mostly in terms of descriptive analysis methods, it draws attention that graphic have not been used frequently. Finally, it could be said that descriptive analysis method are preferred to content analysis much more by the researchers.

Keywords: Problem solving, descriptive content analysis, research tendencies.

-Future of Department of Curriculum and Instruction- A Study on CI Graduate Education Programs

Adnan KÜÇÜKOĞLU; Atatürk University, Erzurum, Turkey; adnank@atauni.edu.tr
Zehra Sedef KORKMAZ; Artvin Çoruh University, Artvin, Turkey; sedefcoskun@artvin.edu.tr

Abstract

The department of curriculum and instruction degree programs have been implemented since the establishment of the department of curriculum and instruction in order to carry out the relevant teaching profession lessons in the teaching programs of education faculties in Turkey and to train experts who are responsible for developing the education programs to be implemented in the education units of private institutions and organizations. As a result of the annulment of the graduate programs in the departments of education science division in accordance with the decision of the Higher Education Institution of 1997 reorganizing graduate programs in education faculties, the graduate programs in education programs and department of teaching were cancelled as of 1998-1991 academic year.

Department of curriculum and instruction has four main functions since 1998-1999 academic year: to carry out graduate level department of curriculum and instruction professional knowledge lessons and elective lessons, to hold education programs in order to fulfil the education requirements of the people working in the field of education-teaching, to maintain master's and doctoral programs in the field of department of curriculum and instruction in the Institute of Education Sciences and to conduct scientific researches in the field of department of curriculum and instruction .

It is observed that the objectives of today's department of curriculum and instruction master's degree training are to contribute to the training of the candidate teachers in the Education Faculty as qualified teachers with the necessary knowledge, skills, attitudes and values; to implement education programs that contribute to the personal and professional development of the trainers and teachers formal and non-formal education institutions; to train science experts and academicians specialized in the areas of designing, developing and assessing education programmes in the fields of informal and non-formal education planning, implementing and assessing education-teaching processes in line with the contemporary and scientific developments and approaches in the areas of education sciences and practices, who will contribute to the scientific knowledge accumulation in the field of department of curriculum and instruction; and to carry out scientific researches and projects at national and international level in the areas of developing and assessing education programs, improving the teaching and learning process, pre-service and in-service teacher training, teacher and student behaviours and the development of teaching and schools.

Preschool programs, secondary education programs, higher education programs, instructional design, comparative education, etc. in the field of department of curriculum and instruction include various deepening and research sub-fields. One of the most significant reasons for turning the field of department of curriculum and instruction into a department is the EU-compatible new program development studies at all levels of education initialized by the Ministry of National Education in recent years. In EU or World Bank supported projects, there is the obligation to assign one person from the field of program development in all commissions.

We can summarize the fields of research of the area of department of curriculum and instruction as education programs: program development, program evaluation, new approaches in program development and evaluation, current practices; the teaching-learning process: learning approaches,

teaching approaches, student-centred learning, teacher and student behaviours in teaching-learning process, distance learning, e-learning, life-long learning; teacher education: pre-service teacher training and in-service teacher training, teacher attitudes; comparative education: the comparison of education systems, comparison of education programs, comparison of the teaching-learning process, comparison of student achievements, comparison of educational outcomes, comparison of training effectiveness, the efficiency and dissemination.

In this research, graduate programs and education processes of the field of department of curriculum and instruction maintained in our country are examined with a critical perspective. Within the scope of the study, the profiles of academic staff in the departments of graduate and doctoral education in the field of EPT are set forth, the links between the specialization areas of the academic staff and the graduate programs implemented are examined and the contents of the programs provided in different universities are analysed. Department of curriculum and instruction graduate education in our country were examined through content analysis from different perspective in the research. This is a research method consisting of content analysis, the organization, classification and comparison of texts, and making theoretical inferences from the texts. Content analysis is actually summarizing and interpreting written data and their messages (Cohen, Manion & Morrison, 2007). The main data source of this research consists of the data related to the graduate training of department of curriculum and instruction achieved through the web-sites of the universities in Turkey. Official web pages of all state universities in Turkey were first reviewed and then the universities providing graduate education in the field of department of curriculum and instruction were determined in the framework of the research. Afterwards, the academic structure and the fields of specialization of the staff and graduate and doctoral course contents were listed. In this process, it was tried to ensure the up-to-datedness of the data considering the dates of update of web pages. Additionally, it was endeavoured to confirm data validity by resorting to various communication channels for checking the data. Content analysis was used in analysing the data in line with the lists obtained. The process carried out in content analysis is to turn similar data into a form that can be understood by the reader by combining them in the framework of certain concepts and themes (Fraenkel & Wallen, 2003).

The analyses of department of curriculum and instruction graduate education in our country in terms of different perspectives and findings obtained are found in findings section. Graduate education is provided in 42 universities in total in the field of CI. While 21 of these provide both graduate and doctoral education, 21 of them only provide graduate education. There are 48 professors, 86 associate professors and 117 assistant professors in 42 universities in total in the field of CI. Findings on different data will be included after the completion of the research. Furthermore, results of the findings will be set forth after the completion of the research.

Keywords: Curriculum and instruction, content analysis.

The Anatomy of a Post Graduate Course

Mediha SARI; Çukurova University, Adana, Turkey; msari@cu.edu.tr

Abstract

Main mission of education institutions is to educate individuals equipped with the qualities needed by the society. Development and improvement of societies is closely associated with the completion of such mission by education institutions. This mission of schools as education institutions reaches a peak in higher education because individuals begin to work and contribute to society once higher education level is over. Today, knowledge and skills gained in the undergraduate program are not sufficient in many fields, and thus there is a need for post graduate and doctoral programs. Individuals who complete their post graduate education are considered as the most equipped people in the society due to several issues such as the scientific processes and operations, multiple points of view, and higher order thinking and learning. Accuracy of this information is surely directly proportional to the quality of the post graduate program.

When the departments in universities start post graduate programs, each instructor opens a course in his/her area of expertise and students receive these courses. Although the opening proposal and curriculum of these courses are viewed in the board of management, instructors teach these courses in a way that can be described as totally autonomous. While this case is pleasing in terms of scientific autonomy, it brings along quality problems in these courses. Studies which aimed to find answers to questions how a postgraduate course should be, how such a course is constructed, and how it is taught and evaluated are quite limited. This study does not claim to find answers to all of these questions, either. However, it is expected to contribute to the field by drawing attention to the issue.

The present study uses the word "anatomy" for the framework of the analysis of a postgraduate course. The word anatomy has such meanings as the science dealing with the structure of animals and plants and the relationship of organs with each other, structure of a body/trunk, special structure drawing attention in the creation of something, and science of structure (TDK, 2015). The study has borrowed the concept of anatomy, a word generally used in science, and aimed to investigate the structure (anatomy) of a course with all sub-dimensions as well as the relationships between them. The study has investigated the post graduate course "Hidden Curriculum in Education" which is instructed at the University of Çukurova, Institute of Social Sciences, Department of Educational Sciences. In this direction, the main purpose of the study is to investigate the objectives, content, teaching-learning process and evaluation dimensions of the Hidden Curriculum in Education course in detail.

Participants of the study are 15 graduate students (11 female, 4 male) who attended to the "Hidden Curriculum in Education" course in 2014-2015 Academic Year, spring semester. The data obtained through a "course evaluation form" in which students stated their views toward the course and students' portfolios that they prepared during the term. Content analysis was used to analyze the data. Findings of the study show that students generally have positive views toward all dimensions of the curriculum as well as some critics.

Keywords: Graduate study, portfolio, course evaluation

Assessment of Faculty Development Project from Research Assistants' Perspectives

İlkay Doğan TAŞ; Ankara University, Ankara, Turkey; idtas84@hotmail.com

Ece KOÇER; Ankara University, Ankara, Turkey; ecekocer@gmail.com

Özgür ULUBEY; Muğla Sıtkı Koçman University, Muğla, Turkey; ozgurulubey@gmail.com

Abstract

Demand for higher education in developing countries is continuously increasing. Although eliminating the deficit in academic member by opening universities is seen as a prerequisite at development plans, it works on the contrary in Turkey (Tuna, 2003). It is seen that the number of universities has increased from 93 in 2006 to 194 in 2015 (YÖK, 2015 <https://istatistik.yok.gov.tr/>). According to Karakütük & Özdemir (2011), increase in the number of universities without providing enough academic member and other infrastructure facilities will cause lots of problems in higher education. In Turkey, rapid increase in the number of universities has caused increase in the need of existing academic member. This situation causes not only more workload of academic member in terms of student and course numbers, but also a decrease in the quality of education and a delay at the academic advancement of academic members. In order to get over the problems caused by the lack of academic member in higher education, it is necessary to meet the need of qualified academic member rapidly. For this reason, it is needed to develop academic member training programs and implement existing programs effectively (YÖK, 2007). In Turkey, it is seen that different models are used in order to meet the need of academic member. These models are: academic member to study abroad for doctorate with the MoNE or the HEC grant; academic member to work as research assistant at the university where studying for doctorate within the scope of law numbered 2547, item 33-A or 50-D; and academic member to be sent from one university to another in order to study for doctorate within the scope of the same law but item 35. In addition to these, Faculty Development Project (FDP) has also

been implemented since 2002 in order to meet the academic member need. First started at Middle East Technical University, the FDP continued at Hacettepe, Ege, Gazi, Boğaziçi and İstanbul Technical Universities. With the FDP, it is aimed to overcome the need of qualified academic member at new universities by taking advantage of old universities which are knowledgeable at post-graduate education (YÖK, 2015). Between the years of 2002-2009, the FDP was carried out by State Planning Organization (SPO) whereas now it is carried out by the HEC. In this frame, nearly 18.000 people were placed as a staff within the context of FDP at last five years. However, only 12.000 people started to study for postgraduate and work as a research assistant whereas 6.000 people haven't been nominated to any universities (ÖYPCBU, 2015). Higher Education Council (HEC) has gone into many changes in the FDP regulations over the years. For example, an oral or written entrance exam which will be done by a committee at the HEC is started to be implemented. Similarly, limitations at the budget of academic members and domestic and foreign missions are started to be implemented (YÖK, 2015). These changes arouse concerns about FDP aiming to meet the academic member need of universities, specifically established after 2006.

Problems such as candidates to leave the project due to not been nominated to any universities; the FDP regulations to undergo changes continuously and academic members' budgets to decrease every year revealed the need for assessment of this project. In this study, it is aimed to reveal the problems of the FDP process and evaluate the changes in procedures and principles of the FDP from research assistants' perspectives.

As the aim of the study is to reveal the common experiences of research assistants working at Ankara University Faculty of Educational Sciences within the context of FDP, phenomenological design is used in this study. According to Fraenkel, Wallen and Huyn (2011), in phenomenological studies, it is aimed to determine commonalities in perception and interpretation of similar experiences and these commonalities constitutes the essence of the experiences. Participants of the study are 18 research assistants working at Ankara University Faculty of Educational Sciences within the context of FDP and chosen by convenience sampling. Data of the study was collected by semi-structured interview schedule developed by the researchers. In order to develop the schedule, questions about the academic members' perceptions of FDP were written and then appropriate questions were chosen for the schedule. After the review of the experts, nonworking parts of the schedule was eliminated. A pilot interview was also conducted and basing on the feedbacks of experts and pilot interview, the schedule took its final form. Finally, three session focus group interviews, each with six participants, were conducted with research assistants to reveal their perceptions of FDP. Data collected by the semi-structured interviews will be analyzed through phenomenological analysis. So that, firstly focus group interviews which will be conducted face to face and audiotaped with the permission of the participants will be transcribed. After being read several times, the transcriptions will be organized according to the framework formed. Then, the organized data will be described with codes and themes and will be enriched with direct quotations. For the trustworthiness and transferability, expert opinions and verification of data will be used.

As the study hasn't completed yet, findings, results and discussion will be formed after the data collection process.

Keywords: Faculty development project, program evaluation, HEC.

Problems Encountered in Postgraduate Education

Alper YETKİNER; Ankara University, Ankara, Turkey; ayetkiner@hotmail.com

Murat İNCE; Bülent Ecevit University, Zonguldak, Turkey; muratince20@hotmail.com

Abstract

Production and consumption of information have a big place in the modern world where information shows an increase rapidly. Information age requires the person not only to use information but also to produce information and to use it in solving the problems (Oguz, 2004). Big tasks fall to the education systems in being produced, taught and expansion of information. High qualified human power is needed

greatly in the process of progress. A successful and qualified postgraduate education is rather important for especially underdeveloped and developing countries in being raised of this human power which is needed. Due to these reasons, being attached of the necessary importance to postgraduate education and being solved of the problems in the department is required (Sevinc, 2001).

Postgraduate education is the form of higher education which starts after being completed of undergraduate education and involves master and doctorate education (Agiralioglu, 2013). In Tukey, postgraduate education involves the degrees of master, doctorate, speciality in medicine and proficiency in art. Postgraduate education includes the activities of education, training, making scientific research and practice in the necessary department related to undergraduate education (Sevinc, 2001). Raising individuals who can make a research and who are productive, responsive to problems of the country and whose creativity is high is aimed (Sayan and Aksu, 2005). It can be stated that postgraduate education is an education programme which teaches the individuals how to make research according to their fields of interest, helps to produce science and aims to raise scientist (Nayır, 2011). Özmentes and Özmentes (2005) have emphasized the importance of process of postgraduate education. By stating that needs, expectations and views of the students affect student's success in the process, they have highlighted that any hitch which is experienced during the process has an effect on student's success, too. Therefore, they have stated that it is required for postgraduate programmes to be evaluated by students' viewpoints.

There are a lot of researches which are made with regard to postgraduate education in literature. It has been tried to determine the problems which are experienced throughout postgraduate education with different data collection tools in the researches which have been made. A part of the students who study postgraduate education in faculties of education are academician, a part of them are teachers at schools which are dependent to the Ministry of National Education, a part of them are teachers or experts in private corporations and a part of them work in different sectors, too. A part of the individuals who study postgraduate education don't work in a corporation or office and just study postgraduate education. As the individuals who study postgraduate education have different jobs and conditions of work their viewpoint which is related to postgraduate education and the problems they experience may become different. The problems which individuals who are graduates of faculty of education and head for academicianship may experience in postgraduate education and the problems which the individuals who aren't graduates of faculty of education and may be academicians in faculty of education may experience in postgraduate education may show variability. The problems which the individuals who work in corporations which are dependent to the Ministry of National Education, private sector or the other fields out of education may experience may be different, too. When the literature is given a look, the problems which students of master and doctorate experience can be seen in the studies which are made in terms of postgraduate education. While the result that a clear majority of students of postgraduate have stated that postgraduate education is needed to be received by every teacher has come up in the research which Başer, Narlı and Günhan (2005) made on the purpose of learning the expectations of candidates of teacher who study postgraduate education from the system and revealing the problems which are experienced, in the research which Oluk and Çolak (2005) made, results such as teachers can't benefit from the permission which is legitimized to continue postgraduate education, the Ministry of National Education doesn't provide any financial support for postgraduate education, studying postgraduate education doesn't enable an income growth have come up. Sayan and Aksu (2005) revealed that the individuals who study postgraduate education without being an academic staff experience problems especially in terms of time about consultancy, they have problems with their advisors on the subjects of time and guidance and they are of second importance throughout their postgraduate education. In the studies which have been made, it is seen that different problems concerning postgraduate education have been determined.

When we consider the problems encountered, it is rather clear that postgraduate education programmes which will enable to obtain high efficiency in the education of generations and which will enable the raise of successful individuals and which are knitted with contemporary and scientific approaches are needed. Therefore, with this research which is going to be made as regards the postgraduate education which is provided in the faculty of educational sciences, it is needed to reveal the current situation and to bring forward proposals concerning the situation. In this research, it is aimed to determine the problems which the individuals studying postgraduate education at faculty of educational sciences experience and to form solution offers concerning the problems encountered.

This study will be designed within a phenomenological framework. A phenomenological study describes individual experiences related to a specific phenomenon or concept (Creswell, 1998). In this study, a specific phenomenon, problems encountered in postgraduate education, will be investigated. The participants who study postgraduate education in different majors and departments in the Faculty of Educational Sciences at Ankara University and who are going to be chosen with appropriate sample will constitute participants of the research. Interview will be used as a data collection method. An interview is a purposeful conversation between two or more people to get information (Bogdan & Biklen, 1998). Individually conducted interviews will be audio taped and transcribed. A semi-structured interview schedule will be designed by the researcher after expert opinion. In the analysis of data which will be obtained from the form of interview, in ways that an appropriate environment is going to be prepared, within the allowance of participants, data will be collected with a tape recorder and analysis of the data will be made after the interviews. The research is going to be carried out by a research assistant who works in the Faculty of Educational Sciences at Ankara University and whose doctorate education continues and by an instructor who works at the School of Foreign Languages at Bülent Ecevit University and whose doctorate education continues. The process of collecting data will have been completed before the congress as data of the research are going to be collected after preparation of the data collection tool and being made of the necessary arrangements. The findings and results of research are going to be presented in the congress.

Keywords: Faculty of educational sciences, postgraduate education, problems encountered in postgraduate education.

Professional Development- Staff Development

Teacher Implementations of Differentiated Instruction Approach and Competency Levels Related to It

M. Bahaddin ACAT; Eskişehir Osmangazi University, Eskişehir, Turkey; bacat@ogu.edu.tr
Şefika Sümeyye ÇAM; Gazi University, Ankara, Turkey; sumeyyesubay@gmail.com

Abstract

Every student has different types of intelligence, background knowledge, ability and learning style. Similarly, students' past experiences, sociocultural characteristics and economic environment also differ from each other (Tomlinson, 2007). All students, no matter how different they are, have the right to have a teacher who will contribute positively to their academic success. But many teachers follow a single type of instruction model, thinking that all students have the same characteristics. This instructional model, prepared for the average level of the students in the class, is suggested to fit the majority of the classroom but it can't be expected to fit the whole class (Rollins, 2011). This is due to the fact that the population of the classroom consists of students under the average level who are learning slower than their peers, as well as students who learn earlier and faster. Failure and dropout rates of the students, whose learning level and speed are lower than their peers, rise if they cannot receive appropriate training that they need (Bender, 2012). On the other hand, students with higher learning level are unable to use their existing potential and gradually regress over time (Heacox, 2002). This is because the standard program prepared for the whole class is insufficient for the development of these students. Both cases show that a loss in the class' learning occurs, and thus problems are experienced in the achievement levels.

Consequently it can be suggested that the instruction of the same course with the same style and expecting the same skill from everyone is causing a big imperfection in the education. Since traditional teaching methods are insufficient to approach to this diversity in the classes, worldwide education system is geared towards the new quest and focused on how to develop an instruction which would satisfy all students' needs. To address this need, American scientist Tomlinson has developed an approach and a program called "Differentiated Instruction". It's possible to provide education according to the students' individual differences with the help of the differentiated instruction which is on the agenda around the world in recent years. In this study, secondary school teacher's practice and competency levels of differentiated instruction is examined in order to determine to what extent they are ready to this new approach. The problem statement created to achieve this object is that; what is secondary school teachers' implementation and competency level of applying differentiated instruction in the existing conditions differentiates according to the status of the school, discipline and education level? The difference is due to the variables?

In this study, survey model which is one of the types of quantitative research was used. The study was carried out by gathering necessary data from 346 teachers in the city center of Eskisehir. While gathering necessary data from the teachers, stratified sampling method was used according to the school's location and the structure and then, random way was used to reach the predetermined number of teachers. The data was collected by the scale developed by the researcher. For the data analysis, SPSS was used.

While the teachers' practice levels of differentiated instruction was determined as intermediate level, levels of competence was determined as high level. It's found out that the total score of the current practice unchanged according to branch of the teachers and the state of education while creating a difference according to structure and location of the school, in favor of the private schools. Additionally, in the factor of competence size, the differences of scores create no significant difference according to branch of the teachers, education level, location and structure of the school. Furthermore, a statistically significant difference was found out between current status and competence. According to the findings of the study, teachers can differentiate the instruction at moderate level. In doing this they are most successful in motivating students, whereas they are least successful in preparing learning environment. The analysis conducted according to the discipline showed that all teachers can differentiate the instruction similarly. In addition, education level didn't create a difference in terms of differentiating the instruction. In other words there is no correlation between the education and differentiating the instruction according to individual differences.

It's found out that teachers are at the similar levels of competence of differentiated instruction but they are different at their practices depending on the school structure and location and this difference is in favor of private schools. It might be thought that this difference of practices may be removed by providing appropriate learning environments. Additionally, according to this study, the levels of education cause no difference on differentiated education so this reveals that there is no relation between the received education and the methods used in teaching. Furthermore, it's found out that the branches of teachers cause no difference on differentiated education and this suggests that differentiated education can be used in every lesson. Teachers should be informed about differentiated instruction approach. For this purpose, they can get training according to the methods of differentiated instruction in teacher education programs or within various educational activities that can be organized for the teachers. In order to implement this approach adequately, practical information must be submitted in addition to the theoretical knowledge. In other words, to place this approach on a solid basis, it should be substantiated with pilot applications and should be integrated with the curriculum. The conditions of the schools should be improved in order to get them ready to differentiated instruction. As in private schools, the sizes of the classes should be diminished, multi-purpose instruction materials should be used, teacher-student relations should be more solid and parent follow-up should be more frequent.

Keywords: Differentiated instruction, differences in student, practice and competence levels.

In-service Training of Understanding by Design: Impact on Teachers' Professional Development and Students' Academic Achievement

Sertel ALTUN; Yıldız Technical University; Turkey; sertelaltun@mail.com

Banu YÜCEL-TOY; Yıldız Technical University; Turkey; byuceltoy@mail.com

Abstract

In order to equip students with skills required for information society, there is a need for educational institutions at a macro level and teachers at a micro level so as to keep up with this development and create this change on students. Therefore, it is required for teachers to develop themselves professionally even after they are recruited as a teacher. In literature, professional development is defined as following recent innovations and participating in in-service training that they need throughout their professional life.

Teachers' professional development is a process in which they are supposed to be involved during their professional life and through which they have opportunities not only for screening their own teaching skills and knowledge but also for learning how to meet their students' needs (Diaz-Maggioli, 2004). Teachers' professional development is also important in terms of learning knowledge, skills and instructional applications for meeting students' needs (Benedict, 2014; Cooper, 2014; Ingvarson, Meiers & Beavis, 2015; Lee, 2014). In-service training on a number of educational issues can be given teachers in order to support their professional development. Instructional design is one of the fundamental issues in this area. Understanding by design (UbD) has been recently taken an important place in the related literature. One of the basic reasons is that UbD is student-centered and aims students to construct meaning of their knowledge and skills in real life. Moreover, UbD contributes to development of teachers' teaching skills and so their professional life as teachers becomes architect of their designs that they implement in class (Wiggins & McTighe, 2011).

A distinct characteristic of today's classrooms is that these classes include a variety of students possessing different fields of interest, skills and motivation tools. One way of holding this richness together and ensuring congruity of these differences is to establish meaningful learning environment and take all differences into consideration. UbD has a form that a teacher can make his/her abstract knowledge on design concrete, put into practice and facilitate students' learning. In UbD, it is proposed that teachers should plan teaching-learning process by collaborating with each other in accordance with students' needs. This collaboration process contributes to teachers benefit from each other's experiences and at the same time the prepared instructional design according to students' needs would

also provide an opportunity for students to be successful. Embrace of UbD in an institution is possible when teachers of that institution are involved in the curriculum development process. Therefore, in-service training that would equip teachers with knowledge and skills to prepare and implement UbD is of importance. In light of this information, this study aims to examine the impact of in-service training upon UbD on teachers' professional development and their students' academic achievement. The research questions leading to this purpose are given as follows:

1. What are the opinions of teachers regarding the impact of in-service training upon bon teachers' professional development and their students' academic achievement?
2. What is the impact of in-service training upon UbD on teachers' instructional designs?
3. Is there a significant difference between the grades of students before and after the implementation of these teachers' designs based on UbD?

In this study, qualitative based embedded mixed design was used. Embedded mixed design is a design in which one of qualitative and quantitative methods comes into prominence more than the other (Yıldırım & Şimşek, 2013). In-service training on UbD was given to middle school teachers in a foundation middle school in Istanbul. Within the scope of this study, 5 teachers from Mathematics, 3 teachers from Turkish and 3 teachers from Science and Technology courses were participated; thus, focus group interviews were carried out with 11 teachers in total and their instructional designs were analyzed. During study, "Understanding by Design" in-service training for teachers has been giving through workshops, and then teachers of the same branch have been asked to prepare lesson design samples by working together. Feedbacks have been given to these designs. Having made revisions, final form of designs has been prepared and implemented in classes. After that meetings with teachers have been held in order to share their evaluations and reflections regarding these implementation and new designs were prepared by taking the required precautions into consideration. This circle has been repeated four times. Data in this study were obtained from focus group interviews with teachers, analysis of instructional designs that these teachers prepared, and grades of students in classes that these teachers implemented their designs. Focus group interviews were carried out with each group of branch teachers separately. Questions regarding the impact of this training on their professional development and their students' academic achievement were asked. In order to determine how these teachers' professional development has changed during this training process, data obtained from focus groups interviews and these teachers' designs will be analyzed. Moreover, in order to identify to what extent students' academic achievement was affected, students' previous term grades from the branch courses and their grades from the same courses after this training is ended will be compared and focus groups interview results will be examined. Data obtained through focus group interviews will be analyzed via content analysis. Instructional designs were analyzed through document analysis. Independent samples t-test will be utilized in order to compare students' previous term grades and grades after this training.

As a result of document analysis of the prepared designs, it was revealed that the training process has contributed to the teachers' professional development positively. At the beginning, it was observed that the teachers prepared their designs based on Ministry of National Education Teachers' Guidebook of their branch course as a basic source. In the subsequent designs, it was noticed that the teachers were more effective in developing authentic materials, using different methods and techniques, and preparing performance tasks that provide opportunities for students transferring what they learn into life. Data analysis process has been still continuing. The results will be discussed in terms of teachers' professional development and contributions of UbD to both teachers and students. It is expected that this study would guide educators in developing such training programs on UbD for pre-service and in-service teachers and motivate teachers for using UbD in order for creating effective learning environment and ensuring meaningful learning. Moreover, implications for practice and further research will be explained.

Keywords: Understanding by design, teachers' professional development, instructional design.

Class Management Tendencies of Class Teachers

Serap MUTLU AYDIN; Atatürk University, Erzurum, Turkey; smutluaydn@gmail.com
Durmuş KILIÇ; Atatürk University, Erzurum, Turkey; dkilic25@gmail.com

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The Teachers' Opinion on Effects of In-Service Teacher Education for Their Professional Development

Eda BÜTÜN; Havza Public Education Center, Samsun, Turkey, edabutun@gmail.com

Elif MERCAN UZUN; Ondokuz Mayıs University, Samsun, Turkey, elfmercanc@gmail.com

Abstract

Social needs, changes and transformations play an important role while creating educational policies. Especially, in a globalizing world, not only the societies own dynamics have influence but also the educational policies have to be renovated constantly in order to catch up with the globalizing world. Starting to implement new technologies in educational environment and the different profile of students – parents are a few of the factors which influence the process of education beyond the control of the education authorities and prompts them to innovate and change in education policies. The teachers, who are the most important members in this process, fall short of adapting themselves to these improvements. Especially, the teachers, who have been at their job for too long, may be in need of support to have the qualifications of this profession.

In-service teacher education is one of the primary training activities in order to avoid these problems or to resolve the problem already existing. The in-service teacher education aims to make teachers adaptations to their environment, to provide unity in education, to develop their professionalism and, if any, correct their deficiencies, to promote them to career progressions. These services, which are conducted by Directorate General of In- Service Teacher Education, are divided into two heading as central and local. As the central in-service teacher education services are decided and planned with minister's sanction as a consequence of research and development of the minister, the local in-service

teacher education services are planned by the directorate of national education with the sanction of governor in the region for educational need or problems. It is clearly seen that no matter how much the process of education changes, the teacher will maintain its importance for a long time. So, in process of training teachers and after they start their professions, it is important to maintain services to improve their performances. The aim of this study to express teachers' opinions on how these in-service teacher services influence their professional improvements.

The research has been designed in qualitative pattern to analyze the teachers' opinions on the effects of in-service teacher education on their improvement. The participants of the research are pre-school and primary school teachers at different parts of Samsun. These teachers have been determined via maximum variation sampling method which is one of the purposive sampling methods. It can be seen that 7 of the teachers participated in research are pre-school teachers and 8 of them are primary school teachers, 6 of the teachers participated in research work at village schools and 9 of them work at schools in the city centre and that their professional seniority changes from 3 to 30 years. The semi-structured interview, one of the qualitative research techniques, has been applied in this research. The interview questions are prepared from field research and three informal interview, which were made with different participants, Manipulating the teachers and the conditions which may affect the data collection process negatively have been avoided during the interview. In the interviews, they are asked 7 questions about their opinion on in-service teacher training, its effects on their improvements and their previous in-service teacher education experiments. The data obtained from the research has been analyzed upon content analysis technique. The conversations recorded during the interview have been transcribed into soft text data by the researcher. All the data obtained from the research has been read and coded. Various aspects have been determined in accordance with the purpose of the research, and the appropriate themes for these aspects have been specified.

In this study, it is seen that the teachers evaluate in-service teacher education in two different categories as central and local. In the interviews, it is seen that most of the teachers are eager to improve themselves. But it is understood that they specifically see the local in-service teacher education as drudgery. One of the main reasons for this is the people who give these services are thought to be inadequate by the teachers. Especially, for the local in-service teacher education activities, preferring a teacher or director in the same region causes other teachers not to take these activities seriously. The reason for this is that they don't believe that they can learn something different from somebody they've already worked. Another problem in local in-service teacher education is these services are organized after teacher's working hours. It's expected that the tired teachers, after working long hours, participate in these services eagerly. It causes not only the teachers' reluctant participation but also, after the directorate of national education make the participation obligatory, their negative attitude.

When the teachers' opinion, who participate in these services in central, are analyzed, we see a different attitude. Most of the teachers find central in-service teacher education beneficial. In the study, the reasons for the differences between the participants' opinion on central and local in-service teacher education are analyzed, it is seen that there are many factors. First of all, the teachers apply for central in-service teacher education for their willingly and they entitle to these services according to their ranking of service points. For these services are given in specific centres and in working hours, the participants have to travel to another place and is granted leave of absence. Therefore these services are seen as a kind of vacation besides education. In these activities, it is seen that the participants' motivation increased owing to the fact that the ministry covers the expenses and the quality of the services. In the studies it is revealed that the teachers find the people who participate in these services in terms of their knowledge of the subject more efficient. Besides, it appears that they give a place for the activities which provide more participation.

In the interviews, while evaluating the in-service teacher education, two different results come out. As a result of this study, it is revealed that the teachers find the local in-service teacher education inefficient and think that there isn't any effect on their profession improvement. So it can be said that the teachers are reluctant to participate in these services after their working hours. While their opinions on central in-service teacher education are analyzed, it shows that it not only improves their profession but also increases their motivation. It also helps teachers to come together from other cities and work with different perspectives on education policy. In the central in-service teacher education, which is found beneficial by the teachers, the limited quota for the participants increase the importance of the in-service teacher education. But the teachers' attitude on local in-service teacher education prevent

them improving themselves. Therefore, especially increasing the quality of the local in-service teacher education has an important effect on improving teachers' quality on their professions. It will increase the interests to take teachers' opinions while planning these services. The activities in the services should be planned much more effectively, it shouldn't be forgotten that the teachers are also students in this process and people, who will organize the activities which make teachers participate actively, should be a model for teachers.

Keywords: Teacher education, in-service education, professional improvement.

The Effect of Inservice Training about Technology Integration in Education Through Fatih Project on the Teachers' Technological Pedagogical Content Knowledge Confidence

Esra CESUR; Mersin University, Mersin, Turkey ; esracesur@gmail.com

Gamze YAVUZ KONOKMAN; Mersin University, Mersin, Turkey ; yavuz.gamze@hotmail.com

Tuğba YELKEN; Mersin University, Mersin, Turkey ; tyanpar@gmail.com

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An Investigation on Academics' Perceptions on Innovation in Higher Education

Melek ÇAKMAK; Gazi University; Ankara, Turkey; melek@gazi.edu.tr
Aybike AKKUTAY; Gazi University; Ankara, Turkey; aybikeakkutay@gmail.com

Abstract

In recent years, innovation has become one of the most important issues for all universities (Karahoç & Kurnaz, 2014). Innovation is described in different ways by researchers. Baregheh et al., (2009; cited in Karahoç & Kurnaz, 2014) for example, explain the concept of innovation as "the multi-stage process whereby organizations transform ideas into new products, service or processes, in order to advance, compete and differentiate themselves successfully in their marketplace. According to Alter (2000), innovation at education is the task of offering solutions for many problems a part from the known ones when the current applications are inadequate.

Zhu et al. (2013) indicates some basic competencies regarding the innovative teaching performance of the teachers and explains four basic competencies as follows: (1) Teaching competencies, (2) Educational competencies, (3) Social competencies and (4) Technological competencies. This suggests

that these competencies are crucial for teaching staff. On the other hand, one of the major concerns of many countries today is that there is a mismatch between graduates' skills, acquired from higher education institutions and the skill sets needed in industry. Many of the current graduates are found to be lacking in creativity, communications skills, analytical and critical thinking, and problem-solving skills and therefore many institutions are moving towards problem-based learning as a solution to producing graduates who are creative and can think critically, analytically, and solve problems (Teo & Wong, 2000; Tan, 2000; cited in (Neo & Neo, 2001). This suggests that some innovations are also necessary in training students. In sum, studies that attempt to determine academics' perceptions of innovation in higher education are not very much; therefore, it is attempted with this study that to define academics' perceptions on this specific issue.

The objective of the study is to provide a better understanding of how academics perceive the concept innovation in higher education. In other words, it is aimed in the present study to determine academics' perceptions on the concept of innovation. For this aim, the following questions are addressed: (1) How do academics explain the concept of innovation? (2) What are academics' perceptions on the 'innovation in teaching'? (3) What are academics' perceptions on the role of instructor in the context of innovation? (4) What are academics' perceptions on the role of innovation for their professional development?

This study is conducted qualitatively and case study design is chosen regarding with the purpose of the research. In-depth, semi-structured interviews were chosen as the method of data collection. The interview questions are prepared in the light of related research and experts' views are taken into consideration. Semi-structured interviews are conducted with a group of academics who has been working in a state university in Ankara, Turkey. Purposive sampling technique is used in the study and interviews lasted between 10 and 35 minutes in data collecting process. After this, data is transcribed and returned to the interviewee for validation. Data analysis process included the identification of codes and categories. In this study, data analyzing process is still in procedure. It should be noted that academics have different perceptions and perspectives regarding with innovation in higher education.

Data gathered so far mainly indicate that this research highlights different perceptions about the meaning of innovation in higher education. The academics who participated in this study have highly positive views about the importance of innovation in education and also in higher education. Some results in this study also very critical and open to discuss. In sum, innovation is very important for universities, so that universities which have high perception of innovation provide initiation of innovative projects in work environment as also indicated by Karahoca and Kurnaz (2014). In this context, the academics' perception of innovation plays a very important role. In the relevant research conducted in different disciplines in higher education (e.g., Liou et al., 2013; Phillips & Vinten, 2010; Kennedy, 1987), it is confirmed that using innovative teaching strategies enhances student interest and enthusiasm about evidence-based practice. This suggests that teaching would be highly effective if the instructors use innovative teaching techniques.

The findings of this case study suggest that academics have different views on the concept of innovation in higher education. The results so far gathered imply that more research is needed in investigating this issue. It is hoped that the remarkable findings of this research might be considered by researchers and educators who are interested in this specific issue. The results of the study also might provide an opportunity to think about the questions of "how can innovation be explained in higher education and how can be explained this from different perspectives?"

Keywords: Innovation, higher education, qualitative research.

Investigation in Different Variables by Being Identified the Innovative Tendencies of Teachers about Their Professions

Abdullah ÇETİN; Kahramanmaraş Science And Art Center, Kahramanmaraş, Turkey;
abdctin46@gmail.com

Mustafa YOĞURTÇU; Kahramanmaraş Science And Art Center, Kahramanmaraş, Turkey;
mustafa.yogurtcu@hotmail.com

Abstract

Countries get the information and advanced technology by their talented individuals. That talented individuals grow depends on the level of education and its quality given to them. (Langenberg, 2013). Recent days in which the knowledge has increased incrementally, technology has been used intensely and the information transfer and communication has occurred very fast, the quality of education that is given to individuals perpetuates the changes and improvements in the knowledge and technology. (Bayrak & Erden, 2007). Developing information and communication technology usually effects industry, commerce, health, textile and similar other areas and also effects our education system, its functions, organization, the content of the education programs. It caused directors and teachers to change their roles by adopting the innovations that the era brought. (Kurtoğlu, 2009). the innovation needs to be accepted as a culture in the education system and supported by all the sectors. (Göl & Bülbül, 2012). the innovation is the spread among the members of the social system by means of apparent channels as "a new idea, subject or application" (Rogers, 2003).

The speed of spread and scope of innovations is crucial for maximizing social and economical benefits which will be got from innovations. (Uzkurt, 2015). The teachers who are the secret leaders of the community, are at the pioneering role at the spread and adoption of innovations. whatever job an individual has, she/he is educated by a teacher. (Kurtoğlu, 2009). "Therefore, one of the features that teachers need to have for a new future is the inventiveness. In the educational field of inventiveness, studies, which are dealt as individual and occupational level, should be done. (Yılmaz, Ayhan, Tuncay, Sancar & Deniz, 2014). the occupational tendency of the teachers, who shape the community, open up an horizon and are the most important factor in educational field, should be determined and these tendencies have importance in terms of examining the changes according to some variables. When the body of literature is examined, it can be seen that there is not any study in the subject. In this regard, the purpose of the researcher is to examine the occupational inventiveness tendencies of teachers.

Within this framework, the answers are looked for the questions below:

- 1-)What is the current situation of occupational intensiveness tendencies of the teachers ?
- 2-)Do occupational intensiveness tendencies of teachers show meaningful differences according to their sexes, seniorities, branches, marital status, types of schools that they work, type of the school that they graduated, the condition of graduation, social economic class and educational situation for the duty that they participated?

This research is a study which was made in the scanning method. This group is composed of 161 teachers who are working at 2 Primary Schools, 2 Secondary Schools, 2 High Schools and 1 Private School within Ministry of National Education in 2015-2016 school year in Kahramanmaraş. There were 65 women teachers (%59) and 96 (%41). The range of the teachers' experience periods were 0-5 (%18), 6-10 (%12.4), 11-15 (%29.8), 16-20 (%18.6), 21 and above (%21.1). Their branches were ; 40 class teachers (%24.8), 45 math course teachers (%21.1), 42 occupational group teachers (%26.1), 45 verbal lesson teachers (%28). There were 26 single teachers (%16.1) and 135 married teachers (%83.9). The schools in that study were 48 primary schools (%29.8), 51 secondary schools (%31.7), 62 high schools (%38.5). The departments which the teachers graduated from were education institute 10(%6.2), completion of license 8(%5), education department 103(%64), faculty of science and literature 26(%16.1), and PhD 1(%0.6). Teachers were classified by their socioeconomic situations : low 4(%2.5), medium 153(%95), and high 4(%2.5). The rates of participation in in-services training were 1-3 times 88(%54.7), 4-7 times 45(%28), 7-10 times 12(%7.5), 10 and above 16(%9.9).

In this research, the scale, improved by Yılmaz et al., was used as data collection tool. This scales was composed of 25 items and graded as " exactly agreed, much agreed, half agreed, low agreed, no agreed". According to Exploratory Factor Analysis, the KMO rate (Kaiser-Meyer-Olkin) of the scale was calculated as 0.872. By the aim of reliability of measurement, The internal consistency coefficient which was calculated by Cronbach α was 0.91 (Yılmaz et.al., 2014:264). Data were analyzed by SPSS 17.0

package software. In this analysis, Independent Sample T-test and One Way Anova analysis was used for Unrelated Samples from parametric tests. According to teachers' individual and some occupational features, descriptions and analyses was made.

The minimum point, teachers get from the innovativeness measurement is 52, the maximum point is 120. General average of the scores is found to be $\bar{X}=95,39$ and the standart deviation is $S=13.15$. The general average of the scores teachers get from the vocational innovativeness is above the median ($\bar{X}=75$). When the teachers' tendency is to vocational innovation is examined in terms of sex and marital status, a meaningful variation has been found for the benefit of being single and being a woman. There has been found no meaningful variation according to the seniority, branch, type of school -worked, type of school-graduated or the in-service training of the teachers in their vocational tendency. However, when it comes to seniority variation, those who have 0-5 years of seniority has much more high score then the others ($\bar{X}=96.34$), in the branch variation, the classroom teachers has the highest average point($\bar{X}=96.92$), the statistical course teachers has the lowest grade($\bar{X}=93.73$), in the school type variation, primary teachers has the highest score($\bar{X}=94.41$), in the school-graduated variation the other faculty's score is the highest($\bar{X}=99.71$) undergraduate study is the lowest ($\bar{X}=88.62$), in the graduation variation, master average score($\bar{X}=97.57$) is higher than undergraduate($\bar{X}=94.92$), in the in-service training variation, the highest score is ($\bar{X}=99.43$). Apart from that, no analyses have been made for this variation as it defines the socio-economic status of %95 of teachers as middle stage.

The findings show us that the teachers who conducted the research have come up with the popular answer of 'I strongly agree'. Along with being a positive conclusion, it also shows that the tendency of teachers should be improved. The research has also proved that the female teachers are more tend to the vocational innovativeness compared to the males and the singles are more tend to it compared to married teachers. The research that Yilmaz did and many other researches (2014) also support this conclusion. It has been found that the young teachers with low seniority are more tend to the innovation. The use of technology by the young teachers may have an impact on the conclusion. It has also been found that the classroom teachers are more positive about innovation compared to other branch teachers. The reason for this may be that the classroom teachers may come across with lots of changes every day.

The reason for the school-graduated variation is high in the other faculties may be because of the fact that the faculty of communication and technology design are more open to innovation. The reason for the master scores are higher than the undergraduate average may be because of the fact that the master teachers study for much more years than the others. The reason for the high in-service training average scores may be that the teachers with the inservicetraining are more open to innovation or this training has a positive effect on their career. Teachers define themselves as middle stage people in socio-economic terms.

Keywords: Innovative, professional training, teaching.

Critical Multicultural Education Competencies of Elementary School Teachers

Yasemin ACAR ÇİFTÇİ; Yeni Yüzyıl University, İstanbul, Turkey; yasemin.acarciftci@yeniyuziyil.edu.tr

Abstract

Equality is the cornerstone of a modern and democratic society. Equality and justice are coexisted concepts that complement each other. In the present democracies, it is accepted that the most important instrument to reach a righteous society is equal educational opportunities (Ghosh & Abdi, 2004). Equality in education means ensuring that all individuals to reach their educational potential or to have at least basic skills regardless of their personal and social conditions such as gender, ethnicity or social environment in which family live (OECD, 2012). Thus, in order to make cognitively learning easier

for them, right along with social and emotional development of children from different cultures, learning activities which are consistent with the child's culture should be used as well as "uneven" educational approach which offers a "fair" implementation (Villegas & Lucas, 2002). Because, "equality" and "justice" are not concepts that can be used interchangeably (Banks, 1995). Researches reveal that children from different social circles have unequal knowledge and skills when they start school (Burger, 2010). Therefore, it is very important to regulate elementary school and education programs in order to create a positive self-perception as well as to eliminate such inequalities. In this context the competencies, which teachers must have, vary and this approach also requires the cultural competency from teachers.

The solution of this problem is closely related to the level of recognition of cultural pluralism as a positive value in society and educational institutions. Multicultural education, which is based on pluralism and diversity, is deeply rest upon the principles of democracy, equality and justice (Banks, 1993; Cruz, 2010; Nieto, 1992, 1995). Educational approaches which include cultural diversity vary from monocultural approach to education to the approach of reconstructing the society. This study is based on Critical Multicultural Education Competency Model which defend democracy, equality and justice in schools and thereby society, was developed by Acar-Çiftçi (2014).

Critical Multicultural Education Competency Model is based on assumptions of critical multicultural education theory, critical theory and critical race theory. Critical theory aims to radically democratize the education in order to strengthen the democratic participation in individuality, citizenship and society, social justice and all the fields of life and that is the goal of progressive educators such as Dewey, Freire and Illich (Acar-Çiftçi, 2014). In that regard critical theory has both an epistemological and political goal. This theory aims to uncover the power relations related political institutions by excluding itself from them and its ultimate goal is freedom (Griffiths, 2013). Critical Race Theory provides perspectives, methods and pedagogies to the efforts of education to identify and analyze in order to transform the structural and cultural aspects for protecting the position of lower and dominant race in and outside of the class (Solorzano, Ceja, Yosso, 2000). Critical Multicultural Education Theory provides, on the other hand, a cultural framework and context as to how unequal power relations are maintained at a structural and institutional level in daily interactions (May & Sleeter, 2010, 10). Critical multicultural education is a transformative pedagogical framework that brings diverse experiences and voices to the centre of student discourse and empowers students to critique and challenge the social norms that continue to benefit some groups at the expense of others (Banks, 2006; Gérin-Lajoie, 2008; Ghosh, 2002; Kincheloe & Steinberg, 1997; May & Sleeter, 2010; Solomon, 1996; Turner, 1994). Critical multicultural education supports educational programs, pedagogic steps, social relations, and democratic initiatives at schools (McLaren, 2003). The ultimate goal of Critical Multicultural Education is to contribute to the transformation of society and to the application and maintenance of social justice and equality in society. This approach aims to create a stronger society which fulfills the needs and interest of all groups by drawing attention to the oppression and inequality in the social structure of society (Sleeter & Grant, 1987). This requires that the link between learning and social life to be formed and that knowledge be directly adapted to and practiced in the daily lives of students (Sleeter ve Grant, 1987). In such an approach, teachers are agents of change that empower their students and support democratic values (Banks, 2004). In this context, according to Critical Multicultural Education Competency Model the competencies that teachers should possess; 1) cultural competency components; awareness, knowledge, attitude and skills 2) cultural competency contexts; personal, professional, institutional and social 3) Cultural competency foci: sociocultural perspectives, student, teaching and transformation; each consist of three dimensions which are comprising four subcomponents.

The aim of this study is to determine the perceptions of elementary school teachers regarding critical multicultural education competencies. The study is based on "Critical Multicultural Education Competency Model". The sample of this descriptive research is constituted by 245 teachers who worked in 37 elementary school in the 2014-2015 academic year. Research data obtained with the "Critical Multicultural Education Competency Scale" (CMECS) which was developed by the researcher. Scale development was carried out with 421 teachers who working various positions and branches in province of Istanbul. The construct validity was examined by exploratory factor analysis and it was seen that the scale displays the four – factor structure. The scale, which consists of 42 items, is composed of four sub-dimensions which are awareness, knowledge, skill and attitude, and that can be used as one-

dimensional as well. Eligibility of Critical Multicultural Education Competency Scale (CMECS) for this study was analyzed by looking at the reliability with item analysis. Alpha model was used for reliability analysis of the items which are in the scale and sub-dimensions of the scale. As a result of the reliability analysis which was directed to determine the suitability of CMECS, it was found that the size of the reliability coefficients vary between 0,775 and 0,908. The reliability coefficient for the whole scale was calculated as .845. As a result of the research it was determined that the elementary school teachers found themselves sufficient throughout the scale but partially sufficient in terms of knowledge and awareness. It was seen that the variables of gender, age, ethnicity, native language and from which institution they are graduated from, cause significant level of differentiation in the perceptions of the teachers.

Keywords: Critical multicultural education, competencies of teachers; cultural competencies.

The Opinions of Turkish and Spanish Academicians about Erasmus Teaching Staff Mobility Program

Yıldız ÇUVAŞ; Uludağ University, Bursa, Turkey; yildizcuvas@uludag.edu.tr

Rüçhan ÖZKILIÇ; Uludağ University, Bursa, Turkey; ruchan@uludag.edu.tr

Abstract

Erasmus is one of the four European Union (EU) Education Program under the framework of "Lifelong Learning" (Comenius, Leonardo da Vinci, Grundtvig, Erasmus). Through the activities within the scope of programs, offers the opportunity to work with people coming from different culture and lifestyles, find solutions to problems together and share their unique experiences as the most important one. Thus, in sense of social and individual, EU provides different nations create deep relations with each other (UA, 2008). Erasmus first phase (1987-1990) and second phase (1990-1995) took place (Hackl, 2001). Between 1995-2000, Erasmus activities held under one of the subprograms of Socrates Educational Program and it was included Bologna Process in 1998 (Süngü & Bayrakçı, 2010). Erasmus program converted into Lifelong Learning Program in 2007 and Erasmus became one of the subprograms LLP. Erasmus Program continues under ERASMUS+ between 2014-2020.

After recognised as a full EU candidate in 1999, Turkey, has obtained full participation right to Education and Youth Programs as of 1 April 2004 (Hasdemir & Çalikoğlu, 2011). Turkey participates Community programs of Socrates, Erasmus, Leonardo da Vinci as a full member since 2004 (EC, 2005). Erasmus program is mainly related with student and staff mobility. There are many studies about student mobility both in Turkey (Sancak, 2009; Özdem, 2013; Yağıcı, Çetin & Turhan, 2013) and other countries (Sigalas, 2010; Teichler, 1996). Especially taking into account academic staff development, only one research has found about teaching staff mobility (Topçu, 2011). However, considering the amount of grant and time allocated to Erasmus teaching staff mobility since 1997, evaluation of the program by its participants is extremely important.

The aim of this study is to determine the problems experienced during the mobility and satisfaction levels of the program of the academic staff that benefited from Erasmus Teaching Staff Mobility both in Turkey and Spain. While Spain is taking second place of the most participating countries of Europe, Turkey is becoming an emerging country in terms of mobility numbers since its participation. The study was conducted using the descriptive design. Teaching staff opinions detected with a survey via e-mails that was sent to teaching staff of restricted study group. All the academic staff joined to teaching staff mobility between 2004-2011 both in Turkey Uludağ University and Spain Castilla La Mancha University (UCLM) reached via e-mail. The survey sent to 121 academic staff that was joined the mobility at Uludağ University and 63 participants completed the survey. In Castilla La Mancha University, the survey sent to 185 academic staff and 106 of them completed it. Survey carried out 160 academic staff in total. The return rate was 61% for Turkey, 83% for Spain. UCLM is a state university as Uludağ University and the numbers of student and academic staff numbers are considerably close.

The survey instrument was developed by researcher. In preparation phase of the instrument, benefitted from National Agency reports about students and teaching staff. Necessary arrangements were made for eligibility, length, clarity and adequacy with two academic staff opinions from each

university. Before applying the survey, essential editing was completed in accordance with the data received from International Offices of each university. When problems faced by the participants in countries they visited analyzed, Spanish academicians stated that they encountered with mostly food (33%), accommodation (31.1%), and transportation (23.6%) problems. Turkish academicians stated that they encountered with mostly language and dialogue (96%), food (87%) problems. The percentages of the Turkish academicians are very low who stated that they had encountered problems related with accommodation (3.2%) and transportation (1.6%). While 18.9% of Spanish academicians had to cope with some financial problems, only 3.2% of the Turkish academicians stated that they had faced with this problem.

When the participants' satisfaction related with the visited countries analyzed, 27.4% of Spanish academicians and 28.6% of the Turkish academicians stated that they were satisfied with the "health services offered effectively to meet the requirements". 85.8% of the Spanish and Turkish academicians were satisfied with "approach, and interest of the coordinator of counter-institutions". 73% of Turkish academicians and 89.6% of Spanish academicians were satisfied with the counter institutions academic staff's "acting impartial and help to Erasmus students from other countries". While 58.7% of the Turkish academicians were satisfied with "academic staff's ability to carry out courses in foreign languages", only 55.7% of the Spanish academicians were satisfied. 71.5% of the Turkish and 71.7% of Spanish academicians were satisfied with the Erasmus offices which were in the visited institutions. "Providing adequate guidance and counseling services in adapting to university" article satisfied the 45.3% of Spanish participants while 61.9% of Turkish participants were satisfied from the same article. While 85.9% of Spanish academicians and 69.8% of Turkish academicians expressed that they achieved "academic" gains, 49.2% of Turkish academicians and 51.9% of Spanish academicians expressed that they achieved gains in "cultural" field and 46% of Turkish academicians and 46.2% of Spanish academicians expressed that they achieved gains in "social" field. Generally Turkish participants stated that they had experienced fewer problems than Spanish participants. This condition suggests that an academician in Spain which is EU member compares the problem he/she encounters in another country with citizens of another country where there is high living standards, while Turkish academicians perceives going to another EU country as luxury.

The article which Turkish and Spanish academicians were most pleased is "approach, and interest of the coordinator of counter-institutions". The following result can be reached; program allowed the establishment of friendly relations and close friendships for Turkish participants. The article which Spanish academicians were most pleased is; "academic staff's acting impartial and assisting". This result may assist to explain the importance of impartiality for EU member Spain. In general, the results showed that both participant Turkish and Spanish academicians were satisfied with the Erasmus office, academic facilities and technology and attitude shown towards them. These results are consistent with those obtained by Topçu (2011). Also participant Turkish academicians have expressed that they had more gains in "cultural and social" areas. The participant Spanish academicians who are the other shareholders have expressed that they had more gains in "academic and cultural" areas. From this point, when the main objective of the Erasmus program considered as education and culture (Yayan, 2003), we can state that goal is reached in the scope of Erasmus Teaching Staff Mobility Program in Spain except for some encountered problems. However, in terms of academicians of Erasmus program carried out in Turkey, it can be said that education part still needed to be improved while cultural part which is one of the main objectives of the program is more advanced.

Keywords: European Union, Erasmus, teaching staff mobility, academic staff.

Evaluating the School Environments in Vocational Developments of Teachers Localization in the Aspect of Localization

Levent DENİZ; Marmara University, İstanbul, Turkey; ldeniz@marmara.edu.tr

Gürkan SARIDAŞ; Marmara University, İstanbul, Turkey; theapeiron@gmail.com

İpek ARAÇ; Marmara University, İstanbul, Turkey; ipekarac88@gmail.com

M. Furkan TAYFUR; Marmara University, İstanbul, Turkey; furkantayfur34@gmail.com

Ö. Faruk ÇELİKEL; Marmara University, İstanbul, Turkey; ömerfaruk_celikel@hotmail.com

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Teachers' Perceptions about Self and Peer Assessment on the Contribution of Their Professional Development

Levent DENİZ; Marmara University, Istanbul, Turkey; ideniz@marmara.edu.com

Aynur KAYA; Marmara University, Istanbul, Turkey; aynurkaya.22@gmail.com

M. Furkan TAYFUR; Marmara University, Istanbul, Turkey; furkantayfur34@gmail.com

Abstract

The definition of self-assessment varies depending on where it is used, but it can be defined as making an assessment on a specific subject in general terms. If this assessment is towards people's self, then it can be called self-assessment. Self-assessment is the first step for individuals to renew themselves in the process of continuous improvement and even determining the need for improvement in a number of various topics. Self-assessment is used for the evaluation of different areas and performances. Learning schools; which has a significant influence in the literature; and 360-degree assessment are also based on the idea of school-based professional development and they both emphasize the need to teachers' self-assessment. It is seen that the emphasis on peer assessment is mentioned in learning schools but not in School-Based Professional Development Manual. When literature scanned, there are many studies related with students' and prospective teachers' self-efficacy along with self-assessment studies done by private and public institutions. However, no studies about teachers' perceptions of self and peer assessment on the contribution to teachers' professional development were found.

Findings of the research are to contribute directly to teacher training policies of a teacher model who are; focused on lifelong learning, able to shape their professional development according to the needs of age and society, and aware of the professional development and self-efficacy level needed for the future. Proceeding from this basis, determining teachers' perceptions on their self and peer assessment is seen significant for determining the existing situation and taking remedial measures. Accordingly, the research is based on the problem of not knowing teachers' perception of self and peer assessment on the contribution to professional development. Answers for the following questions were sought to be able to determine the teachers' perception of self and peer assessment on the professional development.

1. What are the teacher opinions about the effects of self-assessment on teachers' professional development?
2. What are the teacher opinions about the effects of peer assessment on teachers' professional development?

Semi-structured interview technique was applied in this study. In this study, a qualitative research design, phenomenology, is used. Criterion sampling, which is one of the purposeful sampling methods, is applied in this study, and criterion is defined as minimum of two-year experienced teachers. In this context, 10 vocational high school teachers and 10 middle school teachers were interviewed. Content analysis was carried out on the obtained research data. Categories, themes and codes were generated as a result of content analysis and the results were tabulated. Categories, themes and codes are generated by the assistance of; the general qualifications of the teaching profession which are set by Ministry of Education Teacher Training and Education General Directorate (ÖYEGM), the new curriculum prepared under the School Based Professional Development project and learning school perspective, and lower qualifications mentioned in the teachers' self-assessment form.

When asked whether they do self-assessment or not, 18 out of 20 teachers stated that they do self-assessment. Teachers mostly referred to providing personal development code under personal and professional values theme in self-assessment category. Teachers highlighted taking into account the interests and needs of students in the changing society and technology code in recognition of student theme. The mostly referred code is diversifying the teaching methods and techniques in teaching and learning process theme. The most referred code in monitoring and evaluation of learning and development theme is determination of assessment and evaluation methods and techniques. Teachers mostly referred to family participation and cooperation code in school, family and community relations theme. 13 out of 20 teachers mentioned they make peer assessment when asked whether they make peer assessment at their schools or not. Teachers mostly referred not being tolerant of criticism/solid attitude code under barriers for making evaluation theme in peer assessment category. A friendly

atmosphere code is mostly mentioned in school environment necessary for evaluation theme. Tracing technology for professional development and having sufficient knowledge code is the most referred code in personal and professional development theme. Teachers mostly referred to diversifying teaching methods and techniques code in monitoring and evaluation of learning and development and teaching-learning process. The most referred code in school, family and community relations theme is student/class success.

Based on the obtained data in this study teachers mentioned that they are aware of their professional duties and responsibilities, consequently they indicated that they do in-school self-evaluation of their own accord. They stated that seeing their shortcomings and strengths makes them more active on contribution to knowing themselves better and professional development. They reported that peer assessment is very useful for self and peer development, however, a friendly environment is needed to be able to this according to the interviewed teachers. Teachers mentioned that they evaluate themselves and their colleagues in recognition of the students. Changing society and technology changes the needs and interests of students. Determination of these changing needs and interests shape teachers' attitude. Teachers indicated how much effort they put on exploring the capabilities of each student as they are aware of their effect on student achievement. It was emphasized that a teacher; who understands the importance of assessing each student individually, being able to see students' needs and being on their side in their journey of discovering; feels the responsibility of professional development better. Teacher motivation is at least as much important as student motivation in a class. According to the results obtained, teachers need to; work on creating a fun classroom environment, develop methods and techniques based on students' individual differences and informational needs, and enhance audio-visual teaching materials to contribute to their professional development.

It was concluded that contribution to professional development of teachers is possible when all individuals in the school have cordial relationships with each other, needed importance is given on teamwork, success is being supported and rewarded, individuals are open to criticism, managers feel themselves responsible on monitoring and sharing opinions during evaluation process, and self and peer assessment can be done. The results of this research are consistent with the results achieved by the following researchers; Genç (2015), Candur (2007), Erdoğan and Demirkasimoğlu (2010) , Kaçan (2004), Kahve (2014), Kümüs (1998), Yuvayapan (2013).

Following suggestions are offered as a result of the research;

Efforts to increase the functionality of the assessment qualifications on the following issues should be supported; learning about the professional innovations, completing the missing information, making preparations for the new academic year, ensuring that the profession is made more active, providing personal development, allowing to exchange ideas and transfer information, opening new horizons regarding the profession. Teachers stated that the main barriers about peer assessment are not being tolerant of criticism, nonapplicability of teamwork and insincere environment. Proceeding from these reasons, a school environment where teachers feel themselves valuable, important and comfortable should be created for them to easily share their opinions and suggestions. In addition, school-based, national and international studies to support teamwork are considered to be useful in reducing these barriers. Trainings and seminars should be organized for teachers to develop their communication and problem solving skills in order to provide self and peer development. These training and seminars should also focus on creating a suitable educational environment to the changing student needs and interests. General survey modelled researches can be done in the overall system (larger samples) to determine how teachers benefit from self and peer assessment in their professional development. These researches can let the researchers make various comparisons.

Keywords: Teacher, self-assessment, peer assessment, professional development.

**Determining the Deficiencies of the Professional Knowledge and Skills of
the Teachers: A Qualitative Study**

Bülent DÖŞ; Zirve University, Gaziantep, Turkey; bulent.dos@zirve.edu.tr

The paper wasn't presented in the congress.

Investigation of Decisions of National Education Council about Teachers' Professional Development

Mehmet EROĞLU; Fırat University, Elazığ, Turkey; mehmeteroglu@firat.edu.tr

Ramazan ÖZBEK; İnonu University, Elazığ, Turkey; ramazan.ozbek@inonu.edu.tr

Cem ŞENOL; Dicle University, Diyarbakır, Turkey; cem-senol@hotmail.com

Abstract

Teachers, human resources of the education system, have important responsibilities and roles about In performing the teaching profession and training people in line with changing social needs (Odabaşı & Kabaklı, 2007). From this perspective, the success of the education system depends on quality of teachers (Semerci, 2003; Yayınlı, 2013). Also School development depends on the successful teacher development. Development of teachers only possible with professional development. There are a large number of variables affecting student learning in the education system. Teacher quality is one of the most important variable among variables. When the quality of teachers considered to be important for quality of education , some regulations and practices should be made in education system to ensure the professional development of teachers. Regulations on the education system are carried out by the Ministry of Education in Turkey. National Education Council(NEC) is important for making decisions about education. NEC, highest advisory board of National Ministry of Education(NME), responsible for examining issues and taking official decisions about education. First NEC congregated in 1939 (Gürkan & Gökçe, 1999). Turkish education system has been discussed with various aspects in NEC which has been congregated nineteen times from 1939 until today. In NEC, discussed the problems experienced and recommendations for the solution of the problems, various decisions taken, decisions and guidelines have been adopted by a router for later educational praxis. In this study, it s analyzed that decisions taken at the NEC, congregated between 1939-2014, about professional development, thought to be effective on the quality of education. This study important for how and how much show that takes place

in the professional development in NEC, introducing the decisions taken, create perspectives on the importance given to the topic. The aim of research is to examine the decisions about professional development taken in NEC, congregated between the years 1939-2014. For this purpose, it has sought answers to the following questions:

1. What are NEC, that discussed professional development?
2. What have decisions, taken in NEC, about professional development, taken place under themes?

Qualitative research methods were used in this study. document analysis was used as data collection method. The universe of this research constitute the decision of NEC, congregated between 1939 -2014. Because the whole universe was reached sampling was not used. Document analysis was used for data collection methods. Documents are important sources of information to be used effectively in qualitative research. Document analysis is based on an extensive analysis makes it possible to time on a research problem (Yıldırım & Şimşek, 2006). Documents used in the study are reports of NEC, congregated between the years 1939-2014 (NME, 2014). The data were analyzed as descriptive analysis method was used (Yıldırım & Şimşek, 2006). Descriptive analysis was performed in four stages. These stages were creating a framework for descriptive analysis, processing of data by thematic framework, identification of findings and the interpretation of the findings. The data from the documents is given as frequency distribution.

It was determined that the decisions about professional development take place in 9 NEC. 9th NEC, is the first Council decisions taken place related to professional development. Also in 11th, 18th and 19th NEC, focused on professional development. Especially in the last two NEC, decisions are available under the heading of professional development. In this context especially, decisions related to professional development seems to be more intense in recent NEC. Decisions related to professional development in the NEC, are grouped under themes on in-service training applications ($f = 8$), providing of professional development opportunities ($f = 8$), career development and reward ($f = 4$), inter-agency cooperation ($f = 4$), creation of professional development approach ($f = 4$), sharing of successful examples in the digital environment($f = 1$). In-Service Training Practices is one of most highlighted ($f = 8$) themes. To gain continuous in-service training, the creation of in-service training centers, the implementation of council decisions in-service training, Increasing the capacity and opportunities of in-service training, in-service training be done at the provincial level, making distance in-service training practices were highlighted under this theme.

Providing of professional development opportunities ($f = 8$), is one of the most highlighted themes. Opening of professional development programs for teachers, offering continuing education opportunities for teachers, offering learning a foreign language, making professional publications and distributed to teachers, making distance education applications were highlighted under this theme. Career development and rewarding was one of the highlighted theme. Teachers should be rewarded according to their professional development, encouraging teachers for professional development, making the law on the teaching profession, increasing course wages and salaries were highlighted under this theme. Inter-agency cooperation ($f = 4$), is one of the highlighted theme. The importance of cooperation between NME, public institutions, universities and private organizations to improve the quality of teacher were highlighted under this theme. The creation of professional development approach ($f = 4$), is one of the highlighted theme. Creation of a new professional development model, school based professional development model, mentoring applications and determining professional development needs of teachers were highlighted under this theme. Sharing of successful examples in the digital environment ($f = 1$) was highlighted another theme.

It was determined that taken decisions about professional development in 9 NEC and especially in last two NEC decisions about professional development become frequent in this study. In this context, it is determined that awarded of the importance of professional development for education system. When considering the decisions about professional development in service training, providing professional development opportunities, creation of professional development model, career development and rewarding, inter-agency cooperation are highlighted. In this context, there are detailed decisions about increasing the in-service training opportunities, promotion of professional development programs, increasing professional development opportunities, cooperation with other institutions and organizations, adoption of new professional development model, awarding of professional development among NEC' decisions. Decisions especially taken last NEC are more detailed and perceptible. Also it is

emphasized that need of a professional development approach in NEC. This situation shows more stable and systematic steps will need to be taken about professional development in next time. In the light of these developments, it is believed that professional development will be cornerstone of work increasing the quality of education in the coming period.

Keywords: Professional development, national education council, in-service training.

Teachers' In-Service Training in National Education Council Decisions and Development Plans

Meral GÜVEN; Anadolu University, Eskişehir, Turkey; mguven@anadolu.edu.tr

Betül BALDAN; Anadolu University, Eskişehir, Turkey; bbaldan@anadolu.edu.tr

Yaprak ALAGÖZ; Anadolu University, Eskişehir, Turkey; yaprakalagoz@anadolu.edu.tr

Abstract

The aim of education is to support the development of the students in the most effective way and the only thing that can achieve this aim is effective instruction. However, in order to implement effective instruction, teachers should be able to identify the characteristics of the learners, evaluate the possible effects of these characteristics on learning, and plan the instruction in a way that optimizes learning. In this context, it is clear that teacher competency is substantially important to ensure effective instruction. The components of teacher competency which were not acquired during pre-service training or emerged based on the needs are aimed to be acquired by in-service training (Özer, 1990).

As it was stated by Erdem and Şimşek (2013), teachers' conformity to the changes emerging in the education and society which is currently developing and changing in the information age can only be possible with the help of lifelong professional development. Due to the fact that it constitutes a big part of teachers' professional development, teachers' in-service training holds as much importance as their pre-service training. Thus, the concept of teachers' in-service training has gained much importance and attracted the interest of many researchers in our country (Abazaoglu, 2014; Metin & Özmen, 2010; Yılmaz & Kocasaraç, 2010; Karacaoglu, 2009; Seferoglu, 2004). According to the results of the research in the literature, it can be said that teachers' in-service training is inadequate in terms of both quality and quantity, and cannot reach the expected level (Altun & Vural, 2012; Bümen and others, 2012; Uçar & İpek, 2006). According to Roscoe, in order for in-service training to be successful, in-service training should find a place in the institutions' long-term plans and program and also educational policies regarding in-service training should be set (in Taymaz, 1997).

National Education Councils, in which current changes and issues about education are discussed and decisions related to them are made based on consensus, are in a way the advisor and guide of Turkish National Education. In this regard, National Education Councils have an important place in setting the educational policies. In nineteen National Education Councils from 1939 to 2015, based on the needs of the era many issues concerning Turkish National Education have been discussed and related decisions, which were in a way suggestions or advices, have been made. However, some of these decisions have not been implemented, some of them have been implemented much later than it was meant to be, or some of them which were implemented were abandoned after a very short period of time (Deniz, 2001). As Erişti (2010) states, decisions regarding teachers' pre-service training have ended up with the doom similar to the other decisions.

The aim of this study is to identify the decisions regarding teachers' in-service training which took place in National Education Councils and Development Plans and to determine the practices regarding teachers' in-service training based on these decisions. In this regard, this study attempts to find answers to the following questions:

1. Which decisions regarding teachers' in-service training were made in National Education Council (1939-2015)
2. Which goals were set in Development Plans regarding teachers' in-service training?

3. Which of the decisions taken in National Education Councils and Development Plans regarding teachers' in-service training were implemented? How?

Identifying the decisions taken in National Education Councils to fulfill the in-service training needs of teachers, implementations foreseen in the development plans related to this topic and to what extent these implementations are applied, will give us a historical perspective about which stages in-service training of teachers has passed through. In addition, with this research, identifying to what extent the decisions, which are related to in-service training of the teachers, taken in National Education Councils are applied, will provide clues about the effectiveness of the decisions of National Education Councils. Although there are some researches related to National Education Councils and the effects of the decisions taken in these councils on educational policies and implementations (Erişti, 2010; Deniz, 2001), no research was found mentioning the effects of the decisions taken in these councils and development plans on Ministry of National Education's policies and implementations about teachers' professional development. With the concerned research, this gap in the literature will be filled and it will be possible to give historical process of in-service training of the teachers and the policies related to this process a systematic aspect.

In this study, a qualitative method, document review, was employed due to the nature of the research question. Firstly, documents related to the National Education Councils decisions, development plans and the activities and implementations held by Ministry of National Education will be reached during the data collection process. In the analysis process of the data collected, descriptive analysis will be applied. What is foreseen related to professional development of the teachers in the National Education Councils and development plans and which of those are applied will be defined reviewing the mentioned documents with the key words, formed by taking expert opinion. In this stage, the data collection process is ongoing. The findings obtained in this study are limited to the analysis of the available sources and the in-service trainings which are not result of the decisions taken in National Education Councils and development plans will be left out of the scope of the research.

Keywords: In-service training; national education council; development plans.

Action Research in Solving the Problems Related with the Project-Based Learning in Teaching Language

Eylem YALÇIN İNCİK; Mersin University, Mersin, Turkey; eylemincik@mersin.edu.tr

Özler ÇAKIR; Mersin University, Mersin, Turkey; ozlercakir@gmail.com

Abstract

Project-based learning is an individual or a group activity that continues over a certain period of time and results in a product, a demonstration or a performance. The role that the teacher will exhibit in the accomplishment of the project based learning is salient. In this learning approach, the teacher is a guiding spirit. Even if she/he appears to have a passive role in this process, the teacher is extremely important in planning the activities, determining the opinions regularly, enabling the communication between the groups and within the groups and obtaining a product. For this reason, while performing project based learning implementations, it is possible to resemble the role of the teacher to the role of a conductor of an orchestra. During the implementation of project based learning activities, the teacher provides a classroom atmosphere which enables the students to discuss their ideas freely, helps the students to discover the distinctions among the ideas proposed, and contributes to the research questions and the results. Finally, he/she puts emphasis on the assessment of the learning process and the product.

Müller-Michaels, (1980), describes the projects made within the scope of language teaching as the process of the solutions of the important language/literature problems encountered by the help of scientific knowledge. This process enables the students to work cooperatively and actively. Thus, the students also learn the methods of problem solution as well as knowledge acquisition (Yıldız, 2003: 37). According to Demir (2013) the use of project based learning in language teaching enables the students to work cooperatively and to use language skills intensively. Continuity is essential in the teaching of four basic language skills and there are too many things for the students to learn from peers. Since the

development of these skills demand two partners (giver and receiver), project based approach may provide a suitable learning-teaching environment. In this respect, the project based learning in the teaching of Turkish as a mother tongue can be seen as a interdisciplinary student-centered learning approach where the students;

- can create a new product by using their imaginations and creativities,
- can plan their learning processes individually or in groups,
- can form interact with the society and culture which they are a part of by handling the real world events and problems,
- can develop skills such as cooperating, questioning, critical thinking, problem solving, asserting their own ideas and making discussions towards the solutions of the handled by making use of four basic language skills (speaking-listening-reading-writing).

Altough project based learning provides the students with meaningful learning activities in language classes, the teachers may face certain problems during the implementation of the approach. It can be possible for the teacher to overcome these problems by making use of action research. Johnson (2011) has defined action research as the "process of studying a real school or classroom situation to understand and improve the quality of actions or instruction. Action research is a methodology that allows teachers to reflect on issues related to their own classroom practice and to cope with these problems (Altrichter, Pochand Somekh, 2000). When considered in this context, action research bridges the gap between the theory and the practice (Goodnough, 2003; Johnson, 2011; Knight, Wiseman and Cooner, 2000; Lederman and Niles, 1997; McMillan, 2006; Price, 2001; Tricoglus, 2001; Valli, 2000). Another important objective of action research in the education field is the development of education and classroom practice (Aksoy, 2003; Kuzu, 2009; Norton, 2009; Parsons & Brown, 2002).

Our review of literature related to project based learning in Turkey revealed that there is no study focusing on the implementation of this approach at the primary school level in Turkish language classes for the development of four basic language skills. Moreover, there is also a gap in the literature in Turkey with regard to how teachers detect the problems they face during the project based learning activities, what solutions they can generate against these problems and how they can evaluate the results, how they can make the self-evaluations their own practices.

With reference to what is mentioned above this study aims to find answers to the following research question:

1. How did the action research process affect the classroom teacher's experiences related to project based learning?

Action research is used as the method for the study. In the research, "criterion sampling" method among the action research and purposeful sampling methods of qualitative research is preferred. The research is carried out at a government primary school in Mersin. The classroom teacher is a male teacher who has been working for 25 years and is teaching to fourth grade students. The first writer was present in the whole class environment as an observer (not as a participant) during the research process. Thus, a deep observation and analysis of the specific case was made in order to determine the role of the classroom teacher and the environment in which the research is carried out within the scope of Turkish language teaching. Before the implementation of the project based learning approach in Turkish language teaching class, the classroom teacher was given a teacher training program related to project based learning and action research. For this, teacher handbooks related to project based learning and action research were prepared by the researchers and they were used during the teacher training program. The teacher also used these handbooks during his implementation. As a result of the trainings given, the teacher was asked to implement the project based learning approach within the scope of Turkish language teaching class, to determine the action plans for the problems that may arise during the implementation and to observe the results.

Personal information forms, researcher and teacher diaries, semi-structured interview forms, video and photograph records, project-based learning teacher observation forms and action research teacher observation forms were used as data collection tools in the research. The data collection process was carried out before and after the implementation process. To analyze the data in this study, qualitative data analysis techniques of content analysis was used. The descriptive analyses of the data were carried out mostly at the macro level and rarely at micro level. The analysis of the research findings still continues.

Keywords: Action research, project based learning, professional development.

An Analysis of Primary School Teachers' Values by Metaphors

Nermin KARABACAK; Recep Tayyip Erdoğan University, Rize, Turkey; nermin.karabacak@erdogan.edu.tr

Mehmet KÜÇÜK; Recep Tayyip Erdoğan University, Rize, Turkey; mehmet.kucuk@erdogan.edu.tr

İsa KORKMAZ; Necmettin Erbakan University, Konya, Turkey; ikorkmaz@konya.edu.tr

Abstract

Metaphor is described as "a powerful cognitive tool for understanding an explaining of an highly abstract, complex and conceptual phenomenon" (Saban, Koçbeker and Saban, 2006; p. 460). Similarly, Morgan (1988) states that metaphorical thinking is a form of conceptualizing over or about the world. Metaphors are used to conceptualize the unknown phenomenon by comparing unknown, abstract and complex phenomenon to the known, concrete, and experienced phenomenon (Saban, Koçbeker & Saban, 2006; Semerci, 2007). Shuell (1990, p. 102) emphasized that "If one picture is worth of 1000 words; then, one metaphor is worth of 1000 pictures". Content and source of metaphor works like a filter for seeing and understanding the phenomenon under examination from a different viewpoint (Saban, 2008).

In recent years, there are so many metaphor studies that have been conducted to assess individual understandings about various topics in various fields of education (Science and technology, mathematics, Turkish, music, social sciences, computer supported education, geography, history, counseling education, theology etc.). However, the number of studies that examines the perception of people about teachers is limited (Saban, 2004; Saban, Koçbeker & Saban, 2006; Cerit, 2008; Oğuz, 2009; Köksal & Çınar 2011; Ekiz & Koçyiğit 2012; Camadan & Kahveci, 2013; Altun & Camadan 2013; Koç, 2014; Demirtaş and Çoban 2014).

Saban, Koçbeker & Saban (2006) asked 485 male and 737 female prospective teachers (total 1,222) to use metaphors about the concept of teacher. The study result indicated that prospective primary school teachers emphasized the role of teacher as "supporter for individual development" and "character development". In a study of Cerit (2008) conducted with 600 primary school students, 203 teachers and 51 school managers, teachers were described as sources of knowledge and knowledge distributor, mother-father, counselor, friend, and person who illuminates. Oğuz (2009) conducted a study about middle school teachers. "Being a leader, counselor, researcher, compass and technical director" were at the top of the description list of 166 prospective teachers.

Examining these studies, we come to realize, some of the metaphors were about the professional values of teachers. This shows that teachers are perceived with the professional values. In the 1739 number of National Education Law, the profession of teaching was described as an competency area, consisting of "general culture, field knowledge and professional knowledge about teaching". In the 18 the National Education Council meeting, values about profession were also added to the competency list. The competency level of teachers in these two areas (field knowledge and teaching as professional knowledge) affects their teaching quality about the values in education (Dale, 1994; Veugelers , 1996). Teaching of values can be observed in educational programmes, content, examples given by teachers or in applications of students. Teachers encourages their student to developed their own values (Veugelers, 2000). Having a role model is important for students for their self-development and formation (Dale, 1994). Today, a teacher has a role of a supporter and a motivator for students; a helper when students has to overcome their problems. A source more than a knowledge-presenter, a supporter for stating more than a teller (Billington, 1997; p. 396). For this reason, standards of teaching profession should be made explicit and the professional values of teaching should be examined. There are surveys and scales about the professional values of teaching; however, they are insufficient in measurement of these values. The core of metaphor is experiencing and understanding of something based on another thing (Lakoff ve Johnson, 2005).

The present study is important for explicating the implicit professional values of teaching profession through metaphors. What can be explicated about the professional values by studying them via

metaphors? This study aims to present the metaphors of parents of primary schools' students', primary school teachers, primary schools' managers, inspectors and academics in the field, related to professional values of teaching profession. The research questions are:

1. What metaphors do the parents of primary schools' students', primary school teachers, primary school managers, inspectors and academics in the field, related to professional values of teaching profession have?
2. Is there a main metaphor representing the professional values of primary school teachers?
3. Could these metaphors be classified in terms of similarities into the main categories?
4. What are the differences between conceptual categories based on participants type (parents of primary schools' students', primary school teachers, primary schools' managers, inspectors and academics in the field)?

We used a qualitative method in this study. Participants were the parents of primary schools' students', primary school teachers, primary schools' managers, inspectors at the city of Rize and Trabzon and 15 academics in the field in Turkey. The data is being collected during 2014-2015 (still on-going). The participants are asked to complete a sentence to produce metaphor related to the values of teaching profession, then asked to explain why they used that specific metaphor "Could you complete this sentence of .. primary school teacher are like .. ; because .. ". They are asked to construct only one metaphor and not more. The data is collected by interviews from participant.

This study will present the metaphors related to primary school teachers' professional values. The metaphors which are constructed by research participants will be (I) coded and selected (II) classified as categories and will be (III) checked for reliability and validity. NVivo 10 will be used for analysis. Coding will be a collective decision of three researchers and analysis will be in "tree node".

Keywords: Primary school teacher, professional values, metaphor.

The Examination of Educational Beliefs of Instructors Working at Faculty of Education

Necla KÖKSAL; Pamukkale University, Denizli, Turkey; nkoksal@pau.edu.tr

Ali YAKAR; Muğla Sıtkı Koçman University, Muğla, Turkey; aliyakar10@gmail.com

Abstract

Education is a planned and applied process which aims to fulfil the expectations, abilities and needs of individuals, to enable the individual to use their capacities at all fields at the highest rate and to achieve self-actualisation. Realization of the expectations of individuals and society at teaching and education makes it easier to reach the aimed level of happiness. Individuals desire to take education at a context which address to their field of intelligence, gives opportunity of developing and using the abilities, and help them to feel independent and comfortable. The realization of expectations of individuals and so the society is directly related with the viewpoint of educators to the education. This situation poses the question of that how the educators deal with the education. The way of performing teaching and education is shaped with viewpoint of educators (teachers, instructors etc.), adopted philosophy of education and educational beliefs.

According to Yılmaz, Altinkurt and Çokluk (2011), the basic determinant of the possessed educational beliefs of individuals is the philosophy of education because philosophy helps individuals to deal with personal beliefs and values and comprehend the reason of being, who they are and to some extent where they will go (Demirel, 2011). Educators have their own philosophy at individual aspect. This may vary from person to person. According to Fidan and Erden (1998), philosophy of education is a discipline or systematic collection of ideas and concepts which directs the education, shapes the aims and guiding the educational practices. Some educational philosophies such as "perennialism, essentialism, progressivism, reconstructionism and existentialism" take place at related literature. According to Doğanay (2011), education philosophy supports educators at all stages and indicates that the reason of existence of education and schools, the way of shaping the society and individuals and at process what kind of methods can be used at what kind of contexts and with what kind of approaches.

The aspects of educators (teachers, instructors, etc.) as the main directors of human training system, directs the learning environment in an effective way. Educators need to be the individuals who direct the learners to think, give explicit, comprehensible and suitable to the level information, guide to question, give importance to values, and create a democratic classroom climate. In this sense it can be stated that the quality of classroom and school climate created by educators is related with possessed educational philosophy and beliefs. In a similar way it can be considered that the learning environments created by the instructors working at faculties of education at the process of teacher training process is influenced from possessed educational philosophy and beliefs.

This study aims at examining the educational beliefs of instructors at faculty of education. Related with this aim, answers for following questions are searched:

Research Questions

1. How are the educational beliefs of instructors of Faculty of Education at the sampling?
2. Do the educational beliefs of instructors of Faculty of Education at the sampling differ according the gender, department they are working at and their title?
3. Is there a significant difference between educational beliefs of instructors at Pamukkale University, Faculty of Education and Muğla Sıtkı Koçman University, Faculty of Education?

This research is a descriptive one designed with survey model. Research was conducted at 2014-2015 academic year spring term with the voluntary participation of instructors working at Education Faculty of Pamukkale University and Muğla Sıtkı Koçman University. The population of the study composed of total 347 instructors working at Education Faculty of Pamukkale University and Muğla Sıtkı Koçman University. Unrated member sampling technique which shows the aspect of "all participants at the population have the equal chance of being chosen" (Karasar, 2011: 113) is used at the study. Population-sampling table developed by Gay and Airasian (1986) is used to define the sampling size. The sampling of research consists of 127 instructors working at Pamukkale University, Faculty of Education and 100 instructors working at Muğla Sıtkı Koçman University, Faculty of Education and totally 237 instructors.

Related with the aims of the research, data were collected with "Educational Beliefs Scale" developed by Yılmaz, Altıkkurt and Çöklük (2011). The scale administrated to a sample consisting of 154 teachers, 305 teacher candidates and totally 459 people after expert opinion and evaluation of understandability. In order to define the construct validity of scale, exploratory and confirmatory factor analyses are performed. According to the result exploratory factor analysis it is defined that scale is composed of five sub-dimensions of Philosophies of Perennialism, Essentialism, Progressivism, Reconstructionism and Existentialism and contains 40 items at five-likert type. The factor load value is between .42 and .74; item total correlation between .22 and .90, reliability coefficient between .70 and .91. This scale is conducted to instructors working at Education Faculty of Pamukkale University and Muğla Sıtkı Koçman University. The collected data will be analysed with SPSS program according to the universities of instructors, gender, departments and titles. After the analysis of research, findings and discussions will be stated according to the research questions. Related with the research questions whether there is any difference according to university they are working at, gender, departments and titles of the instructors.

Related with the finding of research, discussion, results and suggestions will take place here. After literature review, researches related with educational beliefs were conducted with the participation of teachers and teacher candidates. This research is important as it reveals the educational beliefs of instructors of Faculties of Education in a philosophical view. The educational philosophies and beliefs of instructors have a nonignorable and critical importance about the quality of teacher education. The findings reached with results of research are expected to contribute to literature and provide a significant feedback to teacher education system.

Keywords: Educational beliefs, educational philosophy, instructors of faculty of education.

Identification of English Preparatory School Instructors' In-service Training Needs

Seval EMİNOĞLU KÜÇÜKTEPE; Marmara University, İstanbul, Turkey; seval.ekucuktepe@gmail.com

Coşkun KÜÇÜKTEPE; İstanbul University, İstanbul, Turkey; ckucuktepe@gmail.com

İbrahim YAŞA; Middle East Technical University, Ankara, Turkey; ibrahim.yasa@metu.edu.tr

Abstract

In-service training- one of the most significant activities of human resources management- is the process of bringing about desired changes in the employees' behaviors in a planned way. It defines the effort planned by the institution to facilitate employees' learning competences for the job. These competences involve analytical knowledge, skills or behaviors for a successful job performance (Noe, 1999). In-service training -which is defined as educational activities carried out in areas such as employees' doing their work better, development, thinking, being happy, being more productive, preparing for a new or high position duty (Harris, 1989), covers the employees' development in all aspects about their jobs at a workplace. Scientific and technologic developments entail employees' taking part in in-service training continuously and in a planned way in order to increase workforce productivity in today's world. Without doubt, these developments also lead to the necessity for in-service training for the teachers- the most important workers of education- in order to increase workforce productivity. Especially reasons such as the knowledge learnt before employment being insufficient in the work environment, increasing desire to build a career, the necessity to comply with the changes and developments, some knowledge and skills being learnt only at work, and the desires such as training and development (Selimoğlu & Yılmaz, 2009), make in-service training compulsory for teachers. In-service training is accepted by many specialists as one of the important ways of enabling teachers to gain the knowledge and skills entailed by their work by enabling them to gain experiences directly and interact informally with the other teachers. (Hamilton & Richardson, 1995; Wight & Buston, 2003). Like in many other occupational groups, it is stated by many researches that the teachers should participate in in-service trainings (Aydoğan, 2002; Ayaç, 2000; Bedük, 1997; Borko, 2004; Budak, 1998; Cho, 2002;; Erişen, 1998; Fung, 2000; Gözütok, 1990; Gültekin & Çubukçu, 2008; Jeanpierre, Oberhauser & Freeman, 2005; Kaçan, 2004; Karaküçük, 1987; Kaya, Çepni & Küçük, 2004; Küçükahmet, 1992; Madden, 2003; Marker, 1999; O'Sullivan, 2000; Retallick & Mithani, 2003; Saban, 2000; Sarıgöz, 2011; Tanrıögen, 1984; Üstüner, Ersoy & Sancar, 2000). Without doubt, achieving a quality in-service training, first of all, depends on the quality of in-service training programs. For the in-service training programs to be efficient, it is necessary to identify the teachers' educational needs correctly.

Otherwise, in service trainings to be done give rise to wasting of sources and labor in vain. Need is the lack of important conditions necessary for people's development and establishing a harmonious interaction with the people around them (Morgan, 1981). Educational need in terms of need analysis in curriculum development process, on the other hand, can be defined as the discrepancy between the acceptable status of the students' behaviors and the status observed. (Mc Neil, 2006). The higher the discrepancy is, the more or stronger the educational need is. Educational needs are the basic needs guiding the process in the programs implemented in pre-service and in-service training- intended for vocational education. Educational need in this area is defined as the discrepancy between the present work performance of an employee and the necessary job performance. In the analysis done, the discrepancy- arisen by the employee's personal qualifications- between the actual performance- shown by the employee doing their work- and the performance necessary for the work to be carried out in the best conditions gives rise to the educational need (Sinha & Sinha, 2010).

To increase work productivity, institutions should carefully analyze these educational needs of the employees and develop in-service training programs according to the results of the analysis. Thanks to the educational needs analysis, the institutions can have the chance to comprehensively identify educational need necessary to develop attitudes, behaviors, knowledge and skills in terms of both groups and teams within the institution and employees working on individual basis (Drummond, 2008; Barbezetta, 2005). Thanks to the educational needs analysis- which is the most fundamental stage of design and development of the in-service training programs, information about where and when education is needed, who needs education in the institution and what should in-service training be comprised of can be collected. Hence, needs analysis organized and programmed systematically should

be seen as the most fundamental tool which all together influences the quality and efficiency of the in-service training programs (Dierdorff & Surface, 2008). The purpose of this study is to identify the in-service training needs of the English language instructors working for preparatory programs of the universities according to their own views.

As this study is aimed to identify in-service training needs of the instructors working for preparatory schools according to the instructors' views, this is a qualitative study. Qualitative research can be defined as "research which makes use of qualitative data collection methods such as observation, interview and document analysis and follows a qualitative process in order to manifest perceptions and events in a realistic and thorough way in natural settings (Yıldırım & Şimşek, 2013). The study group of this study consists of 30 volunteer English instructors working at one state and one private university located in Western Turkey in the 2014-2015 academic year. As a data collection instrument in this study, an interview form is developed as a result of literature review of the field of in-service training. In the interview form arranged again by two educational sciences experts, there are six questions.

In order to identify the views of the English instructors working for preparatory schools about their educational needs, data is collected from 30 volunteer instructors working for one state and one private university in Western Turkey in 2014-2015 Spring term by means of a constituted interview form. The interview forms are provided to the instructors participating in the study as hard copies and also asked them to give their answers written. For the analysis of the data collected by Data Analysis Interview form, NVIVO 8 program is used by doing descriptive analysis and content analysis. Data collected by descriptive analysis is summarized and interpreted according to the themes specified beforehand (Yıldırım & Şimşek, 2013). Content analysis is defined as the summation of a text into smaller content categories by specific encodings (Büyüköztürk, Çakmak, Akgün, Karadeniz, Demirel, 2013). Content analysis, rather than analyzing just one text (just one novel etc.), makes use of quite a lot of texts to identify and interpret mutual data in terms of research question. It is used to collect systematic and mutual data from a large number of texts (Bilgin, 2006; Gökçe, 2006). Analysis of the findings obtained in the study is still continuing.

Keywords: In-service training, educational need, English instructor.

Teachers and Administrators Views on The Implementation of Performance Evaluation for The Ministry of Education's Candidate Teachers

Ömer NAYÇI; Şırnak University, Şırnak, Turkey; nayciomer@gmail.com

Abstract

To renew itself constantly evolving and coordinated social and cultural structure varies in growing form of contemporary individuals. The most effective way to educate people is undoubtedly contemporary education. Through the training received by individuals perceive the environment can be better, comments, and may be renewed itself. Training received by the individual, the individual's point of responding to social needs in every era has had to renew itself. The result of this growing issue of how an individual has become one of the most fundamental questions of education. The quality of teachers seeking answers that question, revealed the dilemma of quality of teaching and research and has been the subject of several ongoing discussions in this direction. However, the impact on the quality of the teaching qualifications of teacher education is undeniable that the location performing.

Quality of education, the output or product of the education system and also determines the functioning of the entire social system and the quality of manpower affecting productivity. Therefore, the development of quality education, the general objectives of the executive power is determined by education policy in the country and is the main objective of educational institutions in the application of decisions based on this policy. Educational institutions can achieve this objective, the implementation of the training program, the teachers responsible for implementing this program, the hardware required for the program depends on the quality of students entering the program (Yüksel, 2010).

The success of the curriculum, of course, the quality of the teachers is directly linked with implementing the program. At this point comes the teacher education program at the beginning of the issue to be addressed and discussed. Teacher training Looking at the historical process of the past to the present; both the US and EU countries as well as to get our country, to show the similarity of the problems experienced and problems that always be the same again is a clear proof of the existence of serious shortcomings in this area. This problem comes to responding to the needs of teachers at work early upbringing. In-service training programs have been proven at various times with this problem is resolved to it, in the form of in-service training program planning and quality of scientific studies of the phenomenon which is quite far from correct these issues. To achieve the purpose of in-service teacher training program applied to candidate teachers' training needs analysis was very good programs, this analysis should be carried out in line. In addition, in-service training programs, not only in order to be made, the programs should be promoted in a planned way more professional process performed by domain experts are not the point.

Teacher training programs in Turkey, has dried up to date in every period of debate. Each period is far from the desired point has been studied to improve the qualifications of teachers through various programs. And contradictions between different applications in a wide variety of pre-service training programs, teacher training programs can be mentioned in the presence of inconsistent policies. Solving a solid structure of teacher education programs being seated problems force the day has been shown to save a lot of scientific research with the understanding that the application raises serious issues produced workarounds. While still a controversial issue in teacher education theory and practice of conflict, individuals with no education graduates, short-term alternative certification programs, and so on. The acquisition is now possible not practice with the teachers. This, naturally, has become questionable nature of the teaching profession.

When this is considered, discussing the efforts of teacher training, selection of qualified teachers in one subject of discussion protect its currency. Teacher selection of the educational system in place in the referenced exam nationwide discussed, the question continues to test new ones added. Referring to recent changes; The removal of teacher candidates nomination process, performance and successfully pass a written exam is seen as connected to the condition. However, the said application; A lot of worries as not impartial evaluators also brings with it. Performance assessment regime for prospective teachers with this work, as well as managers who will both assessment referring to the views of prospective teachers will be subjected to evaluation, to determine issues relating to the said application and solutions to this problem have been tried to be developed. The aim of the research is to analyze the performance evaluation of teachers and administrators for the Ministry of Education's opinion on the implementation of teacher candidates, said applications are detected and potential problems, develop solutions on the issue. This research is used qualitative research methods. Starting a new working group of the research office in Sirnak 26 candidates nominated by teachers for teachers involved in the evaluation process consisted of 8 administrator. Research data were obtained through personal interviews. The interview process was used in an evaluation form that consisted of open-ended questions. The results of the application of the prospective teachers evaluation form their opinions about where the data is located, "descriptive analysis" were analyzed using the technique. The data obtained in the evaluation, as well as managers and prospective teachers are reviewed for each open-ended questions grouped views. Research results will be analyzed and presented findings and interpretations obtained.

Keywords: Candidate teachers, performance assessment, training manager.

Teachers' Curriculum Knowledge (Sample of Gaziantep, Hatay and Şanlıurfa Districts in Turkey)

Güzide ÖNER; Gaziantep University, Gaziantep, Turkey; goner@gantep.edu.tr
İslim Derya DENİZ; Gaziantep University, Gaziantep, Turkey; islim_derya@hotmail.com

Abstract

Curriculum knowledge is one of the key components of teaching competence. It is "the understanding of the alternative form of curriculum for (the teacher's) special area and the ways in which those curricula are embodied in different texts and materials." (Shulman & Sykes, 1986; cited in Ariav, 1991). Behar (1994, cited in Behar & George, 1994) defines the curriculum knowledge "as the ability to apply theoretical principles and behaviours associated with planning, implementing, and evaluating the curriculum." The curriculum knowledge of teachers is thought to constitute the background of the teaching practice. In other words, the curriculum knowledge is the theory part of the teaching practice. General competences of teaching comprise 6 competences and 31 sub-competences each of which has performance indicators. There are totally 223 performance indicators (TSA, 2009). Curriculum and content knowledge is the last competence and there are 3 sub-competences and 21 performance indicators for this competence (MNE, 2006).

Curriculum knowledge is one of the essentials for a teacher to be fully competent in teaching. The study aims to examine views of teachers about competence in curriculum. The importance of the study is to find out in which sub-competences teachers are lack of and competent.

The study employed descriptive research design. The participants were 264 teachers (143 females and 121 males) in different branches working in Gaziantep, Hatay and Şanlıurfa. The instrument was 5-point Likert type questionnaire where 1 stands for minimum agreement and 5 stands for maximum agreement. The questionnaire consisted of two parts. In the first part of the questionnaire, there are nine questions asking demographic data and experience of teachers about curriculum development. Part two consisted of 47 questions about curriculum knowledge of teachers. The data was analysed with frequency distributions using SPSS 22.0. Teachers who have working experience between 1 and 5 years constitute the majority among other teacher groups. On the other hand, teachers who are in the 11-15 years working experience group constitute the minority. As for the field of the teachers, the majority of participants were primary school teachers (n=93). Although bachelor's degrees of teachers vary, most of the participants hold their bachelor's degree in education faculty (n=225). Furthermore, 22 teachers have master's degree in Curriculum and Instruction department. The schools at which teachers work are respectively as follows: primary school (n=107), secondary school (n=130), high school (n=20) and other (n=7). 52 teachers had training about curriculum development. 184 teachers indicated that they took lessons on curriculum development. Additionally, 155 teachers remarked that they read books about curriculum development.

When the answers to the survey questions are analysed, it can be concluded that

- Teachers think that they are capable with writing goals and aims, and modify them according to the level of the students and priority of the goals.
- Teachers are in the opinion of identifying the cognitive levels of the tasks.
- Teachers can choose efficient techniques and methods to apply the curriculum flexibly.
- Teachers can make lesson plans in relation to the aims of the curriculum and levels of the students and they can make lesson plans to have their students participate in the lessons actively.
- Teachers think that they are competent in curriculum, that is to say, they can review the curriculum, determine the deficiencies of the curriculum, know the stages of curriculum development, make suggestions to the problems while applying the curriculum, know the basic concepts of the curriculum, differentiate among instructional programme, syllabus and hidden curriculum, know which philosophy and curriculum design the curriculum based on.
- Teachers are also competent in their own teaching field and make connections between their teaching field and the curriculum.

As for the means of the questions, mean of questions was nearly 4 or higher than 4. This can be concluded that teachers think themselves competent in the curriculum knowledge.

Teachers' curriculum knowledge is one of the basic teaching competences. The data analysis shows that teachers think that they are capable of handling curriculum. On the other hand, this thought was not proved since the researchers did not observe the teachers. In their study, Behar and George (1994) observed that the characteristic of the teachers' type of instruction was teacher-oriented and didactic teaching. Their study investigated how teachers benefited from their curriculum knowledge while implementing a curriculum approach which is a non-traditional model. As Turkish Education system embraces a modern curriculum, it is significant to seek whether the teachers' curriculum knowledge coheres with the current curriculum.

For further research, teachers should be interviewed on their curriculum knowledge and observed in their classrooms. The curriculum course taken in the university needs to be enriched with teaching practice.

Keywords: Curriculum knowledge; teaching competence.

Examining the Perceptions of School Administrators toward Discipline and Discipline Problems

Fatma SADIK; Çukurova University, Adana, Turkey; fatmasdk@gmail.com

Halil İbrahim ÖZTÜRK; Çukurova University, Adana, Turkey; ibrahimhalilozturkk@gmail.com

Abstract

Systems could reach their goals by functioning within a healthy order. There is a need for a healthy and ordinate work environment for the educational system to reach its goals. Discipline problems being experienced in schools are among the primary factors that may inhibit the formation of this environment (Akar, 2006).

Discipline problems or misbehaviors negatively affect the process of learning-teaching and disable us to reach success. However, it becomes difficult to determine the quality of behaviors due to the inadequate determination of what behaviors are displayed by individuals and under what conditions. Because school is an organization consisting of a number of individuals. In order to be successful, students need various conditions and it is not possible to make a definite judgement about what behaviors would be perceived and by whom, when, how and how they would be affected by them. Thus, it is required to have a multi-directional perspective in order to determine, prevent and correct the misbehaviors being observed in school. Multi-directional perspective is provided by teachers, students, school workers, social environment of schools, educational and political policy of nations and undoubtedly the administrators. Even if the schools provide education in accordance with the predetermined objectives, principles and policies, each school shows an originality in terms of physical opportunities, communicational patterns between individuals, use of authorizations and application of rules. Different features of schools originate from the human factor. On the other hand, the fundamental human factor conducting the school administration is administrators (Sarpkaya, 2005). Examining the relevant studies, it has been observed that studies regarding discipline are generally in the elementary level (Çubukçu & Girmen, 2008; Kazu, 2007; Yalçınkaya & Tonbul, 2002) and the limited studies in the high school level are applied to teachers. (Akpinar & Özdaş, 2013; Çelik, 2007; Kulaksızoglu, 1989; Siyez, 2009). An educational environment requires a good discipline and the solution of discipline problems depends on the formation of a consensus between especially the individuals sharing that common environment regarding the presence of problems (Sugai & Horner, 2002). Thus, this study was conducted in an attempt to examine the perceptions of school administrators regarding discipline as it was considered necessary and important.

The main purpose of this study is to examine the perceptions of school administrators at high schools regarding discipline and discipline problems.

This study uses the phenomenology pattern, which is among the qualitative research types. Phenomenology pattern focuses on the phenomenon of which we are aware but have no deep and detailed sense. The phenomenon could be encountered in various ways as events, experiences, perceptions, tendencies, concepts and conditions on earth. Phenomenology provides a convenient basis

for studies aiming to investigate the phenomenon that are not completely strange to us but are not precisely understood (Yıldırım & Şimşek, 2013). In phenomenological studies, the researchers focus on the personal (subjective) experiences of participants and examine the perceptions of individuals and the meanings they attribute to events. Thus, the study focuses on defining the phenomenon rather than generalization (Akturan & Esen, 2008). The phenomenon of this study, which aims to reveal the perceptions of high school administrators regarding discipline and discipline problems, is "Discipline".

18 school administrators rendering service in Kozan district of Adana participated in the study on the voluntary basis. Among the school administrators, nine worked in a vocational high school and nine in a general high school. In the study, the data were collected through interviews within the scope of the qualitative research approach and the views of administrators were obtained using the Interview Form that was developed by the researchers based on the relevant literature. The data were collected by visiting the schools in the second term of the school year of 2014-2015 and we used tape recorders throughout the interviews that were conducted in the manager's room for about 20-30 min.

The study data were analyzed by using the content analysis, which is among the qualitative data analysis technics, and the coding was performed within a general framework. In this type of coding, while the predetermined code list directs the content analysis, the new codes that emerge as a result of examining the data with an inductive sense are either added to the code list or the old codes are replaced (Yıldırım & Şimşek, 2011, pp: 228-232). Accordingly, we primarily computerized the data that were obtained by using the tape recorder. The researchers still read the raw data texts independently line-by-line, underline the meaningful parts and write them beside the key concept/concepts (code). In the analysis process, two researchers will have a consensus about what code to use in conditions where there is an idea of different coding and then they will assign the categories.

The findings to be acquired as a result of analyses will be arranged in tables in order to enable the comparison of themes (categories) and the repetition frequency of certain views or analysis units (statements) of individuals in the study will be depicted under each theme. While presenting the themes and codes, a particular attention will be paid to being descriptive and the statements of administrators will be directly cited by using the codes like YG1 and YM12. (For instance, YG1 will signify the citations from administrators working in a vocational high school and YM12 from administrators working in a general high school). We will discuss the acquired findings according to the subgoals of the study, specify the results and make relevant suggestions.

Keywords: Discipline, discipline problems, school administrators.

An Investigation of High School Teachers' Instructional Management Behaviours In Terms of Preventative Discipline

Fatma SADIK; Çukurova University, Adana, Turkey; fsadik@cu.edu.tr
Sevgi ERGÜVEN; Çukurova University, Adana, Turkey; sevgierguven@gmail.com

Abstract

Classroom management is the body of activities aiming at providing effective education and instruction. The efficiency of this process for students depends upon well-arranged classrooms that contain cognitive, emotional, social and physical disparities, and well-planned instruction enabling students to take part in learning activities. Effective classroom management happens when students know their responsibilities and run them. However, for many different reasons students don't bear responsibilities and behave in a way interrupting the instruction in class, so teachers have to deal with the students' problematic behaviors (Arwood, Morrow, Lane & Jolvette, 2005). Thus, discipline has been the main issue of the classroom management in recent years (Lewis, 1999).

Discipline in a class is a must to reduce misbehaviors, use instructional time efficiently, to provide students behave deliberately inside or outside the educational activities. All the same, discipline is mostly considered equal with 'punishment', and teachers carry out discipline in a conventional attitude and habits like shouting, scolding, using force (Duman, Çetin & Gelişli, 2004; Karahancı, 2013; Kazu, 2007). Punishment is a sanction imposed against an undesirable behavior. However, when discipline

problems do arise, mere meting out punishment alone may not be enough. This is because punishment only serves as a deterrent but does not necessarily change behaviors (Tan, 2002). However, discipline aims to guide students to have responsibilities and notice what is correct and what is not. Teachers are supposed not only to stop undesirable behavior but also to teach students how to behave the community responsibly and harmoniously. In this context, effective discipline is specially concerned with promoting behaviors that conform to teacher expectations and/or change behaviors that do not (Hoover, 1997; cited in Tan, 2002).

Kounin (1977) states that teachers who attempt to prevent inappropriate behaviors experience less discipline problems by organizing lessons, classroom and transition between exercises. However, teachers need to have some instructional skills like using withitness, overlapping, momentum and smoothness, group alerting and accountability, satiation and ripple effect. When a teacher has the situation in hand in his/her classroom, that is withitness. Students act less undesirable behaviors if they know the teacher is aware of everything in the classroom. Overlapping is teacher's attention to two or more cases that occur concurrently. When a teacher organizes transition between exercises or lessons in a way that attracts students' attention, this is smoothness; and momentum is that the teacher properly starts, continue and finish the course effectively. If a teacher teaches all the students in the classroom, not just a specific group of students, this is group alerting; giving tasks to keep students active is accountability. Challenge arousal is making attention by using different instructional methods; and when students feel progress in lessons without getting bored, this is satiation. Ripple effect is preventing inappropriate behaviors in an accurate way to have an effect on other students (cited in Charles, 1999, s.34-43; Wolfgang, 1995; Jones & Jones, 2007).

Instead of focusing on behavioral problems for discipline in classroom, it is important that a teacher should focus on teaching and should not allow students to feel bored or disappointed in terms of preventative solution. As a matter of fact, many researches indicate when students get bored with lessons and have free time between exercises, discipline problems rise; when exercises are appropriate for their cognitive development, students are more interested in lessons and then discipline problems fall (Doyle, 1986; Reeve, 2006; Korkmaz, 2009; Veenman & Raemakers, 1995). In other related studies, classroom discipline has been mostly investigated in terms of teacher interference for students' inappropriate behaviors and most of these studies have been carried out with primary teachers. For these reasons, there has been a need for a study to investigate teachers' instructional management behaviors in terms of preventative discipline at a high school level.

This study is a qualitative study which investigates high school teachers' instructional management behavior in terms of preventative discipline. Participants are six teachers who teach in a Vocational and Technical Anatolian High School in the centre of Hatay and are volunteers for the study. Three of these teachers are female and three of them are male. The participants who have different majors have been teaching between 5-20 years. Data is collected by the use of Observation Form and Interview Form, which are based on Kounin's model stressing six basic management skills, developed by investigators. The teachers were observed three times and consecutively in three classes between May and June in 2015. They were interviewed for 20-30 minutes in the teachers' room and these interviews were recorded in a recorder. Content analysis is used for the analysis of data and this analysis process has been continuing. Findings will be discussed in terms of research questions and some suggestions will be made.

Keywords: Classroom management, instructional skills, discipline, high school, teacher.

Perspectives of School Managers about Program Evaluation Matter

Ramazan SAĞ, Mehmet Akif Ersoy University, Burdur, Turkey; rsag@mehmetakif.edu.tr

Rafet AYDIN, Mehmet Akif Ersoy University, Burdur, Turkey; raydin@mehmetakif.edu.tr

Abstract

Effecting of the educational process on the future of people, involving intensive as well professional team work, and containing risks such as high public costs is ones of the basic factors that make necessity for educational activities purposeful and planned. For countries adopting developments in the information age is an important aim. But for the countries to achieve this goal, it is known to enable with the development of qualified man power that can be perform converting all institutions in the public and private business areas including schools. It can be said that realization of these sub-objective hierarchical is possible with producing educational services and distributing in a qualified area. Within the framework of collaborative and innovative instructional leadership, the assurance of quality education is depend on evaluation of education-training process, sharing results of evaluation with groups related the process, determining the policies about institution based on result evaluation. The school administrator play a key role in managing this process (Spillane, Halverson and Diamond , 2004) .

Program evaluation is defined as get information and use of this information to give a series of decisions for a number of arrangements about to continue education or training program being carried out in the educational environment, terminate of application and instructional materials or methods in the program (Cronbach, 2000). Stufflebeam (2000) indicates to determine what kind of changes between features of structure and process that compose program constitution beginning and the moment program evaluation. It is thought that there are perspectives of school managers together with personnels in schools, institutional functioning on educational program and evaluation and the perspectives is considered to be effective in process.

Based on the concept of "program as a layered structure" developed by Steffy and English (1997), Nkosana (2008) indicates that in carrying out the program especially manager, teacher and the other sides of program have their own aims for the program about what is more important than written program constitute serious impediments. So an "evaluation" effort is needed to identify and develop blocking obstacles that impede progress towards the implementation of programs. Stevahn, King, Ghore and Minnema (2005) state that program evaluation is a common operation and it begins with "the effort to make a business" (s. 43).

Akin and Christie (2004) express that two important reasons for the emergence of the evaluation like "the responsibility using public resources" and "being used evaluation results as an evidence" (s. 12). In fact, Alvin and Christie indicates evaluation demand isn't only valid for government departments using public resources but they also emphasize the necessity for all sectors reference to Enron energy company which emerges in the United States especially illegal activities carried out in Iraq War (2004). Although considering process and results evaluation isn't a desirable factor especially in the education system of our country, global developments in the field of education, in the position of school administrators responsible for educational activities carried out as a public action, confrontation principles with "the responsibility" and "the accountability" is inevitable in the near . On the other hand the results of exams and tests such as ÜYS and TEOG increase more public attention to these schools and apply serious pressure directly and indirectly on the schools. In this progress, what school administrators feel to the subject, how they react in terms of program evaluation and examining the perspectives underlying these behaviours is thought important.

This determination and necessity constitutes the starting reason of the study. According to the this with research it is attempted to answer the question "what's the perspectives in issue "bearing responsibility" and "accountability" of high school managers and the secondary school action in terms of educational leadership roles through the context of program evaluation.

In the research survey method was used to attempt to define approaches "taking responsibility" and "able to give an account" of school managers as instructional leader within the context of education program evaluation. As participants of the research, three managers whose schools have overachievement, moderate and low success average as regard ÜYS and TEOG results in Burdur city center were selected. Interviews in person constitute a significant part of the data. Another datum is

decision reports group and branch teacher reports with decision reports of school teacher committee. Although analysis of data hasn't been completed yet, it can be specified that descriptive and content analysis techniques will be used. Codes of themes defined in two main categories "the feeling responsibility" and "accountability belief" will be attained from the documents with the descriptive analysis of the data in the analysis process. As pointed out by Yıldırım and Şimşek (2013) in the content analysis that inductive analysis will be applied, it is aimed to find out how a relationship through codes constituting "the responsibility" and "accountability" themes/concepts.

Keywords: Curriculum evaluation, instruction leadership, responsibility, accountability

Interaction of Teachers and Academicians in Teaching Process

Asuman Seda SARACALOĞLU; Adnan Menderes University, Aydin, Turkey; sedasaracal@adu.edu.tr
Betül ALTAY; Adnan Menderes University, Aydin, Turkey; betulaltay@adu.edu.tr
Özlem ERAYDIN; Adnan Menderes University, Aydin, Turkey; eraydinoguz@gmail.com

Abstract

In order to ensure the effectiveness of teaching process to a great extent and improvement in the reflective thinking skills of teachers, a ground should be established for the further increase in the interaction of academicians and teachers. Sışman (2007) notes that the main elements of the education system are composed of teachers, educational programs, administrators, education experts, educational technology, physical and financial sources and he acknowledges that quality of education is in direct proportion to the teachers' qualification to a large extent and in this regard, emphasizes that teachers' being educated well in service and pre-service carries importance in terms of the quality of education. Teacher is the most important subject of education.

Success of an education system primarily depends on teachers' qualifications. That is to say, a school is meritable as the teachers who work within it (Saracaloğlu & Yenice, 2009). Atac (2003), stating that the basic determinant of the quality of a country's education system are the teachers who are implementers, he proclaims that no education model will produce service further than the human resource who will operate the model. To improve the quality of teachers, preservice and inservice training as well as program development should be handled with great accuracy.

It can be detrimental to change education curriculum in short time intervals, to ascertain that aspects of the current program of improvement and development activities must be carried out. As noted by Demirel (2012), curriculum development specialists, measurement and evaluation specialist, relevant subject area specialists (from university) and related subject area teachers (practitioners) have part in working group organized to implement, evaluate and develop the education curriculum. On and on improvement of educational programs is required for the implementation to be functional. In this context, teachers and academicians' interaction with each other will redound the program development process to gain pace. This interaction provides the academician with the opportunity to take a closer assessment of "aim, content, learning-teaching situations and measurement-evaluation" which are the dimensions of the implementation area. Academicians should obtain regular feedback related to teaching situations, whether aims are achieved or not, content and measurement- evaluation and should guide teachers. Likewise, teachers should be aware of the scientific researches conducted by academicians to increase the effectiveness of teaching practice quality, and benefit from the research results. In this way, they become more conscious about program development, their own teaching processes become functional.

Teachers' focusing their attention on the researches conducted about their subject area with a critical view, as well as dwelling on how to reflect the knowledge they gain from the scientific results on their teaching practices can be considered as a key factor in solving the existing problems in the practice process. Teacher should be a good researcher. At this point, the research should not be seen as the responsibility of the academicians solely. In order to ensure the programs' effectiveness in the practise, teachers, primarily, should recognize and adopt new programs and they should act correspondingly with the roles they undertake (Arslan & Özpinar, 2008). Büyükkaragöz et al. (1998) described the teacher as

an important person who implements the state's education policy improved by researches, influences the implementation results and these policies, benefits from researches and academic studies and at the same time, teacher, working closely with these studies provides research subject for them (cited in, Küçükoglu & Kaya, 2007).

Teachers as the principal practitioners of the developed programs should be encouraged to do research. Teachers to improve themselves about methodology can help them become a qualified researchers. The suitability of a specific teaching methods and its benefits can be handled in terms of the learning type it will bring out and qualities of the learner. The methodology researches continue to be carried on and discussions emerging from different theories and their influence on the methods still appear in many educational journals, however, the average teacher cannot access to these journals, therefore an enormous gap arises between teachers' awareness about effective methodology and research findings (Westwood, 2008). To do this, academicians should guide the teachers to help them gain necessary basic skills for scientific research. Academicians should also research with them cooperatively. Thus, it will be probable for academicians to benefit directly from the teachers' fund of knowledge and their experience and a significant increase in the quality of teachers might be observed. Seferoğlu (2004) is in the opinion that, success rate can't be raised considerably without qualified teachers. Cooperative work of teachers and academicians is envisaged to have an important function in enhancing their quality.

In this study, problems faced by teachers in teaching process and their expectations from academicians are sought out. The study was conducted in the form of qualitative research. The research working group has been determined in accordance with the convenient sampling model. During the academic year 2014-2015, In the Aydin city center, during Summer Seminar work, 17 teachers from different branches and different teaching levels have been included in the workgroup through face to face interviews. Also, in city centers Konya and Aydin, 30 teachers from different branches and different teaching levels answered open-ended questions in written. In order to reveal teachers' opinions and their expectations from academicians, semi-structured interview form and survey form composed of the same open ended questions were used to gather data. Interviews with teachers continues to be maintained. The data obtained from interviews and survey forms will be analyzed through content analysis. Data analyzed through content analysis continue to be themed and interpreted. In reference to the initial findings from the interview data, teachers think that theoretical knowledge acquired during undergraduate teaching education doesn't match with actual teaching practices in school, and it has been concluded that teachers need more guidance from academicians.

Keywords: Teacher, academician, academic guidance.

Primary and Secondary School Teachers "Professional Works" Process Thought the Examination by Means of Metaphors

Asuman Seda SARACALOĞLU; Adnan Menderes University, Aydin, Turkey; sedasaracal@gmail.com

Murat ÇIRAKOĞLU; Adnan Menderes University, Aydin, Turkey; cmurat0904@hotmail.com

Yasin AKAY; Balıkesir University, Balıkesir, Turkey; yasinakay35@hotmail.com

Abstract

Nowadays, in many countries, to meet changing and increasing demands of education, additional resources are looking for effective policies to develop new methods to improve search for and achieved. Because education that promote the economic development of the personal and social development and contribute to social inequality is known to have a reducing effect (MEB, 2006). To capture the changes in the development of our country, together with a better quality education create, update and to raise children who can think creatively capturing the educational process more effective and goal-oriented. According to Fuller, the basic quality indicators in educational organizations: "teacher, student, physical environment and technology, administrator, program". These factors affect the quality of education as a whole (Özdemir, 2002: 2). However, at this point the most important role a teacher.

The teachers in the effective and efficient conduct of the educational process because it is a big responsibility.

1739 National Education teaching profession according to the General Law of Article 43 of the state's education and administrative duties related to this area has been identified as a specialty occupation. Ministry of Education, teachers in the education profession, in-service training, providing courses and seminars through. These training courses are widely implemented in education services. In-service training; salary or fee to employees (teachers, administrators and other staff) required information about the tasks are given training in order to acquire skills and attitudes (MEB, 1988: 49). Adopted in 1961 222 No. of Primary Education Law Article 43 is given to teachers with two-month summer vacation. Apart from that primary school teachers in the time remaining holidays are obliged to participate in professional work. This obligation on the Ministry of National Education Regulation on Primary Education Institutions of **Professional Works** has gathered under Article 38. By: *General knowledge of principals and teachers in pre-school and primary schools, special field of education and in pedagogical training space, information, and to improve their manners, to gain new skills, education and find solutions to problems in teaching, according to the needs of students and environmental plans and programs in order to prepare and implement cutting courses from the first working day of July, the first working day of September to the beginning of the course; years of professional work done within the time specified in the annual work programs.*

At the beginning and at the end of the academic year the teachers what they have done professional works, seminar studies in education circles is referred to as.

Schools are institutions with symbolic elements. One of these symbols is metaphors. Metaphors are considered to be a tool used in trying to explain how people perceive the life, environment and the events using different comparisons (Cerit, 2008). Basically, the concept of metaphor is meant by a concept, phenomenon or event of another concept, phenomenon or event is explained by an analogy (Oxford et al., 1998). Lakoff and Johnson (2005, p. 27), according to "the essence of metaphor is a kind of another kind of thing based on what you understand and to experience." Thus metaphor, X phenomenon occurs with that as stated in explicit or implicit form of the Y patients. Here's the thing that makes a powerful metaphor for this is also a mental model; providing for the establishment of a relationship between his two similar cases or not a particular mental schema is not allowed to be projected onto another mental schema (Saban, 2008). Metaphors are creative consequences of theoretical thinking that are referred to enrich our perceptions in educational phenomenon (Inbar, 1996). The study on teacher metaphors is the proper tool to search the relations between the teachers' vocational definitions and the contextual elements. Examining the metaphorical images is a method used to discover the teachers' roles in class, the underlying facts of beliefs and the hypotheses with respect to students and education (Ben-Peretz, Mendelson and Kron, 2003; Act. Cerit, 2008).

The main purpose of this study is to find out views of teachers working in primary and secondary schools depending on the National Ministry of Education regarding to the period of professional working that they have to attend at the beginning and end of the academic year by the help of metaphors.

What is the view of primary and secondary schools teachers related to the period of professional working that they have to attend at the beginning and end of the academic year?

1. a) What is the views of primary schools teachers related to the period of professional working that they have to attend at the beginning and end of the academic year?

b) According to the views of primary schools teachers how should be the period of professional working that they have to attend at the beginning and end of the academic year?

2. a) What is the views of secondary schools teachers related to the period of professional working that they have to attend at the beginning and end of the academic year?

b) According to the views of secondary schools teachers how should be the period of professional working that they have to attend at the beginning and end of the academic year?

Because the data of this research obtained by metaphors this study is a qualitative research. Metaphor is a powerful cognitive instrument that a person can use for understanding and expressing phenomenon which is in a high level of abstract, complex or theoretical (Saban, 2008). In this research, metaphors has used for both to describe a situation existing and to describe how can this situation be different.

The research universe is composed from primary and secondary schools teachers working in İzmir. On the other hand, 50 primary school teachers and 50 secondary school teachers from four different school located in the central districts of İzmir will compose the sample of the research. The working group of research will consist of 100 teachers totally. Two primary schools and two secondary schools which have average volumes with the other schools in central districts will be selected randomly through typical case sampling from criterion sampling methods while working groups of research determining. Attention will be given to the inclusion of an equal number of teachers from those four schools to the working group. In addition effort will be made for the participants of secondary schools to include every branch. The aim of typical case sampling method is to have an idea about a specific field by working average situations or to inform people who don't have enough information about that field, subject, implementation or innovation (Şimşek ve Yıldırım, 2008). The data will be obtained by semi-structured interview from which the participants can state their views by metaphors. The participants can write their demographic features on the same form. To complete following statements will be asked from participants in order to get their views about the period of professional working.

I think "the period of professional working" is like Because.....

I think "the period of professional working" should be as Because.....

The data will be collected in last two weeks of June and first two weeks of September of 2015. Data collected will be analyzed with descriptive analysis by all researchers. During the analysis first metaphors will be determined, extracted and encoded. Then coded metaphors will be categorized and themes to be created. Finally, the composed theme and codes will be submitted through tables as frequency and percentages. The data obtained at the end of analysis will be presented in the form of tables. Tables will be given in order of sub-problem statements. While result interpreting direct quotations will be given and internal reliability of research will be tried to increase. The results obtained from this study will be summarized in this section. The obtained results will be discussed in the light of literature with required quotations.

Keywords: Teacher, professional working, seminar, metaphor, view.

The Views of Teachers on the Practice of Technology and Design Lesson Programme

Can SERDAR; Technology and Design Educators Association, Adana, Turkey; canserdar@tvted.org.tr
Egemen CEYLAN; Technology and Design Educators Association, Adana, Turkey; egemen42@gmail.com

The paper wasn't presented in the congress.

The Opinions of Teachers about Homeworks

Hale SUCUOĞLU; Dokuz Eylül University, İzmir, Turkey; halesucuoglu@gmail.com
Meltem GÖKDAĞ BALTAOĞLU; Anadolu University, Eskeşehir, Turkey; meltem.gokdag@gmail.com
Namık ÖZTÜRK; Dokuz Eylül University, İzmir, Turkey; namik.ozturk@deu.edu.tr

Abstract

Homework are the works which are given toplam students by teachers for their extrascholastic times with the purpose of: being prepared for next class, reinforcement and improvement for the students (Arikan & Altun, 2007; Cooper, 2001). Homework is a part of the learning process and it is done by students individually or with the guidance of their parents. Homeworks are the duties which are given by teachers to be made at home with the purpose of supporting the education process (Walberg, 1985, p.79), reinforcing the knowledge which have been learned at school and not to forget these knowledge. It is known that homeworks have positive effect on students' academic success. Additionally, it is brought up by the studies that homeworks help students to get the habit of doing homework, to improve the ability of taking decisions, at the sametime they help students to acquire the ability of taking responsibilities and to improve family relations (Yilmaz, 2003).

Ministry of Education states the purpose of homework at section 8, in the "Regulations about extracurricular activities for students in secondary school and high schools":

You make students do homework with the purpose of; a. Causing them to earn the habit of doing homework very careful and handing over it on time. b. Improving the knowledge and the ability of making plans. c. Being able to collect required data, tools and materials and being able to use them according to their purpose. d. Causing students to earn the consciousness that homework are duties which should be done not only by benefiting from various people on works but also they should do themselves in order to improve themselves. e. Causing the students to earn the habit of deciding the

sources which will be used for doing homework and choosing the people whom they get information. f. Improving the abilities of being able to; communicate, benefit from sources, build up tools and use them. g. Make them realize that outcomes of the homework are linked with the methods and resources are used. h. Causing the students to earn the behaviours of looking to topics from different points of view, consultation, discussion and asking questions about the topic. i. Causing the students to earn the behaviour of collaborating. j. Improving the power of thinking. k. Providing the enjoy for searching, finding and learning the things they are not familiar with. l. Providing the enjoy for observation, doing experiments and making studies for new inventions. Causing them to earn how to enjoy the feeling of success (Resmi Gazete, 1989).

Not only appropriateness for students' age for their learning speed or for their interests are important criterias of homeworks, but also having the quality of transferring the knowledge is quite important (Yılmaz, 2010, p.124). Teachers are required to carry out studies which cover all kinds of homeworks that are appropriate to students' level and appropriate to educational purposes (Hizmetçi, 2007). Even though it is stated in Regulations of National Education that "No homeworks should be given until 3th grade", teachers are giving a lot of homeworks to students starting from the 1st grade. Since there isn't any clarification on how and how much homework should be given, we face a lot of wrong implementations. So day by day this topic is getting much more importance. It is also getting important for students to be trained in their major area courses about it during their bachelor's degree studies. When you analyze the literature, most of studies about this topic, they just examine the aspect of teachers and students attitudes and thoughts towards homework (Aydın, 2011; Özer & Öcal, 2012; Sarıgöz, 2011; Yücel, 2004). But there's been no research evidence which includes how and how much homework should be given by the teachers. In this respect, it is thought that this research will contribute to literature and to the content of classes at education faculties, especially for special education classes.

The purpose of the research is to determine the education that the teachers were received about homework/s during their teacher training and their thoughts about it. Homework should be given and also to determine their views on homework. This study was used for this quantitative research. This study was carried out in 2014-2015 academic year with 78 teachers, some of whom were already teachers and some of whom were recently graduated.

In order to be able to determine the views of the teachers on homeworks semi-structured interview forms have been prepared. With the help of semi-structured questions, it was aimed to block participants going out of the topic. Meanwhile, these questions do not restrict the views of the participant. There are eight main questions in teacher interview form. The form includes questions like, "his/her thoughts about homework", "necessity of homework", "the importance/effectiveness of homework", "whether to give homework or not", "how/much homework to give", "where did you learn how/much homework to give", "what was the most disturbing thing about your homeworks in your school time?"

At the end of the research, teachers told that they had the idea that "homeworks are necessary for repeating and reinforcing what have been learned and develop their sense of responsibility, however, aimless and pages of homeworks intimidate students, make them get the feeling of failure, lose their enthusiasm for school and even decrease their self-respect "Did you ever take any classes about how to give homeworks during your school time?" All of the teachers answered this question as "No". "How did you learn how and how much homework to give?" for this question, they said that they learned by their own experiences, observing and knowing the students better.

"Did you ever take any classes about how to give homeworks during your school time?" for this question, they said that they were mostly disturbed by group works. "Group Works!" They were very bad experiences, for sure. The responsibility of the homework is always on one's shoulder. And, if it is you, it is so bad." "Groups work were bothering me a lot. There were a lot of friends who were sharing the victory without no effort." Besides, they mentioned that they did not like the homeworks which were done with the fear of punishment and also the ones which were done by just copying the books. Result, discussion and suggestions will be presented in details in the report.

Keywords: Homework, teacher training, quantitative research.

The Opinions of Class Teachers towards Their Academic Development

Çavuş ŞAHİN; Çanakkale Onsekiz Mart University, Çanakkale, Turkey; csahin25240@yahoo.com
Derya GİRGIN SARIDAŞ; Çanakkale Provincial Directorate of National Education, R&D Unit, Çanakkale,
Turkey; deryasaridas@gmail.com

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Investigation of Instructors' Awareness of Their Reflective Thinking Skills (The Case of Muğla Sıtkı Koçman University Education Faculty)

Cances TİCAN; Muğla Sıtkı Koçman University, Muğla, Turkey; ctican@hotmail.com

Abstract

With the advent of information age and globalization, rapid changes have been observed in every field. For individuals to catch up with the age and have a better life, they need to get quality education and develop their thinking skills. Since 1980s, the amount of research focusing on the teaching of thinking skills has been increasing. One of these thinking skills is reflective thinking. Dewey (1933) defined reflective thinking as "investigation of a belief or a type of assumed information in light of the grounds supporting it and results possible to be produced by it in an active, persistent and careful manner". Schön (1983, 1987) identified three types of reflection as reflection-on-action, reflection-in-action and reflection-for-action. Investigation of reflection under these three categories by Schön is related to the time of the action. If an individual carefully and systematically thinks about the action he/she committed following the completion of the action and evaluates it from every aspect, then he/she is performing reflection-on-action. On the other hand, if he/she performs a reflection in an unexpected manner while conducting the action and is trying to solve the problem, then he/she is performing reflection-in-action. As a result of the experiences occurring during the processes of reflection-in-action and reflection-on-action, the individual's future thoughts and behaviors are shaped and in this way, reflection-for-action takes place.

Reflective thinking is an important type of thinking to be mastered by pre-service teachers because reflective thinking can help them to develop professionally, to increase the efficiency of education and instruction and to be successful teachers. Moreover, it will positively affect their critical thinking skills and democratic attitudes. Thus, they will be teachers having adopted reflective thinking in the future. In

order to be a qualified teacher, teachers need to master and apply reflective thinking, one of the higher level thinking skills. In this regard, reflective thinking skills of instructors responsible for training pre-service teachers are of great importance for pre-service teachers to be equipped with these skills. For instructors to train teachers with developed reflective thinking skills, first they need to have these skills.

When the relevant literature is examined, it is seen that there are a lot of studies conducted on reflective thinking skills. However, all these studies are concerned with teachers and pre-service teachers. There is very limited research focusing on reflective thinking skills of university instructors training pre-service teachers. Tümkaya and Hurioğlu (2013) found that the instructors' reflective thinking tendencies are high. The findings of the study revealed that "being researcher" and "being prudent and sincere" tendencies of the instructors in the age group of 22-34 are lower than those of the instructors in the other age groups. In addition to this, with increasing length of service, the instructors' "teaching responsibility and being scientific" and "being researcher" tendencies were found to be increasing. Finally, sub-dimensions and total scores of reflective thinking tendencies did not vary significantly depending on gender and title. There is no research addressing university instructors' awareness of their reflective thinking skills. Therefore, the current study is believed to contribute to literature. The purpose of the current study is to investigate university instructors' awareness of their reflective thinking skills. Within this general purpose, the answers to the following questions will be sought:

1. Do the instructors think that they should possess reflective thinking skills?
2. Do the instructors think that they apply their reflective thinking skills during education and instruction process?
3. What are the instructors' opinions about the effect of reflective thinking on their professional development?
4. What are the instructors' opinions about the inclusion of reflective thinking skills in education and instruction programs of education faculties?
5. What are the instructors' opinions about the development of reflective thinking skills of pre-service teachers during their education and instruction process?
6. What are the instructors' opinions about the importance of pre-service teachers' thinking reflectively in terms of the profession of teaching?

The study was designed according to qualitative research method. Qualitative research can be defined as research in which a qualitative process is followed to reveal perceptions and events in their natural settings by using qualitative data collection methods such as document analysis, observation and interview (Yıldırım & Şimşek, 2011). Qualitative research is conducted according to designs based on a certain strategy. In the current study, phenomenological design is used. The phenomenological design enables use to focus on phenomena that we are aware of but do not have detailed information about (Yıldırım & Şimşek, 2011).

In the study, maximum variety sampling method, one of the purposive sampling methods, is employed. The main objective of this method is to reflect the variety of the individuals participating in the study. The main purpose of constructing such a sampling is not making generalization; on the contrary, to determine whether there are some phenomena shared between various states (Yıldırım & Şimşek, 2011). Thus, instructors from 20 different departments of the Education Faculty at Mugla Sıtkı Kocman University will be included in the study. In the selection of the instructors, care will be taken for the balanced distribution of titles and departments. The data will be collected with a semi-structured interview form. The interview form will be developed by the researcher as a result of a literature review. In the calculation of the reliability of this data collection tool, the formula developed by Miles and Hubermann (1994) will be used. The interview form will be administered by the researcher through face-to-face interviews. The data to be obtained from the semi-structured interviews with the instructors will be analyzed through descriptive analysis. In order to be able to conduct this descriptive analysis, the themes determined in advance in line with the purposes of the current study will be used. In the interview form, these themes will be analyzed within the framework of cause and effect relationships. Data collection and analysis processes are still in progress.

Keywords: Instructor, reflective thinking, awareness.

A Case Study on Preference of Teaching Methods and Techniques in Mathematics with Reasons

Menderes ÜNAL; Ahi Evran University, Kırşehir, Turkey; menderesunal@gmail.com
Abdullah GÖNÇ; Cacabey Secondary School, Kırşehir, Turkey; abdullah_gonc@hotmail.com

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***Policies, Models and
Practices in Teacher
Education***

Adaptation of the Servant Leadership Scale into Turkish and Determination of Teacher Candidates' Servant Leadership

Mehmet Bahaddin ACAT; Eskişehir Osmangazi University, Eskişehir, Turkey; mbacat@gmail.com
İsmail KAŞARCI; Eskişehir Osmangazi University, Eskişehir, Turkey; isokasarci@gmail.com

Abstract

Teachers being the effective practitioners of the innovative efforts in schools depend on the level of their participation in these processes and forming new behavioral characteristics with teachers (Yigit et al., 2013). According to Şişman (2010), effective leaders are needed for providing effective teaching process and the transformation and change in the society will require effective leaders. Examining an effective teacher profile reveals that leadership traits plays an important role. Frost and Durrant (2003) suggest that there are four dimensions in teacher leadership; school effectiveness, school improvement, the teacher morale and retention and the democratic values.

School leadership is mostly related with the leadership of school administrators (Hallinger, 2005; Hattie, 2009). However compared to school administrators, teachers are interacting more with students both in and outside the classroom and that they are primarily responsible for teaching (Frost & Durrant, 2003; Can, 2010). It is stated that teachers are also leaders and affect the teaching process directly and teachers' leadership traits are just as important as the leadership of the school administrators in providing student achievement (McBeath et al., 2004). Contrary to other leadership concepts, teacher leadership is a shared type of leadership and requires teacher to cooperate (Bozkuş et al., 2015). Thus, teacher leadership can be associated with shared and distributed leadership concepts (Crevani et al., 2007; Bolden, 2011; Bergman et al., 2012).

Servant leadership is most often compared with transformational leadership introduced by James McGregor Burns in 1978 and extended by Bernard M. Bass (1985). Both theories focus on extraordinary leadership characteristics and humanistic valuation of followers (Smith, 2005). Some behavioral scientists advocate that the both leadership theories are rooted in the charismatic leadership developed by Max Weber (Smith, Montagno & Kuzmenko, 2004; as cited in Smith, 2005).

Servant leadership was defined by Greenleaf (1991) as a leadership style in which followers are considered important, valued, and moving them forward in their development. In servant leadership it is focused on how a leader can help followers and support in their personal development. In this theory it is emphasized that the primary source of leadership motivation and role is to serve others. By combining the two seemingly contradictory terms, Greenleaf wanted to question and reconsider the historical meaning of the concept of leadership (Smith, 2005). Behavioral scientists deduced that Greenleaf mentions listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people and building community as characteristics or attributes of servant leaders (Russel & Stone, 2002; as cited in Smith, 2005). Designated for servant leadership, these characteristics also required for teachers as for administrators. In the end, teachers are expected to serve their students and in general to public and be precursors to the society.

An examination of the literature reveals researches examining servant leadership characteristics of school administrators and leadership roles of teachers. However, an instrument for measuring servant leadership characteristics of university students could not be found in Turkish. Thus, instruments developed abroad for measuring servant leadership characteristics of university students were examined and the servant leadership scale developed by Janine Hicks, Rebecca Garland and Pamela Steinke (2013) by identifying past scales developed to assess servant leadership in college students. Required permissions were taken and the adaptation process of the scale into Turkish has started. There are numerous studies relating instructional leadership with the teaching process. Similarly, it can be stated that different leadership styles affect student outcomes. Teachers' leadership characteristics and styles are another important variable in affecting the teaching process. From this point of view it is important to bring in an instrument to Turkish for measuring servant leadership characteristics of teacher candidates.

In this study it is aimed to adapt the servant leadership scale developed to measure servant leadership in college students by Janine Hicks, Rebecca Garland and Pamela Steinke (2013) into Turkish in order to determine servant leadership characteristics of Turkish teacher candidates.

The servant leadership scale developed by Janine Hicks, Rebecca Garland and Pamela Steinke (2013) is a 5-point Likert type scale with 24 items and 8 dimensions. Cronbach's alpha internal consistency of the scale is reported to be .93. In this study, scale adaptation processes will be followed (Deniz, 2007). In translation of the scale from its original in English to Turkish, English language experts in university level will be asked for help. First from English to Turkish and then back translation from Turkish to English will be made and then English language experts will be asked to rate the similarity of the sentences. Test-application of the adapted scale will be made to a small group of students and changes considered necessary will be made before the main application will be made to the main student sample. Applications are planned to start at the beginning of the 2015 – 2016 fall semester in Eskisehir Osmangazi University. Data obtained will be used to perform reliability and validity analyses, explanatory and exploratory factor analyses also will be performed to determine the structure and applicability of the adapted scale. In this study servant leadership scale developed by Janine Hicks, Rebecca Garland and Pamela Steinke (2013) will be adapted into Turkish and reliability and validity analyses will be made in a group of university students factor structure of the scale will be determined with exploratory and explanatory factor analyses.

Keywords: Instructional leadership, teacher leadership, servant leadership, teacher candidate.

The Investigation of Pre-Service Teachers' Attitudes towards Teaching Profession in terms of Their Motives of Choosing Teaching as a Profession

Muhammet Fatih ALKAN; Gaziosmanpaşa University, Tokat, Turkey; mfatihalkan@hotmail.com

Mehmet ARSLAN; Gaziosmanpaşa University, Tokat, Turkey; Mehmet.arslan@gop.edu.tr

Zeynep ALKAN; Gaziosmanpaşa University Graduate Student, Tokat, Turkey; zinapp@hotmail.com

The paper wasn't presented in the congress.

Examination of Self-efficacy Beliefs of Turkish Language Teacher Candidates and Turkish Language and Literature Teacher Candidates

Ayla ARSEVEN; Cumhuriyet University, Sivas, Turkey; aylaarseven2004@yahoo.com

Burcu MOROĞLU; Ministry of Education, Sivas, Turkey; burcumoroglu@hotmail.com

Ebru ALDIĞ; Ministry of Education, Sivas, Turkey; ebrualdig@hotmail.com

Abstract

The aim of this study is to examine the opinions of teacher candidates attending Turkish Education department and Turkish language and literature departments with regard to self-efficacy and to reveal the importance of self-efficacy perceptions in education. This study is a study in phenomenological method, which is one of the qualitative research paradigms. In this study, interview as one of the qualitative research methods was used. The study was carried out with a total of 30 4th-year Turkish language teacher candidates, 14 of whom are made and 16 were female, attending Faculty of Education and Faculty of Letters of Cumhuriyet University. To collect data for the study, "Teacher Candidate Interview Form" was developed by the researcher. Content analysis method was used to analyze data.

When relevant literature is examined, it is seen that there are many studies to determine self-efficacy perceptions of teachers and teacher candidates in specific fields of studies. Most of these studies were carried out in screening model with surveys. It is seen that the studies in Turkey with regard to teacher self-efficacy in focus on scale development, vocational competence, teacher self-efficacy beliefs, the relation between self-efficacy and various variables and self-efficacy beliefs in

various courses especially about computer skills, mathematics, physics, chemistry and biology courses (Yeşilyurt, 2013). The number of studies on self-efficacy beliefs of Turkish language teacher candidates or Turkish language and Literature teacher candidates (Ülper and Bağcı, 2012; Kurudayioğlu and Kana, 2013) is very low. However, there is not any qualitative study carried out with Turkish language teacher candidates or Turkish Language and Literature teacher candidates with regard to pedagogical self-efficacy. Therefore, this study aims to examine self-efficacy beliefs of Turkish language teacher candidates attending the departments of Turkish Language Education and Turkish Language and Literature with regard to pedagogical self-efficacy and to reveal the role of self-efficacy perception in education. In line with this aim, answers for the following questions were sought:

- What are the self-efficacy beliefs of the last year students (teacher candidates) attending Turkish Language Education and Turkish Language and Literature departments?

According to the results of the study, in line with teacher candidates views, the following themes and sub-themes emerged: "*development of thinking skills*," "*motivating students for the course*," "*using reinforcement*," "*content knowledge*," "*development of four basic language skills*" and "*giving positive feedback and correction*". As a result of the study Turkish language candidates stated that they will attach more importance to pedagogy in class compared to Turkish language and Literature teacher candidates. It was revealed that "*content knowledge*" the most important determinant of teacher self-efficacy for Turkish Language and Literature teacher candidates. Although teacher candidates think that they will have difficulty in content knowledge, it was seen that in general their teacher self-efficacy beliefs were not good. Both Turkish teacher candidates and Turkish Language and Literature teacher candidates stated that they will use student-centered teaching methods and techniques (like brainstorming, group work) to improve students thinking skills. The students provided bookish information with regard to how they would use these techniques or methods to improve students' skills especially creative thinking and problem solving skills but they could not give examples with regard to application of these methods.

Keywords: Turkish teacher candidates, literature teacher candidates, teacher self-efficacy beliefs

An Investigation of Self-Directed Learning Skills of Undergraduate Students

İlkay AŞKIN; Hacettepe University, Ankara, Turkey, ilkayaskin@hotmail.com

Melek DEMİREL; Hacettepe University, Ankara, Turkey, melekdemirel@gmail.com

Abstract

Learning is a process that keeps evolving throughout all stages of one's life. The fact that learning is existent in all stages of life points to the gravity of "lifelong learning" concept which relates to acquisition and improvement of the kind of knowledge, attitudes and skills one must gain through formal or informal education (McKie, 2000). Lifelong learning assists the people who aspire to personal development or receive further education appropriate to their self-interests in a free and flexible style so as to meet their continuous learning demands. In lifelong learning, such demands are feasible to be met via teachers and teaching programs in any appropriate formal and informal environments (Aspin and Chapman, 2001). Accordingly lifelong learning assists people in leading a better quality life. In addition, lifelong learning renders support to professional and personal development. Black et al. (2006) argue that learning to learn lays the foundation for lifelong learning. Besides, skill of learning to learn is recognized as one of the key principles in the application of self-directed learning (Salas, 2010). Literature review indicates that lifelong learning and self-direction are close associates. Self-direction requires that the learner, starting from the very onset of learning process, sets his/her objectives and in this direction s/he selects the best strategy to follow for the preset objectives and via checking and regulating the road to preset targets, s/he achieves his /her goal and assesses the consequential outcomes. Self-direction is a concept in which the learner aims to achieve learning towards the predetermined objectives and since the concept involves non-formal learning, it particularly addresses to adult education. Savin-Baden and Major (2004:83) attest that self-directed learners are self-

motivated and autonomous individuals who set clear targets, take action according to a specific plan, abide by their tasks and push their normal limits harder to achieve higher standards.

The purpose of present research is to demonstrate self-directed learning skills of undergraduate students and to investigate how these skills vary with respect to several variables. It is also aimed to identify the association between self-directed learning skills of undergraduate students and their tendencies towards lifelong learning. Within that scope self-directed learning skills of undergraduate students and their tendencies towards lifelong learning have been examined with respect to variables such as university type (state or foundation university), academic department, grade level, achievement, gender, university entrance exam score type, income level and motivation to pursue master's degree.

Study group of current research is comprised of freshman and senior students in the Departments of Engineering, Medicine, Dentistry, Nursing, Health Sciences, Law, Economics and Administrative Sciences in Hacettepe and Başkent Universities located in Ankara as well as some students from State Conservatory. The research was conducted over 2600 students in sum.

Research tools have been collected via two data gathering tools. One of these tools is "Self-directed Learning Skills Scale" developed by the researcher. In the preparation of "Self-directed Learning Skills Scale" relevant literature has been reviewed firstly and criteria of the scale have been designated. After designating the criteria of the scale, an item pool with 72 items has been formed with the statements indicating the features of individuals as regards self-directed learning skills. To verify the prepared items' appropriateness in terms of language, comprehensibility and objectives the views of experts have been consulted. In line with expert views, required alterations have been made in the scale and pretest form of the scale with 53 items has been devised. Pretest forms have been conducted on 754 students in Hacettepe and Başkent universities. Following the application, explanatory factor analysis has been conducted on the data and the scale, with 21 items and 4 dimensions, received its final form. Scale dimensions are; motivation, self-control, self-monitoring and self-confidence. Cronbach Alpha coefficient of the scale was measured as ,895. The next scale employed in current study is "Lifelong Learning Tendencies Scale" developed by Diker Çoşkun (2009) for her PhD dissertation and used in several other researches as well. "Lifelong Learning Tendencies Scale" is comprised of 27 items and 4 dimensions.

In the analysis of data percentage, frequency, arithmetic means, independent groups t test and one-way variance analysis (ANOVA) have been used. Furthermore in order to detect if a significant relation existed between self-directed learning skills of undergraduate students and their lifelong learning tendencies Pearson Product-Moment Correlation Coefficient has been utilized. Maximum score to receive from "Self-directed Learning Skills Scale" is 105 (21x5), average score is 63 (21x3) and minimum score is 21 (21x1). Since students' arithmetic means in self-directed learning skills is 84 it is feasible to argue that students possess self-directed learning skills. It was also concluded that with respect to university type no significant differentiation exists between self-directed learning skills of undergraduate students. Self-directed learning skills scores were the lowest in Science Departments (Computer, Industrial, Electric-Electronic Engineering and Mathematics Teaching), whereas the highest score was in Fine Arts department (Graphics, Interior Architecture and Environmental Design, Music and Performance Arts). It was identified that there was a significant differentiation in favor of Science Departments when compared to other departments. Students who studied Fine Arts, Health Sciences (Dentistry, Nursing, Medicine etc.) and social sciences (Economics, Management, Classroom Teaching, Turkish Language and Literature etc.) obtained significantly higher self-directed learning skills scores than students in Sciences departments. It was detected that no significant differentiation existed between self-directed learning skills of undergraduate students and their grade levels. The highest self-directed learning score could be measured among students with 3,5 and above GPA (grade point average) while the lowest self-directed learning score could be witnessed among students with a range of 0,50-0,99 GPA. It was identified that among students with 3,5 and above GPA scores in self-directed learning skills significantly differed from students with 0,50-0,99 GPA and the rest. As self-directed learning skills of undergraduate students and university entrance exam score types are examined the highest score was found among students selected via an aptitude test. Students with the lowest average scores were the ones having taken predominantly Mathematics-Science score. There are significant differentiations in terms of Mathematics-Science (MS), Turkish-Mathematics (TM), Turkish-Social Sciences (TS) and aptitude scores. Turkish-Social Sciences (TS) and aptitude scores are significantly higher than Mathematics-Science (MS), Turkish-Mathematics (TM) scores. It was manifested that self-

directed learning skills varied significantly with respect to gender. The difference was in favor of female students. It was put forth that a significant differentiation existed between motivation to pursue master's degree and self-directed learning skills. No significant differentiation was identified between income level and self-directed learning skills. A medium-level positive relationship was detected between self-directed learning skills of undergraduate students and their lifelong learning tendencies.

It was concluded in present research that undergraduate students are endowed with self-directed learning skills. Besides, significant differences could be identified between self-directed learning skills of undergraduate students and variables such as gender, academic department, achievement, university entrance exam score type, and motivation to pursue master's degree. In gender variable the difference was in favor of female students; in academic department variable it was in favor of departments of Fine Arts, Health Sciences and Social Sciences; in terms of GPA it was in favor of students with 3,5 and higher GPAs; in terms of university entrance exam score type it was in favor of aptitude and Turkish-Social Sciences (TS) score and in terms of motivation to pursue master's degree it was in favor of those who wanted to pursue post graduate education. Lastly it was concluded that as self-directed learning skills of undergraduate students increased, so did their lifelong learning tendencies.

Keywords: Self-directed learning, lifelong learning, undergraduate students.

The Review of Metacognitive Awareness Level and Assessment Preferences of Science Teacher Candidates

Büşra AYAZGÖK; Fırat University, Elazığ, Turkey; bsrtwn@hotmail.com

Aylin GÜNER KAHRAMAN; Mamak Barbaros Hayreddin Paşa Middle School, Ankara, Turkey;
aylgnr@gmail.com

Abstract

This study is performed to determine effects of metacognitive awareness on assessment preferences of science teacher candidates. In this study, correlation type relational screening model is used. Correlational type of relational surveys are research models particularly used in multivariate case that not used experimental models. On account of this, this research is a correlational study. Population consist of science teacher candidates who study in Gazi University and Fırat University. Data is obtained from 'Assessment Preferences Inventory- API' developed by Birenbaum (1994, 1997, 2007) and transcribed into Turkish by Gülbahar and Büyüköztürk (2008) and 'Metacognitive Awareness Inventory – MAI' developed by Schraw and Dennison (1994) and transcribed into Turkish by Abacı, Çetin and Akın (2006).

Birenbaum (1997) views assessment preferences in three basic dimension. These dimensions are assessment-form related dimension, examinee-related dimensions and grading and recording dimension. In this study, we investigate the assessment-form related dimension. The first is assessment-form related dimensions such as assessment type, item format/task type and pre assessment preparation. Assessment-form related dimensions used in determining the success of students includes their preference of methods to determine the different situations.

Many researchers agree on common fundamental components of metacognition and Schraw and Dennison (1994) suggest that metacognition can be classified into two main components as; knowledge of cognition and regulation of cognition. Knowledge of cognition refers to what individuals know about their own cognition or about cognition in general. Knowledge of cognition is a piece of world knowledge which obtain from cognitive issues (Carrell, Gajdusek & Wise, 1998; Schraw, 1998). It includes at least three different kinds of metacognitive awareness: Declarative, procedural, and conditional knowledge. Regulation of cognition refers to a set of activities that help students control their learning (Thomas & McRobbie, 2001). Both experimental and theoretical findings has revealed that knowledge of cognition and regulation of cognition are mutually related. In other words, if individual have more knowledge about cognition, he can organize their cognition further. In a similar way, if individual further organized their cognition, he has been demonstrated to exhibit a more relaxed attitude when gained a new metacognitive knowledge and constructed a new structure about his cognition (Delclos & Harrington,

1991). Five skills are included in regulation of cognition: Planning, monitoring, evaluation, debugging and information management.

In sum, metacognition is an important construct that influences individuals' learning processes. Since they have intense learning tasks, it is essential for today's students. Also, assessment preferences of students are important construct. It is significantly important to determine science teacher candidates' metacognitive awareness level and assessment preferences and to obtain correlation between their metacognitive awareness and assessments preferences for their learning activity basic skills are included in all accounts: Planning, monitoring, evaluation, debugging and information management. To analyze the data we handle determinative statistics, independent samples t-test and multiple regression. The results will be interpreted according to science teacher candidates and then provided suggestions for teacher candidates.

Keywords: Metacognitive awareness, assessment preferences, science education, teacher education.

Teacher's Views on Problem of Primary School Teachers Training and Solutions

Rukiye AYDOĞAN; Ministry of Education, Aydin, Turkey; rukiye_aydogan@yahoo.com

Berrak AYTAÇLI; Ministry of Education, Çanakkale, Turkey; berrak_aytacli@hotmail.com

Abstract

Although education differs from society to society in the time, it has been main purpose of training of individuals. Teachers on the other hand, constitute to the foundation of the education system. The profession of teaching deserves to be described as the best of all the occupations. Because teaching is a key process involved in teaching the cognitive and psychomotor intricacies of other professions (Çelikten, 2005; cited in Türer, 2009). This occupation is also intertwined with the conscience of individual. Because the conscience is the only thing that controls teacher when he/she enters the classroom. Thus, the importance of training is going through improving teacher's character. (Karahan, 2008). In Turkey, innovation activities related to teacher training programs have been maintained for more qualified educators. As we have been searching an ideal answer to how an effective teacher should be trained, occupation of teaching has sometimes been considered as skill, sometimes science or sometimes considered as art. The basic principle which guides each approach is to train an effective teacher and thus to experience improving the quality of their students' lives. (Ekiz, 2003: 158; cited in Kilimci, 2006). In addition to family, the school is the most important and effective institution in the acting of development of students' personality. While children, in the learning process, gain mental and informational equipment in the school environment; they are affected by the attitude and the behaviors, reaction, the thoughts and ideas, values, world view, habits and the emotional response of their teacher. Moreover, there is no unique pattern before the teacher's eye. In terms of values, knowledge, expectations and mental development, there are different individuals. (Gök, 2003; Kilimci, 2006).

The process of preparing to teaching is assumed to begin with the training programs in higher education institutions. However, teachers also have many experiences throughout the school year before attend to college and recognize different teachers. Their bagage of knowledge and experience they have had throughout their school years and college education could create a reliable source to determine the attitudes and behaviors that they will act out in their class in the future. (Baki & Gökcük, 2007; cited in. Çelikten et al., 2005). In the history of education of The Republic of Turkey, teacher training programs have frequently been changed. As we look back in the past, there were periods when one was to be necessarily barely literate to become a teacher. In 1950's secondary school graduates, high school graduates in 1960's, and after 1975 candidates at first teacher training colleges were appointed as teachers. Moreover, by means of distance education, national publishing named "YAY-KUR" and with accelerated training programs which fit 3 years education time in 1 week, thousands of teachers have been trained in various fields. (Kaya, 1993, p. 114, cited in Balci, 2007). At last, teacher training institutions were transferred to the universities with Higher Education Act 2547 in November

6th, 1981. (Orman, 2012). Teachers were exposed to heavy duties in education programs. However, to know a subject has been necessary for teaching but not sufficient. Also, to know how to teach the knowledge is a compulsory hardware of teaching occupation. Therefore, teaching is a dynamic profession; and the answer of how to train a more qualified teacher has been still searching.

The main purpose of this study is to examine the teachers' views on recommendations and solutions to problems of primary school teachers in the training process. This study will be conducted in qualitative design through survey model. Aim of this survey is to examine the teachers' views on recommendations and solutions to problems of primary school teachers in the training process. The study group is composed of primary school teachers who serve in Bozdoğan District, province of Aydın, and 24 teachers who are willing to participate into survey. Data will be collected by using personal information form; which will be developed and implemented by the researchers. The interview form is consisted of five open-ended questions section. Data obtained from teachers' views will be analyzed through content analysis and main themes that will reveal the research topic will be figured out.

In the first part of the survey, the demographics of participants are demonstrated. In a total, 24 primary school teachers have participated in survey, including 5 males and 19 women of them. 10 have 11-20 years, 9 have 6-10 years, and 5 have 21-30 years of teaching experience; while 22 teachers have graduate degree, two of them have master degree. 13 of them are in service in villages; 11 of them are working in the district. In addition, 2 teachers are serving as director, 22 have been working as teacher. It is devoted to discussions on the findings of the second part of the study. During the sessions, the fundamental issues related to the graduate degree has been detected in the same way and determined a total of 7 points. The most raised issue has been "not to prefer in terms of talents". While some of the teachers have not views on propositions to solution; others have mentioned that it is an obligation to the younger students' interests and talents should be determined; choices should be made among those truly want to become teachers; finally routing must be done according to the interests and abilities. This study is conducted to examine the problems related to the graduate degree which determined at 9 points. The most frequent problem has been "theoretical training, lack of practice oriented education". Views regarding the appointment process are collected at two points; officer candidate course section has been reported at least. Finally, views on in-service processes has demonstrated that main problem is training programs have not been prepared according to the needs.

It has been concluded that primary school teachers are experiencing the problem step by step in the training process at every stage; and that problems could be sometimes easily solved with little intervention, but sometimes it could be implemented with a little more complicated and time-consuming way. Understood from the problems and the solutions put forward in the negotiations, the education system is a whole. Teachers, are the individuals who implement how we want to raise a generation. For this reason, at the point of how teachers should be trained, a process that begins in primary school is to be followed and the applications should be tried to solve the problems beyond theory in real life.

Keywords: Primary school teaching, teacher training.

Teaching Profession Perceptions of Pre-Service Teachers Taking Pedagogical Formation Education

Necdet AYKAÇ; Muğla Sıtkı Koçman University, Muğla, Turkey; necdetykac@mu.edu.tr

Hilal BİLGİN; Muğla Sıtkı Koçman University, Muğla, Turkey; hilalbilgin@mu.edu.tr

Gözde BACAKOĞLU; Muğla Sıtkı Koçman University, Muğla, Turkey; gozdebacakoglu@gmail.com

Abstract

All the societies aim to keep up with the current age and to reach the development levels of other societies. In order to put these aims into practice they require qualified work force. This qualified work force is directly proportional to the quality of education which individuals take. In this respect, as teachers are one of the most important elements of education system the role of teachers about raising individuals is incontrovertible. Hence, According to Karagozoglu (2008), "if you have qualified teachers,

then you have a chance to create a qualified society." As individuals who are brought up by well-trained teachers will be qualified and beneficial to society, teachers play a vital role in the development of both individuals and societies.

Teaching profession, having such a great significance in the development of individuals and societies, is defined as a field of occupation which has special area of specialization with social, cultural, economic, scientific and technological dimensions of education and which requires professional competence (Şişman & Acat, 2003). According to the law no 1739 called as National Education Basic Law, teaching profession is defined as "a special field of occupation having the responsibility of works about education and training of the state and management of these works. At the same law, provisions such as "No matter at which level they are, pre-service teachers must have graduated from higher education and preparation for teaching profession is provided with general knowledge, special field education and pedagogical formation." specify the qualifications teachers should possess. (Aydin, 2007; Karagozoglu, 2003). Training teachers who have these qualifications is in direct relation with the quality of education teachers take. In this context, it can be expressed that the education teachers take is as important as their training job.

In Turkey, teachers are mostly trained in the faculties of Education and they get ready for teaching profession by taking subject area knowledge, general knowledge and pedagogical formation courses based on educational sciences. In addition to this, justifying that there is a great teacher shortage firstly non-thesis master's program and then teaching certificate programs (pedagogical formation) are applied. Pedagogical formation certificate is given in 2 semesters to the graduates of 4 years faculty and senior students. By this way, students educated in the other faculties apart from faculties of Education are also given a chance to become teacher. Therefore, need for teachers is tried to be met but it has been discussed whether qualified teachers have been trained or not with these programs (Yüksel, 2004). The students having pedagogical formation are expected to have educational sciences courses in 2 semesters which are normally given in 4 years in the faculties of Education. In this short time period, pre-service teachers are required to develop effective teaching characteristics such as positive attitude towards profession, high motivation, sufficient knowledge of subject area or using teaching methods and techniques. Pre-service teachers' developing these characteristics is majorly related to how they perceive and comprehend teaching profession.

Identifying the image of teacher and the perception of teaching profession in pre-service teachers' minds has a great importance in terms of their future teaching experiences. Moreover, the perception of pre-service teachers about teaching profession might give clues about what kind of teachers they will be in the future and it can be regarded as a reflection of their future teaching characteristics. That's why, this study aims to identify the perceptions of pre-service teachers about teaching profession and investigate how their perceptions have changed in the pedagogical formation process. In this direction, the questions below are tried to be answered:

1. How do the pre-service teachers perceive teaching profession at the beginning of their pedagogical formation education?
2. How do the pre-service teachers perceive teaching profession at the end of their pedagogical formation education?
3. What are the similarities and differences in the perceptions of pre-service teachers before and after their pedagogical formation education?

This study is designed as a qualitative research. The population of this study consists of 600 pre-service teachers having pedagogical formation in Mugla Sitki Kocman University in the spring term of 2014-2015 academic year. Disproportionate cluster sampling is applied in the selection of sampling. The sample size has been calculated as 234 for 95% confidence level. Therefore, the sample of this study consists of 400 pre-service teachers having pedagogical formation in Mugla Sitki Kocman University in the spring term of 2014-2015 academic year. In this study, pre-service teachers were directed the question of "What do you perceive when 'teacher' is said? What does teaching make sense for you? and they were wanted to draw the 'teacher' image in their mind. Drawings are used as a model to support symbolically and the reflect relations (Solomon and George, 1999). Pre-service teachers were given 20 minutes to draw. In addition to this, a semi-structured interview form including 5 questions was applied so as to support the findings and results obtained from the drawings. Both drawings and semi-structured interview form were applied to pre-service teachers at the first and last weeks of pedagogical formation education in the form of pretest-posttest design. As a result of these applications, drawings

will be classified and analyzed by using SPSS. Moreover, the data obtained from semi-structured interview form will be analyzed by using content analysis, one of the qualitative data techniques.

According to the data obtained from this study, it is expected that there will be a positive development between the pre-service teachers' perceptions of teaching profession at the beginning and end of their pedagogical formation education. It is also expected that the perceptions of pre-service teachers taking pedagogical formation will be revealed by using drawings and the opinions of students will support these results when White and Gunstone's (1992) quotation "drawings can reveal undisclosed and unexpected understandings" is taken into consideration.

Keywords: Perception of teaching profession, pedagogical formation, pre-service teachers, drawings.

Teachers Opinions about the Curriculum Alignment and the Factors Influencing the Curriculum Alignment (A Qualitative Study)

Erdal BAY; University of Gaziantep, Gaziantep, Turkey; erdalbay@hotmail.com

Esen TURAN ÖZPOLAT; University of Gaziantep, Turkey; esen.turan@hotmail.com

The paper wasn't presented in the congress.

**The Relationship between Undergraduate Students' Emotional
Intelligence Levels and Critical Thinking Tendencies**

Volkan Bayar; Osmangazi University, Eskişehir, Turkey; volkanbayar06@gmail.com

The paper wasn't presented in the congress.

High School Teachers' Scientific Research Literacy Habits In Terms Of Their Professional Development

Bayram BIÇAK; Akdeniz University, Antalya, Turkey; bayrambicak@akdeniz.edu.tr

Süleyman KARATAŞ; Akdeniz University, Antalya, Turkey; skaratas@akdeniz.edu.tr

Merve AYVALLI; Akdeniz University, Antalya, Turkey; merveayvalli@akdeniz.edu.tr

Abstract

Teaching profession has a crucial mission in ensuring social, political, economic and individual change and development. Due to the nature of this mission, being open to change and progress - in terms of content knowledge and general competences - is an unavoidable obligation for teachers. Clause 45 in Ministry of Education Basic Law of National Education no. 1739 which is related to teacher qualifications and selection states that "Qualifications that will be required from teacher candidates regarding general culture, specific subject matter training and pedagogical formation are identified by the Ministry of National Education (MoNE)" Significant projects such as "Support to Basic Education Project" (SBPD) and "School-based Professional Development Model" are implemented to ensure the development of teaching profession. Teacher competences identified in the framework of SBPD were published in a

book in 2008. These competences classified as generic competences are "A-Personal and Professional Values-Professional Development, B-Knowing the Student, C-Learning and Teaching Process, D-Monitoring and Evaluation of Learning and Development, E-School-Family and Society Relationships and F-Knowledge of Curriculum and Content". Examination of generic and specific field competences of teachers shows that many dimensions of competences are taken into consideration whereas no specific attention is paid to teachers' academic development.

During their undergraduate education, it is aimed to prepare teachers for research literacy skills in the framework of "research methods" classes included in the program created to train teachers in terms of content knowledge and pedagogical competences. Teacher candidates are provided with skills related to ways to obtain scientific knowledge, basic research designs, literature review, reporting and some statistical analysis skills in the context of "Scientific Research Methods" class taught to prepare teachers for research literacy. However, how this information is used throughout their professional lives is not known. Examination of national and international literature presents the fact that studies on research literacy skills are limited. Identifying teachers' research literacy levels –an important aspect of academic development- and providing suggestions are important points for this study. Identifying the changes in scientific research literacy skills obtained during undergraduate training process provided for teacher candidates, the manner of following scientific research in their fields and the ways of benefiting from these scientific studies throughout their careers can be cited among the main purposes of the current study.

The study utilized "multiple case study with embedded units design" to identify high school teachers' research literacy profiles. The research design used in this study was preferred instead of nested structures since the study included identification of teachers from various high schools who taught different subject matters.

The study was undertaken with the participation of 24 volunteer teachers employed in Antalya Province Science High School, Anatolian High School and Vocational High Schools. Special attention was paid to select teachers from different subject matters, different classroom levels and from a wide range of previous experience. Maximum variation sampling and criterion sampling techniques which are purposeful sampling methods were used in the selection of the participants. The criteria used for selection are as follows: a) being employed in a state high school, b) having worked five-nine years (6 participants), ten-fourteen (6 participants), fifteen-nineteen years (6 participants) and 20 years or more (6 participants), c) having provided uninterrupted service during professional careers. Data were collected with the help of semi-structured interview technique. Questions included in the study focused on the manner of following changes in their fields that have occurred after their in-service training, the materials and resources they used and the criteria they employed during resource selection. Views of three experts in educational sciences were sought in terms of content, language use and structural elements of the interview form and required corrections were done. Interview form was composed of eight open-ended items. Interview process included focus groups and individual meetings provided in two different sessions. Individual sessions utilized the questions that were reorganized based on the results of focus group interviews.

Study findings were analyzed with the helm of descriptive analysis techniques. According to the findings of the study, an important part of the participants cannot follow publications in their own content area, prefer more popular journals instead of academic studies published in peer-reviewed journals or content themselves with the information provided in the textbooks. Another interesting finding point to the fact that teachers are estranged from reading scientific research studies since they find the language used in these publications to be very high level. Based on research findings, it was observed that language used in research studies should be at a level that enables teachers to follow those publications, teachers should be able to have access to academic research published in peer-reviewed journals and arrangements should be made that allow teachers to follow changes in their content area and pedagogical field.

The most important aspect required for the development of teaching profession is related to research. Not only research literacy skills but also ability to undertake action research when necessary and share findings with other teachers and academicians are crucial qualifications for teachers. This study creates awareness about the importance of the relationship between teachers' academic development and research literacy skill habits. On the other hand, Ministry of National Education should

take teachers' present research literacy skills into consideration while planning in-service training activities and raise awareness about making plans for new in-service training activities in this context.

Keywords: Research literacy, teachers.

The Pedagogical Formation Program Students' Views on the Professional Values They Obtain

Nihan COŞKUN; Adnan Menderes University, Aydin, Turkey; nihan_coskun@hotmail.com

Hale SUCUOĞLU; Dokuz Eylül University, Izmir, Turkey; halesucuoglu@gmail.com

The paper wasn't presented in the congress.

Future Characteristics and Competencies of Prospective Teachers Regarding Teaching Profession Based on Their Imagination

Çiğdem Suzan ÇARDAK; Anadolu University, Eskişehir, Turkey; csbelikusakli@anadolu.edu.tr

Abstract

The main aim of the study was to understand which characteristics and competencies regarding the teaching profession that the prospective teachers attending the Pedagogical Formation Education Certification Program at Anadolu University had. In the study, prompting the prospective teachers' imagination about being a teacher was attempted to reveal their competencies and characteristics as a teacher candidate.

400 prospective teachers were selected randomly among the population (N=2545) of Pedagogical Formation Education Certification Program at Anadolu University in fall term of 2014-2015 Academic Year and 339 of them participated in the study voluntarily. Most of the participants were female (77.2%). In terms of their ages, nearly half of them were between ages 20 to 25 (56.8%), 26 % were 26-30, 13.9 % were 31-35 and only 3.3% were 36 and above. Participant prospective teachers' major field of studies were also questioned and it was seen that 66.7% of the participants' field of study was social sciences such as sociology, psychology, history, literacy, etc. The others were 17.5% science and mathematics, 5.9% art and music, 4.1% theology, .3% engineering and 5.3% other fields as technology and design, foreign language, accounting, and sport. The participants' current occupations were also considered as an important characteristics for future teaching profession. However 65.4 % of the participant prospective teachers were not occupied with any kind of job apart from being a student at education faculty. Among the others, 10.4% indicated that they had a position at a private institution and 9.8% indicated their teaching position at private schools. 6.5% of the participant were working as a civil servant at a governmental institution and 4.4% of them working temporally as a teacher at a governmental school. The remaining 3.6% indicated other occupations such as media specialist, assistant of a cinema director, teaching for private lessons and covenanted worker. In addition to gender, age, major fields of study and occupation, education levels of the prospective teachers attending the Pedagogical Formation Education Certification Program were also investigated. Most of the participants (87.3%) had a bachelor's degree on the previously indicated major fields of study while 6.2% was still an undergraduate student. Additionally, 5.6 % of the prospective teachers had master's degree and only .9% is attending a master's program related to their major fields. The data of the study was collected through a questionnaire which had two parts: The first part of the questionnaire was devoted to the demographic characteristics of the participants in order to describe the sample as indicated above. The other part of the questionnaire was the free writing section for an essay type one open-ended question with the below direction:

"Please close your eyes and imagine for a while that you are at a permanent position as a teacher appointed by the government. Which characteristics as a teacher do you have and how a teacher are you? Please write down what you feel like and what length you wish according to your imagination about your future teaching profession. If you wish you can write like an essay."

The participant prospective teachers answered the questionnaire during the last course weeks of the program when they were almost fulfilling the requirements for receiving the certificate. Answering the questionnaire took 10 to 40 minutes and answers of the participants to the open-ended question were changed one paragraph to whole page expression. Totally 2655 sentences were written by 339 prospective teachers. During the data analysis process, inductive content analysis method was conducted. Firstly the overall readings of the whole data set was carried out for making the sense of the data and "*a sentence*" was decided to be the unit of analysis. Emerging themes and sub-themes were being coded on NVivo10 and revised throughout the analysis process. Because of the need for profound reading of the data and difficulty of inductive content analysis with such a large amount of qualitative data, the inductive content analysis process is still ongoing.

The results of this study might help to infer whether the prospective teachers meet the necessary competencies for teaching profession or not according to their views. Additionally, this information might be useful in order to review the learning-teaching processes of the courses of Pedagogical Formation Education Certification Program at Anadolu University. The result might also shed light on the actualization of learning outcomes of the Pedagogical Formation Education Curriculum.

Keywords: Prospective teachers, teaching competencies, content analysis.

Analysing Preservice Teachers' Hopelessness Level and Their Perceptions Towards Teaching Profession

Belkis ÇERİ; Yıldız Technical University, İstanbul, Turkey; belkiskarabiyik@gmail.com

Aysun GÜROL; Yıldız Technical University, İstanbul, Turkey; aysungurol@gmail.com

Abstract

Describing present conditions of preservice teachers participated in pedagogical formation training have seen crucial with regard to diagnose their perceptions towards teaching profession. In this respect, it is important to determine preservice teachers' perceptions towards teaching profession, their loss of motivation towards life, their future expectations and their hopelessness level in terms of some variables.

It is substantial to identify preservice teachers' enthusiasm about teaching, their motivation and hopelessness level. It was concluded that the hopelessness level of preservice teachers was generally low, but among those who have expectation of becoming unemployed and could not find a job related to teaching profession after graduation, the hopelessness level them was relatively high (Ceyhan, 2005). Hopelessness is negative expectations of individuals concerning future. In other words, hopelessness is a degree of pessimism regarding the future (O'Connor, Cennery & Cheyne, 2000). In this context, those individuals who participated and achieved pedagogical formation training have been a preservice teacher. Nowadays by considering teaching profession is an occupation which requires much more quality and efficiency (Küçükylmaz & Duban, 2006), it is essential to determine preservice teachers' hopelessness conditions and their perceptions towards teaching profession. In this regard, the aim of this study is to determine hopelessness level of preservice teachers those participating pedagogical formation training, those graduating from different undergraduate programs and their perceptions towards teaching profession.

This study has a quantitative research design and used descriptive survey model. The sample of this study consisted of 296 preservice teachers, 196 female and 100 male. All participants attended to a state university pedagogical formation training course. It is determined that preservice teachers graduated from different lycee type and different undergraduate programs. In order to perform teaching profession all participants have still been attending a state university pedagogical formation training course. In order to obtain demographic information of preservice teachers a personal form which consisted of seven items were used. In this form there were also various questions related to their grade point avarage (GPA), age, department of graduation from university, employing in a job etc. A hopelessness scale which was invented by (Beck et al, 1974) and adapted in Turkish by (Seber et al, 1993) was used to determine hopelessness level. Hopelessness scale consists of 20 items 11 of which are positive, 9 of which are negative and it is a kind of Yes-No scale. Validity and reliability analyses were conducted and Cronbach alfa value estimated as 0.86. Furthermore, to determine preservice teachers' attitudes towards teaching profession "Teacher Self Efficacy Scale" which was invented by (Tschannen-Morana & Woolfolk-Hoy, 1998) and adapted in Turkish by (Çapa, Çakıroğlu & Sarıkaya, 2005) was used. "Teacher Self efficacy Scale" consists of 24 items and 3 sub-scales. The 3 sub-scales are; self efficacy regarding student participation, self efficacy regarding teaching strategies, self efficacy regarding classroom management. Since the data collected were quantitative data all statistical analyses were conducted by means of a statistical program. "Teacher Self Efficacy Scale" and "Beck Hopelessness Scale" together with all their sub-scales, mean scores were calculated and normality test were conducted. Analysing the significance of preservice teachers perceptions regarding teaching profession in terms of some variables parametric tests such as Pearson Correlation Coefficient, t test and Analysis of Variance were used.

In this study it was identified that the hopelessness level of preservice teachers were quite low. It was determined that preservice teachers' hopelessness level is low. There was a significant difference between preservice teachers who have no hopelessness and low hopelessness level in terms of perceptions of self efficacy regarding teaching profession and this significant difference on behalf of no

hopelessness group. That is to say, preservice teachers who have no hopelessness have high level of perceptions of self efficacy regarding teaching profession compared to preservice teachers who have high hopelessness level. Similarly, preservice teachers who had no previous working experience except part time teaching(such as driver, chemist, hostess, security officer, sales representative, shop owner etc.) have high level of perceptions of self efficacy regarding teaching profession comparing preservice teachers who had different working experience. That is, preservice teachers who had no previous work experience feel much more efficient in teaching profession comparing to preservice teachers who had working experience. It is necessary to do researches about the issues that to what extent pedagogical formation training affects perspectives of individuals concerning teaching profession and also further research findings needed about different variables affecting hopelessness level. For this reason, it is suggested that comparative studies can be conducted on preservice teachers who are graduating from the faculty of education and preservice teachers who are graduating from other faculties except faculty of education in order to make a clear comparison of preservice teachers.

Keywords: Preservice teacher, hopelessness, attitude, self-efficacy.

The Role of Individual Differences in Determining Curriculum Content

Ayşe Büşra ÇEVİREN; İstanbul Sabahattin Zaim University, İstanbul, Turkey; busra.ceviren@izu.edu.tr
Hakan KARATAŞ; Yıldız Technical University, İstanbul, Turkey; hkaratas@yildiz.edu.tr
Şükrü ERDEM; Yıldız Technical University, İstanbul, Turkey; subotai@gmail.com

Abstract

Ralph W. Tyler and Hilda Taba were important contributors to education who have shaped the instructional design and curriculum even to this day. They created the most influential and popular curriculum development model known as the Taba-Tyler Model of Curriculum Development. The main contribution by Taba was adding content to the curriculum development process. Content can be defined as what we teach, what the learners are expected to understand or able to do. It includes facts, concepts, and skills that learners develop during the learning process (UNESCO, 2004). Based on John Dewey's ideas, the Taba-Tyler Rationale pays special attention to individual differences of the learners. In this respect, this paper aims to examine the role of individual differences on determining curriculum content. Being an umbrella term, we find it feasible to analyze it under four subheadings: multiple intelligences, learning styles, cultural diversity, and differentiated instruction. The term of multiple intelligence, proposed by Howard Gardner in 1983, has gained popularity in and via educational research and become practical approach for exploring teaching styles, individualizing teaching and learning, developing curriculum, and improving teachers' assessment literacy (Özdemir, Güneysu & Tekkaya, 2006). On the other hand, it does not set a connection between the classroom and the real world. The authentic/real life instruction is generally thematic in nature. Themes are the organized form of the curriculum content which go beyond traditional curricular boundaries, unite subjects and skills that are found just as in natural life, and provide students with opportunities to use their multiple intelligences practically. During the learning process, learners gather information through specific locations in the brain that are associated with visual, auditory, and tactile functions (Carnine, 2002). Unique curriculum content may not fit for the learners with different learning styles. Aşkar (2005) emphasizes the importance of individual differences in activity examples that mentioned in curriculum content. It is mentioned that the content of the constructivist curriculum involves flexible activity examples that can be modified to different learners. Teachers can align the activities according to the profile of the students and give place to activities that embrace different learning styles. As the instruction includes variety of activities and relevant content with learning styles and educational background of students, they could become motivated and encouraged to learn (Kharaghani, 2013). Multiculturalism requires appreciate, respect, and tolerate values and lifestyles of other groups. It is crucial for children to work with people that are culturally different from themselves. To prepare children to work cooperatively in the future, teachers need to integrate cultural differences into the curriculum content (Williams-Carter, 1997). In order to reach all students, teachers should modify the

curriculum and instruction according to these differences (Metropolitan Center for Urban Education, 2008). Teacher should remember that students differ in culture as well as many ways. Therefore, they need to choose and adapt content, instructional materials, and evaluation instruments to respond to the rich and complex diversity of the students. Teachers often based the curriculum content on a given set of educational goals. Since authority establishes the content, teachers feel that they cannot make changes on the curriculum. Therefore, teachers are bound to teach from the predetermined textbook. One of major reason for this situation is content-loaded examinations that measure both students success and teacher performance in many countries (UNESCO, 2004). However, teachers should attach importance on facilitating learning and needs of all students and differentiate the curriculum in order to meet the needs of all students. Differentiated instruction (DI) is a teaching and learning philosophy that based on learners. Since every learner is different from each other, DI emphasizes that teachers could not teach the standard curriculum to every student in the same way. DI targets all children through providing teachers with modifying elements of curriculum-content, process and product- for each learner (Stanford & Reeves, 2009). In other words, DI means changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles or interests (Heacox, 2012). Instruction is planned for success of students instead of waiting for their failure. While preparing curriculum content teachers should decide on what is best for their students. They should determine the issues that are important for student achievement and success (Stanford & Reeves, 2009). Since every learner is unique and different in learning styles, needs, interests and potential, standardized curriculum content does not fit to all learners. In order to reach all students teachers should arrange the curriculum content due to multiple intelligences, learning styles, cultural diversity and they should provide learners with differentiated curriculum to meet their needs.

Keywords: Curriculum content, individual differences, differentiated instruction.

The Views of Special Education Teachers about Effectiveness of Teachers' Committee

Yahya ÇIKILI; University of Necmettin Erbakan, Konya, Turkey; ycikili@hotmail.com
Serdal DENİZ; University of Necmettin Erbakan, Konya, Turkey; seraldeniz1@gmail.com
Emine KURT; Directorate of National Education, Konya, Turkey; eminekurt_au@gmail.com

Abstract

Schools are institutions in which individuals, who pursue their education, acquire various knowledge, skills and behaviors depending on their characteristics and needs. In order to achieve these extensive tasks all the elements needs to work together. Among these elements there are school management, students, teachers, syllabus, and equipment. The areas which these elements are responsible for and related to are different. Teachers are responsible for planning, implementing, and evaluating the work and process regarding the education and teaching both in school and classrooms. Effectiveness of school in education and teaching is mostly related to teachers. In order to achieve general and specific objectives of Ministry of Education teachers must work concordantly. Working concordantly with their colleagues will increase the efficiency of teachers. Besides, attitudes of administrators and the inclusion of teachers to the decisions by them also increase effectiveness. Committees such as teachers' committee are mentioned in the regulations related to collaboration among teachers and increasing effectiveness of education and teaching activities. This committee gathers before the beginning of the school year, at the beginning of the second term and at the end of the school year. It is known that the decisions taken in the committee involves all the staff and students. Teachers' committee is quite important with regard to having expected outcomes from the education of mentally disabled individuals.

Individual who has mental disability: the individual who shows a difference of two standard deviation below average in terms of mental functions, accordingly has deficiencies or restrictions in social and practical harmony, and these features of him appears in the development period before the age of 18, and needs special education and supportive education services (special education services

regulation, 2006). In Turkey education of mentally disabled students is performed as joint and different education practices according to their disability level and educational evaluations. Within the scope of joint education practices, mentally disabled students continue inclusive education practices with their peers (Çikılı, 2013; Gözün & Yılmaz, 2004; Sarı, 2004). In separate education practices, they receive education and teaching services in mentally disabled education and practice schools, job training schools and special education vocational education schools. It is known that in these schools academic, social-emotional, communication, self-care abilities, daily life abilities, nourishment, job training and vocational lessons are taught according to educational performances of students and syllabus of the schools.

In whatever educational environments they receive education Individualized education programs should be prepared for the individuals with mental disabilities. Developing a curriculum is a long and extensive process. In this process it is important to evaluate performance of individual and to develop suitable tools for the performance. This situation is quite important in the sense that the student could benefit positively from the education process. Such factors as school management, teachers, family, and environment should act in harmony to ensure that the student could receive the expected benefit from the education process. The schools are expected to guide the families and the environment to enable them to provide the expected contributions. The committees intended for the teamwork at school should be executed appropriately for all of these to materialize. School management has a major contribution in executing the committees in school. Committee's achieving the objectives is school management's primary task.

Although there were some studies about the teachers' committee, it was determined that there weren't enough studies about determining the effectiveness of teachers' committee of special education teachers. This study aims to determine the views of special education teachers towards the effectiveness of teachers' committee. Data were collected with semi structured interview form. Questions in the interview form were developed by researcher and reviewed by an academician who works in the area of assessment and evaluation, an administrator and a teacher who work in the area. Later a pilot study was done by implementing the interview form on two teachers and the interview form implemented after having been given the final form. Research was carried out with volunteer teachers of five schools which offer education services to individuals with mental disabilities in Konya city center in 2014-2015 education year. Teachers who work less than a year in these schools were excluded from the study. 24 educators, 7 of which are principals and 17 of which are teachers, participated in the study. Among these educators there are teachers graduated from different departments and special education department. By doing content analysis of the obtained data, findings were given in percentages and frequencies.

When the data obtained from the research were examined, teachers stated that they were aware of the date of the committee meeting but they didn't have enough information about the agenda of the meeting. This makes us think that the decisions to be taken and the discussions to be made during the meeting would not be sufficient. It was found that teachers could not have enough information about decisions taken in previous meeting and their practice when the meeting started. Implementation of teachers' committee decisions and evaluating their results in the next meeting may contribute the effectiveness and functionality of this committee.

It was determined that teachers generally express their opinions about individualized education program, developing materials and technologies, dealing with undesirable behaviours and behaviour changing problems, family cooperation and preparing family education plan in teachers' committee meetings. It is furthermore stated that it is necessary to distribute tasks for implementing the decisions taken, that no efforts have been made for the implementation of the decisions, that no evaluation has yet been made for the implementation of the decisions, and that the decisions taken have rarely been put into practice. From these findings it can be concluded that teachers' committee decisions should be implemented more effectively. It is stated that views regarding family and environment are discussed in the meeting, but there are some deficiencies about preparing and implementing a family education program. When these findings are taken into consideration, it can be argued that families, teachers and schools need to act in harmony and that the teachers' committee would be come into play to build this harmony for the education of mentally disabled individuals.

Keywords; Special education, individual with mental disabilities, teachers' committee.

Research Informs Practice in Teacher Education: A Review of the Last 15 Years' Literature

Rahime ÇOBANOĞLU; Middle East Technical University, Ankara, Turkey; rahime@metu.edu.tr

Koray KASAPOĞLU; Afyon Kocatepe University, Afyonkarahisar, Turkey; kasapoglu@aku.edu.tr

Abstract

An accumulated body of research has indicated that teacher education matters in teacher effectiveness; however, there are continuing criticisms concerning the value of teacher education programs (Darling-Hammond, 2000). As the low regard toward teacher education programs is often attributed to poorly prepared teachers, Darling-Hammond (2006) underlined that a major chore for schools of education in the 21st century is to upgrade the effectiveness of teacher education programs. To date, alternative routes such as behavioristic teacher education, personalistic teacher education, traditional-craft teacher education, and inquiry-oriented teacher education, have been proposed for a strong teacher preparation (Zeichner, 1983).

Amidst these multiple definitions for good teacher education, the emergence of competing agendas has been inevitable in the field. The ruling global conflicts, such as content knowledge vs. pedagogical knowledge, theory vs. practice, standardization vs. diversity, and technician teacher vs. expert teacher have also been influential on how teacher education programs have been restructured over 30 years in the context of Turkey (Yıldırım, 2011). The Higher Education Council (HEC, n.d.) declared that the present programs mainly seek to raise teachers, who can solve problems and teach children how to learn. Although the HEC provides a general framework for teacher education programs in Turkey, nobody will argue that teacher educators are key to what pre-service teachers actually experience in their programs. We firmly believe that teacher educators, in order to be effective, need to consider findings from research, while making decisions about their practices with pre-service teachers. "If educational researchers do not use research findings to guide their own professional decisions, why should we expect those less well informed to use research findings to guide theirs?", questioned Eisner (1984, p. 448). In this paper, given that research can and should inform practice in teacher education, we inquiry into the following main research question: What are the main implications of research over the last 15 years for practice in teacher education?

This is a review study. We confined our literature search to the full-text accessible studies that were published between January 2000 and February 2015 to represent the findings of the last 15 years' research on teacher education. The keywords for literature search were teaching pre-service teachers, training pre-service teachers, preparing pre-service teachers, methods of teaching and pre-service teacher education, and pre-service teachers' learning. We also repeated searches by replacing the word pre-service teachers with teacher candidates and prospective teachers. The initial searches via EBSCOhost online research databases generated 306 articles. The studies that do not directly inform practice in teacher education were excluded from the analysis. As we were especially interested in international practices in teacher education, we also eliminated studies with a sample of Turkish pre-service teachers. Consequently, this study was based on the review of 146 studies from a wide range of areas (e.g., elementary mathematics and science education, early childhood education, art education, physical education, music education, history education, special education). By majority, these studies employed qualitative research methods (52%, $f = 76$), while there were some studies with quantitative, mixed-method, and conceptual designs. We applied descriptive qualitative analysis and determined themes to represent the findings from our review of literature.

The review yielded the following three themes that are likely to represent international trends and practices in teacher education since the millennium: *instructional methods in teacher education*, *authentic experiences in teacher education*, and *contemporary topics in teacher education*. Firstly, the findings pointed to a variety of instructional methods used by teacher educators to facilitate pre-service teachers' learning. These methods are on a continuum from teacher educator-centered (e.g., lecture, modeling) to pre-service teacher-centered (e.g., problem-based learning, experiential learning). Secondly, the review indicated that pre-service teachers are provided with a variety of authentic experiences (e.g., field experience in schools, field experience in community centers, tutoring individual students, cyberpracticum, etc.) in their programs. At the heart of these in-class and out-of-class experiences is helping teacher candidates connect theory with practice. Thirdly and finally, the findings

drew our attention to some contemporary topics that pertain to general structure and focus of teacher education programs. These topics unveiled the current needs and interests in teacher education programs especially in the domains of integration, collaborative teaching, and establishment of partnerships. Also, the contemporary discourse on teacher education extensively focused on raising reflective teachers, who think about their beliefs and values and change them accordingly, responsive teachers, who can teach students from diverse backgrounds and in diverse school environments and teachers, who could successfully integrate technology into their practices.

Overall, the results of the present study should be not interpreted as prescriptions for teacher education, but viewed as interesting food for thought about opportunities for improving the gains of pre-service teachers throughout their teacher education programs. These preliminary results can imply lessons for teacher educators in Turkey concerning the design of courses and programs, in general. The findings elicited the following questions that warrant further discussion in the context of teacher education in Turkey: How well do teacher educators in Turkey act a variety of instructional methods in their courses? How well do teacher education programs in Turkey provide pre-service teachers with a host of authentic experiences? How well do teacher education programs in Turkey respond to contemporary needs and interests in teacher education?

Keywords: Teacher education; implications for practice; literature review.

The Relationship between Pre-service Teachers' Constructivist, Problem-Based and Collaborative Learning Skills, Reading Habits and Metacognitive Awareness Levels

Dilara DEMİRBULAK; Yeditepe University, İstanbul, Turkey; ddemirbulak@hotmail.com

Nagihan İMER ÇETİN; Gazi University, Ankara, Turkey; nagihanimer@gmail.com

Abstract

The rapid developments in education changed the nature of teaching and learning. The focus of instruction shifted from teacher to student. Contrary to the past, present-day instruction requires students to be active learners in their own learning. According to Gaskins and Gaskins (1997) students can not be seen as a passive receivers of information and an empty vessels to be filled with ideas. In new learning environments, students should participate actively in learning activities and construct their own knowledge while being guided by the teacher. Therefore, the focus of this study is on constructivist, problem based and collaborative learning climates. Constructivism is described as learners constructing their own knowledge via relating the new knowledge with the previous one (Ayas et. al, 2007). The learners hence synthesizes knowledge rather than pure acceptance without questioning it (Şasan, 2002). The accomplishment of learning is via learners making use of their previous knowledge as they are inquiring real-life problems and seeking for solutions (Wang et. al, 2008). Collaborative learning on the other hand is learning working in small groups and complementing each others learning process (Açıkgoz, 1992). The ultimate aim of the constructivist approach is to hold learners accountable of their own learning via creating the necessary learning environment for them to construct their own knowledge and improve their metacognitive skills.

However, one of the main prerequisites of successful construction of knowledge is having the upper-level reading skills and habits. There are many studies focusing on the impact of learning environments on learners academic success. However it is essential that learners are furnished with necessary skills to construct their own knowledge. The focus of this study is therefore pre-service teachers' constructivist, problem based and collaborative skills. However, the construction of knowledge can only be achieved via high level of metacognitive awareness which requires intensive critical reading skills. Since, awareness can be raised only when the overarching knowledge is obtained and creative ideas emerge. The purpose of this study was to investigate the relationship between pre-service teachers' constructivist, problem-based, collaborative learning skills, their reading habits and metacognitive awareness levels.

This is a descriptive study relational screening model. The study consists of 311 pre-service teachers from 3 different education faculties. The data were collected via "Constructivist Learning Skills Scale", "Problem-Based Learning Skills Scale", "Collaborative Learning Skills Scale", "Metacognitive Awareness Inventory" and "Reading Habits Inventory". The data were analyzed by using SPSS 20 (Statistical Package for Social Sciences) for regression analysis.

The results of the research indicated that metacognitive awareness was significantly related to collaborative learning skills and reading habits ($p < 0,01$), whereas there was no statistically significant difference between metacognitive awareness and constructivist learning skills, problem-based learning skills. Based on these findings it can be said that constructivist learning skills and problem-based learning skills did not make a meaningful contribution to metacognitive awareness. On the other hand, it was found that the most important predictor of metacognitive awareness was collaborative learning skills, followed by reading habits. The results showed that pre-service teachers' reading habits was significantly related to constructivist learning, collaborative learning skills and metacognitive awareness ($p < 0,01$), whereas there was no statistically significant difference between reading habits and problem-based learning skills. On the basis of this finding, problem-based learning skills had not significant effect on reading habits. Also, it was found that the metacognitive awareness was strong predictor of reading habits. The results of the study is hoped to contribute to the improvement of the existing curriculum via evaluation.

Keywords: Metacognitive awareness, reading habits, collaborative learning skills, problem-based learning skills, constructivist learning.

Investigation Carried Out Researches on Entrepreneurship Education In Teacher Education: Thematic Review*

İsa DEVEÇİ; Uludağ University, Bursa, Turkey; deveciisa@gmail.com
Jaana SEIKKULA-LEINO; Turku University, Turku, Finland; jaana.seikkula-leino@utu.fi

Abstract

In recent years, it has been seen that many countries come up against with issues of rapid population growth and unemployment. And it can be said that there is limited availability fields of occupation in despite of increasing population. In that case, many countries have plunged into a quest creating a new business opportunity to its citizens. Unemployment issues has compelled countries to enable characteristics its citizens to employ themselves as well. Under this circumstances, it is seen that concepts of "entrepreneurship" and "entrepreneurship education" is begin to take place in education curriculums from pre-school to high school education in many countries.

It has been defined that entrepreneurship education is a research process allowing us to discover the most appropriate training providing graduate students transform into individuals who has productive skills (Abiogu, 2011). Moreover, Amos and Onifade, (2013) specified that entrepreneurship education has problem solving process. On the other hand, when entrepreneurship education is thought as the idea transferring, it can be expressed that using before learned informations and skills practice in new situations (Amos & Onifade, 2013; Gustafsson-Pesonen & Remes, 2012). The entrepreneurship education have been approach in two different ways. First approach is serve creating a company or job. So in education courses have been taught establishing a new company or job and subjects related to management. Second approach focus on individuals and aim to improve entrepreneurial attitude and characteristics of students (European Commission, 2004). Hence, it can be said that in field of training focused on second approach much more. In the entrepreneurship education has been brought creativity and innovative thinking of students into the forefront (Abiogu, 2011). And all in the entrepreneurship education has been intended to develop entrepreneurial mindset of students. The entrepreneurial mindset is been even described as rapid perception, conversion behavior and take the action under uncertain conditions (Ireland, Hitt, & Sirmon, 2003). The aim of the research is to investigate carried out research on entrepreneurship education in teacher training in terms of general

features (year, number of authors, publication type) and content properties (justification, objectives, methods, data collection tools, sample types, conclusions and recommendations).

In this study was used document analysis. So, documents was examined as thematic. The thematic analysis that similarities and differences among the studies conducted on entrepreneurship education in teacher education was used in this research. For this, primarily relevant documents was tried to be gathered through literature review. The literature review means collection and determination of pictures, video recordings, written texts, scientific publications, etc. documents based on certain criteria (Çepni, 2010). In this research, scientific publications (thesis, article, proceedings etc.) obtained through literature review was performed through adapting formerly used matrix in many research into this research (Çalik, Ayas & Ebenezer, 2005; Kurnaz & Calik, 2009; Ormancı, Çepni, Deveci & Aydin, 2015). These publications examined through the matrix; general features (year, number of authors, publication type) and content features [justification, objectives, methods (design, sample type, data collection instruments), conclusions and recommendations] were summarized according to the similarities and differences.

While searching the researches on entrepreneurship in teacher education, for more specific searching some words was written in search engines such as "initiative" or "entrepreneur" or "entrepreneurship" or "entrepreneurship education" or "teacher training" or "teacher" or "primary school" or "secondary school". Some used databases during source scanning process can be summarized as follows: Education Resources Information Center (ERIC), Education Research Complete, Academic Search Premier (EBSCO), Teacher References Center, MathEduc, JSTOR, Oxford Journals, Project Muse, PsycArticles (ProQuest), ScienceDirect, Web of Science - Social Science Citation Index, SocINDEX With Full Text, Taylor & Francis Online Journals, Wiley Online Library, Bibliography of Asian Studies, First World War Portal, Sage Research Methods Online, Springer LINK Contemporary, Nordic Base of Early Childhood Education and Care, PROQUEST Dissertations and Theses Full Text, Emerald Journals and Theses Database. In this research, descriptive statistics and content analysis was benefited in analysis process for reached publications through databases.

Most research has been conducted in recent years. This may be because; entrepreneurship education is a current issue in teacher training. In addition to articles, congresses and theses are frequent in terms of the types of publications. That manifests the importance of this issue, too. The fact that entrepreneurship education has been subject to thesis studies (Fischer, 2000; Hamid, 2013; Koehler, 2013; Nwoye, 2012; Pistorius, 2011) demonstrates that it is significant and worth researching.

The reasons for research are mostly about curriculum, teacher training, economy and unemployment, entrepreneurial features, and the importance of teachers. The studies mostly aim to examine the attitudes, perceptions, and views of students, teachers, or other educators regarding entrepreneurship education. This may be because; there is a need to determine what teachers, teacher trainers, or others think about the inclusion of a current issue (entrepreneurship or entrepreneurship education) in curricula and how ready or competent they feel themselves for putting these concepts into practice. There are a lot of research results highlighting the importance of entrepreneurship in teacher training. The biggest emphasis is laid on methods, techniques, models, or strategies used in entrepreneurship education. That may be attributed to the search for the best way entrepreneurship, which is a new concept in education, is to be taught. For example, it is reported that teachers mostly employ group work, storytelling, discussion, journal writing, and out-of-school visits in the process of entrepreneurship education (Ruskovaara et al., 2010; Seikkula-Leino, 2011). The recommendations put forward in the reviewed studies are mostly about the basic education level. It is stated in a lot of studies that in-service training should be given to teachers on the basic education level on entrepreneurship education (Akyürek & Şahin, 2013; Bolaji, 2012; Bacanak, 2013; Fagan, 2006; Nwoye, 2012; Seikkula-Leino et al., 2010; Torokoff, 2006). Considering the deficiencies explained above, a wider coverage may be given to entrepreneurship education practices on basic education level. Moreover, as to teaching domain (branch), most research has been conducted in the field of science education.

Keywords: Thematic Review, teacher education, entrepreneurship education.

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A Comparative Study of Candidate Teachers' Mental Perceptions about the Concepts of School and Teacher

Didem DOĞAN, Aksaray University, Aksaray, Turkey; didemdogan1607@gmail.com

Abstract

Recent changes in the world (such as the development of technology, globalisation etc.) have also been apparent in the structure of Turkish Education System; besides, this process of change has caused differentiation in the mental perceptions about the concepts of school and teacher. Perceptions about the concepts of school and teacher, which play a significant role in the development of societies, indicate the level of development of those societies indirectly. As a result, the comparative study of prospective teachers' perceptions about the concepts of school and teacher is of high importance for Turkish Education System. There are many studies in the literature putting forth the metaphors about the concepts of school and teacher. The unique feature of this study as regards with the others is the comparative study of a candidate teachers' metaphor about the concept of teacher with his/her perception about the concept of school. Thus, positive and negative perceptions about the concept of teacher will be evaluated with regards to the mental perceptions about the concept of school.

The aim of this study is to comparatively examine candidate teachers' metaphors about the concept of teacher and their mental perceptions about the concept of school. As a result, determining the similar and different aspects of candidate teachers' perceptions about the concepts of teacher and school, negative and positive aspects of these perceptions will be determined.

The study has been designed in accordance with Phenomenology, which is one of the qualitative research methods. The sample of the study consists of 143 candidate teachers who study during 2014-2015 academic year in the education faculty of a university which was founded after 2006. The participants of the sample have been selected via random sampling method. As the data gathering tool, a form has been used which features statements such as "the teacher is like....." and "school is like a because". Candidate teachers, who study various departments in education faculty and were informed about how the metaphor is created, have been wanted to fill this form in an hour. These filled forms have consisted the data of the study. Content analysis has been applied to the data gathered. During the analysis of the data, three basic stages have been followed. The first stage is code forming and filtering. In this stage, metaphors developed by the candidate teachers have been arranged in an order; as a result, a temporary list with which we can make a basic but profound analysis has been produced. This list has been constituted considering the interpretations of the candidate teachers about the metaphors. At this point, while codes are being constituted on the one hand; metaphors which have been disannulled ($n=9$) due to reasons such as constituting more than one metaphors or contradiction of the metaphor and its explanation have been discarded from the data. The second stage is combining the metaphors with the explanations. At this point of the research, metaphors developed by the candidate teachers have been examined and 76 valid metaphors have been acquired. In order to determine the explanations which represent the metaphors best, raw data has been reviewed once more. The justifications of the metaphors in this list have been conveyed keeping the mode and the vocabulary of the participants in order to guarantee the reliability of the study. The third stage is the stage of category forming. In this stage, whose main goal is to examine the developed metaphors as regards with the similar features, metaphors developed by the candidate teachers have been analysed in terms of their topics and resources. As the result of these analyses, seven different conceptual categories have been formed by relating the metaphor images with their interpretations (such as teacher as a person processing and shaping) and these metaphors have been examined as regards with the mental perceptions towards the concept of school.

During this corresponding examination, the metaphor of the candidate teacher towards the concept of school that determines the metaphor which is included in the categories of the concept of teacher has been written correspondingly; thus, differences and similarities between the mental perceptions of the candidate teachers about the metaphor of the teacher and about the metaphor of the school have been tried to be revealed. Candidate teachers have evaluated the concept of teacher under seven different categories (Sharing misery, guiding, managing, processing and shaping, transferring knowledge, part of the life, illuminating).

According to the findings acquired from the research, 27,5 % ($f = 39$) of the candidate teachers see the teacher as a friend, parents and family with whom they share their misery. 20 of the candidate

teachers who see the teacher as a person who shares troubles, finds solutions to the problems and listens have integrated the concept of school with the concept of teacher and illustrated the concept of school with the metaphors of family (f=9), nest (f=4), home (f=7). While 20 of the candidate teachers who perceive the teacher as a model who guides have perceived the concept of school positively, 4 of them have evaluated the concept of school negatively. Only one of the candidate teachers who have positively perceived the teacher as a person who shapes (f=15) has expressed the school as a problematic place, whereas 8 of them have perceived the concept of school as prison, outside of real life and four walls. While 3 of the candidate teachers who perceive the teacher as a being who illuminates and widens horizon (f=13) have negatively perceived the school as a place where they go compulsorily (Nazi camp, horror film), 8 of them have positively perceived the school (nest, family, factory, home). When the perceptions of the students are evaluated with regards to the metaphors about the concept of school, it is seen that 9 of 29 students evaluate the concept of teacher negatively.

The study shows that candidate teachers' perceptions about the concept of school are more negative than their perceptions about the concept of teacher. When evaluated generally, while negative perceptions about the concept of teacher usually stem from teacher behaviours, negative opinions about the concept of school are based on the inadequacies in the education system. By revealing the reasons behind the negative perception about the concept of school in candidate teachers' minds, necessary precautions should be taken. The reasons of the negative perceptions about the concept of teacher are usually based on teacher behaviours. Negative effects of negative teacher behaviours on candidate teachers are inevitable. Studies for eliminating present weaknesses should be carried out by evaluating this issue within the framework of teacher proficiency.

Keywords: Metaphor, mental image, school metaphor, teacher metaphor.

The Investigation of the Relationship between the Academic Self-Efficacy and Occupational Anxiety of Teacher Candidates

Vildan DONMUŞ; Fırat University, Elazığ, Turkey; vildandnms@gmail.com

Burhan AKPINAR; Fırat University, Elazığ, Turkey; bakpinar@firat.edu.tr

Mehmet EROĞLU; Fırat University, Elazığ, Turkey; mehmeteroglu@firat.edu.tr

Abstract

The self-efficacy is the most important predictor of people behavior. The academic self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. University students in the last class are in the period that the most important periods of their lives, and beginning of unemployment or business life. During this period, the choice of work, to take the role of a real-life considerations, his friendships, fear of unemployment and different responsibilities can be seen as some of the factors that cause anxiety for people. All of these anxieties of teacher candidates is important to determine the relationship between occupational anxiety and academic self-efficacy. The purpose of this study was to investigate the relationships among teacher candidates' level of occupational anxiety and academic self-efficacy. So that, an answer to the following research questions is sought:

1. Is there a difference between genders on teacher candidates' occupational anxiety and academic self-efficacy?
2. Is there a difference among teacher candidates' occupational anxiety and academic self-efficacy depending on the willingness to study at this department?
3. Does the teacher candidates' occupational anxiety and academic self-efficacy depending on the department where they are studying?
4. Do academic self-efficacy of teacher candidates predict the level of occupational anxiety?

The quantitative research method was used in this study. The sample was selected using appropriate sampling methods in not random sampling method. The teacher candidates in the last class at Faculty of Education in Fırat University participated in this study. 281 teacher candidates participated this study who studied at Fırat University Faculty of Education last year. 172 of the candidates (61%) were female

and 109 (39%) were male; 225 (80%) willing to department, 56 (20%) enrolled unintentionally; 32 (11%) religious students, and 32 (11%) science education students, 30 (11%) primary mathematics education, 32 (11%) computer and instructional technology and 31 (11%) visual-art, 31 (11%) Turkish education and 31 (11%) primary education, 33 (12%) pre-school and 29 (10%) social studies students.

Data were collected using occupational anxiety scale (Cabı & Yalçınalp, 2013) and academic self-efficacy Scale (Ekici, 2012) at the end of the second half of the academic year 2014–2015. Cronbach's alpha coefficient scale consists of 33 items about academic self-efficacy is originally calculated as 0.93 but it was calculated as 0.97 in this study. 45 items about scale reliability coefficient on the occupational anxiety is calculated as 0.95. In this study it was calculated as 0.91. The mean total score was calculated for academic self-efficacy and occupational anxiety of teachers candidates by using gathered data. Whether teacher candidates' academic self-efficacy and occupational anxiety differ depending on the gender and the department that come willingly or not was determined by t-test. Whether academic self-efficacy and occupational anxiety of teacher candidates differ depending on the department or not was tested by utilizing the one-way analysis of variance (ANOVA). Whether the occupational anxiety of prospective teacher candidates predict their academic self-efficacy perception or not was tested by simple linear regression analysis.

In this section, teacher candidates' academic self-efficacy and occupational anxiety are compared separately according to gender, the department that come willingly and the department that they are enrolled. Also, the impact of the teacher candidates' academic self-efficacy on the occupational anxiety is tested. The arithmetic mean of the academic self-efficacy of teacher candidates was found as 3,01; the arithmetic mean is calculated as 3.56 on the occupational anxiety. In the research, when five-point Likert-type rating has been considered, academic self-efficacy of teacher candidates was seen to be at an intermediate level and occupational anxiety were seen to be at a high level.

The academic self-efficacy of teacher candidates does not appear to differ depending on the gender. But, occupational anxiety of them seems to differ significantly depending on the gender. Academic self-efficacy of the female teacher candidates ($x = 3.02$) were significantly higher than the academic self-efficacy of the male teacher candidates ($x = 2.99$). On the other hand, occupational anxiety of male teacher candidates ($X = 3.71$) were higher than occupational anxiety of female teacher candidates ($X = 3.47$).

Teacher candidates' academic self-efficacy and occupational anxiety seem to differ significantly depending on the department that come willingly. Academic self-efficacy of the teacher candidates who come to the department willingly ($X = 3.07$) is higher than the academic self-efficacy of the teacher candidates who come to their department unwillingly ($X = 2.76$). On the other hand, occupational anxiety of the teacher candidates who come to the their department willingly ($X = 3.64$) is higher than the occupational anxiety of the teacher candidates who come to the department unwillingly ($X = 3.24$). Academic self-efficacy of the teacher candidates seems to differ significantly depending on the department that they are enrolled ($F= 3.365$; $p=.001$). According to a result of the Scheffe test that was used to determine the differentiation of the groups, differentiated groups are not identified. However, it is seen that the mean of the academic self-efficacy of the science teacher candidates ($x=3.28$) is highest and the mean of the academic self-efficacy of the religious culture and ethics of the teacher candidates is lowest ($x=2.79$). Occupational anxiety of the teacher candidates doesn't seem to differ significantly depending on the department that they are enrolled ($F= 1.253$; $p=.269$). However that is seen that the mean of the occupational anxiety of the art teacher candidates ($x=3.87$) is highest and the mean of the occupational anxiety of the social science teacher candidates ($x=3.29$) is lowest.

According to the regression analysis results, the occupational anxiety of teacher candidates predict their academic self-efficacy perception significantly ($F(1,279) = 8,741$; $p=.003$). However, only %3 of the variance of the academic self-efficacy of the teacher candidates can be explained. On the other hand, it is seen that statistically there is a significant ($\beta= .174$; $t= 2.957$; $p= .003$) but low ($r= .17$) relationship between occupational anxiety and academic self-efficacy of the teacher candidates. According to this result, the regression equation for the occupational anxiety and academic self-efficacy of the teacher candidates can be written as: Academic self-efficacy = $2,799 + 0,254x$ occupational anxiety. According to the findings obtained in the study, It is observed that teacher candidates' academic self-efficacy is at the middle level. In this context, this can be said that perceptions of the expected level of success in a job given to the teacher candidates is in the middle level. Occupational anxiety of the teacher candidates

are seen to be in a high level. This can be said that occupational anxiety of the teacher candidates is high because of the some reasons such as fewer teacher assignments, the high threshold of KPSS.

In the research, academic self-efficacy of the female teacher candidates is higher than academic self-efficacy of the male teacher candidates. This finding of the study shows parallelism with Blake and Lesser's (2009), Yilmaz Celik's (2013), and Aslan's (2010) studies. On the other hand, it shows contrast with Firat Durdurka's study (2010) that was made with classroom teacher candidates, and Keleşoğlu's study (2011) that was made with high school students. In the many of the studies, this result was found that academic self-efficacy of teacher candidates didn't differ depending on the gender, males and females took closescores (Ekinci, 2011; Tunca & Alkin Şahin, 2014). As a result of these, this can be said that the effect of the gender in the context of academic self-efficacy differs. Occupational anxiety of the male teacher candidates are significantly higher than occupational anxiety of the female teacher candidates. This result shows parallelism with Aydin and Tekneci's study (2013) and it shows contrast with Bozdan's study (2008) and Dursun and Karagun's study(2012). Based on the findings of this study, Because of the mission that society imposed to male and female, it is normal that there are difference concerns. Giving more mission to males to find a job in the society can be one of the reasons because of that males have occupational anxiety more.

Occupational anxiety and academic self-efficacy of the teacher candidates who come to their department willingly are significantly higher than the occupational anxiety and academic self-efficacy of the teacher candidates who come to their department unwillingly. Working in the job that people love, will increase these people's success. And this case could be the cause of the high rise of the teacher candidates' academic self-efficacy. KPSS fear and fewer teacher assignments related with their fields could be the cause of the high rise of the teacher candidates' occupational anxiety. Academic self-efficacy of the teacher candidates seems to differ depending on the department that they are enrolled. This reason can be sourced from variables such as entry points to the department, lessons in the department, field difference and opportunity that field difference presents to students. Occupational anxiety of the teacher candidates don't differ depending on the department that students are enrolled. That is observed that occupational anxiety of teacher candidates can be predicted significantly by the perception of academic self-efficacy of teacher candidates. On the other hand, it is seen that statistically there is a significant but low relationship between occupational anxiety points and academic self-efficacy points of the teacher candidates.

Keywords: Occupational anxiety, academic self-efficacy, regression analysis.

Determination of the Opinion on the Epistemological Beliefs of Science Teachers

Serbay DURMAZ; Ahi Evran University, Kırşehir, Turkey; serbaydurmaz@gmail.com

Abstract

Epistemology of various scientific principles, assumptions and examining criticized the results of their logical origin of the working philosophy is to determine the objective value (Turkish linguistic society [TDK], 1975). At glossary of economics, epistemology is described as; "The source of knowledge, nature, examining the accuracy and limits branch of philosophy investigating the problem with the information"(TDK, 2011). The many dimensions of epistemological beliefs in the identification of numerous studies conducted on the epistemological beliefs and show that kind of determination of different sizes. Conley, Pintrich, Vekiri and Harrison (2004) beliefs about the nature of science resources, certainty has determined validated and development dimensions. These dimensions;

Nature of Knowledge:

- Certainty of Knowledge: Beliefs about certainty of knowledge may range from the belief in a single right knowledge to the belief in the existence of more than one right knowledge (Conley et al., 2004).

- Development of Knowledge: Beliefs about development of knowledge may range from the view that knowledge is absolute, certain, and fixed to the understanding that knowledge is tentative, evolving, and contextual (Conley et al., 2004).

Nature of Knowing:

- Sources of Knowing: Beliefs about sources of knowing may range from the view that knowledge originates outside the self and resides in external authority, from whom it may be transmitted, to an understanding that knowledge is constructed by the knower in interaction with others (Hofer&Pintrich, 1997).
- Justification for Knowing: Beliefs about justification for knowing may range from the idea that knowledge requires no justification and individuals just receive the knowledge that others provide to an understanding that knowledge is constructed through use of evidence and assessment of expert opinion (Conley et al., 2004).

In several studies, it is complex and variable information, as confirmed by evidence and logical analysis with regard to the belief that academic achievement in school and earned stands out better performance related. Information simple, hard, reality as it is, is to have more developed faith as transmitted by the authorities appear to be associated with worse performance (Mason & Bromme, 2009). Epistemological beliefs affect also teachers. Schraw and Olafson" (2002) stated that teachers, curriculum and teaching and evaluation the decisions they make in their own personal epistemology of influence (Schommer-Aikins & Easter, 2006). A study was needed that examined epistemological beliefs of the teachers

At this study was aimed to determine the opinions about the epistemological beliefs of science teachers In this research was used phenomenology design that is qualitative research methods. Phenomenology design focuses on the phenomena that we are aware but we haven't got a thorough and detailed approach. Phenomena, can appear such as Earth events, experiences, perceptions, trends, concepts and situations in a variety of ways. At phenomenology research it is important to identify phenomena not to make generalizations. The study of phenomenon is "Epistemological Beliefs". 25 science teachers attended the study voluntarily who work in the province participated of Kırşehir. Interviews were used to collect research data. As data collection tool was used to form semi-structured interview. Interview form developed by the researchers. 8 is located in the form of semi-structured interview questions. Semi-structured interview was applied to science teacher at 2014-2015 academic year Applying science teachers each took about 20 minutes of interview forms. Data is saved with the help of recording devices during application. In analysis of the research data used content analysis of qualitative data analysis techniques and coding process is followed in the way of coding an overall framework. This type of encoding predetermined content analysis of the routing code list, inductive with an understanding as a result of the data examination occurring new codes are added to the list of code or the old codes are replaced (Yıldırım & Şimşek, 2013). Transcription was conducted of the obtained data. These data were analyzed independently by two experts. Codes and categories identified by two expert analyzes were conducted. At the analysis process, two researchers will reconcile and decide to what happens to code and then categories will be assigned. It analyzed the data obtained from the science teacher. Analysis and end code categories were determined.

Six of science teachers' have belief that knowledge is certain. Five science teachers has also said that not the development of knowledge. All of the science teachers believe that the information needs to be justified. Six of the teacher finds it appropriate to obtain information from unreliable media such as online forums. Overall science can be said positively that the epistemological beliefs of teachers. However, some teachers may be mentioned that the epistemological beliefs developed. Upon analyzing the results of the study concluded that the epistemological beliefs of science teachers was generally strong. However, some teachers in certain dimensions of epistemological beliefs has reached the conclusion that the poor. Teachers and education and training programs of which they are the owners of personal epistemology is known to affect their judgment in the evaluation. Epistemological beliefs of science teachers should be developed in this direction.

For the development of epistemological beliefs of science teachers;

- Development of epistemological beliefs in teacher education,
- In service to develop epistemological beliefs of science teachers should be given courses.

Keywords: Epistemological beliefs, science teacher, science program.

The Relationship between the Teacher Candidates' Reading Habits and the Level of Their Correct Use of Turkish

İlhami EGE; Kafkas University, Kars, Turkey; egeilhami@hotmail.com
Şule FIRAT DURDUKOCA; Kafkas University, Kars, Turkey; drsulefirat@gmail.com

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Teacher Dispositions Index (TDI): Validity and Reliability Study¹

Zehra Nur ERSÖZLÜ; Gaziosmanpaşa University, Tokat, Turkey; nurersozlu@gmail.com
Dilara ÇAYCI; Gaziosmanpaşa University, Tokat, Turkey; dilara.cayci@gmail.com

Abstract

In recent years, ideas that teachers should be equipped with affective skills which are another factor which teachers have to develop during their teacher training process except for the instructional knowledge and skills which they should possess have emerged. These affective skills, which teachers should have, involve their attitudes towards their profession to a great extent. The factors such as attitudes' not being directly measured and each attitude's not reflecting on behaviour have led researchers on a new quest. As a result of these quests the concept of "Professional Disposition" has appeared. Borko, Liston and Whitcomb (2007) have also put forward that professional dispositions not only reflect on behaviour but also give information about teacher's future behaviour by defining them as "forecasting models of action". Cuhady, Finnian, Jaruszewicz and McCarty (2002) stress the point where dispositions differ from attitudes by defining dispositions as "values, obligations and ethics that are maintained internally and exhibited externally". At this point it is possible to define professional dispositions as individual's internal processes' being reflected out by their behaviour. Raths (2001) stresses the importance of dispositions by stating that he believes that teachers need the opportunity to discover their existing dispositions besides strengthening their dispositions in a way that supports students their classrooms.

Another important factor in the development of professional dispositions is its being recognized by different institutions and organizations in the United States of America and its being included in their studies. First of all is that Interstate New Teacher Assessment and Support Consortium (INTASC) (1992) used the expression of "professional disposition" for the first time besides knowledge and skill in the report they published in 1992. Other than INTASC, professional dispositions were first defined in the publication called "Standards" published by National Council for Accreditation of Teacher Education (NCATE) (2002) and professional dispositions that teachers and prospective teachers should have were stated.

When the teacher training process in Turkey is examined, it is noticeable that prospective teachers are equipped in terms of field and profession knowledge but the development of their attitudes towards their profession and professional dispositions are ignored or it is carried out by the individual efforts of the faculty. This situation reveals the need for a valid and reliable assessment tool to evaluate and develop the professional dispositions of prospective teachers.

The aim of this study is to provide Turkish literature with a scale that aims to assess professional dispositions. In this context, "Teacher Professional Dispositions Scale" (TPDS) which was developed by Schulte, Edick, Edwards and Mackiel (2004) has been adapted to Turkish language. 3rd grade students who have been studying at the faculty of education in a state university were selected as the study group for the adaptation of the Teacher Professional Dispositions Scale into Turkish. The reason for choosing these 3rd graders is the idea that realistic and reliable data will be obtained since they have taken an important part of the courses on teaching profession and they have observed the class environment and done teaching practices in this environment that similar to the environment in which they will work. 284 prospective teachers were included in the study group. 46.8% of those surveyed were studying at classroom teaching, 22.9% were studying at social studies teaching, 18.3% were studying at Turkish teaching and 12% were studying at science teaching departments.

Teacher Disposition Index that was developed by Schulte, Edick, Edwards and Mackiel (2004) was prepared as a 5 point likert scale and consists of a total of 45 items and 2 factors including 25 items in the student-centeredness and 20 items in the professionalism and program-centeredness factors. The items of the scale were prepared based on the principles of INTASC (1992). The original scale was first formed as 79 items in panels where 12 PhD students participated. The validity and reliability studies were conducted by applying the scale to 105 students. In order to find the number of the factors in the

¹ This study has been prepared by utilizing a part of the master's thesis that is written by Dilara Çayci under the supervision of Assoc. Prof. Zehra Nur Ersözlü, and which is called "Relationship Predicting Between Prospective Teachers' Self-Efficacies and Teacher Professional Dispositions".

scale, Principal Axis Faktoring method and varimax rotation technique were used. .50 was used as factor load cut-off value. After this last operation, the number of the items in the scale were determined as 45. It is determined that the reliability of the student-centeredness factor of Teacher Disposition Index is .84 and the reliability of the professionalism and program-centeredness factor is .98. Overall the reliability of the scale is determined to be .78.

The adaptation studies of the Teacher Disposition Index (TDI) into Turkish were started with requesting permission from Schulte, Edick, Edwards and Mackiel who developed the scale. Then in order to translate the scale from English into Turkish, it was sent to three English lecturers independently. A pedagogy expert who is fluent in both languages was asked to examine the combined translation in terms of both language and content validity. The final version of the scale was again translated into English by an expert who is fluent in both English and Turkish and another English language expert and pedagogy expert were asked to examine whether the original version and the translation mean the same. Based on the feedback from English language experts, the scale has been made ready to implement by forming it in its final version.

Reliability analyses were made by keying the data obtained in the study into SPSS 22.0 software. Ertaş-Kılıç ve Şen (2014) indicate that 'whether the scale is covered in the target culture can be tested with DFA'. For validity confirmatory factor analysis technique was used and LISREL 8.7 program was made use of for this.

After language adaptation studies, the 5-point scale that includes 45 items is applied to 284 prospective teachers who are 3rd graders in Faculty of Education. A confirmatory factor analysis was carried out for the validity studies. While deciding the values that would be used as criteria, the ranges that were determined by Hair, Black, Babin and Anderson (2010) were used. Hair, Black, Babin and Anderson (2010) stated that the value range for confirmatory factor analysis with more than 250 people and scales with more than 30 items, the p-value is higher than CFI .90, if SRMR is .08 or lower and RMSEA value is higher than CFI .90 it is lower than .07. The results that were obtained at the end of the confirmatory factor analysis are as follows: $\chi^2=3490.93$, $\chi^2/df=3.69$, GFI=.65, AGFI=.61, NFI=.94, NNFI=.96, PNFI=.90, it is determined that CFI=.96, SRMR=0.062, RMSEA=.098. The factor load of all items is ranging from 0.45 to 0.75. Like in original version, it is confirmed that the scale includes 25 items under the student-centeredness factor and 20 items under professionalism and program-centeredness factor. With the results in hand, it was determined that TDI is a valid scale in Turkish language. For the reliability of this study, the Cronbach's alpha coefficient was determined to be .97 in the reliability studies of the scale. It was calculated that the Cronbach's alpha coefficient of student-centeredness factor is .91 and Cronbach's alpha coefficient of professionalism and program-centeredness factor is .93.

It might be considered that the professional dispositions that have been prepared based originally on the principles of INTASC and which are on the scale are similar to teacher qualifications (field knowledge, teaching profession knowledge etc.) that are asked in Turkey. However it is compulsory to pay a special attention while making generalizations since there is not an agreement on the teacher professional dispositions among scientists (Singh and Stollof, 2007) and in terms of teacher dispositions' being affected by national and local values. Although teacher professional dispositions reflect on behaviours, it is not possible to directly measure the structures that lead individual's behaviours. However as it is stated by Singh and Stollof (2007), the related studies that are conducted are crucial for determining important teacher behaviours and training teachers who are suitable for these. Therefore the validity and reliability of TDI which has been adapted into Turkish with this study will develop the studies that are carried on teacher behaviour. In order to develop and assess teacher professional dispositions, teacher training institutions should constitute a common point of view on professional dispositions by holding a variety of large and small scale workshops.

Keywords: Teacher professional dispositions; prospective teachers; confirmatory factor analysis.

An Analysis of the Correlation between Attitudes towards Multicultural Education and Cultural Intelligence Using the Structural Equation Model

Melehat GEZER; Dicle University, Diyarbakir, Turkey; melehatgezer@mail.com

İbrahim Fevzi ŞAHİN; Atatürk University, Erzurum, Turkey; ifevzi@atauni.edu.tr

Abstract

Cultural intelligence is a person's capacity of regulating their behaviors while communicating with other cultures and the ability to adapt to cultural differences (Earley and Ang, 2003). There are many factors in cultural differences. Cultural differences are generated by the senses of belonging and consciousness based on religion, culture, language and/or ethnicity (Vatandas, 2002). In order for people to learn about these cultural differences and gain the knowledge, skills and attitudes required to communicate both with the dominant culture and minority cultures, it is essential for the educational system to be organized for multicultural education paradigm (Gay, 2000). The multicultural education paradigm is an approach that includes all cultural differences and maintains that these differences should be included in education.

Multicultural education is an idea, an educational reform and a process that attempts to create equal educational opportunities for all students from different races and ethnic and social groups (Banks, Cookson, Gay, Hawley, Irvine, Nieto et al., 2001). Banks said that the objective of multicultural education is to help persons gain the knowledge and skills to see themselves from the perspective of people from other cultures, get to know themselves better, respect different cultures and know how to treat different ethnic groups (Banks, 2013). Teachers, school administrators, members of the society and families (Geel and Vedder, 2011; Swick, Boutte, and Scoy, 1994) have important roles in helping students to develop their understanding of multiculturalism both at school and in society. In particular, teachers have a primary role in teaching the main concepts in multicultural education such as equality, respect, peace and cultural difference and providing equal opportunities for achievement to all students (Basbay and Kagnici, 2011; Roux, 2000). For this reason, teachers should be informed about having this perspective, designing a multicultural educational environment and organizing their classrooms to accept different viewpoints (Banks, 2008).

Teachers' perceptions of and attitudes towards multicultural education is closely associated to the way they apply multicultural education, in other words, to what extent they would include the differences in their classrooms in the educational process in framework of common values. If teachers have sufficient knowledge and a positive attitude towards multicultural education, it will be possible to analyze different cultures from many different perspectives. To do this, teachers should know about the behavior, values and attitudes that shape their culture and about the social and cultural contexts of teaching and learning (Banks, 2013). Thus, teachers will be able to equalize the opportunities for all students by using their knowledge about students' multicultural qualities.

To conclude, teachers' having sufficient knowledge about and a positive attitude towards multicultural education along with their capability of using this knowledge in classroom play a major role in determining behavior regarding this issue (Au and Kawakami, 1994; Brown, 2007; Gay, 2000; Irvine and Armento, 2001; Ladson-Billings, 1994; Ware, 2006). Whether teachers have positive attitudes towards multicultural education or not depends on the determination of the resources and reinforcing factors which support or negatively influence multicultural education. Therefore, the question, "What are the variables that contribute to the prediction of attitudes towards multicultural education?" has become one of the major questions in research on multicultural education. A review of the relevant literature indicates that multicultural education has been studied for demographic variables such as political views, religious beliefs, ethnic origins, native language, gender roles, sexual orientation, marital status, family socioeconomic status, disabilities and the educational levels of parents (Coskun, 2012; Coban, Karaman and Dogan, 2010; Damgaci and Aydin, 2013; Demir and Basarir, 2013; Demircioglu and Ozdemir, 2014). These demographic variables that affect attitudes towards multicultural education determine somewhat what should be done to improve teachers' attitudes towards multicultural education. For this reason, along with the demographic characteristics, the correlations between contextual factors such as individuals' intelligence types and teachers' attitudes (Chan, 2002), pre-service teachers' competence at creating an effective learning environment for students from different

cultures (Gay, 2000; Sleeter, 2001), the belief in the necessity of culturally sensitive curricula (Smolen, Colville-Hall, Liang and Mac Donald, 2006), the school environment where teachers serve and teachers' personal traits (McNeal (2005) should be determined.

There are some studies in the relevant literature on determining pre-service teachers' personal traits related to multicultural education (Polat, 2009; Saricam 2014), attitudes towards personal education (Demir, 2012; Tortop, 2014; Yazici, Basol and Toprak, 2009) and their competence as multicultural teachers (Basbay and Bektas, 2009; Demir and Basarir, 2013). However, there are no studies on the correlation between multicultural education and cultural intelligence in the relevant literature. Unlu and Orten (2013) said that if future studies on multiculturalism and multicultural education examine different variables, it will be possible to analyze this issue from different angles and contribute to the relevant literature. Similarly, Polat and Kilic (2013) said that researching the factors that influence teachers' multicultural competence will contribute to the arrangement of teacher training programs. Thus, the authors believe that it is important to contribute to the literature with a study on the correlation between multicultural education and cultural intelligence. Through the analysis of the correlation between pre-service teachers' attitudes towards multicultural education and cultural intelligence, it is possible to determine the features of a learning environment that will reduce culturally different students' negative experiences and the knowledge, skills and attitudes that teachers should have.

This study aims to examine the correlation between pre-service teachers' attitudes towards multicultural education and their cultural intelligence.

This is a correlational study. Studies with a correlational design test whether two or more variables affect each other (Metin, 2014). The study was conducted with 283 senior students enrolled in Dicle University's Faculty of Education Department of Primary Teaching in the 2015 Spring semester. Of the participating students, 118 (42%) are females and 165 (58%) are males. An analysis of students' distribution by branches, 92 (32.2%) are in the Social Sciences Teaching Program, 55 (19.2%) are in the Mathematics Teaching Program, 48 (16.8%) are in the Science Teaching Program, 44 (15.4%) are in the Classroom Teaching Program and 47 (16.4%) are in the Preschool Teaching Program. Taking the principle of accessibility into consideration, the study sample was chosen at Dicle University's Faculty of Education Department of Primary Teaching. The data were collected by using the Cultural Intelligence Scale (CIS), which was created by Ang et al. (2007) and translated into Turkish by İlhan and Cetin (2014), along with the Pre-service Teachers' Attitudes towards Multicultural Education Scale, which was created by Yavuz and Anil (2010). The authors will use correlation analysis and the structural equation model to analyze the study data.

The findings acquired by the data analysis will be presented with respect to the research problems. The authors will present the results acquired from the analysis of the study findings. The authors will make suggestions for future studies based on the study results.

Keywords: Multicultural Education, Cultural Intelligence, Attitudes towards Multicultural Education.

Primary School Teachers' Philosophical and Curriculum Beliefs

Mehmet GÜLTEKİN; Anadolu University, Turkey; mgultekin@anadolu.edu.tr

Ecmel YAŞAR; Anadolu University, Turkey; ecmelyasar@anadolu.edu.tr

Mediha GÜNER; Anadolu University, Turkey; medihaguner@anadolu.edu.tr

Abstract

One of the major effective things that affect the goals of individuals, individuals' decisions to arrive at these goals and their behaviors to put their decisions into practice is beliefs. Individuals make a decision and behave, relying on their beliefs (Bandura, 1977). The beliefs described as attitudes and judgements that the individual perceives about his environment and himself (Yero, 2002) compose the notional and concise aspect of the culture and determines attitudes and behaviors of people and social groups towards their environments, interrelating to the other elements of the culture (Sisman, 2002). One of

these environments is school and school teachers. The entire beliefs in a school composes cognitive models explaining how teachers behave and response to the growing events (Okut, 2009).

The preferences belonging to teachers about the process of teaching and learning are formed by their beliefs on works, students, roles, responsibilities and working area (Heilman, 1998 as cited in Okut, 2009; Pajares, 1992). The process of teaching and learning shaped by teacher's belief world has direct effect on child's learning experience (Yero, 2002). Although learnings in classroom is usually not the direct result of teachers' behavior and discourse, the lion's sharing of the events providing learnings in the classroom is the teacher's beliefs, according to Orton (1996). In the literature pertaining to this subject, the education beliefs is actually remarked as the philosophical beliefs based on education philosophies (Alkin, Sahin, Tunca & Ulubey, 2014; Altinkurt, Yilmaz & Oguz, 2012; Beytekin & Kadi, 2015; Levin & Wadmany 2005; Livingston, McClain & DeSpain, 1995; Okut, 2009; Özbas, 2015; Pajares, 1992; Rideout, 2006; Silvernail, 1992a, 1992b; Yilmaz, Altinkurt & Çokluk, 2011) and as the curriculum beliefs that we believe is affected by philosophical beliefs (Cheung & Wong, 2002; Eren, 2010).

The education philosophies that are the heap of notions directing education, composing the aims and arranging the education practices (Fidan & Erden, 1998 as cited in Altinkurt, Yilmaz & Oguz, 2012) are a) perennialism, b) essentialism, c) progressivism, d) reconstructionism and e) existentialism (Boyaci, Erkilic, Turan & Sonmez, 2014; Sonmez, 2005;). Perennialism based on idealism and realism adopts constant appearances of world such as the nature of person, real knowledge, virtue and argues that the transmission of cultural values in education is so significant. Essentialism based on realism argues that the subject and the content must be collected from real life on the grounds that significant thing is real life, and also adopts that the aim of the education is to transfer things existing in real life to students, in the other words to enculturate them. Progressivism based on pragmatism emerged as the reaction to traditional education's conservatism and insistive approach and argues that the education is the life itself. Reconstructionism based on pragmatism appreciates the leaps more than progress and argues that the aim of the education is to reconstruct the society through constant changing. Existentialism based on the same named philosophy adopts that individual creates himself towards nature and society and argues that the education contributes to individual carry out his existence, directing individual to behave freely, to choose, to be in charge of choosed things.

Education beliefs contains not only philosophical beliefs but also curriculum beliefs. Education curriculum that is the whole systematical education conditions aiming to raise certain students in certain time (Erturk, 1998) is affected by teacher beliefs relying on how the curriculum is, how it is regulated and how it is evaluated (Eren, 2010; Okut, 2009). Cheung & Wong (2002 as cited in Eren, 2010) point out that five factors named as a) academic, b) cognitive process, c) social reconstruction, d) humanistic and e) technological can explain the curriculum beliefs. According to this, while academical beliefs purports that the curriculum aims to develop intellectual thinking skills, cognitive process beliefs means that the curriculum focuses on learning process instead of content. In the next, while social reconstruction beliefs centralizes social transformation, humanistic beliefs argues that meaningful experience must be provided for students so that they self-actualize and also the technological factor argues that the curriculum must take into account the goals, and the development and utilization of the effective teaching methods is required with the aim to reaching the goals.

Teacher's beliefs concerning what is right or wrong in teaching and learning process is one of the most significant factors that determines which aspects of curriculum would be taken into account and whether educational reforms would be carried out or not. (Pajeres, 1992; Cakiroglu & Cakiroglu, 2003; Hasweh, 2003 as cited in Eren, 2010). In the light of this knowledge, comprehending teachers' philosophical and curriculum beliefs, then detecting their relational structure is considered as significant in terms of the professional development of the teachers and the success of the student learning.

Primary school teaching occupies a special space among the teaching area. Because primary school teacher is the staff delivering the knowledge of subject areas in primary school curriculum to students, directing them to searching, creativity and sociability, contributing the students develop positive attitudes towards themselves and their environment and paving the way for developing the skill of effective communication with the others. In brief, primary school teachers are the professionals who deliver basic and common knowledge, skill, behavior and habits to which all individuals in society need to have. Because of being responsible more than one lesson, teaching the same students for five years, contributing the students develop completely and so on, primary school teachers are seperated from the other teaching areas.

Social and educational behaviors based on the education in primary school compose a foundation for the further education life. It must be known that this foundation is established thanks to not only just education curriculum, but also the primary school teachers being interpreter and practitioner of curriculums. In this context, determining primary school teachers' philosophical and curriculum beliefs would pave the way for revising the running of teaching learning process and the operability of the primary school curriculums. In the literature, having not been confronted a research both handling these two variables and processing these two variables within the context of primary school teaching is believed to bring benefit for not only researchers, but also practitioners.

The general aim of the research is to determine primary school teachers' philosophical and curriculum beliefs based on education. In accordance with this general aim, these questions are going to be answered:

1. How are primary school teachers' philosophical and curriculum beliefs?
2. Do primary school teachers' philosophical and curriculum beliefs based on education vary in terms of gender, length of service, the socio-economic situation of the school served?
3. Is there relationship between primary school teachers' philosophical and curriculum beliefs based on education?

The sample of the research conducted as quantitative based on survey research methodology is going to consist of the teachers serving in primary schools of Eskisehir. Accordingly, the teachers serving in primary schools of Eskisehir which are determined in terms of socio-economic situation are going to participate to the research. The data of the research are going to be collected by means of 'Educational Belief Scale' developed by Yilmaz, Altinkurt & Cokluk (2011), and 'Curriculum Orientations Inventory' developed by Cheung & Wong (2002) and adapted to Turkish by Eren (2010). The data of the research is going to be analysed by means of SPSS 20 and descriptive statistics are going to be employed with a view to determining primary school teachers' philosophical and curriculum beliefs. Provided normality condition, while t-tests are going to be employed to determine whether or not philosophical and curriculum beliefs based on education are varied, ANOVA are going to be employed for the length of service and socio-economic variables. The relationship of Philosophical beliefs based on education and curriculum beliefs are going to be tried to determine by means of Pearson Correlation Coefficient.

Keywords: Education beliefs, philosophical beliefs, curriculum beliefs.

The Quality of Teacher-Training Duties and Responsibilities Academics in Universities

Kubilay GÜNDÜZ, Akdeniz University, Antalya, Turkey; kubilaygunduz.egitimci@gmail.com

Abstract

Aiming for education faculties of the duties and responsibilities of academics that are extremely important. Prospective teachers appointed, has Professional competence, the idea of being able to make free, questioning, investigating, analyzing, and can apply different education models in community Dynamics and up bringing in the direction of the country requires a serious responsibility. Teacher of the teachers in the classroom and under branches, depending on their professional competence, on the otherhand, are referred to as are as of expertise is important in raising themselves about the detail we need to jump; Educational psychology and Educational Sciences researcher of the academics say, in questioning and directing nominees of applied studies teacher educators, the most important material for students, cognitive, affective and psychomotor skill to make them know that they should be given the opportunity.

As a result of the application of such interdisciplinary collaborative prospective teachers in the following years, students in the professional life goals of healthy education teaching process will provide important contributions to live. The future of our children and community dynamics of helmets that make up our young people grow up with an understanding of quality education in schools are as a practical Visual, auditory information topic mind environment in terms of ensuring the correct and healthy decisions, to identify and advance the student's expectations; analysis with the ability to group

work should be trained in the country that can create teachers, community development, and most importantly, the right step in the direction of raising healthy families is discarded.

Our youth have the correct career choice, community perceptions of the causes and be responsible as individuals upbringing; the State will apply the approach to education, teacher training and quality policy of the functional location of higher education in this regard required to rigorous and precise work. Prospective teachers higher education after graduating from the society we have created to be aware of the dynamics of producing important, questioning, making interdisciplinary studies training depending on the keep-alive all the time their understanding and their other teachers in schools with students what can be done about the success of different education models, improvements on the duties and responsibilities of educators should be placed between.

Keywords: Education, quality of teacher, teacher training.

Analysing of The Researches Related to Teaching Styles in terms of the Measurement Instruments

Meral GÜVEN; Anadolu University, Eskişehir, Turkey; mguven@anadolu.edu.tr

Mustafa POLAT; Anadolu University, Eskişehir, Turkey; mustafapolat@karabuk.edu.tr

Günay YILDIZER; Anadolu University, Eskişehir, Turkey; gunayyildizer@gmail.com

Tuğba SÖNMEZ; Anadolu University, Eskişehir, Turkey; tugbainkmu@hotmail.com

Nihan YETİM; Anadolu University, Eskişehir, Turkey; nihanyetim@gmail.com

Abstract

It is important to examine and elucidate the personal differences and organize instructions according to these differences in order to constitute effective learning and teaching process in education. The notions of learning and teaching styles, which are fundamental components of instructional process, are extremely important in terms of the quality of the education. No matter how important is the relationship between student and teacher, the interaction between teachers and students is extremely important, it is emphasized in the literature that values, beliefs and philosophies lying under the teacher's behavior pattern and their interrelated relationships are more critical in terms of continuum of instructional quality. Hence, it is crucial to investigate teaching styles which are indicator of instructors' beliefs, value orientation, attitudes, choices and behaviors.

It has been observed that after Dunn and Dunn's explaining term of style with learning, teaching styles of teachers being the other big shareholder of educational process has begun to become more and more important in time, too. The most general definition of teaching style which had been defined in different ways since the second quarter of 20th century made by researchers is the approaches which are outcomes of teachers' own learning styles. It has been observed that researchers who developed learning styles theories was affected by earlier learning styles theories and their models of teaching styles and inventories affected by learning styles.

The current study aims to research how often models and measurement instruments, which were developed in relation to the teaching styles adopted by trainers, are used in Turkey. Besides, it is also aimed to determine the measurement instruments which are not used in Turkey and to reflect validity and reliability analysis for the measurement instruments in the studies. In accordance with these aims, 22 models and measurement instruments, which were developed according to these models, in international literature were analyzed.

The methodology used for this study includes document review. Seventeen master's and doctoral theses which are available in Council of Higher Education Thesis Center and nineteen research articles that were published in national refereed journals between 2000-2015 in Turkey were analyzed. In this study, theses were enumerated with the code "T" and research articles were enumerated with the code "M".

After the document review, it was seen that the most used instrument in Turkey is Grasha Teaching Styles Inventory which is based on Grasha's Teaching Styles Model. It was found that Grasha Teaching Styles Inventory was adapted into Turkish by three different researchers in different times. Except for

this, it was determined that Reid's Teaching Style Scale, Mamchur's Teacher's Guide to Cognitive Type Theory and Learning Style, Cord's Teaching Styles Inventory, Physical Education Teachers' Use of Teaching Styles and Perceptions of Styles Questionnaire and Dunn and Dunn's Teaching Styles Inventory are the measurement instruments that were developed abroad and used in the studies in Turkey. On the other hand, seventeen measurement instruments that were developed abroad and available in the literature has not been used in Turkey yet. Finally, it was found that there are three different measurement instruments which were developed and used in Turkey.

It has been identified that measurement instruments which adapted into Turkish were used in seventeen articles and fifteen theses and their validity and reliability studies have been examined. In terms of validity; content validity, construct validity and criterion referenced validity studies have been examined and it has been determined that only four studies conducted validity; one of them conducted content validity, two of them conducted construct validity and one of them conducted criterion referenced validity. In terms of reliability, it has been reviewed stability and internal consistency and only 22 studies conducted reliability analysis related to applied measurement instruments. Stability analysis has been examined in only one of these studies, internal consistency values have been examined in other studies. In the rest of the studies either it hasn't been given any information about validity and reliability or data provided by scale adaptation studies was repeated.

It has been examined three scales which were developed and were used in our country in order to determine teachers' teaching styles and four different studies which used these scales. It was conducted validity study in only one of them and reliability study in two of these studies.

This study was conducted with regard to teaching styles models which explain teaching styles developed in Turkey and in the World and also which measurement instruments were developed based on these models were used. It has been observed that the studies discussed within this research, which was conducted with regard to teaching styles concept that are important for identification of individual differences in education and for improving the quality of the educational process were used mostly Grasha Teaching Styles Inventory from the inventory developed abroad. It has been observed that 22 measurement instruments are being used in this field in the world and only five of them were adapted to Turkish. Adaptation of the inventories into Turkish, which are not adapted to Turkish and which are intended to make classifications about teaching styles relying upon different models, is very important in view of flourishing the national literature and evaluation of teaching styles from different perspectives. In addition, it is determined that measurement instruments were developed by three different studies in Turkey and while developing these measurement instruments it is found out that measurement instruments developed abroad were taken as a model.

Most of the studies about identifying teaching styles were conducted at primary school level and the other studies were conducted at high school level and higher education level. Besides this information, there are no studies about identifying teaching styles of educators carrying out virtual learning educational services and preschool educational services in Turkish literature.

The studies carried out in Turkey are generally repetition of each other in view of reliability and validity measurements. Also it is found out that most of the studies' making the adaptation studies of the measurement instruments have not gone beyond just giving the values.

According to the results of the research, it is revealed that in order to contribute international literature it is important to make more adaptation studies of the measurement instruments to Turkish by identifying qualified measurement instruments and it is also necessary to develop original measurement instruments. Furthermore, when quality of the studies carried out is examined, it is an important issue to be considered and it is a necessity to do reliability and validity studies. Moreover, it can be viewed as a big deficit in literature that most of the studies were conducted at primary school level and there are no studies on virtual learning and preschool level. By setting off the necessity of determining and evaluating teaching styles of Turkish educators from different perspectives, it is a need to evaluate the studies conducted abroad and in Turkey from the point of their presenting cultural differences.

Keywords: Teaching styles, teaching style inventories, teaching style scales.

Views of Prospective Teachers about the Leadership Qualities of Teachers

Özlem KAF HASIRCI; Çukurova University, Adana, Turkey; ozlemkaf@cu.edu.tr
Sencer BULUT ÖZSEZER; Çukurova University, Adana, Turkey; sbulut@cu.edu.tr

Abstract

Fulfilling the classroom objectives is primarily the teacher's responsibility in the classroom environment. The teacher should take this responsibility with utmost care. While doing this, s/he should be careful about such issues as preparing the class for learning, planning and organizing learning experiences, starting the learning process and continuing it without interruption, and directing and/or managing student behaviours. As it can be understood from these various responsibilities, teachers have various roles in class and at school. Sergiovanni and Starratt (1993 in Can, 2004 p.132 -133) make the following explanations about these roles:

"Teacher as a director" uses clearly identified special teaching phases. While playing this role, the teacher is very effective...forms clear steps about instruction..."Teacher as a negotiator" makes a connection between information and students' thinking..." "Teacher as a leader" is expected to make learners willing to learn and teach how to deal with important problems. The teacher has significant influence in preparing learning and teaching conditions... takes care of the students sincerely, tries to feel like them... shows clear, supportive, sharing, and sincere behaviours in his/her relationships with students. The teacher is in class for teaching and is the one who leads the class... Even if s/he chooses the right objectives, s/he cannot be effective in the classroom unless s/he can show the leadership qualities".

Leadership role of the teacher mentioned above is closely associated with the classroom atmosphere, in-class effective communication, and behaviour management of classroom management. When we say that the teacher is the leader of the classroom, we should also keep in mind that while fulfilling this leadership role, the teacher can affect attitudes towards students and education, teacher style and approach, classroom climate and atmosphere more than anything else. Some studies have also obtained similar results (Altinkurt, 2008; Çinkir, 2004; Demirtaş & Küçük, 2008; Koepke & Harkins, 2008; Köse & Demir, 2014; Sarpkaya, 2007). Chrzanowski (2004) summarised the factors in relation to the effects of teachers on classroom climate; these included effects on the students' being a group, teacher behaviours, reactions of teachers to students, class order, classroom management, sensitiveness to others, support, enthusiasm, level of experience, professional development, ideology, teaching style, and rapport and interaction with the learners. In this regard, beyond his/her roles as director and negotiator, it is important for the teacher to adopt the leadership role because this role includes guidance and counselling. Together with the modern education understanding, this role has brought the necessity for the teachers to become the person who shares or leads to share the knowledge rather than the one who transfers it, to know the students, and to be responsive to students' needs and behaviours (Dönmez, 2004; Celep, 2005; Karslı, 2005; Memişoğlu, 2004; Şışman, 2009). Creative drama is one of the methods used in modern approaches. Using drama while guiding the learning and teaching processes, organizing the teaching environment, and planning evaluation activities depends on the teacher's own qualification and background. In this regard, drama education, which is included in the classroom teaching, by its nature, will contribute to the leadership qualities of prospective teachers as mentioned above (Kaf Hasircı, Bulut, Iflazoğlu Saban, 2008). No matter what the teachers' roles are, the unchanging truth is that they are working with children and adolescents, in other words individuals who are developing personally, socially and emotionally. Therefore, the teacher should be successful in human relations. In order for teachers to fulfil all these tasks well, they should first be effective leaders (Aydin, 2009). Demirbolat (2003) emphasizes that apart from the regular qualities or statutory authority of a teacher, having leadership skills requires teachers to act with specific consciousness and understanding. This view coincides with Bakioğlu's (1998) view that classroom is a complicated and dynamic working environment and should be managed by very talented individuals. In this regard, the meaning of leadership, the definition of teacher leadership and its features, and understanding the leadership role of the teacher as well as its importance are the concepts that should be increasingly emphasized in teacher education. The related literature in Turkey encompasses studies about the

leadership competences (Çeküç, 2008), leadership styles (Deniz & Hasançebioğlu, 2003), leadership obstacles, improvement of leadership skills (Can, 2006a; 2006b, 2007), teachers' views regarding teacher leadership (Gül, 2010) and teacher leadership and classroom climate (Aslan, 2011). However, there are no studies conducted with prospective teachers; there are also no studies which directly investigated the contribution of drama to this process. For this reason, the purpose of this study is "to identify teachers' leadership qualities as well as the contribution of drama course to this process". In line with this main purpose, the study aimed to find answers to the following questions:

1. What are the views of prospective teachers about leadership?
2. What are the views of prospective teachers about leadership qualities of teachers?
3. What are the views of prospective teachers regarding the contribution of the drama course to the leadership qualities?

The study was designed based on qualitative research method. It is important not to limit the free points of view of prospective classroom teachers in this study which aimed to identify their perceptions about teacher leadership qualities and the effects of drama course on leadership qualities. Therefore, the study did not utilise quantitative approach as it would be insufficient, and thus it adopted a qualitative research approach. Participants of the study are third year Classroom Teaching Department students attending Çukurova University Education Faculty. As the study required receiving drama course and reaching the students, the participants were formed with third year students who received this course. In this regard, the participants were identified using criterion and easily accessible working group, which is a purposive sampling method utilised in qualitative research. The study was conducted with 80 classroom teaching department students in Çukurova University in the fall semester of 2014-2015 academic year. The data were collected through open-ended questions such as "What is leadership? How do you define it?" "What kinds of leadership qualities should teachers have?" Explain with reasons; and "How does the drama course affect leadership qualities of prospective teachers?". Answer to this question was taken from students in written form. As it was supposed that the purpose of the study could be reached with this connected question and as we aimed to reach more participants, the participants were not interviewed one by one. Instead, when the students were together, they were given this question written on paper and they were asked to write the answer on this paper individually. No limitations or criteria were given for the answers. These prospective teachers who receive the course of drama in primary school were instructed about the content of the lesson by two different instructors (researchers). The content of the course was given in 12 sessions. Eight of these twelve sessions composed of creative drama practices. One session was devoted to theoretical information about creative drama. Three sessions made a general evaluation of the plans prepared by students about this course and general evaluations of all sessions. Data analysis process is still going on.

Keywords: Creative drama; leadership qualities, prospective teachers.

Pre-service Teachers' Opinions on How the Instructional Technologies Should Be Used to Create Effective Teaching-Learning Environment

Eylem YALÇIN İNCİK; Mersin University, Mersin, Turkey; eylemincik@mersin.edu.tr

Cenk AKAY; Mersin University, Mersin, Turkey; cenkakay35@hotmail.com

The paper wasn't presented in the congress.

Evaluation of an In-Service Training Activity for Secondary School Math Teachers

Eyüp İZCİ, İnönü University, Malatya, Turkey; eyup.izci@inonu.edu.tr
Özlem GÖKTAŞ; İnönü University, Malatya, Turkey; ozlemgoktas44@hotmail.com

Abstract

Recent developments and changes in information and technology has led to new conceptions in educational field as it does in every other areas (Acar & Anıl, 2009; Birgin & Gürbüz, 2008; Sağlam – Arslan, Avcı & İyibil, 2008). The new conception generated as a result of changes is predicated on attitudes that may help to raise active, productive and investigative individuals with critical thinking and problem solving abilities (Acar & Anıl, 2009; Aşkar et al., 2005; DiMartino, Castaneda, Brownstein & Miles, 2007; Sağlam et al., 2008). This conception, which is predicated on cooperative approaches, focused on constructivism (Garue, 1993).

There are not enough changes in only curriculum for the success of constructivist educational concept which is adopted in educational system of our country. Because of the constructivist concept, teachers' roles have changed (Ayan, 1999). It is pretty hard process that teachers continue for their self – improvement according to the developments both in technology and the other areas (Önen, Mertoğlu, Saka & Gürdal, 2008, p.46). That is the question: How do teachers, which will raise active, surveyor, critical thinker, productive and problem solver individuals, improve themselves, and how do they keep up with these changes?

It is clearly seen that the comprehension adopted by constructivist educational attitude causes increase in the responsibilities and duties of teachers. According to this, constructivist educational approach needs that teachers have good knowledge in their field of study, and continue learning – teaching process more efficient by apply different approaches and methods in technical classes. So, in – service training activities oriented for teachers have an important role for teachers' personal and professional development (Önen et al., 2008). In – service training is a process that any job owner improves himself for his job, or is raised for the job from the beginning to the end of job (Aytaç, 2007). In – service training oriented for teachers can be defined as entire processes aiming at teachers who do not have professional knowledge, ability, attitude and habits necessary for the quality of education (Budak, 1998). In – service training, as a necessity of life-time education, aims that employees acquire the knowledge, ability and attitudes, so they will be more successful, productive and happier (Yalın, 2001).

According to Gül (2000) 3 basics of in – service training;

1. Teacher is acquired abilities related with his job,
2. Teacher is given necessary knowledge to acquire these abilities,
3. Attitudes of teachers are affected in a good way (akt: Önen et. al. 2009).

Same as the result of many research, it is often said that teachers should get in – service training to adapt the system better (Akpinar & Ergin, 2005; Bal, 2008; Birgin, 2010; Birgin, Tutak & Çatlıoğlu, 2008; Demirtaş, 2008; Kaplan, 2006; Nartgün, 2006; Özen, 2006). Ministry of national education is trying to serve this goal with many domestic and international in – service training activities every year, however, many researches show that teachers cannot get the in – service training much enough (Bal, 2008; Birgin, 2010; Birgin et. al., 2008; Demirtaş, 2008; Kaplan, 2006; Nartgün, 2006; Özen, 2006), and there are still deficiencies in using educational methods and techniques (Birgin & Baki, 2009; Çiftçi, 2010; Doğan et al., 2007; Erdal, 2007; Gelbal & Kelecioğlu, 2007; Gök & Şahin, 2009).

Aydoğan (2002) shows that thoughts of managers and teachers are mostly negative about the in – service training programs, and also according to teachers and managers, the purposes of in – service training programs are medium level, not good enough, and they have not satisfied by the in – service training activities (Cited in Uçar & İpek, 2006). It can be said that it is quite important that teachers should organise their lessons to direct students to knowledge instead of giving knowledge directly to students, and they should use different methods, techniques and approaches in this process. However, the researches show that teachers do not have enough knowledge about different methods and techniques to provide students participating class actively (Gönen & Kocakaya, 2006). In this research, it is aimed at getting math class teachers' expectations, thoughts and suggestions, who joined the in –

service training activity about "special teaching methods and techniques" organised by Ministry of National Education.

This research is planned and carried out as a qualitative case study, oriented to determine math class teachers' opinions deeply to evaluate an in – service training activity. "Factors about any situation (place, individuals, events, processes etc.) are researched with an integrated approach, and are focused on how they affect the situation, or how they are affected from the situation." (Yıldırım & Şimşek, 2008; p. 77). This research focused on an in – service training activity which almost sixty secondary school math teachers joined. Study group of the research is composed of 27 secondary school math teachers who were selected randomly from the participants of this educational activity. Opinions of each teachers are analysed, and it has been tried to find common opinions between teachers, and figure out the different shapes of the problem. In order to keep teachers' identity secret, they have been called as T₁, T₂, T₃, T₄. In views of the extend of study, semi-structured interview form has been used. Also the lesson documents, which have been used in the process of in – service training, have been used to increase the persuasiveness and the richness of data to examine documents. The semi-structured interview form has these 3 basic questions;

1. What are the expectations of math teachers joined in – service training?
2. What do math teachers think about the process of in – service training?
3. What are the suggestions of math teachers about in – service training?

NVivo10 qualitative data analysis program will be used at analyzing data, and occurring master key for data analysis, and at the end of the research, qualitative data will be analysed by analysis method. "According to this approach, obtained data is summarized and interpreted through determined themes." (Yıldırım & Şimşek, 2008, p. 224). Data analysis still continue, and the consequences will be discussed through obtained indication.

Keywords: Evaluation; in – service training activity; secondary school; math teachers.

A Study on Possible Assessment Methods for Acceptance Standards for Teacher Training Institutions

Recep KAHRAMANOĞLU; Mustafa Kemal University, Hatay, Turkey; recepkahramanoglu@gmail.com

Erdal BAY; Gaziantep University, Gaziantep, Turkey; erdalbay@hotmail.com

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From Pedagogy to Andragogy

Halil KAMIŞLI; Aşkım Tüfekçi Hospital, Adana, Turkey; hallper@hotmail.com
Mesut ÖZONUR; Çukurova University, Adana, Turkey; ozonur@cu.edu.tr

Abstract

Thanks to research done day by day, there have been a lot of innovations in many fields just like science and technology. Such developments have made professions and their definitions, required skills, qualifications be changed. From this point of view, it has been realized that what people learnt in their childhood has not been valid and adequate for the rest of their lives. North Whitehead (1931) emphasized the fact that people make use of what they have already known throughout their live was in valid anymore, and he claimed that the knowledge people had in their childhood was not valid and useful for the rest of their lives. With his expressions, he laid the foundations of lifelong learning (Akbaş & Özdemir, 2002).

Fulfilling the educational needs required by people throughout their lives has become among the new responsibilities of educators with the advent of lifelong learning. From this point of view, it has been realized that target groups include not only children but also adult learners. Consequently, adults need education in various fields, and they are motivated to fulfill their needs. Upon this result, the question "Is using just the methods related to pedagogy adequate to fulfill the educational needs of adults in these educational institutions?" has arisen. Adults and children have differences in their physical and intellectual features, experiences, needs. Compared to children, adults differentiate in a lot of fields, and as such their educational needs and learning should be different. Malcolm Knowles claims that adults whose needs are different from those of children should have different educational needs and learning styles. He states that there are differences between the learning styles of children and adults (Knowles, 1984; as cited in Blondy, 2007; Taylor & Kroth, 2009; Knowles et al., 1998, as cited in Houde, 2006; Knowles et al., 2005; as cited in Ota et al., 2006, Terehoff, 2002). In order to form an adult education process at desired level, it is important to define the word "adult", to explain adult education processes and to know the differences between adult education (andragogy) and pedagogy. Regarding this, in this study it has been aimed to explain the word "adult", adult education, the processes of it and the differences between adult education (andragogy) and pedagogy.

The study is a kind of descriptive study which aims to explain adult, adult education, the processes of it and the differences between adult education (andragogy) and pedagogy. In line with the aim of the study, the literature related to adult education were examined. In this part, the word "adult" was defined in order to answer the questions "Who is an adult?" and "Who can be regarded as an adult?". In addition, some information related to adult education, andragogy and the differences between adult education and pedagogy was given. There are plenty of definitions related to adult education. The biological, formal, social and psychological definitions of the word "adult" were given as in the following:

Biological Definition: to be at the age to proliferate.

Formal Definition: to be at the age to vote, to get driving license or marry.

Social Definition: Individuals can be regarded as adults when they work fulltime, get some social roles as a mother, father, wife, husband, etc., and fulfill their responsibilities as a citizen.

Psychological Definition: They become adults when they form self-concept for their own responsibilities in their lives (Crawford, 2004).

After defining the word "adult" in various aspects, the history of adult education, the process of it and its features were explained in the following part. When the history of adult education is examined thoroughly, it can be easily seen that the concept "andragogy" has been widely used. This concept was firstly used by Alexander Kapp in 1833. The concept, which spread in Europe in 19th and 20th centuries, was used by Lindeman in 1926, and after one year it was used by Lindeman and Anderson.

Malcolm Knowles, the pioneer of adult education, is regarded as the scientist who made the concept "andragogy" spread. He noticed that traditional pedagogy model was not adequate when he started to organize the adult education in a systematic way. Later, he put forward a theoretical model called andragogy. He used the word "andragogy" in order to define the learning systems of adults, which is different from pedagogy. Instead of pedagogy which means the science and art of teaching children, he defined the andragogy which means the science and art of helping and leading the teaching of adults. Malcolm Knowles claimed that the needs of adults differentiate from that of children, and so their

educational needs and learning are different from those of children. He specified six differences between children and adult learners:

1. The Need to Know: Adults want to know the reason why they need to learn before they attempt to learn. Facilitators should help adult learners understand the reason why they learn and where they make use of such information.

2. The Learners' Self-Concept: Adults believe that they are responsible for their lives, and they want to seem so. Facilitators should organize an environment in which adult learners can improve their self-guidance skills.

3. The Role of Learners' Experiences: In comparison to children, adults take part in educational activities with various experiences. They need individualized learning and teaching strategies because they have different learning styles, motivation types, needs, interests and aims. The most fertile source for learning is the adult himself. As such, it is a good idea to make use of their experiences by means of experiential techniques (discussion, simulation, problem-solving activities, case studies,etc.).

4. Readiness to Learn: Adults are ready to learn what they need and the things related to real world. They want to learn the things which are useful for their current life rather than the things which focus on future and are not related to their current state.

5. Orientation to Learning: Adult learners are life-, problem-, or task-centered in their approach to learning. They want learn the information which contribute to the solution of the problems they face everyday.

6. Motivation: Adults have extrinsic motivation (a better job, a higher salary, etc.), but the strongest type of motivation is intrinsic (a higher job satisfaction, self-esteem, etc.) (Knowles, 1984; as cited in Blondy, 2007; Taylor & Kroth, 2009; Knowles et al., 1998, as cited in Houde, 2006; Knowles et al., 2005; as cited in Ota et al., 2006, Terehoff, 2002).

Consequently, in this section pedagogy and andragogy was compared in the way of the concept of "self", the need for learning, experiences, being ready for learning, timing. It was concluded that adults, who have different traits compared to children, have different needs and learning. They are especially different in the concept of "self", the need for learning, experiences, being ready for learning, motivation, being directed to learn. Regarding this, while forming a curriculum for adults, such differences should be taken into consideration. Adults need more training by enhancing lifelong learning competencies. Fulfilling the educational needs required by adults throughout their lives has become among the new responsibilities of educators. Accordingly, it is necessary to form convenient educational environments in order to fulfill such needs of adults. It is believed that it is important to define the word "adult", to explain adult education processes and to know the differences between adult education (andragogy) and pedagogy in order to fulfill their needs at desired level. In that respect, the study is believed to contribute adult education process as it explains the concepts and processes in-question.

Keywords: Andragogy, pedagogy, adult education.

The Effect of Instruction based on Learning Style Models on Academic Achievement: A Meta-Analysis

Sedat KANADLI; Mersin University, Mersin, Turkey; skanadli@mersin.edu.tr

Abstract

When the national literature about the learning styles model is reviewed, it can be seen that these models have been heavily studied in terms of different variables (especially the academic achievement and attitude). In the national literature, there are studies pointing out that the learning environment tailored according to students' learning styles improve students' academic achievement, whereas there are also other studies indicating no effect on academic achievement. However, there isn't a meta-analytical review investigating the effect of learning styles on academic achievement. For this reason, there is a need to combine and synthesize the studies made in national literature through meta-analytical review.

The purpose of this study is to calculate the effect size by conducting meta-analysis of the experimental studies, carried out in Turkey, that investigate the effect of learning styles on academic achievement, and to define whether the academic achievement shows a significant difference as to experimental design type, course type and learning style model.

A meta-analytical review method was employed to combine the outcome of the independent experimental studies. The studies included in this review obtained from CoHE National Thesis Achieve, ULAKBIM, Google Academia, Eric and EBSCO database. As the collection process, the concept of "learning style" and the entire name of the learning styles model were entered. In this context, inclusion criteria areas follows:(1) Articles, unpublished thesis and presentations employing experimental design and carried out in Turkey between the years 2004 and 2014. (2) Studies must investigate the effect of instruction tailored to students' learning styles on academic achievement and must employ parametric tests. Based on the criteria above, 30 studies were included in this review.

The studies meeting inclusion criteria were coded according to the writer of the study, study type (master, doctoral theses), education level (primary, secondary, higher education), type of learning style model (Kolb, Dunn & Dunn, Myers & Briggs, 4MAT, Honey & Mumford, Grasha & Riechman, Perceptual Learning Styles, Brain Dominance, Felder-Solomon), experimental design (quasi-true experimental), course type (science, social science, math, English, informatics, measurement and evaluation). Here, science and technology, physics, chemistry and biology were coded in science; social studies, history, and geography were coded in social science. The inter-coder reliability was calculated as %100.

A test for heterogeneity was performed to decide which model (fixed or random-effects model) to be used. For this purpose, Q value was compared with table value of χ^2 and the significant level of the heterogeneity test was taken into consideration. A categorical moderator analysis was conducted in order to define whether a common effect size of the learning styles on the academic achievement shows a significant difference as to experimental design, learning style model and course type. The result of heterogeneity test, conducting to define which model would be used, was significance ($p<0.05$). Q value was calculated as 112.96 with 28 degrees of freedom. This value exceeded the critical value of chi-square, which is found on the χ^2 table, 28 degrees of freedom at a 95% significance level was 41.337. In the circumstances, random effect model should be used (Borenstein, Hedges, Higgins & Rothstein, 2009, p.77). When the studies included in this review were combined according to random effect model, the data from 29 studies yielded the common effect size of 1.029 with 95% confidence intervals of 1.216 and 0.843. This common effect size is "large" according to the Cohen's (1988) classification.

As a result of categorical moderator analysis, the effect of learning styles on academic achievement didn't show a significant difference as to learning style model, course type, and experimental design. As a result of the meta-analysis of the 29 studies which were carried out in Turkey, it was concluded that the instructional designs based on the learning styles model have a "large" effect on the academic achievement. This result is supported by the result obtained by Dunn at all. (1995). they found that the courses tailored to Dunn and Dunn Learning Style model had a "large" effect ($d=0.755$) on academic achievement. On the other hand, Kavale and Fortress (1987) investigated the effect of learning environment tailored to perceptual learning styles on academic achievement and they calculated the effect size as 0.14, representing "small" effect. The effect of the learning styles on the academic achievement showed no meaningful difference, according to employed learning style models. In other words, the academic achievement increases independent of the learning styles model type. Likewise, Felder (1996) reached a similar conclusion in his article where he compared four significant learning style models. According to him, since these learning style models basically have the same instructional approach, it is unimportant which model the educators choose.

As a result, these suggestions can be given to the researchers who will conduct studies in learning styles field; (i) The most used learning style models are 4MAT, Perceptual, and Kolb. The effectiveness of other learning style models can be researched. (2) Similarly, the studies are mostly conducted in Science, Social Science and Math. The effect of the learning styles in other courses can be researched. (3) In this meta-analytical review, we calculated the effect size of the studies investigating the effect of the learning styles on academic achievement. The effect size of the studies investigating the effect of the learning styles on attitudes, attainment and self-efficacy can be calculated.

Keywords: Learning style model, academic achievement, meta-analysis.

The Effect of Teacher Certification Program on Candidate Teachers' Professional Self-Efficacy Beliefs and Attitudes toward Teaching Profession

Sedat KANADLI; Mersin University, Mersin, Turkey; skanadli@mersin.edu.tr

Fazilet KARAKUŞ; Mersin University, Mersin, Turkey; faziletkarakus@mersin.edu.tr

Abstract

Teacher certification programs commonly include courses of educational science (theoretical) and practicum courses (practical). The purpose of these programs is to teach general knowledge, specific content knowledge to candidate teacher, to get them to gain knowledge, skill and attitude relating to the teaching profession and to ensure that they can transfer them to an authentic learning environment and so, to prepare them for the profession (MEB, 1998). Accordingly, it can be said that the hidden purpose of the teacher certification program is to improve candidate teachers' self-efficacy beliefs and attitudes toward the teaching profession. In national literature, it was seen that the studies made to determine the candidate teachers' self-efficacy beliefs and attitudes toward teaching profession were conducted through the survey method (Bümen & Özaydin, 2013; Demirtaş, Cömert & Özer, 2011; Oğuz & Topkaya, 2008; Sandıkçı & Öncü, 2013). However, in the national literature, there isn't a study investigating the effect of the teacher certification program on candidate teacher' self-efficacy beliefs and attitudes toward teaching profession. This study is seen as important in term of improving the teacher certification program.

The purpose of this study is to investigate the effect of the teacher certification program on candidate teachers' professional self-efficacy beliefs and attitudes toward the teaching profession. For this purpose, the following research questions will be addressed:

1. What are the candidate teachers' professional self-efficacy beliefs and attitudes toward teaching profession before and after the teacher certification program?
2. Is there a significant difference between candidate teachers' professional self-efficacy beliefs and attitudes toward teaching profession before and after the teacher certification program?
3. Do candidate teachers' professional self-efficacy beliefs and attitudes toward teaching profession show a significant difference based on candidate teachers' genders and department?

This study was prepared by using sequential explanatory mixed methods design. Explanatory sequential design begins with the collection and analysis of quantitative data, and then qualitative methods are used to collect and analyze the data in order to explain the results obtained from the quantitative phase (Creswell & Plano-Clark, 2014:79). In the quantitative phase of this study one-group pretest-posttest experimental design was used and in the qualitative phase the data were gathered through open-ended questions. The study group of this research consists of the candidate teachers attending the teacher certification program held at Mersin University Education Faculty in 2014-2015 academic years and who was able to be reached before and after the program.

In order to collect the quantitative data of the research, *Teacher Self-Efficacy Beliefs Scale*, and *Teacher Profession Attitude Scale* were administered to the study group before and after the program. *Teacher Self-Efficacy Beliefs Scale* was developed by Tschannen-Moran and Hoy (2001) and was adapted by Çapa, Çakıroğlu and Sarıkaya (2005) into Turkish. This instrument consists of three sub-dimensions; self-efficacy aimed at student participation, learning strategies and classroom management and is a 9-point Likert-type scale containing 24 items. The Cronbach's Alpha of the scale was calculated as 0.93. *Teacher Profession Attitude Scale* was developed by Çetin (2006). This instrument consists of three sub-dimension; love, value and adaptation and is a 5-point Likert-type scale containing 35 items. The Cronbach's Alpha of the scale was calculated as 0.95. In order to collect the qualitative data of the research, six open-ended questions were asked so as to examine the reasons of the teachers' level of professional self-efficacy beliefs and professional attitude at the end of the program. These questions were prepared by asking experts' view.

In order to define candidate teachers' professional self-efficacy beliefs and attitudes toward the teaching profession before and after the program, descriptive statistics will be made. Normality test will

be conducted to determine whether the data will allow for parametric or non-parametric statistics (Büyüköztürk, 2005). As a result of the normality test;

1. If the data is normally distributed, paired-samples t-test will be conducted to determine whether there is a significant difference between the pretest and posttest scores regarding candidate teachers' professional self-efficacy beliefs and attitudes toward the teaching profession. If the data is not normally distributed, Wilcoxon signed-rank test will be used.
2. If the data is normally distributed, Pearson's correlation coefficient will be calculated to determine the relationship between candidate teachers' professional self-efficacy beliefs and attitudes toward the teaching profession. If the data is not normally distributed, Spearman's rank correlation coefficient will be calculated.
3. If the data is normally distributed, one-way ANOVA will be conducted to determine whether candidate teachers' professional self-efficacy beliefs and attitudes toward teaching profession show a significant difference based on the candidate teachers' gender and department.

Themes will be developed through content analysis of the data obtained from the qualitative phase of the research. Tables and graphics will be created as to the number and frequency of the themes obtained from content analysis. The data for this study was collected and is at the analysis phase. Based on the results obtained from the data analysis, the results will be discussed in light of the literature and some suggestion will be made.

Keywords: Teacher certification program, self-efficacy, attitude.

Interpersonal Self-Efficacy Beliefs of Primary School Pre-Service Teachers and Their Attitudes towards Inclusive Education

Ahmet KANMAZ, Pamukkale University, Denizli, Turkey, akanmaz@pau.edu.tr

Abstract

Inclusive education brings disabled children in a normal classroom with their peers who show normal development, and mix them up in the education and instruction in a special way. In other words, inclusive education can be defined as to help the children who need special education establish psychosocial relations with their peers (Macmillan, 1982). For the disabled children, it is of importance to study in the same environment with their peers as much as possible. When we look at the educational environments of individuals with special needs in its historic process, we see a transition from the separate boarding/day schools to the inclusive education environments. It is against human rights for the children with special needs to study at separate boarding/day schools. Furthermore, these individuals have difficulties to adjust to the life in the society. Based on the view that the educational requirements of the students with special needs can be met in the ordinary educational environment, separate education is considered to be less preferred one, and inclusive education is an educational organization which is preferred more frequently (Kircaali-iftar, 1998).

The most prominent aim of the inclusive education is to provide the same education to the disabled individuals with the others in the same environment, and to contribute to the socialization of these individuals. Another significant aim is to protect the educational rights of the disabled students to study in the same environment without any discrimination. Inclusive education has several benefits for teachers, the children who show a normal development, the children with special needs, and families. Eripek (2004) suggests that the inclusive applications which start at the early times help the development accelerate, and, in turn, prevent some other inabilities related to this issue.

A successful inclusive application depends on some factors (Batu, 2000; Kircaali-iftar, 1998). First, elementary school teacher and school staff should believe the necessity of the inclusive education, and show effort for it. They should also give information to the other students about the inclusive education and the students with special needs. Both teachers and the students with special needs need to take supportive special education services. Therefore, it is clear that elementary school pre-service teachers should take the course of inclusive education. After having knowledge about the applications of

inclusive education, pre-service teachers change their attitudes towards the inclusive education, and this change will have a direct effect on the success of the inclusive education.

In addition to the attitudes towards the inclusive education, the interpersonal self-efficacy levels of elementary school pre-service teachers might have a direct effect on the achievement of the inclusive education applications. According to Bandura (1997), the individuals with high sense of efficacy do not avoid the experiences which they come across newly or they need to struggle with, and they are very decisive to accomplish their missions. The individuals with low sense of efficacy experience some feelings such as tension, stress and dissatisfaction more than the individuals with high sense of efficacy do.

To sum up, this study aims to determine the relationship between the interpersonal self-efficacy beliefs of the elementary school teachers and their attitudes towards the inclusive education, and the variables which might have an effect on the self-efficacy and the attitudes. This study is expected to contribute to the identification of attitudes and abilities of pre-service teachers throughout their undergraduate education. The application of such a study in the undergraduate education is important to take early precautions for the negative issues.

First, the current study aims to determine the relationship between the interpersonal self-efficacy beliefs of the elementary school teachers and their attitudes towards the inclusive education. Secondly, the study will scrutinize if the beliefs and attitudes of pre-service teachers differ according to some personal factors. Based on these aims, the following research questions were posed to find answers.

Sub-problems

- 1) What are the interpersonal self-efficacy levels of the pre-service elementary school teachers?
- 2) Do the gender and academic achievement have an effect on the interpersonal self-efficacy beliefs of the pre-service elementary school teachers?
- 3) What are the attitudes of the pre-service elementary school teachers towards the inclusive education?
- 4) Do the gender and academic achievement have an effect on the attitudes of pre-service elementary school teachers towards the inclusive education?
- 5) Is there any relationship between the interpersonal self-efficacy beliefs of the elementary school teachers and their attitudes towards the inclusive education?

This study is a descriptive one, one of the survey models. According to Karasar (2006), the survey models aims to describe a past or current situation. Through this model, we attempted to determine the interpersonal self-efficacy beliefs of the elementary school teachers and their attitudes towards the inclusive education. The study group was comprised of 236 4th grade pre-service teachers who study at Elementary School Teaching Program, Faculty of Education, Pamukkale University in 2014-2015 academic years. Since all the students in the study group were contacted and included, a sample was not chosen for the study.

Two different instruments were used to collect the data. To determine if the attitudes of pre-service teachers towards the inclusive education change, the scale of the views regarding the inclusive education, which was developed by Antonak and Larivee (1005) and adapted into Turkish by Kırcaali-iftar (1996), was conducted. The scale was adapted into Turkish by Kırcaali-iftar (1996), and the reliability and validity were analyzed again. According to the reliability analyses, Cronbach Alpha internal consistency coefficient was found as .80. To determine the interpersonal self-efficacy beliefs, the scale, which was developed by Brouwers and Tomic (2002), and adapted into Turkish by Çapri and Kan (2006), was conducted. According to the reliability analyses for this scale, Cronbach Alpha internal consistency coefficient was found as .93. For the analyses and interpretation of the data, the statistical measures such as percentage, frequency, arithmetic mean and standard deviation will be used. Furthermore, t-test variance analysis and correlation analysis will be carried out in order to answer sub research question. SPSS for Windows 22.0 will be used to analyze the data. The significance level was identified as .05, and the results will be presented in the tables based on the aims of the study.

The results, interpretation, conclusion and discussion will be presented after the analyses are carried out.

Keywords: Self efficacy, Inclusive Education, attitude.

Validity and Reliability Work as to the Self-Efficacy Scale towards Teaching Profession

Memet KARAKUŞ; Çukurova University, Adana, Turkey; memkar@cu.edu.tr

Abstract

There are many factors that affect human behaviors. The belief one has in being able to execute a specific task successfully, which is defined as self-efficacy perception or belief in the literature, is one of the most important determinants for the behavior displayed. According to Bandura (1986), self-efficacy is the perception that a person has in being able to display necessary acts and behaviors successfully in order to get the desired outcomes. Self-efficacy belief is based on our skills, and necessary to organize and perform our behaviors in order to achieve our goals. The people have competence to think of and evaluate themselves and their behaviors. Within this context, self-efficacy perception is considered as an important concept to perform the said evaluation. Self-efficacy perception is one's belief in his own knowledge and skill as to whether he is able to succeed a specific task or not. In this regard, the stronger expectations people have, the more effort they make. The self-efficacy perception of teachers as to their profession plays an important role in performing their profession successfully. Therefore, teachers' self-efficacy perception is regarded as an important field of study.

Teachers' self-efficacy perception is defined as their capacity to increase the performance of students or as the perception in being able to display necessary behaviors in order to fulfill their tasks successfully. Self-efficacy perception refers to one's struggling power and resistance. While the one, who does not trust to his own abilities and skills, gives up striving, on the contrary the self-confident one faces the facts, and struggles more to solve the problems. So it can be said that a high level of self-efficacy has a positive impact on effectiveness of education. General self-efficacy of the teachers is a factor that may have an influence on the attitude of students to the courses and on learning-teaching facts. Moreover, such situations as being dominant in the classroom and giving confidence to students are too difficult for a teacher who does not have a high level of self-efficacy (Aksu, 2008; Azar, 2010; Bikmaz, 2004; Ekici, 2008; Uysal & Kösemen, 2013). Teaching is a learned profession that has social, psychological, economical, scientific and technological dimensions about the education, grounds on expertise knowledge and skill in a specific area, and requires pedagogical formation. The studies on qualifications of teachers show that self-efficacy perception of teachers is an important variable for the success in teaching profession (Demirel & Akkoyunlu, 2010). Therefore, the determination of self-efficacy levels of teachers is very crucial. In this study, it has been aimed to develop a self-efficacy scale regarding teaching profession in order to assess and evaluate the self-efficacy levels of teachers.

This research is a scanning study. The sample of this study consists of 323 preservice teachers in total, 213 of which are female and 109 of which are male, who are receiving pedagogical formation training in the Faculty of Education of Çukurova University for 2014 – 2015 academic year, and who were present during the course hours on which this scale has been applied. Fields of the said preservice teachers are math, physics, chemistry, biology, literature, sociology, history, divinity, nursing, physical training and music. During the development of data collection tool process, item pool consisting of 41 points has been created, and opinions of experts in education programs and teaching field have been received. In the direction of suggestions received from experts, the number of item has been identified as 41 points; and data collection tool has been put into final form and then it has been made ready for the application.

After the application of 5 point likert scale response form classified from "1-Strongly Disagree" to "5-Strongly Agree" on preservice teachers, exploratory factor analysis has been implemented in order to examine the structural validity of data collection tool, and Varimax upright rotation has been used according to maximum probability. Büyüköztürk (2012) indicated that load value should be written as .32 as a minimum in order to see the items describing 10% variance within the scope of each factor. Therefore, lower limit of factor loads has been considered as .32 for the purpose of deciding whether items stay in the scale in exploratory factor analysis. Before the application of factor analysis, Kaiser-Meyer-Olkin (KMO) and Barlett tests have been used with the objective to determine the sufficiency of sample size. As a result of the analysis carried out, it has been determined that KMO value was .84 and Barlett test was significant ($\chi^2=969.86$ sd=91; $p<0.01$). In the light of these findings, it can be said that

sample size is sufficient to carry out the factor analysis and that data meets multivariate normality numeration.

Cronbach Alpha coefficients belonging to both total scores obtained from the scale intended for the determination of reliability of data collection tool and total scores obtained from sub-dimensions of the scale have been analyzed. After the analysis carried out, 41-point in the scale has been evaluated in terms of distribution as to sub-dimensions, cyclical point situation and factor load. In the consequence of this evaluation, a scale consisting of two sub-dimensions and 14-point has been obtained. It has been determined that scale was composed of two sub-dimensions as "Field and Profession Knowledge" and "Stability and Continuation Efforts". Factor load values of items in the scale range from .73 and .33; total score correlations from .69 and .43; common factor variances from .50 and .16. Two sub-dimensions express 40% of variance. Cronbach Alpha coefficient of consistence pertaining to whole scale has been specified as .80. Can (2013) and Kayış (2008) indicate that scale is highly reliable if it is between .80 and .1. Starting from this point of view, it can be said that the whole scale is reliable. When the relation between sub-dimensions in the scale is analyzed, it is seen that relation is .36. These relations are expected not to be high. Pearson correlation coefficient shows that the relation between .26 and .49 is poor (Sungur, 2008). From this point of view, it can be said that there are poor relations between factor total scores.

To conclude, considering the values obtained from exploratory factor analyses and reliability analyses, it can be said that self-efficacy perception scale as to teaching profession is a tool that may be used to determine the perceptions of preservice teachers for teaching profession.

Keywords: Teaching profession; self-efficacy perception; preservice teacher.

Investigation of Teaching in Multigrade Classes Lesson according to Perceptions of Teacher and Teacher Candidate

Memet KARAKUŞ; Çukurova University, Adana, Turkey; memkar@cu.edu.tr

Fatma KARAKUŞ; Çukurova University, Adana, Turkey; fkaracoban@cu.edu.tr

Abstract

When the quality of a system is in question, the nature of the basic building blocks that forms the system becomes important. Considering the educational system, the elements forming the system are composed of teacher, student and the curriculum (Üstüner, 2004). Although the system depends on the nature of the interaction of these three elements with each other and each of them has a different significance, the quality of the teacher is of particular importance in the system (Gürbüztürk & Genç, 2004; Kavas & Bugay, 2009). When analyzed the attempts aimed at increasing the qualifications of teachers in Turkey, it is seen that restructuring studies were carried out in many areas from the development of pre-service teacher programs and the cooperation of MEB and YÖK to accreditation practices, in-service training programs and the enhancement of education faculties' equipment. However, no result was obtained about to what extent the changes affected the quality of the teachers due to the lack of a systematic monitoring/review process concerning the effectiveness of these efforts in the last period, and faculties of education were restructured in 2006-2007 as a result of the dissatisfaction occurring over time (Oral & McGivney, 2014). With this arrangement, the emphasis on general education lessons in faculties of education programs was increased, and the opportunity of practicing in multigrade classes, villages, and regional boarding schools was given to teacher candidates. However, in Teachers National Strategy Workshop held in Antalya (2011), the fact that it was stated that adequate and effective opportunity was not provided for teaching practices and school experiences in the curriculum of faculties of education and that educational knowledge was neglected by concentrating on field knowledge indicated that the existing problems continued in improving the qualifications of teachers.

Teaching is not a profession that only requires good field knowledge. Teaching is a matter of skill. Therefore, teaching requires the possession of professional skills, attitudes, and values as well as good field knowledge. The quality of education performed at schools that are regarded as the laboratories of

communal living is directly related to the quality of the teachers find the opportunity of putting their knowledge and skill into practice in these laboratories in the process of pre-service training. Indeed, when analyzed the studies in the literature, it is seen that beginning teachers encountered many problems from the problems of the region they were appointed to the type of the school and from student profile to parents expectations during the process of adaptation and candidateship (Aksoy, 2007; Duran, Sezgin & Çoban, 2011; Gürel, Çapar & Kartal, 2014; İzci, Duran & Taşar, 2010; Oral & McGivney, 2014; Öztürk, 2007; Semerci et al, 2007; Şahin, 2003; Yıldız & Köksal, 2009). It was stated that teachers who mostly encountered with such problems were those newly graduate teachers who entered the profession at schools with multigrade classes. This situation resulted from the fact that beginning teachers did not get the opportunity of practicing at schools with multigrade classes in the process of pre-service training, and that they took lessons just based on the theoretical basis (Aksoy, 2008; Sağ & Sezer, 2012; Erdem, Kamacı & Aydemir, 2005).

The fact that the compulsory education in Turkey is carried out at primary schools with mobile, boarding-pension or multigrade classes requires internship practices in pre-service teacher training to be performed not only at schools composed of independent classes but also at schools with mobile, boarding-pension or multigrade classes. The schools with multigrade classes, which are especially located in rural regions and which differ from the schools with independent class, mobile and boarding-pension due to their classroom structure and teaching method, are the schools where teacher candidates who are studying in classroom teaching program should experience before graduation.

According to 2011-2012 education and training data from Ministry of Education, 305.201 students are studying at schools with multigrade classes in 10.413 primary schools in Turkey (MEB, 2012). These data show that approximately 35% of primary schools in Turkey are composed of schools with multigrade classes. Teaching at schools with multigrade classes is performed differently compared to the training at schools with independent classes. It is stated that multigrade classes, which is described as the fact that students of different ages, classes and the abilities receive training within the same group (Little, 1995), are generally located in rural areas and villages, and will exist in the near future in our country (Akbaşlı & Pilten, 1999). The main reason for the survival of multigrade schools occurring for reasons such as lack of teacher, student and classrooms under our country's conditions is the lack of students and climate and the transportation conditions (Çınar, 2004; Öztürk, 2005; Sezer, 2010). Although the presence of multigrade schools is a factor that lessens the administrative and financial difficulties, this practice is particularly preferred in order to contribute to the emotional and social development of the students as well as their academic success (Veenman, 1995; Burns & Mason, 1997; cited in Sezer, 2010). Multigrade class that is not a practice including only certain regions of Turkey is a practice that exists in almost all cities in our country. The practice of multigrade classes is not a practice that is only peculiar to Turkey. Multigrade classes are applied in many countries of the world such as Greece, Spain, Finland, America, England, Australia, India and Peru (Murlyan-Kyne, 2007). This situation shows that schools with multigrade classes are preferred practices not only in undeveloped or underdeveloped countries but also in developed countries.

Teaching in multigrade classes requires more effort than the training in the independent classes in terms of both teacher and student. The implementation requirement of this teaching method or type of school differs according to the perspective of the countries on the subject. Although this situation depends on reason such as lack of economy and teacher (Birch & Lally, 1995; Mason & Burns, 1997; cited in Sezer, 2010) in underdeveloped countries, it depends on lack of age population in developing countries like Turkey (Miller, 1991; MEB, 2005). Besides, in developed countries, this practice is mostly preferred in terms of contributing to the personal and social development level of the students such as academic development, having a personality of tolerant, friendly, entrepreneurial, independent, cooperation and sharing (Allen, 1997; Veenman, 1995). Teaching in multigrade classes differs considerably from the teaching in independent classes in terms of the implementation of the primary school curriculum and the restructuring of education and training process. The first difference is the curriculums applied alternately by year. For instance, the curriculums of science, social studies, the life science and religion and ethics classes are applied alternately by year. Besides, lessons such as visual arts, music, and physical education are taught simultaneously by selecting the most appropriate program and level of all students. In addition to these, another difference is the fact that lessons, in which cognitive levels of students are taken into account such as Turkish and Math, are taught according to cognitive levels of the student without regarding the class level of the students (MEB, 2000). The

conditions that differentiate teaching in multigrade classes from the training in independent classes and the characteristic of the settlement where schools with multigrade classes are located cause teachers working in these schools to have negative opinions about teaching practice (Aksoy, 2008; Cornish, 2006; Jakobson, 2007; Mulryan-Kyne, 2004). When analyzed the studies in the literature on this issue, it was stated that these negative opinions resulted from insufficient pre-service and in-service training (Aksoy, 2008; Miller, 1991; Pridmore, 2004; Şahin, 2003) and insufficient local administrative and support (Aksoy, 2008; Juvane, 2005; Özben, 1997; Sağ, Savaş & Sezer, 2009). Teachers', who work in multigrade classes, skills of interpreting and applying the curriculum prepared for independent classes according to the structure of multigrade classes should have different characteristics from the understanding and skills necessary for independent classes (Aksoy, 2008; Miller, 1991). However, teacher candidates who saw the multigrade class practice on site and performed for a short-term (Sağ, 2009) and the teachers executing the practice (Aksoy, 2008; Miller, 1991) asserted that the quality of education they received in faculty was far from having the conditions of multigrade class teaching. This situation required determining the requirements in question by referring to the views of teachers and teacher candidates for more efficient teaching of Teaching in Multigrade Classes lesson in pre-service teacher training.

In the study carried out, "Determination of the effectiveness and professional requirements of Teaching in Multigrade Classes lesson by referring to the views of teachers and teacher candidates" was aimed. In accordance with this aim, research questions to be answered are as follows:

1. What are the opinions and suggestions of 4th-grade students of classroom teaching about the effectiveness and the requirements of Teaching in Multigrade Classes lesson?
2. What are the opinions and suggestions of classroom teachers working in multigrade classes about the effectiveness and the requirements of the practice?

This study was carried out by phenomenology design from qualitative research designs. The underlying phenomenon in the research was the opinions and suggestions of classroom teachers and teacher candidates about the effectiveness and the requirements of Teaching in Multigrade Classes lesson.

15 teacher candidates who were studying in Faculty of Education Department of Primary Teaching of a public university located in the Eastern Mediterranean Region during the spring semester in 2014-2015 academic year and who took Teaching in Multigrade Classes lesson, and 5 classroom teachers working at schools with multigrade classes in the same region participated in the research. In obtaining research data, semi-structured interview forms prepared by researchers were used. In the process of preparing the interview forms, the related literature review was carried out and draft interview forms were created for teachers and teacher candidates in accordance with the sub-aims of the research. Draft forms were submitted to the opinion of the four domain experts, and forms were put into final forms by making necessary arrangements in accordance with the opinions received.

Firstly, questions about the personal information of participants were included in interview forms. Afterwards, questions about the objective, content, teaching-learning process, assessment and evaluation practices and the requirements of teaching in multigrade classes lesson were included in teacher candidate form; and the questions about the objective, content, teaching-learning process, assessment and evaluation practices and course/education requirements of the lesson/education they took about teaching in multigrade classes lesson during pre-service training were included in teacher interview form. Also, in the teacher form, questions through which teachers could state their opinions and suggestions about the required professional qualifications of a teacher working at schools with multigrade classes were included. In the analysis of data obtained in the research, content analysis from qualitative data analysis methods was used. Interview records of the teachers and teacher candidates were transferred into a computer environment, and raw data texts were obtained. Before the encoding process, interviews of both groups were encoded by the participants' sequence numbers in the interview forms, and data were organized as two separate datasets by using the codes in the form of Ö1, Ö2, Ö3.. for teachers and ÖA1, ÖA2, ÖA3.. for teacher candidates. As data analysis process is going on, studies regarding the findings of the research, result/discussion, and the conclusion chapters are going on.

Keywords: Teaching in multigrade classes, teacher, teacher candidate, needs analysis.

Professional Identity and Development among Novice Teachers at Higher Education Institutions: A Case Study

Pınar KARATAŞ; Ege University, İzmir, Turkey; karataspin@gmail.com

A. Cendel KARAMAN; Middle East Technical University, Ankara, Turkey; cendel@metu.edu.tr

Abstract

Teacher learning is a process of “organizing and reorganizing, structuring and restructuring a teacher’s understanding of practice” (Uhlenbeck, Verloop, & Beijaard, 2002, p. 248). Although teacher candidates construct their knowledge of teaching in pre-service education; upon program completion, they shape their further understanding in their initial years of teaching. Therefore, the effectiveness of teacher development programs for novices is also critical. In this regard, studies in Turkey primarily focused on the challenges of novice teachers in their induction period (Çakmak, 2013; Ozturk & Yıldırım, 2012).

This study aimed to investigate how novice language teachers at some schools of foreign languages at universities in Izmir perceive their professional identity and development. Professional identity in this study entails the development of a novice teacher’s professional identity from the beginning of a career choice to education and becoming a teacher. It encompasses understanding teachers’ motivation and how they perceive themselves as teachers. Regarding professional development, following pre-service teacher education, understanding the processes of induction is important. This study aimed to document novice teachers’ views on their initial professional development and related needs.

The study aimed to examine the perceptions of the participants in multiplesites in the same city and after identifying an issue to work on, determined a single site for focal inquiry. For an in-depth exploration, we employed qualitative research methods. With the goal of understanding the phenomena studied in their natural context, the study does not aim to generalize. In order to explore participants’ views and related experiences closely, we utilized a qualitative case study design. Participants were selected based on criterion sampling. 12 instructors teaching at 3 universities were selected based on two criteria: having less than 3 years of teaching experience and teaching in a preparatory school at a university in Izmir. Semi-structured interviews and observations with the novices were the primary sources of data. We initially interviewed 12 participants once. The 3 participants in the focal site participated in 2 additional interviews and each were observed three times. The researcher’s field notes and journals were used for triangulation. All interview data were transcribed. Data analysis was conducted concurrently with collecting and interpreting data. The coding process started during and after data collection. First, data were coded for its major categories and the most important ones were developed through focused coding. Then, the coded data were rearranged and reclassified into themes.

Reflecting on their professional identities, while several teachers described their choice for teaching as a profession at early stages in their schooling, others reported having dreamt of different professions but ended up becoming teachers. Most novice participants explained how they felt they needed to appear strong in class and how this shaped their decisions. Regarding *self-as-teacher*, participants focused on positive qualities or changes in their professional identities. In some instances, they acknowledged and described their weaknesses and even criticized their former selves. Reflecting on their professional development and the support they received, most participants appreciated the assistance provided by their colleagues. However, they reported the lack of an effective induction period. In this regard, participants felt that they were left on their own to deal with the challenges that arise after entry into the teaching profession. In particular, they expressed a need for professional development workshops, for instance on classroom management.

Novices, who already have difficulty in student engagement and classroom management, point out they need support regarding lesson planning and material development. However, contrary to their expectations, most emphasize the lack of support in their schools. They only receive psychological support from their friends, parents and colleagues (Brannan & Bleisten, 2012; Farrell, 2012; Mann & Tang 2012). Rather than the administration, other novices and their roommates provide instructional support for them.

As for perceptions regarding professional identity, among the 12 teachers, 8 novices chose teaching as a fallback career. Teachers want to appear strong in class as they do not feel safe, which shapes their

pedagogical decisions. Almost all perceive changes in their professional identity towards troublesome students and teaching as time passes. During their pre-service education, novices are placed in a culture of support, which contributes to feelings of security. In a very critical moment, though, they experience a shift and find themselves in a culture of isolation. Teacher educators should be more involved in the induction process and be in contact with the schools to support novices. Administrators should address concerns of novices, offer assistance, appreciate their efforts, and take them seriously. Case studies and narratives can be used as teacher training resources for novices to foster reflective thinking since reflecting on stories is found to be empowering (Barkhuizen, 2011; Farrell, 2012; Richards & Farrell, 2005; Shin, 2012).

Keywords: Teacher education; novice teacher identity; professional development.

A Scale Development for Teacher Competencies on Cooperative Learning Method

Ayfer KOCABAŞ; Dokuz Eylül University, İzmir, Turkey; ayferkocabas@gmail.com
Deniz Gökçe ERBİL; Dokuz Eylül University, İzmir, Turkey; denizgokceerbil@gmail.com

Abstract

Cooperative learning method as an active learning method is a teaching method that has been studied both in our country and in the world for many years. A great number of studies have shown that cooperative learning method has a positive effect on academic achievement and attitude. However, cooperative learning method is not included in curricula and is not adequately applied in our country. In Akay and Kocabas's (2013) study, the teachers reported that they knew active learning methods, but could not properly apply them. The results of study also indicated that the extent to which teachers use different methods and techniques was considerably low. Moreover, Akay and Kocabas found that the problems, which the teachers experienced during the application of the active learning methods usually, originated from the curriculum, the school management, the parents and the students. Gökçe (2004), in his study, found that the teachers were aware of the benefits of active learning methods; however, these methods were not adequately conducted in primary schools. Gökçe's study further revealed that students could not engage in the planning process of teaching principles. Bulut's (2005) study demonstrated that active learning was negatively affected by several problems such as the physical conditions of the school, the lack of the equipment, the fact that teacher evaluation by inspectors was not concerned with the active learning, teachers' incompetency in active learning, and teachers' inclination to traditional teaching methods. In the light of the results of all of these studies mentioned above, it is undisputable that teachers have difficulties in implementing cooperative learning method, which is an active learning method. Although the studies emphasize that most of problems do not originate from teachers, there is not an instrument that assesses teacher competencies regarding to cooperative learning method and reveal the quality of the training they receive at university. In order to fill this gap in the literature, this study aims to develop a scale that measures teachers' competencies on cooperative teaching methods by focusing teachers' conceptual background, knowledge level and application processes related to cooperative learning method.

Cooperative learning theory is the main base of this study. The main elements of cooperative learning such as positive interdependence, face-to-face interaction, individual accountability, intergroup skills, and group process were the key elements in the process of developing scale. 48 items were prepared as a draft form that had been reviewed by 3 experts. No item were removed from draft form; some of them were revised according to experts' opinions. The work group were consisted of 236 active teachers who were working in all regions of Turkey. For reliability purposes of the scale, Cronbach's Alpha coefficient, item-total correlation coefficients, discrimination index value, t test between top and bottom %27 groups' means were determined for evolution. Exploratory (EFA) and confirmatory (CFA) factor analysis were conducted to validate the scale.

Depending on to reliability process, one item were removed from the scale because of having low item-total correlation coefficient and no significant t value (Büyüköztürk, 2013). EFA were started with

47 items and showed that 21 items were loaded in three factors by explaining the %44.28 of total variance. Three factors were titled as "Groundwork and Planning" (6 items with factor loadings between .44 and .69 explained %12.57 of total variance), "Cooperative Learning Process" (11 items with factor loadings .53 and .80 explained %23.77 of total variance) and "Assessment" (4 items with factor loadings .50 and .71 explained %7.95 of total variance). To execute internal consistency of scale, correlation analysis had been made between sub-factors respectively (.66; .86 and .60). CFA results indicate that scale with three sub-factor is practical and valid model. The fit indices showed a good-fitting model ($\chi^2/df = 2,40$; RMSEA = ,08; SRMR = ,08; GFI = ,86; AGFI = ,82; CFI = ,91; NNFI = ,89) Furthermore, all of 21 items have significant t values to define the latent variable (Çokluk, Şekercioğlu & Büyüköztürk, 2012; Jöreskog & Sörbom, 1993; Sümer, 2000). Results of this study revealed that a scale with 21 items-3 sub factors is a valid and reliable instrument to study teacher competencies on cooperative learning method. "Teacher Competencies on Cooperative Learning Scale (TCCLS)" have 21 items and 105 is the maximum, 21 is the minimum score that can be taken from this scale. TCCLS have 3 sub-factors which were titled Groundwork and Planning, Cooperative Learning Process and Assessment.

Keywords: Cooperative learning, scale development, teacher competencies.

Teaching Certification Education in Turkey: A Program/Model Proposal

Ece KOÇER; Ankara University, Ankara, Turkey; ecekocer@gmail.com

Ersin TÜRE; Ankara University, Ankara, Turkey; ersinture@gmail.com

Özgür ULUBEY; Muğla Sıtkı Koçman University, Muğla, Turkey; ozgurulubey@gmail.com

Meryem HAMSI; Ankara University, Ankara, Turkey; meryemhamsi@hotmail.com

Ayşemine DİNÇER; Ankara University, Ankara, Turkey; aysemine67@hotmail.com

Zülal UĞUR ARSLAN; Ankara University, Ankara, Turkey; zulal.ugur.89@gmail.com

Fatma BIKMAZ; Ankara University, Ankara, Turkey; fatmahazir@gmail.com

Abstract

In Turkey, secondary and higher education institutions affiliated to the Ministry of National Education (MoNE) were responsible for teacher education from the proclamation of the Republic to 1982. With the 1739 Basic Law of National Education that was enacted in 1973, universities were authorized to implement teaching certification programs for secondary schools. Considerable differences have been seen between universities in terms of the implementation of the programs like scope and number of courses (Kavcar, 2002).

Institutions affiliated to the MoNE were placed under the authority of the Higher Education Council (HEC) and the responsibility of teacher education was transferred to the universities in 1982. In addition, teaching certification programs consisted of 27 hours of theoretical and eight weeks of teaching practice courses. However, the hour of theoretical courses was reduced to 19 (Bikmaz, 2015). Besides subject teachers, graduates of other faculties were also allowed to become teachers with 33-credit primary school teaching certification program (Bilir, 2011).

Considering the practical problems encountered until 1996, faculties of education went through a restructuring process during the academic year of 1998-1999 as part of the Developing National Education Project of the HEC and the World Bank. With this regulation, there had been two paths for the education of secondary school teachers. In the first one, prospective teachers in the secondary school social sciences teaching department of faculties of education took mostly subject courses in the first three and half years; and received a master's degree after taking pedagogical courses in the other one and half year. Secondly, graduates of faculties of arts and sciences also received a master's degree when they completed the non-thesis master's program (Azar, 2011; Bilir, 2011; YÖK, 1998). Because of the problems encountered in the restructuring process, pedagogical courses in the secondary school teaching programs were distributed to five years; and subject courses' being lectured in faculties of letters and sciences was ended in 2006. Although this change didn't reflect on the non-thesis master's program, the hours of theoretical and practical courses were affected. Non-thesis master's degree had 45 credits (32 hours of theory and 26 hours of practice) after the regulation made in 1997; and 46 credits (37 hours of theory and 18 hours of practice) with the regulation made in 2007. In 2008, duration

of one and half year-non-thesis master's program was reduced to one year and 34 credits (26 hours of theory and 16 hours of practice) in total (Bikmaz, 2015; YÖK, 2007).

Non-thesis master's programs were ended; and it was determined to meet teacher shortage with pedagogical certification programs by the HEC in the academic year 2009-2010. On the other hand, admitting students to secondary school subject teaching non-thesis master's program was ended in the academic year 2010-2011. Instead, graduates of faculties of letters, science and theology were allowed to participate in pedagogical certification programs during and after undergraduate education. However, with the Turkish Council of State's adoption a motion for stay of execution in 2010, certification during undergraduate education was abolished (Azar, 2011; Bikmaz, 2015; Özoglu, 2010; Saylan, 2013). Also duration of teaching certification programs was determined as two periods; and total credit was reduced to 25 (20 hours of theory and 10 hours of practice).

There has been lots of research conducted about the problems of teacher education in Turkey. The HEC's allowing graduates of faculties of letters, science and theology to become teachers were criticized and non-functional features were emphasized in these studies (Senemoğlu, 1989). Introduction of programs of education for pedagogical certification by the HEC in 2009 was criticized by lots of researchers and institutions, notably faculties of education. It has been stated that these decisions of the HEC aiming at increasing quantity without considering quality are failures and there has been lots of examples of these kinds of failures in the late history (Azar, 2011; Baki, 2010; Bikmaz 2015; Bilir, 2011;). On the other hand, pedagogical certification program for undergraduate students in higher education programs affiliated to the HEC got reactions from the Council of Deans of Faculties of Education and institutions like TEDMEM for it was not appropriate for the realities and needs of Turkey.

There are many different implementations of pedagogical certification programs in the world. For instance, Finland makes use of concurrent model only while concurrent and consecutive models are applied at the same time in countries like the UK, the USA-New York and Singapore. Although various models are preferred in developed countries, each one shows consistency with the model of their choice. However, this consistency is not valid for Turkey. For this reason, it is obvious that in Turkey there is a need for a teaching certification program/model which gives priority to provide qualified teacher education, is feasible and appropriate for the realities of Turkey.

In this study, it is aimed to offer a teaching certification program/model which gives priority to provide qualified teacher education, is feasible and appropriate for the realities of Turkey. At the model proposed, answers to the questions such as who will be the students; how long the program will be; who will teach at the program and how it will be delivered (face-to-face, distance education, etc.) are aimed to be answered. In order to achieve this aim, research and development methodology has been used. In this regard, literature about teaching certification and practice examples were analyzed. Then a draft of program/model for teaching certification in Turkey was prepared by taking opinions of authorities in the MoNE and the HEC, directors of the higher education institutions offering this education, lecturers and students attending the programs. Finally, this draft was submitted to all stakeholders for their opinions.

Participants of the study are all stakeholders of the teaching certification education including authorities in the relative departments of the MoNE and the HEC, directors of the higher education institutions offering this education, lecturers and students attending the program. Data of the study has been collected by semi-structured interviews and questionnaires developed by the researchers. Data collected by the questionnaires will be analyzed by using descriptive statistics. Thus, frequency and percentage distribution of the answers to the items in the questionnaire will be calculated. Data collected by the semi-structured interviews will be analyzed through content analysis. For this purpose, interviews which will be conducted face to face and audiotaped with the permission of the participants will firstly be transcribed. Then, after being read several times, the transcriptions will be organized according to the framework formed. Later, the organized data will be described with codes and themes, and will be supported by direct quotations. Finally, as the study is in progress, findings, results and discussion will be formed later.

Keywords: Teaching certification education; model proposal; program proposal.

The Difficulties That Primary School Teachers Have with Inclusive Education and Their Intervention Types

Gökben KORKMAZ; Ministry of Education, Adana, Turkey; gokbenkorkmaz@hotmail.com

Sevilay ÇIRAK; Gaziantep University, Gaziantep, Turkey; sevilaycirak@hotmail.com

Abstract

In 573 Delegated Legislation on Special Education, an individual with special needs is described as "the individual is different from his/her peers in terms of individual features and learning skills because of various reasons." "Special education is the practice of educating students with special needs in a way that addresses their individual differences and needs in order to increase their independent living possibility" (MEB, 1997). Education services for individuals with special needs are divided into two: inclusion and separation. Inclusion is defined as "providing education services for individuals with special needs at the most appropriate and early period in the least restricting environment so that they can be a part of the society" (Gök&Erbaş, 2011).

Contrary to the common perception, there is no question of categorizing students with special need in terms of their inadequacies. The aim of inclusive education is to help students with special needs to share the same classroom environment so that they can use their skills at the maximum level; to make them feel that their inadequacies are not obstacles, and they can even turn their inadequacies into advantages; to ensure that students become integrated with the society socially and educationally; and to support them to become productive individuals (Ataman, 2003; Kılıç, 2011; Şekercioğlu, 2010).

Students with special needs demonstrate different feature from their peers. Therefore, in inclusive education responding to these distinctiveness, parents, school managers, teachers, and counsellors have various responsibilities. The most important responsibility belongs to teachers who organize the in-class activities by being in one-to-one interaction with students with special needs. Those teachers' knowledge about inclusion, their attitudes and behaviours affect the inclusion process directly. At this point, it is important to abolish the obstacles which prevent teachers from having a healthy interaction with students, conveying their knowledge to students, and having positive attitudes towards those students. Therefore, in order to determine the problems in inclusive education, the views and attitudes of primary school teachers on inclusive education are crucial as they lead the students at their first years at school in primary school. The main purpose of this study is to determine the views of primary school teachers on inclusive education as they are a part of this type of education and to contribute to increase their awareness and sensitiveness on this issue.

Based on the main purpose of the study, the following questions were asked:

1. What are the difficulties with inclusion students that primary school teachers have?
2. What are the sources of the difficulties with the inclusion students?
3. Which intervention methods do teachers use when faced with difficulties with inclusion students?
4. What are their opinions on in-service training on inclusive education?

The current study is a qualitative study with a descriptive survey model. The sample of the study includes 5 voluntary primary school teachers in Gaziantep. The data was collected through semi-structured interviews. Findings were classified based on the research questions.

1. The most common difficulties that primary school teachers have with inclusion students are illiterate inclusion students, relationship with their peers, inadequate parent support, and problems with classroom management.
2. Primary school teachers state the sources of difficulties as follows: inadequate parent support, teachers' lack of knowledge and equipment, student's individual disability, problems while communicating with the student, and crowded course population.
3. Teachers use the methods of communicating with the inclusion student, getting into contact with the parents, sparing extra time to those students in class activities, and cooperating with the counselling service in order to solve the problems with inclusive students.
4. It has been stated that teachers in this study did not take any course about special education in their undergraduate studies, but only one of them attended an in-service training about this issue. They remarked on that trainings on inclusive education are not adequate and these trainings will not contribute to their profession in terms of solving the problems of inclusion students.

At the end of this study, it was found that primary school teachers have many problems about inclusive education. To solve these problems, education faculties must initiate new regulations on inclusive education for undergraduate studies and in-service trainings, physical conditions at schools must be improved, students must be supported to gain the skills of their academic level, school counselling services must be more active in inclusive education, activities to improve peer relationship must be encouraged, and parents must be aware of this process and support this process by involving in it.

Keywords: Primary school teacher, inclusive education, difficulties, intervention types.

Pre-Service Science Teachers' Cognitive Fictions of Science Teachers' Qualifications: A Comparative Analysis

Ulaş KUBAT; Muğla Sıtkı Koçman University, Muğla, Turkey; ulaskubat@yahoo.com
Ali YAKAR; Muğla Sıtkı Koçman University, Muğla, Turkey; aliyakar10@gmail.com
Bilal DUMAN; Muğla Sıtkı Koçman University, Muğla, Turkey; bduman@mu.edu.tr

Abstract

The qualifications of the teachers in our education system undeniably important level. The Ministry of Education on teacher qualifications, teacher training implemented by the Directorate General has completed a project in 2006 that sets out the general qualification criteria of the teachers in Turkey. The competencies identified under this project have been identified in six subscales; "A. Personal and Professional Development, B. Knowing the Student, C. Teaching and Learning Process, D. Learning and Development Monitoring and Evaluation, E. School-Family and Community Relations F. Programs and Content Knowledge "Performance indicators relating to this aspect of their general competence with regard to the teaching profession have been identified (MEB, 2006). In addition to the general competence of teachers should have as many sub-qualification and qualification of specific areas have been identified. As specified in the literature, in addition to qualifications and abilities, determination by the science of detection for the qualifications of teachers of science teachers will further enhance the process. The research was carried out by focusing on these issues.

The aim of this study is to examine cognitive fictions towards science teachers' qualifications according to pre-service science teachers' comparatively.

1. What are pre-service science teachers 1st grade students' cognitive fictions regarding the science teachers' qualifications?
2. What are pre-service science teachers 4th grade students' cognitive fictions regarding the science teachers' qualifications?
3. Science teaching Grade 1 and Grade 4 students' cognitive fictions towards qualifications of science teachers are different?

Science Teacher Education Faculty students of the ideal it is intended to determine the cognitive science fiction created regarding teacher qualifications in this study, qualitative research methods, this method was adopted and work is structured framework. Qualitative research designs used in social sciences, reflecting different approaches and traditions, though they are affected by the principles and approach patterns; examine their views on the phenomenon of individuals in the study phenomenological [phenomenon science] pattern is used. Case is a research design that allows no interpretation in-depth review offers the opportunity to create and rich discourse. No stranger entirely to people, but also the meaning of the phenomenon of science for studies aiming to investigate the facts fully grasped not constitute a good research base (Mayring, 2000; Yıldırım and Şimşek, 2005; Yaman, 2010).

The research working group was created using the sampling technique for sampling criteria identified in the qualitative research. Criteria form the basis of criterion sampling techniques; "Science, studying to be a teacher" has established criteria. The working group, prior studies that meet these criteria Muğla Sıtkı Koçman University consists of 40 pre service science teachers studying at the Faculty of Education.

Phenomenon defined in the first phase of the research, was created in the continued data collection, data has been collected and analyzed, the validity and reliability studies have been done and the results were interpreted. Conceptual tools have been created in order to express what is the ideal science teacher qualifications examined cases under study to classify important or special aspects and to compare. At this stage, due to the extensive detail and complexity of the data obtained, the direction is correct abstractions important purpose. In this study, data were obtained using a triple repertory grid technique (Adams-Webber, 1994). Repertory grid technique, Kelly (1955) was developed by. Kelly (1955) tried to determine how an individual's cognitive fiction and fiction are based on the system developed with this technique to determine the relationship between the individual's experience relied on structured interviews. In this technique, researchers, participants know the people think and want to find the words that identify that person; which provide the main cognitive constructs researchers. The main cognitive constructs are then placed on a table and participants, assessments of other people are also noted on the chart. In this way, researchers, seeing how the clustering of certain cognitive fiction, a clear world of the individual can determine whether the interpretation is the way (Melrose and Shapiro, 1999; Morrison, 1990; White, 1996). After data collection tool prepared, to place the students in the study group was applied by the researchers in this form are identical. Each student teachers from the science they've ever seen / science three teachers whom they consider have the ideal qualifications of teachers and three teacher assessments the same way as the ideal qualities they think that they have a minimum level has been requested. Later place the teacher in a form determined by the participants provided they are assigned to them. Here, participants were able to use code names. Triple teachers using repertory of each grid to focus on three of the six teachers corresponding to the previously determined random boxes in each line of the form is requested. After the teachers; "Do you think these two people three people marked the most prominent and distinguished from them by a third party, what is the common quality?" Were asked to respond to questions. At this stage, its teachers, words or qualitative structure consisting of 10 was obtained two-dimensional cognitive fiction. Of all teachers in attendance, this dual 10 cognitive fiction based on the ideal, the more predetermined points on 6 give science teachers were asked to 0-5.

The study 'repertory grid "form a general understanding has been reached about integrating data obtained through considering. Data obtained by the general belief, it is very important for the formation of cognitive fictions group. In the first stage of the data analysis process, expressed form of cognitive constructs were analyzed for all teachers similarities and common features. In the second stage cognitive fictions groups are formed. At this point, starting from the data obtained can be described in the general level of cognitive fictions important to have groups which can be put under specific categories. Individual cognitive fiction for teacher qualifications obtained in this phase are divided into groups according to common characteristics they have. Thus, the findings of which form the outline of the purpose of the research was obtained cognitive fiction groups. Cognitive constructs obtained in the third step of the data analysis process was placed under cognitive fictions groups, cognitive constructs produced which are distributed over the group formed cognitive fictions. Positive cognitive fiction at this stage, are grouped so as to remain open at all fiction. In the final stage of data analysis data were analyzed statistically (Karadağ, 2011; Aslan and Yakar, 2012).

For the purpose of the research, data are still being analyzed. 1st Comparison of science teaching and examining cognitive fiction based on the nature of science teachers of 4th grade students will be held. Related with the finding of research, discussion, results and suggestions will take place here. The results obtained in this study, the ideal of science / science teachers are expected to shed light on the character. Located in the area of teacher qualifications, type of work, qualification of teachers, updating the qualifications of science teachers have to be aligned with the age and are expected to contribute to the process.

Keywords: Science teacher, science teacher qualifications, teacher candidates, repertory grid, cognitive fiction.

Investigation of Teacher Candidates' Readinesses for Self-Directed Learning

Ramazan ÖZBEK; İnönü University, Elazığ, Turkey; ramazan.ozbek@inonu.edu.tr

Mehmet EROĞLU; Fırat University, Elazığ, Turkey; mehmeteroglu@firat.edu.tr

Vıldan DONMUŞ; Fırat University, Elazığ, Turkey; vildandnms@gmail.com

Abstract

In constructivist approach, impact on curriculum, teachers took on the role of guide that provide students access and construct information (Yurdakul, 2005). When considered in this context, It is expected to teachers need to have abilities of Self-directed learning to fulfill their role successfully. Self-directed learning (SDL) has been raised by Dewey and Lindeman (Aydede & Kesercioğlu, 2009). Self-directed learning is a method of instruction used increasingly in adult education. Self-directed learning is named like self-teaching, self-planned learning, independent adult learning, self-directed learning, self initiated learning in adult education (Kılıç & Sökmen, 2012; O'Shea, 2003). Self-directed learning can be defined in terms of the amount of responsibility the learner accepts for his or her own learning (Fisher, King, & Tague, 2001).

The self-directed learner takes control and accepts the freedom to learn what they view as important for themselves. The degree of control the learner is willing to take over their own learning will depend on their attitude, abilities and personality characteristics (Fisher, King, & Tague, 2001). People with a high level of self-directed learning ability are self-motivated learners who can employ any learning resources to solve problems in learning tasks (Brockett & Hiemstra, 1991; Candy, 1991).

SDL abilities is one of the issues is mainly investigated recently (Bartlett, 1999; Newman, 2004; Smedley, 2007). Previous studies have shown that self-directed learning is a strong factor for influencing students' learning outcomes in traditional learning settings or distance learning environments (Long, 1991). Also, SDL ability is often regarded as a valuable skill in workplaces and school settings (Rees & Bary, 2006). When considered in this context SDL is important for the teachers who guide the learning process of learning. Teachers need to gain SDL skills in the pre-service teacher training process. So, Determination of readiness for self-directed learning of prospective teachers is important. Main purposes of this study investigate readiness for self-directed learning (RSDL) of teachers candidates according to some variables. In this context, it will seek to answer the following questions

1. What is the level of RSDL of teachers candidates?
2. Does RSDL of teachers candidates differ according to gender?
3. Does RSDL of teachers candidates differ according to department?
4. Does RSDL of teachers candidates differ according to class level?
5. Does RSDL of teachers candidates differ according to the daily study time?

Research is designed in the survey model. The sample group of this study is 436 students from different Departments of Faculty of Education at Firat University. 240 (%55) of the students are female, 196 (%45) of them are male. % 67 of them attend 1. class and %33 of them attend 3. class. Teachers candidates in research sample attend classroom teaching (% 16), Turkish (% 16), math (% 14), Computer and Educational Technologies (% 13), Social Science, Science Education (% 12) and art education(% 7). In this study, Self-Directed Learning Readiness Scale (SDLRS) which was developed by Fisher, King and Tague (in 2001) and adapted by Salas (2010) was used as data collection tool. Scale, prepared five likert type, consist of 33 items and 3 factor. Cronbach alpha was calculated .84 for whole scale. Frequency, percentage, mean, statistical techniques were used. In analyses according to gender and classroom variables t test, in analyses according to department and daily average studying time variables one way anova, scheffe tests used.

RSDL of teacher candidates was determined on "I agree" level ($x = 130.2$). When RSDL of teacher candidates examine according to gender, there is a significant difference between males and females in favor of women on whole factors of scale ($p < .05$). RSDL of female teachers candidates ($x=133.1$) is higher than RSDL of male teachers candidates ($x=126.7$). When RSDL of teacher candidates according to class level variables, it was no significant difference determined. When RSDL of teacher candidates was examined according to department variable, significant difference is determined only on "self-direct" factors of scale ($F=2,274$, $p=0,036 < .05$). Scheffe test was used to determine the groups which caused

difference. Any difference was not found. But it was determined that mean of teacher candidates attend computer and instructional technologies department ($x=72,3$) is highest, mean of teacher candidates attend science education($x=68,2$) is lowest on "self-direct" factor of scale. When RSDL of teacher candidates was examined according to daily average studying time variable, significant difference was determined only on "eager to learning" factors of scale ($F=7,520$, $p=0,00 < .05$). Teacher candidates whoses daily average studying time 1-3 hours were eager than teacher candidates whoses daily average studying time under 1 hour.

It was determined that RSDL of teacher candidates were generally high level. RSDL of female teacher candidates are higher than RSDL of male teacher candidates in this study. Although RSDL of teacher candidates was not differentiated according to class level, it was differentiated according to department. RSDL of teacher candidates who attend computer and instructional technologies department is highest, RSDL of teacher candidates who attend science educationis lowest. It was determined that eager to learning was differentiate according to daily average studying time. Teacher candidates whose daily average studying time 1-3 hours were eager to learning. When similar studies are examined, it is seen that RSDL of teacher candidates do not differentiate according to class level (Kılıç & Sökmen, 2012; Salas, 2010) like in this research. in this context it can be said, education faculties cant improve RSDL of teacher candidates. Unlike this study, in the study of a Kılıç and Sökmen (2012), RSDL of male teacher candidates are higher than RSDL of female teacher candidates.

It is a remarkable finding that teacher candidates whose daily average studying time is higher are eager than teacher candidates whose daily average studying time is lower. Because of teacher candidates whose daily average studying time is higher. It can be said that the reason of RSDL of teacher candidates who attend computer and instructional technologies department are higher than other departments is that they are closer technology so they are closer learning sources.

As a result of this study, approaches which enables to teacher candidates for SDL should be used more often in education faculties. in this context, technology integration in teacher education can be important. Because Many of the learning resources are digital at the present time. So presenting these opportunities to teacher candidates and ensuring the technology infrastructure of education faculty are important.

Keywords: Self-directed learning, readiness for self-directed learning, teacher candidates.

Novice Teachers' Behaviors and Mistakes

Bayram ÖZER; Ondokuz Mayıs University, Samsun, Turkey; ozer.bayram@gmail.com

İsmail GELEN; Ondokuz Mayıs University, Samsun, Turkey; ddrismail@gmail.com

Gonca ÇINAR; Ondokuz Mayıs University, Samsun, Turkey; cinargonca@gmail.com

Sinem HIZLI ALKAN; Ondokuz Mayıs University, Samsun, Turkey; sinemhizli@gmail.com

Volkan DURAN; Ondokuz Mayıs University, Samsun, Turkey; volkan.duran8@gmail.com

Abstract

A lot of students graduated from universities by taking the title of "teacher" as a profession. However, most of the complaints comes from the novice teachers (Alan, 2003). The reason of this can be regarded as the lack of experience in this respect. Teachers should always make decisions in the process of planning the lectures, during the lectures and assessing the students learning. In the process of decision making experience can be regarded as an important factor. In a recent study, more experienced teachers make their plans in accordance with the views of students and their needs whereas inexperienced teachers should make plans with respect to aims not aligned with students' needs (Westerman, 1991). In another study experienced teachers are more flexible in classroom conditions and they are more skillful in their communications (O'Connor & Fish, 1998). Additionaly, inexperienced teachers are more prone to be intrusive in unexpected classroom conditions (Martin ve Baldwin 1994). It can be easily inferred the significance of being teachers as a profession for the Ministry of Education from the career titles created recently by the MEB such as expert teachers, headmaster (head teacher) where the experience is the main criteria for reaching each levels.

Teachers take the most part of the responsibility of education in schools. The lack of experience with other inadequates may negatively affect students in many ways after graduation. Inexperienced

teachers may encounter with many problems during teaching and learning process. Experienced teachers are more likely to use knowledge during the planning phase of lectures do proper corrections if things don't go well but inexperienced teachers don't do the proper corrections (Byra & Sherman, 1991). Hence it is important to investigate the most common mistakes and behaviors made by teachers in this respect. Hereby the general purpose of this study is to investigate those mistakes and behaviors.

The screening model is used in this study. This research can be regarded in the category of descriptive research. Screening models are the kind of models aiming at objectively investigating a situation in the past as it is (Karasar, 1999). In this study the views of novice teachers on the behaviors and mistakes are investigated. In this research convenience sampling method is used. The general aim of this sampling technique is to choose the most accessible population consisting of volunteers existing at the moment (Gay, Mills & Airasian, 2006: 112). The population consists of 96 participants from teacher candidates from the departments of Social Studies and Elementary Mathematics Education. Measurement tools of this study are one survey developed by researchers and open ended questionnaire aiming at the views of teacher candidates on the most common mistakes and behaviors.

Data analysis is done by the content analysis among qualitative analysis techniques. The data is firstly collected as items and themes consisting of similar concepts are gathered together. In the last part of the analysis the common mistakes and behaviors are classified under a table and scheme. The first part of data analysis is concerned to novice teachers' behaviors. Four different themes emerged after the data analysis. These themes are: classroom management, instruction, vocational adjustment and vocational commitment. Themes have different sub-titles. For instance, coping with the problems, addressing students, communication, unfair behaviors, rewards-punishments, anger control, give commands are the sub-titles of classroom management. Planning, application, content knowledge, measurement and evaluation are the sub-titles of instruction theme. Communication, activities and vocational adjustment have the highest frequencies as a result of the data analysis.

The second part of the data analysis was focused on the mistakes of novice teachers'. According to the answer of teacher trainees, there are 3 different themes emerged. These themes are classroom management, instruction, and vocational adjustment. Addressing students, communication, unfair behaviors, rewards-punishments and coping with momentary problems are the subtitles of classroom management theme. Planning, application, measurement and evaluation and content knowledge are the sub-titles of instruction theme. Teachers' activities in the classroom have the highest frequency.

As a result of the study, the question of what are novice teachers' behaviors and mistakes are answered by emerging themes from the data collected. Frequencies have calculated and written in the tables. Participants have similar statements in their answers for both behaviors and mistakes. Classroom management theme has the highest frequency in the question of novice teachers' behaviors, while instruction theme has the highest frequency in the question of the mistakes novice teachers make. As for communication theme, there are conflicting statements such as stating both being sincere and keeping students in distance. Besides conflicting statements, there are also statements make consensuses. To set an example, teachers' difficulty to comprehend how to behave in the class is one of them. The most common mistake novice teachers make in the theme of instruction is the activities that are applied during the lecturing time. In the activities sub-title, teacher trainees stated that because of lack of experience, teachers can not teach properly even though they have sufficient knowledge. Not using different instructional method is seen as a mistake while there is a consensus on lack of motivational activities and not making the course attractive for students.

The result of this study shows that teacher trainees have similar thoughts about mistakes novice teachers make and their behaviours in the class. To sum up, being too much excited in the class because of lack of experience, being too weak to control their anger, not coping with efficiently monitoring the class and having problems in different parts of classroom management are the highlighted statements of the study.

Keywords: Teacher, teaching, teacher mistakes, teacher behaviors.

Prospective Teachers Views on How Will They See Themselves as a Teacher in the Future

Sencer BULUT ÖZSEZER; Çukurova University, Adana, Turkey; sbulut@cu.edu.tr

Ayten İFLAZOĞLU SABAN; Çukurova University, Adana, Turkey; iayten@cu.edu.tr

Abstract

Managing classroom is one of the most important tasks to be achieved in enhancing education. There is a linear relationship between the teachers' classroom management competency and fulfilment of the learning goals. The main reason for the failure of beginning teachers is reported to their incompetency in classroom management (Atıcı, 2001; Ekici, 2008). Classroom management is a process which encompasses creating, managing, and maintaining the necessary learning environment for achieving the teaching goals. In other words, classroom management is the task of organizing all the related variables like a conductor. In the process of fulfilling this task, teachers' point of view regarding teaching is important.

When the teachers' views regarding teaching are evaluated in the context of classroom management, it is possible to encounter various practice types. While some approaches see the teacher as a decision maker, let her have influence in the classroom, set the rules and make students obey these rules, some other approaches claim that classroom management can be achieved by planning and managing the teaching activities effectively in order to prevent unwanted behaviours. Here, the view is based on the notion that, with a strong anticipation and educational planning skill, the teacher prevents an unwanted behaviour or situation before it happens. There are also some views which see the classroom as a group process and perform this group process as creating positive socio-sensory climate. On the other hand, there are some other practices which consider the teachers' and students' development and readiness to learning, let teachers use anticipation and educational planning skills, interfere when necessary according to place, time and situation, give importance to individuals as well as groups, and interfere when the problem continues despite all precautions (Paliç & Keleş, 2011; Sadık, 2008). It is important to know which of these practices teachers adopt in classroom management, because according to the teacher's teaching point of view, s/he is either "teacher-centred" or has a classroom management understanding based on communication, interaction, and instruction. Studies show that many classroom management approaches can be handled in the context of teachers' roles (Aksoy, 2001; Demir & Maskan, 2007; Sadık & Sadık, 2013). It is important to know and search about these approaches because success in classroom management and having positive effects on student participation, social and emotional developments are associated with these views (Weinstein & Mignano, 2007).

Review of the related literature on the issue indicates that views of teachers/prospective teachers regarding classroom management are limited with the scale type measurements (an example of such a scale is: interventionist teachers, non-interventionist teachers and interactionist teachers). Teachers' roles in these studies were investigated in light of the quantitative data obtained from the scale scores and a profile was aimed to be formed in the framework of the approaches that formed the theoretical structure of the scale (Demir & Maskan, 2007; Ekici, 2008; Güvenç, 2012; Kurt, Ekici, Aktaş & Aksu, 2013; Sadık & Sadık, 2013; Şahbaz, Yörük & Özcan, 2015). However, this issue should not be investigated from a single theoretical point of view; the investigation should be holistic and in-depth (Martin & Baldwin, 1993; Martin, Sugarman & McNamara, 2000; Martin, Yin & Baldwin, 1998; Weber, 1986). The reason of that both the teachers' behaviours and the classroom management are multidimensional in this context. The related literature has no studies which aim to investigate the views of prospective teachers about what kind of teachers they will be in the future in terms of classroom management. Therefore, problem statement of the study is; how do prospective teachers view themselves as teachers in the future in terms of classroom management?

General purpose of this study to investigate prospective teachers' views about what kind of teachers they will be in the future in the scope of classroom management. In line with this purpose, the study aims to find answers to the following questions,

1. What are the views of prospective teachers about Themselves As a Teacher in the Future
2. What are the teacher behaviours which prospective teachers find appropriate to themselves?

Prospective teachers who attend 3rd year Classroom Teaching Department at a state university were asked to prepare a report on the questions "what kind of teachers they think they will be in the future", "how they will behave to their students in the classroom environment" and "which teaching approach they feel close to as a teacher". Each prospective teacher was asked to write their opinion as a report alone. Then, these reports were collected by the researcher and evaluated. The reports prepared by 75 prospective teachers formed the sample of the study. The data collected from the study were analysed using content analysis, one of the qualitative data analysing method. First of all, the data collected were written in the computer and the texts were read several times line by line and the codes were created accordingly. The concepts used during coding were obtained from the data in relation to the related literature. Then, the codes were brought together to find their common features. This way, the themes (categories) that would form the outline of the research findings were elicited. The codes under the identified themes will be explained and interpreted in relation with each other, and results in line with the purpose of the study will be demonstrated (Maykut & Morehouse, 1994).

Content analysis of the data obtained from prospective teachers is still going on. However, analysis results conducted so far have revealed these preliminary findings: while expressing what kind of teachers they will be in the future, the prospective teachers indicated that they would have the control over the class and trained students who would not disturb the classroom atmosphere. This finding indicates prospective teachers' "authoritative point of view", which with their own expressions is defined as "care and be strict at the same time" teacher. In addition, some prospective teachers were found to see themselves from a more "educational point of view". Besides, there were some prospective teachers who defined themselves as teachers who would create a democratic atmosphere, give importance to student-student/teacher-student communication, who would give value to students and their ideas with a view to raising students with high communication skills and social awareness, and who would have the "classroom management based on group process" point of view. Responses of prospective teachers to the appropriate teacher behaviours to themselves were found to be parallel with the classroom management dimensions mentioned in the theoretical explanations. This finding can be interpreted that prospective teachers are aware of the multi-dimensional role of teachers in classroom management. Among these roles, especially "teaching", "behaviour management", and "classroom atmosphere/communication" dimensions were emphasized by the prospective teachers a lot, but it was surprising that they did not mention the "physical" dimension. Analysis of the data is still going on. These are only preliminary findings.

Keywords: Classroom management; prospective teachers; teacher behaviours.

Teachers Teaching under the Lens: Curriculum Surveillance Using edTPA

Todd Alan Price; National Louis University, Chicago, United States of America; tprice@nl.edu

Abstract

Several scholarly references speak of the challenge of preparing teacher candidates to become "highly effective teachers" (Aspen Institute, 2007) especially when placed in underserved K-12 public school settings. Furthermore, a call has been made to pay closer attention to practice-based theory (PBT) and to use the research derived from this methodology (which is enacted in faculty research residencies and action research in K-12 schools) to guide teacher education decision-making (see Shulman, 2004; Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2005; Price, 2014).

PA teacher performance assessment called edTPA emerges largely from these scholarly works and a clarion call by education reformers. However, edTPA also emerges from an under-examined and less discussed (by educational researchers) wedding of what were previously two conflicting groups: administrative progressives and edupreneurs. The administrative progressives largely created the parts of edTPA (Linda Darling-Hammond and other Stanford educators) and are characterized by sharing an interest in greater professionalism in teacher preparation. The powerful educational marketplace, exemplified by the Pearson Publishing Company, venture philanthropist-sponsored foundations (Gates, Broad, and Walton Foundations leading the way) and the think tanks (the Fordham Institute, for

example) are highly interested in decentralization or deregulation of teacher education and of public education in general (see Cochran-smith & Fries, 2001 for the incisive account of this history). The edupreneurs have through the national standards movement created by administrative progressives found a means to make huge profits.

Moreover, educational researchers are expressing interest in raising standards for pathways into the teaching profession, learning about what works and what seems to cause an effect. Comparing, contrasting, and predicting what teacher candidate effectiveness outcomes will be across the various institutions of higher education (IHE) is an eminently fundable research project in this era of competition and the audit culture (Price, 2014). Grants for such projects seem to be available. So what is the edTPA? It is a tool and a protocol to measure performance. Of significant importance to edTPA is the submission of a digital artifact of teachers teaching, as described on the Stanford Center for Assessment, Learning and Equity (SCALE) website:

Candidates may submit video clips recorded while teaching the Learning Segment for edTPA. Each clip must represent a continuous recording of instructional time. In other words, the clips may not be edited. Candidates choose the video clip(s) that represent subject specific teaching and learning as designated in their edTPA handbook. Candidates should review their handbook video clip guidelines carefully to determine the portion of recorded classroom teaching that is most appropriate for edTPA submission. (<http://edtpa.aacte.org/faq#57>, retrieved, April 27, 2015)

A convenience sample of recently graduated students from a Midwestern, medium-sized, private not-for-profit teacher education institution will be surveyed. The purpose of this study is to describe the experience of these students (as self-reported) who have taken the edTPA and are now 'teachers of record' working in largely underserved K-12 public schools and classrooms.

How do our teacher candidates and cooperating teachers understand edTPA? What do they perceive our college of education's edTPA preparation process to be? How does that understanding of edTPA and the perceptions of the preparation process relate to what it means to be an effective teacher? These are the research questions. Using in-depth interviews as well as classroom observations, this research rests largely upon a comprehensive summary, critical review, reflection and a thoughtful synthesis of data. An unobtrusive, discourse analysis method will be employed to sift through this data, drawn primarily from the edTPA test preparation literature itself and, as importantly, from the lesson plans of teachers.

The research design used is mixed methods (survey/interview, observation, analysis). This plan includes locating teacher candidates who are working in diverse environments and investigating a variety of school settings (one each from an early elementary, mid-level elementary, and middle school). My co-researcher and I will develop a protocol of investigation (mixed methods design, see Hesse-Biber, 2014) including survey questions *and* an in-depth interview for the teacher candidates. The interviews will be digitally recorded (ZOOM teleconference feature) with the subjects during and following the implementation of edTPA. Subsequently we will use the protocol for investigation for collecting and interpreting the data (NVivo). The participants are recently graduated teacher preparation students who are now lead instructors in urban K-12 schools. We are using a digital video camera and digital audio recording device, the ZOOM teleconferencing application, and NVivo software for coding and analysis. A transcription machine will be used to capture, encode, transcribe and render the data for analysis and review. Using NVivo software, this process will largely concern the use of unobtrusive discourse analysis.

Keywords: teacher effectiveness, surveillance, educator, teaching performance assessment

Relationship between the Attitudes of the Students of Pedagogical Formation Training Certificate Program Towards Teaching Profession and Their Self-Efficacy

Sadık Yüksel SIVACI; Ahi Evran University, Kırşehir, Turkey; sysivaci@ahievran.edu.tr

Abstract

The levels of attitude towards teaching profession and self-efficacy should be high for qualified and equipped teachers. This study aimed to examine pedagogical formation training certificate program (PFTCP) students' attitudes towards teaching profession and their levels of self-efficacy in terms of different variables and to determine if there is a significant relation between attitude and self-efficacy. "Attitude Scale towards Teaching Profession" and "Teacher Self-Efficacy Scale" have been used as the data collection tools. With the purpose of determining the attitudes of prospective teachers towards teaching profession, "Teaching Profession Attitude Scale" improved by Çetin (2006) has been used. In this scale that is a kind of five point likert scale, being 15 of them negative and 20 of them positive, there are 35 items in total. Another scale is "Teacher Self-Efficacy Scale" prepared by Tschannen-Moran and Hoy (2001). Turkish adaptation of this scale and the study of validation and reliability have been done by Çapa, Çakiroğlu and Sarıkaya (2005). This scale that is a kind of nine point likert scale includes 24 items. In this research, it is stated that the attitudes of the pedagogical formation training certificate program students towards teaching profession and their levels of self-efficacy change in terms of different variables and also determined that there is a significant positive relation between attitude and self-efficacy towards teaching profession.

Keywords: Attitude, self - efficacy, teacher training, education of pedagogical formation.

Investigation of Teacher Candidates Reflective Thinking Tendencies and Levels of Problem Solving

Sadık Yüksel SIVACI; Ahi Evran University, Kırşehir, Turkey; sysivaci@ahievran.edu.tr

Abstract

Reflective thinking and problem solving ability are thought as the two qualities having an influence on the education of qualified teachers and the regulations of educational backgrounds of teachers. In this study, it is aimed to examine reflective thinking and problem solving levels of prospective teachers in terms of different variables and to determine if there is a significant relation between reflective thinking and problem solving. "Determining the Level of Reflective Thinking Scale" (DLRT) and "Problem Solving Inventory" have been used as the data collection tools. In respect of 7 sub-factors, Cronbach Alpha reliability co-efficient of "Reflective Thinking Tendency Evaluation of Teachers and Prospective Teachers" developed by Semerci (2007) changes between 0.357 and 0.79. As a whole, the reliability co-efficient of the scale is 0.908. In this research, we have decided to use 25 point 4 factor "Social Problem Solving Inventor-Short Form" developed by D' Zurilla et al. (2002) and adapted into Turkish by Çekici (2009) with the purpose of collecting the data related to social problem solving abilities of prospective teachers. In the study, it is stated that reflective thinking tendencies and problem solving levels of prospective teachers change in terms of different variables and also determined that there is a significant positive relation between the reflective thinking and the problem solving.

Keywords: Reflective thinking, problem solving, teacher training, teacher candidates.

Search for the Metaphors about the Faculty Members in Different Fields of Prospective Teachers in Education Philosophy

Hasan Hüseyin ŞAHAN; Balıkesir University, Balıkesir, Turkey; hasansahan@windowslive.com

Rukiye TARHAN; Balıkesir University, Balıkesir, Turkey; rukiye_cft@hotmail.com

Abstract

The whole education system is organised in these direction which philosophy or philosophies are based in education, also (Sönmez, 2009). According to Bode, the philosophy has a determining role especially in curriculum design (Tanner & Tanner, 1975). Firstly the objective, the content, the learning and testing situations, components of curriculum, which the basis philosophy constitutes (Sönmez, 2009). Throughout history a lot of philosophy of education emerges; therefore a lot of philosophical thought and so on reflect on education, too (Tekin & Üstün, 2008). Four philosophies of education mentioned in this workare introduced briefly below.

Pennialism is conservative, strict, the most tradional and the oldest philosophy of education. Its origin stands up to realism (Moseley, 2010; Ornstein & Hunkins, 1988). According to philosophy of pennialism, aim of the education is to transfer standing facts, certain and universal knowledge (Ornstein & Hunkins, 1988; Tanner & Tanner, 1975). In this subject-centered philosophy the role of the teacher is to transfer of knowledge and plan the instruction. In philosophy of essentialism, conserving the cultural heritage, fitting into society, transferring the knowledge and skills in the past to the next generation are important. Because the teacher centered instruction is adopted, the teacher is active and the learner is passive (Sönmez, 2009). Teachers' duty is to clamp down on, keep order in the classroom, teach basic skills and direct the learner (Ornstein & Hunkins, 1988). Progressivism emerging in reaction to essentialism and pennialism is an application of pragmatism. Progressivism is based on scientific method, science and democracy. In schools, democracy education should be given, curriculum should be learner-centered, the education should be oriented application and provide experience to the learners. The teacher organises teaching-learning process according to learners' interests, needs, and individual differences and guides them (Ornstein & Hunkins, 1988; Pinar, Reynolds, Slattery & Taubman, 2004). Re-constructionism is the following of progressivism education philosophy bases on pragmatism and existentialism. In this philosophy school is accepted as the place of social order. The society is tried to be reorganised and formed with this education given here (Tanner & Tanner, 1975). Moreover it is focused on providing educational equalization and solving social problems (Ornstein & Hunkins, 1988).

It is seen that philosophies of education affect teachers' and learners' emotions, thoughts, believes, point of views, goals, what and how to achieve, wishes, ideas, training applications (methods and techniques, material selection, etc.) adopted by teachers, they affect the communication between their is students and families (Bower, 1982; Tozlu, 1997). The case in this point is applicable for all teachers and instructors whose teaching is one of primary duties. Accordingly, it can be said that philosophies of education adopted by the instructors as all teachers affect organised teaching processes directly. In this context, the main aim of the research is to state the philosophies adopted as the faculty members in different fields. In accordance with this main aim, it is searched for an answer to the following questions:

1. Which philosophies of education do faculty members in the field adopt according to the views of prospective teachers?
2. Which philosophies of education do faculty members in the field of education adopt according to the views of prospective teachers?
3. Which philosophies of education do faculty members in pedagogics adopt according to the views of prospective teachers?

In this study, qualitative research phenomenology pattern is used. "Phenomenology pattern focuses on the facts that we're aware of but we have no in-depth and detailed reflections" (Yıldırım & Şimşek, 2006). Research is carried out by prospective teachers studying in the formation group Balıkesir University, Necatibey Faculty of Education. In this research, the basis reason of selection the prospective teachers' in formation group is to take a lessons from all faculty members in pedagogics, in the field and field of education. 328 prospective teachers are attended to this research willingly; the data obtained from 98 data collection tools are analyzed when invalid data collection tools are extracted.

In this research "Metaphor Form" as a data collection tool is used to reveal which philosophies faculty members in pedagogics, in the field and field of education are assimilated. Metaphor is a percept mediator (Arnett, 1999). Metaphors usually involve knowledge transfer from similar field to new and unknown field (Tsoukas, 1991). It contains using similar event and object as a conceptual tool to illuminate the qualities of complex phenomena or case (Morgan, 1998). Metaphors are evaluated as a strong tool by prospective teachers in emerging philosophies adopted by faculty members in different fields. It is seen that general trend in scientific studies is to complete "open-ended sentence" for the participants (Eraslan, 2011) and prepared metaphor form is constituted, accordingly. Data in metaphor form "Faculty members in the field simile; because", "Faculty members in the field of education simile; because" and "Faculty members in pedagogics simile; because" sentences are collected via prospective teachers' completion.

The metaphors that prospective teachers put forth about philosophy of education, faculty members in pedagogics, in the field and field of education are solved with the content analyze. The content analyze provides that metaphor forms are examined systematically (Norum, 2008). Research the list of the metaphors which prospective teachers produce regarding philosophy of education, faculty members in different fields adopted. Similar metaphors are grouped in the same categories. Themes are constituted regarding groups. The process of interpreting findings continues.

Keywords: Faculty members, philosophies of education, metaphor.

Investigating the Attitudes toward Teaching Principles and Methods Course of Pedagogical Formation Students: Inonu University Case Study

ismail SAN; İnönü University, Malatya, Turkey; ismail.san@inonu.edu.tr

Abstract

Curricula must be evaluated due to the continuous nature of curriculum development process. Stakeholders' views hold an important place on that evaluation. There are a lot of researches about student teachers' views on teaching courses. On the other hand, there is not any research on attitudes toward Teaching Principles and Methods course of pedagogical formation students. Researches on the relation between attitude and academic success show that more positive attitude means more academic success. Also, students adopt courses more in case of their ideas are taken into account.

The purpose of this study is investigating the attitudes toward Teaching Principles and Methods course of pedagogical formation students at Inonu University. For this purpose, data was collected via "Attitude Scale for Teaching Principles and Methods Course" (MEB, 2012, s. 246) from 368 students that are voluntary for applying to this research.

Survey method was used in this paper. To set light to the attitude level of students, the single survey design was used. On the other side to investigate the variables that differentiate students' attitudes the between-subjects survey method also preferred. "Attitude Scale" MEB (2012, s. 246) was used to collect data. This is a five-point Likert-type and homogeneous scale. T-test, Anova, Mann-Whitney U, and Kruskal Wallis were used to determine differences; and Pearson's Correlation coefficient was calculated to determine associations.

Data shows attitude level differs according to gender, age, faculty, and department and grade variables. Also it has a negative medium correlation with TPM course's midterm exam mark.

Keywords: Pedagogical formation; teaching principles and methods course; attitude.

Basic Factors Affecting Ireland's Success in PISA: The Case of Turkey

Özden ŞENTÜRK; Marmara University, Istanbul, Turkey; ozdensenturk@gmail.com

Abstract

In this study, the causes of failures that Turkey's has experienced in these examinations in the context of the factors affecting the PISA success of Ireland are discussed. This is because Turkey has scored lower success points than Ireland in these examinations, held in three-year intervals since the year of 2000. The position of the factors being effective in the success of Ireland from the point of view of our country has been made subject to a content analysis at the end of an in-depth discussion (meeting), made with 20 teachers and some results were achieved. According to these conclusions, the teacher training and education, interest, shown to the teaching profession, extra-curricular activities and subjects of the examinations, already organized by teachers, have been assessed. Some proposals have been made to the teachers, researchers and implementer.

This study has been effectuated in order to explain the failures, scored by Turkey in the PISA examinations, within the context of the factors affecting the PISA success of Ireland. The causes of higher success of Ireland in the PISA examinations than Turkey is discussed in detail from the points of view of the teacher training and education, interest, shown to the teaching profession, extra-curricular activities and subjects of the examinations, already organized by teachers.

The interviews have been examined in-depth and analyzed at this study where it is effectuated by applying a semi-structured interview technique. This study has been effectuated with 20 teachers serving duty at a school, located the town of Umraniye of Istanbul. The objective of the study was told to 20 teachers, who accepted to be interviewed in this respect. 15 of the participants were women and 5, however, men; 4 of the same have a school-teaching experience of 0 to 5 years; 10 of them, 5 to 10 years; 2 of them 6 years and 4 of them, however, 10 years and over. 1 of the participant teachers was a doctoral student, 1 of the same was a postgraduate student and remaining 18, however, had a bachelor degree. The age profiles of the participants were determined as follows: 1 of them was 18-25 years old; 14 of them were 26-33 years old and 5 of the same, however, were 33 three years old and over.

An interview form consisting of 10 open-ended questions has been prepared in order to get the opinions of the teachers pertaining to the factors affecting the success of Ireland in the body of literature. The interviews, each of which continued for a period of 30-40 minutes, were recorded by a tape recorder. The content at the tape recorder was converted into a written text at the end of interviews, held with the participants. Then, the same was made subject to a detailed content analysis and it was resorted to the way of classifications in certain themes. At the end of content analysis, the same was mentioned in detailed at the findings section under the topics of "teacher training and education", "interest, shown to the teaching profession", "extra-curricular activities" and "examinations, already organized by teachers".

At this chapter where the self-sufficiency on teacher's education or training of our country has been tried to be assessed, the participants have been asked the following questions, for instance, "Do you think that the teachers college in Turkey are sufficient on teacher's training/education? What do you think about bringing knowledge and skills pertaining to the teaching in candidate teachers, work experience (training), theoretical and application information?" and all of the participants said that their work experience training was not sufficient. While majority of the participants (13/20) the work experience applications did not reflect the actual class environment and could not find opportunity to apply the theoretical knowledge at the work experience training, Ö1 said that he taught that every university did not give education at the same level. Ö1, who thought that some of the universities gave good education on the class management, further added that the same university might be insufficient on the application of teaching methods and techniques. A limited number of teachers (2/20) at the same group indicated that they were of the opinion of the fact that the work experience applications did not reflect the actual life. Again, a great majority of the participants (17/20) indicated that the universities were more theory intensive than application. One of the participants, Ö8, indicated that in his opinion the teachers college (faculty of education) have not given education at sufficient level.

In this theme, however, it is tried to assess the effect of the interest of the teachers in the teaching profession about the successes of students. For this purpose, the following question was asked to the participants: "Do you think that the interest in the teaching profession, whether to like the profession or

not does affect the student's success? Why?" and all of the participants had the opinion of the fact that the interest in the profession and being fond of the profession would raise the student's success. Some of the participants (5/20) were of the opinion of the fact that being fond of the profession and happy in the profession in the teaching profession apart from other professions would make the student happy and lead the same to success. A low number of teachers (3/20) among the participants indicated that the teaching profession is a job that requires patience and self-sacrifice and Ö13, however, however much the teacher is happy to see that the students were affected from the psychology of the teacher, then the students would be happy to that degree, and as a consequence, the student, who becomes happy, would be more keen and enthusiastic towards learning.

In this theme where the effect of the extra-curricular activities on the student's success is examined, the participants were asked to say or indicate how the extra-curricular activities affect the student success. The extra-curricular activities of half of the participants have been assessed as the activities that develop the talents of the student, ensure the teacher to get to know the students better and put forward different talents of the students. While 6 of the participants, however, indicated that the extra-curricular activities ensured the long lasting learning, they emphasized that the students have participated in these kinds of activities more intensively and their interests and attentions were intense. Ö3 indicated that the extra-curricular activities saved the lesson from uniformity and added that they developed a positive point of view of the students towards the school. Again, the participants Ö4, Ö6 and Ö7 said that the extra-curricular activities raised the student motivation. Only one teacher (Ö8) indicated that he had the opinion of the fact that these types of activities did not affect much the student success and these activities were important only from the point of view of bringing the talents of the student forward.

It has been determined that almost all of the participants adopted contemporary approaches in their applications, however, they could not apply it as a result of some causes. It is the common opinions of the participants that the overcrowded classes cause the individual differences of students to be disregarded. Ö5 indicated that they were not well-qualified on making an assessment according to the constructivist approach of the teachers with his wordings saying "Notwithstanding that we know the importance of the constructivist approach, we cannot abandon test and written examinations. This is because we do not know about the constructivist approach and it appears to be easy for us to prepare the test types of examinations." Some of the participants (4/20) said that the examinations, organized by the teachers, disregarded the individual differences. Again, some of the participants (4/20) indicated that they made a process assessment and made the students subject to an evaluation from time to time and tried to eliminate their lack of learning. Ö11, however, emphasized that the teachers hold the examinations as a necessity. The wordings of Ö6 saying "The uniform examinations are not appropriate to measure the success levels of students, however, the mixed examinations where multiple-choice, gap-filling, open-ended questions remain together, are appropriate. Test is logical from the point of view of the assessment in the examinations, held countrywide." shows a negative viewpoint in relation with the uniform examinations.

And finally, Summer courses are organized for teachers in Ireland. These courses are provided by the educational departments of universities (Commission of the European Communities, s.24). The teacher's trainings, organized in summertime in Ireland, are free of charge and voluntary. These trainings are attended by almost all of teachers. In service trainings are given in our country. Either volunteer establishments or state or private institutions offer opportunities for the teachers to develop themselves. Some of them are paid-up, some others, however, free of charge courses. Our teachers believe in the necessity and benefit of the in-service trainings, however, they cannot attend in these trainings. They have shown the time factor as an excuse. It may be possible to reduce the course hours at our schools and bring a condition for our teachers to take part in professional training for one or two hours per day after the school in order to enable the teachers to develop themselves. Thus, the teachers will both develop themselves and spend a part of the energy, spent at the school, to develop themselves.

Keywords: Irish education system, Turkish education system, PISA

The Concept of Curriculum in the Pre-service Teacher Education Course Contents

Gülçin TAN ŞİŞMAN; Hacettepe University, Ankara, Turkey; gulcintans@gmail.com

Abstract

Developments and progress in the fields of technology, economy, and science mostly depend on the quality of a nation's teaching force; consequently increasing the quality of teacher education has been the major concern of all countries. In Turkey, both curricular and organizational revisions have been made in order to improve pre-service teacher education since 1980. Considering the curricular revisions, the main purpose is to develop a curriculum that is aligned with the national education system and includes the 21st-century knowledge and skills (YÖK, 2007). As a roadmap indicating for the ideal profile of the future generations, a curriculum is implemented by teachers. Thus, curriculum and teachers are the major and vital parts of the education system. In this sense, gaining knowledge about theoretical and practical bases of the curriculum as well as the approach and structure of the field-specific curriculum has utmost importance for all teacher candidates. This issue is also taken into consideration by the Ministry of National Education and "The Teacher Qualifications" determined through the Support to Basic Education Project funded by the European Union (MEB, 2008). "Knowledge of curriculum and subject area" is one of the six major teacher qualifications categories that should be gained and developed in the process of both pre- and in-service teacher education. Beyond a blueprint or a written document, a curriculum is an alive guideline that requires integrating each core elements with/in other dynamics in a harmony. A teacher, on the other hand, is not just curriculum-transmitter, s/he should adapt the curriculum in order to respond to student differences and to create a better learning environment. At this point, teacher's knowledge and skills related to the concept of curriculum, curriculum development process, the core elements of curriculum and their relationship become the major keys to reach the ideal situation where curriculum is experienced and implemented as intended (Hjalmarson, 2008).

In the light of above mentioned issues, the aim of the study was to analyze the pre-service teacher education curricula in terms of the course contents' potential to support teacher candidates' understanding of the curriculum. The following research questions guide the study.

1. When the concept of curriculum is addressed in the pre-service teacher education course contents?
2. How the concept of curriculum is addressed in the content of teaching profession courses, subject-matter courses and general culture courses in the pre-service teacher education curricula?
3. What is the degree to which the concept of curriculum addressed in the pre-service teacher education course contents?

As a qualitative study, data were collected through document analyzes. The main data collection source of this study was the Pre-Service Teacher Education Curricula Guide published by The Council of Higher Education (2007). During the document analysis process, each course content in the Early Childhood Teacher Education (ECE); Classroom Teaching (CT); Elementary Mathematics Education (EME); Elementary Science Education (ESE); Social Studies Teaching (SST); Turkish Language Teaching (TLT); Computer Education and Instructional Technologies (CEIT); English Language Teaching (ELT); Art Teaching (AT); Music Teaching (MT); Physical Education and Sports Teaching (PES); and Elementary Religious Culture and Moral Education (RME) curriculum was reviewed according to the following keywords "curriculum", "curriculum development", "elementary education curriculum" and "field-specific curriculum". Since the data analysis process is continuing, the preliminary results were reported. Considering 12 different teacher education curricula, the theoretical basis of the curriculum concept (curriculum development models, theories, etc.) were inadequately addressed in the courses. Further, the courses related to the concept of curriculum generally focused on different aspects of the field-specific curriculum, especially on implementation. These courses were either one- or two-semester-long. Moreover, among 12 different teacher education curricula, only ESE, and SST programs had a unique course that includes curriculum development theories, models, and processes. When compared to the other teaching profession courses, "Special Instructional Methods I" had more potential to support teacher candidates' understanding of the curriculum. Considering the number of the curriculum-related courses on subject-matter knowledge and skills, CT program has the most courses (totally 13 curriculum-related courses offered) among the other programs. With regard to the courses of

the general culture area, only three program, CT, MT, and RME, had a one curriculum-related course ("Philosophy" for CT and MT; "Introduction to Philosophy" for RME) that includes the philosophical foundations of curriculum. Based on the preliminary results, it might be concluded that the pre-service teacher education curricula were not adequate with respect to developing teacher candidates' understanding of the curriculum.

Keywords: Pre-service teacher education curricula, curriculum, pre-service teacher education, course contents.

Investigation of Teachers' Educational Technology Standards Self-Efficacy

Ömer ŞİMŞEK; Dicle University, Diyarbakır, Turkey; omarsimsek@gmail.com

Taha YAZAR; Dicle University, Diyarbakır, Turkey; tahayazar2011@gmail.com

Abstract

To the educational technology standards for teachers and prospective teachers which proposed by International Society for Technology in Education in 2008; teachers should be able to facilitate and inspire student learning and creativity, design and develop digital age learning experiences and assessments, model digital age work and learning, promote and model digital citizenship and responsibility, engage in professional growth and leadership. These standards can be taken as 21st teacher skills (ISTE, 2014).

The main purpose of the research is to investigate educational technology standards self-efficacy (ETSSE) of teachers. Regarding the main purpose; the ETSSE mean scores of the teachers were investigated in point of their gender, branches, the school stage of their work, teaching experience and their graduation degree. Besides, the prediction of ETSSE by the variables of computer usage level, internet usage level, level of access of technology resources at school, the attitude towards using technology in education and level of developing materials for lessons is explored. Besides, the ICT usage in the instructional processes is investigated in point of ETSSE scores.

The survey and correlational (prediction) research designs which are quantitative research methods were used in the study. The participants of the research are constituted of teachers ($n=419$) who study at secondary ($n=10$) and high schools ($n=6$) in center districts of Diyarbakır, in the spring semester of 2014-2015 academic year. To investigate ETSSE, the ETSSE Scale which was developed by Şimşek and Yazar (2015) is used. The scale has five sub dimensions of ISTE's Standards for teachers. These are (F1) facilitate and inspire student learning and creativity, (F2) design and develop digital age learning experiences and assessments, (F3) model digital age work and learning, (F4) promote and model digital citizenship and responsibility, (F5) engage in professional growth and leadership. The scale is five point Likert type (as Strongly Agree...Strongly Disagree) including 40 items. The original scale's Cronbach alpha internal consistency scores are .95 for the total scale; F1=.83; F2=.87; F3=.77; F4=.78; F5=.85. Cronbach alpha coefficients for the study is .96 for the total scale, accordingly F1=.87; F2=.91; F3=.85; F4=.82; F5=.91. Analyzing the data; firstly mean, frequency and percentage calculations were used. In order to choose the proper analysis technics, the scores of the dependent and independent variables which were discussed in the sub problems of the research were investigated if they distributed normally or not. The explored variables' scores were not showed normally distribution therefore the non-parametric tests of Mann Whitney U and Kruskall Wallis - H were selected. The .05 significance level was chosen in the research; however, to reduce the type I error, if there is a significant difference in the Kruskall Wallis H test, the significance level was divided the group numbers in the group scores comparisons of Mann Whitney U tests. In order to define the effect size of the significant differences, the r values were used. The r values for non-parametric tests between .0-.10 regarded as small, .11-.30 as medium and .30-.50 as large (Cohen, 1988; Cited in Huck, 2012). Sample size, missing data, normality, linearity, residuals and outliers were analyzed for regression analysis. Besides, Mahalanobis distance, Leverage and Cook distance values were investigated to provide the regression prerequisites. According to the analyses 25 observations were discarded. The calculated KMO measure of sampling adequacy is .95. This value is

greater than the least value of .60 to apply factor analysis proposed by Pallant (2007) and Tabannick and Fidell (2007). Besides the Chi Square value which is produced by Bartlett test of sphericity is significant ($\chi^2 = 10061,708$, df=780, p<.001). There is no missing value in the research. VIF and Tolerance values were investigated for multicollinearity. The highest value in Tolerance is .842 and the lowest VIF value is 1.188 thus there is no multicollinearity issue for the analyses. The standardized residuals were investigated for normality and linearity, accordingly the values were above .05 (.20) in the Kolmogorov Smirnov test of normality and the residuals showed linear as a diagonal view.

There was no significant difference in the ETSSE and all sub dimension mean scores with regard to their school stage of their work, teaching experience and their graduation degree. When the ETSSE scale scores are explored with regard to gender, only (F3) sub domain: model digital age work and learning score was significantly differentiated as medium effect size in support of males ($U= 16915,000$; $z=-3,138$; $p=.002$; $r=-0.15$). According to the teachers' branches; Information Technology teachers' ETSSE scores are significantly higher than the Science and Mathematics teachers in points of F1, F2, F3 and F5 sub dimensions. Similarly, the ETSSE scores, F3 and F5 sub dimension scores of the Information Technology teachers are significantly higher than the Social Domain teachers. The F1 score of Vocational and Technical teachers was significantly higher than the Science and Mathematics teachers. Besides, the F2 score of Information Technology teachers was significantly higher than the Psychological Counseling and Guidance teachers.

According to the regression analysis results there is a significant correlation between the ETSSE scores and the variables of computer usage level, internet usage level, level of access of technology resources at school, the attitude towards using technology in education and level of developing materials for lessons at medium level, $R=.47$; $R^2 = .22$; $p<.001$. The predictor variables explained 22% of the ETSSE scores. The variables of attitude towards using technology in education and level of developing materials for lessons had the most important relation to explain the ETSSE scores. When the views of the teachers are investigated with regard to their ICT usage in four different process: Preparing for the lesson, organizing the lesson content, process of the lesson, measurement and evaluation process; the ETSSE, F1, F2 and F3 sum of ranks scores were differentiated in support of the teachers scores who used ICT in all process of the lessons than the others who used ICT in one or two different processes. To the Mann Whitney U test paired comparisons, especially in the (F2) design and develop digital age learning experiences and assessments, scores of the teachers who used ICT in all processes statistically and significantly transcended the scores of the teachers who used ICT in only preparing for the lesson process, only organizing the lesson content process, only process of the lesson (while using instructional methods and technics) and only process of measurement and evaluation.

Keywords: Educational technology standards, teachers, self-efficacy.

The Place of Implicit Knowledge and Implicit Learning in the Construction of Expertise in Pre-Service Teacher Education

Mükerrem AKBULUT TAŞ; Çukurova University, Adana, Turkey; mtas@cu.edu.tr

Abstract

The purpose of this study is to investigate the role of implicit knowledge and implicit learning in the development of pre-service teacher education by reviewing the theories and research on the issue and to provide suggestions on how to reflect it to pre-service teacher education practices and models. Cochran-Smith (2000) emphasize the importance of constructing and investigating the continuous discussion issues under three main interconnected questions called "knowledge question", "learning question" and "outcomes question". Despite the opinion differences between researchers focusing on teacher education and teacher educators, building discussions around these questions is of importance in terms of the future of teacher education (Cochran-Smith, 2000). Besides, teachers' acquisition of pedagogical knowledge and skills create a significant difference on teacher effectiveness and student achievement (Darling-Hammond, 2000). Hence, knowledge structures and types are important in the construction of expertise in pre-service teacher education and the evaluation of teacher expertise. This

study focuses on the knowledge and learning problem in teacher education in terms of implicit knowledge and learning, which has a determining role in the construction of expertise.

An investigation of the studies on professional skill/ability or expertise and theories shows that reflective practice/thinking (Ericson, 2006; Schön, 1987) and implicit expertise (Speelman, 1998) are the two prominent trends. On the other hand, "reflective practicum" has been a trendy term in teacher education since 1980s (Malderez & Wedell, 2007, p.12). Hence, reflective practicum can be said to gain more acceptance in teacher education than implicit practices. However, Tomlinson (1999a; 1999b) states that acquisition of skilful capability in pre-service teacher education should not be studied with a minimalist approach. The reason is that conscious and unconscious mental processes which enable the acquisition of skilful capability and knowledge types (implicit and explicit knowledge, procedural and declarative knowledge, procedural and conceptual knowledge, etc.) have mutual interaction (Tomlinson, 1999a). Similarly, Sternberg and Horvath (1995) state that education researchers tend to define teaching expertise in terms of only conscious reflection/reflective thinking, which limits the definition of teaching expertise. Conscious reflection and reflective thinking have more place in studies on teacher education in Turkey. Review of the related studies in Turkey indicates that there are various studies focusing on the importance of reflective thinking and the variables affecting reflective thinking conducted with prospective teachers from various branches (Aydin & Çelik, 2013; Duban & Yanpar Yelken, 2010; Kaf Hasırcı & Sadık, 2011; Kızılkaya & Aşkar, 2009; Köksal & Demirel, 2008; Semerci, 2007; Şahin, 2009; Tok, 2008). However, there are few, if any, studies on the role of implicit learning and implicit knowledge in the acquisition of skilful capability in teacher education, which can be considered as a huge gap in the field.

Professional work requires harmony among different knowledge types (Knight, 2000). Some examples include scientific knowledge, operational knowledge, conceptual knowledge, strategic knowledge, situational knowledge, explicit knowledge, and implicit knowledge. However, the related literature classifies and defines knowledge types in different ways (de Jong & Ferguson-Hessler, 1996; Shulman, 1986). Detailed analysis of knowledge types will not be investigated in the scope of the present study. It will focus more on the distinction of implicit and explicit knowledge and conceptual and procedural knowledge as well as the interaction between them in the construction of expertise. Expertise is a skill which develops with practicum experience. Hence, studies on expertise focus on the importance of tacit/implicit knowledge which has been indicated by Polanyi (1967) for approximately 20 years (Sternberg & Horvath, 1995; Tomlinson, 1999a; 1999b). As stated by Sternberg and Horvath (1995) implicit knowledge is an important knowledge type in helping acquiring valuable objectives; as well as helping individuals to choose, adopt and shape the environment/context. This knowledge is the type of knowledge needed by individuals to reach an objective; and it cannot be taught directly. It usually cannot be expressed verbally. Studies on the importance of implicit knowledge which is an indicator of the acquisition and development of expertise performance, are reported to be conducted with company managers, psychology professors, salespersons, and university students; but implicit knowledge has not been investigated in detail in teaching expertise (Sternberg & Horvath, 1995). In fact, experts tend to rely on their automatic, intuition, i.e. procedural knowledge in their actions or problem solving skills (Knight, 2002). In this regard, the study aims to form a basis for the studies that would attract attention to the importance of implicit knowledge in the development of teaching expertise.

The present study is designed as a review study based on the empirical and theoretical research results in the related literature about the implicit learning, implicit knowledge and expertise. Lack of studies on how to base implicit learning and implicit knowledge in teacher education can be indicated as the rationale of the present study. However the theoretical knowledge in the implicit knowledge and implicit learning field form an important base for the interaction between mentor and apprenticeship which has become prominent in recent years. Therefore, the efforts of forming/looking for pre-service teacher education model should give importance to these dimensions while discussing the knowledge and learning problem. Flow of the study will involve the following topics respectively: definition and qualities of expertise, development of expertise, teaching expertise, knowledge types enabling the development of expertise, the role of implicit and explicit knowledge in the development of expertise, and the ways to measure the implicit and explicit knowledge of a expert person. Then, the study will provide suggestions regarding the expertise development of pre-service teacher education programs.

Keywords: Pre-service teacher education, expertise, expert teacher, implicit knowledge, implicit learning.

The Effects of Clinical Practices on Self-Efficacy Perceptions of Pre-Service Teachers

Adnan TAŞGIN; Atatürk University, Erzurum, Turkey; adnantasgin@gmail.com

Adnan KÜÇÜKOĞLU; Atatürk University, Erzurum, Turkey; adnank@atauni.edu.tr

Abstract

Clinical practices are a learning process which are in teacher training program and in which pre-service teachers, practice teacher, school manager and the university counsellor work with collaboratively. Pre-service teachers who are clinical practitioners share their learning and working responsibilities collaboratively with all the shareholders (AACTE, 2013; NCATE, 2010). Ball (2008) and Zeichner (2003) emphasize that teaching profession should be understood as "clinical practice profession" like the practices in clinical psychology and medicine. Clinical practice profession means that the individuals who will be teacher are expected to equip with all the skills about their profession requiring in the beginning of their teaching profession.

Clinical practices are to gain professional skills in teacher training, and so professional skill laboratory like a part of clinical practices in medicine education would be constituted and the planned skills would be done in a more controlled way in real class environment. Moreover, analysing the effects of clinical practices on self-efficacy, such as clinical practices' reflection on pre-service teachers, the qualifications affecting their behaviours like how to motivate themselves and their beliefs about their feeling, thinking and behaving (Bandura, 1977; Zimmerman, 1995), is thought to be important. It is aimed to analyse clinical practices' effects on pre-service teachers' self-efficacy perceptions in this study.

The method in this study is experimental method which is a quantitative research method. The research model is Solomon four group design. The study was implemented with 64 pre-service teachers who have studied at junior year, Pre-school teacher training in spring term of 2013-2014 education year in a public university and have taken the course Teaching Experience II. When control and experimental group were constituted, the readiness of pre-service teachers were expressed and 64 volunteers, 16 pre-service teachers in each group were selected with random sampling. "Teacher Self-Efficacy Scale", which was developed by Tschannen-Moran and Woolfolk-Hoy (2001) and adapted and made its reliability and validity by Çapa, Çakiroğlu and Sarıkaya (2005), was used in this study. The scale consists of 24 items and 3 sub-scales which are "ensuring students' participation, classroom management and teaching strategies." The Cronbach Alpha reliability coefficients are "Ensuring students' participation .85", "Classroom Management .85", "Teaching strategies .86", and the scale's Cronbach Alpha reliability coefficient is .93. While analysing the data, independent t-test was used to compare the pre-test of control and experimental group, and moreover single factor covariance analysis (ANCOVA) was used to determine the significant difference between pre-test and post-test.

Experimentation procedure: E-learning module (Edmodo) was set up in the study and so, the documents and records was uploaded in this module. E-learning module provided pre-service teachers with sharing their own activities and discussing about their activities. "Clinical practice guide" was prepared for the pre-service teachers who were in experimental group. Pre-service teachers in experimental group were determined interview hours weekly and to-do-list about practices. A two-week pre-practice was done about experimentation procedure. The problems in the pre-practice were solved. The researcher went to the schools for 14 weeks where pre-service teachers worked within the scope of the study during the experimental procedure, and so pre-service teachers were observed according to their activities dealing with each week. The issues taken care by the counsellor teacher especially within the scope of the study were explained. Pre-service teachers in the experimental group were held the one or two-hour meeting during 14 weeks. The expert faculty members also participated into these meetings. Experimental study was implemented to carry out the objectives in "Clinical practice guide" throughout 7 weeks. The meetings were had both in faculty and school in this process. Pre-service teachers always were observed during the experimental procedure, and had interviews about the

practices at the result of the observation. During the experimental procedure, every activities done by pre-service teachers were uploaded to e-learning module every week and it was taken pre-service teachers' opinions. After the experimental procedure, post-test was implemented. The pre-service teachers in control group did their routine activities in the teaching experience.

The difference of Pre-test results about equivalence of experimental and control groups toward the effects of clinical practices on self-efficacy perceptions of pre-service teachers were determined and it was found that there was no significant difference between the control and experimental group (Student participation $t_{(30)} = -.979$, $p > 0.05$, Learning strategies $t_{(30)} = -.920$, $p > 0.05$, Classroom management $t_{(30)} = -.807$, $p > 0.05$ and total $t_{(30)} = -1.098$, $p > 0.05$). So it is understood that the groups have similar features to each other in terms of self-efficacy. The mean between the post-tests about self-efficacy of pre-service teachers in the control and the experimental group have been determined that post-test mean of the experimental group is higher than post-test mean of the control group. Covariance analysis was done to determine whether the difference between two groups' post-test results was significant and it was found out that there was a significant difference between the revised post-test scores according to pre-test scores "Student participation ($F_{(1,29)} = 5.726$, $p = .023$, $\eta^2 = .165$)", Learning strategies ($F_{(1,29)} = 20.254$, $p = .000$, $\eta^2 = .411$) and "Classroom management ($F_{(1,29)} = 9.459$, $p = .005$, $\eta^2 = .246$)" in sub-scales and total ($F_{(1,29)} = 11.935$, $p = .002$, $\eta^2 = .292$). When Covariance analysis post-test mean scores were analysed which was done in order to bring about the effects of clinical practices on pre-service teachers' self-efficacy, there was a significant difference in 3 sub-scales and total in favour of the pre-service teachers in the experimental group ($\bar{X}_{\text{student participation experimental}} = 59.88$, $\bar{X}_{\text{student participation control}} = 54.87$; $\bar{X}_{\text{learning strategies experimental}} = 63.29$, $\bar{X}_{\text{learning strategies control}} = 53.90$; $\bar{X}_{\text{classroom management experimental}} = 61.33$, $\bar{X}_{\text{classroom management control}} = 54.04$; $\bar{X}_{\text{total experimental}} = 184.33$, $\bar{X}_{\text{total control}} = 162.98$). This finding shows that clinical practices affect self-efficacy of pre-service teachers in a positive way.

It is made out in the study that clinical practices affect self-efficacy perceptions of pre-service teachers positively. This result shows that self-efficacy perceptions of the pre-service teachers in the experimental group has been higher than the self-efficacy perceptions of pre-service teachers in the control group. Thus, according to this result it could be said that pre-service teachers would be more durable and willing to overcome the difficulties and moreover they would cope with the hard work instead of avoiding them. Fritz, Miller-Hey, Kreutzer and Macphee (1995), Gibson and Dembo (1984), Henson (2001), Pajares (2002), Pajares and Schunk (2001) and Ross (1992) state in their studies that a self-efficient individual could participate into the activities willingly; s/he could tackle the issues with coping with the problems; s/he could be insisted; s/he could create a warm classroom environment; s/he could have tendency to search and s/he could respond to the needs of students. The finding in the study is parallel with their findings. Finally, it is understood that clinical practices would have a positive effect on self-efficacy perceptions of pre-service teachers.

Keywords: Clinical practice, teacher training, self-efficacy.

Research Base for Preschool Teacher Education in Turkey

Belkis TEKMEN; Başkent University, Ankara, Turkey; tekmen@baskent.edu.tr

Güler KÜÇÜKTURAN; Başkent University, Ankara, Turkey; gulerk@baskent.edu.tr

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Fatih Project and Teacher Training Programs in The Context of Fatih Project: A Qualitative Study

Adil TÜRKOĞLU; Adnan Menderes University, Aydin, Turkey; aturkoglu@adu.edu.tr
Gürkan GÖÇER; Mehmet Akif Ersoy University, Burdur, Turkey; ggocer@mehmetakif.edu.tr
Sevgin TURGUT KAHYAOĞLU; Dokuz Eylül Universiy, İzmir, Turkey; stkahyaoglu@gmail.com
Burcu HANCI YANAR; Ministry of Education, İzmir, Turkey; burcuhanciyanar@gmail.com

Abstract

Many concepts in our lives have been changing and transforming with developments in communication technologies in a globalizing world. In this context, to keep up with the age expectations from education, especially the teacher's, have been increasing day by day. For this reason there have been many changes not only in pre-service training, including their classroom activities, but also in in-service training of teachers. In today's world, countries have been renewing their education systems, and reorganizing the opportunities they provide and activities they planned considering the emerging changes.

Various projects have been implemented on information and communication technologies (ICT) in the field of education in Turkey since 1980s. In Turkey the first usage of computers in education started when MoE granted computers to high schools and began giving computer lessons in 1984. In time, this resulted in implementations of computer assisted learning (CAL). Elective courses were added to the curriculum of secondary schools since the fiscal year 1987 - 1988. With the MoE Project in 1990 the number of computers in schools increased whereas CAL projects continued with the transition into 8 years compulsory education. In the following years with the project called "Keeping up with the Age in Education 2000" increasing the number of the computers in schools and using software in Turkish, Maths, Science, Foreign Language and Social Science was aimed. In 2003, internet connection was provided in schools. Finally, FATİH Project which intends to make radical changes with the biggest budget was started to be implemented in 2010 (Ekici & Yılmaz, 2013).

"Movement of Enhancing Opportunities and Improving Technology" known as FATİH Project has been planned to be completed in three years. The first phase of the project is high schools, the 2nd is secondary schools and the last one is the primary schools and pre-school education. It is targeted to address the needs of these institutions by providing; equipment and software substructure, educational e-content, effective usage of the ICT in teaching programs, In-service trainings for the teachers and conscious, reliable, manageable and measurable ICT usage (Özçakır, 2012). With the FATİH Project, in order to provide equal opportunities in education and improving the technologies at school 570.000 classes in pre-school, primary school, secondary school and high schools LCD Interactive Boards are delivered, internet infrastructure is provided and tablet PCs have been distributed to each and every student and teacher besides scheduling in-service trainings. Also it is planned to develop educational e-content to bring programs of instruction into conformity with ICT assisted instruction (MoE, 2012).

Within the scope of FATİH Project serious expenditure has been made from the budget of MoE in order to improve the quality of education. As a result of these expenses the opinions of the teachers who take part in the implementation process of the project have become invaluable as they have a vital role in this process. Before the implementation it must be determined whether this project takes or should take place in the curriculum of pre-service teacher training. Teachers' views about the project, the problems they encounter during the implementation, and their suggestions would have a great contribution in making the project more affective. By identifying the teachers' needs suggestions could be made on the project's place in pre-service teacher training and through instructors' views a needs analysis would be made about project's place in pre-service teacher training. Hereby, prospective teachers would be ready for the project before they graduate and when they are in the field, they would experience less readiness problems, which teachers currently encounter. Application of FATİH project isn't possible with only software and hardware. Training to teachers who are the practitioners of the project and defining the problems which they come across with in the practice process is vital for the success of the project. The aim of this study is to investigate opinions of teachers about FATİH project and problems, which they have lived in the project process, and to investigate opinions of lecturers about teacher training curriculums in the context of FATİH project.

This study has been constituted by qualitative survey method. Creswell (1998) defines qualitative research as the interpretation process of the social life and humane problems using distinctive methods and by questioning. Also, survey method is the description of the case which is ongoing or which had happened in the past (Karasar, 2005). In the study, teacher and lecturer opinions on FATİH Project have been tried to examine. Interviews with teachers and lecturers have been collected under the common themes and opinions of teachers and lecturers in the context of FATİH project about teacher training programs have been presented.

Keywords: Fatih project, teacher training.

Teachers Candidates' Opinions on the Vocational Competence and Public Personnel Selection Examination (KPSS)

Esed YAĞCI; Hacettepe University, Ankara, Turkey; esedyagci@gmail.com

Elif KURŞUNLU; Hacettepe University, Ankara, Turkey; elifkursunlu@hotmail.com

Abstract

As a result of rapid improvements in technology and its use in every aspect of people's life in recent years, economic and social welfare in every society have been more interrelated and influenced by educational qualities. Rich quality education has been regarded as an important aspect of the social improvements. In this arena, teachers and teacher education programs play a critical role in teaching-learning process. Therefore, every school is rich when there are rich and qualified teachers (Kavcar, 1999; Kösterelioglu, Kösterelioglu & Kilmen, 2008). Teacher selection process from education faculties is among the criteria of high quality educational system. According to Baştürk (2007) rigorous and accurate process of highly qualified pre-service teacher selection adds to the importance of the teacher education system.

In Turkey, the teacher selection process is done via Public Personnel Selection Examination (KPSS) which is divided into three section: general ability-general culture, educational sciences and Teaching Field Knowledge Test (TFKT) (<http://mevzuat.meb.gov.tr/html/222.html>). According to Gündoğdu, Çimen and Turan, 2008 cited in Semerci and Özer (2005) there is still debate and valid arguments with respect to the reliability and validity of these kind of test all around the world to select the applicants accurately based on the desired qualifications. According to MEB (2007), KPSS can't be considered as a reliable exam in measuring and evaluating the high quality teacher characteristics. Therefore, the aim of this research is to investigate teacher candidates' opinions on the vocational competence and KPSS exams reliability in Turkey.

The aim of this research is to investigate teacher candidates' opinions on the vocational competence acquired in bachelor degree and KPSS exams reliability in order to contribute to the improvement of the teacher selection process in Turkey. Simultaneous nested model was employed in this research. Both qualitative and quantitative research methods were used. With respect to the quantitative data collection, the research study using random stratified sampling method consisted 200 teacher candidates enrolled in a private KPSS teaching institution at Izmir. With respect to the qualitative data collection, one-stage cluster sampling was used to select 10 teacher candidates in this study.

To collect the quantitative data, a four dimension survey including 28 items general characteristics, vocational competences, KPSS competences and KPSS opinions was conducted. Qualitative data was collected through 4 questions semi-structured interviews together with follow-up questions. Along with descriptive statistics for the quantitative data, descriptive analysis for the qualitative data based on the research questions have been done. Consistent and inconsistent findings with respect to these two analysis methods have been identified and emphasized.

According to the findings, participants taking bachelor studies in education, haven't found KPSS as a standardized and reliable exam to take them to professional success. This finding is consistent with previous research findings in the field (Baştürk, 2007; Kösterelioglu, Kösterelioglu & Kilmen, 2008; Özkan & Pektaş, 2011). Although these participant have emphasized in their teaching professional knowledge and skills, teacher character and being ready to take the responsibility in theory, they are hesitant in

their practical teaching career. This theory and practice inconsistency has been cited in a previous research study done by Sezgin (2008). As reflected by the participants, their sense of competency and mastery has been referred to the KPSS teaching institutions not the university education. This finding in particular is also consistent with the previous research studies about the preference of the teacher candidates for KPSS teaching institutions (Bulca, Saçlı, Kangalgil & Demirhan, 2012; Can & Can, 2011; Kuran, 2012). While the participants have shown a negative view about the **general ability-general culture exams** as not necessary exams to assess for the teaching profession, they have shown hesitation with respect to the necessity of the educational sciences test and TFKT in KPSS. According to Karataş and Güleş (2012) KPSS exam should consider not only the cognitive characteristics, but also other features such as affective ones in assessing the teacher candidates.

According to the final findings, the participants have mentioned the KPSS exam as not reliable and valid exam in the teacher selection process. Derived from the interview findings, the participants have suggested some other methods in the process such as interviewing, observation of the performance and long-term training programs. According to the participants, bachelor teacher education programs are ineffective. Therefore, there is inconsistency between these programs in educational faculties and KPSS goals to assess the qualified teacher characteristics. As the participants have not found the general ability-general culture exam beneficial and necessary, they have emphasized that educational sciences test and TFKT test in KPSS are more related and necessary in the KPSS teacher selection process. Meanwhile, KPSS has not been regarded as objective, reliable and valid exam. To solve this problem, interviewing, observation of the performance and long-term training programs have been suggested.

In addition, these suggestions have been given: There should be a theory and practice consistency in initial teacher training programs at educational faculties in order to have a qualified and rich program taking the candidate to professional careers. According to the curriculum development principles, KPSS with its multiple-choice question types is ineffective and invalid in providing skills for teacher to organize learning experiences, manage classrooms, have rapport with students and improve their affective domains. After first stage selection, KPSS exam should be accompanied by performance assessment of the teacher candidates. There is a weak correlation between teacher education programs in educational faculties and knowledge and skills needed to accomplish KPSS. Therefore, either educational faculties are poor in performance to train high quality teachers or KPSS is ineffective, unreliable in assessing the teacher characteristics. Content validity should be measured and assessed between the program content and final exam scores in the end of the program.

Keywords: Teachers candidates, vocational competence, public personnel selection examination (KPSS).

The Education Beliefs of Prospective Teachers in Primary School Teaching Department

Sevilay YILDIZ; Abant İzzet Baysal University, Bolu, Turkey, sevil_yil@yahoo.com

Kaya YILDIZ; Abant İzzet Baysal University, Bolu, Turkey, kayayildiz@mynet.com

Aysel FERAH ÖZCAN; Sakarya University, Sakarya, Turkey, ayselferah@yahoo.com

Fulya KURTULUŞ; Abant İzzet Baysal University, Bolu, Turkey, kurtulusfulya@gmail.com

Abstract

It is known that, in order to bring up a child, a whole village is needed. However, the role of teachers, who are the leading actors of schools, where the child formally steps into his/her education process, is indisputable. Because teachers have to accompany students during their learning in the improving and changing world of 21st century in order to make them reach success while helping them gain knowledge, skills, attitudes and behaviors. In this regard, the teachers who are one of the most important keys for success, need to be more qualified. While working with students who have qualifications with varied levels, skills and attitudes, the teachers are able to show different proficiency levels in efficiently using the content knowledge, which they acquired during undergraduate,

However, while teachers are trying to be a part of solutions in education, sometimes they can be seen as a part of the problem, or even the cause of it. It is not surprising that, one third of the teachers quit their job in the first three years and almost half of them in the first five years. This is a heartrending statistics. A novice and eager teacher who started teaching as s/he loves teaching and children, may face problems that s/he had never thought before (Barkley, 2011). It can be stated that the teachers' beliefs and their philosophy of education lies behind their strength and their levels of content knowledge to arrange teaching and learning situations to cope with the problems they face either in a micro or macro level. The philosophy of education of an individual can affect his/her character, attitudes, values, competence, decisions, choices and alternatives (Duman, 2010; Moss 2007; cited in: Moss & Lee, 2010; Ornstein & Hunkins, 2004). The philosophy of education one has is the guide in arranging school and classroom environments, in assigning and interpreting the goals, in arranging the content, in the approaches toward students and in classroom management. In short, the philosophies guide teachers in implementation of the programs. Therefore, the quality of a program cannot go beyond the quality of the person who implements it.

The major education philosophies are; perennialism, which is based on pansophy (universal knowledge), and advocates that knowledge is permanent, and this permanent knowledge must be inherited to new generations to bring up intellectual individuals; essentialism, which advocates that human mind is empty innate, learning is difficult and depend on studying hard, teaching is prior to learning, the content is indisputable, and the content itself is made up of values; progressivism, which focuses on individual's needs and interests, and is based on constructivism that regards education as life itself; re- constructionism, which imposes the major responsibility to schools in changing and developing the society, gives importance to implementation in education, follows democracy and principle of equal opportunity, focuses on the problems of education, and regards teachers as the key in development of the society; existentialism, which regards teachers as individuals who help students as an obligatory duty to form his/her character, and embraces the idea that individuals can become liberalized by facing options.

A lot of research on education emphasize that teachers' beliefs shape their choice and actions. However there are limited numbers of research on beliefs of education (Quinland, 1997). This statement is also valid for Turkey. There is some research in Turkey to determine the education philosophy of teachers, prospective teachers and school administrations. But it can be stated that more studies are required to be conducted (Yilmaz *et.al.*, 2011) when it is considered that studying philosophical views and goals yields getting real information about the education (Livingston *et.al.*, 1995). Considering all these discussions, this study aims at analyzing the education beliefs of prospective primary school teachers'. In regard of this aim, the answers of those questions are sought:

1. How are the education beliefs of prospective teachers?
2. Are the education beliefs of prospective teachers differ in terms of sex?

This study is a survey research. Survey is a research approach which aims at describing a past or ongoing situation as it really exists (Karasar, 2006). In this study, the education beliefs of prospective teachers and whether those beliefs differ in terms of sex are examined.

The participants of this study are 176 (120 female, and 56 male) senior students at Abant Izzet Baysal University, Faculty of Education, primary school teaching department. As a data collection tool, the Education Beliefs Inventory which was developed by Yilmaz, Altinkurt and Çokluk (2011) was employed. Education Beliefs Inventory is a 40-item Likert type scale (5-Totally Agree and 1-Totally disagree) with 5 sub-scales namely progressivism, existentialism, re-constructivism, essentialism, and perennialism. Cronbach Alpha internal consistency coefficient for the sub-scales of the inventory are; for progressivism sub-scale is .91, for existentialism sub-scale is .89, for re-constructivism sub-scale is .81, for perennialism sub- scale is .70, and for essentialism sub-scale is .70, which means the consistency coefficients are between 0.70 and 0.91. In the analysis of data gathered, means, standard deviation, t-test, percentages and frequencies are used. The interval range of the inventory is calculated based on the formulation of "range/the number of groups" (Tekin, 1993). According to the calculations, the range of the scale is found as 5 (Totally Agree) -1 (Totally Disagree)/ 5=.80. The mean intervals which were considered while assessing the research results are interpreted as follows; 1.00 -1.80= "Totally Disagree", 1.81-2.61= " Disagree", 2.61-3.40= "Neutral", 3.41-4.20= " Agree", 4.21-5.00= "Totally Agree" (Ilgaz *et.al.*, 2013).

In this study the education beliefs of senior students at faculty of education, primary school teaching department were studies. According to the research results, the beliefs that the prospective teachers most employed are as follows in order: perennialism, re-constructivism, existentialism, essentialism and progressivism. Those results showed no parallelism with the results of Altunkurt, Yilmaz and Oğuz (2001) and Ilgaz et. al.(2013). Another research question was whether the education beliefs of prospective teachers differ in terms of sex or not. The research results revealed that there is no statistical significant difference between male and female prospective teachers in education beliefs. This result shows parallelism with the results of Doğanay and Sarı, (2003) and Çoban (2007). The results of this study revealed that prospective teachers tend to show traditional education view, though they respect the freedom of students, and they believe in themselves in reconstructing the society. Prospective teachers are found to adopt beliefs in which unchanged universal knowledge is transferred, yet this transfer would be performed in modern education beliefs. In other words, prospective teachers want both to transfer unchanged universal truths, and also believe that students must be active during this process. For further studies, the effects of education beliefs of teachers or prospective teachers on educational implementations, the relationship between education beliefs and epistemological beliefs, the relationship between education beliefs and different variables (such as family structures, socio-economical level, the living areas where they spent their primary, secondary or high school educations, grade of the class and different departments in faculty of education), a qualitative analysis of education beliefs or the situation of education beliefs on a larger scale with larger samples can be conducted.

Keywords: Belief; philosophy; philosophy of education.

Investigation of Teachers' Qualities and Self-Efficacy Perceptions in Character Education

Ece YOLCU; Çukurova University, Adana, Turkey; eduser@cu.edu.tr
Mediha SARI; Çukurova University, Adana, Turkey; msari@cu.edu.tr

Abstract

It is very crucial that the teachers are efficient in terms of professional and personal development in order to contribute to character and moral development of students. Within this study, it was aimed to investigate the views of elementary school teachers regarding the qualities teachers should have in character education and their self-efficacy perceptions as a character educator. In this sense, the views of elementary school teachers regarding the qualities teachers should possess and their self-efficacy perceptions as a character educator were analyzed; comparisons in terms of gender, professional seniority and the institution of graduation were made and the views and suggestions of participants were reached regarding character education.

The study was designed as a descriptive survey study. The participants of this study, were 301 elementary school teachers (56.3% women; 43.7% men) from 23 public school within three different socio-economic levels (low-medium-high) in central towns of Adana (Seyhan, Çukurova, Yüreğir, Sarıçam) determined in an unbiased way. The participants' ages ranged between 22 and above the age of 61. The years of seniority they have were changing between 1 and 44 years. While the 67 % of the sample consisted of graduates of Faculty of Education, Educational Institution, Bachelor Completion Program, Teachers' Training School and High School of Education, the graduates of other faculties constituted 33 % of the participants. The participants were teaching at different grade levels (23%- first grade, 24.5%- second grade, 29.7%- third grade, 22.3%- fourth grade). According to the socio-economic levels of the schools, 49.5% of the participants were from low socio economic level while 25.9% of them from middle and 24.6% from high socio economic level.

Through the study, with the aim of examining the views of participants concerning the qualities of teachers in character education, The Qualities and Efficacies of Teacher in Character Education Scale (QETCES) was developed and applied to the determined participants through 2014-2015 Education year. There were 34 items in the scale the teachers answered in two dimensions which were the significance level teachers gave to qualities in character education and self-efficacy perceptions regarding these

qualities. At the end of the scale, there was an open-ended question asking teachers' suggestions concerning the improvement of character education process in schools. Wilcoxon Signed Rank Test, Mann-Whitney U Test and Kruskal-Wallis H Test were used in order to analyze the quantitative data and to analyze the data regarding the open-ended question at the end of the scale, content analysis was used.

As a result of the data analysis, it was found that there was significant difference between the importance level elementary school teachers give to teacher qualities in character education and their self-efficacy perceptions regarding these qualities in favor of teachers importance level; and that there was significant difference in favor of women teachers between the teacher importance levels up to gender variable while there were not any significant differences for self-efficacy perceptions. As for professional seniority, there was not found any significant differences between teacher importance levels however in terms of self-efficacy perceptions it was seen that teachers experienced for 1-22 years perceived themselves less efficient than more experienced teachers. According to the institution of graduation variable, it was observed that the teacher importance levels for teacher qualities in character education showed significant differences in favor of graduates of bachelor completion programs in terms of the scores from Classroom Character Education Practices subscale and total scores in QETCES and for the self-efficacy perceptions there were significant differences in favor of graduates of bachelor completion programs and institutes of education in terms of both subscale and total scores. With the analysis of the answers given to the open-ended question, it was observed that teachers mostly came up with suggestions related to families and their being educated for the process as well as the recommendations for teachers to be good role models.

Consequently, it was found out that elementary school teachers give importance to the qualities teacher should possess regarding character education at a high degree and their self-efficacy perceptions are at a high level. That the professional seniority, gender and institution of graduation variables have effects on teachers' views and efficacy perceptions was also observed. Teachers emphasized the necessity of new arrangements within the teacher education and education in general, the significance of school-parent collaboration regarding character education. These results show that there is a need for changes in teacher education, character education should more specifically take place in curriculum and parents' awareness concerning the field should be raised. In parallel with these results, some suggestions such as conducting similar studies with more teachers from different regions, providing teachers with better training through pre-service and in-service processes, being in collaboration with families and making them more aware of the character education and their responsibilities within the process could be offered. Moreover, it is obvious that the studies will be conducted to collect data profoundly and in a detailed way using quantitative methods will contribute a lot to character education.

Keywords: Character education, elementary school teacher, teacher qualities, self-efficacy perception.

Accreditation in Higher Education

Accreditation Requirement in Higher Education

Berrin ŞENSES; Hacettepe University, Ankara, Turkey; bgereksenses@gmail.com
Buse CEĞER; Hacettepe University, Ankara, Turkey; buseceger@gmail.com

The paper wasn't presented in the congress.

*Comparative Education in
Tertiary Education*

Curriculum Development for University-Industry Collaborations with a Comparative Analysis on Master of Industrial Product Design Education in Izmir Institute of Technology and Linnaeus University

Zeynep AYKUL; Izmir Institute of Technology, Izmir, Turkey; zeynepaykul@iyte.edu.tr

Önder ERKARSLAN; Izmir Institute of Technology, Izmir, Turkey; ondererkarslan@iyte.edu.tr

Abstract

With increasing industrial activities, innovations, new designs and university collaborations, gained importance to take advantage in competitive market. OECD reported that the number of industrial production has been increasing so rapidly for 5 years in Turkey (OECD,2014). According to the publication of European Commission's Innovation Union Scoreboard, although Turkey is at its modest innovators position, its relative strengths are in innovators and economical aspects (EC, 2013). In case of innovative activities and general economic characteristics, knowledge generation and using them in production are key to the success in industrialized countries which can take advantage of using university-industry collaboration (UIC). This provides not only effective training for students but also knowledge production in universities for industry to contribute economy, so UIC is advantageous for both university and industry (Bektaş, Ç., Tayauova, G., 2013). According to Yücel (1997), there are reasons of UIC for both university and industry. It provides development for academic staff, applied sciences and literature to contribute science for universities. On the other hand, industry has advantages such as; new technologies development for market, developing production and quality, and contribution to market share.

The paper purpose to analyze reasons of deficiencies in UIC with comparative analysis of curriculum of industrial design department of Izmir Institute of Technology (IZTECH) and Linnaeus University (LNU), and taking feedback from industry. Early phase of the research was realized at LNU- Sweden between September and December 2012 with the support of the Turkish Higher Education Council Grant. After all these analysis on curriculum and industry, the main aim is developing curriculum to efficient UIC.

As a comparative analysis of curriculum, industrial design programs in IZTECH and LNU were examined to understand differences and similarities. Industrial design education of both universities base on engineering and architecture, and also both of them teach in English. Besides, LNU and IKEA collaboration in "life at home" project is an example for multidisciplinary and collaborative education. LNU is important for IKEA, due to not only it provides employable educated people and experts, but also it is strategic important place to produce important results of researches. To develop UIC for IZTECH, LNU was accepted as an example, then they were compared according to their curriculum. For comparison of industrial design courses, taxonomy method in the National Association of Schools of Art and Design (NASAD) Handbook 2014-2015 was used. According to this method, there are three categories for design courses which are professional design practice (PDP), design studies (DS), and design thinking (DT). PDP courses contribute students basic and essential skill and knowledge. In DS courses, history, theory, criticism on survey content from various design areas are taught. DT courses purpose to give innovative and collaborative perspective to students, also teach problem solving methods and view of design as a third discipline between science and humanities (NASAD,2014). After the categorization, numerical data that was acquired and interpreted. According to the categorization data, IZTECH and LNU have some similar and different sides in program curriculum. In total of compulsory courses, IZTECH and LNU have similar characteristics. When each compulsory course are examined, PDP and DS common group is prominent for IZTECH, but courses which have PDP, DS and DT common group have the majority at LNU. In case of elective courses, both university provides 25% elective courses of total courses. At IZTECH, 50% of elective courses have DS characteristic, and some of the characteristics are not available. In contrast to IZTECH, student can reach elective courses from any characteristic at LNU. Analyzing curriculum is important to understand which courses provides which skills for industrial design graduates for business life.

Within the scope of curriculum development for university-industry collaboration, feedback were taken from companies which has design department or employer of new industrial design graduates. For this purpose, surveys, which was made with 0,1 sampling error and purposeful sampling, were sent to different companies. Questions aimed to learn which kind of weaknesses existing, which industry

expects what from new graduates and what they think about collaboration. According to the results, technical subjects, like material and manufacturing techniques, and problem analysis and solving ability are more important factors to be sought among industrial designers by industry. At the same time, these two factors are seen as deficiencies in new graduated industrial designers. Also, 60% of attendees think that new graduates meet their expectations in level of 50%, and if collaboration will be possible, students can have the opportunity to work on real projects. Another opinion in majority is that companies can find solutions for their problems thanks to the collaborations with universities. These show that university-industry collaboration provides benefits for both sides. Another opinion shows joint projects does not have to give tangible results, they can be a learning process (material) for not only university, but also industry. However, there is an opinion that students do not have enough background to work on these kind of projects, so bearing in mind that survey results, curriculum of industrial design department should be developed.

The deficient courses were determined according to their content, and examined that which course group they belong to it. According to survey result, project management is the most problematic area of new graduated industrial designer, CAD and other technical subjects are following as deficiencies. These courses take place under PDP and DT category which offer courses about basic skill and collaborative activities. In addition to analysis of feedback's result, when it is in comparison with LNU, 80% of their compulsory courses has PDP characteristic and 60% of them has DT characteristic. In IYTE, PDP courses group is in 72% level and it can catch LNU. However, courses of DT group in IYTE fall behind LNU. As a result of curriculum analysis and survey with industry, courses, which need to be developed, belong to PDP and DT groups which are more practice and team work based. A solution can be adding new courses to curriculum which contain more team work, innovative and collaborative activities, also, content of existing courses can be developed on DT characteristics, for example; group projects with other departments or interdisciplinary works can be added to course content. After all development process, more qualified and capable students of industrial design departments are intended for UIC.

Keywords: Industrial product design education, curriculum, master's degree program, comparative analysis, LNU, IZTECH, university-industry collaboration.

A Comparative Analysis of Biology Teacher Education Programs in Turkey and Canada

Hülya ASLAN EFE; Dicle University, Diyarbakır, Turkey; hulyaaslanefe@gmail.com

Nazan BAKIR; Dicle University, Diyarbakır, Turkey; nazanbakr@gmail.com

Yunus Emre BAYSAL; Dicle University, Diyarbakır, Turkey; y.emrebaysal@gmail.com

Abstract

The basic aim of education systems is making individuals well adapted to their society and the modern world and equip them with the skills that the modern age requires (Çelikten et al., 2005). Ensuring that individuals acquire such skills and instilling the society with scientific thought doubtlessly requires raising scientific-minded and rational teachers with universal values (Akpinar et al., 2004). The fact that education systems cannot produce services above the quality of human resources makes teacher training a key process (Ataç, 2003). Therefore, teachers need to have knowledge and skills such as knowledge accumulation, planning process, knowledge of the specialization field, advanced linguistic skills, closeness to technological developments and ability to use technological devices, knowing and guiding students at various levels and personalities, and effective communication (Gürlen & Demirel, 2010). To this end, countries strive to establish the best teacher training systems. As such, in the assessment of the education of a country, comparisons with other countries are quite important. Based on this, the aim of this study is to determine and set forth the similar and different aspects of biology teacher training programs in Turkey and Canada. With such a purpose, the following research questions are sought answers:

1. How are the placement conditions and required program durations for the education faculties in Turkey and in Canada?

2. What is the comparison of the courses of biology teacher training programs in Turkey and Canada?

3. What is the comparison of the Practicum and Teaching Practice courses of biology teacher training programs in Turkey and Canada?

4. What are the conditions to be appointed as biology teachers in Turkey and Canada?

In this study document analysis method, as one of the qualitative research data collection methods, is used. Document analysis refers to the analysis of informative print materials about the phenomenon and phenomena that the research is focused upon (Yıldırım & Şimşek, 2000).

In this study, the necessary data have been obtained through analyses of the current teacher training programs. In this context, as the data collection instruments, Dicle University Biology Teaching Department's 2015-2016 academic year program curriculum and the program curriculum of Vancouver Island University in British Columbia State have been analyzed.

Those who want to become biology teachers in Turkey have to succeed in the national tests administered by the ÖSYM (Student Selection and Placement Center). In Canada, individuals who want to become biology teachers are not subjected to national-level tests. Admission to Canada Vancouver Island University biology teaching program is carried out by the university. After their applications to the program, candidates' are evaluated on the basis of interviews. In Turkey, education in biology teaching programs takes 4 years whereas in Canada it takes 5 years.

When the courses offered in Dicle University and Vancouver Island University biology teaching undergraduate programs are compared, biology major, professional development and general culture courses are seen to be available. It has been found that some courses are different and similar courses are offered in different semesters. When the biology teaching program of Dicle University is analyzed, it is clear that starting from the 1st year throughout the 4th year, both biology major courses and the teacher education courses are conducted together. In the Vancouver Island University biology teaching program, for the first 2 years teacher training courses do not exist and the last year is reserved only for teacher training courses. As their common major courses, Dicle University and Vancouver Island University biology teaching undergraduate programs have: Mathematics I-II, English, Physics, Chemistry I, Organic Chemistry, Microbiology I, Biochemistry Principles I (Biochemistry), Microbiology Lab I (Applied Microbiology), Evolution, Ecology, Genetics, Botany (Systematic Botany), Animal Physiology. Common courses are found to be Instructional Technology and Material Design, Principles of Learning and Teaching, Major Area Research Project, Practicum, Teaching Practice, Developmental Psychology, Assessment and Evaluation, Program Development and Instruction, and Educational Foundations of Countries.

As part of their Practicum course, teacher candidates studying in the Dicle University biology teaching program visit schools and observe classes in the second semester of their last year of the program. Having gained considerable experience in subjects such as teaching methods, classroom management, school management, and communicating with students through the Practicum course, the teacher candidates go on to take Teaching Practice course in the second semester of the last year (4th year). As part of this course, the teacher candidates teach at high schools either once a week for a full day or for two half days. The Practicum course in Vancouver Island University biology teaching program continues for 4 semesters. In the Practicum I-II and III courses, the teacher candidates have a regular teaching experience by going to schools for 4 weeks. As part of the Practicum IV, teacher candidates gain experience as practicing trainees at schools by teaching for 8 weeks.

In Turkey, graduates of biology teaching undergraduate programs have to succeed at the Public Personnel Selection Examination (KPSS) in order to be employed. Those teacher candidates who succeed at the KPSS exam are centrally appointed to their teaching posts. In Canada, there is no mandatory central exam before biology teacher candidates can begin their jobs. Candidates who want to become biology teacher in Turkey have to succeed at the national exams administered by the ÖSYM, and candidates who want to be admitted in the Canada Vancouver Island University biology teaching program must succeed at the interview conducted by the university. In Turkey, biology teaching takes 4 years, while in Vancouver Island University it is 5 years. It is naturally expected that there will be some differences between a federal republic where authority is generally given to individual states and a republic where authority is centralized (Taştan, 2007). Furthermore, as a result of the study, biology teaching undergraduate programs of both countries have mostly similar courses, but it is remarkable that in Vancouver Island University, there are state-specific major courses as well. Vancouver Island

University biology teaching program offers a Practicum course that deepens and progressively advances throughout 4 semesters, while in the Dicle University biology teaching program, observation and practicum courses begin in the 4th year and are taught only for two semesters. Consequently, the time allotted by Canada, as a developed country, for practice in teacher education helps with increasing the quality in teacher training (Yiğit, 2005).

In the light of the results of this study, these following suggestions can be made: In Turkey, students can be screened through personality etc. tests before their admission into biology teaching undergraduate programs, In Turkey, the length of Practicum and Teaching Practice courses in the biology teacher training programs can be increased, The Practicum course can be made mandatory in the biology teacher training programs starting from the 1st year.

Keywords: Teacher training, Canada, Turkey, comparative education.

Comparison of Science Teacher Training Programs in Turkey and Singapore

Hülya ASLAN EFE; Dicle University, Diyarbakır, Turkey; hulyaaslanefe@gmail.com

Yunus Emre BAYSAL; Dicle University, Diyarbakır, Turkey; y.emrebaysal@gmail.com

Nazan BAKIR; Dicle University, Diyarbakır, Turkey; nazanbakr@gmail.com

Abstract

In this developing world, the most important factor for societies to maintain their own culture and to become stronger is undoubtedly education. Three basic components of education are known to be the teacher, students and curricula (Oğuzkan, 1981). Among these three components, teacher is more important than the others because it is the teacher who guides students and applies curricula (Çankaya, 2007). Therefore, in order to achieve the intended goals in an education system, it is necessary to develop the qualifications of teachers and other educational staff who will execute this system (Abazoğlu, 2014). In this respect, it is important to develop and apply good-quality teacher training programs. For this reason, Higher Education Council (HEC) started a comprehensive structuring process. Following this comprehensive structuring, teacher training programs in education faculties were updated and organized in the academic year of 2006–2007 (HEC, 2007). On the other hand, in Singapore, science teacher training is carried out only by the National Education Institution at Nanyang Technical University. When related literature is examined, it is seen that teacher training programs were compared with other similar programs in developed countries (Baskan, Aydin and Maden, 2006; Demirel, 2000). However, there is no comparison made between science teaching education programs in Singapore and those in Turkey. Thus, the purpose of the present study was to determine the similarities and difference between science teacher training programs in Turkey and Singapore. In line with this purpose, the following research questions were directed.

1. In Turkey and Singapore, how are students selected for science teacher training institutions?
2. What are the goals of science teacher training programs in Turkey and Singapore?
3. Which courses are included in Science teacher curriculum in Turkey and Singapore?
4. What are school experience and teaching practicum of preservice teachers in Turkey and Singapore?

In the present study, which compared the science teacher training programs in Turkey and Singapore, document analysis was conducted. In the study, no difficulty was experienced to reach the documents published on the webpages of governmental institutions in 2015. All the documents were published on the webpages of Higher Education council and Nanyang Technical University. Thus, the documents were proved to be original and reliable.

In Turkey, the requirements necessary to register to science teaching program include having a high school degree and getting the necessary scores from two placement exams conducted by University Student Placement Center. In Singapore, students willing to register to science teacher training program are required to have an "A" level degree before their undergraduate education, a certificate of advanced level general education (proficiency in English and Mathematics), an advanced level second

language certificate and special academic knowledge. Students meeting all these criteria have the right to apply to science teacher training program in Nanyang Technology University. Applicant students are subjected to a compliance test. Compliance tests include a personality test, inventory of interests and an interview. As the primary language, those selecting one of the languages of advanced level of Chinese, Malay and Tamil are required to get at least D7 from the GCE 'O' exam. As the secondary language, if the student knows one of Chinese, Malay and Tamil, he or she is required to get at least D7 from the GCE 'A' exam.

It is obvious that science teacher training programs are similar in Turkey and Singapore. In both countries, the basic purpose of science teaching undergraduate program is to train knowledgeable and skillful students both in education and in other education-related areas and to let them have a good academic degree in education (HEC, 2007; NIE, 2015). Courses included in science teacher training program in Turkey are Field Education Courses, General Culture and Professional Knowledge Courses. Field Education Courses are made up of 85 credits including 74 hours of theoretical lessons and 22 hours of practice. General Culture Courses are made up of 30 credits including 27 hours of theoretical lessons, 6 hours of practice. As for Professional Knowledge Courses, they are made up of 38 credits including 31 hours of theoretical lessons and 14 hours of practice.

In Singapore, courses are classified in seven groups: Educational Studies, Academic Issues, Curriculum Studies, Subject Knowledge, Basic Course, Language Development and Academic Speaking Skills, and Practice. All the courses were made up of a total of 144 credits: 14 credits for Educational Studies, 27 credits for Academic Issues, 63 credits for Curriculum Studies, 32 credits for Subject Knowledge, 2 credits for Basic Course, 5 credits for Language Development and Academic Speaking, and 21 credits for practice. School experience and teaching practicum courses are given in the last two academic terms of science teacher training undergraduate education program in Turkey. Within the scope of school experience, preservice teachers go to schools for a whole academic term and observe the teacher, students and school management (HEC, 2007). Within the scope of teaching practicum, preservice teachers gain experience in teaching in one or two school days in a week (HEC, 2007).

In Singapore, preservice teachers are sent to schools for 2, 5, 5 and 10 weeks to let them develop their teaching proficiencies in different levels and contents (NIE, 2015). Also, school experience course in Singapore is given in two weeks: one in elementary school and one in secondary school. The purpose of school experience is to allow preservice teachers to do observations in elementary and secondary schools (NIE, 2015). Teacher Assistance Course is given in 5 weeks to provide preservice teachers with the opportunity to observe the roles and responsibilities of a teacher and to observe what teachers teacher in cooperation. Also, preservice teachers gain practical experience by helping teachers plan their lessons, prepare materials and manage students (NIE, 2015). In the five-week Teaching Practicum Course-I, the purpose is to allow preservice teachers start teaching independently. Preservice teachers learn to prepare lesson plans and related materials and to manage students on their own. In addition, they can observe and consult their supervisor teachers (NIE, 2015). Within the scope of the 10-week Teaching Practicum Course-II, preservice teachers gain a more holistic school experience in a way to discover other aspects of teaching life such as management (NIE, 2015).

In this study, the science teacher training programs in Turkey and Singapore, student selection for these programs, courses included and school experience/teaching practicum themes were examined comparatively.

In Turkey, in selecting students for music, art and physical education teaching departments, the results of university placement exam and special ability exams are taken into account, while in other fields of teaching departments, only the results of university placement exam are taken into consideration. In Singapore, different from Turkey, students are admitted to teacher training programs via interviews and personality tests. This increases the possibility to select students who are more appropriate in cognitive and affective aspects (Erbilgin & Boz, 2013). The purposes of science teacher training programs are similar in Turkey and in Singapore. Both programs in these two countries aim at training individuals who adopt contemporary teaching approaches, who have the necessary academic knowledge and skills and who intend to train creative individuals. In the study, it was seen that the courses in two programs are similar though they are found under different headings in the two countries. In Turkey, courses are gathered under three headings: field education courses, professional knowledge courses and general culture courses. In Singapore, courses are found under seven headings: Educational Studies, Academic Issues, Subject Knowledge, Curriculum Studies, Basic Course, Language

Development and Academic Speaking Skills, and Practice. School Experience and Teaching Practicum courses are given only in the last two academic terms during undergraduate education in Turkey. In Singapore, the same courses are given in four years of undergraduate education. When the school experience and teaching practicum courses in both countries were compared, it was seen that those in Turkey do not show a balanced distribution.

Keywords: Science teaching, teacher training program, Turkey, Singapore.

The Comparison of the Primary School Teacher Education Programs of Macedonia and Turkey

Elvin HASAN; Krste Petkov Misikov P.S., Radovish, Macedonia; elvinhasan@hotmail.com
İffet AKSOY TOKGÖZ; Çanakkale Onsekiz Mart University, Çanakkale, Turkey; iffetaksoyt@yahoo.com.tr

Abstract

Nowadays, where a great development in technology and change takes place, societies which had been able to preserve their culture are the ones with the strongest social relations. Education has a crucial part when it comes to the preservation of the peace and the transmission of cultural values from generation to generation. In that regard, this study, as of today, comparison of the primary school teacher education programs in Turkey and Macedonia where according to the official data around eighty thousand turkish minority lives, is of great importance to prevent the two countries from dissociation, to re-interact, to examine common problems in initial teacher education programs and to attain alternative perspectives.

In this research, analysis of the primary school teacher education programs in Turkey and Macedonia is aimed. Comparative education which has a special place among education studies and researches, is generally defined as a science largely consulted to form peaceful international relations.

The aim of this research consists of the analysis and the comparison of the teacher education programs of Macedonia and Turkey. By doing so revelation of the differences in conditions of acceptance of primary school teaching programs and differences in evaluation process and were aimed. For that purpose, the teacher education programs in Macedonia and Turkey were analysed and following questions were tried to be answered;

1. Is there a difference or similarity in the sense of aims of the primary school teacher education programs of Macedonia and Turkey?
2. Is there a difference or similarity in the sense of teaching sufficiencies of the primary school teacher education programs of Macedonia and Turkey?
3. Is there a difference or similarity regarding the acceptance conditions of the primary school teacher education programs of Macedonia and Turkey?
4. Is there a difference or similarity regarding the lessons the primary education teacher candidates takes in the primary school teacher education programs of Macedonia and Turkey?

This research is a comparative one. It can be seen that in comparative studies qualitative research methods are being used more frequently than quantitative research methods. Its a similar technique to the daily life comparison. Similarities are compared with similarities and differences are compared with differences. In that paper not only manifestation, definition, analysis techniques but also horizontal approach which is used in comparative education studies. Horizontal approach, is to try to detect the differences in education system by comparing side by side with the variations of the day. For that reason, written sources of research from two researchers from two countries which were obtained via telephone calls and via internet were put together and the aims of the teacher education programs of the two countries, program capabilities, process and lessons were put forth tabulated by comparing the differences and similarities.

In the light of findings of the research, the education system of the two countries which are in the process of joining the EU, suggestions will be developed regarding the education of the Turkish minority and the primary school teachers. In this paper, the primary school teacher education programs of Macedonia and Turkey were reviewed. After the comparative review of the primary school teacher

education programs, they were evaluated and by tabulating the collected data the differences and similarities of the two programmes were tried to be revealed and suggestions are being developed in that sense. The conclusion which were found in the light of the findings will be in the full paper.

Keywords: Comparative education, higher education, primary school teaching, teacher training, program development.

A Comparative Analysis by Countries on “General Knowledge” Studies in Teacher Training Programs “Turkey, the United States and Finland”

Nurdan KALAYCI; Gazi University, Ankara, Turkey; nurdankal@yahoo.com

Fahriye HAYIRSEVER; Düzce University, Düzce, Turkey; fahriyeh@gmail.com

Gökhan YARAR; Gazi University, Ankara, Turkey; gokyar1314@hotmail.com

Abstract

The specialist knowledge and skills required for teaching, which is a learned profession, are discussed in three dimensions, which are “subject content knowledge”, “professional teaching knowledge” and “general knowledge”. Related to three dimensions, the teacher training programs include 50% of subject content knowledge, 30% of professional teaching knowledge and 20% of general knowledge. These rates and the weight of time courses for each area can vary depending on teaching branches (YÖK, 2007). When the body of literature on teacher training system is examined, it is possible to reach many studies evaluating the subject content knowledge. (Aybek, 2007; Baki, 2001; Canbazoglu, 2008; Coşkun, Özer & Tiryaki, 2010; Demir, 2012; Emrahoglu & Öztürk, 2009; Gencel & Köse, 2011; Kara, 2009; Matyar, Denizoğlu & Özcan, 2008; Özdemir, 2006; Özden, 2007; Öztürk, Keskin & Otluoğlu, 2002). In addition, the number of studies evaluating the professional teaching knowledge is also quite high. (Altun, 2002; Aydemir & Çiftçi, 2008; Beşoluk & Önder, 2010; Bozdoğan & Altunçekiç, 2007; Karaca, 2006; Maden, 2010; Özkilic, Bilgin & Kartal, 2008; Temizkan, 2008; Uçar, 2011; Yeşil, 2009; Yılmaz, 2007).

However, researches on general knowledge which is the third dimension of teacher training programs are just a few (Kuzu, 2013; Senemoğlu, 1990). Both of these studies form the basis to determine general culture level of teacher candidates and general culture test is involved in central examination testing which is used in the appointment of teachers. When the date range of these researches is considered, only test questions of general knowledge are evaluated on both researches and it can be easily noticed that teacher training programs are not considered enough in terms of general knowledge. Especially the study by Kuzu (2013) reveals that there is a not significant difference between reading attitude and general knowledge level of teacher candidates. The reasons are that in the past years, in central examinations such as DMS, KPSS, questions under title “general knowledge” are largely asked mostly about History, Geography and Citizenship, that the only objective knowledge is measured, and that general knowledge questions related to current and intellectual life did not exceed the rate of 20%. This result shows that it is not clear which courses and subjects should be included in the scope of “General Knowledge”.

In the scope of the study to determine teacher qualifications held by MEB (Turkey Ministry of National Education), general knowledge is considered as a supportive actor through subject content knowledge and professional teaching knowledge and teacher takes them to make it more effective during professional roles and it has dimension such as interdisciplinary experience and combination of accumulation in teacher training process. In addition, general knowledge is a combination of teacher's training process and it contributes to the solution of any problem in addition to subject content knowledge and professional teaching knowledge and skills, so general knowledge includes other interdisciplinary knowledge and skills (MEB, 2002).

In teacher training programs, except the compulsory lessons such as Turkish-Speaking and Writing, Atatürk's Principles and History of Revolution, Computer and Foreign Language Courses, with the changes occurred in 1997, teacher candidates are allowed to take classes through their interest areas,

needs and skills outside the main area. Thanks to these elective courses, it will help teacher candidates to gain general knowledge which has an important part in the modern university (YÖK, 1998). However, there is no announcement about what those lessons might be.

It is reported that one of the major changes within the scope of changes which was carried out since the academic year 2006-2007 is that general knowledge courses are increased. It is explained that this change aimed to give university-level teacher candidate intellectual capacity as an enlightened person. According to the report, if a teacher candidate has enough knowledge and skills related to general knowledge and information technology, he or she will be more successful in fulfilling the requirements of modern education. For this purpose, the courses related to the History of Science, Research Methods, Introduction to Philosophy, Effective Communication, the History of Turkish Education were launched in teacher training programs.

In addition, it is explained that faculties can include different courses of general knowledge and change the courses in time due to the flexible structure of the program (YÖK, 2007). However, there is no effort to determine whether education faculties include different courses other than those general knowledge courses stated by YÖK (Turkey's Higher Education Board) or there is no information whether these courses exist. This situation shows that in the development and implementation of teacher training programs, general knowledge courses are of secondary importance according to the courses on subject content knowledge and professional teaching knowledge.

Barnett (1992) indicates the dominant purposes of higher education as "education of work-ready graduates and practical researches", "realization of effective teaching" and "enlargement of opportunities for individuals". However Barnett supports that when dominant purposes are seen as privileged, educational achievements which are "supporting lifelong learning", "developing the individual's autonomy and integrity", "to help the formation of intellectual skills and perspectives" and "the development of critical thinking" are disregarded. Both MEB and YÖK express that general knowledge courses aim to provide necessary intellectual equipment for teacher candidates and train individuals, who fulfill the requirements of modern education, and they should also be aware of personal interest, needs and skills and be inclined to develop the skills and to fulfill the requirements of modern education. Therefore, this perspective shows that educational purposes are seen in the first plan. However, the changes made in the programs and practices do reverse.

Billington (2002) defines education in two ways. The first one is "educare" which is an education covering the knowledge and skills associated with a profession; and the second one is "educere" which essentially supports empowerment and allows students to explore both the world and their personalities; so "educere" uses the ideas and skills as base because they are valuable, not pragmatic reasons. The first approach refers subject content knowledge and professional teaching knowledge while the second one refers general knowledge. However, the biggest problem of the education system according to Billington is to find place and time for *educere* in a system designed for *educare*. Through the restructuring efforts of teacher training program in 1997, it was appealed that students could not allocate time for elective courses for the development of their individual interests because their load for compulsory course credit was quite high, so this situation confirms the problem Billington discoursed.

YÖK should be expressed to what extent compulsory/elective general knowledge courses on teacher training programs can meet the achievements within the scope of general culture framework of YÖK. To do this, the present situation should be revealed, the courses which are set by faculties and out of coverage by YÖK are required to determine. At the same time, determining what course/courses take place in the scope of general knowledge is seen important for comparison in foreign teacher training programs. This study is important because it is in the precursor position and it will form the basis for further researches.

This study aims to comparatively analyze general knowledge courses within the scope of teacher training programs at education faculties in Turkey, the United States and Finland and their objectives, contents and the weight compared to subject content knowledge and professional teaching knowledge. This paper is a comparative education research and its model is descriptive. In this study, general knowledge courses within the scope of teacher training programs at education faculties in Turkey, the United States and Finland will be compared.

Comparative educational researches which facilitate to identify similarities and differences of two or more educational systems in different cultures or countries, indicate the meaning of the cases appear similar and present general recommendations for people to educate with socialization (Türkoğlu, 1984).

In this study, horizontal, descriptive and evaluative approaches which are comparative educational approaches are used. In the study, Turkey, the United States and Finland are selected countries to be made comparisons. The United States is selected here, because it is a country which can affect the education systems of other countries. On the other hand, Finland is selected due to their successful and effective teacher training programs. During the process of data collection for this research, document analysis method which is one the qualitative research methods is used. The data was obtained by utilizing a variety of printed scientific sources and official websites related to teacher training programs at education faculties in Turkey, the United States and Finland, their related supreme boards on higher education and lastly different reports. The obtained data was analyzed according to the document analysis principles. At the same time, the obtained data are evaluated based on their similarities and differences. General knowledge lessons on teacher training programs, the context of these lessons, the scope of this course according to subject content knowledge and professional teaching knowledge will be discussed for each university and compared; it will be presented in tables. The discussion will be carried out depending on the findings.

Keywords: Higher education, general knowledge courses, faculty of education, faculty of education curriculum.

Higher Education in South Korean Education System

Eda DUMAN ÖZ; Gazi University, Ankara, Turkey; edadumanoz@gmail.com

Abstract

Adapt to changing and evolving world, socio-cultural structure and to be able to maintain a strong economy are among the short or the long term goals of the entire state. In order to achieve these objectives it is effective on many factors. However, the most important of these factor is training. Through study of the main elements that will provide the necessary qualities to reach the level they desire due to the maturation of society strong education system, it must be stable and successful. Today, all recognized in the world and to measure the success of the education system to measure the research with PISA and TIMSS countries and education systems as they evaluate. South Korea is a country that attracts the attention with successful degree received in this research. In this case, South Korea has become a country where the education system and educational policies were wondering. Education could not achieve the desired success in the implementation of successful educational system be investigated in various contexts is seen important for countries like Turkey.

The aim of this study was to examine the South Korean higher education system. To achieve this aim was sought answers to the following questions:

1. How to structure is the higher education system of South Korea?
2. What are the South Korea's higher education policies and practices?
3. What are the entry requirements to the higher education system in South Korea?
4. 4- What are the graduation requirements in the higher education system in South Korea?
5. Which institutions is authority of higher education financing and management systems?

In the study, to assess their country of teacher training policies descriptive survey method was used. Research data were obtained by literature. The aim of the collection examined (Balci, 2006; Karasar, 2009). The data obtained in the study were analyzed using descriptive analysis approach based on the criteria defined for the purposes of research. Data in this line is selected, edited and interpreted.

South Korean education system has been graded as 6 + 3 + 3 + 4 and 9 years of this is compulsory education (MEB,...). Higher education is provided primarily by universities (industrial universities, teacher-training universities, broadcast and correspondence universities, cyber universities) and colleges (junior colleges, cyber colleges, technical colleges, colleges in company, graduate school colleges) as well as various other research and other institutions. A distinction is drawn between national institutions (funded and managed by the MEST), public institutions (funded and managed by local management boards) and private institutions (funded and managed by individuals or organizations) (NUFFIC, 2012).

The purpose of university education to research profound academic theory and wide ranging and detailed application methodology necessary for the development of the nation and human society, and to cultivate leadership. The length of the courses are 4~6 years. Medicine, oriental medicine and dentistry each require 6 years of study. There are degree courses in thirty different majors including literature, law, theology, political science, economics, business administration, public administration, pedagogy, library science, science, engineering, dentistry, oriental medicine, pharmacy, nursing, agriculture, veterinary medicine, fishery science, fine arts, music, etc. (NIIC, 2015).

In 1999, the Korean Ministry of Education, higher education to train scientists worldwide can be overcome successfully the challenges of the new century has launched a program called "Brain Korea 21". The main objective of this program is the production of original ideas and innovative technology platforms to fulfill a mission to create research universities in worldwide. Through this program, faculty exchange and mobility is provided large increases in the number of international publications of universities. The continuation of the program, a decision taken in 2005, be reduced to 35 from 50 the number of national universities in two years and is intended to reduce the quota of these universities. In this context, it was decided that the number of private universities also reduced by 25% from 358 271 . This reduction; the program is scheduled to participate in the restructuring or merger of universities (International Qualifications Assessment Service, 2009; akt. Bakioğlu & Baltacı, 2013). This drastic changes made for the provision of qualitative development of higher education, giving positive results in a short time increased the international competitiveness of universities in Korea (Levent, Gökkaya, 2014). In fact, three universities in South Korea's first 100 (Seoul National University, Korea University and Yonsei University). Besides, Korea High 11 Science and Technology Institute (Korea Advanced Institute of Science and Technology) has established the largest leap that makes college a development that stands out to have received the title among the top 100 in the universities (QS, 2013; Akt; Levent & Gökkaya, 2014).

Among other things, admission to higher education requires successful completion of the higher education entrance examination, known as the College Scholastic Aptitude Test (CSAT). This test, introduced in 2004, falls under the responsibility of KICE and takes place every year in November. It is made up of five subjects: Korean language, mathematics, foreign language (English), social studies/science/vocational training (students choose one of these three subjects) and a second foreign language/Chinese characters and Classics. Students are allowed to complete some or all tests within the relevant subject area of their choice. There is a considerable emphasis on working towards passing the higher education entrance examination. Many pupils engage private tutors in order to prepare themselves for this exam, which means that pupils have little interest in extra-curricular activities at secondary school, and tend to ignore subjects that are not tested in the CSAT. (NUFFIC, 2011).

The total number of credits required for graduation generally is 140 credits. Junior colleges are organized in terms of various majors such as Humanities and Social Sciences, Natural Sciences, Engineering, Performing Arts and Physical Education, Health, etc., and have a minimum course length of two or three years. 2 year junior college requires 80 credits for graduation and 3 year junior college requires 120 credits. Those who have graduated from junior colleges may enroll in universities, industrial universities or open universities (NIIC, 2015).

A distinction is drawn between national institutions (funded and managed by the MEST), public institutions (funded and managed by local management boards) and private institutions (funded and managed by individuals or organizations). (NUFFIC, 2012). Our country's education system and can only be based on the national exam of the input system enables the structural similarities indicating the success of the South Korean higher education system, ensuring reduced and universities, financial and administrative autonomy of the impact of the centralized structure, reforms towards a very quality than quantity are considered implications for our higher education system in the country.

Keywords: South Korea, higher education, comparative education.

The Comparisons of Education Systems of Turkey and New Zealand

Sevilay YILDIZ; Abant İzzet Baysal University, Bolu, Turkey, sevil_yil@yahoo.com

Nuran ADIYAMAN; Ministry of Education, Bolu, Turkey, nuranmail@mynet.com

Saliha BİLEN; Ministry of Education, Bolu, Turkey, salihabilen@gmail.com

Mahmut Remzi SOYSAL; Ministry of Education, Bolu, Turkey, mrssoysal01@hotmail.com

Abstract

The aim of this study is analyzing the education systems of Turkey and New Zealand by starting from preschool level to the educating teachers in higher education, comparing the education systems of Turkey and New Zealand, giving interpretation and making various suggestions by stating differences and similarities. In accordance with this aim, the sub-problems of the study; 1. What are the basic features of education systems of Turkey and New Zealand? 2. What are the similarities and differences of education systems of Turkey and New Zealand? Were defined.

The qualitative research model was chosen as research model. In this study, which education systems of Turkey and New Zealand were compared, horizontal approach was used. In this study, "document review", one of the qualitative research methods, was used as data collection tool. The document review, defined as analyzing printed and written sources on subject being searched (Bogdan & Biklen, 2007:133), provides the researcher to get the data he /she needs without the need to the any other methods (Yıldırım & Şimşek, 2004). The data taken by document review was subjected to content analysis. Document analysis method is used to achieve the resources about the aim of the study and to determine the data which is going to be taken (Çepni, 2007)

Education systems of Turkey and New Zealand, aspects of preschool education, primary school, secondary school, high school, educating teachers, special education, education program, education finance and education supervision system were compared with one to one horizontal approach. The data on study was obtained by benefiting from the official texts about the countries' education systems, written sources which was written by person and institutions about the subject, data taken from internet network and scientific literature about this subject. The sources obtained on study was first described by categorizing every country in itself, also according to the data obtained the similarities and differences of the countries were explained in accordance with the categories.

New Zealand whose capital city is Wellington is a country of islands in the south hemisphere, the South of the Pacific Ocean, 1600 kms far away from Australia. The Country's general population is about 4 million and the biggest city of the country is Auckland. Compulsory education in New Zealand is ten years. According to the 1989 law, parents have to make the children who are between 6 and 16 years old go to school every day. There are a few school types in New Zealand. The schools which give the shortest continuing education are 6 years long, but the extensive school type is school which gives 8 years long continuing primary education. New Zealand has been developing its education system to be able to adapt the changing world for years. At first, the administration of schools were under control of Education Ministry and a system with a little change for centuries were practiced. However, it completed the localization process by leaving the responsibility of education to local society delegates and the schools in itself to supply better and more efficient development. And in this way, New Zealand had an international fame about providing good quality education.

According to the report of OECD assessment programs in 2009, New Zealand was presented 7th place in reading and science and 13th.place in math. According to the human development reports of the United Nations, New Zealand is placed at the highest level in terms of the education in the world. The reason for this is expressed by the children' spending a lot of time at school .New Zealand programs generally are consisted the themes which encourage the children common values, including with eight learning areas like math, statistic, social sciences ,arts, technology, science health and physical education, dominated by sense of innovation curiosity diversity equality respect community, integrity, sub stainability and excellence for the purpose of providing reflective learning, supporting and encouraging active learning educational environment, by showing restructuring to promote professional development standards for the teachers and the instructions which have a content issues concerning society, strengthening the relationship between the school and the community in both English and Maori language.

An academic year is varied among the New Zealand's institutions. But generally education and training are provided from the middle of December until the end of January in elementary schools, secondary schools and polytechnics. And the universities offer education and training from the end of February until the middle of the November. Infighting subject, understanding and summarizing are important at New Zealand education system. Each child is allowed to learn at his/her own speed. Students pass the classes according to their speeds or levels. In addition that the students who know better teach the students who know less than the others or older students teach to the younger students. The textbooks' levels are full of remarkable paintings typesetting, printing, and page design to encourage reading. The books are more arranged in consideration to intensity of the gripping the subject, understanding summarizing. The child starts to school by the 5th birthday. Many kids begin one of the early childhood education programs before starting the school. Early childhood education programs: are formed with game centers and nursery schools. School services are used from school to home for 4-5 km distances. New Zealand also has three types of primary and secondary schools. These are: 1.State-funded or local school, 2. State Integrated (Integrated) School, and 3. Special schools. Primary Schools cover 6-13 years and they can be government, local or state schools which usually consist 23-29 number of students for per teacher. There are junior high schools in the country and if the students want to continue to the junior high schools between the primary and high school level they can continue to the junior high schools. Middle school works as a bridge between elementary and high school in New Zealand. Students attend individual complementary activities. Higher education is very important in the country.

The country has 8 universities, 18 institute of technology and around 600 training school for the special abilities training. Especially 5 universities are focused to be among the top 50 universities of the world. And New Zealand Universities are ranked into first 50 between the 500 universities of the world in terms of the quality standards. Student exchange programs are very important for the country. New Zealand students are allowed to work 20 hours in a week. So students have contributed to the education budget. Expenses can be said to be equivalent in Australia from the perspective of living expenses. This is the monthly average around 1500 NZD. New Zealand is known with the excellent educational standards and high-quality teacher training. There are six state funded institutions in specializing teacher education. Two of these are currently working within the universities, the other four are in cooperation with the universities in their region. These institutions grow primary, secondary, special education, and higher education level of teachers. The students of the teacher training programs are fully prepared mixed with a curriculum which has learning and pedagogical theory, professional studies, internship experience and cultural studies (Teachercouncil, 2013). The teachers also must be licensed to enter work by the council of the teacher. People with an initial training program graduates can apply to council and have the temporary teacher, registration and the application certificate. The candidate teacher who has temporary certificate of registration and application can be licensed by the council of the teachers after the temporary teacher under the guidance of a fully licensed teacher (NCEE, 2013).

In the light of the information's these can be recommended for the Turkish education system: Older students can work as a teacher or trainer for the younger students, The children can be promoted selecting and reading between the dozens of own liked books and texts within the philosophy that reading can be developed by reading. The books can be sent all the country's school before printing and teachers' opinions can be asked. Sometimes two or more classes can be brought together for the activities and group activities can be performed. Work in days can be increased. Education year can be separated 3 or 4 periods and organized short break times instead of long holidays, training can also be done by local authorities with focused central. Junior high schools system can be installed in the system between the primary schools and middle schools, middle schools and high schools, high schools and universities. Temporary and licensed teaching system can be installed.

Keywords: Comparative education, New Zealand education system, teacher training.

***Learning - Teaching Process
in Higher Education***

The Effect of Attitude on Academic Success: A Meta-Analysis Study

M. Bahaddin ACAT; Eskişehir Osmangazi University, Eskişehir, Turkey; bacat@ogu.edu.tr

Tuğba İNCİ; Eskişehir Osmangazi University, Eskişehir, Turkey; tugbainci90@gmail.com

Burak Yasin YILMAZ; Eskişehir Osmangazi University, Eskişehir, Turkey; burakyilmaz@ogu.edu.tr

Gülçin ÇELİKER; Eskişehir Osmangazi University, Eskişehir, Turkey; gulcinceliker@gmail.com

Abstract

It is not expected for the studies in educational sciences to show certain results due to the constraints such as time, cost, place and opportunity and there is no consistency among the results of the researches on the same topic. Thus, it is a significant necessity to synthesize and interpret the studies focused on the same problems. When the related literature has been reviewed, it is realised that there are many studies which examine the relationship between attitude and academic success. However, there isn't a meta-analytical study on this subject. The studies conducted differ from each other in terms of some variables such as based subject, student group, success test, attitude test etc.

The aim of this study is to test the effect of attitude on academic success by a meta-analysis method. The findings get from the research is significant in that it helps to determine the effect of students' attitudes on academic success.

In this study meta-analysis which is a literature review method is used to test the effect of attitude on academic success. Meta-analysis method differs from other literature review methods in that it is based on statistical techniques and numeric data. Thus, it is a quantitative method. It is defined as a method of collecting data of the studies which are independent from each other and analyzing the data gathered from these studies. Briefly stated, meta-analysis is the analysis of the other analyses. In this study, correlational meta-analysis which is a meta-analysis method is going to be used. The population of the study consists of the scientific publications which research the relationship between attitude and academic success in Turkey. The sample of the study consists of the scientific publications which are a part of the population and have sufficient data for conducting meta-analytical study. Within the context of this study, refereed journals, doctorate and post graduate theses are going to be used. The criteria for the studies that will be included in this study are to have required statistical information for correlational meta-analysis and to be published in a refereed journal to avoid bias.

Comprehensive Meta Analysis program is going to be used to analyse the data. Random effects model has been destined to calculate the average effect size. The effect size in this study is going to be determined by reckoning on Pearson Correlation Coefficient. The studies which do not have Pearson Correlation Coefficient is going to be excluded from this study. The data is going to be transformed into effect size which is a common unit of measure. Thus, the effect size of each study is going to be calculated at the outset. In some situations, it is difficult to make predictions on effect size. In this case, it is necessary to analyze the moderator variables. In this study, moderator variables is also going to be tested by performing homogeneity test among the effect size of the studies by using the Q statistical method developed by Hedges and Olkin (1985).

Keywords: Attitude, academic success, meta-analysis.

An Example for the Inconsistency between Theory and Practice in Education Faculties: Students' Sharing the Subjects and Presenting One by One Method

Oktay AKBAŞ; Kırıkkale University, Kırıkkale, Turkey; oktayakbas@hotmail.com

Serap Nur CANOĞLU; Kırıkkale University, Kırıkkale, Turkey; serap_canoglu@hotmail.com

Abstract

The focus point of this paper is comprised of the method known as "students' sharing the subjects and presenting one by one" used for teaching educational science lessons and field-specific lessons. According to many researches, it is clearly understood that subjects are allocated to students as

assignments, and students present them one by one in the education faculties, the secondary teacher education non-thesis master's degree programs and pedagogical formation programs. This situation results in many negative consequences such as transferring the narrator role from expert teacher to student, narrator's not having a good command of the subject field and not presenting it effectively. This study was carried out to reveal the limitations of this method used in education faculties and pedagogical formation programs, to determine the reason behind using this method and to give advice for making this method effective. The aim of this study is to assess the oral presentation method used very often in education faculties based on teacher candidates' views. This study is based on qualitative paradigm. Qualitative research is defined by Yıldırım and Şimşek (2006) as a research type in which qualitative data collection methods such as survey, interview and document analysis are used and in which a qualitative process is followed to reveal the perceptions and events in a natural and holistic environment. The study was applied on senior level (fourth grade) 58 teacher candidates enrolled in primary school teaching program in the spring term of 2011-2012 school year. The reason for the fact that only senior level students are accepted as subjects for the study is that the term is about to finish. The study group is comprised of senior level (fourth grade) students enrolled in the primary school teaching program of Faculty of Education at Kırıkkale University.

Open-ended Questions Form: The main advantage of open-ended questions, also known as unstructured questions, is to give a detailed and exhaustive information about the subject revealing unplanned responses. There are three kinds of open-ended questions: interpretation, listing and gap-filling exercises (Büyüköztürk, 2005). **Semi-Structured Interview:** At first demographic information about the subjects was asked, then questions including perception, information, sense, moral, experience were used to reveal the reasons behind the distrust of people. During the record analysis process, known as content decoding, decoding processes such as defining words and symbols that have key importance and analyzing sentences and paragraphs were carried out. After the coding process, the data was classified and categorized based on the content (Patton, 2002).

1. *Views regarding the negative sides of "students' sharing the subjects and presenting one by one" method are as follows:*

Responses of teacher candidates to open-ended questions and their interview records were analyzed. Then, negative sides of "students' sharing the subjects and presenting one by one" method were included into 8 categories.

1st Category: Imperfect or wrong knowledge acquisition

2nd Category: Learning only the subject in-question

3rd Category: Teaching a subject without learning it thoroughly

4th Category: Not making use of teachers' knowledge

5th Category: Promoting parrot-fashion

6th Category: Not presenting real experiences

7th Category: Depreciation of instructor image

8th Category: Boring and monotonous presentations

2. *Views regarding the positive sides of "students' sharing the subjects and presenting one by one" method are as follows:*

Positive sides of "students' sharing the subjects and presenting one by one" method were included into 6 categories.

1st Category: Developing self-confidence and learning responsibility

2nd Category: Public Speaking

3rd Category: Becoming skillful at teamwork

4th Category: Acquiring research and organizing skills

5th Category: Learning the subject in question

6th Category: Developing Computer-Use and Slide-Preparation Skills

According to teacher candidates' views, "students' sharing the subjects and presenting one by one" method is used very often in their Faculty of Education. Furthermore, nearly all of the studies performed in Turkey on this subject have shown that this method is being used in Education Faculties and Pedagogical Formation Programs. According to teacher candidates' views, presenting the course subjects by students themselves have some negative sides such as imperfect or wrong knowledge acquisition, learning only the subject in-question, not making use of teachers' knowledge, promoting parrot-fashion, not presenting real life experiences, teaching a subject without learning it thoroughly,

depreciation of instructor image, boring and monotonous presentations. This finding is supported by domestic researches (Bümen, Ünver & Başbay, 2010; Evran Acar, Kılıç, Ay & Vardar, 2010; Ünver, Bümen & Başbay, 2010).

There are some studies reflecting students' negative views for the inefficiency of "student presentations" abroad, as well. According to teacher candidates' views, presenting the course subjects by students themselves have some positive sides such as developing self-confidence and learning responsibility, public Speaking, becoming skillful at teamwork, acquiring research and organizing skills, learning the subject in question, developing computer-use and slide-preparation skills. It can be said that positive sides stated by teacher candidates are not relevant to the course contents. It is clear that educational science lessons or field-specific lessons do not have a purpose such as developing public speaking and slide-preparation skills. For this reason, this practice, which is not included in books on teaching principles and methods, and which is not seen as useful in theory and which is not recommended for teachers is thought to be inefficient and ineffective.

The skills stated as benefits of this method should be improved in practical courses including school experience and teaching practice. Members (lecturers) of Education Faculties should be a model for teacher candidates on the practice of effective teaching strategies and methods. The fact that Members of Education Faculties strive for the effectiveness of teaching in primary and secondary education institutions and neglect the system in their own faculties and carry out practices without scientific basis is a sign that there are very serious teaching and management problems to be considered. This practice, which is not included in books on teaching principles and methods, and which is not seen as useful in theory and which is not recommended for teachers is thought to be ineffective and inefficient. It can be said that the stated benefits of this practice are not directly related to the contents and aims of these courses. The skills stated as benefits of this method should be improved in other relevant courses especially in school experience and teaching practice.

Keywords: Oral presentation method, teacher candidates, program evaluation, quality of education faculties.

The Effects of Blog Use on Academic Success at Assessment and Evaluation Course

Mustafa AKDAG; İnönü University, Malatya, Turkey; mustafa.akdag@inonu.edu.tr

Esra ŞAHİN; İnönü University, Malatya, Turkey; prof.esra44@gmail.com

İsmail SAN; İnönü University, Malatya, Turkey; ismail.san@inonu.edu.tr

Abstract

Using blogs, as effective learning and teaching tool, are spreading because of having flexible interface, offering synchronous communication and not requiring programming skills. However, teachers are facing some problems on integrating the education and information technology. Solving these problems is possible in case of education faculties use ITs effectively. This study is important respect for showing how to use blogs to candidate teachers. Further, the process and findings of the study are thought to be example for lecturers that try to diversify teaching process.

This study was aimed to determine whether blog-based teaching effects candidate teachers' academic success, or not. Qualitative and quantitative research methods are used together. Collecting and analyzing the quantitative data is held in accordance with pretest-posttest control group design. The working group consist of 51 sophomore candidate IT teachers that are studying at the Computer Education and Instruction Technologies department in İnönü University, in Malatya. Experimental and control groups are determined by random assignment according to their students' ID numbers. Before application the readiness level of the participants are checked by pretest. To collect data, an achievement test is prepared and used by researchers. Further, an open-ended questionnaire was applied the experimental group to determine their views and proposals. Data was subjected to descriptive analysis. Dependent and independent samples t-tests were used to analyze quantitative data. Results of the study show that, both experimental and control groups' posttest marks are

significantly higher than pretests' marks. However experimental and control groups' posttest marks and achievement levels are not differ from one another. According to these results, blog based and traditional teaching methods affect academic success, but their effects are not different form each other. On the other hand, qualitative data shows that using blogs helps students to reinforce, share and eliminate the shortcomings of the knowledge level of the students.

Keywords: Blog, candidate teachers, academic success.

Pre-Service Pre-School, English and Mathematics Teachers' Opinions about Teaching Thinking Skills

Orhan AKINOĞLU; Marmara University, İstanbul, Turkey; orhanakinoglu@gmail.com

Yasemin BAYKIN; Marmara University, İstanbul, Turkey; ybaykin@gmail.com

Abstract

Various definitions and frameworks are provided for thinking and thinking skills which is an important subject matter in the fields of philosophy, psychology and education. Thinking can be defined as "the operating skill with which intelligence acts upon experience" (De Bono, 1987, p.218). Studies in thinking skills mostly focus on creative thinking, critical thinking, problem solving, decision making and higher order skills (Burke, Williams & Skinner, 2007). Developing quality of thinking has always been one of the fundamental purposes of education. Teaching thinking skills is required for meeting the expectations of the age (McGuinness, 1999). Developing thinking which is at the core of all the courses at school, is considered as both an instrument for meaningful learning and a purpose itself (McTighe & Schollenberger, 1991). In our country, developing thinking skills in formal schools is fulfilled through regular curricula and elective thinking skills curricula.

Role of well-trained teachers in teaching thinking skills is considerably significant (Akinoglu, 2001). It is expected that teachers will gain awareness and skills for teaching thinking skills in pre-service teacher education programs. However, most studies in teaching thinking skills were conducted with teachers (Gruberman, 2005; Torff, 2006; Torff & Sessions, 2006; Van den Berg, 2004). The number of studies conducted with pre-service teachers in thinking skills is limited. Therefore, the purpose of the study is to determine the opinions of pre-service pre-school, English and mathematics teachers about teaching thinking skills.

Survey model was used in the study in accordance with purpose of the study. 134 pre-service teachers studying in Pre-school, English Language and Mathematics Education Programs at a state university in 2014-2015 academic year participated in the study. A questionnaire including 43 questions in demographic information, thinking skills, teaching thinking skills, curriculum and teacher training sections was implemented. The data was analyzed using percent and frequency values and descriptive analysis.

Findings indicated that 39% of pre-service pre-school teachers stated that the major contribution of teaching thinking skills to students is "to enable students to become successful individuals who are examining, interpreting and producing knowledge" and the most important thinking skill is creative thinking (61%). 71,2% of them imply that thinking skills can be taught through activities and teacher modelling in appropriate conditions. They consider preschool as the starting stage for teaching thinking skills (71,2%). 54,2% of them consider that the mixed approach is the most appropriate approach in teaching thinking skills. 47% of them who examined pre-school curriculum before suggested that creative thinking and problem solving should be more emphasized in the curriculum. 54,2% of them considered that their teacher education program was moderately adequate in developing their skills for teaching thinking skills and they need more training (54,2%).

48,1% of pre-service English language teachers state that the major contribution of teaching thinking skills to students is "to enable students to become successful individuals who are examining, interpreting and producing knowledge" and the most important thinking skill is creative thinking (72,2%). 55,6% of them imply that thinking skills can be taught through implementation of several techniques and teacher modelling. They consider preschool as the starting stage for teaching thinking

skills (55,6%). 48,1% of them consider that the mixed approach is the most appropriate approach in teaching thinking skills. 46,3% of them who examined English curriculum before suggested that critical thinking and creative thinking should be more emphasized in the curriculum. 55,6% of them considered that their teacher education program was moderately adequate in developing their skills for teaching thinking skills and they need more training (79,6%).

23,8% of pre-service mathematics teachers state that the major contribution of teaching thinking skills to students is "to enable students to become the individuals who are able to adapt different conditions and think flexibly" and the most important thinking skill is problem solving (52,4%). 81% of them imply that thinking skills can be taught through implementation of certain techniques and activities. They consider preschool as the starting stage for teaching thinking skills (71%). 57,1% of them consider that the mixed approach is the most appropriate approach in teaching thinking skills. 42,9% of them who examined mathematics curriculum before suggested that creative thinking and problem solving should be more emphasized in the curriculum. 71,4% of them considered that their teacher education program was adequate in developing their skills for teaching thinking skills but they need more training (52,4%).

This study demonstrated that pre-service pre-school and English teachers regarded creative thinking skill as the most important skill while pre-service mathematics teachers considered problem solving skills as the most important. Developing creativity is emphasized in pre-school curriculum (BoE, 2013). Developing creativity through the selected topics and techniques like storytelling is underlined in English curriculum (BoE, 2006; BoE, 2013a) and developing problem solving skills is highlighted in mathematics curriculum (BoE, 2013b). Pre-service teachers seem to be aware of the thinking skills which are emphasized in the curricula. Developing thinking skills is important for the pre-service preschool and English teachers to ensure that students can produce knowledge and become successful individuals. Bacanlı (2012) indicates that well trained individuals can examine and produce knowledge. Cotton (1991) suggests that learning thinking skills improves academic achievement. However, pre-service mathematics teachers think that developing thinking skills is important for flexible thinking and meaningful learning. McGuinnes (1999) notes that students need to think flexibly and learn meaningfully in this age. Pre-service pre-school, English and mathematics teachers stated that teaching thinking skills should start in pre-school education. Akbiyık ve Kalkan-Ay (2014) suggest that pre-school teachers and administrators also think that thinking skills can be acquired in pre-school education. The findings of the two studies are similar in this respect. Pre-service pre-school, English and mathematics teachers stated that mixed approach was more appropriate in teaching thinking skills. Sternberg (1987) suggests that mixed approach is effective. Hence, findings of the study supports literature. A need for instruction for teaching thinking skills in teacher education is determined and it is suggested that teaching thinking skills should be included in teacher education programs.

Keywords: Pre-service teacher; thinking skills; teaching thinking skills.

The Effect of Microteaching-based Method Course on Pre-service Teachers' Mathematics Teaching Anxiety

Zeki ARSAL, Abant İzzet Baysal University, Bolu, Turkey; arsal_z@ibu.edu.tr

Abstract

Teachers' mathematics anxiety affects their teaching practice and performance (Bush, 1981). That is, mathematics anxiety and mathematics teaching anxiety are related to the performance of teachers (Brown, Westenskow & Mayer-Pakenham, 2011). Teachers' anxiety is generally assumed to be a function of negative classroom stimulus situations, such as poor student discipline, inadequate working conditions, time pressures, and excessive curricular responsibilities (Wolton, 1981). Teachers with high mathematics anxiety have been found to use more traditional teaching methods. These teachers devote more time to seatwork and whole-class instruction and less time to playing games, problem-solving, small-group instruction, and individualized instruction (Karp 1991). Mathematics methods courses in teacher preparation programs have been found to be effective in reducing teacher candidates'

mathematics anxiety and mathematics teaching anxiety (Gresham, 2007; Sloan, 2010; Tooke & Lindstrom, 1998).

The aim of this study is to investigate the effect of microteaching-based method course instruction on pre-service teachers' mathematics teaching anxiety when the effect of self-efficacy was taken into account. It will contribute to the literature on microteaching and elementary school mathematics teacher education by conducting a similar investigation, more specifically by seeking to answer the following research questions:

Is there a significant difference in mathematics teaching anxiety between the experimental and control groups when the effect of self-efficacy was taken into account?

A quasi-experimental design was used to find out the impact of microteaching-based method course instruction on pre-service teachers' mathematics teaching anxiety. The researcher planned and implemented microteaching in the experimental group for one semester (14 weeks) and served as the course instructor for both groups. In the control group, the instructor presented the theoretical bases of the Teaching Method course subjects by using methods such as lecturing, questioning, and discussion. The study subjects included 72 pre-service teachers in the Elementary School Mathematics Teacher Preparation Program at a public university in Turkey. The pre-service teachers were divided into the experimental and the control group (36 members in each group). The Mathematics Teaching Anxiety Scale (MATAS), developed by Peker (2006), was used to determine the mathematics teaching anxiety of elementary school mathematics pre-service teachers. The Teachers Sense of Efficacy Scale (TSES), developed by Tschanne-Moran and Woolfolk Hoy (2001), was used to determine the sense of self-efficacy of the pre-service teachers. Mixed factorial ANCOVA was used to evaluate the effects of microteaching-based method course instruction on the mathematics teaching anxiety of pre-service teachers when the sense of self-efficacy was controlled.

The results showed that both time and group had no significant effect on mathematics teaching anxiety when the effects of self-efficacy were taken into account (time: $F(1, 70) = 0.92, p > .05$, partial eta $\eta^2 = .01$; group: $F(1, 70) = 0.29, p > .05$, partial eta $\eta^2 = .001$). The results also showed that the pre-service teachers in the experimental and control groups had similar levels of mathematics teaching anxiety after controlling for the effect of their self-efficacy scores.

The findings revealed that, compared with the instruction in the control group, microteaching did not affect the mathematics teaching anxiety of the pre-service teachers. The reason for the similar levels of mathematics teaching anxiety found in the experimental and control groups might be related to the pre-service teachers' teaching experience and low mathematics teaching anxiety at the beginning of the study. In this study, the pre-service teachers in the control group designed a teaching plan but did not implement it. In addition, the pre-service teachers in both groups did not have negative mathematics teaching experiences and did not know the complexities of teaching. As a result, their low levels of mathematics teaching anxiety did not change at the end of the study. Teaching anxiety is related to the teaching experiences of pre-service teachers (Brown, Westenskow & Mayer-Packham, 2012). Negative experience is one of the sources of anxiety (Clark & Beck, 2010).

In conclusion, this study showed that microteaching-based method course instruction did not have a significant impact on the pre-service teachers' mathematics teaching anxiety when compared with the instruction in the control group. There are some implications of this study. First, teacher educators who implement microteaching should enable pre-service teachers to acquire more mathematics teaching experience to decrease their mathematics teaching anxiety. Second, teacher educators and researchers should enable pre-service teachers to teach mathematics among pupils in a real classroom environment. Finally, researchers should consider the role of pre-service teachers' mathematics teaching performance in mathematics teaching anxiety and self-efficacy.

Keywords: Microteaching, math teaching anxiety, pre-service teachers.

**Pre-service Teachers' Perceptions of Using Smart Boards in EFL
Contexts Based on Their Practicum Experiences**

Reyhan ASLAN; Middle East Technical University, Ankara, Turkey; raslan@metu.edu.tr
Melike BEKERECİ; Middle East Technical University, Ankara, Turkey; bekereci@metu.edu.tr

The paper wasn't presented in the congress.

Examination of the Relationship between the Critical Thinking Dispositions of Prospective Teachers and Their Attitudes towards Multicultural Education Trends

Birsel AYBEK; Çukurova University, Adana, Turkey; baybek@hotmail.com
Serkan ASLAN; Çukurova University, Adana, Turkey; aslan.s1985@gmail.com

Abstract

The most significant aim of education is to educate responsible individuals who can adapt to different conditions, who think freely, who can question and think critically; moreover, it is to solve problems, respect people as well as being tolerant to the ideas (Tumkaya & Aybek, 2008). So that these individuals can easily keep pace with the developments and changes in our era, they need to have critical thinking skills. Duhorn (2005) values critical thinking as a framework that should include opportunities and various ideas as well as analyses and applications with the aim of supporting value judgment and organizing ideas. Ramasamy (2011) stated that for a person to be a critical thinker, s/he should have the critical thinking disposition. Critical thinking disposition can be defined as the disposition of individuals towards critical thinking and their willingness for critical thinking. One of the significant factors affecting the critical thinking skills and dispositions is the culture of society in which an individual grows up providing the formation of his personality. In this regard, critical thinking skills and dispositions of the individuals living in a multicultural society can be said to be affected by cultural characteristics of the society they live in. In recent years, raising democratic individuals who evaluate knowledge with a critical perspective, who find solutions to problems encountered in society, who can keep pace with advances in technology, who have different perspectives and who respect different cultural elements has become the main aim of education. With a view to accomplishing this goal, what is required from the individuals is that they have positive attitudes toward critical thinking skills and

multicultural education. Besides, it is essential that the teachers, who will educate future generations, be supposed to have a higher critical thinking disposition and a positive attitude towards multicultural education. However, individuals appropriate for purposes of the present study can be trained this way. When national and international literature was analyzed, it was not observed any study in which the relationship between critical thinking dispositions of prospective teachers and their attitudes toward multicultural education was examined. This study has been carried out based upon all of these reasons.

The aim of the current study is to examine the relationship between critical thinking dispositions of prospective teachers and their attitudes toward multicultural education

Relational screening model was used in the study. The population of the study is constituted by prospective teachers studying in the faculty of education at Cukurova University. The sample of the study is composed of 451 prospective teachers selected by simple random method. Personal information form, the scale of critical thinking adapted into Turkish by Demircioglu (2012) and 'The Scale of Attitude Towards Multicultural Education for Prospective Teachers (OCKET)' which was developed by Yavuz and Anil (2010) were used as data collection tools. Within the context of the study, Cronbach's alpha internal consistency coefficients of both scales were examined. While Cronbach's alpha coefficient of critical thinking disposition scale was determined to be .85, while that of the scale of attitude towards multicultural education was found to be .73. Depending on this result, it can be emphasized that both of the scales are reliable (Secer, 2013). In analyzing the data, descriptive statistics, multivariate analysis of variance (MANOVA), Pearson product moment correlation analysis and multiple linear regression analysis were used.

The results of the study show that prospective teachers express their opinions as "I agree" in the scales regarding critical thinking disposition and attitude towards multicultural education. Whereas critical thinking dispositions of the prospective teachers differ significantly in terms of gender, it does not show any significant difference depending upon grade and major. Their attitudes toward multicultural education showed no significant difference in terms of gender while having a significant difference depending on grade. It was determined that there is a significant positive relationship between the scores of critical thinking dispositions prospective teachers and their attitudes towards multicultural education. Moreover, it was observed that such sub-dimensions of critical thinking disposition scale as cognitive maturity, innovation have a significant relationship with the scales of attitude towards multicultural education, thus referring to 35% of the attitude toward multicultural education with three variables.

It was observed that prospective teachers' attitudes toward critical thinking and multicultural education expressed their opinions as "I agree". Based upon this conclusion, it is probable to say that critical thinking dispositions of prospective teachers are high and their attitudes towards multicultural education are positive. It was revealed that while critical thinking dispositions of prospective teachers show a significant difference in gender, their attitudes toward multicultural education do not differ in terms of gender. That critical thinking dispositions of prospective teachers differ in terms of gender shows that gender has an impact upon critical thinking dispositions. When literature was analyzed, it was observed that there are various studies which support and do not support this conclusion. In the studies conducted by Evince and Aybek (2010), Coskun (2013) and Kawashima and Shiomi (2007), no significant difference was found in terms of gender; on the other, in such studies carried out by Rudd, Baker and Hoover (2000), Gulveren (2007), Zayif (2008), Cetinkaya (2011), gender was found to be a variable which creates a significant difference concerning critical thinking. The fact that there is no significant difference between prospective teachers' attitudes toward multicultural education indicates that gender has not an effect upon attitudes towards multicultural education. It was found that critical thinking dispositions of prospective teachers do not differ significantly depending on grade while their attitudes toward multicultural education differ significantly. The reason why critical thinking dispositions of prospective teachers show a significant difference depending on grade is due to the lack of a course about critical thinking skills at education faculties. Considering the courses and their contents in the faculties of education, prospective teachers' attitudes toward multicultural education are expected to increase as the class level increases. As a result of the research, that attitudes towards multicultural education differ significantly s in favor of the prospective teachers studying in the fourth grade is an expected result. Thus, it can be interpreted that as the class level of prospective teachers becomes higher, attitudes toward multicultural education develop in a positive way. It was found that critical thinking dispositions of prospective teachers and their attitudes towards multicultural education do not

differ significantly in terms of majors. This result is an attractive attention of our research results. That critical thinking dispositions of prospective teachers and their attitudes towards multicultural education vary depending upon majors is an expected result. This result suggests that prospective teachers have approximately the same level of critical thinking dispositions and attitudes towards multicultural education. As a result of the research, it was found that there is a significant positive and moderate relationship between critical thinking dispositions of prospective teachers and their attitudes towards multicultural education. It is essential that there not be bias in multicultural education. Besides, multicultural education aims to bring different perspectives to individuals and seeks to nurture democratic individuals (Banks, 2008; Gay, 2004; Wilson, 2012). Individuals with critical thinking skills should not be prejudiced and they should be able to analyze the events from different perspectives. They also need to have critical thinking skills in order to be a democratic society. Therefore, it is evident that there is a relationship between critical thinking and attitude towards multicultural education. It was found that there is a significant relationship between such sub-dimensions of critical thinking disposition scale as predictive, cognitive maturity and innovation and attitudes toward multicultural education. These three dimensions explain 35% of attitudes towards multicultural education. Research results show that the order of importance of predictive variables on attitudes towards multicultural education is innovation, cognitive maturity and predictive. In addition, cognitive maturity and innovation variables were considered to be significant predictors for attitudes towards multicultural education.

Keywords: Multiculturalism, multicultural education, critical thinking disposition.

Investigation of Prospective Teachers' Critical Reading Self Efficacy in Terms of Different Variables

Birsel AYBEK; Çukurova University, Adana, Turkey; baybek@hotmail.com

Serkan ASLAN; Çukurova University, Adana, Turkey; aslan.s1985@gmail.com

Abstract

Today, with the development of communication and communication technology, training qualified people is of high significance. Therefore, one of the aims of education today is to train individuals who can communicate effectively with the environment and who can see what's happening around them with a critical eye. On the one hand, contact and communication (newspaper, TV, Internet, etc.) tools facilitates the lives of people; on the other, they lead people to confronting with false and insufficient information. Thus, it is necessary to question, criticize and investigate the accuracy of the information instead of accepting as is. In this regard, critical reading has emerged as a significant element (Ozensoy, 2011). Critical reading is an analytic activity in which individuals judge what they read, question, assess and benefit from reliable sources hence reaching a result using his/her mind (Ozensoy, 2011). Darch and Kameenu (1987) defined critical reading as the ability to make judgment on the read text, deduce and distinguish between facts and ideas as well as understanding the author's intentions and perspectives. Critical reading is a reading process by which readers ask questions by themselves regarding consistency or inconsistency in thoughts available in the texts, the contradictions, the reasons for writing the text, the appropriateness or adequacy of the samples (MOE, 2012). Several changes were made in the elementary school programs in the 2005 academic year based on constructivism approach. When elementary school programs are analyzed, it has been observed that critical reading skills are required to be gain. It is essential that critical reading self-efficacy perceptions of teachers be positive with the aim of acquiring this skill. In that, during the undergraduate training period, it is significant that teachers have the critical reading self-efficacy. Considering literature, it was found that there are few studies examining critical reading self-efficacy perceptions of teachers (Karasakaloglu, Saracaloglu & Ozelci, 2012; Kucukoglu, 2008; Unal & Sever, 2013) Hence, critical reading self-efficacy perceptions of prospective teachers should be examined in terms of various variables and it was thought that such a study should be carried out.

The main aim of the present study is to identify critical reading self-efficacy perceptions of prospective teachers in terms of various variables.

Research used descriptive screening model. According to Karasar (2012), screening model is a research approach aiming to describe a situation happening in the past or at present as it was there. The present study depicts critical reading self-efficacy perceptions of prospective teachers in terms of different variables as is. The population of the study is consisted of prospective teachers studying in Faculty of Education at Cukurova University. The sample constitutes 633 prospective teachers studying in the first and fourth year of Classroom Teaching, Social Studies Teacher, Turkish Education, Computer Education and Instructional Technology, Pre-School Education, Counseling and Guidance Teaching, the Science and Technology Education and English Teaching in Faculty of Education at Cukurova University. During data collection process, Critical Reading Self-Efficacy Perception Scale developed by Karadeniz (2014) was used. In the analysis of data, non-parametric tests were used as the normal distribution of data cannot be provided with descriptive statistics. Mann-Whitney U test was used for the comparison of paired groups while Kruskal-Wallis test was utilized for comparing more than two groups.

As a result of the research, it was determined that prospective teachers express their opinions as "agree" in terms of sub-dimensions of critical reading self-efficacy perception scale such as questioning, analyzing, evaluating and deducing while they express their opinions as "partly agree" concerning such sub-dimension as to find similarities and differences. It was found that critical reading self-efficacy perceptions of prospective teachers do not differ significantly in terms of gender, class level and book genres while it shows a significant difference depending upon type of university entrance scores, majors, reading frequency and whether there is a bookcase in their homes or not.

Critical reading self-efficacy perceptions of prospective teachers have been found to concentrate on "I agree" option, which shows that critical reading self-efficacy perceptions of prospective teachers are high. These results are considered as positive by researchers. That critical reading self-efficacies of prospective teachers are high will contribute to provide the students with critical thinking skills when they start their career. There are some results which support or do not support this conclusion in the literature. Despite similar result has been obtained in the study conducted by Unal and Sever (2013), in the study carried out by Karasakaloglu, Saracaloglu and Ozelci (2012), the opposite results have been obtained. It was found that critical reading self-efficacy perceptions of prospective teachers do not differ significantly in terms of gender, class level and book genres. Accordingly, it can be mentioned that gender, class level and book genres have no effect on critical reading self-efficacy perception. In a study conducted by Unal and Sever (2013), it was determined that there is no significant difference by gender, whereas a significant difference was observed in terms of class level. It was stated that critical reading self-efficacy perceptions of prospective teachers differ significantly depending on type of university entrance scores, majors, reading frequency and whether there is a bookcase in their homes or not. Accordingly, it can be said that type of university entrance scores, majors, reading frequency and whether there is a bookcase in their homes or not affect critical reading self-efficacy perceptions of prospective teachers. As a result of the analyses done, it is evident that there is a significant difference between those who read books everyday and who rarely read and those who have bookcases and who do not. This clearly illustrates that reading books influences self-efficacy perception towards critical reading. Those who read books a lot have higher self efficacy while those of reading rarely have lower one. However, it should be noted that "*critical reading is a habit that can be developed over time. For those whose basic reading skills do not develop, it is normal to have some difficulties and failure in critical reading*" (Bareli, Cetindag & Celepoglu, 2005). Similar results were obtained in the studies conducted by Unal and Kayak (2013). This result supports our research.

Keywords: Critical reading, self-efficacy, reading.

The Impact of Electronic Boards on Learning and Retention of Reading and Listening Skills in English Language Lessons

Alireza BADELEH; Farhangyan University; Iran; alireza.badeleh@gmail.com

The paper wasn't presented in the congress.

Examining Preservice Teacher's Creativity Perceptions in Terms of Different Variables

Ebru BAKAÇ; İstanbul, Turkey; ebruli_2239@hotmail.com
Raşit ÖZEN; Abant İzzet Baysal University, Bolu; Turkey; rasitozen@yahoo.com

Abstract

Our world continues to change more quickly than ever and people have to adapt these changes. Because of these changes, creativity gained an importance to solve the problems in the world after 1960s (Fisher & Williams, 2004). Torrance (1995, p. 23) described the creativity concept as "the sense of the problem or knowledge gap, the creation ideas or hypothesis, testing and development of hypothesis and transmission of data". According to Runco (2004) education in school is improve to convergent thinking and this situation prevent to think about different options. Therefore, there are some rules that must be followed in order to be a creative education provided in schools. While Torrance (1995) argue that student and creative teacher relationship should be an experienced situation with together, not a stimulus and response form autonomous state; Jeffrey ve Craft (2004) indicate that teachers should encouragement the students to have a creative personality, realize the creative aspects that have students and help them to have more imformation about the general skills and sensitivity such as courage, awareness and creative thinking. According to Demirel (2007) creativity can be developed through techniques such as dramazation, demonstration, creative drama and role playing. In this context, development of creativity which is one of the most important skill must have presevice teachers is important in teacher training process.

The aim of this study is to determine whether there is a differ presevice teachers' perception of creativity in terms of different variables. In line with the aim of the study, the following questions below were formulated:

- 1) What are the creativity perception levels of presevice teachers ?
- 2) Do creativity perceptions of preservice teachers' differ in terms of their genders?
- 3) Do creativity perceptions of preservice teachers' differ in terms of their departments?
- 4) Do creativity perceptions of preservice teachers' differ in terms of their university entry score type?

Descriptive survey model was used in this study. The events, subjects and objects are attempt to defined in its conditions in descriptive survey models. Also, descriptive survey models contains arragements on a group of samples to arrive at an overall judgement about the universe (Karasar, 2005). The participants of the study constitutes of the first year preservice teachers ($n=429$) in one of the universities' education faculty located in the West Black Sea Region of the Turkey in academic year 2013-2014. 67% of the participant preservice teachers were female ($n=312$) while 33% of the participants were male ($n=117$). "How Creative Are You" scale developed by Whetton ve Cameron (2002) and adapted by Aksoy (2004) into Turkish was used to measure preservice teachers' creativity perceptions. The data were analyzed through SPSS 22 program. Descriptive statisticals were used in order to determine preservice teachers' creativity perceptions. Independent Sample t-test was used in order to determine whether there is a significant difference between preservice teachers' creativity perceptions in terms of their gender, ANOVA was used in order to determine whether there is a significant difference between preservice teachers' creativity perceptions in terms of their department and university entry score type.

Preservice teachers' creativity perceptions was found some higher from the moderate level. Additionally while a significant difference wasn't found between preservice teachers' creativity perceptions according to gender, a significant difference was found between preservice teachers' creativity perceptions according to department and university entry score type. Preservice teachers' creativity perceptions was found some higher from the moderate level. This result was demonstrated by the some similar researchs (Altıntaş, Kerpiç & Özdemir, 2012; Ulukök, Sarı, Özbek & Çelik, 2012; Yanpar, 2009). Additionally, while a significant difference wasn't found between preservice teachers' creativity perceptions according to gender, a significant difference was found between preservice teachers' creativity perceptions according to department and university entry score type. It is possible to say that this findings of the research have similar results other researchs in the literature (İşleyen & Küçük, 2013; Tuna & Temizkalp, 2013; Ulukök, Sarı, Özbek & Çelik, 2012). Only first class preservice teachers' creativity perceptions were examined in this study. Therefore, longitudinal researchs can make for determine changes of preservice teachers' creativity perceptions in coming years. Additionally, qualitative studies can be make to demonstrate impact of department on preservice teachers' creativity perceptions.

Keywords: Creativity perception, teacher training, creativity in teacher training

Investigation of Students' Metacognition and Academic Support Levels in terms of Some Variables

Hasan Güner BERKANT; Sütçü İmam University, Kahramanmaraş, Turkey; hgberkant@gmail.com

Murat TUNCER; Fırat University, Elazığ, Turkey; tunmurat@gmail.com

Halil TANIR; Sütçü İmam University, Kahramanmaraş, Turkey; haliltanir46@gmail.com

Abstract

It is important for the students to realize their own strong and weak characteristics to be successful. When we consider about the time spent and interaction among the students, peer academic support is another factor on success. Generally, academic support consists of courses including tutorials and preparation for an examination (Keup&Mullin, 2010). Peer academic support comprises students' help to each other about academic subjects (Kenny&Rice, 1995; Lafreniere&Ledgerwood, 1997; Shaver&Buhrmester, 1985). According to Mazer and Thompson (2011), peer academic support consists of sub-dimensions such as informational, motivational, esteem, and venting support. Another important factor on learning is students' metacognition. Metacognition is defined in various studies: According to Gavelek and Raphael (1982), it is an ability to regulate cognitive activities; according to Forrest-Pressley and Waller (1984) metacognition is related to what a person knows about him/herself; according to Brown (1987), metacognition is defined as awareness of thinking process which a person uses while problem solving activities. Some researchers (Brown, 1987; Flavell, 1987; Mazzoni&Nelson, 1998; Metcalfe and Shimmura, 1994; Nelson&Narens, 1990; Schraw&Dennison, 1994) divide metacognition

into two basic dimensions: Knowledge about cognition, regulation of cognition. Knowledge about cognition is divided into three sub-dimensions: Declarative knowledge, procedural knowledge, conditional knowledge. Regulation of knowledge includes five sub-dimensions: Planning, comprehension monitoring, evaluation, debugging strategies, information management strategies. Metacognition and peer academic support should be directed effectively by students and teachers because of their impact on learning.

The main purpose of this research is to investigate students' metacognition and peer academic support levels in terms of some variables. In this context, students' metacognition and peer support levels are investigated according to their genders, departments, attendance to group study, grade point average, and class level. The study is based on a survey model and a descriptive research (Karasar, 2008; Punch, 2005). The population of the study consists of the students' attending to Kahramanmaraş University Faculty of Education in 2014-2015 educational years. The sample consists of 314 students who are selected by using purposive sampling from this population. 251 of them are female, 63 are male. 137 of them are attending to department of science teacher, 177 of them are attending to department of classroom teacher. 88 students are freshman, 85 are sophomore, 93 are junior, and 48 are senior. "Students Academic Support Scale" (Arslan & Akın, 2014) and "Metacognition Envantory" (Abacı, Çetin&Akin, 2007) are used as data collection tools. The data are analyzed by using independent sample t-test, one way ANOVA, LSD, Scheffe, Pearson correlation via SPSS 20. Eta square values are calculated for effect size of significant differences.

In the study, significant differences are found between the venting support, and debugging strategies in favor of female students; between the information support levels in favor of freshman and sophomore students; between the declarative, conditional, and procedural knowledge levels in favor of prospective science teachers; between the planning, comprehensive monitoring, evaluation, debugging, and information management strategies in favor of prospective science teachers; between the metacognition levels, the levels of knowledge about cognition, the levels of conditional knowledge, the levels of regulational knowledge, planning, evaluation, comprehensive monitoring, information management strategies, debugging in favor of sophomore students; between the levels of planning and comprehensive monitoring strategies in favor or the students attending to group studies. There are positive, medium level, and significant relationship between the metacognition and students academic support. In this study, positive, medium level, and significant relationship between the metacognition and students academic support is determined. So it may be derived that metacognition and students academic support change parallelly. In the related studies (Küçük-Özcan, 2000) students' attitudes toward lessons positively change while metacognition levels increase. In the study it is found that there is no significant difference between the metacognition levels, but in the debugging dimension significant difference is found in favor of female students. In the related literature (Aktürk&Şahin, 2010; Rozendal, Minnaert&Boekaert, 2001) significant relations are realized between the metacognition and gender, but in some studies (Aydın&Coşkun, 2011; Özsoy et al., 2010) no relationship is found. Because of the significant difference in favor of prospective science teachers, the department in which the students attend may affect the students' metacognition levels. In the contrary, Sezgin and Akkaya (2012) found prospective classroom teachers' motivation levels higher. In the present study, it is found that some variables such as students' genders, grade point average, and attendance to group studies don't affect the student academic support. Metacognition levels of male students are found lower than the levels of female students. So some studies may be done to increase the male students' metacognition levels.

Keywords: Student academic support, metacognition, university students.

The Investigation of the Sensitivity to the Teaching Profession and the Effective Teaching Specialties of Teacher Candidates Studying at Education Faculty and Attending Pedagogical Formation Certificate Program: The Case of Mersin University

Murat BORAN; Mersin University, Mersin, Turkey; muratboran1987@gmail.com

Tuğba YANPAR YELKEN; Mersin University, Mersin, Turkey; tyanpar@gmail.com

Abstract

In the age of globalization and reconstruction, individuals are expected to be able to think critically and creatively, learn to learn, research and solve problems, be open to development and innovation and be capable of producing information. All these qualities can only be cultivated in individuals through education by efficient teachers who are equipped with these qualifications. Teachers should be able to keep track of changes and developments related to contemporary developments in the area and clarify the issues related to the areas benefiting from the knowledge of different disciplines. In addition, teachers should be good examples to the students by loving their profession and being enthusiastic in learning/teaching activities, and by demonstrating consistent and compliant behavior. They should respect the opinions of students and be aware of their responsibility in the students' development of a healthy and balanced personality through establishing good relations with them (Şen & Erişen, 2002).

Teaching profession is considered to be a sacred, respected and influential yet materially and spiritually difficult profession which requires a sense of responsibility and self-sacrifice. If one chooses to become a teacher in spite of the material and spiritual difficulties of the profession, it indicates that he is concerned about and sensitive to the profession and has a positive attitude towards teaching, which will contribute great to his professional satisfaction and individual development. Therefore, those eager, ambitious and highly motivated individuals, in other words, those with high professional sensitivity must become teachers (Uygun, Şahin & Okur, 2010; Karabacak & Uzun, 2014). Teachers with high sensitivity to the teaching profession and effective teaching specialties will contribute to increasing the quality of the profession and teacher training institutions and consequently the whole education system of the country will benefit a lot. This mainly depends on how high the teachers' levels of their effectiveness and sensitivity toward their profession are.

This study aims to determine the sensitivity to the teaching profession and the effective teaching specialties of teacher candidates who are either studying in the last year in the Faculty of Education or attending the Pedagogical Formation certificate program at Mersin University. Answers were sought to the following sub-problems identified in the direction of the aim of the research.

1. What are the sensitivity to the teaching profession and the effective teaching specialties of teacher candidates who are either studying in the last year in the Faculty of Education or attending the Pedagogical Formation certificate program at Mersin University like?
2. Do the teacher candidates' opinions about the effective teaching specialties and sensitivity to the teaching profession show a statistically significant difference in terms of their
 - a. gender,
 - b. faculty,
 - c. departments,
 - d. preference order of their departments,
 - e. high school,
 - f. mothers' education
 - g. fathers' education.
3. Is there a statistically significant relationship between teacher candidates' opinions about the effective teaching specialties and their sensitivity towards the teaching profession?

This study was carried out in survey model in which events, individuals or objects of the research are to be defined as they are in their own conditions (Karasar, 2006, p. 77-79; Fraenkel & Wallen, 2011, p. 395). In this study, teacher candidates' opinions about the effective teaching specialties and their sensitivity towards the teaching profession were collected through two scales. The participants of this study were determined using 'convenience sampling' method. The universe of the study was 671 teacher candidates studying in their last year in the Faculty of Education and 677 teacher candidates

attending the Pedagogical Formation certificate program at Mersin University in the spring semester of the academic year 2014-2015. The sample of the study consists of 495 teacher candidates, 345 of whom were female and 150 of whom were male. Also 188 of teacher candidates were studying in their last year in the Faculty of Education and 307 of them were registered students the Pedagogical Formation certificate program at Mersin University.

Two scales were used as data collection tools. The first one is "Effective Teaching Specialties Scale" developed by Şen & Erişen (2002) and the other is "Sensitivity Scale for Teaching Profession" developed by Uygun, Şahin & Okur (2010). Although the validity and reliability of the scales were calculated before, Cronbach alpha coefficients of the scales are calculated and shown in Table 1 which indicates that they are both highly reliable scales (Büyüköztürk, 2007; Özdamar 2004; 633).

Table 1

Cronbach Alpha Reliability Coefficients Of The Scales

	Cronbach's Alpha	Number of items
Effective Teaching Specialties Scale	0,982	95
Sensitivity Scale for Teaching Profession	0,827	17

In addition, a 7-item form of personal information is added to determine the demographic characteristics of teacher candidates.

As a result of this study, it was determined that teacher candidates had quite high sensitivity to the teaching profession and effective teaching specialties, and showed statistically significant differences in only departments among the teacher candidates. It was found that the opinions of the students in English Language Teaching department about their effective teaching specialties differed significantly from the opinions of the students in the departments of PF Turkish Language and Literature, PF Philosophy, PF Chemistry, Elementary Mathematics Teaching and PF Mathematics, and that the students in English Language Teaching department were of the opinion that they were more effective teachers in comparison to the other departments mentioned. The results of the analysis indicated that professional sensitivity of the students in the department of Elementary Mathematics Teaching was significantly lower than those of the students in the departments of PF History, English Language Teaching, Turkish Language Teaching. In addition, it was observed that students' sensitivity to the teaching profession and effective teaching specialties did not differ significantly according to their gender, high schools they graduated from, their parents' levels of education and preference order of their departments.

Last but not the least, the study showed that there existed a moderate positive correlation between students' sensitivity to the teaching profession and effective teaching specialties ($r = 0,431$, $p<0,01$), which may be interpreted that students' effective teaching specialties increased in parallel with their effective teaching specialties. According to this finding, it can be concluded that teachers who love teaching and are sensitive to their profession are more likely to develop themselves both personally and professionally, and thus have more effective teaching abilities.

Keywords: Teaching profession, effective teaching specialties, sensitivity to teaching.

Opinions of Teacher Candidates Concerning the Level of Formation of a Creative Learning Environment by the Teachers

Sibel CENGİZHAN; Marmara University, İstanbul, Turkey; sibel@marmara.edu.tr

Abstract

In order to pursue today's rapidly progressing technological and scientific advances and to attain a place during this pursuit, it is necessary for individuals, above all, to be trained in such a way that will enable them to avoid stereotyped judgements with free thinking and expression as well as being able to bring authentic solutions to the problems. In this sense, the concept of creativity appears and here it is necessary to provide the education for creativity, which corresponds to creative teaching. Today, researchers conducting studies on creativity point out that the creativity is not only an innate

competence, but also a characteristic that can be improved through suitable environment and education, and that there is no direct relationship between intelligence and creativity. Among these researchers are Craft, Jeffrey, and Leibling. Craft, Jeffrey, and Leibling (2001) examined and explained the creativity under two different dimensions as "capital C" and "lower case c". While mentioning about the innate creativity with the Capital C dimension for geniuses such as Mozart, Picasso and Einstein, they defined the creativity as the ability to find new and effective solutions to the daily problems with the lower case c dimension, and they examined the creativity in education under the latter dimension. Shneiderman (2000, p. 115) approached the creativity in a similar way and defined the creativity as revolutionary creativity and innate creativity. However, many other researchers (Isacken et al., 2011, p.2; Şimşek et al., 1998; Karal, 2011; Sundgren & Styhre, 2003) define the concept of creativity as the skills to create new ideas, obtain a different product, solve problems, think critically, create an imaginary process resulting in originality, and reveal relationships.

Considering that the existence of a teacher and a student is in the foreground within the education process, it can be asserted as a priority that teachers have a major role in the formation of a creative thinking environment in the classroom. For this reason, it is necessary for teachers to act in a manner that will enable a learning environment for self-study of students, encourage and accept unconventional behaviors, encourage authentic ideas, provide motivational learning materials, create an environment which can raise awareness for problems, be flexible and rewarding in order to facilitate the class activities for creative thinking (Cropley, 2005, p. 150). At the same time, the acts of accepting students as individuals, providing equality, and being a model are also regarded as the teacher characteristics for facilitating the creativity (Sungur, 1997, p. 46).

In terms of acquiring creativity in particular, it is significant for teachers, implementers of programs, to be a model so that they can train individuals who are capable of producing authentic ideas in the future, independent, high self-confident, and productive. That's why it is essential to provide the teacher candidates with a learning environment where they will be able to think freely and structure the information in line with their individual characteristics. Based on this necessity and significance, the purpose of this study is to determine opinions of the teacher candidates concerning the level of formation of a creative learning environment by teachers.

A scanning model that aims the collection of data to specify a group's specific features was used in the study (Büyüköztürk et al., 2010). Scanning models are a research approach that aims to describe a past situation or a current situation as it is, and the event, individual or the object of the research subject is described as it is and within its own conditions (Karasar, 2002, p. 77).

The sample group of the study consisted of 516 teacher candidates studying their last year at Marmara University Atatürk Education Faculty in the academic year of 2014 and 2015. While 348 (67.4%) of teacher candidates participating in the study were female, 168 (32.6%) were male.

In the study, the opinions of the teacher candidates concerning the level of formation for a creative learning environment by the teachers were measured by using "Questionnaire for Forming a Creative Learning Environment" which was prepared upon related literature review by examining the studies and involved 34 items. The questionnaire was checked and corrected by four experts in the field before its application. The responses to be given by the teacher candidates to items of the questionnaire were rated as: "1=Never, 2=Sometimes, 3=Usually, and 4=Always".

Interpretations were made from the arithmetic mean values concerning the responses given by the teacher candidates. While assessing the arithmetic means, "1-1.74 range" was accepted as "never", "1.75-2.49 range" as "sometimes", "2.50-3.24 range" as "usually", and "3.25-4 range" as "always".

From the study data, it was concluded that in the initial teacher training courses, an environment was formed in which critical ($x=2.41$), scientific thinking ($x=2.47$) and problem solving ($x=2.34$) skills, attendance to lesson ($x=2.40$), student-centered approach ($x=2.33$), multidimensional thinking environment ($x=2.46$), analysis of data ($x=2.25$), interesting activities ($x=1.82$), imagination ($x=1.96$), divergent ($x=2.24$) and convergent ($x=2.31$) thinking, empathy skills ($x=2.30$), humorous thinking ($x=1.95$), live and learn experiences ($x=2.0$), cooperative learning ($x=2.31$) and extraordinary examples ($x=2.05$) occurred sometimes. An environment was formed in which relational thinking ($x=2.70$), implementation of activities based on reasoning ($x=2.53$), providing of transfer between knowledge ($x=2.63$), and expression of different opinions ($x=2.74$) appeared usually. It was also found that teacher candidates never stated that rewarding was used in the courses ($x=1.49$).

When the obtained results were evaluated generally, it can be asserted that the teacher candidates participating in the study stated that the initial teacher training courses of sometimes had the characteristics of the creative learning environment. Yet, providing the creative learning environment increases the academic success and learning permanence. Concerning this, as a result of a study conducted by Özerbaş (2011) to determine the effect of creative thinking and learning environment on academic success and the permanence of knowledge, they specified that academic success and the learning permanence increased. Forming the creative learning environment in the classes not only provides academic success for the students, but also increases the scientific process and problem solving skills as was pointed out by a study conducted by Koray et al., (2004). It was also found in a study conducted by Aksoy (2005) that a scientific method process based on creative thinking had a positive effect on learning products. Moreover, it was determined in a study conducted by Karataş and Özcan (2010), and entitled "Effect of Creative Thinking Activities on Creative Thinking and Project Development of Students" that creative thinking activities had positive effects on creative thinking and project development skills of students. Based on all these studies and the results of the study, it is recommended that authentic problems and processes are provided teachers for a creative learning environment in a class, data to be analyzed are presented, different methods/techniques such as brain storming, discussion, and problem solving offering multiple viewpoints are used, the students are encouraged to produce different and original ideas and accordingly the lessons are made more flexible.

Keywords: Creative learning environment, teacher candidates.

Preservice Teachers' Reflections on Teaching Practicum: Sharing Experiences and Perceptions

Melek ÇAKMAK; Gazi University, Ankara, Turkey; melek@gazi.edu.tr

The paper wasn't presented in the congress.

Examination of University Students' Exam Attitude Levels by Factor Analysis

Işin ÇETİN; Uludağ University, Bursa, Turkey; isin@uludag.edu.tr

Arzu Eren ŞENARAS; Uludağ University, Bursa, Turkey; arzueren@uludag.edu.tr

The paper wasn't presented in the congress.

The Investigation of Blended Learning Supported by the Quantum Learning Cycle from the Perspectives of Teacher Candidates by Using Q Methodology

Sevilay ÇIRAK; Gaziantep University, Gaziantep, Turkey; sevilaycirak@hotmail.com

Erdal BAY; Gaziantep University, Gaziantep, Turkey; erdalbay@hotmail.com

Abstract

With the effect of Quantum thinking on education programmes, quantum learning which is a combination of many recent theories took its place in the field of education. The concept of quantum learning was presented first by Dr. Georgi Lazanov in 1980s. It involves many methods and key notions like suggestopedia, NLP and accelerated learning strategies, right-left brain theory, trio-brain theory, learning types (visual, aural, kinaesthetic methods, etc.), multiple intelligence theory, holistic education, and emotional intelligence (DePorter & Hernacki, 1992). The main goal of quantum learning notion which lays its foundations in quantum physics is an individual's self-actualization as a whole (Hanbay, 2009).

Quantum learning order is called as EEL Dr.C which includes the first letters of the steps constituting the cycle. The steps are Enrol, Experience, Label, Demonstrate, Review, and Celebrate, and each step represents the relationship between the parts and the whole. This process must involve academic skills and life-long learning skills in the most effective way (DePorter, Reardon, & Nourie, 1999; Demir, 2006).

Developing technology has an important role in shaping the world, and it is a crucial need to benefit from this developing technology in the field of education programmes. According to Akkoyunlu (1995: 106), the effective use of information technologies will increase the quality of education and will create new dimensions in teaching-learning process. There are a great number of studies supporting the increase in effective learning by incorporating the Internet in education. In our study, we made use of blended learning design which was developed by Horton (2000) by combining the strong sides of online learning and face-to-face learning. In this scope, it has been noticed that there are some studies reporting a decrease in motivation in the online part of the course when the blended learning design was used(Delialioğlu & Yıldırım, 2007; Lin & McKeachie, 1999, cited in Lee & Park, 2003; Reeves & Reeves, 1997). In the current study, the steps of quantum learning cycle were included in the blended learning design in order to prevent the loss of motivation. With this aim, a course was planned and conducted by following the steps of (1) enrol, (2) experience, (5) review, (6) celebrate in online part of the course, and (3) label, and (4) demonstrate in the face-to-face part of the course.

The aim of the present study is to determine the steps preferred by teacher candidates in blended learning lesson design supported by Quantum learning cycle by using Q methodology. In this process, the points on which teacher candidates compromise will be explored, and the significance level of the steps will be determined.

There are judgement sentences and an index called (Q-Set) under the titles formed in Q methodology. In this methodology, it is aimed to collect data based on the participants' agreement and disagreement by ordering the sentences in Q-Set. Q Method is a feasible research method to test the perceptions on a specific case, and it is an integration of quantitative and qualitative methods (Brown, 2006; Coogan & Herrington, 2011; Van Exel, 2005). The judgement sentences contains the statements related to steps in Quantum learning cycle, the roles of the instructor, the importance of motivational messages, and collaborative study applications to identify teacher candidates' perceptions on these issues. Teacher candidates were asked to order their agreement or disagreement for a positive and a negative worded statement under 9 titles by collecting the data. The sample of the present study includes 3rd year-teacher candidates (30) studying in Mathematics Teaching Department at Gaziantep Education Faculty. These 30 teacher candidates were a part of blended learning design supported by the quantum learning cycle in Testing and Evaluation Course. Data was collected thorough a Q-set and judgment sentences prepared by the researcher. PQMETHOD software was used to analyse the data. With this software, a factor analysis was conducted to determine the factors under which the statements gather, and teacher candidates' consensus or divergency on course process was explored.

With the analysis of data collected from 31 teacher candidates, the views of 29 gather under a single factor. It was found that factor loadings have the highest values in positive statements (9), and have the

lowest values in negative statements (9). This shows that teacher candidates gave positive answers for the positive judgement statements, and negative answers for the negative judgement statements. Within this scope, it can be said that teacher candidates reach an agreement on the course process, and they have affirmative views.

To expand, it has been found that teacher candidates mostly favoured the activities in the demonstration stage among 9 titles. The other favoured steps are as follows: the role of the instructor, the activities in review step, applications in label step, enrol and experience steps in online part of the course, motivational messages, collaborative study applications, and celebration. By looking at the findings, it can be said that teacher candidates mostly enjoy the steps in which they are active (demonstrate, review). Instructor's style in the organization of the course is another important issue making students committed to the course. Another favourite step is label in which teacher candidates are active while exploring the concepts with the help of the examples on their own. In the online part of the course, associating a new subject with their daily lives in the enrol and experience stages are among the steps noticed by teacher candidates. Lastly, motivational messages, collaborative study applications, and rewarding their success in either online or face-to-face part of the course are the least overrated steps.

Findings indicate that participants prefer and enjoy stages in which they are active in the blended course process. Bearing this in mind, it can be suggested that activities in which students can be active participants of the lesson process must be encouraged. Within this context, the instructor leading and organizing the process must have detailed course plans to increase the effectiveness of blended learning process. This study can also be conducted in different education foundations with different course processes and in different courses in order to test the effectiveness of the blended learning design supported by the quantum learning cycle.

Keywords: Q methodology, blended learning, quantum learning, teacher candidate.

The Effect of Narrative Method from Mnemonics Used in English Lesson on Attitude towards Lesson

Gülen DAGİSTAN; Ahi Evran University, Kırşehir, Turkey; gulendagistan2008@gmail.com
Nihat ÇALIŞKAN; Ahi Evran University, Kırşehir, Turkey; ncaliskan@ahievran.edu.tr

Abstract

The aim of this study, entitled as 'The Effect of Narrative Method From Mnemonics Used in English Lesson on Attitude Towards Lesson', is to determine the effect of narrative method in English classes of the 9th graders on the attitude of students towards the lesson.

In this quasi-experimental research, the paired pre-test control group research design is used. This kind of designs help researchers to test causal relationships in a range of situations that classic designs are difficult or inconvenient and these designs are called quasi-experimental (Neuman, 2008). In this context, the attitude towards English lesson is dependent variable and the narrative method from mnemonics is independent variable. In control group during the study, while students are taught by researcher herself performing classical methods (Classical method means to help students to guess the meaning of words from the whole context and telling the synonyms of them in any unit when necessary or to provide them to look up dictionary), this teaching in experimental group is supported with the narrative method from mnemonics by the researcher herself again. Participants in this research design are measured in terms of dependent variable before and after application.

The study is carried out in 2014-2015 educational year, Şehit Mehmet Tez Anatolian High School and in district of Yerköy/Yozgat with 68 students in two sections of the 9th graders in the school. 34 of students are in section A assigned as the experimental group and the other 34 students are in section B assigned as the control group. Likert-type attitude scale of affective domain regarding English lesson consisting of 56 substances and developed by Mehmet Nuri Gömeksiz who is one of the academic members of Firat University, Faculty of Education, Department of Education Sciences and narratives containing words from the English curriculum of the 9th grades take place as data collection tool in this

research. The words are placed into the narratives and redesigned creating a meaningful whole by the researcher.

The narratives are formed by the searcher in this study on purpose of teaching the target words. The words in English desired to be learned are placed into the narratives in Turkish and the students are provided to discover unknown on the basis of known. Forming the narratives, firstly the target words are determined. While identifying the words, the student group included in the study is come into face to face contact and tried to ascertain whether they know the identified words or not. (In the meantime, the student group is not informed about the study.) In consideration of linguists and teachers' opinions, students' learning of these words for the first time in these units and encountering frequency in language learning at upper level are taken into consideration. Consequently, as of ten words from the first unit named as PERSON AND SOCIETY, ten words also from the second unit named as TOURISM and five words from the third unit named as EDUCATION; totally twenty five words are identified as target words. Right after, the narratives are formed for the determined target words. Meanwhile, paid regard to interests of high school students and also cooperated with students studying at Ahi Evran University, Faculty of Education and Turkish Language Teaching Department. Thereby forming the narratives, students' attention span, the number of words that they can learn at a time and content integrity within narratives are taken account; five pieces of narratives are created for predetermined twenty five words. It is taken care of narratives' containing elements such as association of ideas and sense of humour giving full play to students' imagination. The narratives in Turkish redesigned placing into them these words in English are scrutinised by a linguist of Turkish and necessary corrections are made.

To determine the experimental and control groups in the study, primarily the attitude scale of affective domain regarding English lesson is performed as pre-test in two sections. Averages of scores that the working groups get from the scale are compared to determine if the attitudes of them are at the same level or not according to the scale scores. As for that independent sample t-test results, it is identified that there is not a statistically significant difference ($p>.05$) between the attitude scale scores of groups. Considering these results, the 9th grade section A is designated as experimental group and section B as control group by lot. This research is conducted with two sections of the 9th grades that their levels of attitudes towards English lesson come up to each other before experiential procedure.

While the target words are taught using narrative method in the experimental group, they are taught with time-honoured practice in the control group for 6 weeks. During the experiential procedure, the researcher keeps to syllabus prepared by the Ministry of Education and performs the units in curriculum. In the groups, it is started at the same week and at the same subject as well. Envisaged methods and techniques in the current program are applied in both groups. In the experimental group, in addition to that, the narrative method being independent variable is applied in order to teach these target words included in the curriculum and planned to be taught in the unit. (In the experimental group before starting the application, sample lesson presentation is given to make them comprehend the narrative method and the students are ensured to have an idea about it.) After all of these applications in the light of prepared lesson plans, the attitude scale is performed again by the experimental and control group students and post-test scores of the students in both groups that they get from this scale are compared using independent samples t-test.

Analysing the data obtained, results are in favour of the experimental group. It is found out that teaching of English words with the narrative method affects positively the attitudes of experimental group students towards English lesson. These results suggest that vocabulary teaching with narrative method has a substantial effect upon attitude towards the lesson.

Keywords: Mnemonic strategies, narrative method, attitude.

Opinions of Teachers and Preservice Teachers on the Effective Teaching-Learning Process

Zeynep AKIN DEMİRCAN; Eskişehir Osmangazi University, Eskişehir, Turkey; zeynep26@gmail.com
Fundu ÇIRAY ÖZKARA; Şehit Mutlu Yıldırım Secondary School, Eskişehir, Turkey; fcry1085@hotmail.com

Abstract

Fundamental elements of an education system are composed of students, teachers, administrators, education experts, curriculums, education technologies, physical and financial resources. Teachers are the most fundamental element among them (Şışman, 2009, p.235). According to Başaran (1994), teachers are the persons who have become both theoretically and practically experts on general knowledge, teaching and on the scientific field they teach on a level that they can guide and help students and parents about realizing educational objectives by creating the teaching-learning environment in a most effective way in various systems, institutions and levels.

Nature and quality of education is directly related to the qualifications of teachers. In this respect, it is essential in terms of the quality of education services that teachers taking part in education system improve themselves regularly (Şışman, 2009, p.235). This situation makes it necessary for teachers to follow the developments of their age, and to improve themselves both personally and professionally. It is a fact that there is a need to teachers selective in the methods to use in teaching-learning process, and willing to use various strategies that they think will be the best for their students, and well-educated (Oliva, 2005, p.557).

One of the most important components of a curriculum is the teaching-learning process. Planning the whole teaching-learning processes associated with teaching and learning experiences covers plans for the organization of teaching and the implementation of these plans. The process should be well-arranged for effective learning. The organization of the teaching-learning process is carried out effectively and is largely dependent on teachers (Selvi, 2009). The quality of teaching actions and outcomes are often dependent on the teacher's decisions. These decisions greatly influence the process of teaching and students. Teaching, in one aspect, is a conscious activity such as cooking. This process can be improved when the careful and thoughtful manner designed (Gunter, Estes & Schwab, 2003, pp.340-341).

Effective teaching definition includes; determination of the goals clearly and organization of the content according to the goals, displaying the time spent teaching adequate and continuously, monitoring student performance, giving timely feedback to students and this feedback to guide students to success as teaching behavior can be defined as all (Martella et al., 2004, pp.10-25; as cited in Erişti, 2009, p.46). Instead of deciding that they can teach the teacher's objective is what the students in the educational process, they will enable more effective learning environments to prepare, to determine the appropriate materials and methods for this and should explore how they can help students learning (Oğuz, 2008; Jonnasen, 1991, p.2; as cited in Tezci & Dikici, 2003). Teachers will be able to design and orientation of an effective teaching-learning process to realize this objective. An effective teaching-learning process can be described as a process of required to design preservice teachers as teachers. According to Hansen (1995), understand the basis of the program design process begins with preservice teachers understanding the formation of teaching in the classroom. Therefore, how is that defined the forefront of an effective learning - teaching process by preservice teachers and teachers.

The purpose of this research is to determine teachers continued teaching profession and preservice teachers studying in the Faculty of Education, opinions about "effective teaching-learning process". The overall purpose of the research will find answers to the following questions:

1. How preservice teachers and teachers' describe effective teaching-learning process?
2. What are the points of view that preservice teachers and teachers' about "effective teaching-learning process" similar to and differ from each other?

In this study teachers continued teaching profession and preservice teachers studying in the Faculty of Education, opinions about "effective teaching-learning process" determining the intended phenomenology design of qualitative research design was used. Phenomenology design, focuses on the cases that we are aware that but it we have an in-depth and detailed understanding (Yıldırım & Şimşek, 2005). This research "Effective teaching-learning process" were discussed. Effective teaching and learning process will try to gain clarity benefiting from for teachers who maintain both the teaching

profession and planning, conduct and evaluate the teaching process and preservice teachers who continue their education with current approaches in process opinions and life.

In this study, there are two different groups of participants to collect the data and both groups were used in determining the maximum variation sampling. The main objective of maximum variation sampling method, is to describe patterns in a broader context as determined in a manner that is consistent with the purpose of study or leaving the common aspects of different situations, bringing the issue forward (Büyüköztürk et al., 2012, pp. 90-91). The first group of participants in the study consists of eight teachers studying in different teacher training programs such as mathematics, science in Primary Education Faculty. The second group consists of seven teachers who work in different fields such as English Turkish, Mathematics in socio-economically mid-level at a secondary school.

Depending on objectives in this study, need to collect data of interest, focus group interviews were conducted in two different groups. For focus group interviews conducted some preliminary discussions with preservice teachers who are studying in different departments in the Faculty of Education and subject teachers is an appropriate time and place designated. Preservice teachers and teachers on a voluntary basis to a total of 7 people in a group of 8 other groups with a record of two focus group discussions were made taking into account the study. A focus group discussion form used in study which consisting of three open-ended questions and developed by researchers during interviews.

In the analysis of the data obtained from the study descriptive analysis techniques are used. Descriptive analysis of the data obtained is summarized according to a predetermined theme and interpreted. Data can be presented according to research questions or themes that are created based on the research questions. In descriptive analysis included direct quotations which reflect the views of the participants in the research effectively. The purpose of descriptive analysis is to provide the reader a way arranged and interpreted the findings obtained (Yıldırım & Şimşek, 2005, p.224). In order to determine the opinions of preservice teachers and teachers of the research related to effective teaching-learning process is ongoing analysis of the data collected as a result of the focus group discussions held. Teachers who designed an effective teaching-learning process are thought to be more successful in their professions and applying an effective learning process is believed they will achieve successful products.

Keywords: Preservice teachers, process of effective instruction, teachers, teacher education.

An Innovation Case Study in Learning and Teaching: "Learning Clubs"

Bilal DUMAN; Muğla Sıtkı Koçman University, Muğla, Turkey; bduman@mu.edu.tr

Abstract

This study aimed at answering the following main question; why do not students actively and constructively engage in learning-teaching environments? The main purpose of this study is to examine the influence of the learning-club based techno-pedagogic on students' achievement and attitudes. Specifically, this study sought the answer for the following questions;

- 1- What the extent do learning-clubs contribute the students' achievement?
- 2- What the extent do learning-clubs contribute the students' attitudes?
- 3- What do students view about activities in the learning-clubs?
- 4- What do students think about their innovative skills in learning-teaching environments?

Action-research methodology was employed in this study. Action research is a systematic, collaborative, and reflective methodology. As a practical qualitative methodology, with critical reflection and inquiring, action research is systematic approach which is pre-planned and collaboration based to increase the quality of life (Bogdan&Biklen, 1998; Johnson, 2002; Mills, 2003; Akt. Uzuner, 2005).

The sample of this study included pre-service teachers majoring primary education and German language education in spring semester of 2014-2015 academic years. As instrumentation, achievement tests, questionnaire for attitudes and semi-structured interviews were used. For quantitative data, appropriate analysis will be utilized in the literature. Pre-analysis of qualitative data revealed that

students reported that learning-clubs positively contribute students achievement, attitudes, and collaboration.

Keywords: Learning-clubs, innovation, teaching-learning approach and strategies, action research.

Prospective Early Childhood Educators' Metaphors on Educational Philosophy

Yeliz TEMLİ-DURMUŞ; Uşak University, Uşak, Turkey; yeliz.temlidurmus@usak.edu.tr

Abstract

Metaphors are the reflection of social reality through similarities and tropes (Akınoğlu, Tatik, & Baykin, 2015). They enable educators to compare two things, draw attention to the similarities between them or explain something by replacing it with something else (Gibbs & Matlock, 2008). Similarly, metaphors are uttered for making ambiguous words clear and meaningful (Örçü, 2008). Metaphors give clues about not only people's point of view but also reasons of this standpoints (Günay, 2015). New age philosophers and Turk-Islâm philosophers used metaphors like litterateurs and the main differences about them is that litteratures underlines wording while philosophers put stress on making some complicated words easily understandable forms (Keklik, 1984).

The purpose of the study is to display early childhood education prospective teachers' perceptions towards educational philosophy. The sub research questions:

1. What are the metaphors used by freshmen early childhood education teacher candidates and supportive teacher candidates for the concept of educational philosophy?
2. Under which categories can the metaphors that were used by early childhood education teachers for the concept of "educational philosophy" be assembled?
3. How do educational philosophy affect supportive teachers candidates and teacher candidates in early childhood education?
4. What are the differences between Vocational School of Higher Education and Faculty of Education students towards educational philosophy?

A qualitative research design was used in this study. Early Childhood Education is uttered as a pedagogical term for children ages 0-8 ages in this study as Webster-Stratton and Taylor (2001) suggests. The participants of the study were 38 freshmen teacher candidates in Faculty of Education, Early Childhood Education Division and 60 freshmen students in Vocational School of Higher Education, Child Development Division. In total 90 female and 8 male students voluntarily participated in the study. One fill in the blanks questions were written on papers and a space to draw the picture was provided. The questions were; "Educational Philosophy is like.....; because....." and focus group interviews were practiced with all participants. Interview questions were written by the researcher and 2 experts give feedbacks to provide in detail information about metaphors. Content analysis was realized. Participants' approvals were provided from teacher candidates and prospective supportive teachers' approval will take to complete the procedure. The researcher analyzed the collected data. In order to provide reliability obtained metaphors and codings were discussed with 2 experts working in Vocational School of Higher Education.

Table 1

<i>Metaphors</i>		Total Numbers of Metaphors	Numbers of Different Metaphors
Categories	Metaphors		
Eternal endeavor	Labyrinth (4), Cliff (3), Stairs (2), Nightmare (2), Wave swinger, Spiral, Court House, Jail, Clew, Metropolis, Cycle, Space, Darkness	20	13
Complement	Students with different backgrounds (3), Jigsaw (2), Lego (toy block, 2), Mall (2), Packsaddle of donkey, Key & key hole, Tree, Flowers & bee, Cell phones, enzyme & substrate, Coloring Book.	15	10

Creativeness	Imagination(3), Colorful paintings (2), Curiosity (2), Cartoon (2), Story books (2), Freedom (2), A liar in interrogation room, Kite,	15	8
Foundation	Brain (3), Sun (3), First floor of Eiffel Tower, Locomotive of a long train, plan, Soil of flowers, Engine of a car, Google, Basement of a skyscraper.	13	8
Democracy	Play ground (3), Art works in people's mind (2), Universe (2), Mardin City, bird, scene from different windows, Life, Tourism, Microphone.	13	9
Critical Thinking	Inspector (4), Question mark (3), Thought (2), Stream, Policeman in interrogation room, A math professor.	12	6
Love	Ice cream (2), Gardener, Love towards other people.	4	3
Waste Bin	Waste bin(2)	2	1
Total		92	58

"Educational Philosophy is like scene from different windows, because everybody look to same scene but see different views" (19 years old female, Faculty of Education [FE]).

"Educational philosophy is like chief of an orchestra, because everybody have different opinions like instruments and educational philosophy make people respectful to create a unique music" (19 year old female, FE).

"Educational philosophy is like waste because it contains unnecessary things for us" (19 year old female, Vocational School of Higher Education [VSHE]).

"Educational philosophy is like Coloring book, because outlines were pre-determined and educators encourage children to use colors whatever they want (19 year old female, FE).

Students perceptions shows negative and positive aspects. Some participants criticized educational philosophy endless effort and characterized it as cliff or nightmare. Some participants underlined the importance of harmony and importance of adaptation of critical thinking skills during the early years of life. Educational philosophy course exist in Faculty of Education curriculum but Vocational School of Higher Education do not offer such a course although they think creative thinking and curiosity is crucial for early childhood education. Some participants in FE emphasized that Teaching Experience Course could be each semester, VSHE separate 1 term without any other course for experience course. This situation makes some courses like philosophy more concrete.

Keywords: Philosophy of education, early childhood education, philosophy of education metaphors.

Correlation between the Self-Efficacy Beliefs, Attitudes towards Teaching Profession and Anxiety Levels towards Teaching Profession of Teacher Candidates Who Get Pedagogical Formation Education

Mustafa DURMUŞÇELEBİ; Erciyes University, Kayseri, Turkey; mcelebi@erciyes.edu.tr

Mehmet ÇANAK; Ankara University, Ankara, Turkey; mcanak38@hotmail.com

Abstract

It can be said that teacher training and the quality of the teachers who are in service is one of the basic concerns of Turkish Education System. For this reason, it is important to know the self-efficacy levels of teacher candidates, their attitudes towards teaching profession and anxiety levels towards teaching profession.

Teaching profession is regarded as an area which requires certain professional competences. In general, bachelor's degree taken from institutions which are specialized in training teachers shows that the candidate teachers have necessary skills for teaching. In a similar way, teacher candidates who graduate from faculties other than Education Faculty try to get the necessary skills for teaching by getting pedagogical formation education. Both undergraduate and graduate education have an important place for candidate teachers in terms of forming attitudes towards teaching profession. Teachers' high self-efficacy leads to better education and positive student attitude towards the lesson. It

is possible to state that teachers with high self-efficacy can lead the basic subjects in the teaching process successfully and make a difference among the other teachers.

It is possible to state that attitudes towards teaching profession is an important factor for teachers to meet the requirements of teaching profession. Beliefs and attitudes towards teaching have an important place for teachers to continue in the profession and to have a successful professional career. Teachers' having positive attitudes towards teaching profession also affects the quality of education. As a result of this, teacher candidates who develop high level positive attitude towards teaching profession are expected to be more sensitive to the requirements of the profession, to get high achievements in their professional lives and to have a better communication with school managers, colleagues, students and their parents. Another variable affecting the quality of teachers is the anxiety that teachers have towards the profession. Professional anxiety is a case experienced during both in service and pre-service period. Several variables have influence on teacher candidates' professional anxiety levels. Some of these variables are the increasing number of teacher candidates and the decreasing number of teachers needed, teaching difficulties stemming from crowded classrooms, the fear of not being able to give quality education to students, lack of professional confidence and feeling inadequate. Important studies are being conducted to train qualified teachers. A research studying the correlation between self-efficacy beliefs, attitudes and anxiety levels towards teaching profession of teacher candidates who directly get pedagogical formation education has not been found in the literature review. In this context, this study is expected to contribute to the literature.

In this study, correlation between self-efficacy beliefs, attitudes towards teaching profession and anxiety levels towards teaching profession of teacher candidates who get pedagogical formation education was analyzed according to gender, high school from which the candidates graduated, the faculty/department from which the candidates graduated, the candidates' settlement and monthly level of income. Relational screening model was used in this study. Common screening models are explained as screening adjustments on a whole population or on a group of samples from a population in order to come to a general judgment about population (Büyüköztürk, 2005; Karasar, 2011). In this context, relational screening model is considered among common screening models. Relational screening models are used for such research aiming at examining the correlation between two or more variables (Büyüköztürk, 2005; Karasar, 2011). 400 teacher candidates who participate in pedagogical formation education certificate program at Erciyes University in 2014-2015 education year got involved in this research.

In this study, teacher self-efficacy scale, attitude scale towards teaching profession and teacher candidate anxiety scale were used in order to find out the correlation between self-efficacy beliefs, attitude and anxiety levels towards teaching profession of teacher candidates who get pedagogical formation education. Below are some descriptive information about these scales. Attitude Scale towards Teaching Profession: "Attitude towards Teaching Profession Scale" which was developed by Üstüner (2006) in order to determine the attitudes of teacher candidates who have education in teaching programs towards teaching profession was used in this study for the purpose of determining teacher candidates' attitudes towards teaching profession. According to the results of reliability analysis which was developed by Üstüner (2006), Cronbach Alpha reliability of the scale was found .93.

Teacher Candidate Professional Anxiety Scale: "Teacher Candidate Anxiety Scale" which was developed by adapting from Borich (1996) was used by Saban, Korkmaz and Akbaş (2004) in order to determine the anxiety levels of teacher candidates. In order to determine the reliability of Teacher Candidate Anxiety Scale, Cronbach Alpha internal consistency of the scale was used. According to this, Cronbach Alpha internal consistency of the scale were calculated as .76 for the first part of the scale (ego-centric anxiety); .73 for the second part of the scale (work-centered anxiety) and .76 for the third part of the scale (student-centered anxiety) (Saban, Korkmaz & Akbaş, 2004).

Teacher Self-efficacy Scale: Long form of "Teachers' Sense of Efficacy Scale" (TSES) which was developed by Tschannen-Moran and Woolfolk Hoy (2001) was used in order to determine teacher candidates' sense of efficacy. Turkish adaptation of TSES was done by Çapa, Çakiroğlu and Sarıkaya (2005). In this adapted form by Çapa, Çakiroğlu and Sarıkaya (2005), as a result of the analysis which was made, internal consistency of the scale for each dimension was found ".82" for enhancing student participation, ".84" for class management, ".86" for teaching strategies. SPSS (Statistical Package for the Social Sciences) 21.0 was used in order to analyze the data.

Keywords: Pedagogical formation education, self-efficacy, professional attitude and anxiety.

The Applicant Teachers' Perceptions on the Concept of Communication: A Metaphor Analysis Work

Cevdet EPÇAÇAN; Siirt University, Siirt, Turkey; epcacan@gmail.com

Abstract

The teacher is primarily responsible for objectives that predetermined in the classroom's atmosphere to be realized in an appropriate manner. Organizing and managing the learning environment and experience is the responsibility of teachers in the classroom. Therefore, the teacher should know the principles and methods of classroom management decently (Aydın, 2007). For effective classroom management, effective communication and interaction process should be organized and implemented. Communication features of teachers in classroom management, directly affects the level of educational activities. (Şimşek & Altımkurt, 2006, 228). The success of teachers in classroom management depends **on healthy communication with students and the ability to create a positive classroom environment**. To have interpersonal communication skills, and therefore individuals' having acquired to express himself better and understand opposite better and face appropriate listening and speaking habits is important. The success of a teacher depends primarily **on to be good at communicate with students** in class (İpşir, 2002).

A definition about effective communication which is accepted and recognized as an important aspect of classroom management is as follows: Communication is defined as the transfer of information, news, ideas, situations, feelings or culture from a source (person, persons or institution) by a tool(written, oral, visual or body language) to another person or community. Students' perceptions towards teachers are positively affected by teachers' considering the individual differences of students, trying to approach each student in a different way, displaying a positive attitude towards individual and group works, and keeping communication channels open constantly with students.

When perceiving concepts or expressing feelings and thoughts about concepts , most of the time , these concepts are expressed through extracting common similarity with another concept. The method which is expressed concepts through analogy is called metaphor. Metaphors are considered as tools that try to explain events, people, objects and especially abstract concepts through using different analogies (Cerit, 2008).Metaphor is generally used to understand how real and life is reviewed in person's perception (Güven & Güven, 2009). Metaphors indicate us how abstract concepts are perceived and interpreted by people. People often apply metaphor to describe both their thoughts and feelings and the feelings and thoughts of across. That is also important to reveal the individuals' perception of events and determining their view of life.

The purpose of this research is to determine opinions of students of education faculties through metaphors towards effective classroom management which is necessary in communication and train students who can communicate.

For this purpose the descriptive research method was applied. An interview form which consists of open ended questions was used as data collection tool. The interview form was created in the structure of metaphor. As it is understood, metaphor is the technique known as making unknown concepts understandable through analogies benefit from familiar meaning of concepts. Metaphor is a linguistic term using one item for the other that have equivalence relation between two items (Öztürk, 2007). Metaphor is to make sense a concept and terminology again by another existence or concept.

When making analogies in metaphors, the reasons of analogies are completed with sentences which begin with "because".

The questions in the data collection tool;

Communication is like.....Because.....

To communicate is like.....Because.....

Teachers who can communicate is like.....Because.....

Teachers who can't communicate is like.....Because.....

prepared in this form.

The population of the research is around 400 students studying in the final year of Siirt University Faculty of Education. The sample of the study is the random sampling method. Random sampling method is a method which has high ability to represent universe. Because in random sampling method, all sample units has equal chance to be selected to sample and provide strong prediction in value of universe (Büyüktürk, et.al., 2009, 82). After removing teacher candidates who had missing opinions, it was benefited from 100 teacher candidates' opinions. In analyzing the data, metaphors which are illustrated to candidate teachers' thoughts and feelings about "communication", "teachers who can communicate" and "teachers who can't communicate" were tried to be explained through content analysis.

While performing content analysis, evaluation process which was developed by Saban (2008) and Aydin and Unaldi (2010) are considered. These steps are (1) naming step, (2) eliminating and purification steps, (3) development of category step, (4) supplying reliability and validity step and (5) the transmission data to the computer step. First, naming to the metaphors according to the answers that participants gave, was applied and each question listed. While naming, whether candidate teachers care to constitute analogy (metaphors) or not, was examined. Opinions which have metaphor feature were selected, opinions which are based on recognition, analogies which are without reason and comments which have multiple explanations were eliminated. In order to ensure the reliability, same study was applied by another expert and common metaphors which are determined by both experts are selected. Metaphors which are determined were concentrated in sub-categories according to common features. In order to determine in what extent metaphors were gathered in common categories, a second expert of educational science gathered the metaphors in common categories regardless of researcher. Both categories that were identified by researcher and expert of educational science have been tried to provide the similarity.

After all data transferred to the computer, candidates teachers' opinions illustrated to "communication", "teachers who can communicate" and "teachers who can't communicate" are tried to be depicted with frequencies and percentages. According to the findings, comments and suggestions were made.

Keywords: Metaphor, communication, classroom management, teacher candidates.

A Longitudinal Study into the Development of Epistemological Beliefs and Problem Solving Skills of Student Teachers

Gürçü KOÇ ERDAMAR; Gazi University, Ankara, Turkey; gurkoc@gazi.edu.tr

Gülgün BANGİR ALPAN; Gazi University, Ankara, Turkey; bangir@gazi.edu.tr

Abstract

Epistemological beliefs are subjective beliefs related to how individuals perceive what learning is and how it occurs. Studies put forward that individuals with developed epistemological beliefs have higher academic success and have more effective learning habits (Schommer, 1990, 1993). Epistemological beliefs of individuals affect their decision making process in employing the appropriate strategies to cope with complicated problems and hence are effective on problem solving skills. Problem solving, related to knowing and learning, involves a number of such fundamental thinking processes as experiencing the problem, analysis, gathering the necessary information, creating the alternative solutions, testing the appropriateness of the solutions and selecting the most appropriate solutions (Baron 1996; Bingham 1998; Romiszowski 1968). Individuals maintain learning through their own experiences, solving the problems via knowledge they obtained; in a sense, learning how to solve problems is learning how to learn (Ülgen, 2001). In other words, problem solving skills could be associated with epistemological beliefs as learning, the way knowledge is obtained and source of knowledge. Studies reveal that the epistemological beliefs of teachers affect the classroom performance of teachers and teaching (Hofer & Pintrich, 1997; Yadav & Koehler, 2007), beliefs could change as a result of the teaching (Brownlee, Purdie & Boulton-Lewis, 2001). For these reasons, it has been deemed significant to study the epistemological beliefs and problem solving skills of student teachers.

This paper sets out to examine the development of problem solving approaches and epistemological beliefs in their undergraduate study periods of student teachers. The epistemological beliefs and problem solving skills have been measures two times in their first and fourth years.

The study is a longitudinal survey study. This study has been conducted with the participation of the students at Vocational Education Faculty, Gazi University. 216 first year students at five different departments comprised the study group. 191 of the students voluntarily took part in the study. Since the study aims to examine the development of problem solving approaches and epistemological beliefs in their undergraduate study periods of student teachers, Epistemological Belief Scale (EBS) and Problem Solving Inventory (PSI) were administered to students two times in their first year (2009 - 2010) and fourth year (2012 - 2013). In the second implementation, the number of the participant decreased and the non-attending students on the day of the implementation were unable to take part in the study. This being the case, the total number of the students, both in the first and fourth year, who participated in the study, became 149.

Two measurement instruments have been employed in the study. The first one is EBS, developed by Schommer and adapted to Turkish by Büyüköztürk and Deryakulu and the other one is PSI, developed by Heppner and Peterson, adapted to Turkish by Şahin, Şahin and Heppner. Validity and reliability analysis were implemented for both scales. Concerning EBS, the reliability coefficients have been calculated as .82, .61 and .60 for the first, second and the third factors, respectively. As for PSI, the Cronbach Alpha's cooefficients are .75, .74, .66, .68, .71 and .70 for the factors of impulsivity style, reflective style, avoidant style, evaluative style, problem-solving confidence style and planfulness, respectively. High scores reflect the fact that the beliefs of individuals are not developed and they perceive themselves weak in problem solving issues. To start with, averages standard deviation values of the maturity of epistemological beliefs and problem solving skills have been provided. Subsequently, t test was implemented in order to examine the development of epistemological beliefs and problem solving approaches of the participants. Besides, the correlation was used between epistemological beliefs and problem solving skills.

It has been observed that there has been significant development in the dimension of belief in EBS dependency on effort and belief in the dimension that there is one truth, while there has been no significant development in the belief in learning and ability dependency. Student teachers are of the opinion that in terms of problem solving, reflection, planned style and confidence style they are more adequate in the fourth year than the first year. Considering the correlation between the two scales employed, in the first year between there is a positive correlation, though not strong, at .50 level in belief in dependency on effort and avoidant style, evaluating learning and ability dependency confidence, planned and existence of one truth dimension, while in the last year there is a positive correlation at .001 level between evaluating dependency on effort, reflecting with dependency on ability, evaluating avoidant and planned, existence of one truth and avoidant.

It has been observed that as a result of the undergraduate education, students teachers developed in terms of the sub-dimensions. The difference between the first and the last year's average is statistically significant at .001 level. There are studies supporting this finding (Oğuz, 2008; Erdem, 2008; Deryakulu 2002). It has been found out that there is a development only in the sub-dimensions of reflection, planned style and confidence, while there is no statistically significant development in the sub-dimensions of carelessness, avoidant and evaluative. This is consistent with the studies holding that as the pass to upper classes, the problem solving skills improve, too (Çam & Tümkaya, 2006; Gültekin, 2006, Polat, 2008; Tümkaya, Aybek & Aldağ, 2009; Oğuztürk, Akça & Şahin, 2011). Considering the correlation between epistemological beliefs and problem solving skills, there is statistically significant and positive relation between belief in dependency on effort and avoidant style, evaluating learning and ability dependency confidence, planned and existence of one truth; reflecting with dependency on ability, evaluating avoidant and planned, existence of one truth and avoidant style. Epistemological beliefs and problem solving skills develop parallel to each other. In order for student teachers to develop their approaches to epistemological beliefs and problem solving, student – centred learning settings, where students configure knowledge on their own, can develop multiple points of view, can think in a creative, reflective and critical and can solve problems.

Keywords: Student teachers, epistemological belief, problem solving, teacher training.

The Effects of Portfolio Assessment on Metacognitive Skills and Attitude towards the Measurement and Evaluation Course: A Mixed Method Study

İlke EVİN GENCEL; Çanakkale Onsekiz Mart University, Canakkale, Turkey; ilkegencel@comu.edu.tr

Dilek GÜZEL CANDAN; Çanakkale Onsekiz Mart University, Çanakkale, Turkey;

dilekguzel@comu.edu.tr

Abstract

Due to the prevalence of the constructivist approach in education, the need for evaluating the thinking processes and products of students by taking into consideration individual differences has emerged. Various alternative measurement techniques based on thinking have been developed. One of these measurement techniques is portfolio assessment which facilitates to follow the learning processes of students gradually and enables the evaluation of process and product, and appears as an education tool as well (Burke, 1999; Kauchak&Eggen, 2003; Linn&Gronlund, 2000). It is observed that the studies of portfolio assessment in Turkey are generally related to the practices in the courses of Science, Social Studies, English at primary school level (Anahtarcı, 2009; Balaban, 2010; Bayram, 2012; Güven&Aydoğdu, 2009; Hatuk, 2010; Kabaş, 2007; Korkmaz&Kaptan, 2003; Turan&Sakız, 2014). It is also indicated that a few number of studies at higher education level focus on the opinions of prospective teachers on the use of portfolio in general (Gülbahar& Köse, 2006; Duban& Küçükylmaz, 2008; Şaşmaz Ören, Ormancı&Evrekli, 2011;). Given the foreign literature, it is remarkable that the portfolio assessment is widely utilized in teacher training and regarded as an indispensable part of the pre-service teacher training whereas the use of portfolio in the pre-service teacher training is not widespread in Turkey (Boulton, 2014; Derwin&Hahl, 2015; Enever, 2014; Sanford&Strong Wilson, 2013; Zeichner&Wray, 2001;). In this regard, it was concluded that the research on the impact of the practice of portfolio in the pre-service teacher training on certain metacognitive skills and affective characteristics may contribute to the literature.

The purpose of the research is to determine the effects of portfolio assessment in the process of measurement and evaluation course on the metacognitive skills and attitudes towards the course of prospective teachers as well as their opinions on this practice.

The research utilized exploratory Sequential Mixed Methods design, which is one of the mixed research models to use and evaluate the qualitative and quantitative data simultaneously (Creswell&Clarck, 2014). For that purpose, the qualitative and quantitative data were utilized to find out the impact of the use of portfolio on the metacognitive skills and attitude towards the course. The matching pattern with the pre-test and post-test control group in the quantitative part of the research was used as the interview method in the qualitative part. The participants of the research consists of 42 prospective teachers who were enrolled in the course of "Measurement and Evaluation" in the Department of Foreign Language Education in a university located in the region of Marmara in the spring semester of 2014-2015. The experimental group is composed of 21 prospective teachers, 6 of whom are male and 15 are female whereas the control group is composed of 21 prospective teachers, 7 of whom are male and 14 of whom are female. The implementation of the experiment lasted for 14 weeks and 42 course hours within the scope of measurement and evaluation course.

In order to obtain the quantitative data of the research, the following scales were utilized: "*Metacognitive Skills Scale*" consisting of 30 items developed by Altındağ and Senemoğlu (2013) as well as "*Attitude Scale towards Measurement and Evaluation*" consisting of 30 items adapted into Turkish by Ozan and Köse (2013). The qualitative data of the research were obtained by means of semi-structured interview form developed by the researchers.

In the analysis of the quantitative data obtained from the research, SPSS 17.00 statistical program was used, and MANCOVA analysis and descriptive statistics were performed to analyze the differences between the experimental and control groups when the pre-test scores were examined. Prior to Manova analysis, the assumptions such as multiple normality, the elimination of extreme values, homogeneity of covariance matrices, linearity, lack of multi-connection problems are required to be examined (Tabachnic&Fidell, 2001). Therefore, these assumptions were checked prior to the research, and subsequently the analysis process was carried out. In the analysis of qualitative data obtained by

means of semi-structured interview form, N Vivo program was utilized and the descriptive analysis was performed.

The results of the research indicated that the metacognitive skills and measurement-evaluation attitude scores show differences compared to the control group for whom traditional assessment methods were performed in favor of the experimental group. The interviews to determine the opinions of the prospective teachers on the evaluation of portfolio revealed that the evaluation of portfolio changed the negative perspectives of the prospective teachers towards the course, and ensured regular studying as well as made the course more enjoyable. The research revealed that portfolio assessment had a positive effects on the metacognitive skills and the attitudes of the prospective teachers towards the measurement and evaluation course. It was concluded that the research would contribute to the studies on the dissemination of the use of portfolio in pre-service teacher training.

Keywords: Portfolio assessment, metacognitive skills, curriculum.

Investigation of Hypothetico-Creative Reasoning Skills of Teacher Trainees in Terms of Their Thinking Styles

Ismail GELEN; Ondokuz Mayıs University, Samsun, Turkey; ismailgelen@omu.edu.tr

Volkan DURAN; Ondokuz Mayıs University, Samsun, Turkey; volkan.duran8@gmail.com

Bayram ÖZER; Ondokuz Mayıs University, Samsun, Turkey; ozer.bayram@gmail.com

Abstract

In the information age there are a lot of new interdisciplinary branches emerged as the result of fastest developments in the area of information, technology, science and industry. In this respect creativity is coming into the agenda because of the emergence of new "hybrid" and interdisciplinary branches. Hence preparing instruction models based on those "new demands" can be regarded as "must" for future education. In this respect teaching thinking and reasoning skills can be seen an important concept in the context of critical and creative thinking skills.

Hypothetico-Creative reasoning skills can be defined as a reasoning skill based on six inner dimension of Lawson's hypotheticopredictive reasoning skills which are hypothetic reasoning, proportional reasoning, controlling variables, probabilistic reasoning, correlational reasoning and combinational reasoning, and six outer dimensions of creative thinking skills based on the literature research which are analogical thinking, convergent thinking, divergent thinking, metaphorical thinking, vertical thinking and lateral thinking through data-information-knowledge-episteme conversion and extraction processes in order to construct epistemological beliefs (briefly episteme) about scientific or general concepts. The thinking styles developed by Sternberg (1988, 1997) based on the assumption that styles can be understood in terms of constructs from human concepts of self-government. Hence, there are three functions of government: legislative, executive, and judicial, there are four different forms of mental self-government: monarchic, hierarchic, oligarchic, and anarchic, there are two levels of mental self-government: local and global, there are two scopes of mental self-government: internal and external, there are two leanings of mental self-government: liberal and conservative. Hence the aim of this research is to investigate hypothetico-creative reasoning skills in terms of thinking styles.

Correlational comparative survey method was used in this study. Survey method describes what exists at the moment (conditions, practices, processes, structures etc.) and is therefore, classified as a type of descriptive method. Correlational research comprises of collecting data to determine the degree of the relationship exists between two or more quantifiable variables. Correlational research uses numerical data to explore relationships among variables.

In this study maximum variation technique which is among the purposeful sampling techniques was used to choose the target population. In this sampling technique the aim is to find the similarities among diverse cases rather than making generalization about those cases and hence reckon with the different aspects of the problem in different dimensions (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2009). In the design of this correlational comparative study, the scores obtained from variables from

each unit of the sample and the correlation coefficient between the paired scores is computed among the dimensions of hypothetico-creativity, dimensions and sub-dimensions of thinking styles.

The population of this research consists of the students in 2013-2014 education period in Ondokuz Mayıs University Education Faculty in the department of 3 and 4'th grade of Science Teacher Training (80), 3 and 3 and 4'th grade of Turkish Language Teacher Training (60), 3 and 4'th grade of Elementary School Teacher Training (80), 3 and 4'th grade of Counseling and Guidance Department (80), 3 and 4'th grade of Physics Teacher Training (30) which sums up 330 students in total.

Data for thinking styles functions, forms, levels, scopes and leanings that has has five dimensions (all those dimensions have also sub-dimensions) which, developed by Sternberg (1988, 1997) and adapted to Turkish by Fer (2005). Data for hypothetico-creative reasoning skills that also have five dimensions which are hypothetic and creative thinking, proportional reasoning, controlling variables and combinational reasoning, probabilistic reasoning, correlational reasoning have been obtained by Hypothetico-Creative Reasoning Skills Inventory developed by Duran (2014). Correlational comparative survey method was used in our analysis. Firstly the dimensions of hypothetico-creative reasoning skills and thinking styles were analyzed in terms of some variables. Secondly, correlation analysis was done between hypothetico-creative reasoning skills and thinking styles .

To summarize, at the end of this research it was revealed that that there is a significant relationship among hypothetico creative reasoning skills and thinking styles in some respects. However because both hypothetico-creative reasoning skills and thinking styles depend on self-perception and personal preferences, it can be said that there is no coherent correlations between these two variables to evaluate them in a consistent scheme and model based on our data. Our findings firstly indicates that although the term hypothetico-creativity is a new concept for literature, it can be studied for subsequent researches in different contexts and populations. Secondly, thinking styles and hypothetico-creativity can be analyzed based on qualitative researches to get deep meanings and concepts for future researches.

Keywords: Hypothetico-creativity, thinking styles, reasoning skills.

Preservice Science Teachers' Evaluation Situations of 9th Grade Biology Activities in terms of Science Process Skills

Seda USTA GEZER; İstanbul University, İstanbul, Turkey; sedausta@istanbul.edu.tr

Cengiz POYRAZ; İstanbul University, İstanbul, Turkey; cengiz_poyraz@yahoo.com

Abstract

Science process skills are the basic skill saving methods that facilitating learning science, allowing the students be active, develop a sense of taking responsibility for their own learning, increase the permanence of learning and help winning research methods (Kaptan, 1999). Especially it can be seen that there are some different classifications in the studies about the scientific process skills expected to be gained by the students in science education. Some researchers are gathering scientific process skills in two groups, basic and unified scientific process skills; some of them are observed to collect in three groups as the basic processes, causal processes and empirical processes (Şen & Nakipoğlu, 2012). Dökme (2005)'s definition of the scientific process skills in her study was carried out as follows:

1. Making observation: The investigations of objects or events by using our senses or using a variety of tools.
2. Making classification: The collection of similar objects, assets or events according to common characteristics.
3. Ability to use numbers and making measurements: The translating of an observation to quantitative data.
4. Ability to communicate: The sharing of ideas and thoughts. The expression of who will be shared by written or oral statements, includes the activities such as graphs, tables, diagrams making if necessary.
5. Making Inference: The estimates about the cause of an observation.
6. Ability to predict: To predict the end of an event or modified situation by taking the advantage of former experience and observation.

7. Data collection, recording and interpretation: The data can be collected with the variety methods to arrive at proper results such as experiment, observation and be interpreted in the logic fabric.
8. Identify and control the variables: To identify the existing variables in an event; to select which will be keep constant and which will be handled.
9. Making identification: To define the terms reached in the study and to specify a definition about observations.
10. Establishing hypotheses: To suggest an estimated explanation about an event with two variables and design a study plan to test the predictions.
11. Making experiment: To inquire, use of materials expertly, to test hypotheses to determine a result.
12. Model making and using: To show some events by creating physical or mental models.

These skills should be given importance in different environments such as laboratory practices from elementary school to higher education courses and should be focused on the training of teachers. In science education instead of memorization, development of in-dept processing of issues and scientific knowledge gaining scientific methods should be heeded (Bozkurt, 2005). Especially it is thought that the more preservice teachers make activities for gaining this skills in their undergraduate education, the more they can reach to the experience and knowledge levels for equip future generations with these abilities.

In science education, studies about the location and importance of the scientific process skills were done (Tan and Temiz, 2000). Particularly the studies revealed the abilities' location in textbooks, suggests that textbooks are effective while students are occupied with scientific research process (Feyizoğlu & Tatar, 2012). The assessment of elementary 6th grade science textbook's in the terms of scientific process skills (Dökme, 2005), the representation of scientific process skills in 10th and 11th grade chemistry textbooks and chemistry curriculum (Koray et al., 2007), the comparison of 9. class chemistry, physics and biology textbooks in the terms of these skills (Şen & Nakıboğlu, 2014), the examination of high school chemistry textbook about scientific process skills (Şen & Nakıboğlu, 2012) studies are the significant researches about the effects of the skills on curriculum with done by textbooks.

In this study; it is expected that some activity examples selected from 9th grade biology textbook be given to preservice teachers and to request them to identify the scientific process skill topic correctly which were aimed by the activity. Qualitative research method is designed in the study. It is predicted to work with 15 senior preservice science teachers. Content analysis will be utilized for data analysis method. It is targeted from preservice teachers to evaluate the activities according to rubrics which were developed by researchers by taking expert opinions. Preservice teachers' detailed activity assessments will be examined according to "the academical accuracy of the assessments" and "able to explain the reasons of selected scientific process skills in a scientific way" subtitles. In addition, it will be asked to teacher candidates "if you design the activity again, how can you design the activity and which skill you want to be included?". By the way, it will be tried to make inferences about their awareness on scientific process skills. Preservice teacher responses will be categorized according to the responses' truth and inaccuracy. Various comments and suggestions will be made.

Table1

Example of a Rubric Intended to be Used When Analyzing the Answers of Preservice Teachers

Activity	Preservice Teacher	Answer	Academical accuracy of the answer	Academical accuracy of the explanation of answer's reason	If you design the activity....
1.		True/False	Adequate / Partly / İnadequate		
2.		True/False	Adequate / Partly / İnadequate		
3.		True/False	Adequate / Partly / İnadequate		
4.		True/False	Adequate / Partly / İnadequate		
5.		True/False	Adequate / Partly / İnadequate		

The data obtained from the above table will be quantified by frequency and percentage analysis. Various courses taken during the preservice teachers' undergraduate education are planned to be associated with these findings. In particular, the laboratory courses and process skills' relation can help preservice teachers to develop different perspectives on new approaches such as inquiry-based learning, active learning, project based learning and cooperative learning. To determine teacher candidates' knowledge and awareness are considered to be helpful on using these skills in their professional lives and will guide the researchers working in this area. In addition it is supposed that the findings will be guided also to the practitioners about teacher training program development.

Keywords: Scientific process skills, biology activities, science teacher education.

A Critical Approach towards Teaching Practicum Course from Effective Teacher Training Perspective

Mehmet Nuri GÖMLEKSİZ; Fırat University; Elazığ, Turkey; nurigomleksiz@yahoo.com

Ayşe Ülkü KAN; Fırat University; Elazığ, Turkey; aulkukan@yahoo.com

Ümmühan ÖNER; Fırat University; Elazığ, Turkey; aulkukan@yahoo.com

The paper wasn't presented in the congress.

Vocational College Students' Attitudes toward Online Exams

Mehmet Nuri GÖMLEKSİZ; Fırat University; Elazığ,Turkey; nurigomleksiz@yahoo.com

Ayşe Ülkü KAN; Fırat University; Elazığ,Turkey; aulkukan@yahoo.com

Emine Kübra FiDAN: Erciyes University, Kayseri,Turkey; ekubrafidan@gmail.com

Abstract

Inevitable increase in information and communication technologies has brought several technological innovations rapidly in our lives. These innovations have also affected education and teaching styles. In this era which is called information age, new concepts such as internet technologies and online teaching have gained popularity. Internet in particular, provides cheap, rapid and easy information sharing and helps people communicate easily. That is why, internet includes a great potential. Online teaching provides opportunities of new applications both for distance and formal education by means of these technologies (Gürbüz, Yıldırım & Özden, 2001). Distance education applications which provide individuals learning environments independent from time and place have been preferred and used in every part of teaching and learning. Because distance education is thought to be an alternative application of face to face education in which teacher and student communicates directly (Keegan, 1990). Distance education is a planned teaching way where students and trainers meet in a virtual classroom setting by means of different technological tools (Poyraz, 2013). Distance education which provides individuals the opportunity of selflearning is more flexible than the traditional education. Because distance education meets learning and training needs of individuals continuously and makes learning a lifelong process (Oral, 2010).

The class hours and evaluation exams are independent from time and place in distance education practices. That is why evaluation part of teaching process is as important as the activities performed in the classrooms. Evaluation which is one of the four elements of a curriculum helps us make decisions about students as well as get information about their insufficiencies and their reasons (Baykul, 1992: 86). Feedback in distance education applications is important in the context of making evaluation continuously about individual differences and learning qualities of the students (Balta & Türel, 2013,p. 40). Evaluation part has been taken into consideration in online education activities in parallel with

technological developments. The attitudes of students toward online examination are as important as their academic achievements in teaching-learning process.

The aim of this study is to determine the attitudes of the students of Develi Vocational School in Erciyes University toward the online exams of the Turkish Language, The History of Revolution and Atatürk's principles and English which are conducted via distance education. The population of the study includes freshmen enrolled at Develi Vocational School of Erciyes University in 2014-2015 academic year. Maximum variation sampling was used in the study. In this context students from different departments were included in the study. First year students from the departments of computer programming, Office Management, and Administration's Assistant, Logistics and Child Care were selected. These students took the courses of the Turkish Language, The History of Revolution and Atataürk's principles and English via distance education.

A personal information form and "Online Exam Attitude Scale" developed by Sırakaya, Sırakaya and Çakmak (2015) were used as the data collection tool in the study. The Five-Likert point scale includes two subscales and 41 items. The sub-factor named "positive sense towards online exams", includes 31 items while "negative sense towards online exams" sub-factor includes 10 items. The items were ranged from "definitely disagree"(1), "disagree"(2), "undecided"(3), "agree"(4) to "definitely agree"(5) (Sırakaya, Sırakaya & Çakmak, 2015). The data were analyzed by using SPSS Program. The attitudes of the students were analyzed in terms of gender, department, lesson, internet usage time and internet usage skill variables. Levene's test was used to determine homogeneity of the variances. Frequency independent groups t test and Mann Whitney U tests were used to analyze the data. One Way ANOVA was also used in multiple comparisons.

With this study, it was aimed to determine attitude levels of the students of Develi Vocational School in Erciyes University toward the courses of Turkish Language, The History of Revolution and Atatürk's principles and English which are conducted via distance education in terms of several variables. The data were analyzed and students attitudes toward online exams were investigated. It was aimed to explore if students attitudes toward online exams differed in term of gender, lesson, internet usage time and internet usage skills or not. Some useful recommendations are offered in the directions of the findings obtained from the study.

Keywords: Vocational college, Distance education, Online exam, Attitude.

Views of Instructors and Prospective Teachers about Implementation of "Special Teaching Methods" Course in Education Faculties (Example of Erzincan University)

Oğuz GÜRBÜZTÜRK; İnönü University, Malatya, Turkey; oguz.gurbuzturk@inonu.edu.tr

Ayhan KOÇ; Erzincan University, Erzincan, Turkey; ayhankoc@erzincan.edu.tr

Abstract

The main goal of education process is to make individuals useful for their society. The individual interacts with many living and non-living elements in this process. The students mostly interact with the teacher at school which is the most important element of education system in raising the human power that the country needs (Küçükahmet, 2009, p.184)

In general terms, improvement of teaching profession has a direct relation with training good teachers. Teachers' employment of their knowledge and abilities in the education field has great importance in raising future generations. The course of "Special Teaching Methods" which is a synthesis of field knowledge, general culture knowledge and professional teaching knowledge, offered during the preservice teacher training process to teach how to transfer the knowledge to student is an important beginning course. "Special Teaching Methods" course that takes place in teacher training programmes has an important mission of making prospective teachers gain the knowledge and ability essential for teaching process of their fields. In this content, this research is thought to have contribution to increasing the efficiency of preservice education of more qualified teachers' training. In special it is

thought to have contribution teachers' field teaching knowledge and abilities. Also, all the findings about the subjects in the Special Teaching Methods course, implementation of them, abilities they will provide to prospective teachers, determining the problems and the suggestions to make the course more efficient will have contribution to teacher training programmes to make the course and its implementation more efficient in the future.

The main purpose of this research is to determine the views of instructors and prospective teachers about the implementation of "Special Teaching Methods" course. Within the scope of this main purpose, answers of the following questions were pursued.

1. What are the views of the instructors about the subjects and the content of the course that take place in the course related to the implementation of the course, their ways of teaching the course, the abilities of the course they expect to be gained by the prospective teachers, difficulties and drawbacks in teaching the lesson and making the lesson more efficient?
2. What are the views of the prospective teachers about the subjects related to the implementation of the course, the practices and studies they make during the course, the benefits they gain from the course, the problems in the implementation of the course and their suggestions for making the course more efficient?

The research was carried out by the interview technique of qualitative research techniques. Study group is composed of the instructors of "Special Teaching Methods" (n=11), and the prospective teachers (n=16) that attend the course in Erzincan University. As the aim was to consider all the instructors that give the course, no sampling was made in choosing the instructors. In choosing the prospective teachers, criterion sampling method among the purposive sampling methods was used in the qualitative research processes. Semi-structured interview form was used in gathering the participants' views, with the intention of the aim of the research. In the analysis of the data of the research, firstly voice records were listed, then the data were transferred to Nvivo 10 program and put into descriptive and content analysis. In descriptive analysis, the information about the content of the course taken from the first question of the interview form was put into code in accordance with the topics determined by YÖK. (Council of Higher Education) In other questions' (2,3,4,5) data analysis, content analysis was used.

Findings of the research are given with the frequencies; according to the subgoals by making direct quotations from the views of the instructors and prospective teachers about the implementation of the Special Teaching Methods course.

The results determined by the findings are as follows from the most emphasized to less emphasized;
The Instructors;

Give place to field teaching strategy, method and techniques; general teaching strategy, method and techniques; course books about field teaching; teaching programme; micro-teaching; material usage; special field information and implementations, assessment and evaluation techniques; main concepts of field and education, in the "Special Teaching Methods" course,

Make student-based implementations and teacher-based implementations while teaching theoretical knowledge, during the course;

Use, written exams; research work and homework assigned during the term, in the evaluation of the students,

Expect the students to gain the ability of applying the methods and techniques, to feel being a teacher and gain experience; to recognize and use the materials; to learn class management and communication skills,

Think that, the problems of the implementation of the course are; lack of class equipment, crowded classes, lack of time in relation with crowded classes, lack of sources for the course; motivation of prospective teachers and their concerns about KPSS, (Public personnel selection exam). Suggest, improvement of source and infrastructure; teaching of the course by the field instructors, extention the period and the number of the course; decreasing the number of the students in a class; putting primary education implementation field; putting concrete examples in methods and techniques; being informed of implementations of MEB. (The Ministry of National Education). The prospective teachers; Find general strategy, method and techniques; material usage, education programme; studying and course books; main information related to the field; special strategy, method and techniques in the content of the lesson. Indicate that, in the implementation of the course, they are given student-based

implementations and they get theoretical by teacher-based implementations. Evaluations are mostly made from the practices they make and written exams,

Think that, the benefits they get from the "Special Teaching Methods" course are; field education information; putting into practice of previously learned methods and techniques; controlling their excitement in front of the classroom; ability of class management; experience for the class practices; catching the class level; communication and socializing; getting rid of concept fallacies.

Consider the problems as; lack of theoretical knowledge given before implementation; lack of course sources; negativity of the age group in the implementations; nonobjectiveness of the group evaluations; crowded classes and in relation to this, the limited time they are given; KPSS concerns. Suggest that, implementations should be made with the primary students; theoretical knowledge should be given before the implementations and sample implementations should be given; more implementations should be made and they should be individual; class equipment should be improved. In accordance with the above results; some suggestions are made in order to increase the efficiency of "Special Teaching Methods" course.

Keywords: Teacher training, special teaching methods, prospective teachers, higher education.

Development of Argumentation Based Learning in Science Education in Turkey

Meral GÜVEN; Anadolu University, Eskişehir, Turkey; mguven@anadolu.edu.tr

Funda ÇIRAY ÖZKARA; Şehit Mutlu Yıldırım Secondary School, Eskişehir, Turkey; fcry1085@hotmail.com

Gürhan ÖZKARA; Salih Zeki Anatolian High School, Eskişehir, Turkey; gurhanozkara@hotmail.com

Abstract

Multiple learning approaches, methods, techniques and practices are utilized by teachers in the teaching-learning process of science education offered to individuals in educational institutions. Among these applications, argumentation, is defined as a complex reasoning process to perform actions such as improving defensible ways to convince others of the truth of a conclusion and to apply the scientific practice against everyday challenges to ensure student learning (Bulgren, Ellis & Marquis, 2014, p.82). Argumentation is also considered as a key strategy to develop a more detailed sense of a complex problem and obtain information. Argumentation skills play an important role in preparing students as informed citizens and science education (Heftner, Berthold, Renkl, Riess, Schmid & Fries, 2014, pp.929-930).

The role of argumentation indicating the problems in the configuration of new information by students in science education is emphasized increasingly in the international literature (Sampson & Clark 2008; Schwarz & De Groot 2007; Driver et al. 2000; Duschl et al. 1999; Jimenez-Aleixandre et al. 2000; Kelly & Takao 2002; Erduran & Jimenez-Aleixandre 2007; Castells et al. 2007 as cited in Macagno & Konstantinidou, 2013, p.226; Duschl and Osborne 2002; Mason & Scirica 2006; Erduran & Jimenez-Aleixandre 2008; Kuhn 2010; Quinn et al. 2012 as cited in Heftner, Berthold, Renkl, Riess, Schmid & Fries, 2014, p.930). Argumentation-based learning which has recently become prominent in science education in Turkey can be described briefly as the scientific discussion process. The studies on argumentation-based learning are considered to be more important with science courses in Turkey updated for primary and secondary schools (MEB, 2013). In Science curriculum, which is updated in 2013, argumentation concept is mentioned within the scope of the research and questioning strategies and outlined under the heading, "Adoption of Strategies and Methods". The curriculum is described in detail in the specified form of argumentation-based learning.

In recent years, numerous studies including theses, books, articles and papers based on the argumentation-based learning have been performed by researchers in Turkey. It is thought that it would be useful to determine the studies related to argumentation based learning, especially within the scope of science education and to conduct a status assessment. There exist no studies investigating and evaluating the results of such studies in science education in Turkey in terms of descriptive dimensions. For this reason, researchers and teachers who will use argumentation based learning in the classroom,

are required to be aware of the existing studies. It is also required to investigate the researches related to the argumentation-based learning in science education for the assessment of the current situation.

The purpose of the present study is to conduct descriptive content analysis of research about argumentation based learning in science education published in academic journals in Turkey, to reveal the trend in a certain time period related to the researches about argumentation based learning in science education and to carry out an assessment of the situation. In this respect, it's aimed to assist researchers and practitioners in the identification of priority areas regarding argumentation-based learning in science education. The overall purpose of the research will find answers to the following questions:

Considering the trends in Turkey, the studies have been completed on the argumentation-based learning in science education;

- a. What are the goals of the studies?
- b. How are the studies distributed regarding the working groups?
- c. How is the distribution of the research methods and designs used in the studies?
- d. How is the distribution of the types of data collection instruments used in the studies?
- e. How is the distribution of the data analysis methods used in the studies?
- f. How is the distribution of the studies by years?
- g. What kind of results has been obtained in the study?

In line with study purpose data were obtained by document analysis which is among the qualitative data gathering techniques. This study is a descriptive content analysis present in the content analysis studies. Descriptive content analysis is defined as the systematic studies including the investigation of quantitative and qualitative researches about a particular subject and the assessment of the trends and the results of the researches in a descriptive way (Çalık & Sözbilir, 2014, p.34). Descriptive content analyses were used in this study as it's aimed to examine the researches about argumentation-based learning in science education in Turkey conducted in the last 10 years and to determine what kind of a trend used in these researches.

This study consists of the analysis of researches related to argumentation-based learning in science education published between the years of 2007-2015 in Turkey. 15 articles conducted within this time period and assessed by a peer-reviewed study were examined in the study. The selection of the researches were performed using Google Scholar search engine, journals indexed in TUBITAK ULAKBİM DergiPark and ASOS databases, as well as databases like researchgate and newwsa (E-Journal of New World Sciences Academy). A large number of theses, books, articles and presentations were attained, articles are investigated in this study. The data derived from the examination of 15 articles by the document analysis were analyzed by descriptive content analysis technique. Each study, was subjected to the descriptive content analysis and examined in terms of the purpose of the study, content, procedures, data collection tools, data analysis methods used and the results obtained. The obtained data were interpreted based on the frequency, and shown using tables and graphs.

In the study, one of the most remarkable point was the finding that the studies related to argumentation based learning were conducted since 2007 until today. In this context, it could be said that the studies performed as part of the research included the articles written in 2011 and later. Examining the articles studied, a significant portion of the studies were qualitative such as case studies, to get the views of, some issues related to the use of argumentation practices in science and the effectiveness of argumentation based on the science teaching study consists of experimental research part to address was seen that the quantitative. There exist four studies in this research which are published in 2013 and 2014. Applications for students and preservice teachers such as a semi-experimental mixed method research design and mixed method design for the opinions about these applications, were utilized in these studies.

As a result of this study, it was observed that studies examined regarding argumentation-based learning in science education in Turkey, show similarities in terms of several aspects such as publication year and the method used. However, they show differences at some points like the purposes and the results of the studies. With this study it's aimed to shed light on the researches to be conducted in this area as the studies regarding the argumentation-based learning in science education in Turkey were explained in this study, in terms of their subjects, purposes, methods, processes, results and the types of required studies as a whole.

Keywords: Science education, argumentation based learning, descriptive content analysis.

Two Different Types of Worked Examples: Enhancing Problem Solving Skills of Teacher Candidates in Measurement and Evaluation Course

Lili HURIOĞLU; Çukurova University, Adana, Turkey; lbal@cu.edu.tr

Akın EFENDİOĞLU; Çukurova University, Adana, Turkey; eakin@cu.edu.tr

Abstract

Working example is defined as the example which is used in the process of acquiring the problem solving skills which a learner needs to have and which are utilized to simplify this process. For instance, the learner may find it difficult to prepare an Excel table which shows the mid-term and final scores calculating the average scores. It may be named as the working example if the teacher shows or explains the student how to prepare this table using an example or gives the student a -processes list showing the steps as to how to prepare the table. Working example application in scientific writing is mainly used in physics, chemistry and mathematics and it is also used in various fields. Many research on the usage of working example during teaching process have shown that this approach is far more effective to develop the problem solving skills of novice learners, whose problem solving skills are poor, than the traditional problem solving approach. In addition to that, it is known that the working example approach enables the students to use their cognitive structures more effectively and efficiently.

One of the main objectives of the educational field in today's world is to develop the problem solving skills. Assessment and evaluation course is one of the basic courses given in all departments of the Faculty of Education in which teacher candidates are expected to understand the basic features of an assessment tool, to be able to write questions in accordance with the types of the tests and question writing principles, and to be able to make validity and reliability studies while preparing an assessment tool. That the teacher candidates make a scientific and objective evaluation depends on how well they can use the problem solving skills which they are expected to gain in this course. From this viewpoint, two basic subjects which teacher candidates have most difficulty in assessment and evaluation course are basic statistical concepts and calculations. Keeping that in mind, the main objective of this study is to compare the development of problem solving skills of the teacher candidates divided into two groups in assessment and evaluation course, in which text based working example (TBWE) and formula based working example (FBWE) are used with reference to the working example type used. Thus, this study shows which type of working example is more effective in terms of developing the problem solving skills.

This research was conducted in two different branches whose students are 3rd grade at Çukurova University, Faculty of Education, Science Teaching Department in 2014-2015 academic year, spring term. Groups were randomly chosen and traditional method + FBWE (Group-1; n=8) approach was used in group and TBWE (Group-2; n= 9) approach was used in the other. Research was completed in six weeks. To eliminate differences which may result from different teachers, the courses were conducted by the same teacher in both groups. Every week, the teacher covered the same topics in both groups using the traditional method and then used FBWE in Group- 1 and TBWE in Group -2. In this research, the scope of assessment and evaluation course is limited to the concepts of frequency, cumulative frequency, mode, median, quartile deviation, standard deviation, skew, item discrimination index and item difficulty index. not use any other sub-title for the abstract. However it should include introduction, purpose, method, results and conclusion.

The results of the study show that the problem solving skills of the teacher candidates in both groups (Group -1; Group-2) have improved. However, it has been concluded that one of the most important factors which negatively affects the problem solving skills and the skills of transferring these skills to different problems is the foreknowledge the teacher candidates have. Furthermore, another important result is that TBWE method has been more useful to develop the problem solving skills than the FBWE method as the problems become more complex. In the light of the findings, it has been concluded that both TBWE and FBWE approaches are highly effective to enable students to acquire the problem solving skills in assessment and evaluation courses. However, depending on the type of the problem solving

skills to be instructed. The instructors need to change the type of working example which they use by taking into account the readiness of the students.

Keywords: Text based worked example, formula based worked example, measurement and evaluation, problem solving skills

Developing Individual Entrepreneurship Perception Scale Validity and Reliability Study

Eylem YALÇIN İNCİK; Mersin University, Mersin, Turkey; eylemincik@mersin.edu.tr
N. Bilge BAŞUSTA; Mersin University, Mersin, Turkey; n.bilgeuzun@gmail.com

Abstract

Developments which started at the end of 20th century and have been continuing without slowing down in science and technology world have defined the information as the key fact that dominates in all areas. This situation that causes the age we live in to be characterized as "Information Age" have caused both individually and socially scaled trends and values to be created. Consequently, reform movements aiming change and improvement in social, political and economic fields started to arise.

The human is the key element of the society. Therefore, "individual" always must be starting point in changes aimed to be achieved in social scale. Education as a system is the key instrument which can provide social change directly. Therefore it is a fact that it can't be considered separate from all developments in other fields and it must be in the center of all these developments.

When classifications in the article regarding the qualifications which 21th. century individuals must have is reviewed, it can be seen that traits such as entrepreneurship and innovation regarding entrepreneurship, creativity, critical thinking, problem solving etc. take an important place. (Partnership for 21th Century Skills, 2010; Koenig, 2011; Lai & Viering, 2012).

Entrepreneurship which is defined as "the activity of perceiving an opportunity and creating an organization in order to make use of such opportunity" (Mueller&Thomas, 2001) is approached in relation with skills such as creativity, risk taking, success need, internal control, the desire for independency, effective communication, long-sightedness, tolerance against uncertainty, motivation towards success, self-sufficiency, innovativeness, courage, ambition and persuasiveness. (Curth, 2011; Gorman, Hanlon & King, 1997; Ivona & Zelimir, 2011; Shahhosseini, Kavousy, Shiravar&Ardahaey, 2011; Wilson, 2007).

When international and national bodies of literature are reviewed, it can be seen that training individuals with entrepreneurship character traits is attached a great importance and this concept have been one of the main themes of discussions, talks and policies over education for a few last decades (Khan, 2011). Obtaining information regarding individuals' entrepreneurship levels and presenting elements affecting this level are extremely important. However, one of the points which must be considered is that individuals' perception towards themselves is an important factor affecting whether they exhibit the expected behaviors and characteristics or not.

When body of literature is reviewed, it can be seen that studies aiming to define entrepreneurship skills of university students were conducted. But measuring instruments used in these studies are extremely limited. Therefore, in this study it was aimed to develop a scale with validity and reliability proofs which will allow individual entrepreneurship perceptions of university students to be presented. It is thought that this conducted study will make a contribution to the field.

The study has the characteristics of basic research. Research data were obtained from 578 students who receive education from Mersin University, Pedagogical Formation Program in 2014 - 2015 academic year, spring semester. Review of body of literature was conducted before writing scale items and creating trial form. Also entrepreneurship themed compositions were made to be written by 65 senior students who receive education from Faculty of Education, Department of Guidance and Psychology Counseling. These compositions were reviewed by researchers and appropriate sentences were converted to scale items and 90 items in total were written. Prepared items were reviewed by three experts from Department of Curriculum Development and Instruction and two experts from Department

of Assessment and Evaluation in Education. In line with experts' recommendation, 7 items were excluded from draft form and 83 item trial form comprising sentences about entrepreneurship was created. Each item in trial form was scaled by use of five point likert scale. Following data analysis steps conducted on data obtained from practice:

Computerizing data; Conducting lost data and extreme value analysis; Performing Bartlett and Kaiser-Meyer-Olkin Tests in order to determine eligibility of data and sample to factor analysis; Reviewing item-test correlations; Exploratory Factor Analyses (AFA); Calculating reliability of the scale by Cronbach Alfa coefficient

Keywords: Entrepreneurship, individual entrepreneurship, perception

An Investigation on Finding Faculty Members' Opinions on the Current Position of Vocational Colleges in Turkey and the Students Who Attend to These Schools without Entering University Exam

Musa KAPLAN; Şırnak University, Şırnak, Turkey; musakaplan81@hotmail.com

Abdulğafur İŞ; Şırnak University, Şırnak, Turkey; gaffaris@hotmail.com

Abstract

Vocational colleges which have an important role on having an improved economy, technology and qualified powermen face some problems. Over crowded classrooms, insufficient opportunities for faculty members to master in their fields and the students' low level are the basic problems of these schools. So there is an urgent need for the government to polish the current position of these schools.

It is always believed that our country needs well qualified and educated people. To achieve this target, before students start their education at vocational colleges, they are highly expected to have a qualified education at secondary schools. Because of some current problems students have at these colleges we strongly believe that they should not be blamed and offended for these problems. And as faculty members, we are aware of our responsibilities and we do our best to be fair and sensitive to these students while carrying out our professions to give a qualified education to these students as we know it is a basis of our profession ethic (Erdönmez, 2003). Attending these schools without university entrance exam and the expectations of teachers and students at these schools are worthy issues to be investigated.

The law numbered 4702 and called 'Passing Without Entrance Exam' was became valid on July 10 in 2001 to decrease the students' demand on faculty programmes and students were accepted to study at the vocational colleges without entering university exam in 2002-2003 educational year (MEB-YÖK, 2002). The aim of this study is to investigate the opinions of faculty members, who have been studying at the vocational colleges, on finding solutions for the problems of vocational colleges.

In this study both a quantitative and qualitative method was used. A survey was conducted to gather the data. Experts' opinions were consulted in improving the instrument to verify the validity and reliability of the study. There are two parts in survey. One part is formed with an open ended questions section. The population of the study are the faculty members who study at Dicle, Mardin Artuklu and Şırnak Universities. The samples of the study are 31 faculty members who study at Şırnak University, 18 faculty members who study at Mardin Artuklu University and 27 faculty members who study at Dicle University. In this part, the analyzed data and their results will be presented. In the tables the Percentage Analyze Method was used. In the below tables, the frequency and percentage of answers to the questions items in survey were presented.

Table 1

Learning Motivation of Students Who Attend These Schools without Entering University Exam to Learn is High

	Frequency	Percentage
Totaly Disagree	20	26.3
Partially Disagree	44	57.9
No Idea	6	7.9

Partially Agree	4	5.3
Totally Agree	2	2.6
Total	76	100,0

As shown in the table 1, the motivation to learn of the students who attend vocational colleges without entering university exam is significantly low with %84.

Table 2

Students Who Attend Vocational Colleges without Entering University Exam Show a High Success in Their Field Subjects

	Frequency	percentage
Totally Disagree	16	21.1
Partially Disagree	40	52.6
No Idea	14	18.4
Partially Agree	4	5.3
Totally Agree	2	2.6
Total	76	100,0

The table show that Students who attend vocational colleges without entering university exam show a low success in their field subjects.

Table 3

Passing Without Entrance Exam Raises Quality of Education.

	Frequency	Percentage
Totally Agree	0	0
Partially Agree	2	2.6
No idea	10	13.2
Partially Disagree	28	36.8
Totally Disagree	36	47.4
Total	76	100,0

As shown in the table 3, %84.2 of participants show that passing without entrance exam decrease the quality of education.

Table 4

The School Provides all Educational Materials Students Needed.

	Frequency	Percentage
Totally Agree	16	21.1
Partially Agree	32	42.1
No Idea	10	13.2
Partially Disagree	14	18.4
Totally Disagree	4	5.3
Total	76	100,0

Table 4 shows that %63.2 of the participants think the educational materials in schools are sufficient. The answers of the faculty members to the open ended question are shown as follow:

- I do not support abolishing Passing Without Exam totally. But I think there should be some criterias and the ratio should be limited. The problems in secondary educations should be solved.
- Passing Without Exam raises a poor education as students have a low motivation of learning.
- I think it should be absolutely abolished. Instead of this system, distance learning and open university should be encouraged and improved. The quota of these type of education should be increased. Thus a quality education will be possible in secondary education and the quality of students who will study at a faculty or vocational high schools will be satisfactory.

After the secondary education students should enter an exam. The procedures of passing a lesson and the discipline of students at secondary education should be revised. Some good models of education in Europe should be adapted in Turkey. The students who come vocational colleges without entering university exam have some behaviour problems and poor success in their learning. So I strongly believe that this system should completely be abolished. They should take an university entrance exam.

As a result, nearly all participants believe that the students who attend vocational colleges without entering university exam show a poor success in their education and their self-confidence is very low. And they indicate that the social sensitivity of these students are weak. Moreover, they believe that the schools provide all educational materials and needs for students.

Qualitative aspect of the study explored that this system decreases the quality of education and it should be urgently abolished and a good model must be replaced. Some teachers believe that some changes for making students' learning motivation and self-confidence high should be made in secondary education system. The system passing university without exam should be revised and a placement exam should be replaced. Adjusting in secondary education is needed and the idea that vocational colleges are the continuation of high schools should be falsed.

Keywords: Passing without exam, vocational high schools, students, faculty members.

Effect of Critical Reading Education on Metacognitive Reading Strategies

Aysegül KARABAY; Çukurova University, Adana, Turkey; akarabay@cu.edu.tr

The paper wasn't presented in the congress.

Analyzing The Tendencies of Community College Students' for Academic Procrastination

Cansev KARAKUŞ; Yalova University, Yalova, Turkey; cansevkarakus@gmail.com

Abstract

Today, the responsibilities and duties of university students have been increasing, but they haven't been able to adapt to this workload and tend to show the behavior of academic procrastination. Academic procrastination is the delaying behavior of individuals' related to school life. Rothblum and the others (1986) define academic procrastination as the tendency to always or sometimes put off academic assignments and experiencing anxiety afterwards.

Academic procrastination is a quite common problem among students. Ellis and Knaus (1977) points out that approximately 70% of university students postpone their academic assignments.(cited in Ozer & Altun, 2011) This rate is estimated to be 50 % among Turkish university students. (Balkis & Duru, 2009; Özer, 2005; Özer, Demir & Ferrari, 2009; Özer & Altun, 2011). Hill ,Chabbot and Barrol(1978) suggest that 90 % of university students rarely show the behavior of academic procrastination.

When the studies about the causality of academic procrastination are analyzed, the basic factors leading to individuals' academic procrastination are insufficient time management, self-efficacy beliefs, the feeling of disturbance related to the assignment, personal characteristics, irrational thoughts, gender, class level, the educational level of the parents, anxiety, sense of self, the difficulty of concentration, motivation related to learning, achievement goals, the fear of failure, and studying habits. (Aydogan, 2008; Aydogan & Özbay, 2012, Balkis, 2006; Brownlow & Reasinger,2000; Kandemir, 2010; Kağan, 2009; Klassen, Krawchuk & Rajani, 2007; Senecal , Koestner & Valler, 1995; Özer, 2005; Özer & Altun, 2011; Watson, 2001).

The behavior of academic procrastination appearing in the studies conducted with university students needs to be analyzed also among community college students as these students are commonly considered to be less successful. One of the factors oftentimes examined related to students' academic success is academic procrastination. (Balduf, 2009) Scher and Osterman (2002) define academic procrastination as " a significant obstacle for academic achievement." These kinds of studies are necessary to increase the motivation and success of community college students. However, the studies in this field are relatively few. For this reason, the tendency of community college students' about academic procrastination, the relations between academic procrastination and some variables, such as gender, age, class level, and motivation are discussed in this study.

In this study, relational screening model, which enables to analyze the current situation, was used. Relational screening model is the search model aiming to determine the rate and existence of change between two or more variables. (Karasar, 2007) 216 students who have been selected using the randomly sample model among the students of a community college located in the western part of Turkey. Academic Procrastination Scale (APS), Academic Motivation Scale(AMS), and personal information form were used as data collection tools. As academic motivation scale, the one which was first developed by Vallerand and others was used. The Turkish adaptation study of the scale was done by Demir and İscan (2008). With the aim of evaluating the tendencies of students for academic procrastination, academic procrastination scale was developed by Aitken (1982) and adapted to Turkish by Balkis (2006).

While analyzing the data, AMOS and SPSS 20 programs were used. In order to test the scales in the sample, confirmatory factor analysis was done using AMOS. Also, Regression Analysis, Variance Analysis, and Correlation Analysis in order to test the relations between the variables. Cronbach Alpha was preferred for reliability analyses.

Results below were reached in this study, in which the tendencies of community college students' academic procrastination were analyzed:

- 1- When the relationship between academic procrastination and success was examined, the result was found to be in negative correlation. Similar studies support this result. (Balkis, Duru, Buluş & Balkı, 2006; Balkı & Duru, 2010; Orpen, 1988; Sarıoglu, 2011; Yorulmaz, 2003).
- 2- According to the results of the regression analysis related to students' tendencies for academic procrastination, academic motivation variable was seen to be a significant precursor. Many studies related to this topic emphasizes the relationship between academic procrastination and motivation. (Akbay & Gızır, 2010; Aydoğan & Özbay, 2012; Brownlow & Reasinger, 2000; Kağan, 2009; Lee, 2005; Orpen, 1998; Özer, 2009; Senecal, Koestner, & Valler, 1995; Watson, 2001). The study resulted that academic procrastination tendencies differ according to gender. In this study, it appeared that female students tend to procrastinate less than male students. Many studies in Turkey support this finding. (Balkı, Duru, Buluş & Balkı, 2006; Çakıcı, 2003; Kandemir, 2011; Özer, 2005). Depending on these results, group assignments that require male and female students to study together can lead to positive results for male students. In this study, there seemed to be no relationship between academic procrastination tendencies and class level. The fact that community colleges are two-year schools may have an impact on these results. The repetition of this study by adding different variables can enable the subject to be explained better. As procrastination behavior is multi-dimensional, quality studies are suggested to be conducted so as to study the subject more deeply. It would be good to conduct surveys related to how different school structures and teacher attitudes affect students' tendencies for academic procrastination.

Keywords: Academic procrastination, academic motivation, community college students.

Examination of Instructors' Opinions about Authentic Assessment at Faculty of Education

Fazilet KARAKUŞ; Mersin University, Mersin, Turkey; kkfazilet@gmail.com
Volkan Lütfi PAN; Mersin University, Mersin, Turkey; volkanpan@gmail.com

Abstract

The requirements of teaching more challenging content to more diverse learners suggest a need of teacher versatility in learning and teaching process. In order to respond to the training needs even in various difficult cases it is necessary for teachers to benefit from the new assessment methods tending to new learning and teaching approaches which are appropriate for diversity of subjects in teacher education. Therefore, instead of implementing set routines teachers are expected to be more skillful in evaluating teaching situations and gradually develop their capabilities on teaching responses that can be effective under different circumstances. Especially the assessment procedure for determining the student performance should encourage and guide the students during the teaching – learning process. The variety of assessment methods used in higher education has expanded considerably in recent years. New modes of assessment have enriched the 'conventional' evaluation setting, formerly characterized by both the multiple-choice examination and the traditional evaluation by essay (Sambell *et al.*, 1997). Recently, portfolios, self and peer assessment, simulations and other innovative methods have been used in higher educational contexts (Struyven, Doch & Janssens, 2005).

In parallel with evolving educational approaches it can be said that the innovative methods are used in higher education and teacher education in particular. Therefore, an expanding number of teacher education programs are using authentic assessments methods (Darling-Hammond&Snyder, 2000). Wiggins (1996) defined the authentic assessment as the tasks that resemble tasks in the real world and in school. The objective of authentic assessment is to evaluate one's basic skills using in different learning – teaching processes. The term authentic is often used as the mirroring of real-world tasks or expectations (Frey, Schmitt, Allen, 2012). In other words, the attainment of the students in a real life context and the performance evaluation as a result of use in solving a problem is considered as authentic assessment. An assessment is authentic when student performance on intellectual tasks is directly examined (Wiggins, 1990). As educators, actively involved in evaluation practices, we would argue that assessment has an important influence on students' learning (Struyven, Dochy&Janssens, 2005). Various studies provide support for the acceptance of authentic assessment in higher education. Macellan (2004) argues that thinking and problem-solving skills should be preferred in assessment rather than methods that require discrete knowledge. Similarly, Wiggins (1998) stated that the achievement and performance of a person should be evaluated in a significant way. Birgin and Gürbüz (2008) stated that prospective teachers generally use traditional assessment methods but also they are prone to use authentic assessment methods such as performance evaluation, portfolio and observation. From this point of view, contribution to the development of individuals in the learning process should be the primary objective of assessment. Considering the conditions of our country, authentic assessment is said to be effective with the development of constructivist educational approach. Regarding to the instructors' crucial role in teaching – learning process and evaluation methods they used, authentic assessment methods seem to draw attention. However, it is necessary to focus on the assessment methods for prospective teachers completing the process successfully and creating an effective learning environment in the future. Various innovative methods which directly measures the performance and used by the instructors are expected to contribute to the process of teacher education. So, there is need of evaluating how often the instructors use the authentic assessment methods that frequently used in teacher education around the world and its effects on students. Because, when the literature reviewed authentic assessment studies are common in our country but lack of researches in higher education and teacher education in particular.

It is very important for prospective teachers to know methods involved in authentic assessment, have the ability to practice and have a positive attitude toward this method. Meeting all these conditions require prospective teachers to have direct experiences in the process of teaching and learning. In this sense, instructors should know authentic assessment methods and have the ability to practice them.

The curriculum implemented in national primary and secondary education has been developed on the basis of authentic assessment approaches. The research conducted on the implementation of the curriculum shows that there are problems in the assessment stage (Gelbal & Kelecioglu, 2007; Karakuş, 2007; 2008; Yapıcı & Demirel, 2007).. The underlying reason behind this problem is that the teachers do not have enough information about authentic assessment and also lack of capability to use these methods. This is an important case for prospective teachers know and use the authentic assessment methods in addition to have a positive attitude towards and gain perspective. All of these views in mind, in terms of education faculties are needed to determine the status of such a study. Thus, such a study is still needed in terms of determining the status in the education faculties.

From this point of view, the purpose of this research is to determine instructors' opinions about authentic assessment who lectures in Faculty of Education. Sub-problems of the research are listed below on the basis of this purpose.

1. How are the instructors' opinions about using authentic assessment methods in their teaching content?
2. How are the instructors' opinions about effects of authentic assessment in higher education ?
3. How are the instructors' opinions about implementing authentic assessment methods in teacher education curriculum ?
4. What are the instructors' offers about implementing authentic assessment methods in teacher education curriculum ?

Case study was used for this quantitative research. Aim of a case study is to reveal results related to a specific situation (Yıldırım & Şimşek, 2011). The sample was comprised of 27 instructors working at a Faculty of Education in a university situated in the Mediterranean region during the 2014 – 2015 academic year. The research data will be collected by "Personal Information Form" and "Open ended Question Form". Open ended questions were prepared to obtain information for sub-problems of the research. With the "Personal Information Form" instructors' gender, department, title and other information will be determined. Data collecting process still continues. The data will be obtained through the forms will be analyzed with the content analysis technique. Then the themes will be composed by classifying the answers after getting expert opinions. Findings will contain the participant instructors' opinions. Since data collecting process still continues, the discussion will be made after analyzing the datas in accordance with the literature and recommendation will be given.

Keywords: Authentic assessment, instructor, faculty of education.

Perceptions of Preservice Mathematics Teachers towards the Concepts of Justice, Social Justice and Equality

Memet KARAKUŞ; Çukurova University, Adana, Turkey; memkar@cu.edu.tr

Buket TURHAN TÜRKKAN; Çukurova University, Adana, Turkey; bturhan@cu.edu.tr

Abstract

In today's world that is facing many problems, issues such as unemployment, inequality, exclusion and poverty come to the fore most (Sapancalı, 2001). Globalization is the most important element that triggers these problems. One of the most important consequences of globalization is that it further increases the problems of social injustice and inequality (Özerkmen, 2004). Educational institutions have significant duties in realizing and solving this kind of problems.

In a socially just society, people consider each other as of equal value and have equal opportunities (Reynolds&Brown, 2010). To this end, education is deemed important in that students learn in academic, social, emotional and citizenship contexts and develop their life opportunities (Ludlow, Enterline&Cochran-Smith, 2008). Starting from this thought, international education programs on social justice and equality are developed and implemented (OXFAM, 2006; British Columbia Ministry of Education, 2008; UNICEF, 2008; The Elementary Teachers' Federation of Ontario, 2011; Equality and Human Rights Commission, 2012). In addition, that teachers and school directors determine injustices in social terms and find solutions to these problems in order for the schools to reflect the society and

develop the life opportunities of the students by correction (Reynolds & Brown, 2010). Starting from this point, while importance is attached to the subjects social justice and equality in both formal education and teacher education abroad, no such an education program developed directly with this purpose has been encountered in Türkiye. Accordingly, developing and implementing education programs with regard to justice and equality in our country is a necessity.

The teachers are expected to develop the awareness of social justice in their classes in order to help primary and secondary school students determine various ways in take action towards carrying out positive activities in the society (Garii&Rule, 2009). And to teach how to develop this awareness depends on the training of the teachers, that is teacher training programs. In this sense, it is believed that regulating teacher training programs in terms of social justice and equality would be beneficial. It is believed that whether preservice teachers admit the teaching of social justice subjects depends on their previous beliefs (Reynolds& Brown, 2010). According to McCall and Andringa (1997), previous experiences, knowledge and beliefs of preservice teachers have an effect on their desire to adopt the targets towards social justice. Starting from this point, it is deemed important that the current perceptions of preservice teachers on these subjects are determined.

The first principle of "Six Principles for School Mathematics" prepared by National Council of Teachers of Mathematics [NCTM] is "Justice" (NCTM, 2000). In this sense, it can be said that NCTM also attributes importance to "justice" in teaching mathematics. However Gutstein (2006) emphasises that there are deficits about this principle of NCTM and states that significant changes should be realized in the society in social and economical terms when it is desired to achieve equality, and mathematics and mathematics teaching have an important role in achieving this. Accordingly, it can be said that arrangements on the subjects of social justice and equality are required in the context of mathematics lesson. As it is the teachers who will make these arrangements, it is deemed important that teachers and preservice teachers, who are future teachers, have knowledge and skills about these subjects. Starting from this point, it is believed that it would be meaningful to investigate the perceptions of preservice mathematics teachers on subjects related to social justice and equality. In this context, the purpose of the study is to investigate the perceptions of preservice mathematics teachers towards the concepts justice, social justice and equality. The answers to the following questions were sought in line with this general purpose:

- What are the perceptions of preservice mathematics teachers towards the concepts justice, social justice and equality?
- Under which themes do the perceptions of preservice mathematics teachers on the concepts justice, social justice and equality concentrate on?
- Are these perceptions of preservice mathematics teachers on the concepts justice, social justice and equality compatible with the scientific definitions of these concepts?

This study, which aims to determine the perceptions of mathematics teachers on the concepts justice, social justice and equality, was carried out with the phenomenological design, one of the qualitative research designs. The participants of the research were chosen through criterion sampling, one of the purposeful sampling methods. The criteria of determining the participants were established as being preservice teachers and having received pedagogical formation training in the field of teaching mathematics. The participants of the research consist of 89 preservice mathematics teachers who receive pedagogical formation training in 2013-2014 school year. Data of the research are collected in writing, and preservice teachers were asked to make definitions on defining what they understand from the concepts justice, social justice and equality. The analysis of the data was made via content analysis, codes were extracted from definitions of the concepts, and these codes were themed. Nvivo 10 program was used in the analysis of the data. Two researchers made coding together in order to ensure the reliability of the data analysis, a consensus was reached on different codes and themes, and the data analysis achieved its final state.

According to the findings of the research, it was determined that preservice mathematics teachers explains the concept justice mostly with human rights and legal rules and sanctions, and some of them do not have any knowledge and opinion on this subject. When the perceptions on the concept social justice are examined, it was determined that a significant part of preservice teachers are not knowledgeable about this subject and their perceptions are mostly about socialization, social relations and human rights. When we investigate the perceptions on the concept equality, it was determined that

they focus on having the same rights without discrimination and non-discrimination in terms of the rights, it was observed that some of them do not have any knowledge about this subject. As a result of the study, it is believed that the perceptions of preservice teachers towards the concepts justice, social justice and equality should be developed. In the study carried out by Garii and Rule (2009), it is stated that preservice teachers need the support and guidance of education faculties on social justice subjects. Simic-Muller (2015) state that preservice teachers should gain awareness on the world. Reynolds and Brown (2010) also advise the universities and teacher training programs work more closely with issues of social justice. In this sense, it is suggested to carry out researches and practices for equipping preservice teachers with the knowledge, skills and attitudes by gaining them awareness on the subjects social justice, justice and equality.

Keywords: Justice, social justice; equality; preservice teachers.

The Effects of Cooperative Learning Method on Students' Attitudes towards English Classes and Their Achievements (Nevşehir University Sample)

Şefik KARTAL; Gaziosmanpaşa University, Tokat, Turkey; sefik.kartal@gop.edu.tr
Ramazan ÖZBEK; İnönü University, Malatya, Turkey; ramazan.ozbek@inonu.edu.tr

Abstract

Cooperative learning is a term used to describe the educational process in which students work together in small groups to achieve their learning goals and are rewarded for their group's success (Ekinci, 2010, p. 94; Slavin, 1980, p. 315). It is not easy to make the students work cooperatively (Açıköz, 1992:5). There is a difference between having students work in a group and structuring groups of students to work cooperatively (Johnson and Johnson, 1989, p. 29; Johnson and Johnson, 1994; Slavin, 1987, p. 9). In order to qualify a group work as cooperative learning, the students in the group are expected to work together to maximize their own and other's learning (Açıköz, 1992, p. 4; Johnson, Johnson & Smith, 1991, p. 5; Sachs, Candlin, Rose & Shum, 2003, p. 338-339; Slavin, 1987, p. 8).

Kagan (1995; as cited in Liang, 2002, p. 25-26) stated that cooperative learning and communicative language teaching was natural match. Cooperative learning promotes especially language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment (Yahya & Huie, 2002). According to Ghaith (2002, p. 265; 2003, p. 451-452) cooperative learning enhances the motivation and psychosocial adjustment of foreign language learners and promotes their cognitive and linguistic developments by providing opportunities for extended and frequent interaction in the target language in a supportive, motivating, and stress-reduced classroom environment. It is indicated that one of the main reasons of the failure in foreign language teaching in Turkey is continuing traditional teacher-centered foreign language teaching approach based on text analysis, memorization and translation (İşik, 2008; as cited in Şad, 2011, p. 195). Applying traditional methods in foreign language teaching prevents students from practicing and speaking intensively in the target language, although they really need to do so. The main reason for low achievement of many foreign language learners is that they cannot find enough time to use the target language in the class. Therefore, to create a more effective language learning environment and to avoid this undesirable situation, cooperative learning can be used as an alternative method (Şahan, 2005, p. 255-256).

The purpose of this study is to determine the effects of Student Teams-Achievement Divisions, which is a Cooperative Learning technique, on the attitudes of university students towards English classes and their academic achievements. It was also aimed to investigate the students' opinions concerning cooperative learning.

A pre-test post-test experimental design with control group was used in this research. The experimental design of the study consisted of an experimental and a control group. The topics covered by the study were taught by using Student Teams-Achievement Divisions (STAD) method in the experimental group while they were taught by using the traditional method (straight lecture, question-

answer) in the control group. The study lasted 8 weeks including 5 teaching hours per week. The research was carried out with 50 students attending Pre-Intermediate level English classes at the second grade at Nevşehir University Faculty of Economics and Administrative Sciences, Department of Tourism Business and Hotel Management during 2012-2013 Academic Year- Spring Semester. Both quantitative and qualitative data collection tools were used in order to obtain the data regarding the identified sub-problems. Researcher-developed "Achievement Test" and "Foreign Language Attitude Scale" were applied as pre-test and post-test in both control and experimental groups. An "Open-Ended Written Questionnaire" that was also developed by the researcher was used in order to gather the views of the students in the experimental group related to Cooperative Learning Method. SPSS 15.0 software was used to conduct the analyses of the quantitative data obtained in this study and the significance level was assumed to be $p<0.05$. Frequencies and percentages were utilized to report the personal information about the students. TAP 6 was used to conduct the analyses after the trial application of the Achievement Test and item difficulty and discrimination indices, variance, standard deviation, mean and KR-20 calculations were carried out. In addition, students' opinions about cooperative learning practices were presented under certain headings in accordance with their frequencies.

According to the results of the study, it was found out that attitudes of the students in the experimental group towards English classes increased positively, they felt less anxious, they liked the class more, their interest increased and they felt less bored after the application of STAD. However, it was determined that there wasn't a significant difference in the attitudes of the students in the control group towards English classes, they didn't feel less anxious, their liking and their interest towards the class didn't increase but they felt less bored during the class. When the average of difference scores between pre-test and post-test compared, it was seen that the students in the experimental group had more positive attitudes towards English classes than the students in the control group. Whilst there was a significant difference between the experimental and the control group in favour of the experimental group when the average of difference scores between pre-test and post-test were compared regarding "Liking" and "Interest" sub-dimensions of Attitude Scale, no significant difference was found in terms of "Anxiety" and "Getting bored in the class" sub-dimensions.

The results of the analyses of Achievement Test showed that the achievements of the students in both groups increased significantly, but there wasn't a significant difference between the average of difference scores between pre-test and post-test of the two groups. All of the 25 students in the experimental group were administered an Open-Ended Written Questionnaire in order to get their opinions about English classes that STAD, a cooperative learning technique, had been used.

It was understood from the responses of the students that they generally had positive attitudes towards learning English and cooperative group work activities had positive effects on the students' attitudes towards the class, their achievements and their interpersonal relationships. Besides, it was also determined that, when compared with the previous English classes, using Cooperative Learning Method in English classes caused positive differences on the students' attitudes towards the class, academic achievements and interpersonal relationships.

The students stated that they generally had positive feelings before each class and their participation increased while they were studying in cooperative learning groups. The students also expressed that the things they liked more about cooperative group work are the contributions of their friends to their learning, the activities, greater enjoyment of the lesson, memorability of the lesson, formative tests, the increase in self-confidence, everyone's attending to the class with preparation and everyone's participation in the class when compared to individual study. Additionally, the students stated that they generally felt more comfortable when speaking in English thanks to cooperative group work, that it was easier to remember the subjects by the help of this technique and that they wanted to continue learning English with this technique.

Keywords: English language teaching, cooperative learning method, student teams-achievement divisions technique, traditional method.

An Evaluation on the Regression Level of Prospective Teachers' Metacognitive Skills in terms of Their Community Service Activities Perceptions

Halil İbrahim KAYA; Kafkas University, Kars, Turkey; hik_kaya@hotmail.com

Metin KARTAL; Kafkas University, Kars, Turkey; metinkartal@kafkas.edu.tr

Özden DEMİR; Kafkas University, Kars, Turkey; oooozden@gmail.com

Abstract

Metacognition, thinking, and learning are a continuous transformation as different aspects of the same event. At this point, metacognition is an integral part of the cognitive thought process of thinking. The term, metacognition in the literature, was worded with different expressions to the literature. Individuals gained better control of the process of thinking about and feeling by reflecting their own thinking processes and evaluating. Recently, the definition of cognitive awareness was elaborated and as previously considered; it does not contain 'thinking about thinking' only; but it also contains "information about the individual's own knowledge", and related processes, cognitive and effective states, conscious and deliberate ability, and the regulation of the individual's information. In such a process is social awareness and social dimensions of development thinking in the participants' individual learning is an inevitable necessity. Language is the key to thinking rather effective think. Cases, which individuals have in their language, become a senior thinker with the density and quality of generalizations and concepts. In this line, the individual also used effectively the cognitive processes and skills. The social process is an indisputable importance of social service activities to develop the content of the individual elements of the intellectual language. In this context, the community service activities are accepted to contribute to the development of the individual's intellectual language, intellectual culture, and high-level thinking processes and skills. Education philosophers constantly draw attention to the following points: The main objective of the Education and especially Higher Education is to educate citizens in order to serve the community. Plato and Aristotle's classical theories define education as individuals good. The goal of this training process is both to have a good knowledge and to have talent to use the information in favor. In this context, community service activities integrated the learning and teaching in the classroom with learning combines service in the university boundaries. Teachers' awareness about community service applications will contribute them to be an effective learning in their communication in the class and society and in the design of their learning environment. In such a process, metacognition will accepted as a large structure consisting of the community service activities. As research findings also revealed, the teachers' participation in community service activities is effective in the development of cognitive skills and higher level thinking processes; in this regard, as it contribute the teachers' development of the responsibility for their own learning, it is positively contributed that the more their necessary skills increased, the more positive attitude toward student the teachers have. To determine the prospective teachers' personal characteristics in research is used "Personal Information Form", to determine the perception on Community Service Activities is used "Community Service Activities Scale" and to measure the cognitive skills "Cognitive Awareness Scale". All in all, the overall aim of this study is to uncover to what extent the prospective teacher's cognitive skills is predicted in terms of the variables of Community Service Activities Perception Scale. The another aim is to research which ones out of the variables more predict the prospective teacher's cognitive skills than when compared with the others. The study was designed as the relational survey method according to the procedural model. The population of this study is the prospective teachers, from Turkish Education, Primary Teacher Education, Social Studies Education, and Science Education for 2014 – 2015 Academic Year in Kafkas University. The sample of this study is the full-time 357 prospective teachers by the pre-determined departments through not being based on probability cluster sampling method. It is used the multiple linear regression to analyze the data using "Community Service Activities Perception Scale" and "Cognitive Awareness Scale". The discussion and result parts of research findings are on progress.

Keywords: Cognitive awareness; community service activities; thinking.

The Perceptions of Teachers on the Arrangement of Teaching Activities Based on ARCS Motivation Model

İsmet KAYA; Dicle University, Diyarbakır, Turkey; ismetkaya0571@hotmail.com
Kasım KARATAŞ; Dicle University, Diyarbakır, Turkey; kasimkaratas@outlook.com
Tuncay ARDIÇ, Dicle University, Diyarbakır, Turkey; ardic.tuncay@gmail.com

The paper wasn't presented in the congress.

The Investigation of the Effect of the Authentic Assessment Approach on Prospective Teachers' Cooperative Decision-Making Willingness

Ismail KİNAY; Dicle University, Diyarbakır, Turkey; ismailkinay84@gmail.com

Birsen BAĞÇECİ; Gaziantep University, Gaziantep, Turkey; bagceci@gantep.edu.tr

Abstract

The aim of this study is to analyze the effect of the activities, which are based on the authentic assessment approach applied in the Scientific Research Methods, on the cooperative decision-making willingness. The following questions are studied in line with this aim:

1. Is there a meaningful difference between the pre-test and post-test grades in terms of cooperative decision-making willingness of the experiment group on which the activities based on authentic assessment approach are applied?
2. Is there a meaningful difference between the pre-test and post-test grades in terms of cooperative decision-making willingness of the control group on which the activities based on traditional assessment approach are applied?
3. Is there a meaningful difference between the cooperative decision-making willingness of the experiment group on which the activities based on authentic assessment approach are applied and the control group on which the activities based on traditional assessment approach are applied in terms of post-test grades of cooperative decision-making willingness?

A quasi-experimental nonequivalent control group model is used in this research. Quasi-experimental nonequivalent control group model is one of the commonly used models in educational sciences which has pre-test, post-test, experimental and control group. However, the groups may not be equivalent before the experiments. The groups are formed naturally. It is of paramount importance for the groups to have similar quality. It is randomly chosen which group is the experimental and which one is the control group. (Campbell & Stanley, 1963, p. 47; Karasar, 2009, p. 102).

The study groups of the research consist of second year prospective teachers in the department of Classroom Teaching at Dicle University, Ziya Gökalp Education Faculty in the Spring Semestre of the Academic Year 2014–2015. Two classes are appointed neutrally, one (B class) as experiment group the second (A class) as control group. The experimental group consists of 42 (21 female and 21 male) prospective teachers and control group consists of 44 (27 female and 17 male) prospective teachers. As one prospective teachers did not participate in the post test in the control group, the evaluations were made on findings based on 43 students.

Before the implementation, it was found out that there was not meaningful difference in terms of pre-test grades of cooperative decision making process between the experimental and control groups ($t_{(83)} = 1.326$, $p = .188 > .05$). Thus, it can be stated that the experimental and control groups were equal before the implementation in terms of cooperative decision making process.

The implementation made in the experiment group covers a 13-week study of the prospective teachers taking "Scientific Research Methods" course in section 2-B in Ziya Gökalp Faculty of Education. In this process, the prospective teachers carried out authentic tasks in groups. The pretest was applied and the course's tentative plan was shared in the 1st week. The presentations the groups prepared about basic terms on scientific research and discussions about these presentations took place in the 2nd week. In the 3rd week, the groups decided on their research topics and studied on those research topics until the 12th week. The groups presented their work in a symposium in the 12th week. The posttest was given in the 13th week. The authentic tasks carried out by the prospective teachers were evaluated in an authentic manner. Self evaluation, group evaluation, portfolio evaluation, symposium evaluation (teacher - peer), weekly performance evaluation and student journal evaluation were the means of evaluation used in the experimental group.

Teacher-centered traditional activities and evaluations based on the subject-centered programme design were applied to the control group. Methods such as lecturing, discussion and question-answer were generally used in the control group. Also, midterm examinations were given as traditional writing exams in the process of evaluation.

"Decision-Making Collaboration Scale" consisting of 13 items which were designed by Anderson, Martin and Infante (1998) and were adapted to Turkish by Kıcı (2012a) was used as the data collection tool. The scale was prepared as a 5-point Likert scale and its options vary from (5) I totally agree to (1) I totally disagree. The Cronbach Alpha reliability coefficient was found to be .803 in the study of Turkish adaptation (Kıcı, 2012a; 2012b). In this research, The Cronbach Alpha reliability coefficient was found to be .737 for the pre-test and .713 for the post-test.

The percentages and frequencies of the features about the personal information of the prospective teachers taking part in the experimental and control groups were calculated. The arithmetic mean and the standard deviation of the pre-test and post-test points which the experimental and control groups took from the data collection tool were calculated. Independent-Samples T-Test was used to find out whether there was a meaningful differentiation between the pre-test and post-test points. Paired-Samples T-Test was used to compare the pre-test and post-test points which both the experimental and control groups took from the data collection tools.

Findings have been presented below based on the inquiries of the research.

Willingness of the experimental group for cooperative decision making, a remarkable difference ($t_{(41)} = 2.590$, $p = .013 < .05$) between pre-test and post-test scores has been determined in favor of post-test scores. Willingness of the control group for cooperative decision making, it has been determined that there has not been a remarkable difference ($t_{(42)} = 1.282$, $p = .207 > .05$). between pre-test and post-test scores. Considering the post-test scores, between experimental and control groups willingness for cooperative decision making is remarkably different ($t_{(83)} = 3.548$, $p = .001 < .05$) in favor of experimental group. It can be said that applications based on authentic assessment approach are more effective in increasing the willingness of prospective teachers for cooperative decision making when compared to traditional teaching and assessment.

Keywords: Authentic assessment, prospective teacher, cooperative decision-making willingness.

Effect of Formative Assessment on Academic Achievement, Attitudes and Self-Regulation Skills of Teacher Candidates

Remzi Y. KINÇAL; Atatürk University, Erzurum, Turkey; rkincal@atauni.edu.tr

Ceyhun OZAN; Atatürk University, Erzurum, Turkey; ozanceyhun@atauni.edu.tr

Abstract

Assessment is vital to the education process. In schools, the most visible assessments are summative. But assessment may also serve a formative function. In classrooms, formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately (CERI, 2008). Formative assessment is a systematic process to continuously gather evidence about learning. The data are used to identify a student's current level of learning and to adapt lessons to help the student reach the desired learning goal (Heritage, 2007).

Black, Harrison, Lee, Marshall and Wiliam (2005) identified four fundamental strategies towards application of formative assessment: Questioning, feedback through marking, self and peer assessment, formative using of summative tests. Formative assessment methods are important to improve student achievement at all levels (Clark, 2013; Eshun, Bordoh, Bassaw & Mensah, 2014; Hannah, James & Williams, 2014; Kline, 2013; Lee & Coniam, 2013; Moeed, 2015; OECD, 2008). Many studies have examined by the meta-analysis shows that the formative assessment raises standards and improve student achievement (Black & Wiliam, 1998; Fuchs & Fuchs, 1986; Kingston & Nash, 2011).

Students may perceive higher education as a forced necessity rather than a learning experience, meant to prepare them for a career. It has been suggested that higher education may be reinforcing student's mentality by being overly concerned with grades and performance goals rather than learning (Taras, 2002). Without a doubt, this factor alone makes formative assessment difficult to execute in a higher education setting. Because formative assessments should not be graded. A shift to completely using formative assessment in higher education is neither realistic nor necessary. Both formative and summative assessments serve important functions in higher education, which may be the shift that is needed to be recognized and implemented (Andrews, 2011). Education in general has undergone a change in focus from teacher-centered to student centered over the past few decades, with buzz words like authentic learning and life-long learning particularly in higher education. Formative assessments, which empower students and help teachers instructionally, could help to create a student-centered atmosphere in higher education (Rushton, 2005). From this perspective in teacher training, formative assessment practices it can be seen important.

The purpose of the study was to examine to impact of formative assessment on academic achievement, attitudes of educational measurement and assessment and self-regulation skills of teacher candidates. In this research was used to quasi-experimental design with pretest-posttest control group. The research group consists of 3rd grade of Turkish education program teacher candidates at a state university in spring semester of the 2013-2014 academic years. A branch as experimental group and B branch as control group was determined through random assignment. There are 40 teacher candidates in both groups. In the experimental group, formative assessment was implemented in the context of measurement and assessment course. In the control group it was treated according to traditional methods.

In the research, "Measurement and Assessment Achievement Test", "Attitudes to Educational Measurement Inventory" and "Motivated Strategies for Learning Questionnaire" was used as data collection tools. Measurement and Assessment Achievement Test was formed by researchers in measurement and assessment course in 2013-2014 academic years, fall semester after item analysis. There are 50 multiple choice item in the achievement test. Attitudes to Educational Measurement Inventory was developed by Bryant and Barnes (1997) and adapted to Turkish by Ozan and Köse (2013). The Inventory consists of three factors as "relevance", "affective" and "course" and 5 point Likert-type scale of 31 items. The Motivated Strategies for Learning Questionnaire was developed by Pintrich, Smith, Garcia ve McKeachie (1991) and adapted to Turkish by Altun and Erden (2006). Questionnaire has 15 factors and consists of 7 point Likert-type scale of 81 items. In this research, factors of questionnaire related to self-regulation as metacognitive self-regulation, time and study environment, effort regulation and help seeking was used and there are 35 items in the relevant factors. In this research, Measurement and Assessment Achievement Test's KR-20 reliability coefficient is .84 and .86 for pretest and posttest. Attitudes to Educational Measurement Inventory's Cronbach's Alpha reliability coefficients are changes between .70 and .92 for pretest and posttest according to factors and overall of inventory. Motivated Strategies for Learning Questionnaire's Cronbach's Alpha reliability coefficients are changes between .73 and .91 for pretest and posttest according to factors and overall of questionnaire. So, data obtained from the data collection tool it was determined that yield reliable results.

In the data analysis, independent samples t-test was used to determine to significance difference between pretest scores of experimental and control group; paired samples t-test was used to determine to significance difference between pretest and posttest scores of experimental and control group; ANCOVA was used to determine to significance difference between posttest scores of experimental and control group and MANCOVA was used for attitude inventory and self-regulation questionnaire.

According to independent samples t-test, significance difference was not found in pretest between experimental and control groups of academic achievement, attitudes to educational measurement, and self-regulation skills scores ($t=.988$, $p>.05$; $t=.773$, $p>.05$; $t=.045$, $p>.05$).

According to paired samples t-test, significance difference was found in academic achievement scores between pretest and posttest of control group ($t=-6.655$, $p<.05$), but was not found in attitudes to educational measurement and self-regulation skills ($t=-.674$, $p>.05$; $t=-1.445$, $p>.05$). According to paired samples t-test, significance difference was found in academic achievement, attitudes to educational measurement and self-regulation skills scores between pretest and posttest of experimental group ($t=-11.773$, $p<.05$; $t=-3.144$, $p>.05$, $t=-2.770$, $p>.05$).

According to ANCOVA, significance difference was found in posttest between experimental and control groups of academic achievement scores ($F=8.477$, $p<.05$). Experimental group's academic achievement scores are significantly higher than control group. According to MANCOVA, significance difference was not found in posttest between experimental and control groups of attitudes to educational measurement ($F=2.345$, $p>.05$), and self-regulation skills scores ($F=2.784$, $p>.05$). Consequently, formative assessment is significantly enhanced to academic achievements of teacher candidates. Formative assessment isn't significantly enhanced to attitudes to educational measurement and self-regulation skills of teacher candidates, but it's affect positively.

Keywords: Formative assessment, achievement, attitudes to educational measurement, self-regulation skills.

The Competency of Prospective Classroom Teachers' Regarding the Learning-Teaching Process in a Music Course

Şehriban KOCA; Mersin University, Mersin, Turkey; sehriban.koca@mersin.edu.tr

Abstract

Teachers hold a great importance for providing a quality education and for raising qualified individuals. Teachers' competency is defined as the "knowledge, skills and attitudes that are necessary in order to be able to perform the teaching profession in an effective and efficient manner" (Ministry of National Education (MEB, 2008).

A teacher who is deemed as professionally competent must demonstrate that they can teach successfully. The teachers' sense of competence is said to be very important in the success of learning and teaching activities and in the motivation of students to learn (Sünbül and Arslan, 2009). A teacher can do effective planning, monitoring and evaluation for learning and manage the teaching curriculums according to the needs of individuals and groups within the classroom (TED, 2009, p.26).

It is stated that the quality of teacher training has a direct influence not only on the development of children's knowledge, but also in the shaping of their personalities, especially during the early years of their education (European Parliament, 2008: 2). The necessity of a teacher's expertise in their field and having the professional teaching knowledge that will enable them to pass on their knowledge and skills to students is believed to hold importance as to ensure quality in education. For this reason, classroom teachers are held separate from others in primary schools, which are the first step in formal education. The fact that classroom teachers are responsible for more than one course requires them to have competencies based on a multidisciplinary and interdisciplinary approach (MEB, 2008). One of these competencies is musical education, which is a part of the "arts and aesthetics" field. Music education in primary school carries importance in terms of bringing out the musical ability in students and providing proper guidance. The value of musical education provided during this period is undeniable in terms of forming a basis, introducing children to music and getting them to embrace and love it. This is why a great responsibility falls on classroom teachers who will be introducing music to students during this period and providing musical education in accordance with the teaching curriculum.

"International research carried out on musical education have revealed that the music training provided in the first five years of primary education was considered less important compared to other courses and was not covered adequately. When we consider the important and influential function that music holds in people's lives, this problem and approach being observed in musical education is quite remarkable" (Barışeri, p.327, quoted by Kutluk, 2010, p.278).

Research findings indicate that knowledge pertaining to the teaching and learning process affects student's success more than field knowledge. The knowledge of teachers as to teaching and learning within any field directly affects the success of students (World Bank, 2005, quoted by TED, 2009, p.4). Therefore, "Teacher competencies must be known beforehand so as to be gained by teacher candidates through pre-service training programs and to improve these competencies in teachers through in-service training programs" (Uçan, 2006, p.68).

Thus, based on the perspective that competencies acquired by teacher candidates during their pre-service education can favorably or unfavorably affect their professional life, this study attempted to identify and evaluate the competencies of prospective classroom teachers' in music lessons learning and teaching process. In this context, answers were sought to the following questions:

- What is the level of music competence of prospective classroom teachers' in the area of planning and organization?
- What is the level of music competence of prospective classroom teachers' in the area of theoretical and practical knowledge and skills (material preparation, learning atmosphere organization, organizing activities) ?
- What is the level of competence of prospective classroom teachers' in the area of musical culture?
- What is the level of competence of prospective classroom teachers' in the area of monitoring and evaluation?

This study was a descriptive study that evaluated prospective classroom teachers' competencies in regarding the learning-teaching process in a music course. The study made use of a general screening model. Screening models are "approaches that aim to describe, as is, the characteristics of a past or present situation. They attempt to describe the event, individual or item that is the subject of the study according to its own inherent conditions" (Karasar, 2009, p.77).

Participants of the research consists of prospective teachers taking music and music teaching course at the primary school teaching department of the Education Faculty at a university located in Mediterranean region of Turkey during spring semester of 2014-2015 academic year. This study has employed "criterion sampling method", one of the purposive sampling methods. In selection of the prospective teachers, basic criterion has been established as being 2th graders of Primary School Teaching program who have taken music and music teaching course and completed their music trainings. All of the prospective teachers who are 2th graders took part in the study.

The "personal information form", a questionnaire prepared by the researcher, and the evaluation form for performance indicators pertaining to the learning-teaching process were used in the research as data collection tools. The questionnaire consists of questions aimed at determining the state of competency of prospective classroom teachers with respect to the learning-teaching process (planning and organizing, theoretical-practical knowledge and skills, musical culture, monitoring and evaluation). Expert opinions were taken with the purpose of determining the content validity of the questions in the questionnaire and the questions were put into their final form after reliability and validity studies. As for determining how prospective classroom teachers used abilities with respect to the learning-teaching process, micro teaching practices were performed in a classroom environment and recorded on camera. In evaluating the recorded data, the performance indicators pertaining to the learning-teaching process were determined by the researcher and a validity study was performed, by taking expert opinion. The aims and goals of the course were taken into consideration while determining performance indicators.

Study has been conducted within a period of 12 weeks during the spring semester in the academic year 2014-2015 by taking into consideration the following processes:

By giving the prospective teachers subjects contained in the primary school music teaching program, they have been asked to draw up a 30-minute lesson plan about this subject. Prospective teachers shared the lesson plans and implementation activities prepared by them with the lecturer and they prepared the lesson plan based on the feedback they have received. While prospective teacher is doing his presentation, the fellow prospective teachers have taken the role of students in the classroom. The researcher has assumed the role of participant observer. Course narration by students has been recorded by camera. Evaluation of the lessons have been made together in the classroom, and lecturer has provided suggestions and feedbacks. Prospective teacher who has watched the record of narration has done self-criticism. The personal information form and the questionnaire containing questions related to the learning-teaching process prepared by the researcher were applied, by obtaining teachers' opinions regarding the procedure. The video recordings of teacher candidates were compared

by the researcher with the performance indicators of lesson planning, preparing materials and classroom practices by means of observation.

The competence level of classroom teachers with respect to the music lesson learning-teaching process based on the findings obtained as part of the research are still under evaluation.

Keywords: Prospective classroom teachers, music course learning and teaching process, competency.

The Views of Teacher Candidates Related with Using the Skills of Quantum Learning Techniques

Sevda KOÇ; Siirt University, Siirt, Turkey; sevdakc@mail.com

Ekrem EPÇAÇAN; Siirt University, Siirt, Turkey; e.epcacan@hotmail.com

Abstract

Societies from the past until today has experienced many changes in different areas. These changes have varied from society to society.. For example, nowadays, in an information society, knowledge continuously changes One of them is the institutions for education..The educational institutions, adapting to the new society and following the new developments, have aimed to educate the individuals. For this purpose, firstly, it has made some changes in their teaching programmes. For example, in 2004 throughout the country, it has aimed an education that is suitable for constructivist educational approach.In accordance with this purpose, it has been recommended that teachers that are mainly the practitioners of the programme should know the new theories and models, strategies etc and use them effectively in class. One of these models is quantum learning model based on quantum theory.

The quantum theory that was put forward by Planck in 1900, in contrast to Newton paradigm, is applicable to the physical reality in all levels (Demir, 2006, p. 3). Because, quantum as a word is the smallest particle "Particles is the concept of *uncertainty principle* that is not so obvious and that prevents the certainty of our definition in the atomic or molecular level and produces only behaviours which are established on possibilities" (Demirel, 2012, p. 232). This uncertainty principle has been used in the research of the quantum physics that is a branch of the physics. (Çakmak, 2010, p. 145; Demirel, 2012, p. 232).The quantum physics, known as the sum of the particles, defends that everything is not as it appears and offers a significant contribution to the world of science about the working of the brain (Çakmak, 2010, p. 145; Demirel, 2012, p. 232). With these contributions, individuals are questioning the reasons and consequences of the events deeply and creatively. That the events are questioned in this way, since it explains the working of the brain and learning that occur in the brain today, provides the individuals high-level thinking and quantum learning. Because quantum learning is the sum of the efforts that generate the meaningful information, that the use of all the neural Networks (Gürbüztürk & Koç, 2011).

The quantum learning is based on Dr. Lozanov's works "Suggestopedia" and "Accelerated Learning" (Demir, 2006, p. 4). While these studies were being done, many approaches, methods, techniques and principles were utilized. For example, students, using "the power of our minds" that is one of the learning techniques, know how the brain works and how to develop a positive attitude towards learning In the technique What is for me (WIFM), a student thinks about the benefits of a subject for him before starting, with their education in the technique of right learning environment knows how to prepare the right learning environment both in school and at home, in the technique of gaining attitude; is aware of the important opportunity for learning, instead of seeing the errors as failures; discovers different ways of learning that appropriate to them in finding out the way of learning; relates his new and old information while taking notes; shares his thoughts and feelings with others in writing relying on himself; in memory enhancement, encodes the information to cognitive structures in a meaningful way; in speed reading, transfers quickly their knowledge in different areas or in every important areas of life; in creative thinking and problem solving, uses new information as distinct from everyone and develops high-level skills (Ayvaz Tuncel, 2011, p. 299-302). These techniques, effective during students' education is effective in their occupation life as well. In that research, it is applied how teacher candidates use

quantum teaching techniques and what are their thoughts about that issue. Hence, the need of determining the teacher candidates' views related with the using of the quantum learning techniques forms the problem of this research.

The purpose of this research is to determine the views of the teacher candidates on the use of quantum learning technical skills. In the frame of this main purpose, the answer of the following questions will be looked for:

1. How is the distribution of the views of the teacher candidates related with the use of the quantum learning techniques?
2. Is there a significant/meaningful difference in the teacher candidates' use of the quantum learning skills according to their genders, department, their participation to any study, symposium, meeting on the quantum learning, the place where they stay throughout their undergraduate education?

The research is based on the relational screening method. The relational screenings are "research models that aim at determining the degree and existence of the change between two or more variances." (Karasar, 1998, p. 81).

The population of the research consists of the teacher candidates that study in the first class of departments of Faculty of Education in Siirt University in the academic year 2014-2015. The sample is composed of 317 teacher candidates that were chosen randomly and that study primary school teaching programme, science teaching programme, primary school math teaching programme, social sciences teaching programme in the department of elementary school education and that study in the Computer and Teaching Technology teaching programme of Department of Educational Sciences, Turkish Education Programme of the Department of Turkish Education. In the study, as the tool of the data collection, "The Skills of Using Quantum Learning Techniques Survey" that was developed by Koç (2015) and whose validity and reliability studies was made in the light of expert view and the results of pre-perform has been used. In the survey, there are 3 choices that rate as "no (1), partially (2), yes (3). The data collected in the survey have been evaluated with SPSS 17.0 packaged software programme. In analysing the data, frequency, percentage, arithmetic average and chi-square will be used.

As data analysis of the research continue, under this title, the findings from this research will be presented in respective tables by sub-problems and reviews will be carried out. Under this title, the findings in the light of the results obtained from the research will be presented and some suggestions will be made based upon these results.

Keywords: Learning, quantum, quantum learning model.

Metaphorical Perceptions of the Teacher Candidates on Their Digital Competence

Gamze YAVUZ KONOKMAN; Mersin University, Mersin, Turkey; yavuz.gamze@hotmail.com

Abstract

Lifelong learning concept has turned into a fact minded by education institutions after shortening of the period of validity of the knowledge and skills brought by formal education institutions. For this reason, lifelong learning competence has been focused while determining the learning acquisition of teaching institutions by higher education institutions in the light of European Proficiencies Framework. Lifelong learning proficiencies were stated as "communication competence by native language", "communication competence by foreign language(s)", "basic skills in mathematical thinking, science and technology", "digital competence", "competence of learning how to learn", "consciousness of being social citizen", and "cultural conscious and expression competence" by European Commission (2007). In this respect, importance of the digital competence in lifelong learning appears. Akkoyunlu and Yilmaz (2011) qualify the digital competence as a step for lifelong learning and compare it to a cycle containing also digital literacy, knowledge literacy and lifelong learning concepts.

According to Makinen (2006), digital competence is "a skill of effective and efficient using of digital technologies for the purpose of improving the persons' life abilities and their capacities in the information society". Digital technologies are used as "the concept consisting of the technological variety as the computer, internet, email, mobile phone, other mobile devices, cameras, video games and web 2.0 tools which save the information digitally" (Akkoyunlu, Yilmaz Soylu & Çağlar, 2010). Fast change in digital technologies requires the individuals to gain digital competence. Makinen (2006) mentions four components which are awareness, motivation, technical access and competence. Akkoyunlu, Yilmaz Soylu & Çağlar (2010) define the awareness as understanding the potential opportunities revealed by using the technologies, and motivation as behaving and striving with their own desire and wishes in order to achieve an objective. Moreover, Technical access components indicate the hardware and software needed for internet access. Also competence is defined as special knowledge, ability and proficiency providing the power of doing a work (Püsküllüoglu, 2010). Norris (2011) stated that individuals who have awareness and competence concerning digital technologies, use the internet, email, web 2.0 tools, online social networks, digital cameras and mobile phones to reach the information, understand and evaluate the information they reach and contribute to new information output have digital competence. It is observed that digital competence contains access to digital technologies, using these technologies to reach the required information, abilities of understanding, assessing reached information, generating information and digital literacy and digital participation. Hague and Williamson (2009) indicate that individuals should be encouraged to use digital technologies for their digital competences.

Nowadays, interaction of the students with internet and multimedia everyday results in naming them "digital native" (Prensky, 2001). Hence, today's student profile has differentiated from older one. In order to get this kind of students' attention and to motivate them, by withdrawing the traditional teaching activities effective use of digital technologies has gained popularity for teaching. In brief, the needs of the students called as digital native result in radical changes in teaching. But Park and Ertmer (2007) emphasized that the use of technology in the class did not become widespread and continuity of it could not be provided. One of the obstacles in the use of technology in teaching environment is the competency of the teacher. Jacobsen (2001) emphasized that in the world most of the teachers could not integrate the technology to teaching and there is a big space between the existing technological resources in the schools and effective use of them. Eby (2001) also stated that teachers are not knowing enough how to integrate the technology in teaching. In this respect, teachers have to integrate the technologies to instruction easily for the purpose of responding to the needs of the students. In the class environment, they should turn into usual technologies as book and pencil for the students. Teachers' and teacher candidates' digital competence levels are sign for creation of teaching environments with unique, different and functional technological support. For this reason, determination of teacher candidates' perceptions related to their digital competence levels in digital learning period is important. Therefore, it is aimed to reveal the perceptions of the teacher candidates to their digital competence by means of metaphors in this study.

274 4th grade teacher candidates determined by the maximum variety sampling and easy accessible sampling from Mersin University Education Faculty in 2012-2013 academic years were included in the study. For the determination of the individuals to include in the research, studying at different departments of the Education Faculty and willing to participate in the study were considered. Research data were obtained by demanding them to complete the sentence "My digital competence is like because". Obtained data was analyzed by content analysis from qualitative data analysis techniques. The validity of the research was ensured by reporting the notions of the teacher candidates in detail, examining the findings if they are meaningful and consistent in themselves, directly quoting from interviewed individuals. Reliability was tried to be assured by recoding of the data from interviews at regular intervals by the researcher and examination of the consistency of these.

According to the result of the data analysis, 124 metaphors were generated based on the views of 274 teacher candidates. Generated metaphors were divided into 9 categories in terms of their common characteristics. These categories are named in five categories as "Level Perception", "Openness to Improvement", "Necessity", "Changing", and "Spreading the Knowledge". Level perception category was separated to subcategories as "Limitless Knowledge", "Enough Knowledge", "Limited Knowledge", "Insufficient Knowledge" and "Uncertainty". "Level perception category" consists of the metaphors which give information on digital competence levels of teacher candidates. Such Metaphors in this

category as skyscraper, universe, ocean, hill, a glass of water, empty box, etc. are given as an example. A teacher candidate explains her digital competence as "My digital competence is like universe because I have infinity inside of me". The metaphors in "openness to improvement" category show teacher candidates' effort for self-development in the effective use of digital technologies. Human development, baby, flower, etc. are some in "openness to improvement" category. For example, a teacher candidate explains her digital competence as "My digital competence is like human development because development goes on until death and I also learn something new as a result of each experience". "Necessity" is the other category in which metaphors are produced to indicate that teacher candidates need to have digital competency. Water, love, happiness, energy, etc. are some metaphors in this category. For example, a teacher candidate explains her digital competence as "My digital competence is like a love because I need digital competence in every part of my life. Without digital competence there is lack of many things in my life". The metaphors produced in "changing" category show that teacher candidates' perceptions on their digital competencies change from time to time. Such metaphors as motor broken car, wave, flux and reflux, quicksilver, etc. are produced in this category. One of the metaphors in the category is explained as "My digital competence is like a motor broken car because it sometimes works and sometimes doesn't work." The function of digital competence is emphasized with the metaphors in "Spreading the Knowledge" category. Higher digital competence makes knowledge share faster.

As a result, considering the metaphors produced by teacher candidates it is inferred that some teacher candidates perceive their digital competence high, others' perception on their digital competence is low. Moreover, it is concluded that they are open to self-development. In this sense at education faculties opportunities should be given to teacher candidates to use digital technologies to get and share knowledge. Moreover, teacher candidates should be given chance to integrate digital technologies in instruction.

Keywords: Digital competence, metaphor, teacher candidate.

The Effect of Prospective Teachers' Innovativeness Level on Their Technological Pedagogical Content Knowledge Confidence

Gamze YAVUZ KONOKMAN; Mersin University, Mersin, Turkey; yavuz.gamze@hotmail.com

Gürrol YOKUS; Mersin University, Mersin, Turkey; gyokus@gmail.com

Figen KILIÇ; Mersin University, Mersin, Turkey; figenkilic@mersin.edu.tr

Tuğba YANPAR YELKEN; Mersin University, Mersin, Turkey; tyanpar@gmail.com

Abstract

Technology integration into our lives makes the individuals at our age to be digital. Prensky (2001) has called the people born since 1980s as "digital native". Because life has been digitalized and technology has taken the place at every part of the life from now on. In this regard individuals should have positive perception on technology use and technological competencies in order to keep up with technological developments and digital life. Since using information and communication technologies effectively doesn't make individuals indispensable at 21th Century however, it is the property everybody should have (Partnership for 21st Century Skills, 2010). Technological developments become rapidly makes it essential that individuals should adapt to digital life. Adaptation to the technological developments and the process of technological developments' spreading in the society are related to individuals' innovativeness. Rogers (1995) defined innovation as " an idea, a practice or an object, perceived new by an individual, a group or a society". In this sense technological developments are perceived as an innovation and the case of adaptation to the technological developments is the indicator of the individuals' innovativeness. The process of individuals' adaptation to the technological developments differs. Whereas some follow technological developments closely and adapt to them easily, others' adaptation to the technological developments takes long time. In this regard the process of individuals' adaptation to innovations will differ and their innovativeness will become different.

According to technology adaptation life cycle individuals are categorized as *innovators*, *early adapters*, *early majority*, *late majority* and *laggards* (Rogers, 1995). Kılıçer and Odabaşı (2010) define *innovators* as the individuals, trying new ideas, taking risk and being visionholder; *early adapters* as the individuals giving information about innovation to the others; *early majority* as the individuals approaching innovation cautiously; *late majority* as the individuals being suspicious about innovation and *laggards* as the individuals becoming prejudiced about innovation and having tendency to adapt innovation last. Therefore, it is observed that the tendency to adapt to innovation has decreased.

Digitalized life makes it necessary that individuals should follow technological developments, integrate technology into every field of the life and become pioneer of technological developments. Individuals should be familiar to technology assisted instruction to follow technological developments and adapt to new technologies. Technology assisted instruction is designed by teachers. Mishra and Koehler (2006) emphasized that teachers and prospective teachers should integrate technology into instruction. Moreover, it is important that they adapt to technological innovation to design technology assisted instruction. In other words, it can be thought that instructional design of technology assisted learning environments is related to teachers' innovativeness.

How to integrate technology into instruction is explained via the technological pedagogical content knowledge model (TPACK) suggested by Mishra and Koehler (2006). The model consists of three basic components which are technology knowledge, pedagogy knowledge and content knowledge and the components arisen as a result of double intersection of these components (technological pedagogical knowledge; technological content knowledge; pedagogical content knowledge) and technological pedagogical content knowledge component arisen out of intersection of the basic three components. Polly et al (2010) emphasized teacher should understand the relation between technology and content; the relation between technology and pedagogy and the relation between pedagogy and content. In other words, teacher should have the idea about how to entegrate technology into instruction at the light of pedagogical principles. Nelson, Chistopher and Mims (2009) mention that competent teacher on TPACK can design technology assisted learning environment easily. Therefore, teachers or prospective teachers as the designer of educational environments should be confident about technological pedagogical content knowledge and be innovative. In literature descriptive studies on the prospective teachers' technological pedagogical content knowledge level are carried out in general (Sancar-Tokmak, Yavuz-Konokman & Yanpar-Yelken, 2013; Sad, Açıkgül & Delican, 2015; Yanpar-Yelken, Yavuz-Konokman & Sancar-Tokmak, 2015; Yavuz-Konokman, Yanpar- Yelken & Sancar-Tokmak, 2013). In contrast to this studies in literature it is aimed to determine the prospective teachers' technological pedagogical content knowledge confidence and their innovativeness and to investigate the effect of their innovativeness on their technological pedagogical content knowledge confidence in this study. For this reason correlational descriptive model is used. The population of the study is composed of the prospective teachers being educated at education faculty at Mersin University during 2014-2015 academic year. The study is carried out with fourth grade prospective teachers being educated at education faculty at Mersin University as regards purposive sampling. TPCK factor of "Technological Pedagogical Content Knowledge Confidence Scale" developed by Graham, Burgoyne, Cantrell, Smith and Harris and adapted to Turkish by Timur and Taşar (2011) has been used in order to determine the prospective teachers' technological pedagogical content knowledge confidence. The factor is composed of 8 items. Confirmatory factor analysis studies and Cronbach Alpha parameter found as .89 indicate the TPCK factor of the scale usability. The data is collected via "Individual Innovativeness Scale" developed by H. Thomas Hurt, Katherine Joseph and Chester. D. Cook and adapted to Turkish by Kılıçer and Odabaşı (2010) to determine the prospective teachers' innovativeness. It is found that the scale with 20 items has four factors, the factor structure is valid, Cronbach Alpha parameter is calculated as .82 and test retest reliability parameter is calculated as .87. Therefore, each scale is the reliable and valid to measure the related variables is observed.

The research is on the data collection stage. The data collected about the prospective teachers' technological pedagogical content knowledge confidence and their innovativeness will be analyzed regarding descriptive statistics. Moreover, difference tests among means will be carried out to determine whether their technological pedagogical content knowledge confidence differ or not as regards variables such as interest in new technologies and resistance towards technology assisted instruction. By using Lisrel program path analysis will be done in order to determine the effect of their

innovativeness on their technological pedagogical content knowledge confidence. The findings will be discussed and the suggestions will be made based on the results of the study.

Keywords: Technological pedagogical content knowledge confidence, individual innovativeness.

An Investigation of College's Students Problem Solving Skills

İsa KORKMAZ; Necmettin Erbakan University, Konya, Turkey; ikorkmaz@konya.edu.tr

Abstract

It does not matter level of education, individuals must have common basic knowledge, attitudes and skills such as creative and reflective thinking skills and problem solving skills. From ancient time to currently it has been discussed a basic questions about what kind of knowledge, skills and attitudes should be taught. One of the main purposes of education is to improve and gain students' problem solving skills. A human being has a social aspect so it has to communicate with social environment. Thus it was born from struggle with the biological environment in which basic human struggle is to maintain a healthy way of life to meet social and psychological needs. Human life must struggle to cope with the numerous challenges and problems. In order to overcome the problems of human life to be successful in combat, energy, patience, durable individuals should have problem solving skills. Like other skills, problem solving skill is learned through education. To gain problem-solving skills, development life experience and knowledge is an important factor for living in society. It is important to have knowledge and experience to follow problem solving process such as how to approach noticing a problem faced by individuals, how to develop assumptions about the problem, how to evaluate alternative solutions and how to get results. In general, there is a significant relationship between acquisitions problem solving skills and solving problems in students' daily life. Generally it is accepted that quality of education is evaluated how to teach problem solving skills for students. Even the quality of the individual's level of education is measured what they earn in which these skills. On the other hand students success are measured based on their following and using the process of problem in real life.

The aim of this study was to examine students' who have completed university education problems solving skills and approaches while they were at the university. This study is to determine the situation is based on qualitative methods tradition. Including two demographic information as a data collection tool in the study (seen in the area of gender and education) form is used, where the questions and four open-ended questions. Students' responses to open-ended questions were tabled by the frequency distributions are classified by content analysis. The content analysis and interpretation are based on gender and field of students. Open-ended questions are following:

1. If you disagree with any of the instructor while studying at the university (do you think that there is more justification for your position) right? How did you solve the problem was? How would you fix if you were not?
2. If you disagree with any employee in the unit at the university? How did you solve the problem was? How would you fix if you were not?
3. Have you had any problem with any student in the classroom or campus while studying at the university? How did you solve the problem you've experienced? How would you fix if you were not?
4. Have you experienced any problems with the home or outside the campus? How did you solve the problem you've experienced? How would you fix if you were not?

In order to continue the process of analyzing the data of the study findings and interpretations are not provided.

Keywords: Problem solving skills, university youth.

Pre-Service Science Teachers' Teaching-Learning Process Related Competencies

Ulaş KUBAT; Muğla Sıtkı Koçman University, Muğla, Turkey; ulaskubat@yahoo.com

Abstract

Necessary information for the teacher's teaching profession to the service area and to gain the ability to perform is defined as the ability of the teaching profession. Teaching general cultural knowledge of the profession, including the three qualifying size field knowledge and pedagogical knowledge is also important to educate to have (Celep, 2004). Hildebrand, Wilson and Dienst (1971, cited in Elmas, ZTE: 2013), The characteristics of effective resulting research teacher: "Description of clear and that", "class well prepared," "use effective teaching methods in the classroom", "expertise in information", "objectivity", "dynamic", "take pleasure in teaching" , "confidence", "classroom to regulate the interaction," "Encourage self-reflection and criticism," "effective use of humor," "students to be sensitive to the motivation," "assessment, even in fairness and students unrelated directly to the course suggested by the subjects valued and approached a source of information, knowledge, technological developments following and to be qualified " Teacher qualifications in the teaching learning process is therefore important for a meaningful and lasting learning.

This study aimed to reveal the fourth grade science teacher candidates based on their views of science teachers in the teaching-learning process in the area of competence for practice in teacher qualifications.

Research Questions

1. What are the teaching methods and teaching techniques used in the field of teacher competencies in the learning process of science teachers?
2. What are the lessons prospective science teachers in the learning process they use teacher qualifications in the field of teaching tools and materials?
3. How to organize the learning environment in the learning process of science teaching in the field of teacher competencies teachers?
4. What makes for extracurricular activities in the field of teacher competencies in the teaching-learning process of science teachers?
5. Individual differences in students in teacher qualifications in the field of teaching-learning process of science teachers to do is to take into account?
6. Time management in the learning process of science teaching in the field of teacher competencies teachers like?
7. What serves to create a democratic classroom teacher qualifications in the teaching-learning process in the field of science teachers?

Research on "the perception of the natural environment and events in a realistic and qualitative monitoring of the process to put forward in an integrated manner" (Yıldırım&Simsek, 2005), qualitative research methods are used.

The sample of this research, Muğla Sıtkı Koçman University science teaching consists of sixteen pre-service science teachers who take courses during the spring of fourth grade.

Interview for qualitative semi-structured data of the study has been prepared as a draft. Semi-structured interview technique, researchers prepared interview questions in advance, but is a technique that allows a flexible way to rearrange the questions during the interview (Ekiz, 2009, p. 63). The vision program development and two science educators in the two forms of training for interviews after the understandable question whether the two fourth-grade science teachers and research the answers to the questions of fitness for trial calls are made. This process of re-examining the scope of regulated end interview form and ready for implementation. The content analysis was used to analyze the data. To detect the presence of certain words or concepts in a cluster consisting of text or text content analysis, their meaning and no inference is the process by determining the relationship of the messages in text (Büyüköztürk, 2012). The data obtained from the interviews were analyzed and coded by reading texts according to research sub-problems. Category as described in the general level of the encoded data is observed and interpreted.

Knowledge of students in science lessons more meaningful and permanent learning and teaching the teachers process in order to learn the student assembly according centered education, it's in a teacher's

guide and guiding the planning students are expected to create learning environments that are more active. In this context, problem solving, project method, cooperative learning, creative drama method, discussion method, one method you should use the teacher as brainstorming techniques of active teaching methods and techniques are significant and the creation of learning and teaching process for the creation of a permanent science education. Teaching the teachers able to learn the results of the negotiations process in place given to more traditional teaching methods such as lectures techniques that give place to active teaching methods and techniques it has been identified. We can say he did not know most of the active teaching techniques Buddha teachers. Experiments in science lessons taught in the learning process is an important place. Of the experiments performed only by teachers and students have done experiments show that the form of a passive way by watching experienced teachers try to teach students the guidance is important for the learning process. Infrastructure and create appropriate materials in a laboratory environment without missing a rich learning environment for the realization of the experiment. In this context, teachers using school facilities or in the environment, students are expected to perform productive activities of the need to prepare the materials for. As a result of the interviews of teachers is cheap and easy accessible environment was identified shortcomings in the use of materials for events. Classroom and outside school learning environment is essential for a meaningful and permanent learning because of a rich learning environment. In particular, students in science classes science, art and archeology museums, zoos and natural environment and so on. As environment is of great importance in the course of travel and observation methods used in terms of the teaching process.

As a result of interviews with teachers to places like the majority of candidate of science and art and archeology museums it concluded that no place for activities such as travel arrangements for students has been reached. The reasons for this include non-school trips and when it is difficult in terms of both process time consuming legal procedure transaction teachers that affect learning in this context the teachers to be very keen on this trip were found to suffer from the creation of such informal learning environments. The level of readiness of students may be different from each other. Identification of the teachers of the differences in teaching and learning process due to the learning process of students is of paramount importance, taking into account the differences in regulations. As a result of the interviews of teachers who are looking to improve the ability of each student in other words, students create a learning process does not take into account individual differences were found to be the trend. The science teachers to work, program development specialist, is expected to be contributed to program development and implementation work.

Keywords: Science, teacher qualifications, teaching learning process.

Analyzing the Relationship between Prospective Teachers' Respect for Differences Levels and Their Democratic Tendency

İshak KOZİKOĞLU; Yüzüncü Yıl University, Van, Turkey; ishakkozikoglu@hotmail.com

Abstract

One of the most important conditions to survive in the competitive environment experienced in today's era of rapid change is to respect differences and benefit from these differences. Respect for differences is important both for the welfare of the community and happiness of individuals (Memduhoğlu, 2007). Different people working in schools bring the schools different cultures, individual features and capabilities. These differences may also cause disputes and conflicts in some cases as it offers several advantages to the school (Memduhoğlu, 2011). In this respect, curricula have some functions such as reducing conflicts in the globalized world, eliminating discrimination, respecting for differences and creating a consciousness of unity towards national benefits (Şışman, 2006). In order to fulfill these functions, teachers who implement curricula in the schools are required to respect for

differences and to be a model to the students in this respect. Therefore, it is important to determine prospective teachers' respect of differences levels.

The teachers have major tasks in order to grow up qualified individuals who are required for the realization of social welfare and social development (Ertürk, 2013, p. 23). Today, teacher education should be given required importance for training qualified teachers who displays as leader and model in the society. In this sense, in order to build a democratic society, teachers need to develop democratic tendencies and democratic educational approach (Akbaşlı, Yanpar-Yelken and Sünbül, 2010). Renowned educator John Dewey emphasized the importance of democratic education approach by stating that "Education must be connected to humanitarian and democratic understanding that the public also approves. There should be humanitarian approach against the rigidity and repressiveness of the traditional education; democratic approach against authoritarianism of the traditional education." The formation of a democratic approach in education and democratic learning environment depends on the teacher, one of the most important actors of education. In this respect, important responsibilities fall to the teachers and they should be in a democratic manner. Therefore, determination of the democratic tendencies of prospective teachers will shed light on the efforts to build a democratic approach in education.

The aim of this study is to determine prospective teachers' respect for differences levels and democratic tendencies concerning education; to examine the relationship between their levels of respect for differences and democratic tendencies and to determine whether their levels of respect for differences and democratic tendencies change according to gender, grade level, department. The study population of this correlational descriptive research is 2014-2015 academic year 1624 first and fourth grade students studying at Yüzüncü Yıl University, Faculty of Education. Stratified sampling method was used in this study, sample was determined considering each department's ratio in the population, and a total of 316 students were involved in the sample. As data collection tools, 30-item Likert-type "Respect for Differences Scale" developed by Öksüz and Güven (2012) and 18-item Likert-type "Prospective Teachers' Democratic Tendencies Scale" developed by Akbaşlı, Yanpar-Yelken and Sünbül (2010) were used in this study. In data analysis, t-test and Anova were used for determining whether average scores obtained from the scales change according to the variables; as one of multiple comparison tests, Bonferroni test was used to determine the source of the difference in case of significant difference found; Pearson Correlation Coefficient was used to examine the relationship between prospective teachers' respect for differences levels and democratic tendencies.

As a result of the study, it was found that prospective teachers' respect for differences and democratic tendencies are high level. A positive and significant relationship was found between total score of prospective teachers' respect for differences levels and democratic tendencies. Prospective teachers' democratic tendencies don't change according to gender, grade level and department, but in the sub-dimension "freedom of expression" it turned out that male students showed more democratic tendencies. In the study, it was found that female students are more respectful to differences than males and 4th grade students are more respectful to differences than 1st year students. It also emerged that the students of Turkish and Foreign Languages department students are more respectful to differences than the students of secondary school science and mathematics department and CEIT department.

Keywords: Democratic education; democratic tendencies; respect for differences; prospective teachers.

Evaluating the Use of Critical Thinking Strategies by Instructors While Teaching, in accordance with the Views of Undergraduate Students

Ahmet KURNAZ; Necmettin Erbakan University, Konya, Turkey; ahkurnaz@hotmail.com

Abstract

Demirel and Şahinel (2005) emphasized that it is necessary for teachers to accept importance and value of every teenager as an individual, to believe validity of mutual decisions, to believe ability of teenagers to accept and solve a problem, to be patient against the apparent slowness of democratic mechanism in teaching critical thinking. In the light of this understanding, teachers should allow their students to widely take part in choosing class activities and even aims through discussion and choice. They should prepare environments and opportunities in order to base students' own behavior on their decisions. Instead of mentioning the necessity of some codes of behaviors, he should be a model to the students with samples, critics and explanations. When possible he should have his students do; and enable his students to reveal and develop their abilities as individuals, and to benefit from these abilities. Teachers should work cooperatively with students in pleasant environments via motivating their participation and personal attempt in out and in class activities

This study aims to determine to what extent the instructors use critical thinking strategies while teaching in undergraduate lessons in education faculty. For this purpose, this study will examine which one of the strategies from the affective strategies or cognitive macro and micro strategies of critical thinking are employed by the instructors. This study aims to determine, on one hand, the usage of critical thinking strategies by instructors and to determine, while on the other hand, how much they are a model for students, how they prepare environment for students to make them think critically and how much they encourage and support them in critical thinking.

Research is done with the combined method in which qualitative and quantitative methods are used together in scan model. In order to enable data abundance triple data collection method is used. The participants of the research are undergraduate students of education faculty. For this purpose, 76 undergraduate students were asked to evaluate ten instructors with respect to their usage of critical thinking strategies while teaching. It is noted that, of the instructors, three are from special education, two are from educational sciences, two are from psychological counseling, one is from science education and one is from philosophy, when we examined the academic background of the instructors. Undergraduate students are studying at the fourth grade of the same department. Therefore they learn critical thinking in principles and methods of education lesson. Of the undergraduate students, 42 are female and 34 are male. These students have had a chance to know the instructors by receiving at least one and at most four classes from them during their three years of education period.

Data of the research is collected by using; a. usage of critical thinking strategies during the lesson by instructors class observation form; b. usage of critical thinking strategies by instructor self-assessment form; c. structured usage of critical thinking strategies interview form. Since the data doesn't show normal distribution, the quantitative data of the research analyzed by using Mann Whitney-U and Kruskal Wasllis techniques. While analyzing data, we benefited from the sequences which are obtained from the total score of each item. Qualitative data is interpreted with descriptive analysis.

At the end of the research it is found that the usage of critical thinking strategies by instructors is moderate. which one of the strategies from the affective strategies or cognitive macro and micro strategies of critical thinking are employed mostly and which ones of them are employed less by instructors.

Keywords: Critical thinking strategies; instructors.

The Missing Link in Quality Teaching and Learning: Values Education in Initial Teacher Education

Sitkiye KUTER; Eastern Mediterranean University, Gazimağusa, North Cyprus; sitkiye.kuter@emu.edu.tr
Gülen ONURKAN ALİUSTA; Eastern Mediterranean University, Gazimağusa, North Cyprus;
gulen.onurkan@emu.edu.tr

Abstract

Values - ascribed various meanings like 'attitude', 'action', 'axiom', 'belief', 'conscience', 'ethics', 'morality', 'virtue' and so forth - are one of the major considerations that need to be incorporated in pedagogical and curricular practices (Aspin, 2000). The profound emphasis of consideration of learning as a solely cognitive process has been replaced with the focus on more holistic approaches, perceiving the individual as a whole encompassing mind, body, emotions, and values (Papastamatis & Panitsides, 2014). This shift initiated various attempts for conceptualizing values education which has taken careful consideration in most parts of the world with more schools requiring teachers to explicitly infuse values in their everyday practices (Spooner - Lane et al., 2010). Values education can take place in variety of forms, such as civic, citizenship, character, moral and, personal and social education (Aspin, 2007; Lovat & Clement, 2008, Lunenberg et al., 2007).

Current research provides evidence on the importance of values education in effective learning. Explicit teaching in values education has the potential to complement and promote student learning (Lovat & Clement, 2008; Toomey, 2009). There is a 'double-helix' – a genetics term indicating an interdependent relationship between two separate entities: values education and quality teaching – two entities coalesce for effective learning (Lovat & Clement, 2008). Evidence further shows that addressing affective dimension of teaching and learning through values education contributes to the development of whole person proving students with more holistic education that promotes learning across cognitive, affective and social dimensions (Lovat, 2011). In circumstances where values education is a 'missing link' (Lovat, 2006), effective learning is not realized and whole-person learning is jeopardized since whole-person learning is limited to only cognitive learning (Lovat et al., 2010). Thus, making values an explicit and central part of the curriculum can enhance learning outcomes with respect to intellectual depth, communicative competence and capacities for reflection (Toomey, 2009, p. 141).

Considering the significance of training the necessary teaching power for the future of the society, the review of literature shows that concentration of most curricula in higher education has been on the development of cognitive skills of knowledge and understanding rather than on the affective outcomes of values, attitudes and behaviours (Shephard, 2007). Development of teachers' affective characteristics as a part of teaching profession has been considered as an integral part of InTASC teaching standards released in the USA (Council of Chief State School Officers, 2011), England (Department of Education, 2011), Turkey (Ministry of National Education, 2006). After the release of the *National framework for Values Education in Australian Schools* (Australian Government, 2005), values education, as a part of national goals, has been integrated in both primary and secondary curricula (Australian Government, 2011) to promote a democratic way of life and valuing diversity at schools (Australian Government, 2006). Besides, values education has been given an explicit focus as a part of curriculum in the USA and UK, all of which have a leading role in the implementation of values teaching (Lovat & Toomey, 2010).

Encouraging prospective teachers to gain awareness of their existing values and the values they express by their choices and behaviour is of utmost importance since this helps them to become better informed as regards their own selves and more skilled at promoting these skills in their future students (Mergler, 2008). This requires conceptualizing and giving importance on the methodological grounds in a way to promote the holistic development of prospective teachers. Highlighting the quality of instructional performance, Curtis (2012) reports the explicit integration of values-based pedagogy in teacher education programs to promote the actual essence and nature of children – that is being a human. For the holistic professional development, the significance and integration of socio-cultural embedded knowledge creation processes (Pitsoe & Maila, 2012) through the implementation of metacognitive approaches (Eichbaum, 2014), engaging both teachers and students in 'intellectual depth', 'communicative competence', 'empathic character' and 'reflective activity' (Lovat & Clement, 2015, p. 281) is deemed to be critical in teacher education programs.

In this regard, the ultimate aim of this study is, in light of the literature, to situate and discuss values education in teacher education programs and make implications. Based upon this general aim, the study attempts to conceptualize values education, examine the significance of values education in ITE and how it is integrated and implemented in ITEs in various countries, and discuss how it can be integrated in ITE programs. The comprehensive examination of the existing literature on values education would shed light upon how holistic growth of prospective teachers' could be conceptualized and promoted through the incorporation of values education within initial teacher education agendas in national and international contexts.

Keywords: Values education, initial teacher education program, affective development.

Identification of the Prospective Teachers' Opinions for using Socio-Scientific Issues in Argumentation Based Science Teaching

Sekvan KUZU; Mustafa Kemal University, Hatay, Turkey; s_kuzu@hotmail.com

Esen GÜR; Mustafa Kemal University, Hatay, Turkey; esengur1204@gmail.com

Cengiz TÜYSÜZ; Mustafa Kemal University, Hatay, Turkey; ctuysuz@gmail.com

İbrahim BİLGİN; Mustafa Kemal University, Hatay, Turkey; ibilgin@mku.edu.tr

Erdal TATAR; Mustafa Kemal University, Hatay, Turkey; etatares@gmail.com

Abstract

In addition to having the knowledge and skills related to basic knowledge and skills that can be used in the solution of social problems of Science and Technology, responsible individuals to train is an important indicator of scientific literacy (MEB,2013). It is directly related with scientific literacy for students to participate in the decision-making process to be included in the curriculum of the socio-scientific issues.(Çavuş & Öztuna-Kaplan, 2014). Including scientific and community issues can be evaluated in many different vision paradoxical forms of socio-scientific issues.(Sadler and Zeidler, 2005). Argumentation is often used to generate discussion with socio-scientific issues. (Gülhan,2012; Sosyal,2012).

Teachers reflect their awareness of the socio-scientific issues to their students. (Kutluca, Çetin & doğan, 2014). Knowledge and risk perception increases of teachers in these subjects editing requests with socio-scientific issues of learning environment will increase and will be able to prepare their students to life. (Kılıç et al., 2012). 2013 Science teachers about socio-scientific issues which entered the curriculum is important to be included in the training program (Sönmez & Kılıç, 2012). Therefore, this study aimed to introduce the teachers to socio-scientific issues and argumentation activities and processes as well as the views of teachers has been associated with socio-scientific issues. For the applicability of the method in accordance with the received opinions advantages and disadvantages tried to be determined.

In this study single group posttest poor experimental design was used. The study sample was determined by using appropriate sampling of non-random sampling method. The sample of study; Mustafa Kemal University, Faculty of Education, 75 Prospective Science Teacher and 80 prospective classroom teachers total of 155 prospective teachers who are studying in Primary school section. Research data were collected by one of the standardized structured interviews with open-ended interviews (Büyüköztürk et al., 2014). Answers given for each question in the interview form were tabulated using content analysis, so that the positive and negative opinions are classified.

In the study, the method used for analysis of teachers' views is given in Table-1.

Table 1

Opinions on Method

Variable	View	N	%
Efficiency-Oriented Courses	Increases	150	96,77
	Both increases and decreases	5	3,23
Science in this methods	Must be handled	151	97,42
	No opinion	4	2,58

Preferred Methods	Argumentation	147	94,83
	Traditional	1	0,65
	Argumentation + Traditional	7	45,52

According to the findings of table 1, 96,77 % of participant stated that will increase the efficiency of the courses to be processed in this way. For the science course topics processing with socio-scientific issues 97,42's % of the participant reported as 'must be handled' and 4 participant didn't express any opinion. According to the findings in Table 1 of 94.83 prospective teachers' preferred the use of argumentation-based learning in socio-scientific issues.

In Table-2 the opinion of the participants in support of socio-scientific issues of course the case of argumentation-based learning methods for the advantages and disadvantages was given. In the study total frequency exceeds the total number of students since one student specify multiple advantages or disadvantages.

Table 2

Advantages Regarding Implementation Method

Advantages	f	Disadvantages	f
Recognition of different ideas	59	No disadvantage	87
Associating with daily life	50	Living dilemma	30
Self-expression	36	Unable to defend the claim	29
Active participation	26	Unable to refute opposite claims	26
Participate in the discussion process	25	Time limitation	26
Defend the claim	24	Personal discussions	18
Develop perspective	23	Noise environment formation	13
Opponents claims in rebuttal	19	Inside group disputes	10
Creating awareness	19	Cannot give example	8
Conceptual understanding	19	Cannot make decision	8
Critical thinking skills	17	Getting used to a new idea	7
Recognition of different activities	14	Lack of self-confidence	7
Be aware of daily topics	13	Failure to reach a common idea	5
Permanent learning	10	Self-expression	4
Self-confidence	10	The use of scientific language	4
Draw attention	9	The absence of absolute truth	4
Orientation to think	9	Extension of discussions	4
Effective communication	8	The lack of foreknowledge	4
Preliminary information reminder	7	To follow the current events	3
Easy Grip	7	Implementation difficulties	3
Obtain information	7	Crowded classrooms	3
Learn with joy	6	The adaption of the opinion	3
Effective learning	6	Misconception	3
Sensitivity	4		
Application possibilities	4		

Prospective teachers', recognition of different ideas, associate with daily life, self-expression, active participation in classes, participate in the discussion process, to defend the claim and point to develop terms of features they saw as an advantage. Despite prospective teachers' to specify whether the disadvantages of most methods, some of the problems faced during some disadvantages or practical application; inhabit dilemma, unable to defend the claim, not being able to refute opposing claims stated in the form of time limitation and personal disputes.

The study aimed to determine the opinions of teachers determined based argumentation for the use of socio-scientific issues regarding the applicability of the method in science teaching advantages and disadvantages. In the study teachers reported more positive views about the application. This situation is consistent with some studies in the literature. The studies showed that argumentation-based activity has been demonstrated a significant learning, interest and participation (Demircioğlu & Uçar, 2014; Köseoğlu & Tümay, 2011). In addition, the course of daily life associated with the decision-making

process for facilitating socio-scientific issues is said to be a positive contribution to the learning of the argument structure(Demircioğlu & Uçar, 2014; Domaç, 2011; Özkara, 2011; Karışan & Topçu, 2010).

Prospective teachers are reported the most disadvantage of the practices to live dualities. This is due to the nature of socio-scientific issues. Because socio-scientific issues; can not make easy and precise decisions about, it is known as paradoxical issues can be evaluated from different perspectives (Topçu, 2015). Similar example, teacher informed that unable to defend the claims not being able to refute opposite claims and time limitations are the disadvantages. To defend and to refute claims is one of the argumentation stages. Argumentation-based learning method develops discussion skills (Öğreten & Uluçınar-Sağır, 2014). Not to have time limitation problems educators should have the experience and good classroom management skills to manage the process (Uluçınar-Sağır & Kılıç, 2013). Teachers and preservice teachers in order to develop such skills should be ensured by including in-service and pre-service training programs to gain experience, training programs should include long process. Similarly, educators must be informed about the difficulties encountered, the application should be made to find solutions to these problems. In addition, more interdisciplinary work with educators to reaching applicability of the method in different groups should be investigated.

Keywords: Socio-scientific issue, argumentation based science teaching, prospective teacher

Research of Speaking Self Efficacy Perception of Undergraduate Students According to Different Variables

Gürbüz OCAK; Kocatepe University, Afyonkarahisar, Turkey; gurbuzocak@gmail.com

Burak OLUR; Kocatepe University, Afyonkarahisar, Turkey; burakolur@gmail.com

Abstract

Self-efficacy is defined as the personnel view and judgment about how a person organize and perform actions which are necessary to overcome an event which will be probably come across in the future (Bandura, 1997; Senemoğlu, 1998). It has been indicated that the people with high self-efficacy are more self-consistent to reach the target and restore their feeling easily after making a mistake (Yanar & Bümen, 2012). It is one of the most essential requirement that students must have a high motivation for being successful in education. Altunçekiç, Yaman and Koray (2005) stated that there is a positive relation between academical success and self-confidence. Zimmerman (2000) indicated that self-efficacy increases the motivation and self-confidence so it affects the academical success.

A language consists of four skills as writing, listening, reading and speaking basically. However, it depends on communicating with a native speaker whether you know that language or not. It is expected from a person to be able to perform all the communicational abilities in the target language as well. The biggest reasons not to be able to communicate in the target language are low self-efficacy and motivation. Aydin (2001) stated that felling inefficient increases the anxiety level and this affects the success negatively.

The student mobility has increased as a result of European Union Projects and various exchange programs, and this force the students to develop their speaking abilities. Songsini (2007) asked 'which language abilities would you like to develop most?' to the university students in his research and 50 % of them answered as speaking ability (Dincer, Yesilyurt & Goksu, 2012).

The communication ability is closely related to the status of the person in the community he belongs to. Furthermore, it is really required to be proficient and to be able communicate in a foreign language in the communities getting closer. These are the reasons why it is aimed to figure out the speaking self-efficacy of undergraduate students.

The main purpose of this research is to define speaking self-efficacy of the undergraduate students in learning English as a foreign language by using survey research method.

Research is conducted to determine English speaking self-efficacy levels of the undergraduate students in Afyon Kocatepe University by using general survey method. Survey research is a specific type of field study that involves the collection of data from a sample of elements drawn from a well-defined population through using a questionnaire.

The universe of the study consists of the students studying at Afyon Kocatepe University during 2014-2015 academical year. The sample of the research is selected by using basic random sampling. The questionnaire is applied to 523 students but only 493 of the (295 girls (59,8%); 198 boys (40,2%)) are evaluated.

The data are collected by using 'Speaking Self-Efficacy Scale' developed by the researchers and has three dimensions as beginner, intermediate and advance and 24 items. Cronbach Alpha value of the scale is .944. The data are analyzed based on these interval points; 4.20-5.00 'strongly agree', 3.40-4.19 'agree', 2.60-3.39 'slightly agree', 1.80-2.59 'disagree', 1.00-1.79 'strongly disagree'. To analyze the data, frequencies, standard equation, one way of variance analysis, t-test are used. According to the expressions in the first dimension of the scale, the students has a high self-efficacy in the beginner level, they generally tick 'agree'. The mean of the items in this dimension is 3,73. When the mean of the items in the second dimension of the scale is evaluated, it is found out that the mean is 2,95, it shows that the students slightly agree on these items. This result shows that the students fell themselves slightly sufficient in the intermediate level. When the third dimension of the scale is evaluated, students concentrate on 'Slightly Agree and Disagree'. It is founded that the mean of this dimension is 2,74 indicating that students slightly agree on this dimension. This result show that students have the same self-efficacy level in the advance level as in the intermediate.

Subscale results are evaluated according to gender to see if there is a significant meaning by using t-test. According to t-test results, there is not a significant meaning between girls and boys in the beginner level and in the advance level ($p>0,05$), but there is a significant meaning in the intermediate level, and it is found out that the girls have a higher self-efficacy level than boys in this dimension ($p<0,05$).

According to Anova test, there are significant meaning between faculties only in the second and third dimension of the scale ($p<0,05$). In the second dimension, the students studying in the faculty of economics and administrative sciences have a higher self-efficacy level than the ones in faculty of tourism and faculty of arts and sciences. In the third dimension of the scale, the students in the faculty of economics and administrative sciences have a higher self-efficacy than the ones studying in the faculty of engineering and faculty of tourism.

Keywords: English, speaking, self-efficacy.

The Relationship between Metacognitive Skills and Academic Motivation of Students in Education Faculty

Aytunga OĞUZ; Dumlupınar University, Kütahya, Turkey; aytunga.oguz@dpu.edu.tr

Neriman ATASEVEN, Dumlupınar University, Kütahya, Turkey; neriman.tunc@dpu.edu.tr

Abstract

Developing their metacognitive skills is important for prospective teachers to learn effectively, be successful and develop their prospective students' metacognitive skills. Metacognition requires individual to be aware of their ways of learning, monitor and control their learning effectively (Senemoğlu, 2012). In literature, it is seen that metacognitive skills increase success (Çalışkan & Sünbul, 2011), correlate with self-efficacy (Tunca, Alkin-Şahin, 2014), develop critical thinking (Uzuntiryaki-Kundakçı & Çapa-Aydın, 2013) and problem solving skills (Teong, 2003). Furthermore, when students use these strategies and see their benefits, it is emphasized that students' motivation can increase (Çalışkan & Sünbul, 2011) and their metacognitive knowledge, which is essential for students' undertaking the responsibility of learning, interact with motivation (Landine & Stewart, 1998).

When it is taken into consideration that motivation increase using strategy (Liu, 2012), motivated students are expected to find solution to the problems they encounter and evaluate by controlling themselves constantly. Because academic motivation is desiring to fulfill certain academic task and whether student is conventional or not effects that (Wilkesmann, Fischer & Virgilito, 2011, p. 4-16).

Students' academic motivation can help them use metacognitive strategies effectively and using these can increase motivation as well. Therefore, teachers should guide their students. However, teacher that guide students should developed academic motivation and metacognitive skills in pre-

service period. It is not found any research that investigates the relationship of prospective teachers' metacognitive skills and academic motivation.

In this research, it is aimed to determine the relationship between metacognitive skills and academic motivation of students in education faculty. In accordance with this purpose, students' metacognitive skills and academic motivation are investigate according to gender, class, department, status of reading and status of taking any course about learning strategies and whether there is a relation between them.

This research is in survey method. 520 students that study in Dumlupınar University Education Faculty 2014-2015 fall semester composed of study group of research. "Metacognitive Skill Scale" (Altındağ & Senemoğlu, 2013) and "Academic Motivation Scale" (Karagüven, 2012) was used for data collection. ANOVA, t-test and Pearson Correlation Coefficient were used for data analysis.

The average percentage points of students' metacognitive skills is between 60 % and 80 % and the highest sub dimension of academic motivation of them is DMT ($X=22.10$). Difference between students metacognitive skills is significant according to class ($t_{(518)}=.011$; $p<.05$), status of reading ($F=3.025$; $p<.05$) and status of taking any course about learning strategies ($t_{(518)}=3.938$; $p<.05$) but not significant according to gender ($t_{(518)}=.624$; $p>.05$)and department of them ($F=.852$; $p>.05$). Difference between students' academic motivation in DMT ($t=2.838$; $p<.05$), DMKI ($t=1.976$; $p<.05$) and MS ($t=4.568$; $p<.05$) sub dimensions is significant according to gender. Difference between students' academic motivation in IMBI ($F=2.249$; $p<.05$), DMT ($F=2.583$, $p<.05$), DMKI($F=4.306$; $p<.05$) and MS ($F=4.313$; $p<.05$) sun dimensions is significant according to their department. Difference between students' academic motivation in IMBI ($F=5.180$; $p<.05$), IMBA ($F=4.700$; $p<.05$), IMH ($F=11.110$; $p<.05$), DMT ($F=5.136$; $p<.05$) and MS ($F=6.277$; $p<.05$) sub dimensions is significant according to status of reading. Difference between students' academic motivation in IMBA ($t_{(518)}=1.322$; $p<.05$) and IMH($t_{(518)}=2.321$; $p<.05$)sub dimensions according to status of taking any course about learning strategies. There is positive relationship in low level between total score of metacognitive skills and IMBI ($r=0.33$), IMBA ($r=0.32$), IMH ($r=0.27$), DMT ($r=0.22$), DMKI ($r=0.20$), DMD ($r=0.14$) sub dimensions of academic motivation scale and negative relationship in low level between total score of metacognitive skills and MS ($r=-0.14$) sub dimension.

According to result of the research, students' metacognitive skills are in medium level. Accordingly it can be said that students' awareness level about their learning and skills of monitoring and regulating didn't develop enough. Furthermore, students' academic motivation level is medium and the highest sub dimension is DMT. If it is thought that DMT steer individuals to achieve individual benefits (Vallerand and others, 1992), it is said that students are motivated mostly when they achieve individual benefit. Also, class, status of reading effect students' metacognitive skills. When it's thought that age and experience (Kuhn, 2011), reading book (Özbay & Bahar, 2012) develop metacognition, this result is predicted. Metacognitive skills differ according to the status of taking course about learning strategies. It is said that using learning strategies is related to developing metacognition (Senemoğlu, 2012) and in this context metacognitive skills of students that take strategy training course can develop. In this research, it is found a relation between metacognitive skills and academic motivation. Considering that academic motivation of an individual that plan, control and evaluate his/her learning increase (Landine & Stewart, 1998), this result is predicted.

In teacher training program, designing activities that develop metacognitive skills enable prospective teachers learn to learn and increase their motivation. In this context, activities that develop students' metacognitive skills should be designed. It should give a place to learning strategy training and reflective thinking activities and student should be encouraged to read book. It is investigated how some kind of activities effect students' metacognitive skills and academic motivation.

Keywords: Teacher training, prospective teacher, metacognition, academic motivation.

The Role of Feedback in Higher Educational Settings: An EAP Perspective

Pınar Esma ÖNKOL; Bilkent University, Ankara, Turkey; peonkol@bilkent.edu.tr

The paper wasn't presented in the congress.

The Views of Teacher Trainees Regarding to the Most Common Mistakes Teachers Make

Bayram ÖZER; Ondokuz Mayıs University, Samsun, Turkey; ozer.bayram@gmail.com

İsmail GELEN; Ondokuz Mayıs University, Samsun, Turkey; ddrismail@gmail.com

Sinem HİZLI ALKAN; Ondokuz Mayıs University, Samsun, Turkey; sinemhizli@gmail.com

Gonca ÇINAR; Ondokuz Mayıs University, Samsun, Turkey; cinargonca@gmail.com

Volkan DURAN; Ondokuz Mayıs University, Samsun, Turkey; volkan.duran8@gmail.com

Abstract

Classroom culture, rules, teaching methods, ethical rules, hidden curriculum, psychological and sociological classroom characteristics of classroom is done by other concrete constituents of the

classroom (Gelen, 2012). However teacher is the person who actively uses those constituents. Schools and classrooms are the first places where qualified individuals are trained. Hence it is important to create classroom conditions which are efficient and compatible with the educational purposes. Effective teacher is the one that have the sense of comprehension about the positive and negative factors (Stephens & Crawley, 1994, p. 9). The knowledge and awareness of the rules that students should obey, the variables of classroom management, the expectations and needs of students affect the classroom management (Yeşilyurt & Çankaya, 2008, p. 275). All the factors determine the classroom management are interdependent to each other and affect each other mutually.

The aim of the classroom management is to create best learning environment. In order to create such an environment the entire negative factors should be minimized. In this sense, classroom management includes the arrangement of classroom environment, and routines, arranging new strategies toward desired and undesired behaviours, using appropriate reinforcements, the application of new and efficient activates for teaching and learning processes (Bayraktar & Çınar, 2010, p. 135). In this sense it can be argued that not only desired behaviours but also undesired attitudes may affect classroom management along with the main qualifications of teachers. Especially as for the inexperienced teachers, it is not always possible them to lower the undesired behaviours at minimum level (Özer, 2013). It was found that the teachers who have fewer abilities in classroom management are tend to criticize students more than the experienced ones (Atıcı, 2001). Additionally teachers not only make mistakes in undesired student behaviours but also they pedagogically make mistakes which are incompatible with curriculum. For example, Baştürk (2009) although the curriculum based on constructive approach students tend to evaluate the student mistakes in the perspective of classical and behaviourist approaches. In this sense determination of the most common mistakes teachers make especially in classroom management may imply their needs in pedagogical content knowledge and the required feedback and even more providing in-service training courses with them. Hence this study is partially to try to provide required theoretical background and data for the literature gap.

The behaviours of students in classrooms are highly correlated with classroom atmosphere, physical conditions of the classes, the personal abilities of teachers and their self-perception of leadership, hence the related teacher behaviours are seen important by the teachers and become the main theme of this study. Hence the aim of this study is to determine the most common mistakes teachers make in the eyes of teacher trainees.

There are a few studies conducted so as to reveal most common mistakes teachers make by purpose or not. Therefore, this study provides teacher trainees to make evaluation and teachers to realize their attitudes in the classroom. The Ministry of Education works on the criteria and standards of a qualified teacher (MEB, 2008). This study highlights the importance of this work by identifying teachers' behaviours in the classroom.

This study is designed as a descriptive study. The population of this study consists of 3rd grade students in Education Faculty in Mustafa Kemal University during 2012-2013 spring term. The target population is 3rd grade students from the departments of English Language Teaching, Turkish Language Teaching and Art Teaching. Typical case sampling method is used to identify the sample. As a result, 114 students from English Language Teaching department, 123 students from Turkish Language Teaching department and 39 students from Art Teaching department are selected for this study. One question survey is used to collect data. Content analysis method is used to analyse the data. The answers from students to one open ended question are organised as a list of statements by researchers. 742 teachers' common mistakes are stated. The second step of analysis is the combining similar statements into one. As a result of the second step, 242 statements are listed. In the following part, some words or sentences are chosen as codes. 110 concepts emerge after coding is done. These themes are classroom management and discipline, teaching, communication, personal traits, professional ethics and evaluation of student.

Although teacher mistakes are grouped in different themes, there is a horizontal relationship between these themes. For example, there can be direct relationship between teachers' "being nervous" which is one of their personal traits and "being surly", "not communicating", "not being open to criticism", and "hold off with students" which are communication mistakes.

Some serious problems in teaching emerge from teachers' usually using traditional teacher centered teaching methods, behaving authoritatively, and being inadequate for adapting themselves up to date. For example, some mistakes in teaching such as using teacher centered teaching, using inadequate

teaching methods, teaching for memorization, teaching while sitting in the chair, using book all the time, teaching boringly, not being able to make subjects concrete for students are related directly to teachers' professional inability.

After research findings are evaluated as a whole, it is seen that they are directly related to "Teacher Competencies" of Teacher Education and Development General Management of Ministry of Education (<http://otmg.meb.gov.tr>). Teacher competencies are categorized under six subtitles which are personal and professional values- professional development, knowing students, teaching and learning processes, following/evaluating learning and development, school, family and society relations, program and content knowledge. Our findings in this research are consistent with these categories and performance indicators. In behavior management dimension of the third category (Teaching learning processes) it is expected from teachers that discovering students' successful areas, caring individual differences, determining classroom rules with the students, managing feelings and thoughts and having self-control. However, our findings show that teachers cannot establish the authority, they behave rigid while trying to control the class, scare, threaten, assimilate students, and they use punishment.

Keywords: Teacher, teaching, teacher mistakes, teacher attitudes.

The Observation of the Intern Teachers' Opinion about Models Used in Educating Teachers

Mehmet Fatih ÖZKURT; Necmettin Erbakan University, Konya, Turkey; ozkurt1071@gmail.com
Süleyman Alpaslan SULAK; Necmettin Erbakan University, Konya, Turkey; sulak@konya.edu.tr

Abstract

Educating system has got three basic elements interacting with each other continuously, and these are called as student, teacher and curriculum programme (Karagözoğlu, 1986). The teacher is very important element of the education system with the qualification of putting programme into practice. The educating process and way of the teachers trusted to education system becomes more of an issue for the future of our society. It has been studied on many models for the use of the teachers' educating process until today. There are three general educating teacher models among them. These are ability model, applied science model and reflective model (Ekiz & Yiğit, 2007). The principles and approaches on which these models based, affect the teachers' effective learning and career performance.

Ability model is based on imitative learning. The intern teacher educated by a master educator learns profession of a teacher by observing him or her. Applied science model includes transferring of the facts come out of scientific studies on educational science and facts come out of these studies, to the intern teachers. Reflective model is based on teacher's transforming theoretical knowledge that he or she acquired, into practical application. The educating process of teachers affects the educating process of students and the quality of the education indirectly. Therefore the determination of the models, which will be used in the process of teacher education, must be made by taking today's conditions, economical, social, cultural and many factors into account.

In this study, it is aimed to investigate prospective teachers' opinions about teacher education models. The study also aimed to determine prospective teachers' views about the model used in teacher education. The study purposed to show whether there is a difference between departments investigated. This study has suggestions not only to educators, but also policy makers and other responsible people. In doing so, it is considered to have contributions to teachers who are our future.

In this study, which investigated prospective teachers' opinions about the model applied during teacher education, survey method was used because the phenomenon was emergent and continuous. For this reason, survey method was implemented in this study. Survey method pictures the phenomenon being investigated. It means that the phenomenon is presented without making any changes. According to Karasar, survey method is an approach to demonstrate an ongoing situation in its natural context. In addition, survey method provides opportunities to researchers to conduct their research without violating natural environment in which phenomenon is observed, and to examine the phenomenon without making any changes. In such studies, the main purpose is to define observed

situation in detail, and explain it.

The participants in this study were prospective teachers because the models applied in teacher education are used in current teacher education programs. For this reason, participants were sampled from Konya Necmettin Erbakan University Ahmet Keleşoğlu Education Faculty. There were 43 Social Sciences Teachers, 37 Geography Teachers, and 21 Turkish Language Teachers. 101 prospective teachers participated in this study in total. Ekiz and Yiğit's (2006) questionnaire, which was prepared and used previously, was used as a data collection instrument. There are 36 questions that can be answered according to likert-5 scale. Frequencies and percentages of the data obtained were analyzed and prospective teachers opinions' were determined according to percentages and frequencies.

The table illustrates opinions of prospective teachers about reflective, skill-based and applied science models.

Table 1

"The percentage of the item 'I think that I could be an effective teacher if I use only scientific knowledge in practice'.

%	Not Applicable	Strongly Disagree	Disagree	Neutral	Partially Agree	Strongly Agree
Geography Teachers	0	18,9	43,2	32,4	5,4	0
Social Sciences Teachers	2,3	41,8	23,2	20,9	6,9	4,6
Turkish Language Teachers	0	33,3	42,8	14,2	9,5	0

According to results, prospective social sciences teachers responded the idea "I think that I could be an effective teacher if I use only scientific knowledge in practice" more negatively when compared with prospective Turkish language teachers, and geography teachers. The idea was partially agreed by prospective Turkish language teachers, and geography teachers. It means that it is a negative idea for prospective social sciences teachers to be effective teacher with using only scientific knowledge. Turkish language teachers, and geography teachers partially agree that the idea would contribute to their profession.

Table 2

The percentages of the idea "It is sufficient to learn teaching profession from experienced teacher"

%	Not Applicable	Strongly Disagree	Disagree	Neutral	Partially Agree	Strongly Agree
Social Sciences Teachers	0	27,9	37,2	25,5	2,3	6,9
Geography Teachers	0	13,9	30,2	27,9	11,6	2,3
Turkish Language Teachers	0	9,5	42,8	28,5	9,5	9,5

According to analysis, the percentage of the idea "it is sufficient to learn teaching profession from experienced teacher" was low in all three departments, respectively. It is seen that some prospective teachers partially agreed the idea. Prospective social sciences teachers responded the most negatively, according to results. Prospective Turkish language teachers responded most positively. It means that prospective teachers think using skill-based model is not sufficient enough to acquire teaching profession.

Table 3

"The percentages of the idea "it is efficient that I change the theoretical knowledge I learnt according to recent developments"

%	Not Applicable	Strongly Disagree	Disagree	Neutral	Partially Agree	Strongly Agree
Social Sciences Teachers	4,6	4,6	13,9	18,6	27,9	30,2
Geography Teachers	0	0	8,1	18,9	40,5	32,4
Turkish Language Teachers	0	4,7	19	14,2	47,6	14,2

According to analysis, prospective teachers generally agreed strongly to the idea "it is efficient that I change the theoretical knowledge I learnt according to recent developments". The 36,6% of the participants responded partially agree about this idea. In addition, 27,7% of the participants responded strongly agree about the idea. In all three departments, prospective geography teachers responded most positively. Prospective Turkish language teachers had the highest percentage of partially agree. It means that adjusting knowledge to new situation, which is one of the reflective model' criteria, is mostly agreed.

When teacher education models were investigated, it is seen that prospective teachers embarked on reflective model, and they think that it is useful for teacher education. The participants partially agreed that applied science model is useful in being effective teacher. Also, participants think that skill-based model is least useful and beneficial model for teacher education.

There were some differences between departments, according to results. For example, prospective social sciences teachers had more negative opinions about skill-based model. In here, the curriculum of social sciences teacher education is considered to be influential because most of the classes in the program based on discussion and research. In addition, prospective teachers do not embark on skill-based model in general. The reason for it is that the philosophy of current education system necessitates different model because the current education system is based on research, questioning and learning with doing. There are some implications for future research. First, the teaching model used in teacher education should be investigated. Secondly, administrators' opinions about the models can be examined. Thirdly, the researchers' opinions about responsibilities in teacher education can be investigated. Lastly, the differences can be made clearer by expanding the sample size.

Keywords: Teacher education, teaching models, opinions.

Examination of Prospective Teachers' Co-Regulation Situations in terms of Various Variables

Volkan Lütfi PAN; Mersin University , Mersin, Turkey; volkanpan@gmail.com

İşıl TANRISEVEN; Mersin University , Mersin, Turkey; isiltanriseven77@gmail.com

Abstract

The concept of self-regulation that requires the learners taking an active role on their own learning process is come into prominence in the constructivist learning environment which is widely accepted in current education system. Pintrich (2000) describes self-regulation as an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment. The development of prospective teachers' self-regulatory skills is emphasized in active learning based teacher education programs (Hayon & Tillema, 1999). Because, teachers play a crucial role in promoting students self-regulatory skills Lombaerts, Backer, Elgels, Van Braak & Athanasou, 2009). Therefore, the creation of learning environments in which prospective teachers can

construct their own learning is considered to be necessary for the teacher education programs. But, according to prospective teachers; teacher education programs slightly hold them in the center of education, within this scope group activities such as student presentations and practices prevalently take place in the courses (İncik & Tanrıseven, 2012). However, cooperative group studies are thought to be very significant for the development of prospective teachers' self-regulation. Because, the interaction between the students in the group provides a social structure that encourages self-regulation called co-regulation (Di Donato, 2013). Co-regulated learning is derived from Vygotsky's (1962) concept of internalization and grounds on the view that the learner internalizes processes learned in social activities. Students who have different self-regulation skills in co-regulation process can gain internalizing behaviors by social services like culture and language interacting with each other in a particular purpose. By this way, learners can develop their abilities to organize learning process both individually and in group. It is indicated that successful collaborative learning is facilitated by groups' coordinated and co-regulated engagement in the shared problem space (Volet, Summers, Thurman, 2009).

It is thought that prospective teachers are supposed to have self-regulation and co-regulation skills in teacher education process in terms of providing model for students, creating an effective learning environment and determining common purposes with their colleagues. In this sense, it is needed to assess what extent prospective teachers can organize their learning process in group and what extent these studies carry the characteristics of co-regulation process in cooperative group studies often applied in teacher education program. From this point of view, the purpose of this research is to determine co-regulation situations of prospective teachers. Sub-problems of the research are listed below on the basis of this purpose.

1-How are co-regulatory situations of prospective teachers?

2- Do co-regulatory situations of prospective teachers vary in terms of various variables (gender, department, class level)?

The correlational survey model was used for this quantitative research, which aimed to determine whether co-regulation situations of prospective teachers vary in terms of various variables (gender, department, class level). The sample was comprised of 508 3rd and 4th grade prospective teachers studying at Mersin University Faculty of Education during the 2014 – 2015 academic year. Prospective teachers that constitutes the study group are of %12,4 Primary School Teaching Department, %24,2 Turkish Language Teaching Department, %9,4 Elementary Mathematics Teaching Department, %9,6 Elementary Science Teaching Department, %23,6 Early Childhood Teaching Department, %7,5 Guidance and Psychology Counseling Department, %13,2 English Language Teaching Department.

The research data were collected by "Co-regulated Learning Questionnaire" and "Personal Information Form". With the "Personal Information Form" prospective teachers' gender, department, grade level and types of education were determined. "Co-regulated Learning Questionnaire" was developed by DiDonato (2013) and adapted to Turkish by the researchers. The questionnaire consists of 19 items, which measures students' behaviors related to the co-regulatory processes of learning. With the help of this scale, students were asked to evaluate how convenient their work for the co-regulatory features thinking of the studies and researches they work as a group. Measurement tool is 4-point Likert-type and the answers are among the grades "Never" and "Always". Within the scope of "Co-regulated Learning Questionnaire" linguistic equivalence a Turkish form created in accordance with expert opinions then the Turkish form has been applied to 34 4rd grade students studying at English Language Teaching Department. The original English form was applied the same group two weeks later and the coefficient of correlation between two measurement was calculated .82. In order to examine the validity and reliability, the measurement tool was applied to 100 3rd and 4rd grade prospective teachers studying at primary school teaching, Turkish Language teaching, elementary mathematics teaching, elementary science teaching, early childhood teaching departments. Cronbach's alpha coefficient for measurement tool that is found to have the structure of a single factor was calculated .89. Data were collected at the end of 2014 – 2015 academic year. In order to determine co-regulation situations of prospective teachers frequencies and arithmetical mean of the data were calculated. T-test and one way anova analysis were made examining the co-regulation situations of prospective teachers in terms of various variables.

According to the results of the research, prospective teachers evaluate the studies and researches they work as a group often suitable to co-regulation features. In this case, prospective teachers in

cooperative group work shows that they are aware of each other, set common goals, comply with the plan and construct their learning according to their self-assessment results. The results of the research have revealed that the co-regulation situations of prospective teachers showed a significant difference in favor of female students. Also, the results indicate that there is a significant difference between the prospective teachers' co-regulation situations in terms of department. It is stated that constructing the courses students have received throughout the university education according to self-regulation approach has a significant influence on developing self-regulation skills (Sarı & Akınoğlu, 2009). At this point, it can be said the lessons students attend and instructional environments presented in the lessons are likely to differentiate students' co-regulation processes. As a result of research a significant difference has not been determined in terms of class level.

The nature of the prospective teachers' interaction based on group work in class provides information about features of their co-regulation processes. Thus, in group work; it should be given importance to constructing learning environments that contribute to the learner set common goals, be aware of each other, plan, make self- regulation and promote each other's self - regulation development. Based on the results of this research, it is believed that there is a need to comprehensively investigate the curriculum of the departments in terms of developing co-regulation in learning and teaching processes and search the role of the co-regulation process ensuring the prospective teachers professional development.

Keywords: Co-regulation, teacher education, prospective teacher.

Learning and Motivated Strategies for Acquiring Physical Education Theoretical Content Knowledge: Exploring Omani Physical Education Candidates' Perspectives

Nasser AL RAWAHI, Sultan Qaboos University, Muscat, Oman; nrawahi75@gmail.com

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An Investigation of Prospective Teachers Perception about Science in terms of Gender and Department Variables

Ayten İFLAZOĞLU SABAN; Çukurova University, Adana, Turkey; iayten@cu.edu.tr
Ahmet SABAN; Mustafa Kemal University, Hatay, Turkey; ahmetsaban@gmail.com

Abstract

Science is formed through the connection between the factual and conceptual world; it is a powerful thinking process which helps to understand, explain, and control the universe. Science should be perceived neither simply as an effort to realize facts, nor as a body of knowledge to be explained holistically with scientific methods and memorized. Science is the ongoing process of conceptual development, an effort of interpreting data, and a process of discussing the interpretations by repeating process. Students can internalize this process only if they have the opportunity to experience it by themselves. Hence, in the education processes, students should be provided with activities that will make them think and act like scientists. Practices that increase students' awareness about the differences distinguishing scientific knowledge from other types of information and follow a powerful analysis and problem solving process rather than solely data collection are of great importance. Science is the concrete of the natural life and it is the complementary part of human-being (Gültekin, 2009; Schwartz, & Lederman, 2008; Toz, 2012; Yıldırım, 2005).

With a decision taken in 1982, pre-service teacher training was transferred to the universities in cooperation with the Ministry of National Education. However, due to the developments and the

policies since 1982, the role of education faculties in raising teachers has been subject to much debate. The discussions whether education should be accepted as a branch of science have surely a role about this issue. Many times, education was considered equal with teaching profession, and sometimes, due to its practice aspect, it is considered as an art which can be performed by anyone who encounters education. In fact, education is a science with its theoretical and practice aspects, just like other fields such as medicine, agriculture, and engineering (Kalayciogllari, 2009; Yüksel, 2012). Our view of science could be negatively affected by factors such as various practices in teacher education and some policies with decisions un based on scientific knowledge.

Seeking answers to the question "How are the perception on science concepts of prospective teachers especially who attend to complementary teaching proficiency certificate program because they were not employed in their own field of science?" is of great importance in terms of discussing the well educated teacher in Turkey. Thus, the investigation results shows us are important in discussing the paradigm shift in teacher education in the world.

The purpose of this study is to investigate the perceptions of prospective teachers of science concepts. In line with this general purpose the study was guided by the following questions:

- 1) How are the perception on science concepts of prospective teachers ?
- 2) How are the perception on science concepts of prospective teachers in terms of gender and department variables

This study used a qualitative research model. Target population was all students who were enrolled in the formation programs in Çukurova University and Mustafa Kemal University in the 2014-2015 education year. The sample of the study were 417 prospective teachers who were in classrooms during the time the data collection process and who volunteered to participate in the study. It was found that the participants in the formation program from Çukurova University and Mustafa Kemal University graduated from 13 different departments and 52 different universities in Turkey. Research sample were 241 (%57.8) female and 176 (%42.2) male. As for their age group, 187 were in "21-24" age group, 139 were in the "25-29" age group, and 91 were in the "30 and over" age group. The data collection tools which were used in the research were "Science Perception Survey" and personal information forms.

While the Survey of Science Perception were being developed, national and international researches in which science concept were used as a tool in determining individual perceptions were taken into account. It was seen that the general tendency was to make the participants complete open-ended sentences. In line with the purpose of the research, the pilot implementation of the form was done with 20 prospective teachers at the universities which constituted the population of the study. By this investigation we realized that of the pilot implementation and it was finalized for the major implementation. A form on which the sentence "Science is; because" was written was given to the students who participated in the research in order to reveal their perceptions about science concept. The data collection tools used in the study was administered by the researchers in the summer semester of the 2014-2015 education year to the students who were enrolled in the formation program in Çukurova University and Mustafa Kemal University. The data were collected by administering the questionnaires in group sessions, after obtaining the necessary permissions. The prospective teachers were given the data collection forms and asked to fill in the survey. After the prior information about the studies, the participants filled in the survey in approximately 20 minutes. The researchers were present in the groups during the time the participants filled in the survey and they provided explanations when necessary. The data were analyzed by content analysis.

Prospective teachers science concepts definition and the reasons they defining were examined. It was found that the participants had positivist views. Prospective teachers were evaluate the concept of science in terms of the courses taken at the undergraduate level. It was found that very little prospective teacher associated science concept with all courses which taken at the undergraduate level. Teacher candidates usually associated science concept with physics, chemistry, biology, science and science labs. Research findings assessment and discussion writing process of the study is ongoing

Keywords: Science; science perception; prospective teacher; formation program.

The Usage of Cross-Curriculum Disciplines, Achievement, Motivation and Suggestions towards Instruction of Cross-Curriculum Disciplines in the Process of Training of Science Teachers

Asuman Seda SARACALOĞLU; Adnan Menderes University, Aydın, Turkey; sedasaracal@adu.edu.tr

Ali YAKAR; Muğla Sıtkı Koçman University, Muğla, Turkey; aliyakar10@gmail.com

Abstract

In science education students need different disciplines which are integrated with units and subjects. These disciplines are cross-curriculum disciplines which address students' needs and abilities and can be linked with the subjects. Cross-curriculum applications give students the opportunity to have active participation to the lessons in accordance with their needs and abilities. Thus, it is thought that students' academic success and motivation to learn science can be improved through using cross-curriculum disciplines effectively. Hence the importance of cross-curricular instruction should be emphasized during the pre-service training in science education.

The main purpose of this research is to examine the effects of cross-curriculum discipline usage on students' academic success and motivation to learn science, and the retention of both. In addition, it is aimed to make some recommendations on cross-curriculum discipline instruction conducted during pre-service training of science teachers with the obtained results. Pertaining to this aim, these questions have been put forward:

1. Are there any meaningful differences between the pretest-posttest and retention test points of experiment group to whom cross-curricular disciplines are conducted and the control group to whom these weren't applied to on academic success?
2. Are there any meaningful differences between the pretest-posttest and retention test points of experiment group to whom cross-curriculum discipline applications are conducted and the control group to whom these weren't applied to on motivation level to learn science?
3. What are the students' opinions on the cross-curriculum disciplines applied in science education?
4. Due to the results obtained, what kind of regulations should be done during the pre-service training of science teachers?

To answer these questions, a mixed-model design was used: in which both qualitative and quantitative data were used. For the quantitative aspect of this study a pretest and posttest control group design study model was defined. For the qualitative aspect via interviews students' opinions on the efficiency level of cross-curriculum discipline applications were investigated. With the findings obtained from the experimental study and the literature review taken as the basis, the importance of cross-curriculum instruction during pre-service education is highlighted and several recommendations were made. This study was executed by total 55 7th Grade students, 28 of whom were in the experiment group and 27 were in the control group, in the spring term of 2013-2014 fiscal year, in Muğla Ula Gökova Salih Güneyman Secondary School. The study population consists of all 7th Grade students in Ula. In the research, interviews are done about cross-curriculum disciplines with the students from the experiment group.

In order to determine the students' academic success levels in the scope of science technology lesson, an academic success test which covers the units and concepts taught was developed and implemented. In research in order to determine the students' level of motivation to learn science, the study employed "Motivation toward Science Learning Scale" developed by Yılmaz and Huyugüzel -Çavaş (2007). Both data collection tools were implemented 3 three times to experiment and control groups, they were applied as pretest, posttest and 5 weeks after the treatment as retention test. Data were analyzed (in accordance with the study's purposes) using SPSS. To find answers for the first and second sub-problems, arithmetic mean, standard deviation and independent samples t-test were used and interpretations were made on whether there was a significant difference or not. In the qualitative part of the research, descriptive analyses were used to analyze the interviews with the students and students' views on cross-curriculum instruction were examined. Both qualitative and quantitative data were interpreted together and recommendations were made in the usage of cross-curriculum instruction in pre-service training process of science teachers.

In the light of the results of pretest-posttest and retention academic success test scores and "Motivation toward Science Learning Scale" points of experiment and control groups, it was determined that experiment group to whom cross-curricular discipline applications were conducted had been more successful in academic success tests and had higher motivation levels than the control group to whom these weren't applied to. When the interviews with the prospective teachers examined it was seen that they think that cross-curriculum disciplines such as "Entrepreneurship Training", Guidance and Counselling Training", "Disaster Prevention and Life Safety Training", "Developing an Awareness of Career Training", "Health Culture Training", "Human Rights and Citizenship", "Special Needs Education", "Sports Culture and Olympic Education" create a rich learning environment for them and they even play role while they are choosing their profession (planning their careers).

As a conclusion in the study, it was determined that experiment group to whom cross-curricular discipline applications were conducted had been more successful in academic success tests and had higher motivation levels than the control group to whom these weren't applied to. Taking into account the statistical change in the academic success and motivation towards learning in the students taught through the usage of cross-curriculum disciplines and considering their positive opinions on the cross-curriculum disciplines, the recommendations made for the cross-curriculum discipline teaching during pre-service training of science teachers will be developed.

Keywords: Cross-curriculum disciplines, science teaching, process of training of science teachers.

Creative Writing Through Learning Stations: An Action Research Study

Asuman Seda SARACALOĞLU; Adnan Menderes University, Aydın, Turkey; sedasaracal@adu.edu.tr

Sevgin TURGUT KAHYAOĞLU; Dokuz Eylül University, İzmir, Turkey; stkahyaoglu@gmail.com

Gürkan GÖÇER; Mehmet Akif Ersoy University, Burdur, Turkey; ggocer@mehmetakif.edu.tr

Abstract

In a global world, learning a foreign language has a great impact on both our social life and career. For this reason, foreign language classes start in the second grade at state schools in Turkey. When students enter the university and enroll to the preparatory classes, foreign language classes become intense. One of the main aspects of foreign language learning is being able to use the target language to communicate. In this context, teaching skills have an important role in language teaching and writing is one of the most critical skills.

Writing skills require not only more metacognitive competences but also individual's interest, skills, tendency and motivation (Cemiloğlu, 2009). Writing skills, besides being a process that involves punctuation, cohesion, unity, spelling rules, usage and selection of the correct words, text structures, overall organization, supporting ideas, details, themes and point of view, have connections with other skills such as listening, reading and speaking. Both being such a comprehensive skill and the problems in implementation of the lesson make it hard for students to develop these skills (İnal, 2006). In this context, creative writing activities have an important role in activating the potential, curiosity and creativity of the students (Ak, 2011). Furthermore, the creative writing which focuses on process rather than the product (May, 2007) is quite beneficial in the foreign language teaching.

Considering the views of preparatory class students, it is planned to implement creative writing activities through learning stations where they can cooperate, feel active and do different kinds of writing activities that will increase their self-confidence. In learning stations technique, the students can be grouped in different ways. For instance, they can be grouped homogenously or heterogeneously; according to their abilities, skills, learning styles or just randomly (<https://prezi.com/olb0ltryykb9/using-learning-stations-in-high-school/>). Ideally, learning station activities take 15 to 20 minutes and students try to improve their skills or learn a subject. Students either work in groups or individually depending on the subject and the learning goals. Learning stations are efficient, especially, as they make students active through different tasks and implementations (Sejnost, 2009). In this study, the researchers and the instructor chose and developed the appropriate creative writing techniques and implemented them through learning stations.

The main purpose of this study is to examine the impact of creative writing activities implemented through learning stations on students' views about writing classes and students' participation to the writing tasks.

In this research it is aimed to reveal the students' differences of opinions between the pre and post implementation processes. Researchers examined a problem encountered in the classroom by using an action research approach (Yin, 2009; as cited in Creswell, 2013). Action researches focus on the process and are carried out through a planned and scheduled implementation in the classroom. In action researches the implementer either works with a researcher or alone (Yıldırım and Şimşek, 2005).

Study group has been composed of 28 A2 level students attending the Preparatory class of Foreign Languages Department in Dokuz Eylül University in the fiscal year of 2013-2014.

Data were collected by using two tools i.e. observation forms and interview questions that are generated by the researchers with the contribution of the implementer. Four experts were consulted to determine the validity of observation and interview forms.

Data collected during the lessons and obtained from the interviews were analyzed through content analysis. The students and instructors at Dokuz Eylül University Foreign Languages Department were interviewed to specify the research problem and, as a result, it was found out that the students have low motivation and negative opinions about writing classes. Thus, there is a need to develop a more effective writing activity. One of the researchers and the implementer has participated to the implementation process actively through feedbacks and interviews.

In this study, the participants are divided into seven groups, every group spent 20 minutes at the learning stations they visited. Creative writing activities were implemented two hours a week for eight weeks and at the end of each two hours the writing tasks were completed with the contribution of the whole class. Both results of the interviews done with the instructor and students before and after the implementation and the data gathered from the classroom observations were analyzed using content analysis. As a result of these analysis four themes were identified for each; willingness, competence, environment-time and academic writing for the first part and willingness, competence, environment-time, creative writing and learning stations for the latter.

Keywords: Learning stations, creative writing

Turkish Adaptation of the Short Grit Scale (Grit-S): Validity and Reliability Study

Hakan SARIÇAM; Dumlupınar University, Kütahya, Turkey; hakan.saricam@dpu.edu.tr

Ismail ÇELİK; Ağrı İbrahim Çeçen University, Ağrı, Turkey; icelik@agri.edu.tr

Aytunga OĞUZ; Dumlupınar University, Kütahya, Turkey; aytunga.oguz@dpu.edu.tr

Abstract

The dictionary definition of grit suggests that grit is "determination to keep trying to achieve something in spite of difficulties" (LONGMAN). Duckworth, Peterson, Matthews, and Kelly (2007) presented the construct of grit, defined as trait-level perseverance and passion for long-term goals, and indicated that grit predicted achievement in challenging domains over and beyond measures of gift/talent. Grit is a better predictor of academic achievement than IQ alone (Duckworth & Quinn, 2009). Self-regulation, self-discipline, goal-orientation, and other constructs related to grit can be taught and tend to evolve over time (Peterson & Seligman, 2004).

Grit-S was developed by Duckworth and Quinn (2009). It is a self-report and points Likert type 1 (Not at all like me) to 5 (Very much like me) measure; it has also two factors (Consistency of interest, perseverance of effort). Results confirmatory factor analyses demonstrated that 8 items yielded two factor and the two-dimensional model was well fit ($\chi^2(19, N = 1,554) = 188.52, p < .001$; RMSEA= .076 (90% CI = .066–.086), CFI = .96). Factor loadings ranged from .37 to .80. The perseverance of effort factor, the consistency of interest factor, and the whole Grit-S showed adequate internal consistency, $\alpha = .70, .77$, and $.82$, respectively. In the concurrent validity significant relationship ($r=.91$) was found

between the Grit-S and Grit-O. The aim of this study is the Turkish adaptation of the Grit-S and examination of its psychometric properties.

Participants were 186 (108 female and 78 male) university students who were enrolled in Kütahya and Ağrı, Turkey. Their ages ranged from 18 to 27, and the mean age of the participants was 21.3 years. Motivational Persistence Scale (MPS): MPS was developed by Constantin, Holman, and Hojbotă (2011); it was adapted to Turkish by Sarıçam et al. (2014). The correlation between the original and Turkish version of the scale was .88. Exploratory factor analysis showed that KMO measure of sampling adequacy of .87, and Bartlett Sphericity test $\chi^2 = 611.798$ ($p < .001$, $df = 78$). Confirmatory factor analyses demonstrated that 13 items yielded three factor as original form and that the three-dimensional model was well fit ($\chi^2 = 141.85$, $df = 60$, $RMSEA = .058$, $CFI = .85$, $GFI = .95$, $AGFI = .92$, $SRMR = .057$). Factor loadings ranged from .30 to .61. Cronbach alpha coefficient was found as .69 for whole scale, .72, .70, .71 for subscales.

Primarily translation of the Short Grit Scale (Grit-S) into Turkish was based on the kind permission of Angela Lee DUCKWORTH. After that the Grit-S was translated into Turkish by two teachers from English Language and Literature department. Before validity and reliability studies, to examine the language equivalency of the scale the correlations between Turkish and English forms were calculated. In this study exploratory factor analysis (EFA) was performed to examine the factor structure of the scale according to the data obtained from the Turkish students (Gorsuch, 1983) and confirmatory factor analysis (CFA) was executed to confirm the original scale's structure in Turkish culture. As reliability analysis, re-test and internal consistency coefficients, the item-total correlations were examined.

There is a significant correlation between the original and Turkish version of the scale in the equivalency was .89 ($p = .00$). Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy of .83 and a significant result on Bartlett's Test of Sphericity $\chi^2 = 503.877$ ($p < .001$, $df = 24$). Results of confirmatory factor analyses demonstrated that 8 items yielded two factors as original form and that the two-dimensional model was well fit ($\chi^2/df = 2.06$, $RMSEA = .046$, $CFI = .95$, $GFI = .94$, $AGFI = .93$, $SRMR = .047$). Factor loadings ranged from .42 to .77. Cronbach alpha internal consistency coefficient was found as .83 for whole scale, .80 for sub-dimension of consistency of interest, .71 for sub-dimension of perseverance of effort. In the concurrent validity significant relationships ($r = .68$) was found between the Motivational Persistence Scale and Shor Grit Scale. Test-retest reliability coefficient was .69 for whole scale. Corrected item-total correlations ranged from .33 to .65.

As a result, it is possible to say that the Grit-S is a valid and reliable measurement tool to be used for the purpose of measuring grit, perseverance and persistence levels of individuals. The scale could be used in the field of education and psychology.

Keywords: Grit, perseverance, scale.

A Study towards the Attitudes of the Students on Lifelong Learning

Okan SARIGÖZ; Akdeniz University, Antalya, TURKEY; okan.sarigoz@gmail.com

Mehmet Şirin CENGİZ; Hakkari University, Hakkari, TURKEY; mehmetsirincengiz@hakkari.edu.tr

Ahmet DÖNGER; Hakkari University, Hakkari, TURKEY; ahmetdonger@hakkari.edu.tr

Murat KOCA; Hakkari University, Hakkari, TURKEY; muratkoca@hakkari.edu.tr

Fatih CAM; Akdeniz University, Antalya, TURKEY; fatihcam33@gmail.com

The paper wasn't presented in the congress.

Vocational College Students' Evaluation of Comments and Thoughts on the Applied Learning

Okan SARIGÖZ; Akdeniz University, Antalya, TURKEY; okan.sarigoz@gmail.com

Ahmet DÖNGER; Hakkari University, Hakkari, TURKEY; ahmetdonger@hakkari.edu.tr

Fatih CAM; Akdeniz University, Antalya, TURKEY; fatihcam33@gmail.com

Murat KOCA; Hakkari University, Hakkari, TURKEY; muratkoca@hakkari.edu.tr

The paper wasn't presented in the congress.

Feed-forward, Improve Better

Ersin SOYLU; Bilkent University, Ankara, Turkey; esoylu@bilkent.edu.tr

The paper wasn't presented in the congress.

Student Teacher in Kosovo "Teaching Practice" Basis Of Course Views

Hasan Hüseyin ŞAHAN; University of Balıkesir, Balıkesir, Turkey; hasansahan@windows.com

Serdan KERVAN, University Of Prizren, Prizren, Kosovo; serdan84@live.com

Soner YILDIRIM, University Of Prizren, Prizren, Kosovo; soner.yildirim@uni-prizren.com

Abstract

In this study, contained in the teacher training programs of education faculties "Teaching Practice" course is intended to put forward the views of student teacher.

In today's information society developments and changes occur very quickly. In information society developments occurring are forcing restructuring of social institutions. Development and changes, one of the most effective institutions that are held in educational institutions. Contemporary, high quality and for the realization of an effective teaching process and developed countries to reach the level of education is possible only through quality education. For their realization, implementation of the program, will be implemented by school teachers and classroom environments, be provided with attribute. In a society can be developed and the information society, the most important factor is thought to be the teachers in the education system. Teachers are considered as individuals if additional seeds of future society understood how important the groove in the teaching profession. Gültekin (2002), Teachers themselves are well trained qualified to enable the next generation should grow up to be qualified. teachers, that play an important role in the education system, the training of teachers and student teachers is very important while passing through a good education, states can be achieved with qualified teachers training programs. All over the world, for the training and knowledge of effective teachers to go to a new emphasis on understanding and practical vocational courses. Teacher candidates, faculty, acquired theoretical knowledge, effective in the school environment, efficient and able to use correctly, can only be achieved with a sufficient opportunity to practice before finding services (Harmandar et al., 2000).

In Kosovo, the teachers candidates, pre-service training is provided by Faculty of Education. However, for area specialist may be, are given teaching practice course. This course is while in a part of the faculty, another part of the public schools, a supervisor in the designated class teachers and guidance counselors are performed accompanied. Teaching practice lessons, the student teacher, gained the knowledge and skills course is planned to win the specifications required by the profession

and experimenting in order to develop a school environment. In Kosovo, teaching practice, the four-year education, every year, it constitutes an important part.

Each year, according to the students' learning to grow and expectations are increasing. Practice curriculum, supporting teaching activities at both schools, both at school include time spent in class. During the four years of education, the time allocated for implementation in schools is 22 weeks. When the Teaching Practice course is completed, the students teacher are expected to gain some qualifications. Teacher candidates improve their qualification practice of the teaching profession as a teacher in different classrooms, to understand the course of their field, to evaluate textbooks, make measurement and evaluation, During the teaching practice, gained that experience, sharing it with friends and teaching staff is important for him to win the qualities to develop in this direction.

The general goal of research in this context, student teacher in the course of teaching practice, to assess their views on the school experience application. Answer the following questions for the realization of the objectives of the research will be searched:

What are the views on the application school and implementation activities in the school?

What are the views on the faculty and school coordination?

What are the views on the benefit application?

What are the views on the problems they encounter in practice?

For the purpose of research, prepared data collection tool in 2014-2015 academic year, University of Prizren Education Faculty studying in Turkish teaching department and Teaching Practice participating in the course will be selected 30 teachers reviewed and met with semi-structured interviews. The determination of the teachers participating in the survey, the sampling method for, the maximum variation sampling was used. The purpose here is to create a relatively small sample and the sample may be hand-operated problem diversity individuals, to reflect the maximum degree (Yıldırım & Şimşek, 2013).

The collection of data for the purpose of research, semi-structured interview form was used. The purpose of the meeting, is to understand the perspective of the individual in a particular topic, and this may allow to obtain information that can not be observed directly (Patton, 1987). The preparation of a semi-structured interview form, preservice teachers first, to determine the views of the teaching practice course, which can be used, through the writing of possible questions, one question pool has been created. Then, for these problems, which best serve the sub-problem research questions are selected. In this process, care has been taken of the fact that questions are expressed clearly and understandably, to lead to different interpretations and has sought to have the qualities to be a router. In this study, University of Prizren in Kosovo, the Turkish teacher education faculty limited to departments of Mathematics and Informatics, Elementary Teaching, pre-school TEACHING students will be reviewed semi-structured interview with the views of the students. To analyze the data, descriptive approach was used. According to this approach, the data obtained is summarized according to a predetermined altporblem and will be commented. The purpose of such analysis is to provide a reader arranged findings obtained and interpreted form. Analysis of the data in the study and interpretation process continues.

Keywords: Student teacher, Kosovo, teaching practice.

Reading from Paper vs. Screens: A Literature Review

Mehmet Can ŞAHİN; Çukurova University, Adana, Turkey; mcsahin@cu.edu.tr

Tuğçe KARATAŞ; Çukurova University, Adana, Turkey; tkaratas@cu.edu.tr

Nihan ARSLAN NAMLI; Çukurova University, Adana, Turkey; nnamli@cu.edu.tr

Abstract

With the development of technology, it reduced the need for pen or paper, everything has become computerized with reading and writing. Reading on the computer is nowadays' necessity (Güneş, 2009). Reading from the screen supplies to make the necessary arrangements regarding the red text, ease of access to texts, reduce paper use (Duran & Alevli 2014), increase environmental benefits such as avoiding paper costs. On the other hand, according to Dillon 1992, Baştug and Keskin 2012 reading on paper supplies easy storage, structural flexibility and have some advantages like saving the resource is

considered to be an alternative and positive feature for the tablet computer, or people who spent most of the time anyway. In addition, if reading on the screen and reading in the paper are compared reading the screen saves time thanks to finding something easily. Individuals improve their reading and comprehension skills by reading from printed materials at an early age will gradually establish the basis for a screen reader for the future (Güneş, 2010). That may also provide individuals with both material and spiritual reading from the screens' benefits. But everybody may be preferred reading on the screen all the times. For example, even though some people are addicted to the computer, they pay attention to read with a printed text. The reason to prefer reading printed material may because reading text on the screen to reduce the speed of reading. The status of these people, their usual habit of reading, is also supported by the researchers. As a result of Dyson and Haselgrov (2001)'s work, people who read on paper instead of reading on the screen read more quickly. It is another problem that readers who read slowly cannot focus on the text and read it to understand. Also, Nielsen (2010) who measured iPad, Kindle and printed books's reading speed by reading the paper and reading speed from the iPad screen to 6.2%; Kindle electronic reader has found the reading speed of less than 10.7%. In Joon and Joan's (2012) study, participants who read passages from the paper within 10 minutes and they answer questions about them, whereas participants who read passages from the screen within 16 minutes and they answer questions about them. According to Aamodt (2009) and Dillon (1994), reading on the screen is about 20-30 % slower than reading from paper. Some physical factors can also be problematic due to reading on screen such as reader induced factors (unable to read text across the screen for a long time, people living across the screen position, etc.). Is it a habit for individuals read from printed text or reading electronically has disadvantages? This issue is a matter that should be investigated. Researchers have different opinions in this case. According to Ackerman & Goldsmith (2008), adult readers work for years in digital format, they prefer reading with a printed material. In this case, from the moment they started reading, it is important which type of reading individuals choose. Individuals who develop reading and comprehension skills by reading printed text at an early age, they can be read from the screen at the second plan in the future. However, reading the screen for an individual to develop reading and comprehension skills, reading of printed text can create problems. This situation can be overcome to get used to reading on the screen. When examining the literature on this topic, foreign studies in this field are available generally. However, these studies is not too much in our country. Therefore, in this study, researchers' work had been to elicit the relationship between reading from paper and reading from the screen. Therefore, the literature method is studied and foreign studies had been found generally. While studies determining it was paid attention to the age group. In the literature, researchers usually did not focus on higher that is why participants are consist of college student, a university graduate student, teachers and adults. After examination of academic studies, mostly young and old participants did not prefer to read text on the screen in terms of comprehension and ability to focus on what they read. There are some researchers who claim significant difference between reading from paper and reading on the screen. Also, there are some researchers who did not accept the significant difference between reading from paper and reading on the screen. All of this work by considering a detailed study groups were compared in terms of methods and results. The findings are intended to provide suggestions for the researchers for further research. In this context, researcher can examine reading process in terms of each dimension like grammar, reading comprehension etc. In addition, number of studies has been reached are too limited. It can be another advise to do more detailed studies on the reading screen and paper.

Keywords: Reading, reading from the screen, reading from the paper.

The Research of Metacognitive Awareness Levels of Science Teacher Trainers and Their Problem Solving Skills

Seda ŞAHİN; Ministry of Education, Ankara, Turkey; sedadeniz@yahoo.com
Nevriye YAZÇAYIR, Gazi University, Ankara, Turkey; yazcayir@gmail.com

Abstract

This study is a descriptive study, which was performed in order to determine the level of metacognitive awareness of science teacher trainers and problem solving skills. The study was applied on 300 teachers' trainees at 2nd and 4th grades studying at Gazi University and Hacettepe University Faculty of Education, Science Education Department in 2013-2014 academic year. Metacognitive Awareness Inventory (MAI), which was originally developed by Schraw and Dennison (1994) and adapted into Turkish by Abaci, Cetin and Akin (2006), was applied in order to determine teacher trainees' metacognitive awareness levels; Problem Solving Inventory(PSI), which was developed by Heppner and Petersen (1982) and adapted into Turkish by Taylan (1990), Şahin, Şahin and Heppner (1993), was applied in order to determine teacher trainees' problem solving skill; and Personal Information Form, which was developed by the researcher, was applied in order to gather data about the other independent variables. Pearson Moment Multiplying Correlation was used in the Analysis of the data and t-test was used for the independent samples. The lowest margin of error was determined as $p < 0,5$. According to the findings of the study, it was observed that teacher trainees' metacognitive awareness levels are high. It was also observed that there is not any significant variation in total and lower dimension marks of teacher trainees' metacognitive awareness levels according to gender but there is a significant variation in total and lower dimension marks of teacher trainees' metacognitive awareness levels according to classroom level. In addition, there is not any significant variation in total dimension marks of metacognitive awareness levels according to the university, and only the dimensions of the "Monitoring" dimension shows significance on behalf of Gazi University. Teacher trainees' PSI mixture of the total score was determined in the medium- to high-level. There was no significant difference between total score of teacher trainees' problem-solving skills and their sexes. Subscales of the PSI is "Safe Approach" and "Planned Approach" dimensions represent significance on behalf of boys. There is not any significant variation between grade levels and problem solving skills total score. In addition, PSI "Planned Approach" dimension shows significance on behalf of boys. It was observed that the PSI total score did not show any difference according to the university they had studied. PSI subscale of the "hasty approach" dimension shows significance on behalf of the Gazi University. The "Hasty Approach" dimension is one of the PSI subscale that shows significance on behalf of the Gazi University. Significant relationships were identified between the teacher trainees' metacognitive awareness levels and problem-solving skills with $p < .05$ level. There is a significant variation between total score of PSI and subscales of MAI, procedural knowledge, conditional knowledge, planning, monitoring, evaluation and dimension of information management. In addition, there are significant variations between explanatory knowledge level, procedural knowledge level and conditional knowledge level subscales of PSI and avoidant, planned approach subscales of PSI; between the planning level subscale of MAI and hasty, thinking, avoidant subscales of PSI; between the monitoring subscale of MAI and hasty and avoidant approach subscales of PSI; between the assessment subscale of MAI and hasty, avoidant, planned approach subscales of PSI; between the debugging dimension of MAI and avoidant approach subscale of PSI; between the managing information subscale of MAI and hasty, thinking, avoidant, planned approach subscales of PSI.

Keywords: Metacognitive awareness, problem solving, constructivist approach, information processing theory.

Development of Teacher Candidates' Views Scale on Classroom Management: Validity and Reliability Study

Derya ŞEN; Atatürk University, Erzurum, Turkey; deryasn@yahoo.com

Yeliz TEMLİ-DURMUŞ; Uşak University, Uşak, Turkey; yeliz.temlidurmus@usak.edu.tr

Abstract

Well-managed classrooms are important in constructing effective learning environments; whereas, managing students' behavior has always been a controversial issue especially for novice teachers in terms of dealing with students from different backgrounds, culture and personalities (Ames, 1992). From the beginning of the teaching experience, teachers commonly express their anxiety about

reducing troublesome behavior among students and creating a disciplined environment in order to create a proper learning environment (Merrett & Wheldall, 1993) and more effective teachers were seen as more effective classroom managers (Laut, 1999).

Martin, Yin and Baldwin (1998) defined classroom management as an umbrella term which includes 3 independent dimensions: instructional management, people management and behavior management. These 3 dimensions can be named as learning, social interaction and student behavior. In this study, 3 factors were emerged and the names of the factors were pre-determined when the items were written based on the study mentioned. The scale was adopted and administered to teacher candidates by the researchers but reliable and valid results cannot be emerged and the items were written by the researchers.

The aim of the present study was to develop classroom management scale for teacher candidates and to examine the evidences regarding its validity and reliability. The scale was administered to 107 sophomore (74 female and 33 male) and 137 senior students (96 female and 41 male) in a public university after taking 4 experts' feedbacks. The dimensionality of the 24 items was analyzed using factor analysis. Three factors were emerged. The first factor was explained 26.73% of the total variance, the second factor was explained 5.45 % of the total variance and the third factor was explained 4.68% of the total variance. The factors of the scale explained of 47.54 % of the total variance.

Participants were 244 senior and sophomore students whose common characteristics were taking classroom management course for EFA. The age of the participants were changed between 19 and 28 with the mean of 22.2 ($SD=1.32$). Four participants did not specify their age. In the university, there are 4 departments. In terms of the departments, 89 participants were from elementary school teaching, 58 from Elementary Mathematics Education and 97 from Elementary Science Teaching. In total, 170 female and 74 male teacher candidates participated in the study voluntarily.

A series of factor analysis was used to determine the factor structure of the scale. At the beginning of the study, appropriateness of data was examined with Kaiser Meyer Olkin test (KMO) which is used for measuring whether data distribution is adequate for performing factor analysis. The acceptable minimum level of KMO is suggested as .60 (Tabachnick & Fidell, 2007). KMO value was found .83 indicating that the data is appropriate in order to use factor analysis (Field, 2009). Beside KMO test, Barlett's test of Sphericity was used to test whether correlation matrix is an identity matrix in which there are no correlations among the variables (items). In other words, Barlett's test of Sphericity is a test statistics used to examine the hypothesis that the variables are uncorrelated in the population (Field, 2009). In the current study, Barlett's test of Sphericity revealed a statistically significant value by rejecting the null hypothesis, $\chi^2=573,783$, $p<.0001$, indicating that the items of the questionnaire are correlated in a way which is appropriate for running factor analysis. Common factor analysis and oblimin rotation factor analysis were used. The analysis revealed 4 factors with eigenvalues greater than 1.0 (Hair, Anderson, Tatham, & Black, 1998). The screeplot showed 3 sharp descents that mean the instrument consists of 3 factors and three-factor structure of the instrument explained 47.54 % of the total variance. Item 7, item 8 and item 24 was reversed. Among 24 items, 6 items (item 2, item 4, item 9, item 10, item 14, item 16) were excluded because of low factor loadings. The result of the final factor analysis indicated that items were loaded to 3 factors. Factor loadings were ranged from .36 (item 11 and item 18) to .76 (item 1).

Table 1

Variance Ratios Explained by Factors of the Scale

factors	Eigen Values	% of Variance	Cumulative variance (%)
1 st Factor	5.56	30.86	30.86
2 nd Factor	1.62	8.99	39.86
3 rd Factor	1.38	7.70	47.54

Table 2

Factor Loadings

Item Number	Factor Loadings		
	1 st Factor	2 nd Factor	3 rd Factor
1	.44		
2	.49		
3	.36		

4	.36	
5	.63	
6	.74	
7	.50	
8	.42	
9		.76
10		.60
11		.39
12		.38
13		.46
14		.50
15		.44
16	.66	
17	.50	
18	.65	

As it was shown in Table 2, the items were loaded in three factors. Totally 8 items were loaded in first factor with the range of .36 and .74. Three items were loaded in second factor with factor loading fluctuated among .50 and .66. Seven items whose factor loadings were between .38 and .76 were loaded in third factor. Items with factor loading less than .35 were not considered for the analysis.

Keywords: Classroom management, teacher candidates, exploratory factor analysis.

Metaphors about the Concept of Communication of Pre-Service Teachers

Ayşe MENTİŞ TAŞ; Necmettin Erbakan University, Konya, Turkey;aysementistas@hotmail.com

Abstract

Communication is a process in which views, knowledge, attitudes and skills are shared in order to implement the behavior change (Çilenti, 1984). This process could also be defined as the process that facilitates the exchange of knowledge, views, emotions and beliefs through verbal, facial, written expressions, gestures, images, etc. between individuals, groups or communities (Demiray, 1994). Communication is an indispensable element of human life, and a social need. A healthy communication process underlies the solution of many problems in both private and professional lives. Just as at all stages in life, communication has an important place at the education stage as well.

Communication in education is the most important element of education. It is very effective in teaching academic skills and targeted knowledge. In addition to the knowledge of psychology and communication theory, a teacher must also have the communication skills to implement his or her tasks well (Yavuzer, 2003). Communication skills refer to all of the skills of providing effective responses and listening efficiently that are helpful for a person to encode and convey the messages received, and to give meaning to these messages accurately (Deniz, 2003). In-class learning takes place in the process of teaching and learning. A good teaching and learning process means a good communication process.

An effective in-class communication is a process with the aim of implementing the behavior change with permanent effects in students' cognitive, affective and psychomotor behaviors, according to the requirements of teachers' curriculum. In modern education, the education type that is needed to be established in class is the reciprocal or effective communication. In effective communication, it is not always the case that one side is only the recipient, and the other one is only the giver. Both sides can conditionally be either the recipient or giver (Olgun, 2005). Effective communication is also the heart of a good classroom management. Teachers must create a respectable, reliable and comfortable classroom environment. Good teachers can turn a boring instructional material into an interesting material, thanks to their communication skills. In contrast, some teachers can turn an interesting material into a boring material because they have no communication skills (Ungureanu, 2011). One of the most critical variables in development of a student's learning is to provide high-quality teachers for student. Teachers must focus on developing their own verbal and non-verbal communication skills. The need for teachers to have communication skills was suggested as the required standards in teacher training and teaching skills by NBPTS (1999), INTASC (1992), NCATE (1992). These standards emphasize the importance of

communication in teacher training explicitly (Hunt, Simond&Cooper, 2010). Effective modern teachers are the individuals who appreciate the human being as much as the instruction, who can communicate with himself or herself and with environment effectively, and who take the responsibility for training individuals with the skill to solve the problems faced and with high self-confidence. Furthermore, implementation of effective communication between student and teacher is the requested situation by both sides, and has a vital importance in terms of education (Güven&Akyüz, 2001). Communicational training is needed for academic, personal and professional success (Morreale&Pearson,2008).

Pre-service teachers are provided with a class of 'communication' in order to enable them to have the communicational skills that are relatively important in the process of learning and teaching. Those teachers who have taken the class of communication are expected to understand the importance of communication and what 'communication' refers to, and have the communicational skills. This study was implemented to determine what 'communication,' which has an important role in the field of education, refers to for the pre-service teachers who have taken the class of communication through metaphors in that they help us determine how the concepts are perceived. The general purpose of the study was to identify the opinions of pre-service teachers who had the courses 'Effective Communication,' 'Human Relations and Communication' about the communication theory through metaphors. The study group was composed of the pre-service teachers from the department of Social Sciences Teaching who had the courses of 'Effective Communication,' 'Human Relations and Communication' and 'Preschool Teaching' during 2014-2015 education term in Necmettin Erbakan University. The study was a qualitative one. To collect data, some questionnaire forms with the statement "*Communication is like because*" were delivered to 58 pre-service teachers who were volunteers to participate in the study, and they were asked to complete the statement by filling in the blanks. Afterwards, a content analysis was implemented on the data gathered through collecting the forms, on which the pre-service teachers' statements were written. In the study, it was attempted to answer these two questions: 1) which metaphors do the pre-service teachers have about the concept 'communication'? 2) Which categories those metaphors suggested by the pre-service teachers about the concept 'communication' could be categorized under? The process of content and data analyses was conducted in four stages: naming, eliminating, categorizing, and facilitating the validity and reliability. The forms completed by the pre-service teachers before the data analysis were designated as 'T1' and 'T2.' The forms and metaphors produced by the pre-service teachers were coded according to the designations. At the second stage, examining the statements given by the students, the forms of 13 pre-service teachers, who did not give any metaphoric explanations by stating an excuse, were excluded from the analysis. 45 metaphors provided by pre-service teachers through justification with explanations were obtained. At the third stage, the statements provided by the pre-service teachers were reviewed. The metaphors established were examined in terms of their common features. 45 valid metaphors were categorized under five different categories in terms of their common features, considering the justification reasons. At the fourth stage, in order to facilitate the validity of the study results, the way the process of data analysis was conducted was described and the metaphors obtained in the study were provided in lists. Furthermore, in '*Findings*' section, the examples that were thought to optimally express the five categories established concerning the 49 metaphors were provided. In order to facilitate the reliability of the study, the categories of two researchers about the metaphors were compared to determine whether the metaphors falling into the five categories were gathered under the respective categories. The comparison conducted based on the agreement and diversity of views resulted in a reliability level of .91. The categories in the study were named as 'need', 'a process requiring attention', 'reflective', 'information source', 'tool for problem solving.' The most frequently produced metaphors in the study were categorized under 'need' and 'a process requiring attention' categories.

Given the metaphors suggested in the study and the categories established based on the metaphors, it could be suggested that the pre-service teachers who have taken the class of communication understood the features and importance of communication in that communication is a social need, a source of information, and a tool for problem-solving for human beings. For a healthy communication, the communication process should be paid attention to, and the elements hindering the communication should be excluded from the process (Akbaşlı, 2012; Arslan, 2011; Demir,2003; Hoşgörür, 2004; MEB, 2011; Memişoğlu, 2004).

Keywords: Communication, pre-service teachers, metaphor.

What is Character Education? What is not Character Education?

Nida TEMİZ; Başkent University, Ankara, Turkey; ntemiz@baskent.edu.tr

Abstract

While the research literature abounds with character education especially the implementations on the primary education, the literature review indicated that there were various and even different notions in what the term character really is, character education really is, and how the character education occurs or how the character is educated. Besides, the literature review indicated that the qualitative research study about the sense and meaning of broad concept "character education" is somewhat rare or left unstudied. In this respect, the purpose of the study was to find out what the character education really is, is not and to suggest efficient, effective and practice implementations for higher education students and primary schools students in the light of the elective course "character education".

The research questions of the study were as follows;
What is the meaning of the broad concept "character education?"
What is not the meaning of the broad concept "character education?"
How should the "character education" be for higher education and primary education students?

For answering the research questions, the action research was conducted during the 2014-2015 spring semester. Purposeful sampling methods were used to select the participants of the study. On the basis of the purposeful sampling methods, the participants comprised of 36 higher education students enrolled the elective course "Character Education" which was designed by the researcher to enable teacher candidate to give character education to primary education students. The data of the study was collected throughout the course by open-ended questionnaire, semi-structured focus group interviews, informal conversational interviews and observation.

Before starting to research, the students were informed about the volunteer participation and study. All the students, enrolling the course, participated the study voluntarily. Then, the open-ended questionnaire was implemented to participants with the question "What is not character education?" It was aimed to collect the participants' views about the broad concept "character education" via the converse question. After that the researcher had a class with the content of the meaning of the character education, the various implementations of the character education for the primary education on the basis of the literature along with two weeks. Then, the original sample activities prepared and implemented by the researcher to the students for higher education level along with two weeks. The researcher made semi-structured focus group interviews at the end of each week. After that, the students were asked to determine what character they want to have or improve for them. Next, groups with the students stating the same character were formed. The groups were matched by lot. Then each group prepared and implemented the activities to the match group for eight weeks. The researcher made observations throughout the implementations and made informal conversational interviews with the students and enabled them to share the well-prepared activities to whole class. After the course, the open ended questionnaire was implemented with the same question "What is not character education?" and also the question "How should the "character education" be for higher education and primary education students? In addition, the researcher conducted semi-structured focus group interviews after the course.

Descriptive and content qualitative analyses were used to analyze the data. The data analysis of the study is in progress. On the other hand, the completed part of the data analysis indicated that the participants' notions about the broad concept "character education" were different in terms of before and after the course. Also, the analysis showed that they had original and available suggestions about implementation of the character education for higher education and primary education in the light of their experiences throughout the course.

Keywords: Character education; higher education; primary education.

Pre-Service Teacher Education according to Novice Teachers' Views

Şükran TOK; Pamukkale University, Denizli, Turkey; stok@pau.edu.tr

Sevda DOĞAN DOLAPÇIOĞLU; Hatay National Education Management, Hatay, Turkey;
sdolapci@hotmail.com

Abstract

The quality of Pre-service education is one of the controversial issues of contemporary educational research, reform and policies (Ingersoll, Merrill & May, 2014). Teacher education trainers have a consensus that teacher education should aim to train qualified teachers by integrating into education system successfully (Ezer, Gilat & Sagee, 2010). Although teacher education is only one of the elements to provide highly qualified teaching, it is also needed for other education reforms to succeed. Training unqualified teacher and integrating them into system is a part of problem than a solution (Darling-Hammond, 2006).

First years in teaching career is a special period of time for teachers. Teacher educators should examine and correct teacher education programmes to train novice teachers for their first years in the career (Burden, 1982). Barrett Kutcy and Schulz (2006) states that there is a discrepancy between teacher education programmes and real teaching world (cited in Nahal, 2015). Ideal teacher education programme should provide pedagogy, teaching experiences, learning environment and information and skills related to curriculum (Education Queensland, 2000; cited in Lingam, 2012). Öztürk and Yıldırım (2015) states that pre-service teacher education is not sufficient enough to meet the needs of teachers who are in the first years of their career. Pikula (2015) states that in her study novice-teachers have reported that learning environments are not created according to their expectations and changes covering opportunities for developing real teaching skills should be done. Examining the effectiveness of teacher education institutions which train teachers according to newly graduates and novice teachers who start to apply their acquired knowledge, skills and attitudes in their class is so important. Besides, this study can guide the studies of developing pre-service teacher education programmes. The purpose of this study is to determine novice teachers' views on pre-service teacher education. To this end the questions below were tried to be answered.

1. What are the views of novice teachers on pre-service teacher education?

2. Is there any difference of novice teachers' views on pre-service teacher education according to independent variables (gender, working district, school of graduation, field, having benefit from teaching experience, and choosing teaching job fondly).

This study is a descriptive study which aims to determine novice teachers' views on pre-service teacher education. In this context, survey model was used in the study. The target population of this study was consisted of 482 novice teachers who are working in primary, secondary and high schools of Hatay district during 2014-2015 education year. In this study data were collected with the Views on Pre-Service Education sub-dimension of Novice Teacher Survey which was developed by Öztürk (2008) and Novice Teacher Views on Teacher Training Institutions which was developed by benefiting from the relevant literature review. Cronbach Alpha Reliability coefficient was found as 0.96. In data analysis frequency, mean, standard deviation, independent samples t-test and one way variance analysis (ANOVA) were used.

The first question of the study is to get an answer for the question what are the views of novice teachers on pre-service teacher education. According to analysis results, when all the answers given to the survey were considered, novice teachers thought that the training they have taken is moderate enough ($\bar{X}=3.08$). In addition, when views are examined for each item; they thought that training they have taken is moderately enough in some issues such as in planning teaching activities ($\bar{X}=3.15$), teaching related content ($\bar{X}=3.25$), using teacher books ($\bar{X}=2.98$), using students' books and student workbooks ($\bar{X}=3.19$), introducing the changes of curriculum by the MoNE ($\bar{X}=2.94$), reaching sources for professional development ($\bar{X}=3.25$) and having knowledge about legislations related to teaching profession ($\bar{X}=2.90$). On the other hand, they thought that the training they have taken is enough in terms of deciding the content (basic facts, concepts, principles and generalisations) to teach ($\bar{X}=3.33$), applying teaching strategies ($\bar{X}=3.26$), acquiring teaching strategies to students ($\bar{X}=3.26$),

applying appropriate methods and techniques ($\bar{X}=3.34$), designing teaching Technologies and materials ($\bar{X}=3.34$), acquiring content/topic (concepts, case, notion, principle, generalisation) ($\bar{X}=3.41$), put the prepared plans into practice ($\bar{X}=3.28$), evaluation of student success based on attainment ($\bar{X}=3.30$), giving guidance to students ($\bar{X}=3.26$), taking into account of individual characteristics of students ($\bar{X}=3.48$), making teaching attractive ($\bar{X}=3.42$), classroom management ($\bar{X}=3.32$), and acquiring teaching identity.

The second problem of the study is to get answers for the question is there any difference of novice teachers' views on pre-service teacher education according to independent variables (gender, working district, school of graduation, field, having benefit from teaching experience, and choosing teaching job fondly). According to analysis results the views of novice teachers on pre-service teacher education doesn't show any difference by gender [$t(49)= 1.058, p>.05$].

Analysis results show that novice teachers' views on pre-service teacher education did not differ significantly according to variables of school of graduation [$F (2, 278) =1.828, p >.05$], field $F (4, 276) =1.640, p >.05$, working district $F (3, 277) =1.108, p>.05$ and choosing teaching job fondly [$F (2, 278) =2.091, p >.05$]. Meanwhile, analysis results show that the views of novice teachers on pre-service teacher education differ significantly according to having benefit from teaching experience [$F (2, 278) = 2803.367, p < .05$]. The ones' views on pre-service teacher education who having benefit from teaching experience in "high level" ($\bar{X}=70.82$) are much more positive and differ from the ones of "moderate level" ($\bar{X}=63.24$) and "low level" ($\bar{X}=57.87$). According to result of study, novice teachers have a thought that the training they have taken is moderately enough. In addition novice teachers also thought that the training that have taken is moderately enough in planning teaching activities. In Toker-Gökçe (2013)'s study it is also found that novice teachers have some problems in "planning"

Novice teachers have a thought that the training they have taken is moderately enough in teaching related content. Korkmaz and Saban (2004) in their study also found that there are some difficulties in teaching various courses. Novice teachers thought that the pre-service training they have taken is moderately enough in introducing the changes of curriculum by the MoNE. Öztürk and Yıldırım (2015)'s study also stated that novice teachers found it not useful in introducing MoNE's curriculums. Novice teachers have a thought that the training they have taken is moderately enough in reaching sources for professional development. Öztürk and Yıldırım (2015)'s study also found it not useful in providing sources for Professional development. Novice teachers have a thought that the training they have taken is moderately enough in having knowledge about legislations related to teaching profession. Korkmaz and Saban (2004)' study also stated that novice teachers face with some difficulties in how to conduct official issues. On the other hand, novice teachers' views that benefit from the teaching practice are much more positive. Öztürk and Yıldırım (2015)'s study also had a similar result. In line with the findings of the study, pre-service curriculums can be redesigned according to the issues teachers indicated and the roles of teacher trainers can be redefined.

Keywords: Pre-service teacher education, novice teacher, the effectiveness of teacher education.

Investigation of English Language Teaching Programme Freshman and Senior Students' Achievement Goal Orientations in respect to Some Variables

Şükran TOK; Pamukkale University, Denizli, Turkey; stok@pau.edu.tr

Tuğba BABACAN; Pamukkale University, Denizli, Turkey; tugbabacan@gmail.com

Anıl KANDEMİR; Pamukkale University, Denizli, Turkey; anilk@pau.edu.tr

Abstract

Achievement goal orientation was developed within the social-cognitive theory which focuses on aims or purposes perceived in achievement-setting (Middleton, Kaplan and Midgley, 2004). Achievement goal orientation can be defined as cognitive processes and activities arising from the desire to achieve the objectives (DeShon & Gillespie, 2005). Achievement goal orientation theory, on the

other hand can also help to understand how competency is gained and developed in the learning process (Akın & Çetin, 2007). Generally, related literature has shown that achievement orientations are one of the most significant determinants of students' motivation and success (Buluş, 2011). In the literature, it has also been discussed that there are two types of achievement goal orientation a) learning orientation which aims to develop ability and b) performance orientation which aims to prove ability or avoids seeming incapable (Dweck and Leggett, 1988). It is known that students who are learning oriented are interested in and focused on acquiring new knowledge or skill, even making some mistakes during process, they value self-development and a real learning (Albaili, 1998), while students who are performance oriented have a desire to receive positive reviews from others and avoid negative reviews and making a social comparison has an impact on avoiding risk taking, using of superficial learning strategies and having a negative judgment towards self (Ames, 1992; Albaili, 1998).

When achievement goal orientation theory is considered; orientations adopted by university students in teaching and learning process may affect their behaviours showed in the classroom, their attendance to the course and academic achievement (Aydin, Gürbüzoglu Yalmanç & Yel, 2014). In that sense, the examination of prospective teachers' achievement goal orientations are believed to be crucial.

In this study, it is aimed to identify the level of achievement goal orientations of freshman and senior students who are studying at Pamukkale University English Language department and to determine whether or not those results differ in terms of gender, grade, paternal and maternal education levels.

This study aiming to identify freshman and senior students' achievement goal orientations of English language teaching department was designed as a survey model. The population of the study was consisted of 209 students who are studying at Pamukkale University English language teaching department first and fourth grades during 2014-2015 education year. The sample was chosen based on a random sampling technique. 160 surveys were applied; but because of partly filled out surveys 135 data were analysed. 45% of the 135 participants were freshman and 55% was senior students. 73% of the participants was female and 27% was male. "2x2 Achievement Goal Orientation Scale" used in the study is a measurement tool consisted of 26 items and four factors. In the scale, learning approach orientation, learning avoidance orientation, performance approach orientation and performance avoidance orientation factors were involved (Akın, 2006). In this study, Cronbach Alpha reliability coefficient of the scale for the sub-dimensions was between .65-.78 and for the whole scale, it was .75. Data were analysed with SPSS 21 package programme. In data analysis, frequency, mean, independent samples t test and one way variance analysis (Anova) were used. In this section, findings of the study were presented respectively.

Table 1

The Level of Students' Achievement Orientation

	n	\bar{x}	Ss
Learning approach	135	3.83	0.614
Learning avoidance	135	3.23	0.753
Performance approach	135	2.45	0.726
Performance avoidance	135	2.67	0.722
Total	135	3.07	0.410

When table-1 was examined, students' total achievement goal orientation was found as moderate level ($\bar{x}=3.07$). When the points students gotten from sub-dimensions of the scales were analysed, it was seen that from learning approach sub-dimension, students had high level ($\bar{x}=3.83$) and from performance approach sub-dimension they had low level ($\bar{x}=2.45$).

Table 2

Students' Achievement Goal Orientation in Terms of Gender

Gender	n	\bar{x}	Ss	t	p
Total	Female	99	3.10	0.44	1.222
	Male	36	3.00	0.32	0.224*

*p<0.05

As seen in the table-2, it was seen that achievement goal orientation of freshman and senior students studying at English language teaching department did not differ significantly in terms of gender ($t=1.222$; $p<0.05$).

Table 3

Students' Achievement Goal Orientation in Terms of Grade

	Class	n	\bar{x}	Ss	t	p
Learning approach	Freshman	61	3.61	0.625	3.858	0.000*
	Senior	74	4.00	0.549		
Learning avoidance	Freshman	61	3.28	0.762	0.648	0.518
	Senior	74	3.20	0.748		
Performance approach	Freshman	61	2.53	0.698	1.222	0.224
	Senior	74	2.38	0.746		
Performance avoidance	Freshman	61	2.90	0.682	3.541	0.001*
	Senior	74	2.48	0.702		
Total	Freshman	61	3.10	0.434	0.497	0.620
	Senior	74	3.06	0.392		

* $p<0.05$

When table-3 was examined, a statistically significant difference was determined between the points gotten from learning approach and performance avoidance sub-dimensions of freshman and senior students ($t_1=3.858$; $p<0.05$; $t_2=3.541$; $p<0.05$). It was determined that the mean point gotten from learning approach of senior students ($\bar{x}_{\text{senior}}=4.00$) was higher than freshman students ($\bar{x}_{\text{freshman}}=3.61$) and the mean point gotten from performance avoidance of freshman students ($\bar{x}_{\text{freshman}}=2.90$) was higher than senior students ($\bar{x}_{\text{senior}}=2.48$).

Table 4

Students' Achievement Goal Orientation in Terms of Maternal Education Level

Maternal education level		Sum of squares	sd	Mean of squares	F	p	Significant difference
Total	Within groups	0.206	3	0.069	0.401	0.753	-
	Between groups	22.407	131	0.171			
	Total	22.612	134				

$p<0.05$

When table-4 was examined, it was seen that achievement goal orientation of freshman and senior students studying at English language teaching department did not differ significantly in terms of maternal education level ($F=0.401$; $p>0.05$).

Table 5

Students' Achievement Goal Orientation in Terms of Paternal Education Level

Paternal education level		Sum of squares	sd	Mean of squares	F	p	Significant difference
Total	Within groups	0.858	4	0.215	1.282	0.280	-
	Between groups	21.754	130	0.167			
	Total	22.612	134				

$p<0.05$

When table-5 was examined, it was seen that achievement goal orientation of freshman and senior students studying at English language teaching department did not differ significantly in terms of paternal education level ($F=1.282$; $p>0.05$).

The achievement goal orientation level of freshman and senior students studying at English language teaching department was generally moderate. In addition to this, it was determined that students got the highest mean point from learning approach sub-dimension and the lowest mean point from performance approach sub-dimension. As a result of this, it can be said that students have a desire to master the material and subject in learning process; yet, they cannot show adequate effort by concerning normative performance knowledge. On the other hand, while senior students were more disposed than freshman students on learning approach, freshman students were more disposed than senior students on performance avoidance. The studies of Burley, Turner and Vitulli (1999) and Akin (2012) found similar results, too. The senior students' approaching learning more and avoiding performance less can be explained with the possible truth that they mature, acquire knowledge, gain experience and self-confidence during their education process. With the process experienced during four years, they feel confident themselves and so this feeling can affect their performance orientations in a positive way. It is known that when the students do not feel efficient themselves in especially showing performance, their performance orientations can be affected in a negative way (Kaplan & Maehr, 2007).

The students should participate in activities that promote their learning approach and performance approach from the beginning years of programme, the reasons of students' shyness on showing performance should be searched and adequate support and activities to expand their efficiencies should be provided.

Keywords: Achievement goal orientations, prospective teachers, English language teaching programme.

Students' Views on the Place and Importance of History of Turkish Education Course in Pedagogical Formation Certificate Programme

Zeynep AYVAZ TUNCEL; Pamukkale University, Denizli, Turkey; zatuncel@pau.edu.tr

Abstract

There are various faculties for people to be appointed as teacher that can get undergraduate training in our country. Various regulations have been done from time to time for the students of those faculties which form resources for teaching profession and those students are expected to have some certificates in order to meet application requirements. As of 2015, students who have graduated from or still studying in faculties except faculty of education and in programmes which included in degree programmes that form resources for teaching profession released by MoNE (Ministry of National Education) are expected to complete "Pedagogical Formation Certificate Programme" successfully. The degree programmes which form resources for teaching profession were included in the annex of 20.02.2014 date and decision number 9 of Head Council of Education and Morality and also in MoNE official journal August 2014 date and 2683 number. In line with the same decision, procedures and principles of this programme was decided by Higher Education Council to be valid from 2014-2015 academic year spring semester. In this context, students are need to take at least 8 compulsory course which one of them is teaching practice course and two elective courses within two semester. History of Turkish education course is also one of the elective courses group II.

History of Turkish education course didn't take place in programmes during 1997 process of restructuring faculties of education. However, it was seen that history of Turkish education course was given as a general culture course from 2006-2007 academic year. This course is being given as a compulsory course in Pamukkale University Faculty of Education Social Studies Teacher Education Programme, and as elective course in Turkish Language Teacher Education, Primary School Teacher Education, and Psychological Counselling and Guidance programmes. Course with its content serves the purpose of trying to help students to comprehend educational problems of Turkey and Turkish world within the historical depth and unity and leading them to the solutions by taking a lesson from past experiences (Akyüz, 2012, p.vii).

Arikan, Ünver and Sarac-Süzer (2007) have conducted a research to determine students' views on the place and importance of history of Turkish education course in foreign language programmes. In the

research, it was concluded that students have found their information about the course inadequate, believe the necessity of the course and this course needs to be designed as student-centred.

In the study of Şahin, Ellez and Günter (2009) which examining students' perceptions and expectations related to the course found that students' perceptions and expectations related to history of Turkish education course differ in terms of field of study, perceptions differ in terms of gender while perceptions didn't differ.

In the study named "A different glance to teaching history of Turkish education history: Exhibition work of art teacher students" of Ersöz and Arıbaş (2014) determined that students had negative thoughts and attitudes to the course in the beginning of semester, and their thoughts and attitudes to the course changed in a positive direction as a result of applying project-based learning.

When studies done are examined, it is seen that especially student-centred approaches are important in terms of creating positive attitudes towards the course. Reasons such as having big class sizes in pedagogical formation certificate programmes , students lack of prior learning, having two semesters of time period spent in the programme may hinder the course to reach its' objectives.

This study was planned to find out the place and importance of history of Turkish education course in pedagogical formation programme according to students' views. It was also aimed to determine the course scope, what it provides to teaching profession, level of expectations of students met, and place of it within other elective courses. This study is a case study which was formed to describe in depth the place and importance of the history of Turkish education course in the programme. In literature, different designs and types related to case study are recommended. This study is in the type of "instrumental case study" and providing insight into an issue, examining an event in detail to reveal an issue (Punch, 2005, pp.144; Stake, 2005, cited in Merriam, 2013, pp.48).

The students who attended Pamukkale University pedagogical formation certificate programme during 2014-2015 academic year and chose history of Turkish education history course offered consisted the data source of the study. The course was offered in three semesters and three focus groups were formed with attending students for each semesters. People who will be interviewed were chosen on a voluntary basis and among students who got or still studying their undergraduate degrees from different areas. In this way, it was intended to reflect the diversity of individuals who chose this course. Yıldırım and Şimşek (2013, pp.137), have pointed out that the purpose of creating a sample based on a maximum variation sampling is to try to find whether or not there are common or shared facts among diverse situations. In the first focus group 7, in the second focus group 5, and in the third focus group 7 people involved in the interviews. In the study, the focus group interview form was prepared to collect data and organised in accordance with the expert opinions. Questions such as why students chose this course, their expectations, the level of expectations met and their suggestions for the course were included in the final focus group interview form. Probe questions were also included to explain the ideas in detail during interviews. Content analysis is being done on the data collected through focus group interviews. Firstly, codes were started to be formed during analysis process. Afterwards, it will be tried to form themes by grouping codes.

Findings will be presented under the themes reached as a result of analysis of participants' views and result and discussion will be written.

Keywords: History of Turkish education, pedagogical formation certificate programme, teacher education.

The Metaphors of Pedagogical Formation Students toward the Concept of “Pedagogical Formation” Education

Buket TURHAN TÜRKAN; Çukurova University, Adana, Turkey; bturhan@cu.edu.tr
Melis YEŞİLPINAR UYAR; Çukurova University, Adana, Turkey; yesilpinar_1@hotmail.com
Ece YOLCU; Çukurova University, Adana, Turkey; eduser@cu.edu.tr

Abstract

It is known that the teacher education regarding preschool, primary and secondary education is carried out by universities and the main source of teacher education is still faculties of education in our country (Güven, 2014). Besides, various applications could be put in service in order to meet the need for qualified personnel when there is a need for teachers. One of these applications is the pedagogical formation education carried out within the scope of various conditions and providing the individuals graduated from other faculties with teaching opportunity (Tepeli & Caner, 2014). It is seen that even though many important changes have been made with the teacher training institutions from past to present, the discussions on the model grounded on through teacher education still go on (Işık, Çiltaş & Baş, 2014). When we look at the recent developments, it is determined that with the pedagogical formation certificate program enacted with the law number 9 on February 20th 2014, the quotas reserved for these programs were increased. Within the studies investigating this application and its quality, it is seen that mostly the attitudes regarding the profession, learning styles, beliefs and self-efficacy perceptions of pedagogical formation students are analyzed (Eraslan & Çakıcı, 2011; Güneş & Gökçek, 2012; İlgaç, Bülbül & Çuhadar; 2013; Polat, 2013; Özkan, 2012).

Although we come across the pedagogical formation education among the alternative applications for teacher education in various countries (Özcan, 2013; Thompson, 2014), it is expressed that the pedagogical formation certificate program interrupts the teacher education programs in our country and it is pointed out it has significant deficiencies in terms of both quality and quantity (Akdemir, 2013; Azar, 2011; Işık, Çiltaş & Baş, 2010; Safran, 2014; Saylan, 2013). In the light of stated points, it is also needed to apply for students' opinions regarding this application as one of the stakeholders of it and put forward their perceptions towards education process. Furthermore, Süral and Sarıtaş (2015) state that it is necessary to research pedagogical formation education handling what is seen from different faculty's students' perspectives, to what extent it is sufficient from different perspectives and hence the necessity of conducting various studies on pedagogical formation education can be inferred. In addition, with the studies conducted, it is indicated that various problems are encountered through pedagogical formation education process. For instance, Nayır and Çınkır (2014) remark that there are problems such as the practicum time's being short, teacher trainees' being too many, there being deficiencies with the faculty-schools collaboration. Also, in the study by Dündar and Karaca (2013) they found out the students attend the pedagogical formation education as an obligation, stated that they think the courses as ineffective and the education is useless. Through the study conducted by Çiçek Sağlam (2015) it is observed that there are problems such as the program is not started on time, there are problems while getting in contact with the authorized body, they have both financial and time problems due to coming from other cities, the instructors' not being the domain experts. Lastly, in the studies attitudes and motivation towards teaching profession were investigated, it is indicated that pedagogical formation students' are higher and more positive than the students in faculty of education (İlgan, Sevinç & Ari, 2013; Polat, 2013; Süral & Sarıtaş, 2015). On one hand, many problems' existing regarding pedagogical formation education; on the other hand there being the positive effects of this education reveals the need for the pedagogical formation education's being investigated and analyzed through various perspectives.

The aim of the study carried out based on this was putting forward pedagogical formation students' metaphors related to "pedagogical formation" education. It was thought that by determining the perceptions of students regarding pedagogical formation, the problems and strengths encountered in this matter would be enlightened.

Through the study, one of the qualitative research designs phenomenology design was used. The participants of the study were 417 students attending pedagogical formation certificate program in a university of southern part of the country during 2014-2015 Education year. For data collection, at first the students were given some information regarding "metaphor". In order to reveal the mental image of pedagogical formation students in the study concerning "pedagogical formation" education, each one of them was asked to complete the sentence "pedagogical formation is like; as". Metaphors are seen as a version of emotional intelligence and handled as an expression described by neuropsychological process (Modell, 2009). When the metaphors are appropriately used they give an opportunity to analyze the phenomena with a new point of view more closely, enlightening the experiences (Carpenter, 2008). Also in this study, the students' opinions towards pedagogical formation concept would be determined via the metaphors they created. Inductive analysis method was used to analyze the data collected. The process of analyzing and interpreting the mental images students

created was organized according to the process developed by Saban (2008) and consisted of five steps: 1. Naming step, 2. Elimination and refinement step, 3. Collection and category formation step, 4. Providing the validity and reliability step and 5. Transmitting the data to Spss for quantitative data analysis step.

Even though the analysis still continues, it is found out that the pedagogical formation students use concepts consisting of both positive and negative perceptions while defining this application. It is considered that with this study analyzing the different perspectives in detail, it will contribute to overcome the deficiencies of pedagogical formation certificate program and therefore improve the existing applications.

Keywords: Pedagogical formation, metaphor, pedagogical formation certificate students

The Study of Attitudes towards Measurement and Evaluation Regarding Subdimensions of "Evaluation Criteria", "Measurement Method" and "Cognitive Levels of Measurements"

Adil TÜRKÖĞLU; Adnan Menderes University, Aydın, Turkey; aturkoglu@adu.edu.tr

Serhat SÜRAL; Pamukkale University, Denizli, Turkey; ssural@pau.edu.tr

Abstract

From past to present, student achievements and related factors have been one of the most important topics. In addition to all efforts by teachers raising future generations, parents and related parties, environmental conditions certainly affect student achievement. Not only cognitive traits of students but also emotional traits of students should be taken into consideration. (Kart & Gülleroglu, 2013, p.13). The role of Faculty of Education in shaping candidate teachers' cognitive abilities pertaining to measurement and evaluation and analyzing of future teachers excluding from the system will make a great contribution to improve teacher quality and to build an effective and quality education system. Goodwin (2000) draws attention to three critical elements on recent education policies excluding all endeavors for improving teacher quality: introducing explicitly a sound education program, appropriate and effective instruction applications and utilizing appropriate measurement and evaluation methods.

Changes in teachers' self-perception of teaching competence considerably are evolved during their education in teaching program. (Woolfolk Hoy & Spiro, 2005, p.345). Regarding measurement and evaluation including procedure-based measurement in the classroom, teachers' feeling of incompetence might affect adversely education quality.(Popham, 2009) Therefore, opinions and attitudes of candidate teachers have influence on learning and teaching methods, students' perceptions, decision and actions in the class. (Johnston, 1992, p.125). The main underlying reason of insufficient teacher practices in measurement and evaluation is the lack of courses and methods available for teachers' undergraduate education program (Kilmen & Çikrikçi Demirtaşlı, 2009, p.49).

Although assignments provide criteria for student evaluation, it is not sufficient by itself (Cronbach, 1990) for decision-making. Therefore, such aspects as interest, attitude and motivation should be determined and evaluated via psychometric measurement and evaluation instruments to assess achievement (Kart & Gülleroglu, 2013, p.14) In a study by Ogan Bekiroglu (2009), physics teachers' attitudes towards measurement and evaluation were examined. It was revealed that candidates' knowledge of measurement and evaluation at first and then self-sufficiency influenced their attitudes in the class. Similarly, as Karaman noted in her study, due to the fact that microteaching was employed in physic teachers' instruction, those teachers have a positive attitude towards measurement and evaluation.

The measurement and evaluation play an essential role in witnessing changes in the level of student achievement, understanding how utilized method and tools have a lasting impact on students and testing teachers' performance for self-assessment .By considering its appropriate use by teacher and as the most critical element in process, measurement and evaluation course should be conducted in an appropriate way and more importantly, positive attitudes towards measurement and evaluation should be adopted by teachers .The fact that a canndidate teacher's attitude towards measurement and

assessment has a positive influence on teacher success and makes significant inroad in quality teacher reflect importance of the study.

In this sense, the purpose of the research is to determine attitudes of candidate teachers' towards measurement and evaluation enrolled at Department of Primary Education in Pamukkale University and to analyze whether independent variables differentiate measurement and evaluation of candidate teachers' attitudes.

The research is based on quantitative study and survey model is used. In respect to the model, the relational survey is utilized as well. The relational surveys are research models which aim to determine the existence and degree of change in between two or more than two variables. (Gall, J., Gall, M.D. & Borg, 1999, p.33; Gay, 1987). The universe of the research consists of fourth grade candidate teachers at Department of Primary Education in Pamukkale University enrolled in an assessment and evaluation course. On the other hand, the sample of the research includes 310 candidate teachers from the universe of 1570 fourth grade candidate teachers at Department of Primary Education.

The scale was developed by MecMillan (2001). Then, it was adapted to Turkish Language by Ogan Bekiroglu (2009). Entitled as "Measurement Attitude Scale", the scale includes 34 items with three subdimensions as "Evaluation Criteria", "Measurement Methods" and "Cognitive Levels of Measurements". During the scale development phase, the study was applied to 1483 teachers in total including 633 teachers from secondary school and 850 teachers from high school in different branches from 53 different schools. The exploratory factor analysis and coefficient of internal consistency conducted by Ogan Bekiroglu (2009) in the Turkish version indicate the validity and credibility of measurement tools. In the Turkish version, reliability co-efficient of both the general and subdimensions of measurement tools were calculated and data collected from 321 candidate teachers in total were utilized. Besides, the comparison of reliability co-efficients acquired from language validity and the sample from Department of Primary Education in Pamukkale University is stated. Due to three subdimensions on the scale, the reliability coefficient of items correspond to every subdimension were calculated on the basis of Cronbach's Alpha. The reliability coefficient of all items is calculated as 0.81. Kolmogorov-Smirnov test will be used to these variables to analyze whether the attitude of measurement and evaluation regarding candidate teachers in the sample varies with gender, academic grade point average and undergraduate program and to test whether variables result in any parametric values. T-test and one-way analysis of variance (ANOVA) will be used for parametric values while TUKEY tests will be utilized for Post Hoc analysis. Lastly, Mann Whitney U and Kruskall Wallis tests will be employed for nonparametric values.

In the light of the analyses, findings will be collected with regard to whether such aspects as gender, academic grade point average and undergraduate program differentiate attitudes of candidate teachers in accordance with subdimensions of "evaluation criteria", "measurement methods" and "cognitive levels of measurements" and afterwards interpretation and discussions through parallel researches will be followed.

Keywords: Measurement evaluation, attitude, teacher candidate.

Defining the Learning Strategies of Teacher Candidates' by Using Study Texts

Aysemin TÜRKYILMAZ; Balıkesir University, Balıkesir; aysmin_trkylmz@hotmail.com

Abstract

Learning strategy is discussed as "all the mental strategies used by an individual in case of a special learning to facilitate knowledge or skill acquisition" (Derry & Murphy, 1986). Weinstein (1986) describes the learning strategy as "behaviors and thoughts which are used by the learner while learning and which aim to affect the coding process of the learner". Woolfolk (1993) defines it as "the plans used in succession of the learning objectives". According to Açıkgöz (1996), the objective of a strategy is to affect the emotional condition of the student and to facilitate the selection, acquisition, organization and integration of the new information for that student. As for Derry (1989); "the plan which will be

developed and used by an individual to achieve the aim of learning while performing a task of learning is the learning strategy of that individual". These strategies can be simple or complex, rational or irrational. What is important is to select the strategy with functionality suitable to the task of learning.

Many cognitive theorists argue that effective learning is the result of internal structures and processes rather than external factors. According to this philosophical aspect, students are regarded as the active participants of their self-learning process. Such active participants are defined as "self-control" individuals and as good strategy users by Zimmerman (1986) and Pressley (1986), respectively. Common point of these designations and definitions, studying and learning strategies, require the use of a large-scale process such as coding, organizing, detecting the meaning of the statements and words, and using management controls in order to provide maximum level of learning in the self-learning process of the student. Rather than focusing on the content of the subject area, learning strategies focus on the way of learning. These strategies involve techniques such as mnemonics, monitoring the comprehension, receiving tests, taking notes (Locke & Abbey, 1989). According to Pintrich (1993), cognition and learning strategies require the use of basic and complex strategies in order for the students to process the information from a text or course. Out of these strategies, the simple or basic one is the return or replication strategy. This strategy is based on the replications of words and statements which facilitate remembering the information. The complex ones, however, are the interpretation and organization strategies. Interpretation strategy comprises activities such as summarizing, extracting the important points and diagramming. Researchers have introduced learning strategies; techniques which can be used by the students in order to increase the quality of the things learned at school and comprise some mental processes by the teachers. It has been observed that while most of the time successful students comprehend the state of learning and coolly prepare a plan with respect to this learning state, less successful students begin to worry unnecessarily, make a plan with very little effort and form ambiguous strategies in the studying and learning strategies.

According to Anderson (1990), the most effective two factors on the level of reading comprehension are the preliminary information regarding the text and the strategies used in the configuration, schematization or interpretation of the text. The individual who received a strategic education on the reading comprehension may regulate and develop the levels of self-comprehension (Garner & Alexander, 1989). Palinscar and Brown (1984) have defined the 6 information processing activities required for a good level of reading comprehension. These are the activities of:

- comprehending the objective of reading,
- effectively using the related preliminary information,
- building the information on a foundation,
- evaluating the reading material in a consistent manner,
- monitoring the level of reading comprehension, and
- drawing conclusions from the text and evaluating the same.

As for Palincsar and Brown (1984), these are the activities of asking questions-formulating, summarizing the text, classifying and predicting-guessing the text in the teaching of the reading comprehension skill (Nicaise & Gettinger, 1995). According to researches, there are differences between the good readers and weak readers with respect to the issues such as inference from the text read, focus on the words or text while reading the text. While reading a text, the good readers use interpretation and coding strategy more. When they experience a problem in comprehending, however, they use the correction activities. Based on the information above, the aim of this study is to determine the learning strategies used by the teacher candidates by means of the study texts.

The research population is composed of the teacher candidates who are studying in Balikesir University, Necatibey Faculty of Education. As the learning strategies are taught within the scope of the course, teaching principles and methods, provided in the curricula of the second grade of the primary education departments as a subject, it is considered appropriate to study these strategies with the second grades. While determining the sample, maximum variation sampling method was used and the study was conducted with the teacher candidates studying in the elementary mathematics, preschool and science departments. A reading passage comprising 3 questions about the passage were given to a total of 108 teacher candidates including 34 in the elementary mathematics teaching, 33 in the preschool teaching, and 41 in the science teaching and was given. While the study texts are analyzed, the document review which is a qualitative research method will be used. Document review comprises

the analysis of the written materials comprising information about the fact or event aimed to be researched (Yıldırım & Şimşek, 2008:187). Findings of the research will be presented at the congress because the analysis of the study texts are in progress.

Keywords: Learning strategies; study texts; teacher candidates.

Autonomy Views of Instructors in Faculty of Education towards Learning-Teaching Processes

Selçuk UYGUN; Akdeniz University, Antalya, Turkey; selcukuygun@akdeniz.edu.tr
Muhammed AKINCI; Akdeniz University, Antalya, Turkey; muhammedakinci@akdeniz.edu.tr
Kübra ÜNAL; Akdeniz University, Antalya, Turkey; unalkubra@windowslive.com

Abstract

Autonomy of instructors in teaching and learning activities carried out in higher education is an important feature which is needed to be focused on. Ren & Li (2013) state that academic freedom with university autonomy is considered as a basic value in higher education. Autonomy is an important value not only in higher education but also for the teachers working at various levels of education. Öztürk (2012), states that in the planning implementation and evaluation of education, the teachers' making their own decisions and reflecting their choices are preconditions for autonomy. Autonomy of the instructors and their views on this concept are important as they train teachers at various levels of education and it is considered that they have significant impact on the development of autonomy consciousness as it could be thought that the lack of autonomy in academic activities of instructors prevent them from showing their real potential and training teachers who have freedom of thought in educational environments.

Nokkala & Bladh (2014) state that academic freedom is related with institutional autonomy and academic autonomy is an institutional right for instructors. The autonomy of educational activities is also involved in academic autonomy. For this reason the views of instructors in the study are crucial on behalf of training autonomous teachers.

The frame in which the instructors in Faculty of Education perform their educational activities in classroom is an issue need to be especially focused on. When this situation is taken into consideration the first thing that comes to mind is curriculum and by whom and in which extent and limitations it is prepared and applied. In contrast to most other institutions of higher education, curriculum, courses and their contents in Faculties of Education are being regulated by (HEC) Higher Education Council and this responsibility is not given to faculties. Thus the views of instructors working at these institutions become important.

The latest regulations were carried out in Faculties of Education curricula in 2006-2007 academic year by HEC and these regulations are still valid and in use (YÖK, 2007). This is an important issue on behalf autonomy. Because in such a situation how can it be possible to claim that instructors are autonomous and they carry out their educational activities within their interests and competencies? On behalf of both academic freedom and the training of autonomous teachers it is important to define the views of instructors in Faculty of Education.

Autonomy is a broad concept. When autonomy is being mentioned, mostly academic autonomy comes to mind and in academic autonomy research and publishing activities are given importance. However it should not be forgot that besides the autonomy of research and publication the autonomy towards teaching-learning processes is important. The aim of this study is to define the views of the instructors in Faculty of Education towards teaching-learning processes. In accordance with this general objective in the study searched for the answers to the following questions:

- What are the views of instructors about the regulations of courses and contents in Faculty of Education curricula by HEC?
- What are the autonomy perceptions of instructors towards teaching-learning processes (selection of content, learning environment, teaching strategies, methods and techniques, evaluation)?

- According to the instructors are there any factors that prevent the autonomy in Faculties of Education? If yes, what are they?

The mixed method was used to find answers for the research questions. Considering this aspect the study can be described as descriptive. The research data was collected through surveys and interviews. Reliability and validity studies of data collection instruments were carried out by utilizing the literature in the field. In the study the data collected through questionnaires was analyzed and interpreted by different software. While IBM SPSS Statistics 21 was used for the data collected through questionnaires, NVivo 10 was used for the data collected through interviews.

By the help of applied questionnaires and interview forms in accordance with the opinions of instructors the situations of autonomy were explained, interpreted and evaluated in dimensions of curriculum, courses, their contents and teaching-learning process in Faculties of Education. Training of autonomous teachers is directly related with teaching and learning activities carried out in Faculties of Education.

According to the data obtained from this study there are various issues related to autonomy in Faculties of Education. Regulations of curriculum, courses, and their contents in Faculties of Education come at the very beginning of these problems because this situation causes instructors to have difficulties on making their own decisions on some steps of educational activities. When basic elements of the curriculum are considered instructors do not feel themselves autonomous while determining contents and revealing objectives towards these contents. Moreover the curriculum is thought to provide enough flexibility in the context of classroom activities. Instructors in Faculties of Education also do not feel themselves autonomous in evaluation activities. Instructors believe that this problem occurs as the students have extra opportunities to pass the exams and the grade system is divided into percentages without their control. Moreover physical environment, instructors' not having a voice in student selection and excessive workload causes them to have negative feelings on their autonomy.

The study shows that autonomy views of instructors in Faculties of Education towards learning-teaching processes are negative in some ways. The main reason of this problem is curriculum. Although instructors believe that curriculum provide enough flexibility in some contexts they do not see themselves autonomous enough especially in the identification of the course and contents. It is possible to solve this problem by giving the responsibility of regulating the curriculum, courses and contents of Faculties of Education to these institutions. Moreover suitable physical environment to carry out educational activities in teacher training institutions and applications aiming to identify competences for the profession during student selection to these faculties can positively affect instructors' autonomy.

Keywords: Faculty of education, teacher training, autonomy.

Comparison of Metaphoric Perceptions of Teacher Nominees Related to Teaching and Learning Concepts

Dilşat PEKER ÜNAL; Bozok University, Yozgat, Turkey; dilsat.unal@bozok.edu.tr

The paper wasn't presented in the congress.

A Case Study on the Problems and Solutions about Foreign Language Teaching at Higher Education

Menderes ÜNAL; Ahi Evran University, Kırşehir, Turkey; menderesunal@gmail.com

Elif İLHAN; Gazi University, Ankara, Turkey; elifigrekk@gmail.com

Abstract

Educational systems have the responsibility to train individuals who are able to participate political, economic and social relations actively. However, there are ongoing problems preventing them to come up with a solution. Although many studies have been carried out to solve the problems and various suggestions have been presented, it has been clarified that teaching foreign language is far beyond the expected solution. For example, the scores of Test of English as a Foreign Language (TOEFL) in 2012 is only 75. In another study conducted in 2013, Turkey has the forty-first place among 60 countries in terms of English Proficiency Index (The Economic Policy Research Foundation of Turkey [TEPAV], 2014).

The reasons for the problems about teaching foreign language, namely English, can be listed as lack of importance to quality of foreign language teaching, the problems about planning of foreign language teaching, the pedagogical insufficiency of foreign language teachers, the students' negative attitudes towards foreign language and the problems about teaching environment and materials (Aktaş, 2005; Bayraktaroğlu, 2011; Işık, 2008; Koru & Akesson, 2011; Paker, 2007).

It can be supposed that the problems on foreign language teaching are brought out by the teaching planning, processes and learners. As a result, the solutions should be related to these three key elements. On the other hand, when the suggestions for solutions are examined, it can be seen that the solutions are mainly focused on the teaching planning and processes such as organizing in-service training, reorganizing syllabuses, using material etc. (Enginarlar, 2003; Paker, 2007; TEPAV, 2014)

When the studies that aim to find out the current problems about foreign language teaching and present solutions for the problems are examined, it can be realized that lots of these studies were carried out with teachers of English, students and parents at elementary and secondary levels (Paker, 2007; TEPAV, 2014). In order to make more general determinations and suggestions, different subjects should be interviewed. These different subjects can be the experts who study on the issue at higher education level, the instructors who can make controversial analysis about foreign language teaching and graduate students.

The study aims to determine the ongoing problems about foreign language teaching at higher education level and to present practical suggestions to break the foreign language barriers by analysing the suggestions made by the experienced individuals on that issue.

This study is a descriptive study. According to Kaptan (1998), descriptive studies try to describe events, objects, circumstances, institutions, groups and various areas as what they are. Descriptive studies seek to explain interaction among situations considering present situations relations with past events and circumstances.

Case study model, one of the qualitative research models, is carried out in this study to collect and present data in detail. Qualitative research can be expressed as "a research in which data collecting techniques such as observation, interview and document analysis are used and a qualitative process carried out to reveal perceptions and cases in their natural environment as exact and integrated" (Yıldırım and Şimşek, 2008). Yin (1984) defines case studies as relative research models used in case borders are uncertain and there are enough data sources in real life borders.

The study group of the research was composed of English language instructors, graduate and undergraduate students at Ahi Evran University. To select teachers, random sampling method was used and interviews were made with 15 instructors, 20 graduate and 20 undergraduate students. Semi-constructed interview method was used in data collection process. Interview is one of the most used data collecting tools in qualitative researches. According to Stewart and Cash (1985) interview is an interaction process based on asking and answering for a predetermined and serious aim. Patton (2002) also explains the aim of interview as stepping in a person's inner world and understanding his perspective.

Assuming quantitative researches, validity is related to the evaluator if evaluates correctly or not. It means if he has been evaluating cases objectively as they are (Kirk and Miller, 1986). So participants' opinions were given in comments part as quotations. In this study, to raise reliability, researcher defined his position clearly, data resource was defined clearly, social environment and process was clarified, conceptual framework was expressed directly, and data collecting and methods were defined (Le Compte and Goetz, 1982). Collected data will be analyzed using descriptive analysis approach, one of the qualitative research data analysis techniques. In descriptive analysis (Yıldırım & Şimşek, 2008), opinions or observed people's opinions are quoted to reflect opinions directly. In this study, to support participants' opinions, quotations will be used.

Steps in qualitative data analysis process are below (Yıldırım & Şimşek, 2008):

Data from document analysis and interviews were transferred to PC using Office programs. Texts were examined in detail and categories and terms were determined. Data were separated to meaningful parts and we tried to find out the conceptual meanings of each part. Parts which have a meaningful whole are coded. Codes are symbols used to categorize or classify word groups and codes are related to research questions. After finding common ways of codes, categories are determined. Codes in categories are commented in relation with each other and results are interpreted according to study's aim.

Keywords: Higher education, problems and solutions of foreign language teaching.

Contemporary Synchronic Analysis of Writing Skills in English among English and Non English Degree Students in Various Institutions of Higher Education in Kerala

Vivek Suresh VARGHESE; Mar Ivanios College, University of Kerala, Kerala, India;
vivekvarghese5@gmail.com

The paper wasn't presented in the congress.

Developing a Scale for the Assessment of Instructional Performance at Higher Education

Sinem VATANARTIRAN; Bahçeşehir University; İstanbul; Turkey; sinem.vatanartiran@es.bahcesehir.edu.tr
İpek GÜÇLÜ ÖZER; Bahçeşehir University; İstanbul; Turkey; ipek.ozer@es.bahcesehir.edu.tr
Feyza DOYRAN; Bahçeşehir University; İstanbul; Turkey; feyza.doyran@es.bahcesehir.edu.tr
Ali BAYKAL; Bahçeşehir University; İstanbul; Turkey; ali.baykal@es.bahcesehir.edu.tr

Abstract

When education is considered as a system, the components should be given due care separately and as a whole. The complexity of instructional process can be understood if the concepts are organized around a system. The major structural components of the instructional system are the physical setting, the network of social interactions, instructional media, teaching methods, and the teacher (Baykal, 1978, 2009). The teacher among all these components plays the most crucial role. No matter how high the standards of the physical setting, the network of social interactions and media opportunities of the institutions are, or no matter how rich and varied the teaching methodologies are, the teacher is the one who will use these effectively or ineffectively. The more qualified the teacher is the more chances there are to reach the students and help them learn. In this respect, technological, pedagogical and content knowledge of the teacher as well as her/his personality determines the quality of teaching profession.

Numerous research conducted showed the importance of the teacher in the educational system (Altun & Memişoğlu, 2008; Balcı, 1996; Finkbeiner, Lathrop, & Schuerger, 1973; Koçak, 2006). Koçak (2006) conducted a study to develop a questionnaire for measuring the teacher performance. Based on

a 360 degree feedback model, this research reached 261 high school teachers and a reliable and valid questionnaire was developed. In order to get the views of the teachers and principals on the Teacher Evaluation system used by Ministry of Education, Altun and Memişoğlu (2008) conducted a qualitative research. The analysis of the interviews revealed that teachers were not satisfied with the present evaluation system and that the guidance they received was not satisfactory and needed to be restructured. In a study conducted by Dalgıç (2010) at Higher Education, a 48 item scale to evaluate the performance of the faculty members was developed. In the same research, a 46 item self-evaluation questionnaire for the faculty was also developed. Another study by Durmuş and Nartgün (2003) also developed a 19 item scale with the participants from the faculty of education.

In the light of the research studies conducted regarding the evaluation of faculty members at Higher Education Institutions, it is observed that the studies mostly chose one specific department. Thus, there is a need to develop a scale to collect data about the instructional performance of the faculty members. In this research, the perceptions of all faculty members and students at a foundation university were gathered.

The purpose of this research is to collect the most representative and appropriate items about the instructional performance of the faculty members. A scale for the assessment of instructional performance will be developed by reaching the whole population within the institution. This scale will be piloted and applied at later stages of the study.

Participants of this study were graduate and undergraduate students ($N = 13,249$) and full-time and part-time faculty members ($N = 852$) from a university in Istanbul. As a first step of data collection, Delphi method was used with an open-ended survey. The Delphi method was mainly developed by Dalkey and Helmer (1963) and it is widely used to get opinions of experts within certain research areas.

The participants were asked to report their thoughts on an item form. After the content analysis of the subjects' responses, the researchers will convert the collected information into a well-structured survey (Şahin, 2001). The survey was sent online through the university Learning Management System, and it contained one open-ended item. The question for the faculty members was stated as "We are trying to develop a questionnaire to evaluate university instructors. This questionnaire will include teaching competencies expected of instructors. We need your input. Please list five of your own major performances that you think should be considered". The question for students was given as "We are trying to develop a questionnaire to evaluate university instructors. This questionnaire will include teaching competencies expected of instructors. We need your input. Please list five major performances that you think your instructors must be capable of".

The subjects' responses will be analyzed quantitatively by descriptive and inferential statistical techniques, and the findings will be critically reviewed qualitatively with respect to the learning and instructional theories. The list of the indicators of instructional performance will be reported in tables after the analysis. The findings obtained from this study will be reviewed and discussed by expert analysis. The implications of the findings will be reviewed and shared with respect to teaching methods, assessment instruments, and social interaction within the classroom.

Keywords: Higher education, instructional performance, assessment, scale development

Active Teachers of Learning Model and Its Impact on Attendance Levels

Hatun YAZAR; Fırat University, Elazığ, Turkey; hatunyazar636994@gmail.com

The paper wasn't presented in the congress.

Academic Literacy Practices of Graduate Students in English Language Teacher Education Programs at English-Medium Universities

Nur YİĞİTOĞLU; Middle East Technical University Northern Cyprus Campus, Mersin 10, Turkey;
nyigit@metu.edu.tr

Abstract

While most research on academic writing has focused on academic writing practices of second language writers in English language classrooms (e.g. Cumming, 2006; Hinkel, 2014) and their writing practices in various content-area classes (e.g. Yang, 2014), and, more recently, the publishing practices of scholars in English-medium journals around the world (e.g. Hanauer & Englander, 2013; Lillis & Curry, 2010), very few, if any, have focused on academic literacy practices of second language (L2) graduate students in non-English dominant (EFL) contexts. At the same time, there have been recent calls for the need for further research on writing in EFL contexts in order to gain a comprehensive understanding of L2 writing (e.g. Belcher, 2013; Manchón, 2009). In the disciplinary dialogues section of *Journal of Second Language Writing*, which aims to provide venue for discussion for emerging topics in L2 writing, Belcher (2013) has noted that the writers in EFL contexts seem to receive considerably less attention in research literature, and, added that, by examining the writing practices in EFL contexts, we can shed light on "what it means to learn to accomplish L2 writing goals in English as a lingua franca, for an audience that looks much more like the majority of English users around the world than do putative native speakers of English" (pp. 439). Belcher's call becomes more crucial when considering the case of graduate students at English-medium universities in EFL settings, because, they, as novice academic writers, need to develop their academic literacies in order to be able to participate in the academic arena which disseminates knowledge mainly in English.

At the very beginning of their academic enculturation, the graduate students face various problems related to their academic literacy development. While previous research has documented the challenges international students face during their graduate level study in U.S. universities (Casanave & Li, 2008), less is known about the graduate students at English-medium universities which are common in EFL contexts. While, understandably, English-medium instruction at universities has posed several challenges around the world (Doiz, Lasagabaster & Sierra, 2012), English, still, spreads as the dominant language to teach and remains as a preliminary criteria to be accepted in the academic world. As a result, English-medium universities in EFL settings, perhaps as a response to the demands of English-only research world, attract a high number of students not only in undergraduate but also in graduate levels. In order to advance our understanding of academic literacy in graduate level, the present study aims to explore the academic literacy practices of graduate students in EFL contexts and whether what we are informed by L2 writing research is applicable in academic literacy practices at English-medium universities in EFL contexts.

Adopting a mixed-method approach, this exploratory research study investigates L2 graduate students' academic literacy practices in English language teacher education programs at English-medium universities in Turkey. During one academic year, Turkish graduate students in English language education programs at seven English-medium universities were invited to participate in a survey regarding their academic literacy practices in English and Turkish. 110 participants responded on the survey. In addition, a subset of participants was asked to participate in semi-structured interviews. The data analysis was two-folded. First, for the analysis of the survey data collected, descriptive statistics were computed. Survey data was analyzed using SPSS. Second, after the interviews were conducted and transcribed, the interview data was analyzed using a computer program (MAXQDAPlus) and adopting a content analysis approach. The results from both data sources were then reported.

The results indicated that while the graduate students faced some barriers in their academic communications in English, they had similar difficulties in their academic writing experiences in Turkish. In addition, some participants commented that they perceived the status of Turkish in academic writing very low and they remarked that Turkish as an academic medium was perceived as negative. Interview results suggested that as the participant graduate students wrote in English more than they wrote in Turkish, they rated themselves as authorities in English higher than they rated themselves as authorities in Turkish. As L2 writers, however, they commented that, when they wrote in English, they experienced a higher level of anxiety compared to their reportedly limited academic writing experiences in Turkish. These issues, in turn, influenced their cognitions as academic writers and in-service teachers. The results also indicated that some of the problems they faced included building agency in academic writing, developing academic identity, acquiring academic discourse, dealing with cross linguistic influences on academic language development, and acquiring genre conventions. The findings about graduate students' perceptions of themselves as authorities in their first and second language writing practices indicate a gap between academic literacies in their first and second languages. This finding confirms previous studies which reported similar gaps in academic literacies of scholars in different parts of the world (e.g. Casanave & Li, 2008; Hanauer & Englander, 2013). Consistent with the previous research on teacher cognition and literacy practices (e.g. Yigitoglu & Belcher, 2014), the findings of the study also revealed that the lack of advanced academic literacy practices in their first language may indirectly influence their cognitions as in-service teachers. Finally, as reported by Tardy (2009), graduate student participants in the present study also underlined the difficulties they faced in developing genre knowledge in their academic fields.

The study informs graduate level programs across EFL contexts by providing pedagogical suggestions for graduate level teacher education material developers and curriculum designers. Based on the results of the present study, there are some implications for teacher education programs and English-medium universities in other EFL settings. Based on the findings of the present research, it seems essential for in-service teacher trainers and graduate-level instructors to raise in-service teacher graduate students' awareness regarding academic literacy practices in their first and second language(s). Additionally, instead of imposing English-only policies in the forms of (un)written or (un)spoken rules, program coordinators, administrative teachers and/or policy makers need to encourage graduate students to reflect on their academic literacy experiences in English-medium universities.

Keywords: Academic literacy practices, graduate students, English-medium universities

Evaluation of Classroom Management Course: Metu Case

Özlem Fatma YILDIRIM; Middle East Technical University, Ankara, Turkey; yiozlem@metu.edu.tr

Abstract

As the world changing due to trending developments in science, economy, technology, education systems are also changing. Turkish elementary and secondary school curricula have been influenced by these changes and new requirements and competences were determined to adapt to them (Eşme, 1998). Constructivist approach and alternative measurement and evaluation approaches constituted a baseline for the new curricula leading shifts in the roles of teachers and students (MoNE, 2006). In this respect, as Demirel and Kaya (2006) assert, success of a curriculum depends on competences of appliers that are teachers; therefore, educating teacher candidates as competent appliers of the curricula is important.

Classroom Management (CM) course, a 3-credits must undergraduate course offered at Educational Science Departments at 3rd grade level, presents best practices in classroom and behavior management from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, and other arrangements for classrooms in general and special education. Hence, evaluating effectiveness of this course based on pre-service teachers' perceptions is needed. In recent years, Turkish education system has changed radically, and 4+4+4 system has started to be implemented since 2012-2013 education year. This change has attendantly brought a

controversial issue that is whether there is a need for restructuring education faculties in order to adapt to the new education system.

The present study aimed to evaluate CM course at a state university in Ankara in terms of its approach, objectives, content, teaching and learning situations, and assessment procedures through the perceptions of pre-service teachers enrolled in the course and classroom observations. Stake's Countenance Evaluation Model which links antecedents, processes, and outcomes was used for the evaluation of the course.

This evaluation research was designed as an intrinsic case study that offers an in-depth insight into the context of the study (Yin, 2009). A total of 35 pre-service teachers enrolled in the CM course and the course instructor participated in the present study. Among 35 participants (see Table 1 for demographic information of the participants), 11 were face to face interviewed and the class was formally observed for two weeks, a total of 6 hours. The data were analyzed through content analysis.

Table 1

Demographic Information of the Pre-service Teachers

Demographic Information	Gender		Department					
	Female	Male	CEIT	CHED	EME	ESE	FLE	PHED
N	23	11	7	3	14	7	2	2
f	67.65	32.35	20.59	8.83	41.18	20.59	5.88	5.88

This study was initiated with identifying characteristics of the program through document analysis and conducting informal interviews with the instructor and the students. Next, the class was observed during two weeks and the students were interviewed after the sessions. Analysis of observation notes and reflective interviews with the students ($n = 6$) yielded that the instructor provided her students activities in which they actively work on real cases. Moreover, group and pair works were also included in her instruction. The topics and the activities were compatible with the course objectives.

To complement these findings, final student ($n = 5$) and instructor interviews were conducted and the findings indicated that the course reached its goal in terms of attainment of the objectives. However, there were some weaknesses such as lack of practice and adequate emphasis on Turkish school context. Furthermore, some of the pre-service teachers ($n = 3$) proposed that technology should have been more frequently integrated in the classes.

The instructor also remarked similar points contending that the students attained the course objectives; yet, in a broader manner, they gained a perspective and raised awareness on CM. Lack of field practice was one of the deficiencies she mentioned. She also implied that the course should be given at the 4th grade level, provide students the opportunity of making observations in real classes, and emphasize Turkish school context.

Teaching profession, the importance of the teacher education and the roles of the teachers have become trending issues in almost every society to improve the quality of education. Şentürk and Oral (2008) alleged that the quality of teaching and learning are dependent to the quality of classroom management. Studies conducted with regard to teacher effectiveness revealed that teachers' CM performance affects students' performance. In another study, the authors highlight the need to help teacher candidates overcome the difficulties they face as decision-makers in classroom management issues (Vancı Osam & Balbay, 2004). Therefore, CM course should raise awareness on the essence of new perspectives on CM so that teacher candidates may transmit their learning into their actual teaching environments.

Findings of the study may primarily serve to the instructor of the course while designing her course for next years. Also, students who are taking this course may make use of the results in terms of how the course is effective in helping them gain necessary skills for an effective classroom management. Moreover, faculty members at Educational Science Department, who also give the course Classroom Management, may be profited by implications of the present study while they are organizing content, sequence, timing, and objectives of the course.

Keywords: Classroom management, teacher education, course evaluation.

Evaluation of a Gamification Based Curriculum for the Lesson of “Teaching Principles and Methods” According to the Students’ Views[†]

İbrahim YILDIRIM; University of Gaziantep, Gaziantep, Turkey; iyildirim84@gmail.com

Servet DEMİR; University of Gaziantep, Gaziantep, Turkey; sdemir@gantep.edu.tr

Abstract

While it is possible to say that game concept is so old as history of humanity, gamification concept based on digital media is quite new. Although different concepts like ‘surveillance entertainment’ by Grace and Hall (2008), ‘productivity games’ by McDonald, Musson and Smith (2008) and ‘applied gaming’ at natronbaxter.com have been used to refer gamification since 2008, the term has been used by Jesse Schell for the first time at the presentation named ‘Future of Games’ in DICE Conference in 2010 (Deterding, Dixon, Khaled & Nacke, 2011; Xu, 2011). Zicherman and Cunningham (2011) define gamification as ‘using way of thinking and game rules to excite attention and solve problems.’ According to Deterding et al. (2011), gamification is using game design in non-gaming contents.

First of all, game design should be clarified for the process of gamification. Game design becomes important in this sense. Game design has three dimensions as dynamics, mechanics and components. While dynamics is stated as constraints in design, emotions, progress structure and the technique of making story; mechanics can be explained as luck, competition, collaboration, commerce and challenge. Basically, components of game design can be presented as point, badge, level, experience point (xp) and leaderboards (Bunchball, 2010; Werbach, 2014). Accordantly using these dimensions together and transferring them to non-gaming processes is defined as gamification.

Gamification of educational process can be discussed as successfully integrating gamification structure into the curriculums with the purpose of increasing attitude towards lessons, motivation and achievement of students. Curriculums have a dynamic structure that renews itself. Curriculums comprise of four key elements and gamification should be carefully integrated into each element. Indeed, curriculum development studies are defined by Demirel (2008) as dynamic relationships between objectives, content, teaching-learning process and assessment. The harmony between these elements and extent of success of integration of gamification process into the curriculum are executed by program evaluation. There are various approaches to evaluate curriculums, each of these approaches has groups that will be considered in evaluation and doubtlessly, ‘students’ are important in each of these approaches. In this context, it is aimed to evaluate the curriculum of gamification based “Teaching Principles and Methods” course according to students’ opinions.

Our study is a case study of qualitative design. Case study is an important method in educational studies. In case studies, it is possible to examine a special case closely by gathering data without concerning generalization or proving (Yıldırım & Şimşek, 2008). Our study is a special case as it aims to find out students’ opinions related to integration of gamification, a specific structure, into the curriculum.

The study group of the study consists of 16 second grade students studying in Elementary Mathematic Teaching department in Faculty of Education. Comprising of 5 male 11 female, these students have received whole “Teaching Principles and Methods” course with the process of gamification. The students participated the study voluntarily and stated that they would share their real and sincere opinions during the interviews. The interviews were recorded to tape recorder, recorded interviews were put down on paper and analysed by using descriptive analysis.

The interviews with students were semi structured. The interview text was prepared to enable students evaluate gamification based curriculum. After preparing the interview text, it was broached to 3 domain expert of educational sciences and edited accordingly. Pre-interviews were done with 3 student and overall situation of the process was examined. After that the interview text took its final form. It was aimed to ask students’ opinions related to objectives of program with the first question, content with the second question, learning-teaching process with the third question, assessment and evaluation process with the forth question, the harmony among program elements with fifth question, whether there is a need for gamification based curriculum or not with the sixth question, negative and positive sides in general with the seventh and eighth questions.

[†] It is a part of a doctoral dissertation.

Themes and codes were formed by using descriptive analysis. Generally evaluating themes and codes, it was determined that objectives, content design, learning-teaching process and assessment evaluation were compatible with the nature of gamification and students had a positive view about this process. Students stated that they were happy to be a part of this process, enjoyed it, experienced a better and more permanent learning, a positive competition increased their success, their will to study was alive, their interest and motivation were increased and they found a chance to review. About the negative sides of the process, students mentioned that it was time-consuming and competition leads partly to ambition. Students specifically stated that assessment and evaluation based on gamification process reflected their success better and a compatible structure among the elements of curriculum (objectives, content, learning-teaching process, assessment and evaluation) was revealed.

Based on the general positive opinions of students about the gamification based "Teaching Principles and Methods" course, it can be stated that gamification of educational process can be executed successfully and gamification process can be integrated into curriculums. It is explicit that gamification of education will have positive reflections on students.

Keywords: Gamification, teaching principles and methods course, students' views.

The Analysis of Research Resistance Behaviors of Education Faculty Undergraduate Students and Postgraduate Students

Gürol YOKUŞ; Mersin University, Mersin, Turkey; gurolyokus@gmail.com

Gamze YAVUZ KONOKMAN; Mersin University, Mersin, Turkey; yavuz.gamze@hotmail.com

Tuğba YELKEN; Mersin University, Mersin, Turkey; tyanpar@gmail.com

Figen KILIÇ; Mersin University, Mersin, Turkey; figendamla@yahoo.com

Abstract

In 21st century, learning how to learn and conducting research are the skills which don't make individuals indispensable but appear as a necessity for them (Partnership for 21st Century Skills, 2010). Today, higher education is restructured within context of Bologna process and it is expected from individuals to actualize their own learning by making research after they graduate from university. It is emphasized that knowledge, skills, interests and perceptions of individuals towards research have a determining effect on individuals' conducting a research (Saracalıoğlu, Varol & Ercan, 2005). Considering that affective features are also determinants of behaviour of individuals, it is possible to assert that conducting research is highly relevant to research resistance. In literature review, there exists studies related to student resistance behavior, factors which lead to student resistance behaviour and resistance types (Burroughs, Kearney & Plax, 1989; Giroux, 2001; Hogberg, 2011; Yüksel, 2006). Considering student resistance is an important variable which results in ineffectiveness of instruction process, studies related to student resistance are thought to be limited in quantity.

Alpert (1991) explains resistance behavior as long-lasting, purposeful and hard to handle reactions which stem from contradiction between students daily life and school life, he also explains undesirable student behavior as unplanned and relatively easy to handle reactions which are done for attracting attention or disrupting lesson. Giroux (2001) defines student resistance as resistance to education and instruction activities. Yüksel (2003) emphasized that concept of resistance is used by educators to explain student behaviors which stem from dilemma between society student lives in and school environment. Yüksel (2004) states that most of the time it is put emphasis on undisciplined and undesirable behaviors as negative behaviors but resistance behaviors are neglected. Therefore, it is expected from researchers to analyze the issue of student resistance, reveal the current situation and produce solutions to problems.

In studies which are conducted to investigate how students resist to education and instruction activities, it is claimed that students show resistance behaviors such as keeping quiet, not answering the questions asked or answering with a quiet voice in not an understanding way, arguing against teacher etc. (Alpert, 1991). In order to explain student resistance behaviors in higher education, Burroughs, Kearney and Plax (1989) creates scenarios in which different learning situations are described based on

prosocial-immediate, prosocial- nonimmediate, antisocial-immediate and antisocial-nonimmediate teacher behaviors and they analyze the reactions students give to these scenarios. They explain reactions of students to scenarios in 19 categories as active and passive ones. These categories include "making suggestions to teacher, blaming teacher, escaping from lesson, unwillingly adapting, actively resisting, deceiving, directly contacting, creating obstacle, presenting apologies, not caring teacher, claiming his/her priorities are different, pushing teacher, getting students' support, complaining, modelling teacher, modelling behavior of teacher, defensing against teacher, attempting to disprove, holding revenge and grudge.

Life long learning gained much importance in this age and individuals' responsibilities increased in terms of their individual developments. As knowledge continuously loses its currency , the responsibility of reaching knowledge is put on individuals. In reaching knowledge, it is really crucial that individuals should take responsibility of their own learning and having a researcher characteristic. Within this context, teacher candidates who are responsible for raising individuals have very important tasks as role models. One of these tasks is to motivate learners and be a role model for them by means of having a researcher characteristic, perception of research and affective features toward research. For this reason, it becomes crucial to determine research resistance behaviors of education faculty undergraduate and post graduate students. In this study, research resistance is defined as resistance behaviors of students towards all research activities (reaching knowledge, analyzing, synthesizing, sharing and producing new knowledge etc.) which are expected from them.

Descriptive model is used in this study. The sample of this study include Mersin University Education Faculty undergraduate students and Educational Science Institution postgraduate students (N=274). It has been applied the research resistance scale which has been developed by Yavuz Konokman (2015). The processes which have been done for construct validity and reliability of the scale indicate that it is a valid and reliable instrument for determining research resistance behaviors. Descriptive statistics are used in determining sample group's research resistance; One Way ANOVA and unrelated samples T-test have been done in determining whether there is a difference in research resistance according to various variables (gender, education level, department, taking scientific research methods course, participating scientific activities, number of conducting research, time allocated to research process and attitude towards research).

When the findings of research is analyzed, undergraduate and postgraduate students research resistance do not differ in a statistically meaningful way according to gender. Then, education level is found to be a variable which makes a meaningful difference in research resistance. While research resistance mean of undergraduate senior students is found to be 87,02, postgraduate participants' resistance mean is 68,4. As education level increases, there decreases research resistance level. Another variable which makes a difference in research resistance of participants appears as department. The findings show that the most resistance behavior is shown by students of Turkish Language Education Department and the least resistance behavior is shown by primary school mathematics teacher. When looked at other variables in research resistance, it is observed that there is difference in research resistance according to variables of attending scientific research methods and time allocated to research process. For instance, students who participate in three or more research activities show less resistance compared to the ones who participate in only one activity. Likewise, students who allocate at least three hours for research show less resistance compared to the ones who allocate only one hour. Findings also show that participants view themselves as having sufficient research skills and fairly positive attitudes.

As a summary, it is concluded that Mersin University Education Faculty undergraduate and postgraduate students' research resistance appear as "medium level". Education level of students, their departments, participating scientific research activities and time allocated to research process are the variables which lead to difference in research resistance; but gender, taking scientific research method course and number of conducted research are variables which do not lead to difference research resistance. Within this context, in order to decrease resistance behaviors of undergraduate and postgraduate students, students should be engaged in individual and group work for research projects since kindergarten. We make sure that students be part of research process by doing it in young ages. Another way to decrease resistance behaviors, successful research projects and studies should be available and open to access and students should be encouraged to analyze them. Also, it should be provided that students participate in many research environment and minimize their resistance

behaviors. Lastly, it might be beneficial to explain researcher in what ways his/her study might be utilized in literature.

Keywords: Research resistance, research resistance scale, education faculty teacher candidates, postgraduate students.

A Study on the Spatial Abilities of Social Sciences Pre-Service Teachers

Eyüp YURT; Gaziantep University, Gaziantep, Turkey; eyupyurt@gmail.com

Vural TÜNKLER; Necmettin Erbakan University, Konya, Turkey; vtunkler@gmail.com

Abstract

Studies conducted in the field indicate that spatial abilities are a strong variable that guides students' academic achievements. Strong relationships were found between performance exhibited in school subjects such as Physics, Chemistry, Mathematics, Geometry and Art, and spatial ability (Battista, Wheatley, & Talsma, 1982; McClurg et al., 1997; Pribyl & Bodner, 1987; Turğut, 2009; Yurt & Sünbül, 2014). Moreover, it was understood from the studies carried out in the relevant field that higher order skills like problem solving and reasoning were correlated with spatial ability (Clements & Battista, 1992; Yurt & Sünbül, 2014). In addition, it was pointed out that many skills used in daily life were closely related to spatial ability. For example, it has been understood that we use our spatial abilities when we find our way using a map, doing sport and putting away our clothes (Kimura, 1999; Pietsch & Jansen, 2012).

There are various researchers in the literature who argue that spatial ability has several components (Carroll, 1993; Contero et al., 2005; Kimura, 1999; McGee, 1979; Olkun, 2003). While some of the components indicated by researchers are shared, others are quite different from one another. This difference has caused definitions of spatial ability to become diversified and made it difficult to arrive at a common definition. In this study, the definition of spatial ability components made by Olkun (2003) was used as base. According to this, spatial relationships and spatial visualization are two fundamental components that form spatial ability. Spatial relationships are defined as being able to imagine the orientations (tendencies) of two and three dimensional objects in two and three dimensional space, whereas spatial visualization is defined as being able to imagine holistic and step by step orientations (tendencies) of objects and parts of objects in three dimensional space (Olkun, 2003).

The ability to perceive space is included among the field-specific skills in Social Sciences Teaching program. It was emphasized in the teaching program that the ability to perceive space is correlated with the ability to be able to see spatial relations. Using their ability to be able to see spatial relationships, students can, i) envision the form of an object in space or the form of a shape on, ii) see a form three-dimensionally and iii) envision an area, a sketch, a street or a building. Therefore, it was emphasized that the ability to perceive space is quite important to be able to express the space in different ways, notice and tell about the elements present in the environment, make drawings about the space and read these drawings. Moreover, using these abilities, individuals can draw concrete and three-dimensional events and phenomena they see in their environment on paper or envision the original form by looking at the drawings on paper (MEB, 2005). In this respect, it has been considered quite important to gain students the ability to perceive space. On the other hand, to what extent Social Sciences pre-service teachers who will gain students this ability, which is included in the program, possess this ability is also considered very important. Therefore, this study investigated spatial abilities of Social Sciences pre-service teachers in terms of different variables such as class, gender and academic average. Some practical suggestions were made in accordance with the findings obtained.

Mixed method was used in this study. The quantitative dimension of the study, in which mixed method was used, was conducted according to the causal comparative design while its qualitative dimension was carried out according to the case study design. On the other hand, document review method was used in collecting qualitative data. The study of the quantitative dimension of the research consisted of 234 second and third year university students attending the department of Social Sciences Teaching at education faculties in Central and Southern Anatolia in the spring semester of the 2014-

2015 academic year. 54.7 % of the students (n=128) were female, whereas 45.3 % (n=106) were male. 45.7 % of the students (n=107) were in their second year while 54.3 % (n=127) were in their third year. The study group of the research, on the other hand, consisted of 37 pre-service teachers (F=20, M=17) who were selected using the purposeful sampling method as it was our intention to choose participants with certain qualities. In order to identify the spatial abilities of the participants, Mental Rotation and Surface Development Tests were used in the study. In addition, Form for Views about Spatial Ability Tests was used to elicit the participants' views about spatial ability tests. Descriptive statistics and multivariate analysis of variance (MANOVA) were used to analyze quantitative data. On the other hand, content analysis technique was used to analyze qualitative data.

According to the results of the descriptive analysis, it was understood that spatial visualization and mental rotation abilities of the Social Sciences pre-service teachers who participated in the study were low. Furthermore, it was found that mental rotation abilities of male students were higher than those of female students, but spatial visualization abilities did not differ by gender. On the other hand, it was also understood that the abilities that were investigated did not vary by year (class) at university. Moreover, it was understood that spatial visualization and mental rotation abilities were correlated with academic average, and that spatial visualization and mental rotation abilities of pre-service teachers with high academic averages were higher compared with other pre-service teachers.

When pre-service teachers' views about spatial ability tests were analyzed, it was seen that the views could be subsumed under main two themes, namely "ease and difficulty of spatial ability tests" and "methods used in doing spatial ability tests". When the loading figures of the views included under the theme of ease and difficulty of spatial ability tests were considered, it was understood that more male pre-service teachers than female ones thought mental rotation tests were easy; it was observed that the views of the female pre-service teachers about mental rotation tests concentrated mostly on their difficulty. When male and female pre-service teachers' loadings regarding the ease and difficulty of surface development tests were examined, it was seen that these loadings were similar to one another. When the pre-service teachers' views under the theme of methods used in doing spatial ability tests were analyzed, it was observed that pre-service teachers used different methods in doing the two tests.

As a result of the analysis of the quantitative and qualitative data obtained from the pre-service teachers participating in the study, it was understood that spatial abilities of Social Sciences pre-service teachers were not at the desired level. It is known that in order to improve spatial ability, virtual environments and concrete objects (Rafi, Samsudin & Ismail, 2006; Yıldız, 2009; Yurt & Sünbül, 2012), drawing activities (Field, 1994; Tsutsumi, 2005; Olkun, 2003) and sports activities (Pietsch & Jansen, 2012; Tracy, 1987) are used. In this respect, it can be conceived that elective courses including these activities may contribute to the development of Social Sciences pre-service teachers' spatial abilities. For example, it has been found in some studies that origami activities contribute to the development of spatial abilities (Boakes, 2009; Cakmak, Isiksäl & Koc, 2014). Therefore, origami could be added as an elective course to the curriculum of Social Sciences teaching.

Keywords: Social sciences, pre-service teachers, spatial ability.

Investigation of Prospective Teachers' Opinions on Cultural Awareness: A Case Study

Sibel GÜZEL YÜCE; Mustafa Kemal University, Hatay, Turkey; sguzel@mku.edu.tr

Gülşen BÜYÜKŞAHİN ÇEVİK; Adiyaman University, Adiyaman, Turkey; gbcevikl@adiyaman.edu.tr

Abstract

Culture is a construct composed of many elements such as behavior patterns, attitudes, norms, values, communication types, languages, beliefs, actions, education, and health conditions (Başbay, Kağnıcı & Sarsar, 2013, p.49). In consideration of education, curriculum, school and teaching-learning concepts culture is one of the most important concepts. (Ültanır, 2003). Individual differences and varieties in the teaching environment can be considered as the outcome of the notion of culture. Education and culture are two notions which shape each other and cannot be considered separately.

According to description of Ertürk (1994) on education demonstrates this relationship between education and culture.

Nowadays, the importance of cultural awareness in curriculums from pre-school to higher education institutions is acknowledged, and it can be stated that the success of any possible change in the curricula is related to teachers' competence (Polat & Kılıç, 2013). Therefore, teachers should create learning environments in which students can develop respect for the values of people from other cultures, overcome prejudice and embrace the prosperity of cultural diversity (Cırık 2008, pg. 34). Hence, in the studies recently conducted in the area of teacher training, the importance of training teachers who are aware of cultural differences that causes to individual differences is emphasized in order for them to develop an awareness of understanding towards culture and in order for students to get as much as they can out of the learning-teaching environment (Ünlü&Örten, 2013, pg. 289). Training teachers according to cultural awareness in such programs is one of the priority issues in Europe and America (Ünlü & Örten, 2013). The Council for the Accreditation of Educator Preparation (CAEP) emphasizes the necessity of training teachers to be aware of cultural diversity such as race, ethnicity, gender, age, socioeconomic status, sexual orientation, disability and geographical location (CAEP, 2015, p. 3-4). Similarly, in Turkey, Ministry of National Education has identified the competences of teachers as generic and special areas competences. In both areas the indicators related to cultural awareness are placed.

In rapidly globalizing world, prospective teachers are expected to teach in different cultural environments, to be aware of culture (Bektaş, 2006), to have a high cultural intelligence (Yeşil, 2009) or to be cultural literacy (Köksal, 2004). All of these terms (cultural awareness, cultural intelligence and cultural literacy) are related to the ability of the prospective teachers to understand and appreciate both of their own cultures and others' cultures and minimization of the bias over other cultures. In the investigation of the literature related to issues such as cultural awareness, multiculturalism, cultural diversity etc. lie back to 1970s over the world. Moreover, compared to the last 10 years, stronger conceptualizations and educational practices in these areas are remarked. (Banks, 1995; Banks, 2001; Banks, 2009; Harrison, Carson & Burden, 2010; Keengwe, 2010; Barrineau, 2012; Slavin 2013). On the other hand, in Turkey, studies conducted on multicultural education risen in 10 years, and in these studies, issues such as attitude towards multiculturalism; level of knowledge, level of awareness and skills related to multicultural education are preferred (Güney & Aydın, 2015). However, studies regarding competences which currently working teachers should possess in a multicultural environment are limited (Polat & Kılıç, 2013, p. 365).

Since teachers are appointed to various cities and towns in Turkey depending on their KPSS results, they are more likely to get in touch with different cultures. As it is known, students differ in their ethnicity, belief, mother tongue, gender, socioeconomic status, geographical location and competence (Slavin, 2013). Therefore, each relationship in a classroom is a multicultural one (Çoban, Karaman&Doğan, 2010). Varieties and individual differences in the educational environment can be considered as the outcome of the phenomenon of culture. In order to train teachers who are aware of culture, faculties of education should be ready for multicultural education, and academic staff should possess multicultural competence. Furthermore, it is needed to conduct studies in Turkey, to shed light on teacher characteristics related to cultural awareness, and how to train culturally aware teacher. In this direction, the study seeks an answer for the question "What are the opinions of prospective teachers on culture and cultural awareness?"

This research was conducted using qualitative methods, specifically case study method. The study is conducted in a selected institution from which 10 prospective teachers from 5 different departments (Turkish, English, Form Tutor, Science, and Acts) were drawn as participants. Data was collected by means of semi-structured interviews. Each interview lasted approximately 40 minutes. In this analysis, data has been organized, coded, categorized and interpreted depending on the questions in the interview form.

According to the research findings, prospective teachers, who described culture and education as two intertwined phenomenon which affect each other, has been seen to have used superficial statements. They stated that taking into account cultural features is important for a teaching environment, and also cultural background may have a favorable or unfavorable influence on learning. Most of them believe that teachers' cultural backgrounds may affect their way of teaching, the examples they give during a lesson and their language. Prospective teachers, who are going to various

schools for practical training to develop cultural awareness, indicated that since the same textbooks are taught in every region of Turkey, textbooks remain inadequate and prevents associating teaching with the local culture. Their descriptions of a culturally-aware teacher include in recognizing one's own culture, students' recognition of their environment, students' awareness of their cultural backgrounds, and their possession of knowledge about different cultures and demonstration of respect for these cultures. Few of them stated that it is necessary to utilize different methods & techniques, utilize materials associated with the respective culture, pay attention to individual differences and promote respect for different cultures. There were both some prospective teachers who believed that it is necessary to make arrangements in a learning environment and there were also few prospective teachers who didn't believe. Prospective teachers pointed out that they find themselves competent in cultural awareness, and in this matter, they draw attention to respect, communication and empathy skills. While some of them stated that the faculties of education are adequate in training culturally-aware teachers, the others stated that they are not. As a conclusion, as far as prospective teachers' opinions are examined, it is understood that they have acquired the knowledge related to cultural awareness by means of informally and hidden curriculum.

Keywords: Prospective teacher; culture; education; cultural awareness.

Hidden Curriculum in Higher Education

What Are the Analogies of Academicians about Hidden Curriculum?

Sinem HIZLI ALKAN; Ondokuz Mayis University, Turkey; sinemhizli@gmail.com

The paper wasn't presented in the congress.

The Told and the Untold in Academic Supervision: Viva Voces or Cold Wars?

Kassim B SAFIR, University of Mascara Algeria, Africa; safireading@yahoo.com

The paper wasn't presented in the congress.

Analysis of Factors Affecting Student Behaviors in Secondary Education within the Framework of Hidden Curriculum

Hasan Hüseyin ŞAHAN; Balıkesir University; Balıkesir; Turkey; hasansahan@windowslive.com
Mustafa TANRIVERDİ; Balıkesir University; Balıkesir; Turkey; mustafatanriverdi@outlook.com.tr

Abstract

It is essential to first clarify the concepts of *school climate*, *school culture*, and *classroom atmosphere* to be able to discuss hidden curriculum. Just as a certain *classroom atmosphere* forms as a result of the teacher-student interactions, a *school climate* exists within the broader territories of the school, arising from the school administration, rules, symbols, and physical structure (Akbulut, 2011). Hidden

curriculum is an important component of the school, which aims to educate the student as a whole individual, and each reflection of it such as the organizational structure of the school and the way teachers interact with the students is highly influential on the values the school endeavors to transmit to its students (McGettrick, 1995). The *school culture* concept should not necessarily conjure up the image of different cultures brought to school by different individuals, and the interaction of these cultures. The school culture forms throughout a certain process, and as a result of the effect of different variables. Deal and Peterson (as cited in Jerald, 2006) define *school culture* as a path drawn by vision, values, beliefs, assumptions, attitudes, rituals, ceremonies, history, stories, and physical symbols all together. Different as the school cultures are, they all have the same goal, for they implement the same official curriculum. This curriculum is written and clear. However, the school culture is not. The schools expect their students to adopt the school culture, but they do not resort to teaching it through written means. Students generally learn the school culture in time and through experience. School culture forms the hidden curriculum at school because it is comprised of messages sent by school without written words, and sometimes without any words at all, through symbols (Akbulut, 2011).

To conclude, focusing only on official curricula will not suffice for curriculum development studies. It is equally important to take into consideration the hidden curriculum to conduct an effective curriculum development study. This study intends to analyze the factors influencing student behaviors in the secondary education within the scope of hidden curriculum. To this end, it pursues to answer the following research questions:

1. What is the perception of teachers as regards the effect of teacher behaviors on student behaviors?
2. What is the perception of teachers as regards the effect of school climate and culture on student behaviors?
3. What is the perception of teachers as regards the effect of classroom atmosphere on student behaviors?

The current study is a qualitative research study. It adopts the case study design. In particular, it is uses the intertwined single case study design. The study group consists of eight teachers working in eight different types of secondary education institutions in the Mustafakemalpaşa province of Bursa in the 2013-2014 academic year. The maximum variation sampling technique was used in the sampling of the participants.

The data was collected by a semi-structured interview form developed by the researcher. The data was collected by a semi-structured interview form developed by the researcher. The responses of the interviewees were recorded and then transcribed. In the data analysis, descriptive coding was used. The data was analyzed under three main categories: the effect of teacher on student behavior, the effect of school climate and culture on student behavior, the effect of classroom atmosphere on student behavior. Consequently, the codes were analyzed in terms of similarities and differences.

The results of the research are as follows;

Students adjust their behaviors according to their teachers at school. Teachers have certain perceptions of students such as *good* and *bad*, and *successful* and *unsuccessful*, which influences the academic performance of students. Teachers, first and foremost, expect their students to be honest and refrain from telling lies. Teachers also put emphasis on students' compliance with the social norms. Another finding of the study was that teachers tend to protect and watch for some students. Teachers want to be role models for the students by their attitudes and behaviors. In addition, students take into consideration the consistency between teachers' behaviors, rather than what they say they do.

Students generally spend their leisure time at school by being a part of a certain group, chatting, hanging around, doing sports, which is as much possible as the physical opportunities provided by the school, and during this time, they comply with the gender roles expected of them by the society. The broader environment in which the school is located has positive and adverse effects on student behaviors. Especially the students of technical and vocational schools who are in their final year and who go out of the school for internship activities undergo positive and negative changes. Teachers and administrators have to obey some unwritten rules that are not really indicated in the written curriculum. Students obey some of these rules, though unwillingly, and resist others. The physical structure of the school have positive or negative effects on the students, and students usually behave in accordance with the physical facilities of the school. Teachers tend to cover certain subjects with greater emphasis, while they cover others superficially. They also share with the student's extracurricular topics and experiences.

What is more, they somewhat hint which topics will be tested in the exams, and sometimes directly tell them to students. Teachers attach importance to students' behaviors and attitudes when they give academic performance grades to students. Some student behaviors disrupt the flow of classes. One common such behavior is students' talking among themselves while the teacher is lecturing. Although teachers accept that they show their own personal opinions and values to the students, they claim that they do not impose their own ideological beliefs on them. On the contrary, teachers state that they find it wrong to do so. It was found that teachers have to obey a set of rules, which tend to change from teacher to teacher, or from classroom to classroom. The washback effect of the national university entrance exam is obvious especially in some schools regarded to display high academic success. In these schools, teachers teach according to this exam, and time management and being punctual are important both for teachers and students.

Keywords: Hidden curriculum, school climate, school culture, teacher behaviors.

Hidden Curriculum: Invisible Part of the Ice-Berg in Secondary Schools

Senar ALKIN-ŞAHİN; Dumlupınar University, Kütahya, Turkey; senar35@gmail.com

Nihal TUNCA; Dumlupınar University, Kütahya, Turkey; tuncanihal@gmail.com

Abstract

Hidden curriculum is a kind of program emerging as a result of teacher-student, student-student interactions and including applications not targeted by the formal programs implemented at schools and positive or negative learning occurring as a result of conscious or unconscious activities not stipulated by the formal programs (Livesey 2005; Posner, 1995; Sari, 2007; Vallance, 1983; Yüksel, 2002a, 2002b, 2004; 2005; Veznedaroğlu, 2007). The concept discussed in relation to school and class climate in literature (Yüksel, 2004; Veznedaroğlu, 2007) is as effective in inculcation of affective characteristics and skills in students as formal program. In this regard, it is clear that formal programs are not adequate on their own for the development of students; hence, hidden curriculum should be developed (Sari, 2007). Thus, it seems to be necessary to investigate what should be imparted to students through such hidden curriculum.

The purpose of the current study is to determine what is imparted to the students of two state secondary schools within the context of the hidden curriculum. One of these schools has low socio-economic level and the other one has high socio-economic level. Within the context of the class climate dimension of the hidden curriculum, the students' learnings related to "classroom order, class rules, the teacher's expectations, opinions and thoughts, atmosphere in which communication takes place, the teacher's prejudices about student characteristics" were subjected to in-depth analysis.

The study was conducted through phenomenological design, one of the qualitative research designs. The focus of the study is to reveal how students make sense of teacher-students, student-student interactions with secondary school climate. In the current study, the phenomenon is hidden curriculum. The study aims to make sense of the hidden curriculum phenomenon the students are involved in by participating and observing in a classroom climate on the basis of their explanations made as a result of the experiences they have lived. The participants reached for focus group interviews were selected from two state secondary schools from the city of Kütahya through convenience sampling method. One of these schools has a low socio-economic level and the other one has a high socio-economic level. Great care was taken for the interviewees to be from different classes, achievement levels and genders because it was thought that the research findings would be enhanced with the opinions of the students from different classroom atmospheres, achievement levels and genders. The focus group interviews conducted in two schools were carried out with the participation of totally eight students from 5th, 6th, 7th and 8th grades. Of the participants from the school with low socio-economic level, two are females and four are males and of the participants from the school with high socio-economic level, three are females and three are males.

The data were collected through focus-group interviews. It was thought that within the focus-group interviews, responses of the participants might provoke other participants' thoughts and thus more data

could be produced about the phenomenon under investigation. The focus -group interviews were conducted with the participation of two of the researchers in a single session and one lasted two hours and the other lasted one and half hours. The data collected in the focus-group interviews were thematically analyzed. During the analysis process, first the data were read and then the data were coded in connection with each sub-purpose of the study. The obtained codes were read once more and the related codes were brought together on the basis of similar and different aspects. Finally, based on the conceptual meaning of each code, themes were constructed and these themes were supported with quotations.

The analysis of the data is still in progress. Findings will be obtained within the context of the class climate dimension of the hidden curriculum about the students' learnings related to "classroom order, class rules, the teacher's expectations, opinions and thoughts, atmosphere in which communication takes place, the teacher's prejudices about student characteristics" The results of the study will be determined on the basis of the findings to be reached and discussed within the context of the literature. Within the context of the findings of the study, suggestions will be made about how to enhance the hidden curriculum so that students can be holistically improved at schools.

Keywords: Hidden curriculum, classroom climate, secondary school students.

The Effect of Hidden Curriculum in a Faculty of Education on the Attitudes of Students towards Teaching Profession

Dilşat PEKER ÜNAL; Bozok University, Yozgat, Turkey; dilsat.unal@bozok.edu.tr

The paper wasn't presented in the congress.

Curriculum Evaluation and Models in Higher Education

The Examination of Curriculum and Instruction Congresses in terms of Several Variables and Their Effect on Field

M. Bahaddin ACAT; Eskisehir Osmangazi University, Eskisehir,Turkey; bacat@ogu.edu.tr
Burak Yasin YILMAZ; Eskisehir Osmangazi University, Eskisehir,Turkey; burakyilmaz@ogu.edu.tr

Tuğba İNCİ; Eskisehir Osmangazi University, Eskisehir,Turkey; tugbainci90@gmail.com
Gülçin ÇELİKER; Eskisehir Osmangazi University, Eskisehir,Turkey; gulcinceliker@gmail.com

Abstract

New ideas and discussions are raised, knowledges are shared and individuals are academically connected to each other due to the academic meetings on science. Every discipline aims to produce valuable and reliable infomation (Tavşancı et.al., 2010). Concordantly, one of the most significant criteria for a discipline to be institutionalized is to organize scientific facilities or congress about it (Aydın, Kepenekçi, Memduhoğlu & Oğuz, 2005). Academic congress and conferences are not only a sign of the existence of a discipline, but they also refer to an area in which field members' interests are shared, discussed and redefined (Oplatka, 2007, 2008, 2012; cited in Turan, Bektaş, Yalçın & Armağan, 2015). It is significant to specify the tendencies in the field and to reveal the effect of the congresses on the field. This kind of evaluation studies can be considered as a report as they are conducted with an integrated approach (Belenkuyu, Iri & Oyman, 2015). Curriculum and Instruction Congress has been organized in 2010 for the first time in collaboration with Turkish Association of Curriculum and Instruction. It has been organized nationally or internationally year by year and it is the only organization in this field. This year (in 2015), the Curriculum and Instruction Congress will be organized as the third times in international and sixth times in total –natioal and international. In this study, the papers presented in National and International Curriculum and Instruction Congresses are going to be evaluated in terms of several variables such as gender, author number, the issues discussed, article types, data collection techniques and participant types. And the effect of these congresses on field is going to be examined by considering the attributions.

In this study content analysis has been used as a qualitative research method. The main idea of content analysis is to analyze the texts systematically (Mayring, 2011). The data of the study has been collected from printed proceedings books or from electronic media. The data of the study is going to be analysed by using "Paper Examination Chart" developed by Turan, Bektaş, Yalçın and Armağan (2015). The data has been gathered under two main topics – the ones related with the congress and the ones related with the papers. While the variables on congress –the organization institute and the place, date, number of papers - reflect the main features of the congresses; the variables on the papers presented in congresses are authors' gender, the number of the authors, the issue of the paper, article type, data collection techniques, sample, the type of the papers printed in proceedings books (full text or abstract) and completion status. The variables in data collection tool have been determined by examining the papers which is presented in congresses. The data is restricted with the texts which take place in proceedings books. The categories formed about the issue of paper is restricted with the declaration of the authors. The effect of Curriculum and Instruction Congress on the field is going to be determined by making reference analysis. Thus, the citation index is going to be viewed at ULAKBİM.

Keywords: Curriculum and instruction congress, curriculum and instruction, congress, content analysis.

Turkish Science Curriculum in 2000s: A Comparison of 2000, 2005 and 2013 Intended Science Curricula

Ebru ÖZTÜRK AKAR; Abant İzzet Baysal University, Bolu, Turkey; akar_e@ibu.edu.tr

Abstract

The impact of science education on the future quality of life and the whereabouts of nations on the power scale increases the emphasis given to it in return. In today's world educating large numbers of people in science is a necessary condition for a country to acquire a competitive-technologically based industrial capacity (Calloids, Göttelmann-Duret, & Lewin, 1996). Therefore, it is crucial to determine how

to make science more attractive to students, how to change curriculum to facilitate science education, how much science to teach, and what types and amount of practical activities enhance the quality and relevance of science education (Calloids, Göttelmann-Duret, & Lewin, 1996). Although the state of science education varies, the international reform movements of the last years with respect to the above mentioned reasons show similarities by means of updating goals and content of science curricula to conform to modern science, providing students practice in scientific methods through experimentation and inquiry, and employing educational technology (Walberg, 1991).

Turkey has been experiencing such reform movements and has been dealing a lot with science education and education in general through the years. The numerous attempts of the past two decades aim at improving the quality of science education by means of mainly upgrading the curricula that primary school science curriculum has been renewed for three times since 2000. Yet, it is seen that all three curricula adapted the same philosophical conceptions. Teaching and learning processes, and teacher and student roles are defined accordingly. Variety during the teaching and learning process, student centeredness, individualism, improvement of social skills are emphasized in curricula. Students are expected to develop/improve not only their basic knowledge, skills and attitudes but also their critical thinking, creativity, problem solving, doing research, evaluation and analysis, group work, and communicative skills in 2000, 2005 and 2013 science curricula.

As all curricula share the major characteristics, this study intended to deeply examine the main components i.e. goals, content, teaching and learning processes and evaluation, of these three curricula and to find out the elements which makes each curriculum different than its predecessor, and if the new one better contributes to the needs of science education in Turkey. It is aimed to relate identified differences with contextual variables, and to discuss them together with the driving forces during the development of these curricula. The research question is:

- What are the main features of Turkish primary school science curriculum in 2000s?
- What does make 2000, 2005 and 2013 science curricula different than each other?

Content analysis technique is used to analyze 2000, 2005 and 2013 science curricula. Content analysis technique gives researchers a direction about what is inside in the written and visual documents (Patton, 2002). A basic framework for each component is developed, and goals, content, teaching and learning processes and evaluation are content analyzed separately. Cross-checking is done by another researcher. Studies related with science curricula since 2000 are also overviewed to draw conclusions about the educational context and driving forces during the development of all three science curricula.

A comparison of all science curricula indicates that they are upgraded and shorter versions of each other. Number of goals and content load is decreased, and allocated class hours is increased in each curriculum. Content organization is claimed to facilitate learning. Teaching and learning is claimed to employ constructivist pedagogies. Yet, evaluation component is weakened through years. Turkish students' poor performance in international studies, science curricula of leading countries in these studies and effects of globalization remained to be the major driving forces during the development of science curriculum in 2000s. Discussion is going to be furthered on educational context and curriculum studies in Turkey.

Keywords: Science curriculum, curriculum change.

Professional Teaching Knowledge Lessons in Teacher Training: Comments of Faculty and Students (Gazi, Education Faculty Case)

Gülgün BANGİR ALPAN; Gazi University, Ankara, Turkey; bangir@gazi.edu.tr
Gürçü KOÇ ERDAMAR; Gazi University, Ankara, Turkey; gurkoc@gazi.edu.tr

Abstract

According to previous research, the main characteristics of qualified teachers include preparing for lessons, being positive and creative, followed by being fair, sense of humor, and compassionate (Walker 2008). According to another view, teachers are competent and effective in their field when they turn conceptual knowledge appropriately into action (McGinn & Schiefelbein 2010, 437). Professional

teaching knowledge lessons (PTKL) in education faculties is structured to qualified teacher training. Studies and discussion on the role of PTKL in teacher training, its effect and importance have existed (Cansaran, İdil & Kalkan, 2006; Çakan, 2004; Çetintaş & Genç, 2005; Demircan, 2007; Eraslan, 2009; Gündüz & Odabaşı, 2004; Kılıç, 2004; Kılınç & Altuk, 2010; Özkilic, Bilgin and Kartal, 2008; Sarıtaş, 2007; Şahin, 2007; Taşkın & Hacıömeroğlu, 2010; Yüksel, 2011). Higher Education Council decided to establish the department of "educational sciences" for PTKL in 1982 (YÖK, 2007a). PTKL maintained its position, which was launched in 1998-1999 educational year, updated and restructured in 2006-2007 academic year (YÖK, 2007b). The place of training qualified teachers have always existed in the decision of social development decisions (Çağlar & Acar, 2013; ERG, 2015; YPK, 2013). This study sets out to discuss the place and importance of PTKL, which is thought to be a critical variable in qualified teacher training.

This study aims to examine the comments of the staff of faculty of education and senior class students on the place of PTKL and the teaching of PTKL. The study is of quantitative nature. The study group of the study is comprised of the faculty staff (20) involved in teaching the lesson of PTKL senior class (22) and graduate students (12), who voluntarily took part in the study. Special attention was paid for the participants to be selected from all departments and programs of Gazi Education Faculty. Focus group study was performed with faculty staff and graduate students with 30-45 minute long interviews in 3-5- people groups. During the interviews, notes were taken down and audio recording was performed for the participants with a permission.

Semi-structured interview forms were used in data collection. Semi-structured interview form were preferred, for it can offer the possibility to reflect the opinions of the faculty staff and students and to obtain in-depth data (Furlong & Edwards, 1993; Yıldırım & Şimşek 2006). During the preparation process of the interview forms, the results of the literature study was made use of in composing main questions and sub-questions. The questions were presented to the opinions of field specialists and based on the feedback obtained, modifications were performed. Subsequently, conducting interviews with 2 faculty staff and students, comprehensibility adequacy in data collection were tested. The final form of the questions are as follows; 1. What PTKL did you conduct? 2. Do you think that PTKL serve the purpose of teacher training? 3. What are your opinions on the content of PTKL? 4. What are your opinions on the process and the teaching of PTKL? 5. What are your opinions on the qualification of the faculty staff who conduct PTKL? 6. What do you think of the approaches of the students to PTKL and their participation? 7. What do you think of the evaluation and measurement process in PTKL? 8. What do you think that PTKL should be designed, conducted and evaluated? The interview notes were examined line by line and data were coded and a list of codes were created. Thematic coding was performed by bringing together the interrelated code lists. Internal and external consistency with the questions of the study was paid special attention in thematic coding process. Afterwards, the responses of the participants were coded by the code and theme list and the topics of findings were constructed in line with the study questions. Themes related to the findings and sample extracts arranged by the frequency of the opinions in the same direction were put into tables and interpreted.

When the responses of faculty staff on PTKL were analyzed, the followings themes are observed: General perception, the relation of students with PTKL, content, teaching, the qualification of faculty staff, evaluation and measurement in PTKL, teaching practice, educational setting, education system – policies and recommendations and as for the students' responses: General perception, content, teaching, the qualification of faculty staff, evaluation and measurement in PTKL, perception towards faculty staff, teaching practice, active participation of students and recommendations. When the responses of the faculty staff and students were examined, the results with the common themes were provided with a citation. *General perception towards PTKL:* PTKL if of importance, but are inadequate. The instructor of the course shapes the perception towards the lesson. *PTKL content:* the content standardization was provided by Higher Education Council, but there are repetition in some course content, theory focus is high but practice and activity dimensions fall short. The scope of introduction to Educational Sciences and Turkish Education System and School Management courses are extensive and should be reduced. Micro teaching should be given as a course for a term and as a method (Peker, 2009). *Teaching of PTKL:* the course are generally theory-focused (Demir 2012; Kahramanoğlu, 2010; Yanpar, Çelikkaleli & Capri, 2007), and teacher-centered, far from constructivist approach, traditional approach is adopted in the teaching process and usually one resource is followed, and students perform presentations through PowerPoint (Demir 2012). *Evaluation and Measurement in PTKL:* usually traditional. The evaluation is predominantly based on knowledge-memorization at the sub-level and

cognitive behaviors are measured. There is no room for affective measurement (Demirbaş & Yağbasan, 2004) and alternative methods (Demir, 2012). *Teaching practice*: necessary and is of critical importance. Not enough importance is given by faculty and practices school. Good opportunity for teacher candidates but the efforts to prepare for KPSS overshadows this course. Concerning the other themes, the perceptions of faculty staff and students differ. The quality of teacher training and PTKL relation should be revised. Program development and evaluation studies on qualified teacher training by specialists and shareholders should be planned and implemented.

Keywords: Teacher training, professional teaching knowledge, opinions of faculty staff-students

Human Development Indicators in the World and Rank Order of Higher Education Programs in Turkey

Ali BAYKAL; Bahçeşehir University, İstanbul, Turkey; ali.baykal@bahcesehir.edu.tr

Abstract

Land, labor and capital are the classical factors in economics. Since the beginning of the years in sixties these classical factors fail to account for the total economic growth. Almost one third of GDP has been being attributed to production of knowledge and its usage namely human capital. "Education and development" are interactive and interdependent variables. Almost all of the Human Development Indicators (HDI) are also the markers of formal or non-formal educational goals.

Some of the indicators are directly relevant to educational improvements (e.g. enrollment rates at different educational levels, adult literacy, educational expenditure etc.) some of the others are indirectly associated with some educational content (e.g. family planning, energy consumption, water improvement etc.) in many ways. In the groundwork for this study significant inter-correlations have been found among developmental indicators. Educational objectives of information society are creativity, critical thinking, inventiveness, inquiring mind, tolerance and the like. Absorbing memory, conformity, routine skills have long been outdated. All programmable functions of man can be imitated by machines. Deep theoretical understanding will dominate broad knowledge. It is the responsibility of higher educational institutions to produce and disseminate knowledge and wisdom.

Primary and secondary education provides threshold prerequisites for innovative and ground-breaking skills. In Turkey some high prestigious secondary schools and all tertiary level institutions admit students via central selection and placement examinations. First there is a larger demand than the amount can be met by the limited supply. Secondly, at every educational level there exists a very firm rank order among the institutions depending upon the quality of institutions as perceived by the students and their families. In order to attend relatively better schools students have to compete under unjust conditions in nation-wide selection examinations.

Selection examinations are the most influential apparatus in the Turkish educational system. They directly or indirectly determine the latent curriculum of the preceding schools, and the study habits of pupils and many other aspects of instructional events. Whenever a change is made in these examinations, all formal, non-formal, school and non-school educational practices are reorganized accordingly. There is subtle rank-order of higher educational programs in Turkey in terms of the minimum entry scores. The minimum entry scores are not set a priori and/or arbitrarily but they come about after the exam. These scores are determined by the preset yearly quota of the program, the number of applicants to the program and of course the achievement levels of the applicants to these programs. High prestigious programs demanded by the high-scorer candidates have higher minimum entrance scores. The rank order of higher education programs yield interesting implications about the educational system and society.

The purpose of the study is three-fold:

1. To extract descriptive and inferential information from the most recent profile of Turkey by benchmarking with other countries in the world in terms of Human Development Indicators published by UNDP in 2014.

2. To extract descriptive and inferential information from the most recent rank-order of higher educational programs in Turkey in terms of the minimum entrance scores obtained from University Entrance Exam (ÖSYS) administered by Student Selection and Placement Center in 2014. Minimum entrance scores of 2014 will be associated with some intervening variables (quota, language of instruction, type of weights of scores, tuition fee) of the higher education programs in 2015.
3. To develop exploratory interpretations about how the rank order of higher educational programs in Turkey concurrent with the human development trends in the world; to reflect upon compatible and contradictory occurrences.

This is a simple one shot descriptive survey in two different domains; one in the human development indicators in the world and the other is the higher education programs in Turkey in the year 2015. There are two different types of samples in the study:

- Countries in the world about which UNDP published human development indicators in 2014.
- 4155 higher education programs at public universities and 1030 higher education programs at universities run by foundations.

There is no Measurement Instrument per se in the study. Human development data has been downloaded from the web site of UNDP, and the data about higher education programs has been downloaded from the web-site of ÖSYM. Correlational and/or comparative; parametric and/or non-parametric statistical protocols will be used to test descriptive and inferential hypotheses.

The hypotheses to be tested are as follows:

- Highly significant inter-correlations have been found between so many human development indicators.
- There is a very firm rank-order of higher education institutions in Turkey in terms of entrance scores but also there are some interesting fluctuations within the pattern.
- There are patterns of rank order within some higher educational programs (e.g. engineering, genetics etc.) compatible with the technological trends in the world, but demand for physical sciences are declining down.
- Tuition fee is a very influential factor in the make-up of social settings of higher education programs.

While interpreting the magnitude and the direction of correlations three points will be kept in mind. First factual implication of the finding which is the main concern of the exploration must be analyzed qualitatively. For example primary education cannot be undermined because of low inter-correlations between enrollments in primary education and other HDIs. Secondly the interdependence between the operational definitions of variables must be kept in mind. Therefore very high correlation can be considered almost as an autocorrelation. Thirdly the mathematical nature of correlation is also an important factor to be taken into account. Both the magnitude and the direction of correlation is very much affected from the extreme scores involved. The existence of only two countries at the extremities ends up with inflated correlation. The implications of findings will be extracted with reference to educational policy, instructional design and assessment approaches.

Keywords: Human development, quality in higher education, economics of knowledge.

Evaluation of Supporting Formal and Non-Formal Education and Training Courses Utilizing Participant-Oriented Evaluation Model

Şaban BERK; Marmara University, İstanbul, Turkey; saban.berk@marmara.edu.tr

Hatice YILMAZ; Marmara University, İstanbul, Turkey; hy.htc.ylmz@gmail.com

Ayşe MERSİN; Marmara University, İstanbul, Turkey; ayse-mersin2010@hotmail.com

Abstract

Learning level among students could differ because of various factors in teaching-learning process at school learning. According to Bloom (1979), all of these differences are not rooted from heritage, they occur mostly due to environmental influences so majority of students can learn what schools want to teach if necessary conditions are met. In order to minimize differences that occur among students learning levels as a function of learners features and quality of teaching services, private supplementary

courses (dershaneler) that have not been as formal education system have been giving complementary services for students for many years. While private supplementary courses provides equal opportunity, on the one hand, by decreasing learning level differences arising from learners features and quality of teaching services, they generate another inequality because of the economic burden imposed on the families, the other hand. By considering these and related issues, 5. article added to Law on Private Education Institutions, no.5580, thus, private supplementary courses and study centers that offer similar services with are closed up. Ministry of National Education (MEB), initiated to provide suplementary/complementary courses in schools in order to resolve the differences in learning products due to the closure of private supplementary courses pursuant to Directive of Supporting Formal and Non-Formal Education and Training Courses since October 2014 during off hours in weekdays and weekends (also during the summer holidays and semester holiday when necessary). It is right of the stakeholders to know that whether these supplementary courses are met expectations, if yes, to what extent they met expectations. It is well-known fact that it is not possible to clarify worth and merit of an object (activity, plan, curriculum etc) without evaluating it. Hence, it is needed to evaluate these supplementary courses utilizing participant-oriented evaluation approach. Lack of evaluation of Supporting Formal and Non-Formal Education and Training Courses is the problem of this study

Evaluation is defined as a determining worth and merit whatever is evaluated (activity, program etc) systematically comparing with certain criteria (Fitzpatrick et al, 2004; Joint Committe on Standarts for Educational Evaluation, 1994; akt. Berk, 2012; Ornstein & Hunkins, 2009; Scriven, 1991; Stufflebeam & Shinkfield, 2007). According to Fitzpatrick, Sanders & Worthen (2004), there are five different evaluation approaches including models. These are; objectives-oriented, management-oriented, consumer-oriented, expertise-oriented and participant-oriented evaluation approaches. The participant-oriented evaluation approach stresses firsthand experiences with program activities and emphasizes the importance of the participants in the process (Hogan, 2007). In the participant-oriented approach, participants interact with environments and media where behaviors that are under the evaluation could be observed and recorded and qualitative and quantitative data might be used together or separately (Guba & Lincoln, 1981).

The aim of this study is to evaluate Supporting Formal and Non-Formal Education and Training Courses run by Ministry of National Education at upper primary schools (in 4+4+4 education system, it is second 4) utilizing participant-oriented evaluation approach. In the research, singular survey model under general survey model was used. There are three groups of participants in the research. First group consists of course providers which are teachers and principals. Second group comprises beneficiary of course which are students both participate and not participate to the courses. The last group is parents and data are collected from all of three groups. Data were collected from participants randomly selected from Istanbul province. There are 30 principals, 30 teachers, 70 students registered the course, and 35 students not registered the course, 31 parents. Five different questionnaires developed by researchers and include open and closed ended questions were used in order to gather necessary information from different participant groups. Descriptive statistics, percentage and frequency, was used in order to analysis quantitative data. Content analysis was used for making meaningful answers for open-ended questions.

All of the stakeholders have the same opinions that enough information was provided regarding Supplementary Courses before they initiated activities. Reasons that students who were not participated the Supplementary Courses are; another supplementary opportunity (ongoing private supplementary courses), physical obstacle like transportation issues and other reasons like family affairs and who teaches the course. Main reason for students why they registered the courses is that it is free of charge. Participated respondents emphasized that content and method-technic used during the courses were sufficient enough and the courses increased school success and helped to decrease learning deficit. However, especially in practical classes (like science), compulsory experiments cannot even made since there was lack of equipment. In addition, more than half of both students participating and not participating the courses stated that teachers behave in formal classes in favor of students participating the course. Teachers stated that they did not want to open courses despite requests coming from students since course fees paid for per hour very poor. Their requests for per hour of course vary between TL 20-50. Half of the teachers participated the survey reported that students show insufficient interest to courses because it is free of charge and it could increase interest of students if some money requested from students like TL100 per semester per class. Principals think that despite of

their encouragement for attending the courses, students do not show enough interest for attendance and they think main reason is the courses are free of charge. They emphasized that in order to increase attendance to course it could be good solution to request some money from students. More than half of parents reported that the courses increased the success of students and play an important role in eliminating the deficiencies in learning. In addition, being free of charge of courses play role in sending the students but stated that teachers had inadequacy in dealing with students from time to time.

Supporting Formal and Non-Formal Education and Training Courses activities should be expanded and improved by identifying deficiencies based on research results. Since it is officially decided that private supplementary courses will stop their activities, they could be important and common option for students who have different knowledge level because of individual differences and/or other factors resulting from different opportunities. In this context; Activities that aim to increase awareness of stakeholders regarding Supporting Formal and Non-Formal Education and Training Courses could be replicated. Content of the course could be made more flexible and richer in order to give opportunity to students to choose. Equipment and physical facilities used during formal education could be used during these courses. Transportation opportunities could be expanded to the time when Supporting Formal and Non-Formal Education and Training Courses are ended. Wages paid to teachers and administrative persons could be increased by taking into account their endeavor.

Keywords: Supplementary courses, learning level, course evaluation

Evaluation of “I am Learning the Publishing” Unit of Information Technologies Lesson Based on Metfessel-Michael Model

Hasan Güner BERKANT; Kahramanmaraş Sütçü İmam University, Kahramanmaraş, Turkey;
hgberkant@gmail.com

İsmail Ömer KARAMAN; Kahramanmaraş Sütçü İmam University, Kahramanmaraş, Turkey;
omerkaraman44@gmail.com

Abstract

The system of education works by curriculum. The term “curriculum” comes from 1st century BC, which is used for “followed path”, means written document including strategies and action plans to reach the terminal behaviour (Güngör, 2009). Curriculum evaluation is a process in which the curriculum is interpreted about its effectiveness by collecting data via various measuring methods and comparing the data with criterions (Uşun, 2012). Various models are used for curriculum evaluation. Metfessel - Michael evaluation method is used in this study.

This objective-based model is a guide for curriculum experts to evaluate curriculum by using some principles. In this model, students, teachers, and other citizens can participate into the evaluation process (Uşun, 2012). The model includes eight steps (Demirel, 2014): Students, teachers, and other citizens should be participated into the evaluation process. 2) Objectives should be organized from the general to specific. 3) Specific objectives should be developed as practicable. 4) Measuring tools should be developed to determine the effectiveness of curriculum. 5) Curriculum should be observed while it is performed. 6) The collected data should be analyzed. 7) The standards and values which are used to evaluate the curriculum philosophically should be announced. 8) Forward-looking proposals should be made.

The main purpose of this research is to evaluate the curriculum of “I am learning the publishing” unit of information technologies lesson in terms of its acquisitions, contents, teaching-learning process, and measuring-evaluation dimension in the frame of teachers’, students’, and private sector representatives. For this purpose, following questions are answered:

1. What are the students’ views towards getting acquisitions of the curriculum?
2. What are the students’ views towards content, teaching-learning process, and measuring-evaluation dimension of the curriculum?
3. What are the teachers’ proficiencies to make their students getting the acquisitions?

4. What are the teachers' views towards acquisitions, content, teaching-learning process, and measuring-evaluation dimension of the curriculum?

5. What are the private sector representatives' views towards the curriculum?

This qualitative study is conducted by using Metfessel-Michael evaluation model. The evaluation study based on this model is realized in terms of teachers', students', and private sector representatives' views towards acquisitions, content, teaching-learning process, and measuring-evaluation dimension of the curriculum. The sample of the study consists of 15 information technologies teachers, 60 students, and 10 private sector representatives. Three separate interview forms developed by the researchers for teachers, students, and private sector representatives are used as data collection tools. The data collected from teachers, students, and private sector representatives are analyzed by using content analysis method. Some codes and themes are obtained via content analysis.

Most of the students declare that they don't have any difficulty about getting acquisitions of curriculum. The content dimension of the curriculum is evaluated by students as necessary and spectacular. Most of the students think that they can use the knowledge they acquired in future and upper education levels. Most of the students declare that the teaching methods and materials used during the courses are proper and adequate. Some students complain about the nonoperative computers they can't use during the activities, and about using new and different knowledge simultaneously. Students generally argued that the measuring and evaluation dimension of curriculum provide them useful feedback. A few students declared that the measuring and evaluation dimension is not inadequate because of the teachers' lack of proficiencies. Most of the students think that they easily make their students getting the acquisitions.

A few teachers declared that they are unsuccessful about it. According to teachers, the lack of some equipments such as mouse, keyboard etc. cause the failure about the acquisitions. All the teachers declare that the acquisitions of the curriculum are reachable and practicable, and suitable with the content, teaching-learning process, measuring-evaluation dimension. Although the content of curriculum is evaluated as sufficient by the teachers, they complain about lots of new subjects and inadequate or short time for learning the unit. Teachers declared that they use various teaching-learning methods and techniques. According to teachers, measuring and evaluation dimension of curriculum is adequate and they generally use multiple choice tests, open ended questions, performance evaluation, and portfolio.

Private sector representatives generally declare that the knowledge and abilities which are tried to be gained by the students are useful, but because of the lack of some equipments it is too hard to use them in daily life. According to teachers, some works such as preparing brochure and poster require well and detailed planning, so they think that this kind of works are not suitable for students' levels. Teachers emphasize the importance of learning some programs such as Office, CorelDRAW, Adobe Indesign, and some equipments such as scanner and colored printer.

Students generally gain the acquisitions of curriculum. The lack of availability of course book and inadequate physical conditions are the causes of the failure. In general, the acquisitions of curriculum is evaluated as reachable and practicable, and suitable with the content, teaching-learning process, measuring-evaluation dimension. This finding supports the findings of Gülcü, Aydin and Aydin's (2013) study. Teachers have some difficulties in rural areas because of the lack of equipments. In Şahna and Başbay's (2013) study it is found that the information laboratories can't be used effectively. The content of the curriculum is consisted with the acquisitions, and it is spectacular and sufficient. The teaching and learning dimension of the curriculum is consisted with the acquisitions and content dimensions, and consist of various learning methods. As indicated in Seferoğlu's (2007) study, measuring and evaluation dimension provide more effective curriculum. In this study it is found that according to both the students and teachers this dimension is effective.

Keywords: Information technologies lesson; curriculum evaluation; Metfessel-Michael evaluation model.

The Examination of Educational Sciences and Teacher Training Experts' Program Evaluation Self-efficacy Levels

Gülçin ÇELİKER; Eskişehir Osmangazi University, Eskişehir, Turkey; gulcinceliker@gmail.com

Ismail YÜKSEL; Eskişehir Osmangazi University, Eskişehir, Turkey; iyuksel78@gmail.com

Abstract

Curriculum is a systematic tool which points out to the changes that is intended for human (Arslan, 2000). The elements of a curriculum – aim, content, learning-teaching circumstances and evaluation- are needed to be organized and performed according to requirements of the society and the necessities of the time. The quality of education depends radically on curriculum in use (Erden, 1998). Therefore, the adopted curriculum needs to be evaluated and developed to increase the quality of education. Curriculum development is a systematic and dynamic process which consists of planning, development, testing, applying and reforming a curriculum. Program evaluation studies have a place in determining the efficiency and the success of the curriculum (Ozdemir, 2009). Program evaluation results give curriculum development specialists knowledge on continuing to apply the curriculum, revising it or proceeding to another phase (Demirel, 2007).

Program evaluation studies in Turkey generally take place in two ways: (1) Officially by Ministry of Education (MNE) and (2) by graduate academic studies such as thesis, articles or assertions (Ozdemir, 2009). It has been emphasized that program evaluation studies by MNE haven't followed a systematic and scientific way since 1960s (Demirel, 1992, Guven, 2012, Ozdemir, 2009, Professor Committee, 2005, Yasar, 1998). The studies conducted by either postgraduate/doctoral students or academicians are considered significant in terms of receiving feedback on applied curriculum. Therefore, it is obvious that the ones who conduct program evaluation studies are required to have necessary knowledge, skills and competences. The competences of program evaluation are the knowledge, the skills and the dispositions which are required to be applied effectively during program evaluation studies by specialists. These competences are acquired by specialists either by experiences within the process or by related courses in university programs. Thus, it is seen that while some of the specialists conduct program evaluation studies according to program evaluation principles and standards, some of them conduct these studies by using scientific research principles (King, Stevahn, Ghore & Minnema, 2001). Program evaluation studies conducted by specialists without having required knowledge, skills and competences may affect the quality of these studies negatively. It is stated that identifying program evaluation competences can contribute to the field in many ways like determining the quality of evaluation studies etc. (Stevahn et. al., 2005; Perrin, 2005).

Although program evaluation standards for Turkey have been determined (Yuksel, 2010), it is not known whether the academicians who conduct evaluation studies behave according to these standards and whether they have required competences to conduct evaluation studies or not. Moreover, their self-efficacy levels in achieving these competencies aren't also known. However, the academicians who conduct program evaluation studies need both to have these competencies and to have high level of self-efficacy to conduct valid, reliable and qualified program evaluation studies and thereby to increase the quality of education. Accordingly, there is a need to determine the competencies of program evaluation specialists and to examine how competent they feel themselves in conducting evaluation studies. In accordance with this necessity, the main purpose of this study is to determine the program evaluation self-efficacy levels of Educational Sciences and Teacher Training Experts' and to examine these self-efficacy levels according to gender, academic title, graduated doctoral program, experience and competency definition on curriculum development variables.

Survey method which is a quantitative study design is used in this study. The study group consists of the Educational Sciences and Teacher Training Experts who have doctorate degree and work in Faculties of Education in Turkey during 2014-2015 academic year. Within the scope of the study, "Educational Program Evaluation Self-efficacy Scale" (EPDO), which has 36 items and 5 factors, has been developed to collect the data. The Cronbach Alpha coefficient of the scale has been found as 0.975 for the whole scale. The Cronbach Alpha co efficiencies was found as .96 for "context analysis of the program in question"; .84 for "ethical principals"; .83 for "Project management"; .97 for "scientific research skills" and .87 for "reflective thinking" factors.

Nonparametric tests have been used in the analysis of the data. The findings of the study indicate that the program evaluation self-efficacy level of the Educational Sciences and Teacher Training Experts is satisfying. They feel that they are competent in program evaluation. When the findings were examined in terms of the factors, it is seen that while the specialists in the study group feel themselves competent in "scientific research skills", "context analysis of the program in question", "Project management" factors; they feel themselves very competent in "ethical principals" and "reflective thinking" factors. It has been also identified that while the program evaluation self-efficacy level of the specialists in the study group significantly differs according to graduated doctoral program, experience and competency definition on curriculum development variables; it does not show a significant difference considering gender and academic title variables. The study findings concerning the program evaluation self-efficacy levels of the experts in study group has been discussed within the context of literature and some suggestions have been presented.

Keywords: Program Evaluation, self-efficacy, specialists.

A Qualitative Study on the 2nd Grade Primary School English Curriculum from Teachers' Perspective

Seher ÇEVİKBAŞ; Middle East Technical University, Ankara, Turkey; cseher@metu.edu.tr

Melek DÖNMEZ; Middle East Technical University, Ankara, Turkey; dmelek@metu.edu.tr

Abstract

Communicating with people in the world and keeping up with the changes is possible by means of effective use of English language. In this sense, learning English has become a crucial issue at all ages. The level of learning English can change among individuals depending on their ages. Even if it is possible to learn English at all ages, especially children at younger ages are more advantageous in learning a foreign language as their brain is more adaptable to learning different languages before puberty, and they have more positive attitudes towards foreign languages and cultures than adults (Broomfit, Moon, & Tongue, 1991). Moreover, young children can learn a foreign language effectively through the mechanism that assists them to acquire the first language (Cameron, 2002). Improving children's cognitive development and developing their listening and speaking abilities (Anşin, 2006), teaching English for young children has recently become important in Turkey as in all over the world. Thus, English language curriculum in primary education has needed to be revised by taking account of 2nd grade students' developmental level.

The schooling system in Turkey changed from 8+4 to 4+4+4 in 2012 academic year and started to be implemented in 2012-2013 academic year. This new educational system has brought about some innovations and revisions into the curriculum. One of these innovations is observed in English language curriculum. According to the detection by the Board of Education, differently from the previous curriculum in which students started to learn English at the age of around 8-8,5 the new curriculum requires the children to receive instruction in English at the end of six years (MoNE, 2013). When thinking about the young learners' (at around 6-6,5 ages) cognitive developmental process, authentic materials, drama and role play, hands-on activities should be regarded as essential in order to teach English to this level of students. In this way, communicative nature of English including listening and speaking abilities is emphasized for young learners. In other words, with the new curriculum developed in line with the 4+4+4 educational system, students at 2nd grade have started to study English in 2013-2014 academic year.

The purpose of the study was to examine the 2nd grade primary school English curriculum based on teachers' opinions about 2nd grade English language curriculum in practice regarding objectives, content and implementation. In line with the teachers' opinions, pros and cons of the content, objectives and the implementation phases of the curriculum were tried to be determined. In addition, whether there is consistency between the written curriculum elements and the implemented elements was examined.

The research questions of the study are as the following:

1. What are the teachers' views about the 2nd grade primary school English curriculum?
 - What are the teachers' views about the objectives and content of the curriculum?
 - What are the teachers' views about the consistency of the objectives and the content?
 - What are the teachers' views about the implementation of the curriculum?
2. What aspects of objectives, content and instruction should be improved?

In this study, qualitative methods were used. The participants of the study were 10 2nd grade primary school English language teachers in Ankara who were selected by means of convenience sampling. As the researchers had limited time to collect the data of the study, the participants who were readily available were interviewed. Semi-structured interview form developed by the researchers and an expert was used to gather data from the teachers. The collected data were analysed through content analysis. In the process of data analysis, NVivo Qualitative Data Analysis Software 10.0 was used.

The results showed that the teachers had positive opinions on the 2nd grade primary school English language curriculum that enables students to begin learning English at an earlier age. When we considered the objectives of the 2nd grade English language curriculum, it was indicated that the objectives are suitable for the students' developmental levels. Nevertheless, the objectives can be strengthened with regard to the students' level of learning. The teachers pointed out that the content of the curriculum is consistent with the objectives. Moreover, they considered that the curriculum helps students to develop positive attitudes towards English language learning. Some of the teachers pointed out some problems concerning the implementation phase as applying some of the activities in gaining listening and speaking skills. According to most of the teachers, the listening and speaking activities are not clear in order for the students to comprehend the activities. Another significant result of the study was the suggestions proposed by the teachers depending on their experiences. The teachers mainly suggested that basic reading and writing activities as phrases can be included in the 2nd grade primary school English curriculum. They also underlined that the course book and teachers' book should be improved by adding more activities. Furthermore, the course hours for English language learning can be increased to ensure more effective and lasting language learning. In this aspect, the teachers generally stated that because of the long lasting activities such as cut-paste activities and games, more time is needed in order to enable effective learning and more repetition of learning.

Keywords: Curriculum evaluation; 2nd grade primary school English curriculum; teachers' opinions.

Evaluation and Philosophical Foundations of Teacher Training Programs

Ahmet ÇOBAN; Dicle University, Diyarbakır, Turkey; acoban@mynet.com

Bünyamin HAN; Dicle University, Diyarbakır, Turkey; bunyaminhan@gmail.com

Müslüm ALANOĞLU; Dicle University, Diyarbakır, Turkey; muslimalanoglu@gmail.com

Abstract

Education system is the basis of human breeding policy of a country. The nature of the education system determines the quality of the individuals who will be grown. The education system provides a degree of success in the effectiveness of the programs implemented in the educational process. The effectiveness of the program is possible with efforts of the teachers who plan, implement, evaluate and improve the teaching-learning process. This is possible with the training of qualified teachers. Teacher training issue has been the most important problem of the education system at all times. In the global world conditions it cannot be thought to be train the teachers with un-dynamic programs. With the change of the global conditions, educational approach and philosophical foundations of the teacher training programs will change naturally. A country's and a society's human perspectives, educational perspectives, future expectations from education are decisive at the background of these changes.

From 1848 to the present day in Turkey, it is understood from the applications that different philosophical thought were used according to some periods. Revision of the teacher training system with society's political, philosophical, socio-economic and cultural development requires putting forth

the programs and the program philosophy in a way to respond the conditions of the age and the expectations of the society

The problem of the research is evaluation of teacher training programs implemented from the beginning until today in Turkey, examining the source of these philosophical fundamentals and developing future recommendations in the light of teacher training programs experiences.

The overall objective of education in a society is to ensure the socialization of individuals in that society. In pursuance of this objective, all environments affect the upbringing of individual. The concept of environment consist of first the institution of family with which individuals are related, economic, political, cultural and so on institutions. However, among these institutions, school is the institution in charge of the education of children and teachers are specialists. The purpose of this research is to examine the philosophy of changes occurring in the training program with the developments implemented in the teacher training system in the historical process and so to offer suggestions for the future.

In the research, scientific researches, theses, articles and relevant literature related to teacher training programs were examined. After the data analyzed, the contents of the programs were examined and the philosophies that have been the sources of these programs were evaluated.

Institutional existence of teacher training institutions in our country began with the opening Dar'ül Muallimin school in 1848. After this date, we see that several teacher training schools were opened to meet the need of teacher and that a lot of implementations of innovation and development policies to improve the qualifications of teachers. After Rüşdiye schools, Dar'ül Muallimin-i Sibyan (1868) schools were opened to train teachers for primary schools. Teachers' Schools in Istanbul (1924), Rural Teacher Schools (1937), Village Institutes (1940), Institutes of Education (1946), Higher Teachers Training Schools (1951) and the Education Faculties after opening the Higher Education Institution 1980 (YÖK) have become the teacher training institutions.

With parallel to change and transformation in teacher training schools, programs implemented in these schools and their contents were also follow a similar process of change and development. It is possible to see the three main elements of the program, occupation, general culture and branch courses in the programs of Dar'ül Muallimin schools (Akyüz, 2010, p. 185; Darülmüallimîn Nizamnamesi, 1851). In 1870, Darülmüallimat School was opened with Sibyan and Rüşdiye branches in order to prepare female teachers for girls primary schools and girl's high schools. In Sibyan branches there were pedagogical course, home arrangement, sewing, embroidery and life courses just appealing to girls (Binbaşoğlu, 1995, p. 25). After Alphabet Revolution in 1928, teenagers who took courses which were opened to solve the literacy problem were sent to village teacher schools as educators after training 7-8 monthly courses in Çifteler, Eskişehir in 1936. (Taşdemirci, 1999). In 1943, according to a joint program prepared for the Village Institutes 50% of the total duration of the courses were general culture and vocational courses; 25% for task courses, 25% for agriculture courses (Akyüz, 2010, p. 394).

It is possible to see field, culture and profession courses in the education programs implemented in the Institutes of Education after 1960 (Yılmaz, 1987). In 1970s it became a law that all teachers must be graduates of higher education (Okçabol, 2005: 68). It can be said that with the opening of educational faculties more modern and systematic programs were implemented in teacher training programs. In 1982, the Council of Education focused on teacher training programs and percentages were determined (MEB, 1982). By editing new teacher training courses, Higher Education Council (YÖK) in 1998 prepared teacher pedagogical courses with skills and knowledge related to teaching profession and real school environment in addition of theoretical knowledge (YOK, 1998). Teacher training model implemented since 1997, aimed to arrange teaching profession as "training technician" (Üstüner, 2004).

In 2006, a new program improvement study was made in undergraduate programs by Higher Education (YÖK, 2007). With these updates have brought a flexible program approach and are given the authority to set a new course for about 30 percent of the faculty in the program (Yüksel, 2011, p. 64). It was ceased to 3.5 + 1.5 applications in secondary teacher training, field courses and profession courses began to be supplied in a five-year program. In 4 + 1.5 applications by lowering the course loans graduate program is reduced to one year. Non-thesis program has been removed from the 2010-2011 academic year, and instead it was decided to give two semesters pedagogic training (Özoglu, 2010).

Programs of teacher training institutions in our country have changed based on various developments. In our country the social, economic, political etc. changes have affected the content and the philosophy of the teacher training programs. On the basis of educational philosophy until the

Tanzimat period were religious and traditional knowledge. In our educational philosophy positivism has become effective with the Tanzimat (Küçüköglu & Bay, 2007). It can be said that nationalism started in education in the early years of the Republic (Sönmez, 2014, p. 170). In 1924 the name of Darülmüallim was changed to Male Teachers School, Darülmüallimat to Female Teachers School (Yüksel, 2011, p 36; Karslı & Güven, 2011, p. 62). Changing the name of 'Muallim' (teacher in Ottoman language) to 'öğretmen' (teacher in Turkish language) can be an example to be nationalism in education. In this period education was based on the philosophy of progressivism (Bal, 1991, Cited: Kocabas, 2008). After the 1930s, in education humanistic era was started. During this period, a new approach in education based on human love and centering human was born and has been effective on the Turkish education for many years (Küçüköglu & Bay, 2007). One of the activities carried out for the purpose of the adoption of reforms to public after the revolution in Turkey and for purposes such as increasing the literacy rate of the population in the village is the opening of the village institutes. When programs implemented in the village institutes examined, it can be seen that all courses about all the work a human needs in village life and that the teacher are tried to grow as a work expert. Democratic Party government closed village institutions and has announced that they want to grow "real teacher" (Binbaşioğlu, 1995:19). During this period, in parallel to the changes occurring in our political life, in the teacher training system and programs were also made several changes. Starting with the 1961 Constitution period is the period of transition to planned social life. With the effect of the development plans in education long-term plans were made. On the educational programs idealistic and pragmatic approach has been effective (Küçüköglu & Bay, 2007). Teacher training model implemented since 1997, aimed to regulate teaching profession as "training technician" (Üstüner, 2004).

The teacher training system in Turkey is seen to be influenced by changing political power and social revolution. It is quite difficult to say that teacher training programs based on continuous and consistent philosophy. However, the education system lacking a consistent philosophy will not go to the intended direction. The individuals who grew up in such a system have trouble in dealing with the global world conditions. For the future and eternity of the society there is a need to update the education system starting with teacher training programs and an educational tradition should be established. In our teacher training system it is considered very important to form consistent, contemporary, flexible and scientific philosophy.

Keywords: Teacher training programs, program evaluation, program philosophy

Evaluation of a Postgraduate Educational Statistics Course: Insights from Stake's Countenance Approach and Responsive Evaluation Model

Gülçin GÜLMEZ-DAĞ; Middle East Technical University, Ankara, Turkey; ggulcin@metu.edu.tr

Ahmet OK; Middle East Technical University, Ankara, Turkey; as@metu.edu.tr

Abstract

Research studies that make use of statistical analyses continue to pile up with an average of 700 citations per month, eventually leading to an increase in the interest in teaching statistics to various learners (Becker, 1996). Acknowledging that statistics is particularly drawing the attention of tertiary level students, specifically those pursuing Master's and Ph.D. degrees, the call for developing competent learners for future careers (Fischer III, 1996) has been one concern of the departments offering these routes to academic or professional life. On this account, there emerged a number of postgraduate courses that aim to empower the statistical literacy of Ph.D. students, i.e. prospective faculty members. Having recognized the necessity, Department of Educational Sciences at Middle East Technical University has been offering the postgraduate Educational Statistics II course which constitutes the object of the present curriculum evaluation study. The rationale behind this research is the fact that any educational activity is in need of continuous check-up where the evaluation task works as an agent to enhance the educational experiences of learners (Gredler, 1996). Drawing from the gap that the Educational Statistics II course has not been evaluated until this study, potential findings of this research were considered valuable in terms of improving both this course and the like.

In this respect, using Stake's countenance approach, the present research attempted at identifying the congruence between the intents and observations, and the contingencies between antecedents, transactions and outcomes of the course (Stake, 1967). Yet, Stake's responsive evaluation model was utilized to understand program activities and seek to ensure social plurality in reporting the success & failure of the course (Stake, 1975). This evaluation study majorly made use of qualitative methodology, whereas few quantitative data served for descriptive purposes. In this sense, the research consisted of 15 semi-structured face-to-face interviews seeking maximum variation sampling, full participant observations taking place throughout the semester the course was offered, and document analysis of course materials, assignments, and pre- and post-tests. The participants to the interviews constituted of former students ($N = 5$) who had enrolled in different semesters and, current students ($N = 8$) who registered in the course in 2014 spring semester, the course instructor ($N = 1$) and a department instructor ($N = 1$). Data were subjected to content analysis with deductive coding, which makes use of a pre-organized framework for the codes a start list (Miles & Huberman, 1994). Quantitative data analysis only included descriptive statistics.

The results have shown that the course has achieved to capture contingency in terms of the relationship among the antecedents (context), transactions (process) and outcomes (product). The course appeared to successfully achieve to tailor the learning processes based on the antecedents, design and implement the transactions in this respect, and finally assess the outcomes in parallel with the relevant scope. Yet, the data sources indicated almost no problems with congruence between the intents and observations regarding the antecedents, transactions and outcomes. The design of the course appears to successfully accomplish to reach its aims and serve the needs of Ph.D. students. The only concern created by data coming from the document analysis of the post-test. Students have been observed to fail to correctly recall certain basics related to statistics. This indeed calls for more investigation about retention of statistical knowledge and the roots of this failure needs to be explored. Yet, few complaints have been received from the students in relation to the course load. The activities embedded in the course were found condensed. Reviewing several new statistical analyses in one or two weeks were cited to create confusion. Another point of concern was in terms of the physical environment of the class the course took place in. Criticisms were mostly directed to the fixed chairs, the most important suggestion being to arrange one of the classrooms in the faculty to enhance cooperative learning. The chairs' and desks' role in terms of student mobility and computers' functionality appeared to be the points that need more attention.

Moving from the results, Educational Statistics II course seems to be successfully achieving its objectives and equipping students with essential background of statistics they can consult to while carrying out any type of research including thesis projects. Congruence and contingency appear to have been mastered by the course through interweaving the bridge between the intents and observations as well as the tight link between the antecedents, transactions and outcomes. Congruent with what the literature on teaching statistics suggests, almost all methodologies including humor, group work, working with real datasets, limited lecturing were found to be currently implemented in this course. Therefore, other practitioners who are to teach statistics at postgraduate level are recommended to take all of these elements into consideration while offering their courses. Drawing from the concerns cited in results, extending the topics to two semesters can be suggested to allow for ample time for more activities and discussions, and more thought can be given to the physical facilities of the classrooms. Since the curriculum activities carried out by the course have been found quite fruitful for student learning, we could suggest other practitioners to explore the activities carried out in this postgraduate level Educational Statistics II course.

Keywords: Curriculum evaluation, postgraduate statistics course, Stake's countenance approach, Stake's responsive evaluation model.

Evaluating In-Service Training Programmes That Teachers Received according to the Eight Process Elements in the Adult Education

Servet DEMİR, Gaziantep University, Gaziantep, Turkey; demirservet@gmail.com

Kevser KARA, Gaziantep University, Gaziantep, Turkey; kevser.0185@gmail.com

Berna KARAKOÇ, Gaziantep University, Gaziantep, Turkey; bernakarakoc@gmail.com

Abstract

In general when we mention about education and training concepts, children and young people occur in the first phase. However the necessary importance are also given given to the adult education and organized the educations with being aware of essential features of adults are another important matters. In this context, the most important name of adult education and androgogy occur Knowles process model. Androgogical model or approach is a process model unlike curriculum/content model which is used by conventional educator. In this approach Knowles points out as 8 element. These are; prepare to learner, climate, planning, diagnosis of needs, goals, design of learning plan, learning activities and evaluation. Knowles took based on these 8 elements when comparing pedagogical approach and androgogical approach (Knowles, 2005).

It is necessary to consider the eight elements when planning to education for teachers and adults. Because adults are open to diffent learning experiences; they are careful and selective students; they question teaching methods and much more informations which are asked to them. (Göçmen, 2003). When examining the related literature we found many studies both adult education and teacher in-service training and teacher opinions about the these trainings. In this study; teachers' opinions were taken about in-service trainings of teachers. But in this study Knowles who is one of the leading figure of the adult education mention that using the eight process elements in the adult education are important so this study differed from other studies because of using the eight process elements in the adult education when evaluating.

The purpose of this study is to evaluate in-service training programmes that teachers received according to the eight process elements in the adult education. In this study, interview technique that is commonly used and one of the techniques of the qualitative research methods is used. In this study, interviews were conducted with 9 teachers who teach in Kahramanmaraş. Each teacher is expressed with a number. For instance 1 is showing the first teacher.

As data collecting tools are consisted of interviews with teachers. Interviews were made with each teacher using semi-structure methods in December, in 2013. The interviews were recorded audio recording device and put down on a paper . Data that put on a paper was evaluated and coded with the descriptive analysis method. Interpretations were controlled by 2 researchers.

Literature review was done to determine the interview questions, interviewed with teachers and items were written into scheme. Items were arranged by taking three experts opinions. These questions were:

1. Were the activities done to prepare you begin thinking about content, provided your participation during learning by the educator who educated you when you got training?
2. Was the training done in a supportive learning enviroment?
3. Was the training planned with you? Was the training plan suitable for the goals that was aimed to reach?
4. Were your opinions taken for your needs before the training? Or Was your training arranged only in accordance with the needs in that area or in society?
5. Were your opinions taken when diagnosing the goals which were expected to meet the needs? Did the goals sufficient about meeting the needs?
6. Did you arrange sample learning model in line with the learning plans that were previously done for learning experiences ?
7. Were these learning experiences managed with appropriate materials and techniques?
8. In the final stage of training, did you evaluate the programme whether it meet the needs or not?

Answers of the questions were analyzed and 11 different themes were identified under the headings of participation to the process, enviroment that supports the learning, planning together, relevancy to the goals, determining the needs, source of needs, determining the goals together, meeting the needs,

sample learning model, relevancy of the materials and evaluating the programme. When preparing the themes, teacher's thoughts and their answers were coded in line with the questions.

The first theme was determined as participation to the process. In this theme the codes were about the activities whether they were done or not and providing students participation during learning. The second theme was determined as environment that supports the learning and in this theme the codes were about learning environment in line with the teachers' opinions. The third theme was determined as planning together and the codes were about the planning whether it was done with the learners or not. The fourth theme was determined as relevancy to the goals and the codes were about the planning which was relevant to the goals. The fifth theme was determined as determining the needs. In this theme the codes were about the learners' opinions whether they were taken or not and determined the needs together or not. The sixth theme was determined as source of needs. The opinions were taken about trainings which reflected the needs of area or needs of society. The seventh theme was determined as determining the goals together. In this theme the codes were about the goals that expected to meet the needs and whether they determined together or not, or whether the learners' opinions were taken or not while determining the goals. The eighth theme was determined as meeting the needs. The codes were about the teachers' opinions whether the goals which were expected to meet the needs were sufficient or not. The ninth theme was determined as sample learning model. In this theme the codes were about the sample learning model whether it was arranged or not. The tenth theme was determined as relevancy of the materials. In this theme the codes were about learning environment whether it was managed with appropriate materials and techniques or not. Eleventh theme was determined as evaluating the programme. In this theme the codes were about the programme whether it was evaluated or not and whether diagnosing the needs were redetermined or not according to the evaluation after the training.

The purpose of this study is to evaluate in-service training programmes that teachers received according to the eight process elements in the adult education with semi structured interview. As a result of the analysis, many different results have been reached about in-service training programmes whether organized or not according to process elements in the adult education

The question "Was the training done in a supportive learning environment?" and was described in the theme "environment that supports the learning", was analyzed and as a result of the analysis, teachers' responses about environment that supports the learning whether it was supported or not were equal.

As a result, in general teacher's in service training programmes are not organised according to eight process elements of adult education. Also among the results of Akbaş and Uzunöz (2012) which was named "Reflections Of Geography Teachers Concerning Sufficiency Of Inservice Training: Trabzon Case" supported this research with findings. And the findings of Günbayı and Taşdögen (2012) which was named "Compulsory School Teachers's Views On In-Service Education Programs: A Case Study", it was found that teachers' most important expectations were better physical climate.

Keywords: Adult education, androgogy, in-service training.

Evaluation of Classroom Teaching Undergraduate Programs in the Light of the Views of Candidate Classroom Teachers

Şule FIRAT DURDUKOCA; Kafkas University, Kars, Turkey; drsulefirat@gmail.com

İlhami EGE; Kafkas University, Kars, Turkey; egeilhami@hotmail.com

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Method Related Problems in Teacher Evaluation Research in Turkey

Mehmet ERDOĞAN; Akdeniz University, Antalya, Turkey; mmmerdogan@gmail.com
Abdulkadir KURT; Akdeniz University, Antalya, Turkey; abdulkadirkurt@akdeniz.edu.tr

Abstract

The effectiveness of teacher evaluation depends on its alignment and coherence within the overall educational assessment and evaluation framework. Evaluation of teachers is complex process and requires various sources and data in order to reach sound, dependable and effective evaluation. In this regard, the research method selected for this process has a crucial role in obtaining valid and reliable sources / data for effective teacher evaluation. One of the most important roles of scientific research method is to provide educators to develop the kind of sound knowledge base that characterizes other professions and disciplines.

This study focuses upon the trends of methods in teacher evaluation research and to investigate whether method related problems emerged in selected studies in the years of 2004 and 2014. In this study 61 teacher evaluation researches in Turkey were analyzed in terms of method and possible problems in method. It is believed that within the result of this study the researchers will pay more attention to design of research method in their studies.

While conducting the research, content analysis, one of the qualitative research methods, was used to determine the common method related problems in selected studies on teacher evaluation between the years of 2004 and 2014. Content analysis was used to bring the similar data and themes together under specific concepts and make readers interpret such concepts and themes to understand better.

61 research studies were reached in the field of teacher evaluation in Turkey between the years of 2004-2014. While selecting these researches five criteria given below were taken into account for the sample of this study.

- a) The studies carried out between the years of 2004-2014,
- b) Studies presenting qualitative and/or quantitative data,
- c) Studies published in peer reviewed journals,
- d) The research conducted with any sample(s) in Turkey,
- e) The studies addressing the assessment / evaluation of teacher performance.

The distribution of papers when the years are taken into consideration follows as: 2004 (n=8), 2005 (n=2), 2006 (n=5), 2007 (n=3), 2008 (n=5), 2009 (n=2), 2010 (n=7), 2011 (n=3), 2012 (n=18), 2013 (n=5), 2014 (n=3). In this study, "Method Problems Identification Form" developed by the researchers was used in the analysis of research as a data collection tool. The form consists of 68 sub-questions across four alternatives (yes, partially, no and not applicable) in six sections; e.g. research design, population and sample, data collection instruments, validity analysis, reliability analysis and analysis of the data strategies. Expert opinion was also received for the content validity of the form.

Firstly, selected studies based on criteria were collected and then these studies were analyzed one by one across "Method Problems Identification Form". The selected studies were analyzed by the second author and codes emerged, analysis results and any disagreements were resolved with the leadership of the first author. So, the consistency was ensured between two authors.

As a conclusion, survey, one of the descriptive research designs, was mostly preferred design in many of the quantitative studies. On the other hand, case study design was used nearly all of the qualitative studies. The analysis of the design of the studies further indicated that although the design of the studies was explicitly mentioned and/or inferred in some of them, the description and the rationale of why any of these models and designs adopted were not sufficiently and clearly stated in the remaining ones.

The analysis was evident that sampling procedure, rationale of selecting sample and the steps followed to draw sample from population were not clearly identified in many of the research studies. It was not clear to understand characteristics of population by looking at sample and its characteristics. The samples were mostly drawn from the big cities; Ankara, Istanbul and so on. As far as concerned the data collection instrument, scale, questionnaire, structured and semi-structured interview, observation and tests were mainly utilized in these research studies. Parallel with the findings of current study, paper-pencil data collection instruments (e.g. tests, scales, questionnaires) was mostly preferred and used in other review studies; e.g. on science education, curriculum development. Although some of the studies gave the enough evidences about the validity, many of the study did not even mention.. Content validity by taking expert opinions and construct validity performing factor analysis were most mentioned validity types in quantitative studies. Although coding, triangulation end expert opinion were used in qualitative research in terms of validity, most of the research did not mention about them except for expert opinion.

Concerning as the reliability in the studies; the quality level of reliability analysis was insufficient because most of the studies lack of information related to reliability analysis although their confidence level was given. Although basic and some of the advance statistical procedures were used in quantitative, qualitative and mixed studies, the results of these statistics were not adequately interpreted and the reason behind why any of these statistical methods was performed was not clear. Furthermore, in some of the research studies, appropriate statistical methods were not run and type-1 error was violated.

Keywords: Teacher evaluation; content analysis; method-related problems.

An Evaluation of Classroom Management Lesson Based on the Opinions of the Fourth Grade Students of the Teaching of the Mentally Handicapped Program (Eskişehir Anadolu University Sample)

Turan Akman ERKILIÇ; Anadolu University, Eskişehir; terkilic@anadolu.edu.tr
Aysel KOÇ; Şehit Öğretmen Birol İrfan Aşkar Primary School, Afyonkarahisar; ayselkoc@hotmail.com

Abstract

Teacher training (ÖY) involves training teacher candidates in Branch Knowledge (AB), Knowledge of Teaching Profession (ÖMB) and General Knowledge (GK). In Turkey, the processes of ÖY which are related to ÖMB are managed by the Departments of Educational Sciences (EBB); the lessons are generally conducted by the instructors of these departments. ÖMB lessons, in other words Pedagogical Formation (PF) lessons, are the necessary condition for a member of profession to become a teacher (Gelişli, 2009).

Various studies have been performed at different times to examine the purpose, content and conducting of ÖMB lessons related to the program and its management. Certain new practices were introduced particularly with the reconstruction efforts made in 1997 and 2006-2007 (Özoglu, 2010). Some extreme negative opinions on the difference between the cases in which ÖMB lessons are received and not received are observed (Sacaloğlu & Kumral, 2007).

The effectiveness of ÖMB lessons and how useful they are in providing the behaviors required by teaching profession are controversial. ÖMB lessons, their purpose, content, teaching-learning and assessment processes are important areas. The researches (Ekici, 2008) generally show that a remarkable positive perception and view exists pertaining to ÖMB lessons. However, some negative considerations also take place in certain researches (Yüksel, 2009). Although ÖMB lessons have their own functions on an individual basis, importance of classroom management lesson (SY) which was introduced by 1997 reconstruction is increasing gradually due to the problems experienced within the scope of classroom management. In this regard, it is essential to conduct SY lesson in a functional manner. However, the mentioned course was deviated to different practices with the 1997 and 2006-2007 reconstruction works. Furthermore, the scientific studies on the effectiveness and functionality of SY lesson are very limited.

Main purpose of this study is to examine SY lesson in terms of purpose, content, teaching-learning and assessment and evaluation processes based on the opinions of the 4th grade ZEÖP (Teaching of the Mentally Handicapped) students; consider it within the context of its functionality, problems and solution to the problems.

1) What are the opinions of the 4th grade ZEÖP students on SY lesson in terms of a) purpose b) content, c) teaching-learning processes, d) assessment and evaluation?

2) What are the opinions of the 4th grade ZEÖP students regarding a) functionality of SY lesson, b) the problems which are encountered c) solution suggestions about the problems?

The study is a qualitative and descriptive study. The data have been gathered through semi-structured questionnaire (evaluation form) which includes six open-ended questions. The participants of the study include the students of Teaching of the Mentally Handicapped Program studying at Anadolu University Special Education Department in 2014-2015 spring term. Total thirty students were intentionally chosen from the 8th semester students as the universe. The evaluation form which was used in the study was prepared based on literature review by the researchers. Content analysis method has been used in the data analysis process. Content analysis is the process of collecting the analogous data; organizing and interpreting them based on certain concepts and themes (Yıldırım ve Şimşek, 2006). The data are gathered under common categories after read and encoded by two different researchers. The data are interpreted based on the findings.

It is observed that the negative opinions on the purpose of the lesson are about the fact that the purposes are imprecise, impractical and not clear enough. It is a common perception that the purposes are applicable for ÖY and the requirements in general. The themes on which the purposes are focused are the ways and methods to motivate students; eliminate undesirable behaviors and maintain discipline.

While the content of the lesson is considered quite "sufficient" by some students, others state that the content includes certain unnecessary subjects which are not used in practice. Furthermore, it is suggested that some subjects which overlap with other ÖMB lessons exist in the context of SY lesson. The lesson lacks the content which is to aim at the students of Teaching of the Mentally Handicapped.

Negative opinions on the teaching-learning processes of the lesson are about the fact that the lesson is rather theoretical; some subjects are conducted through unsuitable teaching methods and an unpractical information transfer method is dominant. Positive opinions, on the other hand, are about the use of various teaching methods and the contribution to teaching skills.

The negative opinions about the assessment-evaluation processes of the lesson can be gathered under the headings that tests are formulated through easy multiple-choice questions; they are inadequate to assess the gains for the profession; their content and predictive validity are low and they are not practical. Positive opinions are about the preparation for the KPSS, determination of the levels and gaining of certain knowledge which will be used in the practice of the profession.

The functionality issue of the lesson and suggestions for the lesson to be conducted in a more functional manner: The students, in general, consider the lessons to be too theoretical; state that the functionality is rather weak. The students who consider the lessons to be unfunctional predominate. Some students argue that SY lessons are not conducted according to the special education field and suggest number of implementation of special education lessons be increased and the lessons be conducted by the instructors of the special education department. The problems of the lesson and suggestions for the solution can be summarized as the following: Problems: lesson's are theoretical, not motivational and unpractical. The focus of the solution suggestions to certain problems is that the

lessons may be more functional by conducting them based mainly on practice. One of the suggestions is to increase the number of Applied Behavior Analysis lesson instead of SY. Furthermore, it is also suggested that the practices including students' presentations; sample lessons; films and animations be given place.

Teaching ÖMB lessons, of course, is a must; but the purposes of the lessons are not clear in some contexts, and the purpose and content are considered insufficient. Purpose, content, teaching-learning and assessment-evaluation processes are required to be revised and reconstructed in order to make lessons more functional. In the context of assessment-evaluation, some students disapprove the exams which include the multiple-choice questions. It is suggested that the assessment instrument be in the classical essay kind. Different and special assessment instruments should be developed for the practices of the classroom management. Although SY lessons are "necessary" condition for teaching profession, they are not "sufficient" condition. Therefore, it is an important issue to approach what purpose and content they have and how they are conducted and assessed. New researches considering the problem in terms this dimension may be suggested.

It can be suggested that SY lessons have a functionality problem. Both researches and critics in media or in academic public opinion about pedagogical formation processes should be taken into consideration and the problems should be analyzed through qualitative and quantitative researches. Qualitative and quantitative researches devoted to the functionality, problems and solutions of the problems of SY in special and ÖMB in general can be proposed. It is a must to review SY in special and ÖMB lessons in general based on the researches. Supporting ÖMB lessons with, for example, different practices considering the individuality of the special education, physical education and fine arts departments according to the teacher training programs should be discussed in the field; objective new decision-making based on the scientific research and criteria should be enabled.

Keywords: Teacher training, Teaching of Mentally Handicapped, classroom management, knowledge of teaching profession, pedagogical formation

Evaluation of Applied Electronics Marketing Course Curriculum through Educational Criticism Model

Kerim GÜNDÖĞDU, Adnan Menderes University, Aydin, Turkey; gundogduk@gmail.com

Mehmet ALTIN, Adnan Menderes University, Aydin, Turkey; mehmetaltin4009@gmail.com

Erkan Kadir ŞİMŞEK, Akdeniz University, Antalya Turkey; erkankadirsimsik@gmail.com

Berkay ÇELİK, Ministry of Education, Aydin, Turkey; berkaycelik09@gmail.com

Abstract

The quality of qualified personnel is seen as important in our country as in all over the world. An important way of educating qualified personnel is through vocational and technical education. Vocational High Schools affiliated to Universities are institutions applying two-year vocational curriculum that provide vocational and technical education program by operating across multiple business lines (Davras & Bulgan, 2012). Thus, the importance of vocational schools educating qualified personnel needed by various sectors contributing to economic growth of countries is undoubtedly true (Yücebaş, Alkan, Atasağın & Egeli, 2013).

In our country, 2-3 years associate schools began to accept students in 1974. First acceptances were realized by Balıkesir and Denizli Associate Schools affiliated to Ege University. Later such practices began in the Bosphorus University and the Hacettepe University. The Ministry of Education launched a wide range of associate applications in the 1975-1976 academic year by creating "Non-formal Education Council" in itself. Under the name of vocational schools, education period was determined as two year, and it included technical, social and life sciences. After Vocational High School operated as affiliated to Non-Formal Education Council, it was affiliated to universities in 1982 with Decree Law No. 41. In fact, in our country, vocational and technical educations are divided into two parts as formal education and non-formal education. Courses and educational programs like Vocational Education Centers can be considered within the scope of non-formal education. Formal education for a diploma consists of

vocational secondary schools, vocational high schools affiliated to Higher Education Schools, high schools, undergraduate program, master degree program and phd program (Tuyluoğlu, 2003, p. 35 cited in Davras & Bulgan, 2012). Vocational schools are still active and can be founded as affiliated to the universities. Today, vocational schools are affiliated either to faculties or to rectorships (Balci & Kavak, 2002 cited in Örs, 2003).

To increase the attractiveness in the eyes of the students of the marketing department has been the subject of debate for a long time (Hughstad 1997, p.4-13; LaBarbera & Siminoff 1999:4-14, cited in Özsoy & Gelibolu, 2010). However, there are only a few studies on variables related to current situations of institutions providing marketing education and on changes of variables (Gren, 1994; cited in Özsoy & Gelibolu, 2010). In former studies, marketing the marketing program as a principal branch (Hughstad, 1997), reason why the marketing course is chosen as an elective course (Stafford, 1994, p. 26-33), reason of students' changing main principles (Kohli, 1995), criteria of choosing marketing as a main principle (Schmidt etc., 1987, p.58-63), reason why students of department of business prefer to attend to marketing courses at beginning level (Juric etc., 1997:65-76) have been researched (cited in Özsoy & Gelibolu, 2010). However, today's product marketing and advertising in the world have great influence in almost all occupations. The importance of effective use of internet on productive and marketing functions of companies has been understood better especially recent years. Internet is a new invention; but such a short time frame it has deeply affected technology, innovations, social and economic life. All kinds of audio, video and information and communication technologies that carry data to fixed and mobile lines are connecting to people all over the world tighter (İyiler, 2009). Thus, students to graduate from Department of Marketing and Advertising must be competent at electronic marketing and advertising.

This study aims to evaluate Applied E-Marketing course in the curriculum of Department of the Marketing and Advertising in Aydin Vocational School through Eisner's educational criticism model.

This study is a case study in qualitative type where data was collected via "interview form consisting open-ended questions" for Applied E-Marketing course at Department of Marketing and Advertising at Adnan Menderes University Vocational School. Participants of research constitute of totally 37 second grade students, 16 female and 21 male students at Adnan Menderes University Vocational School, Department of Marketing and Advertising in 2014-2015 academic year. The obtained data were analyzed by means of content and frequency analysis

Data were summarized into four categories according to the Eisner's Educational Criticism model.

Description

Applied Electronic Marketing course takes place in the fourth semester in the Marketing and Advertising Department. So, it is one of the last courses which vocational school students can transfer their previous knowledge. It is a 2 hour theoretical and 2 hour applied elective course. This course aims to teach students electronic commerce and expects students to apply it on a computer. It can be inferred from the answers of students that most of the students chose his department voluntarily. Also, they think that they can find a job after graduation. After examining the answers, it is understood that the required skill to be able to go in this profession is selling a product. When the students' opinions about the acquiring the professional skills examined they think that the department upskills the commercial knowledge and skills. The students' answers show that students' acquisition is mostly about the electronic commerce.

Interpretation

According to the students' answers, most of the students are satisfied with the course duration. When students' answers are examined, most of the courses are taught in the computer laboratories, but the students are not satisfied with the teaching and learning environment due to the PC problems. It can be thought from the students' answers that the lecturer's attitudes towards students and lessons are at a good level and students are satisfied with that. Lecturers usually uses the projection, computer based presentations, and traditional lecture method in the theoretical part of the lesson, whereas computer applications and project based learning approach are preferred in the applied part of the lesson when the lecturer's methods and techniques used in the courses are compared. When students course preparation methods are surveyed they often revise their notes they took during the classes, and they use their personal computers for the applications; however, some of the students only attend the classes and they can be successful without studying. When themes are studied most of the students uses the resources from the internet, while others only use presentations and notes of the lecturer and

their own notes. When the themes are studied majority of the students do not have any significant problems, but a group of students complained that they have some problems about the old PCs and their performances, lack of internet access.

Evaluation

When the sub-themes of student answers are studied mostly the basic acquisitions and skills are acquired. Additionally, some express that their previous knowledge from the high school years help this acquisition. Majority of the class think that it is necessary to change the old PCs, increasing the speed of internet connection and solving its problems for efficiency of this course. On the other hand, some students stated that they are satisfied with the way the course is taught.

Thematization

Students commonly choose Marketing and Advertising Department to find a job after graduation. One should have some skills such as Commerce knowledge and skills or creating a positive effect on a customer to become successful in this profession. Marketing and Advertising Department utilizes acquiring the vocational skills to the students. Applied Electronic Marketing course is especially useful for the students within the context of electronic commerce. The duration of the Applied Electronic Marketing course is adequate and there is not a classroom management problem. Though, some technical problems prevent teaching the lesson. One of the important theme is students' opinions about the e-commerce and marketing change in a positive way at the end of the course.

Especially, technical problems should be eliminated in the applied courses. Opinions of the different departments' students who attend Applied Electronic Marketing course can be compared. Different curriculums of the Marketing and Advertising Department can be evaluated. Data triangulation should be used.

Keywords: Vocational schools, applied electronic marketing course, educational criticism model, curriculum evaluation.

Evaluation of Special Education II Course According to Analytical Curriculum Evaluation: Adnan Menderes University Vocational High School Sample

Kerim GÜNDÖĞDU, Adnan Menderes University, Aydin, Turkey; gundogduk@gmail.com

Beylü KARAYAZGAN, Ege University, Izmir, Turkey; beylu81@gmail.com

Burcu HANCI YANAR, Directorate of National Education, Izmir, Turkey; burcuhanciyanar@gmail.com

Nurtaç ÜSTÜNDARĞ, Adnan Menderes University, Aydin, Turkey; nurtacustundag@gmail.com

Murat ÇIRAKOĞLU, Directorate of National Education, Izmir, Turkey; cmurat0904@hotmail.com

Abstract

Curriculum evaluation, which is a supplementary phase of curriculum development, enables new progresses according to obtained results. One can say that curriculum evaluation may be done depending on two basic aims. The first of them is to decide on by which one of the students and how much the course had been learned via evaluating the success of the students. The latter is to comment, judge and determine the existing impediments by seeing the effectiveness of the curriculums. The problems that were met are determined and the necessary amendment can be done during this assignation (Erden & Akman, 2001).

Stufflebeam, Madaus and Kellaghan (2000) suggest that curriculum evaluation is both a dynamic and still an immature work as there must be research, education and financial support for curriculum evaluation. In this respect, they do not see curriculum evaluation only as a whole of decisions and aims. On the other hand, Ornstein and Hunkins (2004) settle out curriculum evaluation to definite decisions. Some of these decisions are to continue the program, revise the curriculum or to finish it and develop a new curriculum instead.

Analytical Curriculum Evaluation, which was developed by Demirel (2006) in Turkey, has two dimensions as curriculum analysis and shareholder views. There are the curriculum of itself and the

written materials about the curriculum in the first dimension. In the second dimension, views of the shareholders who were affected by the curriculum exist. In both of the dimensions of the model, there are 'context', 'objective', 'content', 'learning-teaching process' and 'assessment and evaluation' (Demirel, 2014).

Special Education II course, which is the subject of this research, aims to teach the subjects such as identification of learning disability, identification and classification of physically disabled ones, reasons of physical disability, identification and classification of the children who have common growth disorders. It makes this study original that there was no curriculum evaluation research done about this course. Furthermore, it was thought that findings that contribute to increase the effectiveness of the course considering the needs, objectives, approaches and opinions of the instructors and the students can be reached via this study.

The aim of this study is to evaluate Special Education II Course Curriculum at Child Development Department of Adnan Menderes University in the context of Demirel Analytical Evaluation Model in terms of opinions of undergraduate students and the instructor.

This study is a qualitative descriptive study which evaluates Special Education II Curriculum which is studied at Adnan Menderes University Child Development Department in 2014-2015 education year. While developing data, interview, questionnaire and document analysis techniques have been used in it. Opinions of the instructor have been taken by a semi structured interview form. In addition to that, opinions of undergraduate students have been collected by the questionnaires and by open ended questions in it. Participants of the study consist of the instructor who lectures Special Education II course at Child Development Department of Adnan Menderes University in the second term of 2014-2015 education year and 34 university students who takes this class in the department. In this department, there have been two classes and the same instructor gives the course in both groups, so only one instructor has participated in the study. The content analysis was used for analyzing obtained data.

In terms of instructor opinions these results have been obtained that; objectives of the course are appropriate to needs of students and context is matching with the level of students; methods, techniques, environment and tutorial are diverse and images are used during the class. The class is taught by practical exercises, but the physical environment of the class isn't appropriate and adequate. And also it isn't authentic and weekly time isn't enough for the curriculum. As an assessment and evaluation method, preparing material, presenting given topic, testing and observation are used.

The difficulty of the course, according to the instructor, is the prejudice of the students against the disabled people. The instructor implements to notice the problems of disabled people in the society and via this way students will be aware of them.

Almost all of the students expressed that objectives of the course are guidance for how to behave on disabled people and useful in their future professional life. The course fits the needs for special education. Besides, students didn't express any negative opinions about the course objectives. Students have different opinions on the convenience of the level of the course content. Students have positive opinions about the level of the course content. While they are stating that information in the courses are clear and useful, students have negative opinions about the level of the course content. They state that level of the course is above their level and involved very detailed information. Students also have different positive opinions on the availability of the course content. They stated that the course content includes information that can be used in daily life and thus they learned how their behavior should be on disabled people. They had the awareness of disabled people. The course is guidance on how to communicate with disabled people and effective in changing the perspective on disabled people, thus they learned treating them like everyone. Students' thinking about the activities carried out during the course was generally positive. Most students stated that activities in the course were quite efficient, practice (training) courses and trips on private educational institutions were effective and contributing consolidation of the learned, allow to learn by doing and experiencing and is obstacle information remain in theory.

Students have different opinions about the effectiveness of materials used during the lectures. Students have positive opinions about the effectiveness, they stated that the materials were effective in retention of information and facilitating understanding. The course enhanced visual materials provided changing in perspective on disabled people. Students have negative opinions about the effectiveness stated that it was not used except for textbooks, the textbook included very detailed information, the classroom was not suitable for the course.

Students have mainly positive and partly negative opinions about the measurement and evaluation system of the course. Students have positive opinions about the measurement and evaluation system stated that the measurement and evaluation system of the course was partially effective, highly efficient and fair. It is thought that positive opinions about the system due to the evaluation was theoretical, practical and based on teacher observations. Students stated that they had difficulties of understanding some of the issues and the terms used which are very detailed in textbook, activities of making materials during the course. Besides students said that they experienced fear in how to treat people with disabilities before taking this course, they had difficulties in communicating with disabled people, being together with disabled people forced them psychologically. After the course they feel more comfortable.

Students suggested about making the course more effective by the way, more materials can be used in the course, special education foundations can be visited more, course book and the subjects can be simplified and one the part of the school can be left for special education course and for disabled people. Furthermore, they offered that more disabled people may join the class related to the usage of teaching methods and techniques, activities devoted to the course may be increased, subjects may be taught using more and remarkable samples, students participation may be provided using different teaching methods. Weekly course hour of Special Education II course may be increased by relating the course with the real life. The content of the course may be simplified and facilitated for the activities. Students may be allowed to observe and to take part in the activities in special education institutions. Students may get psychological support against to negative effects when they are with the handicapped. The course may be more attractive by employing actual instructional techniques such as case studies, discussion, station and so on. The students may be encouraged to participate into material development process

Keywords: Curriculum evaluation, special Education II Course, vocational school

Views of Prospective Physical Education and Sports Teachers Regarding Special Field Competencies

Murat KANGALGİL; Cumhuriyet University, Sivas, Turkey; mkangalgil@cumhuriyet.edu.tr

Pınar AYYILDIZ; Hacettepe University, Ankara, Turkey; payyildiz82@gmail.com

The paper wasn't presented in the congress.

Assessment of Courses within the Teacher Training Program of Education Faculty in accordance with Teacher Proficiencies in Special Field Capabilities

Halil İbrahim KAYA; Kafkas University, Kars, Turkey; hik_kaya@hotmail.com

Özden DEMİR; Kafkas University, Kars, Turkey; oooozden@gmail.com

Abstract

One can argue that education has played a crucial role in defining the future of individuals and society, reconstruction of nation, and ensuring a comprehensive progress. Thus, rebuilding the nation and ensuring the quality of the education require being ready of individuals for the future living standards. Education, as an organized form, and its components would necessitate desired properties and further recovery of conditions and enhancement of quality standards.

It is obvious that present living conditions and adaptation of individuals to these conditions have led to the diversifying education facilities. Accordingly, teachers play a vital role in terms of generating learning activities and implementing education programs and relevant policies.

In the case of encountering unsuccessful learning activities, teachers may emerge as a primary responsible person as they conduct and put the education programs into practice. Therefore, teachers require having desired capabilities. However, learning facilities, equipments and devices have impact on the development of the formal education, teachers also emerge as a key actor. Emerging new technologies on education haven't diminished the role of teachers even acquired new roles to them. However, ideal school buildings, perfect training programs and enriched equipments and devices have been made ready for students, teachers are the only actors who can function all these staffs (Alıcıgüzel, 1999).

It is a well-known fact that there is a logical correlation between the quality of the education and the quality of teachers. Henceforth, in-service training of teachers and graduate education of them are of utmost importance in terms of the quality of education activities (Şışman et al, 2003). It is evident that education tools and equipments acquired during the formal education process would also be useful for teachers' daily training activities. Vocational features basing on knowledge, talent and attitudes of teachers would be the indicators of the quality and attribution of teachers. Emergence of vocational quality would lead to altering roles of teachers and changing training properties.

There is a necessity in acquiring properties of teachers and enhancement of them through theoretical and applied activities which are submitted to students of education faculty (YÖK, 1998). Teachers who are pioneers of future generations and contributing to shaping individual's knowledge and society require necessary qualifications for ensuring change. Standardizing improvement aspects of teachers during the training process which has complexities and multi variations. In order for realizing teacher capabilities the Ministry of National Education has developed Teacher Capabilities Manual which includes necessary knowledge, talent and attitudes of teacher nominees and Manual on Capability Areas which is designed for the primary school teachers. It has been considered that the degree of having these capabilities could affect training-learning process. General Capabilities of Teachers compose of 6 primary categories (A-B-C-D-E-F), 31 sub-categories and 233 performance indicators and this has been formally accepted through by the 2590 numbered Decrees Journal. For Capability Areas aiming to enhance primary school teachers in accordance with their branches drafts 14 types of capabilities.

Special areas of capabilities constituting of Capability Areas, capabilities for each area, and performance indicators for each capability which are normalized as A1, A2, A3 have entered into force on July 25, 2008 (MEB, 2009). Qualifications of teachers are of significance in terms of generating desired rapports between students and society, adapting to society and achieving a trustworthy atmosphere. Profession of a teacher and necessities of this profession have always been on the agenda since the establishment of the Turkish Republic. Particularly, recent regulations dating back 30 years have been future remarks of subsequent activities. New arrangements on the area of training of teachers which have been made by Council of Higher Education can be considered to be the last actions (Seferoğlu, 2004).

In the present research, special areas of capabilities designed by the Ministry of National Educations within the Project on Supporting Basic Training and performance indicators for each capabilities

categorized as A1, A2, A3 have been examined. Furthermore, education programs regarding branches of primary education and relevant courses have been evaluated. In terms of methodological point of view, qualitative research tools including content analysis and archival research have been conducted in the present study thus aiming to define areas of capabilities designed for training of teachers. Examining of documents does include the analysis of targeted phenomena (Yıldırım ve Şimşek, 2005). Furthermore in the present research, comparative assessment of special areas of capabilities designed by the Ministry of National Educations within the Project on Supporting Basic Training and relevant courses have been made.

Keywords: Training of teachers, field research necessities, teacher training program.

The Second Grade English Curriculum: Is Practice Congruent with Theory?

Suat KAYA; Middle East Technical University, Ankara, Turkey; kayasuat2002@gmail.com

Abstract

This study targets English teachers, students, curriculum designers and decision makers in Turkey. Its findings are supposed to help the Ministry of National Education (MoNE) in Turkey. Recently, the Turkish educational system has gone through a transition from the 8+4 educational model to the new 4+4+4 system, which has led to an immediate need for the redesign of current teaching programs. With respect to English language education, in particular, this new system mandated that English instruction be implemented from 2nd grade onward, rather than 4th grade; therefore, a new curriculum which could accommodate the 2nd and 3rd grades was developed (Ministry of National Education, 2013). This new curriculum has been developed taking the needs of younger learners into account as children who will receive instruction in English are at around 6-6.5 years old. When the starting age for learning a second language in some European countries is examined, it is seen to be between 6 and 10 years of age. It is 10 in Holland; 9 in Hungary; 8 in Spain, Romania, and Germany; 7 in France and Finland; 6 in Italy, Norway and Austria (Eurydice, 2008). Therefore, it is possible to assume that this decision is reasonable when compared to these countries.

The main approach of this curriculum is communicative approach which entails use of the target language not only as an object of study, but as a means of interacting with others; the focus is not necessarily on grammatical structures and linguistic functions, but on authentic use of the language in an interactive context in order to generate real meaning (MoNE, 2013). In parallel with this approach, learners are involved in activities which require actual communication between peers or between students and their teacher, such as creating a game as a group and then playing it with classmates, rather than rehearsing prepared material (MoNE, 2013).

As is the case for all new curricula, this curriculum needs to be subjected to an ongoing evaluation process to develop it further and make it work better. This curriculum has been operating since 2013-2014 academic year, so the research conducted on it is rare depending on the literature available to the researcher (Alkan & Arslan, 2014; C. Kucuktepe, S. Kucuktepe & Baykin, 2014; Ekus & Babayigit, 2013; Iyitoglu & Alci, 2015; Merter, Sekerci & Bozkurt, 2014). Therefore, more research is needed.

For a curriculum to be successful at reaching its intended goals, there are many variables that must be taken into account. It is quite likely for any new curricula to face some difficulties when put into practice that is because each curriculum is constructed based on a theory which mandates certain standards to be satisfied and it is vital for practitioners to follow the standards defined in the curriculum in order for the curriculum to fulfill its goals. Richards (2001) indicates that different aspects of a program can be the center of attention in program evaluation, these aspects may include curriculum design, the syllabus and program content, classroom processes, materials, teachers, teacher training, students, institution, and staff development. The purpose of this paper was to conduct a survey to find out whether the 2nd grade English curriculum was implemented as planned in terms of teacher methodology, activities and materials based on views of those who are responsible for implementing the curriculum. The following research question and sub-questions were formulated for this purpose:

1. Is the curriculum being implemented as planned by the teachers lecturing in 2nd grade classes?

1. 1. Do the teachers play their roles as defined in 2nd grade English curriculum?
1. 2. Are the materials used in line with 2nd grade English curriculum standards?
1. 3. Are the activities performed as suggested in 2nd grade English curriculum?

Survey was used as the research design for this study as the aim was to describe how a population was distributed in terms of some characteristics (Fraenkel, Wallen & Hyun, 2012) and to collect data for a group of people's perceptions of the new 2nd grade English curriculum. For the evaluation, the "Process" part of the CIPP evaluation model developed by Stufflebeam was utilized as it can be used to determine "how well a program is being implemented" (Fitzpatrick, Sanders & Worthen, 2004, p. 97) and to determine the congruency between the planned and actual activities (Ornstein & Hunkins, 2004).

Cluster random sampling method was utilized. There were 64 primary schools in Altındağ, a region in Ankara, Turkey and about half of these schools (28 schools) were selected randomly and then all teachers implementing 2nd grade curriculum from each school were administered a questionnaire. All English teachers ($n= 25$) in these schools volunteered to participate in the research, while only 37 classroom teachers out of 93 teachers volunteered to participate, hence the sample for this study was 62 teachers.

The program defined by MoNE (2013) was the main data source to find out program standards, which constituted document analysis of this study. These standards were used to develop a questionnaire by the researcher and data were collected through this questionnaire from teachers in terms of their perceptions of curriculum operation so as to find out whether the "Process" part of the curriculum was implemented as planned. In the process of instrument development, expert opinion was taken and the questionnaire was pretested with another sample of teachers in order to check whether there was anything that was not clear, referring to face validity evidence. All items were clear and understandable. Then, the questionnaire, which was composed of three sub-scales, was administered to the selected sample. The Cronbach's alpha for teacher methodology, activities and materials were .88, .85 and .92, respectively.

The data collected from the questionnaire was analyzed through descriptive statistical techniques including frequencies, percentages, means, and standard deviations.

Findings indicated that majority of the teachers implementing the second grade English curriculum were not English teachers, but classroom teachers. There were more females than males. Teachers' experience ranged from 2 years to 28 years. Majority of the participants had experience with the target group before. In terms of teacher methodology, the findings indicated that the roles which were not in line with curriculum standards included students' writing grammatical rules on their notebook, correction of students' errors during communication. Regarding activities, except for listening and speaking activities which were utilized less frequently, the findings revealed that the teachers applied activities as suggested in the curriculum. Similar findings were reported by C. Kucuktepe, S. Kucuktepe and Baykin (2014). With respect to materials, the findings revealed that all materials suggested in the curriculum were not used adequately. Especially audio-visual materials were not used frequently enough, which might be because of lack of these materials at some schools. This finding is consistent with the studies of Alkan and Arslan (2014), C. Kucuktepe, S. Kucuktepe and Baykin (2014) and Merter, Sekerci and Bozkurt (2014).

Although the main aim of the 2nd grade English curriculum was to develop students' listening and speaking skills, this study revealed that the actions taken by the teachers, use of activities and materials were not heading to fulfill this aim.

Based on these findings, the following suggestions can be put forward:

A newly developed curriculum should not be put into practice unless sufficient practitioners with necessary qualifications are provided. More emphasis should be put on listening and speaking activities and more audio-visual materials should be utilized. More communicative activities that encourage oral practice should be utilized as suggested in the curriculum. The teachers to implement this curriculum should be provided with in-service training to compensate for their lack of information about standards of this curriculum.

Keywords: 2nd grade English curriculum, curriculum evaluation, CIPP, teacher perceptions.

Assessment of Primary 3rd Grade Natural Numbers as Sub-Learning Field of Mathematics in terms of Target Based Programme Assessment Approach

Erdoğan KÖSE; Mehmet Akif Ersoy University, Burdur, Turkey; erdogank63@gmail.com

Nilay ÇELİK ERCOŞKUN; Atatürk University, Erzurum, Turkey; nilay.celik@atauni.edu.tr

Abstract

Mathematics is a unique field for people, society and technology in the developing world today. So, it is certain that mathematics is learned in order to develop high-level behaviors such as communicating, generalizing, creative thinking and thinking freely etc. (Aşkar, 1986) in everyday life. The need of understanding and using mathematics has increased through developing rapidly of information and technology, and so the skills gained by mathematics has been more needed by the individuals. Mathematics and mathematics education have to bring the individuals skills to adapt changes and innovations. Mathematics is an important vehicle to grow the individual who is to think critically and reflectively; to solve the problems s/he encounters in the real life; to share his/her knowledge and to use his/her knowledge in another fields. Curriculum have to been revised to adapt the individuals for changes and innovations towards the changing world and needs (MEB, 2009). A student is aimed to be responsible for his/her own learning, to search, to be active physically and mentally while learning mathematics, to ask questions and to express his/her own opinions and feelings, to pose and solve his/her own problems, to use technology, to like mathematics and to be self-confident about it, and to have responsibility of group working and self-management skills in the curriculum. A teacher is an individual to be responsible for students' learning and to make them thought, asked, discussed, listened and also to direct and counsel students, to make activities and to assess his/her students with the different assessment and evaluation instruments (Bulut, 2004).

Assessment is a decision making about an object, a person or any works, and moreover assessment is also defined as their study or study groups which people collect information to decide about accepting, changing or removing the programme. So, assessment is highly important to realize and correct the deficiencies and faults in the process in order to do the work better (Postner, 1995). Therefore it is quite important to assess the curriculum so that community development is provided.

The quality of education is identical to the quality of the curriculum. Because a qualified education could be provided via a qualified curriculum. It may be interpret about the educational outputs, brought out in the practice process of the educational programme, with analyzing educational programme of an institution. Because the value of a programme is parallel with its success at practice. Educational system assesses its programme to be sure its success and to fulfill the needs of the society, and moreover its results should be reflected in the process of curriculum development (Yüksel & Sağlam, 2012 in Gözütok, 2001).

All the students have to reach the intended aims to be successful a curriculum but this may not always happen. Thus it has to been assessed the curriculum so that the deficiencies or the faults are determined at the end of the practice of the curriculum; the source of the faults are determined and also the necessary corrections are made. Accordingly, it could be said that assessment is consisted of the steps like data collection about the effectivity of the curriculum, interpretation and comparison of the data in terms of the criteria and decision about the efficiency. Assessment is classified as diagnostic, formative and summative. Diagnostic assessment could be judged whether the curriculum is qualified in terms of students' gain of the intended behaviors. It is done mainly with achievement or proficiency test. So all features students are intended to gain are tested. Target based assessment approach is used as one of the diagnostic assessment types (Demirel, 2010). Target based assessment approach by Tyler is the most used in this approach.

Tyler aims in his model to determine the difference between the intended aims and the realized performance of the students, to overcome the deficiencies in the curriculum and to use the information in the process of curriculum development. In Tyler's model based on the curriculum development model, he emphasizes three basic elements of the curriculum which are aim, learning experience and assessment and moreover he states that aims include the intended behaviors students gain; learning experiences include the necessary experience and activities to gain the intended behaviors and

assessment includes the activities to determine the level of goal attainment. The model defined by Tyler as "student performance", which examines the proficiency of the student's output coming out at the end of the learning-teaching process, uses the changes and innovations within the students' behaviors as a base in line with the pre-determined aims. Therefore, it is so important that assessment instruments having been used in the practice of the model could be reliable and valid. So, it is so crucial that the tutor must know and monitor the process well and have responsibility of assessment. It is searched whether the targets are reached with the reliable and valid assessment instruments, if so, its reason could be searched. If the problem is resulted from the determined aims, aims should be revised or draw out the programme or be determined again. Students may have the intended behaviors during the practice of the programme before they are in the programme. Thus, the prepared assessment instruments have to be implemented at least twice at the beginning and end of the programme. So, the obtained behavior would be come out of the programme (Yüksel & Sağlam, 2012 in Erden, 1998).

In this study, it is aimed to determine the deficiencies within the objectives and assess the nine objectives within "Natural Numbers", which is a sub-field of mathematics in the mathematics programme of primary 3rd grade, according to Tyler target based curriculum development approach which is one of the target based curriculum development approaches. The criteria %75 was determined for the level of objective attainment according to mastery learning model. One sample pre-test and post-test model was used in this study which is one of the quantitative research methods. As a data collection instrument, 22-items-multiple choice formative test about the nine objectives within natural numbers was developed by the researcher, and also the item analysis was done with the Primary 4th grade students into the programme for validity and reliability to obtain the objectives. The reliability and validity have been seen to be high. After the test was revised, pre-test and post-test were applied to the 3rd grade student to have the objectives in the pre and post- practice process.

When analyzed the findings of the study, it is found out that the levels of objective attainment of the students are %45 according to pre-test results, and moreover the levels of objective attainment of the students are %84 after the practice. According to Mann Whitney U Test between pre-test and post-test could be observed a difference in favor of post-test. As a result, prerequisite objectives which are similar to the ones in the former education year have been observed to gain much higher; and the other objectives which are without prerequisites have been seen that students have had difficulty in learning much more. According to the study results, it could be suggested that the objectives could be revised by means of prerequisites objectives.

Keywords: Tyler target based curriculum development model; natural numbers as a sub-learning field; attainment.

A Content Analysis of Curriculum and Instruction Congress Proceedings

Ceyhun OZAN; Atatürk University, Erzurum, Turkey; ozanceyhun@atauni.edu.tr
Remzi Y. KINÇAL; Atatürk University, Erzurum, Turkey; rkincal@atauni.edu.tr

Abstract

The research is effort and scientific knowledge production function which recognizing to community, describing its profile, trying to identify relationship with related to variables and answering the questions as why, how, when, where related to factors leading to emergence a problem (Özdamar, 2003). Planned any new research primarily starts with the examination previously researches and shaped by it. However, the determination of research problem is one of the most difficult process which faced every researchers (Gülbahar & Alper, 2009). From this point, before the researcher beginning the study, making a comprehensive and qualified literature review is required. Researchers with literature review, can choose the topics needed to work on or identify the research problems which filling the gap in the literature. In this context, the type of content analysis and meta analysis studies related to scientific research any field towards determining the trends can be quite useful in determining the direction of the researcher.

The development of academic disciplines are closely related to the literature of their own. In recent years the literature reviews related to all academic fields has increased. In literature review about put forward to development of a field, it is common to make the cross-sectional study. Making an overall evaluation of the educational literature in certain period not only provide information on the quality of the research laid down for that period also sheds light on the subsequent researches (Erdem, 2011). Systematic analysis of the research guide the people who want to do research in related areas by showing what would be done or don't in that field (Cohen, Manion & Morrison, 2007).

With an examination of research in any discipline, it can be determine research trends that the discipline. Research trend represent the change in their respective time of the studies and direction of this change. While determining the research trends are examined trends of data in the base year and subsequent years which they have shown by base year. Studies towards determine to research trends can be used to predict future events, it also can be used to introduce to past status of the examined discipline. In other words, using the data obtained in the framework of the time interval covered, the estimate of past disciplinary cases investigated or tried foreseeable future status (Ozan & Köse, 2013). Lee, Wu and Tsai (2009) stated that the knowledge having the researchers about current status and research trends their fields can be help their career and academic publications.

In Turkey, scientific research in different disciplines in order to determine trends have been done many studies (Acar-Güvendir & Özer-Özkan, 2015; Akdemir, Karameşe & Arslan, 2015; Çultaş, Güler & Sözbilir, 2012; Erdem, 2011; Göktaş et al., 2012a; Göktaş et al., 2012b; Kurt & Erdogan, 2015; Küçükoglu, Taşgin, Ozan & Kaya, 2011; Ozan & Köse, 2013; Seçer, Ay, Ozan & Yılmaz, 2014; Tarman, Güven & Aktaşlı, 2011; Yücedağ & Erdogan, 2011). There are few studies that examined the specific field of curriculum and instruction of research (Altin, 2004; Gömleksiz & Bozpolat, 2013; Hazır-Bıkmaz, Aksoy, Tatar & Atak-Altınyüzük, 2010; Saracaloğlu & Dursun, 2010). These studies are related to dissertations of curriculum and instruction department. Ozan and Kose (2013) have attempted to reveal research trends by examining the papers in the curriculum and instruction field. In Turkey, can't found any study towards examining the published proceedings in curriculum and instruction congress. So, is considered to fill the gap in the literature and important to determine research trends in the curriculum and instruction field by this study.

The purpose of the study was to determine research trends in the curriculum and instruction field by examining the presented and published proceedings in the curriculum and instruction congress. In this regard proceedings were evaluated about year, number of author, method, data collection tools, sample characteristics, data analysis techniques, subject domain and subjects.

In this research was used to descriptive content analysis method. Descriptive content analysis is systematic studies that including evaluate the research trends and results about specific field by a descriptive view (Çalık & Sözbilir, 2014). 934 proceedings which presented in the national or international curriculum and instruction congress in between 2010-2014 years and published proceeding books were included in the study. Proceedings in the curriculum and instruction congress in Braga, 2013 and published proceedings in curriculum and instructions congress in Turkey by foreign authors was excluded from study due to purposing to introduce research trends in curriculum and instruction in Turkey. In order to systematically investigate the proceedings, "Proceeding Review Form" was created by the researchers. In the form have been made classification about year, number of author, method, data collection tools, sample characteristics, data analysis techniques, subject domain and subjects. Content validity of form was provided by investigating by 5 expert, 2 of instructor, 2 of teaching staff in curriculum and instruction field.

Both descriptive and content analysis techniques were used to analyze the data. Descriptive analysis was used to analyze the year, number of author, method, data collection tools, sample characteristics and data analysis techniques and content analysis used to analyze to subject domain and subject of proceedings. Each of proceedings was investigated by creating code and category. Data analysis process is ongoing. Study has not yet been finalized.

Keywords: Curriculum and instruction; research trend; congress; proceeding; content analysis.

Educational Data Mining: An Application on Distance Education in Higher Education

Serhat ÖZEKES; Üsküdar University, İstanbul, Turkey; serhat.ozekes@uskudar.edu.tr

Abstract

According to the rapidly increasing capabilities to generate and collect educational data, educational data mining is an emerging discipline in giving additional insight into educational entities such as; student, lecturer, staff and alumni (Beikzadeh, 2008). Data mining acts as an active automated assistant in helping them to make better decisions on their educational activities. The improved decision making processes in higher learning institutions would carry the following advantages including; increasing student's promotion rate, retention rate, transition rate, increasing educational improvement ratio, increasing student's success, increasing student's learning outcome, maximizing educational system efficiency, decreasing student's drop-out rate, and reducing the cost of system processes (Luan, 2002).

The aim of this study is to create the prediction model by using the classification of student data, to predict the student success and determine the factors affecting student success in distance education courses by using Support Vector Machines and Genetic Algorithm.

A questionnaire is used to examine the students' demographic profiles, learning styles and motivations to learn. Using this questionnaire, data of 578 voluntary participants who took part in four different online courses was gathered. These four courses, which are English, Introduction to Computers, History, and Turkish Language, were for the first year undergraduate students in a private university in İstanbul, Turkey. The gathered dataset was included 34 variables, which were gender, degree of graduation from high school, goodness of studying environment, financial situation, parent's education status, degree of family support, occupation, having a personal computer at home, and 25 more variables on the opinions of students about distance education. In order to classify the student success, a data mining approach was applied based on Support Vector Machines (SVM). For each course an SVM model was constructed, and were trained and tested via 10-fold cross validation. For English, Introduction to Computers, History and Turkish Language courses, 84.88%, 77.63%, 88.33% and 85.71% accuracies were achieved, respectively. In order to improve classification accuracies, to shorten the calculation time, and to determine the most important variables for affecting the student success, a Genetic Algorithm based optimized feature subset selection method was used.

After using SVM classifiers with Genetic Algorithm for each course, the significant variables for student success in distance education were determined, and the accuracies were increased to 93.02%, 97.37%, 98.33% and 98.10% respectively. Using the genetic algorithm based feature selection computer skills, quick response from teacher, online learning motivation, degree of high school graduation, father's education status, mother's education status, moral and financial support of family, repeating the previous course materials and effective time management were found as the most important factors in predicting the student success in online courses.

Online education has become more prevalent for the last decade. Due to its time and geographic flexibility, it has appealed to especially adult learners. Even though online education is one of the convenient ways to educate people, it suffers from a number of problems. For example, dropout is still one of the main concerns in online education despite a huge interest in designing and offering online courses in educational institutions (Yuksekturk, 2006). In order to develop high quality distance education programs, it is important for designers and educators of online education courses to understand the characteristics of distance learners and what affects their success (Oblender, 2002). Identifying characteristics of successful and high-risk students might allow institutions to implement procedures in order to increase retention and improve student success through early interventions (Chaudhuri, 1998). For these reasons, this study analyzed the factors that affect student success in online English, Introduction to Computers, History and Turkish Language courses.

The successful optimization of student classification in this study demonstrated the merits of using the collected data to predict the student success based on their several characteristics. In other words, data mining methods can be useful in predicting student success and they can be usefully applied to increase student learning. The methods can classify students who are at risk and this helps the instructors and designers prepare appropriate feedback and interventions in a timely manner.

These data mining approaches can be adaptable to different types of online courses and different population sizes, especially large sizes for predictive and descriptive tasks. In this study it was seen that support vector machines can be useful in predicting student success based on their characteristics in an online course.

Keywords: student success prediction; distance education; support vector machines; genetic algorithm.

The Evaluation of English Preparatory Program of Uludağ University, School of Foreign Languages, According to the Views of Instructors and Students

Mustafa SAĞLAM; Anadolu University, Eskişehir, Turkey; msaglam@anadolu.edu.tr

Canan KÖSE; Anadolu University, Eskişehir, Turkey; kose.canan@gmail.com

Tuğba SÖNMEZ; Anadolu University, Eskişehir, Turkey; tugbainkmu@hotmail.com

Nihan YETİM; Anadolu University, Eskişehir, Turkey; nihanyetim@gmail.com

Abstract

Language is the most fundamental tool which must be used to communicate. Language acquisition experience starts with mother tongue which is the first learned language and gains a new dimension by trying to learn foreign language because of the necessity of understanding texts written in a foreign language, working with foreigners and communicating (Altunay, 2000).

In Higher Education Institutions, foreign language teaching was discussed in Higher Education Law numbered 2547 enacted in 1983 and it has been made compulsory for all universities. By this way, English I and English II are common core courses in the first year of universities (YÖK, 2008). Also, English preparatory education seems to be widespread in the School of Foreign Languages at universities. The quality of language teaching depends on the use of curriculum development process just like the other educational experiences. Curriculum development process includes five elements; need analysis, goals and behavioral objectives, evaluation, materials and teaching. Furthermore, each item is evaluated to provide the continuity of curriculum development (Brown, 1995, p.19, cited in Özkanal, 2009).

Evaluation of curriculum is implemented for the purpose of finding out students' lack of knowledge, to what extend they reach goals and objectives, understanding the efficiency of methods and techniques, determining the efficiency of current curriculum and its effect to design a new one, and showing the performance of a school to society (Doğan, 1997, Marsh & Willis, 2007, cited in Özdemir, 2009, p. 128). Uludağ University, School of Foreign Languages which forms the population of the study is one of the foundations providing at least one year obligatory English Preparatory Program. Students who attend the program voluntarily are able to continue their education in their departments at the end of the year even if they fail or are absentee (ydyo.uludag.edu.tr).

The purpose of the Preparatory School is to teach the basic rules of a foreign language, oral and written understanding and explaining methods in the scope of Common European Framework of Reference for Languages, enable students have the ability to revise literature in any fields and communicate in social life at B1 level (Uludağ University The School of Foreign Languages' Regulations). The purpose of this study is to evaluate the Curriculum of English Preparatory School in Uludağ University, School of Foreign Languages, according to the views of participant students and instructors of the program. In accordance with this purpose, following subquestions below are sought to be answered:

1- What are the students' views regarding goals, content, learning - teaching process and evaluation process of Curriculum of English Preparatory School?

2- What are the instructors' views regarding goals, content, learning - teaching process and evaluation process of Curriculum of English Preparatory School?

3- Is there a difference between the students' and the instructors' views regarding goals, content, learning - teaching process and evaluation process of Curriculum of English Preparatory School?

This study in which Consumer-oriented and Participant-oriented Evaluation Approaches were used is a research based on screening model. In Consumer-oriented Evaluation Approach, to what extend a product or service (English Preparatory Program) is able to meet the needs of consumers (students) is evaluated, whereas in Participant-oriented Evaluation Approach, the involvement of stakeholders into the evaluation process is required (Yüksel & Sağlam, 2012).

The sample group of this study consists of 230 students who have been studying in English Preparatory School in the academic year 2014-15 and 40 instructors who have been teaching at the school. To implement questionnaires, 25% of students at Elementary level, 30 % of students at Pre-intermediate level, 30 % of students at Intermediate level were involved. In this study, to gather data, two separate questionnaires, Questionnaire for Students and Questionnaire for Instructors, were prepared and implemented. To interpret the data, SPSS program, frequency, percentage and arithmetic mean were used.

According to the answers given by the students for the statements about the goals and content of the program, it can be said that goals are reached at "moderate" level and content can be considered moderately sufficient. For the statements about the learning and teaching process of the program and about the evaluation process of the program, it can be said that students agree learning and teaching process activities are realized at "moderate" level and the evaluation activities are moderately sufficient.

According to the answers given by the instructors for the statements about the goals and content of the program, it can be said that goals are reached at 'moderate' level and content can be considered moderately sufficient. For the statements about learning and teaching process of the program, learning and teaching activities are realized at 'moderate' level and their realization level can be considered high. For the statements about evaluation process of the program, it can be said that assessment activities are realized at a high level by instructors. According to the findings, it can be concluded that there is a difference between the point of views of instructors and students about the goals, content, learning and teaching process and evaluation process of English Preparatory Program in 20 items.

When findings are examined, it can be interpreted that the point of views of both group about the program are generally positive. Considered the findings about the goals of the Curriculum of English Preparatory School, it has been reported negative opinion by the students for 4 items out of 20 while it is 3 by instructors. Considered the findings about the content of the Curriculum, it hasn't been reported any negative opinions while the students and the instructors reported negative opinion about one item out of 12 related to learning-teaching process. Considered the findings related to evaluation process of the Curriculum, the number of quizzes has been regarded as excessive by both groups.

As a result, recommendations on improving the Curriculum of English Preparatory School are as follows:

The goals of the Curriculum of English Preparatory School should be revised. The goals should be expressed in a clear manner. It should be spend more time for the skills achieved low-level. The number of activities prepared for each skill should be increased. The instructors should be given in-service training seminars about methods and techniques to improve learning and teaching activities. Activities should be organized to increase motivation of the students and the instructors. The number of quizzes during evaluation process should be reduced.

Keywords: Curriculum evaluation, consumer-oriented evaluation approach, participant-oriented evaluation approach, english preparatory program.

Examining the Teacher Training Programs in Turkey under the Light of Instructors Views

Sedef SÜER; Dicle University, Diyarbakır, Turkey; sedefsuer@gmail.com

Behçet ORAL; Dicle University, Diyarbakır, Turkey; oralbehcet@gmail.com

Abstract

The history of teaching profession dates back to ancient times and edifying qualified teachers has always been seen as an important issue in all communities and ages. Qualified teachers have been said to affect the success in the education systems to a great extent. Moreover, the subject of edifying

qualified teachers has a relation with the quality of the teacher training programs. In this context, examining the system and process of teacher education and restoration of the current system in accordance with the needs of our age can be said to have a vital importance. The teacher, student and the program are the three important items of the process of education. As the relation between these three items gets stronger, the education becomes more qualified and effective so reaching the targeted success becomes easier (Arslan and Özpinar, 2008; 40).

There are a lot of reasons for the failure in achieving the expected success in education. However, teachers have been thought to be one of the most important reasons for the failure in the education as the teachers are implementers of the top level political decisions. The teachers have been emphasized to have an important power and place in the process of dissemination and reformation of the education institutions. For this reason, the issue of teacher training has become one of the most important educational challenges and this problem has been being tried to be solved since the middle of the 19. century in Turkey (Duman, 1988, p. 2-3). In Turkey a lot of fundamental changes have been carried out at teacher training programs and thanks to these changes a lot of progress have been achieved in the process of enhancing the quality of the education and solving the existing problems (Arslan and Özpinar, 2008; 40). However, it is not possible to say that teacher training programs have reached the expected and targeted level. In recent times, beside the faculties of education which is seen as the main resources for the teacher training, the certificate of "teacher profession knowledge" have been given to the graduates of the some other faculties. This kind of implementation has been discussed to decrease the quality of teacher profession because of this "teacher training programs" need to be revised.

The aim of this study is to evaluate the instructors views about the teacher training practices. In this general context, the answers to the following questions are investigated.

1. What are the views of the instructors about the student admission systems to the teacher training programs in Turkey?
2. What are the views of the instructors about the training process of the teacher training programs in Turkey?
3. What are the views of the instructors about carrying the resources of teacher training to some other faculties with the practice of the certificate of "teacher profession knowledge" in Turkey?
4. What are the challenges and problems occurred in teacher training programs in Turkey according to the instructors?
5. What are the views of the instructors about teacher assignment system in Turkey?

This study which has been performed with the aim of determining views of the instructors working in Ziya Gökalp Education Faculty in Dicle University about the teacher training programs is a kind of descriptive study. The study group of the study consists of 15 instructors working in Ziya Gökalp Education Faculty in Dicle University in the teaching and learning year of 2014-2015 and whose study field is especially on educational studies. In order to include the instructors working at different fields and departments maximum variety sampling method has been used. The required data for the study is collected via oral interview. After researchers had examined related literature, a draft interview form was formed, consisting 4 personal information and 10 open ended questions. Then, the draft form was presented to three experts whose study field is educational sciences and in parallel with experts opinions 3 open ended questions were extracted from the form. By this way final form consisting 4 personal information and 7 open ended questions was prepared. The required data for the study was collected by interviewing with instructors face to face and recorded on the form. In this study descriptive analysis was used as the conceptual framework of the study had been decided previously (Yıldırım and Şimşek, 2011, p. 223).

The findings of the study are presented under the themes of student admissions to teacher training programs, training process, practices of the certificate of "teacher profession knowledge", problems and challenges encountered in teacher training programs and teacher assignment system.

When the instructors' views about the student admissions to teacher training programs have been analysed, it is determined that the instructors are on the opinion that by taking the central exams as the only criteria for acceptance to teacher training programs is not an appropriate practice and current student admission system does not work effectively. When the instructors' views about the training process have been analysed, the quality of training process is determined not to be good because of

some problems arised from the current system. Moreover, the quality problem of the training process is determined to mainly caused by the inappropriate implementations of student acceptance and graduation process. So, instructors emphasizes that required changes need to be urgently done in order to solve the existing problems.

When the instructors' views about the practice of the certificate of "teacher profession knowledge" have been analysed, most of the instructors are on the opinion that training the candidate teachers with this kind of certifacate is scientifically and pedagojically inappropriate and this kind of implementation negatively affect the quality of the teachers. Moreover, instructors mention that in case of the continuation of this certificate, more serious and scientific training progress (master degree) should be followed. When the instructors' views about the problems and challenges encountered in teacher training programs have been analysed, instructors are on the opinions are like that: There is a serious deficiency of planning process in teacher training politics in Turkey and this kind of deficiency of planning negatively affect the quality of the universities and the teacher training programs.

When the instructors' views about the teacher assignment system have been analysed, the instructors emphasize the fact that teacher candidates graduated from the teacher training programs are required to be assigned to the schools without any examinations.

Keywords: Instructors, teacher training programs, teacher.

Preschool Teacher Education in Turkey: Context Evaluation

Belkis TEKMEN; Başkent University, Ankara, Turkey; tekmen@baskent.edu.tr

Hanife AKAR; Middle East Technical University, Ankara, Turkey; hanif@metu.edu.tr

Abstract

In the recent decade, preschool education and preschool teacher education has gained both political and public priority that result in the increase demand for the preschool education and preschool tea cher profession (Kavak, 2010). It is the teachers, as the leaders of educational transformation, who will primarily enable preschool education to be perceived as an indispensable requirement and the quality of preschool education depends mostly on the teachers and the training received by them. However, qualifying the teacher candidates depends on many interrelated components of an open social system, which compromises the analyses of interaction of parts and its relationships within the parts and with the environment as a whole. This is why, whilereforming an education system, partial changes are to be designed keeping in mind the functioning of the entire system, taking into account requirements of internal and external, input, process and product dimensions within a context (Hoy & Miskel, 2005).

Preschool teacher education program faced many rapid changes because of the recent developments in the preschool teacher education policy (Kavak, 2010). In order to understand the effects of these changes and improve the program, it is vital to explore the trends and issues from time to time to inform the decision makers.

The aim of this study is to investigate some of the components of context evaluation such as; student selection policy, decision-making policy, recruitment policy, teacher candidates' educational profiles, faculty development and assignment policy, curriculum and instruction, and the graduates' competences from the perspectives of the faculty members in the preschool teacher education program. For this purpose, decision-oriented program evaluation CIPP model is taken as a framework. On the other hand, in order to reach in-depth and detailed information from the participants, study is designed as a qualitative phenomenological research. The researcher in phenomenological research aims to emphasize the subjective views and conceptions of the participants to find out their own experiences and provide a comprehensive description of their lived experiences (Pietersen, 2002). The purpose is to attempt to understand how one or more individuals experience a phenomenon from the person's own perspective (Johnson and Christensen, 2008, p. 48). In this respect, participants are selected through purposeful sampling strategies that include criterion sampling and snowball sampling procedures from the population of 150 academicians in the 55 preschool teacher education program in Turkey. Data is collected through semi-structured interviews and open-ended questionnaires from 58

participants in order to construct the meanings from what the participants reflect from their working environment and professional perspectives.

In this paper results of the context evaluation phase of the study is presented. In this phase of the evaluation, overall status of the preschool teacher education is taken into consideration to investigate the needs, assets, potentials while defining goals and actions. Therefore, student selection policy, decision-making policy and recruitment policy are the three main themes emerged as a result of the analysis of the academicians and authorities participated.

Findings are presented from two perspectives; first one is the faculty members in preschool teacher education program, second one is the faculty members in educational sciences program with the program developers in Ministry of Education. Centralized exam and score types need for additional test and factors affecting the demand are the subthemes of the student selection policy theme. Under the decision making theme, participants mentioned the issues related to the administrative board, Higher Education Council and the MNE originated. Finally the recruitment policy issues were the third theme emerged during the analysis of the context phase of the evaluation.

As the planning decisions and context information are two key concepts addressed during context evaluation (Randall, 1969 as cited in Tan, Lee & Hall, 2010), it is believed that the findings will pave the way for the program developers to review the program. It is also important to have insights about the real experiences of the academicians and take their suggestions about the process through a systematic approach to understand the ongoing situation in detail and as a whole with all its components by the research. This study will also provide useful information for the related literature and further research.

Keywords: Preschool teacher education; program evaluation; CIPP model; context evaluation; academicians' perspective, phenomenological research

Evaluation of Small World, Big English Project by Stake's Responsive Evaluation Model

Nilay TORAMAN; Middle East Technical University, Ankara, Turkey; nilaycanbolat@gmail.com

Abstract

The aim of this study was to evaluate Small World, Big English by Stake's Responsive Evaluation Model. The project was carried out by Educational Volunteers Foundation of Turkey and TOBB University of Economics and Technology in order to improve 4th grade students' listening and speaking skills by providing them with extracurricular activities and with new vocabulary items and some cultural knowledge of the target language. Moreover, the project is aimed to help students socialize and have a positive attitude towards English. Main focus of the study was to understand the perceptions of stakeholders (teachers, students, project managers) towards the project, to recognize and remedy deficiencies and weaknesses of the project, to follow the implementation of the project and to determine students' progress. This evaluation study was based on Stake's Responsive Evaluation Model because it provides useful findings related to people in and around the project both emerging issues and preconceived ones (Stake, 1973).

The research questions of the study are formulated as follows:

- ✓ What are the perceptions of teachers about Small World, Big English (SW-BE)?
- ✓ What are the perceptions of students about SW-BE?
- ✓ What are the perceptions of the project managers about the implementation process of SW-BE?
- ✓ What are the strengths and weaknesses of the SW-BE?
- ✓ To what extent are the suggested curriculum components (teaching and learning situations, instructional materials, monitoring) being implemented by the teachers?
- ✓ To what extent are listening and speaking skills as well as vocabulary and cultural knowledge reinforced through the implementation of SW-BE?
- ✓ How much progress do students demonstrate at the end of SW-BE?

Mixed methods research was used in the study as it required both qualitative and quantitative data, which is "a research design with philosophical assumptions as well as methods of inquiry" (Creswell & Plano-Clark, 2007, p. 5) so that the use of both methods provided a more complete understanding of the research problems than the use of either approach alone (Fraenkel, Wallen, & Hyun, 1990). In the study, this design helped to cross validate the findings of each instrument.

Since it was a case study, purposive sampling method was used for the study. All participants who voluntarily joined the project were included in the study. Participants were 26 4th grade students coming from a primary school at Etimesgut province, one manager in TEGV as well as two Cooperative Education Program students coming from Canada and America, two intern students from the department of English Language and Literature, two English instructors and one administrator at the department of Foreign Languages at TOBB ETU.

Data collection instruments prepared by the researcher were individual interview schedules, observation framework utilized for identifying the thoughts, beliefs and feelings of participants in a natural environment and the so called achievement test administered to students aiming at determining the students' progress. The interviews and observations were analyzed by content analysis. Although the group was small, some of the qualitative observation data was quantified. Finally, the achievement test scores were analyzed by descriptive statistics.

The results of the study indicated that the perspectives of stakeholders towards the project were quite positive and they noted that they would like to continue the project for the following years and having the project for the whole academic year could be beneficial. For them, the project was effective in improving students' listening and speaking skills as well as vocabulary and cultural knowledge. They thought that students could learn the language with hands on activities. Besides, communicative activities, native speakers, small class size, and stress free learning environment were among the strengths of the project while there was a need for cooperation between TOBB ETU and primary school, technical equipment in order to fulfill the necessities of a listening and speaking course and a more structured follow up of 4th grade English curriculum. The suggested curriculum components such as teaching and learning situations, instructional materials, and monitoring were implemented and suggested skills were reinforced. Other strength of the project could be counted as its being a voluntary based project depending on cooperation between a university and a charity organization, and enabling underprivileged children with necessary support.

The results of the observation and achievement test indicated that students' frequency of talking in English changed depending on the activity and the average score was 52.85 out of 100. Achievement test scores range from 20 to 80. Thirteen students were above the class average while the rest ten students were below. Students' frequency of talking in English was generally consistent with the achievement test scores. The more they talked in English, the higher grades they got on the achievement test. However, there were some students who got higher scores even if they did not talk in English very often. This could be because the observations were conducted in lecturing part of the lesson where introvert students might not find themselves more comfortable to talk in front of the class (Achmad & Yusuf, 2014).

It can be concluded that the project is effective in helping students improve their English, socialize with other students and nationalities, and have a chance to acquire the language with the help of native instructors. The perceptions of stakeholders: students, teachers and administrators about the project are positive and they believe in the necessity of sustaining the project for the following years with a new group of students. Curriculum components are available for a student-centered classroom as they are supposed to be. There should be more cooperation among parties, especially between instructors at TOBB ETU and English teachers at primary so as to provide a well-defined and systematic 4th grade English program to students. Moreover, technical equipment should be enabled with the help of sponsors. If there is a necessity of involving intern students from the department of English Language and Literature, they need to be provided with teacher training courses before the project. Even if it is the first year when the students learn English and they have three hours of English a week at 4th grade curriculum with a large class size, it is clear that students' listening and speaking skills as well as vocabulary knowledge have improved with the help of the project which gives them two more hours of English.

For implications of the study, it can be stated that before starting the project, there could be a needs assessment and more cooperation among stakeholders. 4th grade English curriculum should be

systematically applied by the school and TEGV in order to enhance language learning. Besides, intern students and Cooperative Education Program students should be trained before the project begins. To overcome the lack of technical equipment, some sponsors can be found. Moreover, the project could last for an academic year and the participants can be 2nd grade students with whom the project can be sustained for the following years. There could be more sessions a week as the students need more time and revision to fully improve their listening and speaking skills.

Keywords: Project evaluation, English language teaching, Stake's responsive evaluation.

The Assessment on the Transformation of Technical Education Faculties into Faculties of Technology according to the Delphi Technique

Murat TUNCER; Fırat University, Elazığ, TURKEY; mtuncer@firat.edu.tr
Ramazan TANAS; Afyon Kocatepe University, TURKEY; ramazantanas@gmail.com

Abstract

Considering the historical process, it can be stated that most interest and support in our country given to the Vocational and Technical Education between the years of 1982 and 2009. Until 1982, Technical Teacher Academies were responsible of training teachers for vocational schools; however, this responsibility was given to the Faculty of Technical Education after 1982 by a legislative decree No. 41 issued in 1982. This also led Turkey to provide vocational and technical training of teachers under the roof of higher education. At the same time, vocational and technical education has been restructured; and they have undergone many changes in terms of structure and management (Akpinar 2005:260). Unfortunately, the number of applied courses was reduced, the courses have become more like part of an engineering-based education and therefore employment of those graduated from these schools was affected in a negative way due to these qualifications (Mahiroğlu, 1996). The second initiative in raising the quality of technical education took place by the HEC-World Bank II. Industrial Training Project in 1990-1991. Within the scope of this project, programs of Technical Faculties of Gazi, Marmara and Fırat Universities were rearranged and significant technological tools and equipment support provided to these schools and instructors were sent abroad for educational purposes forvarious periods. However, these studies did not provide the expected quality growth (Akpinar, 2005: 261). The third major change was signed between the European Union and Turkey in 2000; Strengthening the Vocational Education and Training System-SVET Project. The main aim of this project was training young and qualified personnel to respond to the demands of the industry(Ucar & Özerbaş, 2013). In addition, important decisions were made in terms of professional and technical training in the Ninth Five-Year Development Plan. Perhaps the most important transformation was made in 2009; some higher education institutions such as Technical Education Faculty, Faculty of Vocational Education, Faculty of Vocational and Technical Education, Faculty of Commerce and Tourism and Faculty of Industrial Arts were closed and it has been decided to establish new faculties under the same higher education institution. Technical Education Faculties were transformed into Technology Faculties by the official letter of Ministry of Education dated 09.28.2009 and numbered 25377 and Board of Ministers on 11.02.2009 (Official Gazette, 2009). In the same year, Industrial Arts Faculties were completely closed and Faculty of Commerce and Tourism were transformed into "Faculty of Tourism" while Vocational Training Faculties were transformed into Art and Design Faculties. In this context, a total of 19 Technical Education Faculties and 2 Vocational and Technical Education Faculties were closed and 21 Technology Faculties were established. Moreover, 2 Vocational Training Faculties were closed and transformed into Art and Design Faculties while 3 Commerce and Tourism Faculties were closed and 3 Tourism Faculties were established. Faculty of Industrial Arts in Gazi University was also closed entirely during this period. These changes have brought many debatable issues in terms of many aspects such as instructors, learning environment, target audience and business life.

Transformation of Technical Education Faculties into Technology Faculties is very important in terms of vocational and technical education. There are many issues to be clarified about the success of these transformation activities and problems caused by them. This study is a product of this necessity.

In the study, it has been planned to investigate the transformation of Technical Education Faculties into Technology Faculties by employing the method of Delphi. For this purpose, opinions of teaching staff regarding how vocational schools will be affected, employability of students after graduation, how teaching staff were affected, content, structure and functioning of the courses, applications of the courses, postgraduate education, comparability with the EU countries, students preferring these faculties and qualifications of those graduated from these schools were received and evaluated.

The data collection process of the research was conducted on the basis of Delphi technique. Delphi technique is a special type of research and it is used in making estimates of long or short-term occurrence of specified events. This technique was developed by two researchers "Olaf Helmer" and "Norman Dalkey" working for "Rand Corporation" in 1960s (Uysal & Crompton, 1989:4). The method is carried out by an independent group study formed to receive common opinions of experts of the subject without interviewing them face to face. In this method, questions related to the subject, responses and opinions of these experts and their thoughts are received and evaluated. Delphi technique is conducted on the basis of opinions regarding what will come and how in the future rather than what is already happened (current situation) in the past (Demirel, 2007:86).

The opinions received as a result of the interviews conducted with participants were directed to the sample in the second round of Delphi Technique. In the second round of the research, the opinions received in the first round were analyzed and categorized. In the second round of Delphi, online questionnaire including percentages of the opinions in the first round and data collected in the first round in 10 dimensions was sent to email addresses of all faculty members and their answers were collected. The second phase of the study was ended after waiting to collect their responses for 50 days. There was some space under each section for academicians to write their opinions they want to add or change down within the extent of the study. The opportunity of adding, defending and rejecting their opinions in the first round was provided for them.

The population of the study can be expressed as faculty members working in the Technical Education and Technology faculties in Turkey. The sample of the study consists of faculty members in technology faculties and technical education faculties of seven universities ((Fırat, Marmara, Gazi, AfyonKocatepe, Karabük, Süleyman Demirel and Sakarya) which have started enrollments for these majors during the period of the research. In this context, the entire sample has been reached. The selection of experts from these universities participating in this research was conducted randomly. At the beginning of the research, each academician was interviewed face to face and they were informed about purpose of the study and the method and aim of collecting the data. In this regard, a total of 223 faculty members were interviewed and 122 experts volunteered to participate in this research.

In accordance with the opinions of the faculty members, considering the findings obtained in this study; it has been seen that they think vocational schools would be affected in a negative way, the chance of students graduated from these vocational schools to be a teacher in their fields were reduced. As a result of the study of Onural (2005), it has been concluded that although students of vocational schools are not satisfied with their fields of expertise, they are willing to be appointed as teachers in these fields. According to the study, the majority of those who want to become teachers consider this profession as a respectful, convenient and secured job.

One another finding of the research is that faculty members are not very sure about whether the employment rate of those graduated from technology faculties is higher. This can be interpreted as that the negativity in the area of employment still continues. According to a study conducted by Keleşoğlu and Aksoy (2006), graduates of technology faculties are not very hopeful about finding a job, but they think that they do have good technical qualifications for being a teacher. Another finding of the study is that faculty members consider practical trainings provided in technical educational faculties sufficient enough for students and graduates from these schools don't have any difficulties to find a job. However, the main reason for transformation into technology faculties is providing more job opportunities for those graduating from these schools. Akpinar states that (2005) "The title of "Technical Teacher" is perceived as related to education and training rather than industrial and manufacturing sector" which means that the graduates of technical education faculties have limited job opportunities in the industry. Thus, it can be said that the graduates of technology faculties have better chances to find jobs in the

industry rather than educational sector after transformation of technical schools into technology faculties. It is also known that the graduates of technical education faculties, who are not employed by Ministry of Education, cannot be employed due to the uncertainties in their statuses and they have loss of prestige, income and authority even if they can find a job in the private sector.

Keywords: Technical education faculties, delphi method, curriculum, vocational education

Evaluation of Graduate Programs in Curriculum Development and Instruction: Documentary Analysis

Dilruba KÜRÜM YAPICIOĞLU; Anadolu University, Eskişehir, Turkey; dilrubak@anadolu.edu.tr

Derya ATİK KARA; Anadolu University, Eskişehir, Turkey; dakara@anadolu.edu.tr

Demet SEVER; Anadolu University, Eskişehir, Turkey; dpala@anadolu.edu.tr

Abstract

The activities of all educational institutions are carried out within the scope of a program. The employed programs are prepared according to certain criteria that take the needs of society and the characteristics of the individuals into consideration. These criteria will make the programs more efficient, functional and they will help more healthy decisions to be made. Whether the programs fit to these criteria is determined by the scientific program evaluations. According to Ornstein and Hunkins (2009), evaluation is the process of information gathering in order to decide upon a matter. Program evaluation, however, is regarded as a process to determine the value, the usefulness or the suitability of the programme for the individual, the group, the institution or the society for which the service is offered (Melrose, 2006).

The field of Curriculum Development and Instruction (CDI), which offers education and research service to evaluate and develop the education programs in Turkey, is an area of specialization responsible for training experts/assistant experts (Bümen & Aktan, 2014). When CDI is responsible for offering professional teaching courses in bachelor's degree, in graduate degree it aims to bring students the expertise in the field of curriculum development. This field that has undertaken substantial responsibilities to increase the quality of education system has to evaluate its own programs firstly to accomplish these functions. This research was designed with this necessity in mind.

The aim of this research is to descriptively evaluate the current situation of CDI graduate programs applied in Turkey. Depending upon the general aim of the research, the CDI program outputs, the courses, course contents and course aims were investigated.

That this study is the first to evaluate the field and that it is going to constitute a scientific base for curriculum development studies reveal its unique value. The data obtained will also be shared with instructors of other universities and graduate students studying in the field to provide a holistic view to the process. In this study, documentary analysis method – as a qualitative research method- is adopted. Documentary analysis method is defined as the analysis of informative written documents about the facts chosen for research as well as it contributes to the validity of research by supporting other data sources. (Yıldırım & Şimşek, 2006; Yin, 2003). In order to depict the current situation of CDI programs in Turkey, a form, in which some specific information about the programs are included, is prepared by searching on their websites. According to data of 2015 March, 48 universities out of 193 universities in Turkey have graduate programs in the field of CDI. 31 of these programs are in Educational Sciences and 12 of them are in Social Sciences. Considering the range of educational levels of these programs it is seen that in 23 of them there are Master's and in 21 of them there are both Master's and Doctorate programs. Following this research, all the program outputs and course syllabi analysed via documentary analysis method. During the data analysis process, three researchers initially work independently and then the themes were discussed mutually.

The findings of this study are as follows:

In Master's programs 395, in doctorate programs 108 program outputs were obtained. Under the title of program outputs, nine main themes: "program development", "program evaluation", "teaching-learning process", "teacher training", "education system-foundations of education-comparative

education", "educational administration and supervision", "research skills", "lifelong learning/adult education" and "professional development" were identified. While 35% of 395 Master's program outputs belong to program development main theme, 1% is connected to educational administration and supervision main theme. As for doctorate programs, while 39% of 108 program outputs analysed are related to professional development, 20% belong to program development.

On the basis of courses, 277 master's courses and 100 doctorate courses were examined. In this context, 14 themes were obtained: "program development", "program evaluation", "teaching-learning process", "teacher training", "education system", "foundations of education", "comparative education", "formal training programs/field training", "educational administration and supervision", "educational technology", "assessment and evaluation", "research skills", "lifelong learning/adult learning/in-service training", and "thinking skills". According to the analysis, for example, 74 of 479 courses in Master's programs are related to program development and 17 of them are related to program evaluation. Besides that 84 of these courses are found to be related to research skills. In doctorate program, 25 courses out of 230 are identified to be connected to program development and 12 of them to program evaluation. Besides, 45 of these courses are seen to be related to research skills.

In the next step of the research, contents and objectives of the courses under each main theme were examined. In this phase, 1789 objectives and 2631 topic titles in Master's program, 601 objectives and 1057 topic titles in doctorate program were investigated. To exemplify, 21% of the objectives in Master's belong to program development and 7% belong to program evaluation. When the content is analysed, 16% of topic titles consist of program development and 7% consist of program evaluation topics. As for the doctorate program, objectives and contents related to research skills rank first with 19%.

Another analysis done to depict the current situation of graduate programs in Curriculum Development and Instruction is the one in which course objectives and contents were analysed with relation to the sub-themes of the main theme they each belong to. Some findings with regard to objective and content distribution of 14 main themes can be summarized as follows:

Program development main theme was found to have 9 sub-themes. 37% of its objectives in Master's and 48% of its objectives in doctorate programs were detected to be related to program development process, models and approaches. 11 sub-themes were found under program evaluation main theme. In Master's, 35% of the objectives and 39% of the contents under this theme were identified to be related to program evaluation process, models and approaches sub-themes. In doctorate programs, however, in terms of objective and content maximum distribution was for the same sub-theme. In teaching-learning process, 11 sub-themes were found. Under this main theme, both in Master's and doctorate program the highest ratio is related to learning theories, models and approaches sub-themes in terms of either objective or content. The highest ratio in terms of objective and contents under the teacher training main theme of Master's and doctorate programs is for redoubling high-level knowledge and skills such as doing research related to a topic, making comparisons and program development. Highest ratio in education system main theme is in sub-theme related to redoubling high-level knowledge and skills such as determining the problems and solution offers of a matter. Another theme of the research is research skills. There were 10 sub-themes under this theme. While 28% of course objectives under this theme in Master's are related to scientific research concepts, methods and phases; this ratio in doctorate programs is 22%.

The discussion continues in the light of these findings.

Keywords: Curriculum development and instruction, Master's, Doctorate.

The Evaluation of the Program at School of Foreign Languages, Pamukkale University based on CIPP Model

İsmail YÜKSEL; Eskişehir Osmangazi University, Eskişehir, Turkey; iyuksel78@gmail.com

M. Bahaddin ACAT; Eskişehir Osmangazi University, Eskişehir, Turkey; bacat@ogu.edu.tr

Tuğba BABACAN; Pamukkale University, Denizli, Turkey; tugbabacan@gmail.com

Abstract

With the advancements in modern technologies, especially the ones in information and communication technology, business affairs, social communication and international affairs will be handled quickly and easily by means of languages (Sun, 2013). The quickly welcomed innovations of today's modern world also called "Global village" indicate the necessity of a universal language. English is one of the leading languages used universally. Based on the statistics obtained in the early 2000s, one fourth of world population, one and half billion people, use English fluently (Crystal, 2003). Globalisation in 21st century can be defined as a reality shaped by developing world economy, new information and communication technology, and the presence of international information network as well as by the role of English (Altbach, Reisberg & Rumbley, 2009). During this very period of globalisation, being proficient in English enables one the power to survive (Johnson, 2009). Since the Latin language that dominated the academy in Medieval Europe, English has become the language of the science without any alternative (Altbach, Reisberg & Rumbley, 2009). Beyond being the language of scientific research, English has been showing itself increasingly as the language of instruction in many disciplines (Mohrman, 2009). The proliferation of English in Turkish context is maintained through the teaching and learning of English for individual and national improvements with the aim of establishing and sustaining an international contact (Doğançay-Aktuna, 1998). The basis of English language education given at universities, the place which is the very potential to shape an individual's future, was provided in schools of foreign languages where students attend for one year before they go to their departments (Emekçi, 2003; Gömleksiz & Özka, 2012). In order for school of foreign languages to carry out their missions, it is of critical importance to have a systematic education program and to improve these programs with the light of scientific findings (İnal & Aksoy, 2014). Accordingly, in order to decide on the effectiveness of the program, the detection of the breakdowns in the program and rearranging them is very essential. According to Stufflebeam (2001), evaluation is a study designed and conducted with the aim of supporting the relevant groups by determining the contribution and the value of the evaluated item. On account of the fact that managers, having the quality of being autonomous, can provide instant feedback on the construction of the program, this study aims to evaluate the program of School of Foreign Languages at Pamukkale University within the context of CIPP, one of the manager-based models.

It was found out that there were quite few studies concerning the evaluation of the School of Foreign Languages and the studies carried out (Gömleksiz, 2002; Kurtman & Arslan, 2011; Davras & Bulgan, 2012; Karakuş, 2013) were not conducted based on a specific evaluation model. It can be stated that in the studies that were indicated to be designed in the management-oriented evaluation model, the managers did not take part in shaping the study and the data obtained at the end of the study were not addressed in terms of the managers.

In this study which was designed in accordance with the nature of the CIPP model, the management personnel of the program, which was evaluated, were interacted at every stage, the frame of the study was identified and the management was informed about the results. In addition, by limiting the model to the context, it is believed that carrying out a detailed evaluation would contribute to the field.

The study aimed to evaluate the program of the School of Foreign Languages of Pamukkale University within the context of CIPP model. In the study the problems experienced in the existing program, the effectiveness of the program, the program's environment will be defined and the management will be informed about the arrangements that could be made regarding the program.

Qualitative design was employed in the research in order to get a detailed view of the participants. Qualitative research is the method in which a variety of data collection methods such as observation, interview and document analysis are used and which gives participants a chance to be able to reveal their views about the problem occurring in their environment (Creswell, 2009). Participants were determined via convenience sampling method based on their willingness and availability (Creswell,

2012). The participants were comprised of 5 instructors working at the School of Foreign Languages, Pamukkale University. Two of the participants were male and three were female. Their teaching experience ranged from 5 to 15 years. Four of them had master's degree and one had bachelor's degree. Their ages were between 26 and 33. In the study, semi-structured interview, in which participants were asked open-ended questions that would help to get their opinions (Creswell, 2012; Adams, 2010) was conducted. In order to prepare interview questions, the demands of the management personnel of the School of Foreign Languages were gathered and the questions were created based on the main frame that was identified. The questions were sent to three experts in the field of educational sciences. The interview questions were revised in accordance with the feedback from the experts. The interviews lasted at least 10 minutes and 27 minutes at most. The data obtained from the interviews were analyzed using content analysis. In the study, Alkin's (2011) classification related to the context dimension of CIPP model was taken into consideration.

Participants reported that the program aimed to create the English infrastructure that students could benefit from in their departments and to help them grow up as individuals who adapted to today's world. It was concluded that there was a certain group interested in program development in the institutional structure and that instructors, experts and students should take part in program development. It was found that Denizli's activity in textile sector affected students' motivation to learn English indirectly. It was revealed that the participants did not have information about the program in general and instead, they wanted to have knowledge of language teaching methods more. While the weaknesses of the program included its being socially insufficient, performing the same test to different language level groups, prioritizing some skills and the anxiety to catch up with the syllabus, providing English instruction even if it is at basic level is among the strengths of the program.

It can be stated that globalization and the necessity of learning a foreign language were effective in the result that the program undertook a specific mission on raising youth that could adapt to the era. As Karakoç (2007) stated, learning a foreign language means providing opportunities for following technological and scientific developments and benefiting from the universal information and values besides providing direct communication at international platform. The fact that the function of the city encourages students to be motivated to a certain extent can be explained by the fact that the gains obtained especially in terms of instrumental motivation (Acat & Demiral, 2002) were effective in languagelearning. Furthermore, participants' laying emphasis on the inclusion of various stakeholders in program development shows parallelism with Oliva's (2005) emphasizing that it is necessary to pay attention to the roles distributed in program development. Participants mentioned that the institution created an environment that supported them in general; however they needed ideas on what could be done about the problems experienced during the instruction phase and needed the organization of seminars and training services frequently. According to Demir and Demir (2012), teachers' lack of information on issues such as new learning- teaching strategies, alternative assessment techniques is considered to be the obstacles to the program's success.

Measures that could be taken against negative conditions like anxiety created by the general exams conducted in the institution and the effort to catch up with the syllabus should be considered. In addition, training services on what participants could do and what kind of approach they should adopt in language education should be provided. Teachers should be made aware of the structure of the program, its organization rationale and the basic understanding. Identifying the characteristics that make up the program with stakeholder groups will develop their faith and cooperation in the program.

Keywords: Program evaluation, Cipp, program of the school of foreign languages.

Curriculum Development Models in Higher Education

An Integration Unit Model for Students with Mild Intellectual Disability: Pupa Project

Mustafa ÇEVİK, Karamanoglu Mehmetbey University, Karaman, Turkey; mustafacevik@kmu.edu.tr

Abstract

Intelligence sections of the Mild mental disabilities are among 50 to 70. They are the retardations in educable level. They significantly learn slower than normal peers. Therefore, they can not benefit from the training programs designed for a regular classroom. Individuals in this group who had the opportunity to use intellectual potential fully, are able to learn academic skills (reading, writing, such as mathematics) up to sixth grade level (Mercer & Payne, 1975). IEP their own IEP plans must be made. If accepted as a microcosm of the society of the classroom, healthy communication in the classroom will be also moved to the other socializing areas; thus, it can be said that the positive attitude of teachers is very important in the provision of healthy interaction environment in the classroom. Also, when the education administrators have educational and professional qualification and according to the students' abilities, suitable educational, social and physical environment is held, gaining confidence and the success of students who need special education are getting easier and social integration can be achieved (Kuz, 2001; Batu & Kircaali-iftar, 2005; Lindsay, 2007). Differentiated of Multiple intelligences characteristic (MIC) from other theories; It is based on problem solving in real life and obtaining a product of this theory; the second is that multiple intelligences constantly interact with each other in a complex. Moreover, according to multiple intelligences theory, all intellects are the same valuable. Gardner (2011) has identified eight areas as thought the intelligence by taking advantage of his brain research, human development and acculturation for intellect;

1. Verbal-linguistic intelligence (words)
2. Logic - Mathematical intelligence (figures)
3. Visual-Spatial Intelligence (objects)
4. Bodily - Kinesthetic Intelligence (body language)
5. Musical - Rhythmic Intelligence (musical instrument, note)
6. Social - Interpersonal intelligence (communications technology)
7. Intrapersonal - Personal Intelligence (instinct, 6th Sense)
8. Naturalistic intelligence

Although each student or person has the ability to develop the nine intelligence fields in a quite high level, children become more vulnerable to certain mental space since the very young age (Plot, 2010). When they reach the age of starting school, they likely develop the learning paths in parallel with these intelligence areas which they are dominant. One of the teaching methods that can be applied to the multiple intelligences in the classroom is the project-based learning approach. One of the most important features of the project-based learning is the basis of intelligence versatile development (Doğanay & Tok, 2007).

Project-based learning and multiple intelligences theory are similar in terms of certain principles in education. In the project-based learning method; Students of all requests, selection of needs and skills, starting from project issues and follow-up evaluation time has come to the fore. When principles for the student's ability and intelligence of the multiple intelligences theory are considered the preparation of project-based teaching-learning process, teacher assumes the role of guidance to facilitate the process. (Acaray, 2014). Project-based learning provides opportunities for students to use their ability, determines their good points and increases intrinsic motivation. Project work lets students pursue their ambitions and goals, use their initiative, take responsibility to make choices, make decisions and prepares a suitable environment for them (Korkmaz, 2004).

Project-based learning is a versatile method that can be used in conjunction with other teaching and learning approaches. Methods and approaches that can be used in project-based learning can be summarized as follows. These;

1. Problem Solving Method
2. Research-Based Learning Approach
3. Collaborative Learning Method
4. The Scientific Method Process Oriented Approach to Learning

5. Multiple Intelligences Theory

6. Constructive (Constructivist) Learning Theory (Çakallıoğlu, 2008).

Research conducted in the literature shows that there are a lot of works on the project-based and multi-intelligence theory. However, first elementary school students with mild intellectual disabilities who are educated in my foot are not faced with a project-based work that they are trained in relevant areas in a learning environment prepared based on multiple intelligences.

In this study, "Pupa Student Integration Unit" as an ongoing infrastructure projects in Karamanoğlu Mehmetbey University, Faculty of Education is aimed to introduce. The project is for students (mainstreaming) with mild mental disabilities in first primary education (1.2.3. And 4th grade). Unit, mentioned in the theory of multiple intelligences by being designed in accordance with intelligence areas, allows students to be identified their interests and abilities. Students directed related intelligence field has an opportunity to improve themselves under specialist teachers control through individualized education plan (IEP) with the project-based learning approach. It is a project study that the cognitive, affective and psychomotor skills of the students are developed in line with students' interests and abilities

In this model, one group pretest-posttest design from pre-trial models to all students being in the each intelligence field is used. The participants of the research constitutes 14 students who come to Pupa integration department and have first grade mild mental barrier in faculty of education department, Karamanoğlu Mehmetbey University. The project department consists of six classes of units and officers with 6 specialist teachers and 1 master craftsman. Unit consists of Class Nature, Applied Mathematics, Informatics, Social Skills, Visual Arts, Crafts and Class and greenhouses. Both qualitative and quantitative data collection tools are used in the study. At the beginning of the study, intelligence test in the relevant intellect was applied to the students.

The attitude scale of the relevant field and again the concept gains interview form of the relevant field was applied as a pretest. After the topics discussed with PTÖY, this test and scales were applied again as final test. The data obtained from achievement test and attitude scale in the study, is analyzed by using ranks test signed non-parametric Wilcoxon in SPSS 16.0 program. The data obtained from the concept gains interview form was made for interpretation by analyzing with the content analysis method.

At the end of the study, It was found that course committed to PTOY significantly increased the academic success of students with mild intellectual disabilities in line of interest and ability integrated in areas and the attitude in the course was developed in a positive direction.

The study in terms of being a model not applied in special education is a great contribution to the literature. Unit operates to include multiple intelligence fields 6 classes and workshops. The physical and musical intelligence areas remaining areas of intelligence was located in social skills classes. This project is one of the current disadvantages. However, this situation is expected to be resolved with the TUBITAK support. Students were identified with Guidance Research Center report and the recommendations of these institutions. Unit founded, applied both multiple intelligence theory and project-based education, has a feature that is developed the cognitive, affective and psychomotor skills in line special education students' interests and abilities. In this context, students in accordance with the intelligence areas are planned a structure which will be gained the basic professional skills in the future.

Keywords: Project-based learning, mild mental disability, multiple intelligence, academic achievement.

Romantic Curriculum Design in Preschool Education Program

Serkan ÇİFTÇİ; Yüzüncü Yıl University, Van, Turkey; serkanciftci65@gmail.com

Necdet TAŞKIN; Yüzüncü Yıl University, Van, Turkey; netaskin@gmail.com

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Evaluation of Quantum Physics' Curriculum in Higher Education in terms of Eisners' Educational Criticism Model; An Art Based Approach toward Natural Sciences

Volkan DURAN; Gazi University, Ankara, Turkey; volkan.duran8@gmail.com

Abstract

In the book of C. P. Snow's Two Cultures the main theme can be cited that "the intellectual life of the whole of modern society" was split into two different cultural spheres as sciences and humanities which also reflects itself in the many branches of higher education. The title "scientist" was coined by English historian of science William Whewell during the Industrial Revolution to point out that the knowledge produced in scientific disciplines requires expertise and specialty in those fields contrary the common conception of the term "philosophy" which is used as a broader term for all the knowledge production for previous ages in Europe. In the information age there are a lot of new interdisciplinary branches emerged as the result of fastest developments in the area of information, technology, science and industry. In this respect creativity is coming into the agenda because of the emergence of those "hybrid" and interdisciplinary branches. The same distinction between art and science reveals itself also in physics because of the tradition of previous age. However the recent developments in physics such as string theory, cosmic dark energy bring the importance of creativity and imagination into the agenda for physics' education again. Creativity can be mainly defined as the ability to produce original product with respect to the time, culture, community of individuals who produced this distinctive and unique products. Hypothetico-creativity can be used much more specific concept to evaluate the logical and creative dimensions of artistic expression of individuals especially in multidisciplinary areas. The form of knowledge in the braches of multidisciplinary areas requiring the hybrid form of science and arts and logic and creativity can be called as episteme. Episteme can be defined as rather than not just as a "justified true knowledge" but as the final continuous product of artistic work in the data-information-knowledge-wisdom conversion processes where the "artists" or creative people lastly have a representation based on imagination in which the main idea or image is stabilized and reach in a durable form where inscribing, editing and communicating are three main cognitive processes that are used (Duran, 2014). Hence the aim of this research is to find a bridge between aesthetics and physics in the current needs of our modern society in this context. One of the well-known models among curriculum evaluation can be regarded as the Eisner's educational connoisseurship and criticism model in which evaluation can be regarded in five phases as (1) Description, (2) Review, (3) Formal Analysis, (4) Interpretation, and (5) Valuation or Judgment in which the concept of episteme as a core concept for expertise (Eisner, 2005; Eisner, 2002; Kumral, Saracaoğlu, 2011). Besides Eisner's model, art based approach toward natural sciences was not only investigated theoretically in pedagogical sense in many researches (Gottfried and Jackson, 2003, Root-Berenstein, 1985, Peterson, 2005, Miller, 1989, Hanrahan, 2002) but also investigated in many experimental and observational designs (Brooks, 2009, Hertzberg, Sweetman, 2004, Veen, 2006, Veen, 2007, Veen, 2012, Crafton, Silvers, Brennan, 2009, Lawson, 2002, Lawson, 2003, Lawson, 2013). However there seems to be a gab in this field in Turkey especially in terms of higher education. Hence the research is expected to gain importance by filling this gab in some respect.

The aim of this research is to evaluate current quantum physics curriculum in higher education in terms of in terms of Eisner's Educational Connoisseurship and Educational Criticism Model and in the

views of academicians and students in physics departments in Ondokuz Mayıs and Gazi University. The research was done based on descriptive model, hence it is a qualitative research. The method of this research is interview seeking to describe the meanings of central themes among the data. The sample of this research consists of Ondokuz Mayıs University and Gazi University because they can easily be accessible both in terms of time and other resources in accordance with convenience sampling. The analysis approach of this qualitative research is based on the Inductive Thematic Analysis and Grounded Theory. In the design of this research, the open ended questionnaire form is firstly prepared with the academicians in Ondokuz Mayıs University as a first phase. Secondly the open-ended questionnaire is conducted to academicians and students in Gazi University in the Physics departments. After getting the data, data cluster is analyzed by coding those data into themes and putting themes in a coherent scheme/model based on previous studies and model. The Art-Based Quantum Mechanics' Curriculum Evaluation Interview Form based on van der Veen Learning Modalities (2013) and Eisner's Educational Criticism Model was developed as a measurement tool for this research. The analysis consists of reading through textual data identifying themes in the data, coding those themes, and interpreting the structure of themes. Content analysis is a search for recurring themes. Comparative analysis is a process of interrelating themes found within the study to form insights (Kalayci, 2005; Kalayci, Güneş, 2012). Based on grounded theory developed by Glaser and Strauss (1967), concepts determined within text based on content and comparative analysis are linked into formal theoretical models. The instructional categories used were substantive, managerial, appraisal, and nonfunctional behaviors. The findings will be explicitly examined in full-text because the research is currently in process.

Keywords: Eisner's educational criticism, quantum physics' curriculum, hypothetico-creativity.

Need Assessment of Gender Equality Curriculum for High School Students: A Case Study

Tuba ACAR ERDOL; Nevşehir Hacı Bektaş Veli University, Nevşehir, Turkey;

tubacareradol@nevsehir.edu.tr

Dilek GÖZÜTOK; Ankara University, Ankara, Turkey; dgozutok@hotmail.com

Abstract

Need is the thing which is necessary or useful to achieve a goal. The needs assessment is the process of collecting, describing and implementation of information to determine what is useful for the fulfillment of the objectives. (Stufflebeam, McCormick, Brinkerhoff and Nelson, 1985). Identifying the actual needs is necessary for the preparation of the curriculum and achieving the objectives of the prepared program. Answers must be sought for the following questions in the studies of determining needs. (Demirel, 2007):

- 1) What are the expectations and needs of the community?
- 2) What are the needs related to the subject area?
- 3) What are the needs of the individual?

In this study, the needs of society and subject areas have been determined by scanning the literature on the field of gender equality and individual needs have been determined by research.

Turkey is located in the last rows in the world in terms of gender equality. Turkey needs gender equality in the areas of education, work, income and politics to be a developed country. In addition, the change of the social perceptions about violence against women, removing of the oppression on women and women's participation in social life freely are required.

Educational needs of students have to be known during adolescence to overcome gender stereotypes and improve sensitivity for gender equality. Unfortunately, any academic studies in this matter have not been reported on the needs of secondary school students on gender equality.

The main purpose of this research is to determine the training needs of the Gender Equality in Curriculum for the students in an Anatolian High School in Ankara. Findings obtained from the research will lead to the creation of the objectives, content and assessment stages of the educational program prepared by putting forward the needs of high school students about gender equality.

Case study which is one of qualitative research approach has been used in this study which has descriptive aspect. Datas have been obtained through focus group interview, participant observation and document analysis.

Study group of the study consists of students studying at an Anatolian high school in Ankara in the 2012-2013 academic year. The study group has been created according to "Easily Accessible Case Sampling" which is one of the aimed sampling methods. Focus group interview study group was formed by voluntary participation of 18 female students and 18 male students. Classes which the researcher teaches have been observed in participant observation and all school has been tried to be observed for the scope of extracurricular observations. 42 disciplinary reports which belong to 2012-2013 academic year have been examined in document examination.

Semi-Structured Focus Group Interview Form: 11 questions have been prepared to inquire the gender equality after the review of literature. A sample implementation has been done with the participation of three female and three male students to be able to see the possible errors and problems.

Participant Observation: Students' classroom and extracurricular behaviors have been observed. Researcher's observations are based on students' seating arrangement, students' words and behaviours about gender equality / inequality during classes, student-student relationship and student-teacher relationship. Observations were made during one training period.

Document Review: The surveyed documents of the study are the disciplinary reports which belong to 2012-2013 academic year of the school. Disciplinary reports have been examined, gender of the students who take discipline punishment and punishment reasons are the subject of this analysis.

Qualitative data base has been created by making a text from the voice recorder dissolved from focus group interview. The data obtained from focus group interview, observation and document review have been analyzed through content analysis. NVivo 8 software was used to analyze the data. Category and the themes in terms of their conceptualization of the phenomenon "Gender" have been created by 76 codes obtained from the research.

Students do not know the meaning of gender and they need education on this issue. Women are in passive position according to students's expression. Gender roles expected from men according to society overlap the roles students expect. While male students consider the female identity as passive, female students have used more positive characteristics to womanhood. However, In the perception of female students, female identity has been linked with dedication, diligence and responsibility. The fact that women should live to be benefitable for their families and society but not for their personal wishes is common perception shared by male and female students. According to students' expressions, it is observed that discriminatory gender roles and stereotypes have been adopted by students. Therefore, it is clear that students need education about gender roles and stereotypes.

Homosexuality, which does not fit into norms settled in the community was seen as "different" by most of students. In educational institutions, in which gay individuals are excluded, there shouldn't be discriminatory attitudes and behavior against gay people. Education is one of the basic human rights and gay people shouldn't face this kind of attitudes in schools in order to make use of this right. Homosexuality is not seen as an acceptable condition according to the students' expressions. Therefore, students need education to have respect to homosexuality.

It is important for female students and women to be included in decision-making process in their environment so that they can have a say in the community. It has been observed that female students aren't encouraged enough to be class representative or council president in the school where the survey has been done. The fact that politics is seen as "a masculine space" has also been observed in the school where the survey has been done. Therefore, students need education on the participation of women in decision-making process.

Individuals mustn't adopt the violence as a manner to live in an honoured way and establish positive social relationships. Students state that they practise violence against female students and female teachers and they see violence as a problem-solving method. They also state they can practise violence in some cases. This shows that they need education in this issue. A group of male students have stressed that they do not want their wives to work and add that their responsibilities are housework and child care. They also said that the head of the household is man and working women don't obey their husbands. Some students also state that they see working women as the cause of increasing unemployment. Students need education on women's use of the right to work and earning money,

which is one of the fundamental rights. As a result of study, it has been observed that students need education on the meaning of gender, gender roles and stereotypes, homosexuality, women's participation in decision-making process, violence against women and participation of women in working life. However, there is neither a subject nor a course on gender in high schools. One of the best ways of ensuring the social gender equality is to increase teenagers' sensitivity to the issue through education since they will be adults in the future. The teaching and learning process of school has the potential to change students' values and attitudes in a way that promotes gender equality (ERG, 2008). Development of Gender Equality Curriculum and implementing it in high schools will be an important step for students' gaining awareness of gender equality.

Keywords: Gender, needs assessment, case study.

A Trial for Curriculum Development: The Effect of Educational Philosophy Curriculum on the Attitudes towards Courses and Educational Views

Orhan KUMRAL; Pamukkale University, Denizli, Turkey; okumral@pau.edu.tr

Abstract

All sciences feel the need of a philosophy to get rid of their inanimate body and come alive. According to Weber (1998:2), philosophy is the science which vitalizes all sciences. As a scientific process education (Murphy, Mufti & Kassem, 2009; Osler, 2013; Yüksel, 2012; Zierer, 2009), also is in need of philosophy. The question of "Why education?" and the responses to that question brings a philosophical viewpoint, namely spirit, to education (Kumral, 2015, p. 74). Philosophy establishes a basis or a framework for educators and curriculum developers to regulate schools and classrooms. It helps them understand the role of schools in education, and the selection of school subjects, methods and materials. Without a proper educational philosophy, prospective teachers cannot comprehend the practices in the education process (Winc, 2012; Gosselin, 2007; Orstain and Hunkins, 1988).

In Turkey, Educational Philosophy is a compulsory course for the students of education faculties which serve the purpose of training the teachers of future generations. Furthermore, in some other programs, students are able to take the course as an elective course. The continuous changes in culture, science, and technology force the curriculum of all courses to be renovated, as in the situation of Educational Philosophy. According to Tyler (2013, p. 271), curriculum development is not a theoretical but practical study, and it does not attempt to explain a phenomenon but to design a system for an educational objective. Specifically, if a changing paradigm has been in question since 2005, Educational Philosophy takes a key role to settle this paradigm. Fulfilling its role as expected is just possible with the development of the curriculum for Educational Philosophy.

The current study aims (1) to design a new curriculum for the course of Educational Philosophy, and determine the effect of this design on (2) student attitudes towards the course and (3) the perceptions about educational viewpoints and practices.

In the current study, Taba Model (Taba, 1962, p. 347-379), one of the curriculum development models, was used during the preparation process of the draft. For the evaluation process of the curriculum design, single group pre- and post-test design as one of the quantitative methods was conducted. The study group was comprised of 112 students who study at Primary School Education, Faculty of Education, Pamukkale University, and take the course of Educational Philosophy in 2014-2015 academic years.

A structured form was used in the need analysis part of the study. Then, two scales were employed to evaluate the curriculum design. First of the scales was the attitude scale which was adapted by the researchers in order to reveal the differentiation of the developed curriculum. The second one was the Scale for Educational Thoughts and Practices (Kumral, 2014) which aims to find out the educational philosophies of the participants. Descriptive statistics were run based on the forms which were collected to reveal the needs about the course of Educational Psychology. First, a preliminary analysis was carried

out to check the normality of the variables. The number of the participants was more than 50. Therefore, Kolmogorov-Smirnov normality tests were conducted, and the results showed that the distribution is normal [$p>.05$]. Based on these results, variance analysis of the parametric analyses, were carried out with the quantitative data.

To analyze the needs of the course, descriptive statistics were adopted as the needs analysis approach, and observations and interviews were conducted as the techniques of needs analysis. The needs indicated that (I) concrete outcomes should be clarified rather than the philosophies, and (II) students should be aware of the philosophy which they are taught, (III) learners should develop some ideas about what kind of an environment they will establish when they become teachers. The common course standards were determined in line with the needs.

The common course standards were grouped under cognitive and affective domains. The cognitive common course standards aim for students to help them achieve "analysis" sub-aim, and the affective common course standards aim for students to the "giving value" sub-aim. The subjects were decided to teach the aims of the course. These subjects are as follows such as Ivan Illich (Deschooling Society), Paulo Freire (Pedagogy of the Oppressed), and Peter McLaren (Critical Pedagogy), School-Life Relationship, primary school, the concrete data about Realism-Pragmatism and Existentialism which were included in the curriculum of secondary schools. According to Tyler (2013, p. 284), when students cannot transfer what they learned in the school to the daily life, it means that the instruction is unsuccessful. He also claimed that educators and directors mostly ignore this matter of fact. The educational status of the design was formed to help students relate their learning with the real life. Also, the design was adapted to help students develop viewpoints on what kind of a learning environment they can shape in their schools.

Educational Philosophy course was developed through adopting a student-centered design and using Taba Model. As the result of the curriculum implementation, it was concluded that: (1) The curriculum designed for the study changed the attitudes of learners significantly and positively ($p<.05$), (2) The curriculum designed for the study decreased the anxiety of the learners towards the course significantly and positively ($p<.05$), (3) The curriculum designed for the study changed the beliefs of the learners significantly and positively that they would use these common course standards in their teaching ($p<.05$), (4) The curriculum designed for the study made the participant learners get out of traditional [Positivist-Modern] subject- or teacher-centered educational philosophy, (5) The curriculum designed for the study made the participants be familiar with the learner-centered popular-modern [Constructivist] educational philosophy.

In the curriculum design, the elements of the curriculum were arranged in a consistent way. The aims of the course were determined to fulfill the needs of the learners. To make learners achieve these aims, the suitable content and educational environment were selected and organized. The scores which the participants took from the Scale for Educational Thoughts and Practices indicated that the curriculum designed achieved its goal.

A curriculum for the Educational Philosophy course was developed through adopting a student-centered design and using Taba Model. This curriculum design was applied throughout 14 weeks. At the end of the application process, the attitudes of the participants changed statistically significantly and positively. Furthermore, the researchers analyzed how this design has an effect on the educational thoughts, and expectations of the participants regarding the application of the curriculum in the school environment. The results of the analyses pointed out that the tendency of the participants towards student-centered educational thoughts and practices changed in a statistically significant way. This result also showed that the educational thoughts and practices of the participants became clearer. Considering the primary school, secondary school, and high school curriculums which have been applied since 2005, Constructivist [Post-positivist- Post-modern] holds the sway over. To train the teachers for this curriculum, the curriculum designed for the Educational Philosophy course in the current study might take an important role to increase the success of the current curriculum at the schools.

Keywords: Curriculum development, educational philosophy, Taba Model.

Analysing of Curriculum Term Awareness

Hasan Hüseyin ÖZKAN; Süleyman Demirel University, Isparta, Turkey; huseyinozkan@sdu.edu.tr
Erdogan KÖSE; Mehmet Akif University, Burdur, Turkey; ekose@mehmetakif.edu.tr

Abstract

It can be said that, in order to bring in skills of learning, to guide students effectively and to design pedagogical and creative educational activities, it is of great importance for teachers to have such qualities as the knowledge of pedagogy, the knowledge of pedagogical terms, the knowledge and the awareness of pedagogical terms of instructional technologies. Teachers ought to be informed about knowledge and awareness of the terms related to curriculum so as to effectively utilize curriculum in teaching activities, to create an educational environment while using the curriculum and to achieve success in teaching-learning activities. The term awareness is based on acknowledgement, recognition and recall. Discrimination means attention and recall. Awareness, moreover, is the ability to master the ability of thinking. Knowledge and awareness of the terms related to curriculum are important pedagogical term knowledge for teachers to carry out their profession better. It is an indisputable fact that teachers' awareness of the terms they use in teaching-learning process will contribute the development of both the teachers and their students. Therefore, the purpose of this research is to develop reliable, valid and applicable measurement tool that can measure teachers' knowledge and awareness of the terms of curriculum and curriculum development process.

This study is a descriptive study which aims to determine the curriculum terms knowledge and awareness of the teachers working in the schools of Ministry of National Education of Turkish Republic. The Descriptive studies try to explain the interaction between the states, taking the relation between the present events and the previous events and conditions into consideration. In this way, the states can be understood and grouped, and the relation between the states can be determined (Kaptan, 1998; Karasar, 2005; Bahar, 2010).

This study is carried out with the participation of 602 teachers, who work at various teaching stages at various schools in the city center of Isparta in 2014-2015 academic years. In order to determine the number of teachers who will participate in the research, the total number of the teachers working in the city center is determined, which is approximately 6000. 10% of the total number constitutes the sample of this research. In this study, term awareness and knowledge in curriculum questionnaire (TAKCQ) is used. This scale consists of two parts and is developed by the researcher to determine curriculum term awareness and knowledge.

While analyzing the data, first of all, the percentages related to all terms which are obtained by the categorical data are calculated, and the terms are put in descending order according to their percentage. Then, according to the terms that constitute the subsections of the scale, the percentages of the terms are calculated and the terms are ordered by their frequencies, and the awareness of the terms is tried to be analyzed. Using the frequencies of the terms that take place in the subsections of the scale, quantitative variables are obtained, and statistical analysis is made using these variables. In these analysis, firstly, the awareness of the terms related to each subsection is tried to be determined utilizing the average of the terms related to subsections of the scale. Then, statistical analysis techniques, such as arithmetic mean, t-test and anova, are used to determine term awareness related to subsections of the scale according to the variables of sex, field (branch), level of education, school worked and professional seniority.

According to the results of the survey, the teachers said 50% and more 'yes' for 60% of the terms (69) in the scale. This result shows that the teachers have awareness of the terms of curriculum and curriculum development process at a considerable level (60%).

Besides, it is found that the term awareness differentiates significantly according to the variables of sex, level of education, field (branch), professional seniority and school worked. In the light of these results, according to the subsections of the scale, it is seen that the female teachers' level of awareness and knowledge in 'Curriculum Design Preparation' and in 'Curriculum Trial and Evaluation' differentiates significantly. In terms of the variable of level of education, it is found that the term awareness and knowledge of the teachers who have post graduate education is higher in 'Basic Curriculum Terms'. As for professional seniority, in every subsection of the scale, there is a significant difference in favor of the teachers the number of whose seniority levels is lower. According to the variables of school worked and

the teaching level of the school, there are also significant differences in term awareness and knowledge: in "Basic Curriculum Terms' subsection, the difference is in favor of teachers working in secondary schools; in 'Curriculum Design Preparation' subsection, among the teachers working in high schools and primary schools, the difference is in favor of teachers working in primary schools; in 'Curriculum Trial and Evaluation' subsection, among the teachers working in primary and secondary schools and high schools, the difference is in favor of the teachers working in primary and secondary schools. These results demonstrate that the level of term awareness and knowledge of the teachers working in primary schools is higher than that of the teachers working in secondary schools, and the level of term awareness and knowledge of the teachers working in secondary schools is higher than that of the teachers working in high schools. The term awareness of the teachers who have different years of seniority shows significant difference in favor of the teachers who have lower years of seniority. In every section of the scale, it is seen that professional seniority is in inverse proportion with term awareness.

Keywords: Teachers, curriculum terms, curriculum terms awareness.

Supsky Curriculum Design Model

Kıymet SELVİ; Anadolu University, Eskişehir, Turkey; kselvi@anadolu.edu.tr

Derya UYSAL; Anadolu University, Eskişehir, Turkey; dkorucu@gmail.com

Mustafa POLAT; Anadolu University, Eskişehir, Turkey; mustafapolat@karabuk.edu.tr

Tuğba SÖNMEZ; Anadolu University, Eskişehir, Turkey; tugbainkmu@hotmail.com

Canan KÖSE; Anadolu University, Eskişehir, Turkey; kose.canan@gmail.com

Nihan YETİM; Anadolu University, Eskişehir, Turkey; nihanyetim@gmail.com

Abstract

"Curriculum Design" and "Curriculum Development" are two different terms which are sometimes confused and used interchangeably; resultantly, the meanings of which are not still clarified in the literature. An analysis of the available definitions in the literature suggested for curriculum development reveals that most of them include not only the process of "curriculum development" but also the process of "curriculum design". It is concluded that the term of "curriculum development" is used to explain the studies of both curriculum development and curriculum design. However, when the dimensions of the curriculum development and related studies are investigated, it is seen that the development of the available curriculums are mostly emphasized. The available use of the term negatively influences the studies explaining the stages of "curriculum design" while it leads to confusion between the terms.

Thus, the current study aims to overcome the confusion between the terms of "curriculum design" and "curriculum development" by comparing and contrasting them, and then a model for curriculum design named as SUPSKY is put forward by considering the steps of curriculum design. The structure of the model which was designed theoretically is explained through its graphical display. Besides, the study draws attention to the absence of a model for curriculum design in the literature and the problems deriving from the absence of the model are discussed.

The aim of the current study is propose a model applicable for the studies of curriculum design while exploring the similarities and differences between the terms of "curriculum development" and "curriculum design".

Suggested in this study, the SUPSKY Curriculum Design Model has been developed from studies in literature and discussions made in the EPÖ 613 coded lesson, Models for Curriculum Development, in PhD program in Curriculum and Instruction, Anadolu University, in the autumn term of 2014-2015 academic year. Five PhD students taking this lesson, and the professor lecturing the lesson developed an original curriculum design model, which had not been studied before, by using Delphi technique. The SUPSKY Curriculum Design Model, a model whose structure has been designed theoretically and which has not been tested practically, has been designed based on the opinions and judgements of three separate Delphi groups. The First Delphi group is composed of six individuals including the instructor of the lesson, the second Delphi group is composed of a group of ten experts including PhD students and

instructors, and the third Delphi group is composed of fifteen instructors specializing in the field of curriculum development. The opinions were gathered from five separate Delphi rounds.

The curriculum design model suggested in this study is composed of three main stages. The first stage of the model is "Planning Curriculum Design". In the first step, the teams to work on designing the curriculum are formed. These teams can be named " Deskbound designing team", " Revising team", "Pilot practice evaluating team". In the second step, in order to have a correct time planning, the work schedule is needed to be determined. The third step includes literature review about the curriculum design. The stage of planning the curriculum design is followed by the stage of "Designing, Evaluating and Developing Curriculum". At this stage, need analysis is done first, and the first draft of the curriculum is designed based on the study at desk. Later on, revising team examines the first design and does necessary arrangements after feedback given through examining.

As the last phase of second step after preparing the materials, a rough design is constituted at the end of the process. This step of the model includes both curriculum design and curriculum development and also curriculum evaluation studies. Third phase of the model is pilot scheme. This phase contains 3 sub-phases and 4 steps under these sub-phases. Under the "Preparation" sub-phase, education of educators and forming the physical environment take part, under the "implementation" sub-phase pilot scheme takes part, and under the "evaluation and implementation" sub-phase evaluation of pilot scheme and development of rough curriculum design take part. "Dissemination of the program" step is out of the SUPSKY Curriculum Design Model; however it was added to the graphs of the model in order to reflect the following steps of design process.

When literature is reviewed and publications about curriculum development in education and curriculum evaluation is examined, there exists many studies about models of development in education and curriculum evaluation; yet publications about models of curriculum design are so few. Furthermore, publications of people who are not experts in educational sciences and who study different fields about curriculum cause incomprehensibility. In order to prevent these concept confusions about curriculum design and curriculum development, this study was prepared. By this way, similarities and differences between the concepts of curriculum design and curriculum development is discussed and SUPSKY curriculum design model including steps and sub-phases of curriculum design is formed.

There are a variety of curriculum development models in the literature. A large part of them are based on Tyler's opinions and they resemble each other. According to these models in the process of curriculum development, there is the formation of teams, determination of philosophy and approach, creation of general objectives, determination of the needs in accordance with the analysis. At the same time many curriculum theorists such as Tyler, Taba, Ornstein and Hunkins, Demirel agree with the necessity of curriculum development should be in the axis of objectives, content, learning experiences and assessment. However, no mention of these development processes in detail, skipping some steps and naming differently, not having discussed explicitly the differences and similarities between the steps of curriculum development models and curriculum design models cause the concept confusion and affect the understanding of curriculum design process negatively.

In SUPSKY Curriculum Design Model proposed in this article, it was aimed to form a model in which all of curriculum design stages, sub-stages and steps take place. In this way, it is presented as an alternative solution to the problem of lack of supply arising from not describing the steps explicitly in articles and books written about curriculum design and curriculum development. It is also aimed to create a manual to guide for those who want to design curriculum by explaining the content of curriculum design stages in this article.

In the majority of studies in the literature, it is seen that some steps such as the formation and gathering of teams, establishment of work schedule, literature review aren't taken into consideration. In the SUPSKY Curriculum Design Model proposed in this article, the stages of a new curriculum design which does not exist in practice were described. Moreover, it was aimed to make some contribution to the literature and start new discussions which are related to the subject by discussing the differences between design process of a new curriculum and the development process of curriculum which exist in practice.

Keywords: Supsky curriculum design model, curriculum design, curriculum development.

Family Education Program Event (FEP) of Adult Education Program of Family and Social Policies (MFSP)

Şener SENTÜRK; Abant İzzet Baysal University, Bolu, Turkey; egitimhekimi@gmail.com

Seher BAYAT; Ordu University, Ordu, Turkey; seherbayat@hotmail.com

Abstract

Today, for a prosperous society formed of/with contented individuals and powerful families, it is inevitable to capture the spirit of our era, bring up individuals capable of managing transformation and actualizing this conversion – consequently educating a society- identify the factors that threaten family values and structure and the reasons of these factors, carry out projects and activities to promote the social awareness against these problems, develop solution proposals, prepare and implement training programs on these topics, and produce social policies that will prevent social risks. Therefore, Ministry of Family and Social Policies (MFSP) and General Management of Family and Community Services lay special emphasis on adult education and have conducted family training sessions. The issue of "Family Education" which came into question with the Needs Analysis of Family Training Project was also implemented as Family Education Curriculum Development Project in the same year (2009) by Prime Ministry Family and Social Research General Management (FECDP) (now abolished). At the end of the project, basing on the data of family education needs analysis, Family Education Program (FEP) was developed consisting of 23 modules in 5 areas (family communication, health, economics, law and media). Following the curriculum and material development studies, in 2011 Trainers Training Project of Family Education Program started in the period of former Family and Social Research General Management (FSRGM). The project ended up with introducing the program to almost 1200 trainers in 7 city centers after Prime Ministry Family and Social Research General Management was re-established as Ministry of Family and Social Policies Family and Community Services General Management (CSGM). Throughout Turkey, the Ministry of Family and Social Policies (MFSP) intends to expand Family Training Program (FTP) by means of provincial government, non-governmental organizations and public institutions and establishments and make it achievable by willing individuals preparing for marriage or married adults. In order to reach this goal, FEP formator training that will instruct the educators who will work in the field has been completed and Family Education Program Implementation and Dissemination Project which started in 2012 still continues. In this context, it is aimed to give a different perspective to the life of the adults, consequently to the life of their families with training both tutors and adults by the help of FTP which is intensively conducted in 81 cities.

The purpose of the study is to assess the effectiveness of Family Training Program of Ministry of Family and Social Policies. In order to this goal, while conducting the research, we will try to find answer the following questions. 1. Is there a significant difference between the pre-test and post-test points of the trainees? 2) Is there a significant difference in terms of the age, sex and marital status variants of the trainees?

Pre-test Last- test Single experimental group design which is one of the experimental research models was used in this study,. This research was conducted by 30 trainees (educator) who attended Trainer Training Program of Family Education Program. Followings are the measuring tools to collect data in the study. Personal Information Form for the participants in the Research Group, Family Education Program Achievement Test (pre-test/ Post Test). "Personal Information Form", Since the application form used during application to Family Education Program is consistent with the variabilities of the application form of the research, a distinctive personal form wasn't prepared. The information about trainees' age, sex and marital status variants are available in the application form. Although there are assessment scales prepared for implementation during education program of Family Education Program, in general there is no assessment scale with validity and reliability. Therefore, in accordance with the objectives of the program, an achievement test was developed basing on sub-modules by the researcher. Each module of the 485 article-test was preferably applied to the field specialists. Article analysis was done for each module separately. After the article analysis, the articles below 23 distinctiveness index were eliminated and rest of the articles was reduced to 100 items regarding the scope of the modules. The latest form of the test covering the whole test modules is .83 for reliability coefficient of Cronbach Alpha. In order to be able to express the overall object of the study, SPSS 20.0 Program was used to evaluate the necessary statistical solutions of the collected data for sub problems.

In the study, the data was applied as pre-test before education program. After the program, post-test was applied as an achievement test. The data obtained from pre and post-test of the achievement test was analysed by "t" test within related groups.

After the data analysis of the research, a significant importance came out between the pre and post-test points obtained from the Achievement Test. While the pre-test average is 51.8, post-test average rises up to 93.7 in the achievement test. It is concluded that the difference is meaningful in favour of the post-test after taking co-group "t" test in order to find out whether there is significant difference between these two averages. In this regard, we can say that education program is effective.

Today, family is one the most important component in sustainability of the society as in the past. Family composed of parents, kids and blood relatives from both sides can be defined as a system in which economical, biological and satisfaction functions are implemented, children get socialized, national culture's beliefs and values are transferred, population renewal occurs. (Tezcan, 2000; Aydin, 2000) As in every area, the factors such as technology, economical matters, immigrations, social events and understanding of education effect attitudes, behaviours and the terms about family. During this transforming period, individuals have to learn all the time, update their point of view, communication methods and relationships and adjust changing situations. Regarding this point of view, the government organized various education programs in order to save family-individuals which composes the society, train and illuminate them, and sustain the society in a powerful way. Parents school (1982), Zero- Four-Year Mother and Child Education Program (1993-1994), Mother Child Education project, Father Support Project (BADEP-1996), My Family-Family and education Program are some of these programs. One of these programs – Family Education Program was applied to 1200 participants in 7 city centers and training sessions have started in 81 cities. As a result of these trainings sessions, it is shown that the applied program is efficient and participants have gained awareness about economics, health, media, law and communication.

Keywords: Family education program, adult training, family training.

A Need Analysis Study Regarding To Develop a School-Based Curriculum for Teaching Principles and Methods Course

Melis YEŞİLPINAR UYAR; Çukurova University, Adana, Turkey; myesilpinar@cu.edu.tr

Ahmet DOĞANAY; Çukurova University, Adana, Turkey; adoganay@cu.edu.tr

Abstract

It has been stated that besides the schools, where the curriculums are implemented directly, occupy an important place for curriculum development studies (Yüksel, 1998); it is rather difficult to attain the required qualities at the same level in all the schools (Tutkun & Aksoyalp, 2010). As a result of this differentiation which emerges contextually and structurally, it has been seen that the teachers adapt the curriculum they implement depending upon the personal preferences and local needs that they perceive (Coldby et. al., 2013).

Consequently, in curriculum development studies it is emphasized that it should be a requirement to take regional, social, cultural and ethical differences into consideration (Bümen, 2006), and it is pointed out that the understanding of decentralization of curriculum should be an indivisible part of innovation studies (IBE, 1998). It is also seen that the concept of "school-based curriculum development" which is approached within the scope of innovative educational applications becomes crucial day by day (Marsh et. al., 1990; Young, 2008., Cited in., Priestly, Minty & Eager, 2013).

From this point of view, in the present study the aim is to make the need analysis which is the first stage of a school-based curriculum for teaching principles and methods course. In accordance with this aim, answers have been sought for the following research questions:

- What are the educational needs of students studying at Classroom Teaching Department regarding teaching principles and methods course?
- What are the stakeholder opinions about improving teaching principles and methods course?

- What are the international tendencies related to the teaching of teaching principles and methods course?

In the study, case study which is one of the qualitative research design has been used. The participants of the study have been determined according to criterion sampling method: 15 classroom teacher candidates who are students at second, third and fourth grades in Classroom Teaching Department of Çukurova University; eight instructors who work at the same university and have taught teaching principles and methods course at least one term; five classroom teachers who have graduated from university's classroom teaching department and have worked as a classroom teacher; and five education inspector who works in the city of Adana, central districts and have inspected classroom teachers have constituted the participants. Semi-structured interview technique has been used to collect the data. Four different interview forms were prepared for teacher candidates, instructors, classroom teachers and education inspectors. The prepared draft interview forms were submitted to expert opinion, and after doing the required arrangements the pilot implementation was carried out. After all of these applications the final forms of these interview sheets were created. For the analysis of the collected data inductive analysis methods was utilized.

The findings which were gathered from the candidate teachers shows that the participants mostly aim at gaining "skill level" objectives at the end of this course; and they touch upon "course density", "superficial, memorization-based, and out-dated subjects" which take place in the content. The participants express that the teaching-learning process is unsatisfying or partly-satisfying to meet the needs and expectations, and they offer "predominant theoretical lecturing", "inadequate interest and motivation", "inadequate physical conditions" as the reasons of this situation. In addition to these, they mention about an measurement-evaluation process where the occupational knowledge and skills are not based on assessment and process, inadequate feedback exists, and memorization-based questions are included.

When the findings which were gathered from candidate teachers, instructors, classroom teachers and education inspectors were investigated; the participants stated that the objectives of the course should mainly be at "cognitive skills and comprehension" level and also include "affective skills and comprehension" level learning achievements. Furthermore, in the suggestions about the content dimension they offered teaching the subjects which are functional and have common usage area deeply. They revealed their suggestions in terms of improving learning-teaching process under categories of "expanding the practice dimension, presenting the knowledge and explaining, using student-based approach as a base, increasing the quality of teaching service, and providing students with authentic learning experiences. Besides, they mentioned about the issue that there should be a measurement - evaluation process in which "process-based alternative assessment tools are used; questions which determine the comprehension, interpretation and skill levels are included, and continuous feedback is given place".

During the process of literature review to identify the international tendencies about teaching principles and methods course; international reports, standards, principles about teacher education were investigated. The results of the analysis have been examined, according to the results it is required that the objectives of the course should be directed at developing higher order thinking skills (NCATE, 2008; INSTASC, 2011), enable candidate teachers to become aware of the fact that their occupational tendencies are open to improvement (NCATE, 2008), and provide them with an opportunity to choose and apply the teaching strategies. It has been highlighted that the candidate teachers should have a deep knowledge about the content (NCATE, 2008), the methods-techniques (ACEI, 2007); INSTASC, 2011) which provide social interaction and higher order thinking skills (NCATE, 2008; ACEI, 2007) should be included in the content. To teach this course, a teaching process has been suggested which ingrates planning and implementation integrated with knowledge (ACEI, 2007; INSTASC, 2011; OFSTED, 2014); planning for real classroom environment; implementation and reflecting the implementation (NCATE, 2008); is devoted to higher order thinking skills (NCATE, 2008; ACEI, 2007); is integrated with distinction-variation and technology (NCATE, 2008); candidate teachers participate actively in (ACEI, 2007; Chickering & Gamson, 1987).

In conclusion, in this study it has been found that in teaching principles and methods course objectives should be given place for cognitive skills, cognitive and affective comprehension dimensions; the subjects which are functional in practice and have common usage area should be given place for

content dimension. Besides, it has been identified that during the learning-teaching process the knowledge should be presented and explained, the quality of teaching service should be increased, candidate teachers should be provided with authentic learning experiences, student centered approach should be used as a base; and it has been asserted that this process should be rearranged aiming at enhancing the practice dimension of it. At the same time, it has also been found that a measurement - evaluation process is needed which includes use of process-based alternative assessment tools and gives feedback to all assessment results.

The deficiencies in terms of teaching principles and methods course and the suggestions to improve the course show that it is needed to arrange the existing curriculum according to identified features or to develop a new curriculum which eliminates these deficiencies.

Keywords: Need analysis, school-based curriculum development, teacher education, teaching principles and methods.

Determination of Occupational Standards and Competencies in Curriculum and Teaching Area

Nevriye YAZÇAYIR; Gazi University, Ankara, Turkey; yazcayir@gmail.com

Abstract

Standards are a number of rules determined for all major proceedings; which are guiding to employees to do their jobs successfully. Also, standard can be defined as the necessary and sufficient level of quality for the realization of a particular purpose. Occupational standards are the minimum norms that showing what is required information, skills and attitudes to be performed with the success of an occupation. There are significant benefits of occupational standards to employers, individuals and educators. Occupational standards ensure be known in advance knowledge and skills that the person will be recruited must have and reduces the risk of wasting time and money by employment unsuitable candidates to work. The employment of people who have the knowledge and skills required for the job and can adapt to changing conditions increase the competitive power of employers. Occupational standards provide important input in many areas such as; selection and placement, creation of job descriptions, identification of skills- perfection gap, planning of in-service training, performance evaluation, career counseling and guidance in human resources management. With disseminating of employment of qualified labor that has document of occupational competencies is supported presenting better quality goods and services to consumer. Occupational standards shows to people who should have what are the information, skills and competencies in order to make a business successful and in acceptable measure by the employer. The received document as a result of occupational knowledge and skills measuring exam that be made on the basis of occupational standards, gives to person the opportunity to exhibit their knowledge and skills whom have when applying for a job. Occupational standards show to people what to learn and know in case of learning a new job or changing job, what is the level of knowledge and skill gaps thus reveals, how him/herself should develop. Occupational standards provide information about the information, skills and competencies that the workforce which is needs of working life should have. Occupational training, occupation change, career development etc. The training programs prepared in this context, to train people in accordance with accepted occupational standards in business life as is possible. Educators know what they should teach. It is strong bridges between work life and participation in education and training boards and received contributions of business life. Occupational standards at the same time are one of the important standards which improve the overall quality. Occupational standards as the basis of quality of continuing or graduating students to education programs have an important place in the total quality concept.

In Turkey, occupation standards is prepared at the national level by Vocational Qualifications Authority (VQA) which have been created on 21 September 2006, with 5544 numbered law. As a result of legal regulations that expand the roles and responsibilities of institutions in 2011 and 2015, VQA has become Turkey's qualification institutions. As occupational standards can be prepared by institutions which have the ability and competency of representing their sector and authorized by the VQA; can be

prepared by works groups which be created by VQA. VQA, proficiency levels of the professions that will be determined standard tackles in accordance the competencies levels adopted by the European Union (EU) and "European Qualifications Framework for Lifelong Learning - EQF/LLL" which accepted on 23 April 2008 by the EPC.

Higher Education Council (HEC) was created Turkey Higher Education Qualifications Framework (THEQF) by completing between 2006-2010 "national qualifications framework development in the higher education area" study that is guaranteed to be completed by Bologna Process countries in an effort to increase the transparency, recognition and mobility in higher education systems of these countries in accordance with the objectives of Lisbon Strategy published in 2000 by European Union (EU) and with the objectives of Bologna Process in which our country was included as a member in 2001. In higher education system of Turkey have been prepared level descriptors using level descriptors (general learning outcomes) of "EQF / LLL" in encompassing manner all levels of higher education (for undergraduate, graduate and doctoral levels) and competency profiles of this levels within the scope of THEQF and have been identified the Basic Field Competencies (Teacher Training and Educational Sciences, including the key areas) for each level. But in addition to making institutional assessment in higher education, Quality and Accreditation Council which gives authorize to institutions of accreditation on the basis of issues and areas, not yet been established. In higher education institutions that offers education and teaching programs intended for the profession (regulated professions) which the minimum standards of theirs organized by the EU with education and training programs of strategic importance for Turkey; In addition to the institutional quality assurance related programs "Program Accreditation" should be mandatory. In higher education, including "PhD" level, located programs at all levels should be revised, updated taking into account " THEQF" associated with "International Qualifications Framework" and in this context academic discipline (integrity) and international recognition should be provided. Therefore, it is necessary to identify the occupational standards and competence for all areas in the higher education level.

Competencies of key areas that set by the Higher Education Council is understood that based on the minimum standards (the academic profession standard) set by the organization by the EU. In Turkey, legally, there is no institution or organization that created the standard academic profession. However, within the framework of recent legal regulations VQA realizes the works of profession standard and national competence for the academic professions. As an occupational organization, Turkish Association of Curriculum and Instruction-TACI aims to contribute to the occupational studies of its members as well as the applications of total quality in master's and doctoral education through the determination of the occupational standards and competencies in the field. For this purpose, TACI has been received application decision to VQA and started their works for the identification of profession standards and competencies in the field of Curriculum and Teaching.

The purpose of this study is to inform readers/listeners about the occupational standards and competencies, to introduce determination processes of occupational standards and competencies in the field of Curriculum and Instruction, to encourage contributions of association members and persons who work in the field to these studies. The research is a theoretical and qualitative study. It involves the analysis of all kinds of publications on the subject. Descriptive analysis method is used to analyze the data. Studies and analyzes related to the research continues.

Keywords: The field of curriculum and teaching, occupational standards, occupational competencies.

New Trends across Higher Education Curriculum

The Relationship between Teacher Candidates' Attitudes towards Multicultural Education, Democratic Attitudes and Parent Attitudes

Bilge ÇAM AKTAŞ, Anadolu University, Eskişehir, Turkey; bilgec@anadolu.edu.tr

Abstract

Immigration occurring as a result of moving from the agricultural society to the industrial society and then to the information society, unions founded by countries for economical and social purposes, and the increase in sharing academic, cultural and social information with the effective use of technology have led to a multicultural life (Cirik, 2008; Coşkun, 2012). The transition to a multicultural life formed the basis for the necessity of adopting universal principles in education and meeting the need of a society having a multicultural structure. Accordingly, educational curricula focused on issues such as democracy, human rights, differences, pluralism, multicultural education and global education. Multicultural education is an approach based on pluralism, differences, democracy, principles of equality and justice, and the view of equal opportunities in education (Hidalgo et al., 1996). Democracy is an administration involving the values such as equality, tolerance, responsibility, objectiveness and respect to rights, and it is also a lifestyle (Büyükdüvenci, 1990). The definitions of both multicultural education and democracy emphasize values including equality, justice and responsibility. Teaching these values to the individuals in today's society is of great importance. Acquisition process of these values starts at home and continues at school. According to Bandura, children observe the individuals in their environments, and imitate the behaviours of the individuals they observe (Doğan, 1999; Gander & Gardiner, 1998). In this regard, it can be argued that firstly families and then teachers have the primary importance in training democratic, equitable and objective individuals. On the other hand, it is thought that training of democratic teachers can be affected by their attitudes towards family. For this reason, making comparisons between teacher candidates' attitudes towards multicultural education, democratic attitudes and attitudes related to their parents could reveal meaningful results. In the literature, there are many studies identifying teachers' attitudes of multicultural education and democracy separately. However, no studies have been encountered which focused on a relationship between attitudes towards multicultural education and democracy. Similarly, many studies were conducted on attitudes related to parents, but they did not examine the relationship between these attitudes, and attitudes towards multicultural education and democratic attitudes. Due to these gaps in the literature, this study was designed to examine the relationship between teacher candidates' attitudes towards multicultural education, democratic attitudes and attitudes related to their parents. Based on this aim, the following research questions were addressed:

1. What are the mean scores of the teacher candidates regarding their attitudes towards multicultural education?
2. What are the mean scores of the teacher candidates regarding their democratic attitudes?
3. What are the mean scores of the teacher candidates regarding their attitudes related to their parents?
4. Is there a relationship between the teacher candidates' scores regarding attitudes towards multicultural education and their democratic attitude scores?
5. Is there a relationship between the teacher candidates' scores regarding attitudes towards multicultural education and scores regarding their attitudes related to their parents?
6. Is there a relationship between the teacher candidates' democratic attitude scores and scores regarding their attitudes related to their parents?

The study was designed as a descriptive study in accordance with survey model. The participants of the study were 484 teacher candidates studying at the Education Faculty of Anadolu University in the spring term of 2013 - 2014 academic year. To identify the teacher candidates' attitudes towards multicultural education, "Teachers' Multicultural Attitudes Scale" developed by Ponterotto (1998) and adapted to Turkish by Yazıcı, Başol & Toprak (2009) was used. The scale consisted of 18 items on a 5-point Likert scale and a single factor. The reliability coefficient of the scale was originally .75. The reliability coefficient of the scale was calculated as .72 in this study. To identify the teacher candidates' democratic attitudes, "Democratic Attitudes Scale" obtained from the Forms G and H of the "Teacher Opinionnaire on Democracy" developed by "Published for the Attitude Research Laboratory" and adapted to Turkish by Gözütok (1995) was employed. Consisting of 50 items and having a reliability

coefficient of .87, the scale had a reliability coefficient of .74 in this study. As to identify the teacher candidates' attitudes related to their parents, "Parental Attitude Scale" developed by Kuzgun and Eldeleklioğlu (2005) to measure parent attitudes for adolescents and adults was used. The scale comprised of 35 items and three factors being Democratic Attitude, Protective - Demanding Attitude and Authoritative Attitude. The reliability coefficients of the sub-dimensions of the scale ranged between .78 and .89. In this study, the reliability coefficients of the sub-dimensions calculated ranged between .84 and .92.

In data analysis, arithmetic means were calculated for attitude scores, and Pearson correlation was used to identify the relationships between the variables. Based on the analysis of the data, it can be argued that the teacher candidates' democratic attitudes and attitudes towards multicultural education were high, and their scores of parent attitudes being perceived as democratic were higher than those as protective and authoritative. A moderate-level and significant relationship was found between the teacher candidates' attitudes towards multicultural education and democratic attitudes, whereas there was a weak, but significant relationship between democratic parent attitude between democratic parent attitude, protective parent attitude and authoritative parent attitude. While there were moderate and significant relationships between the teacher candidates' democratic attitudes, and authoritative parent attitude and protective parent attitude, there were low and significant relationships for democratic parent attitude.

Keywords: Democratic attitudes, attitudes towards multicultural education, parent attitudes.

Comparison Views of University Students on Multiculturalism, Cultural Diversity, Tolerance and Democratic Values

Abdullah BALCIÖĞULLARI, Çukurova University, Adana, Turkey; abalci@cu.edu.tr

Abstract

There are many differences between the meaning of the term democracy and how to live it. For some, democracy means achieving freedom and justice, for others, it exists symbolically; but in fact, it doesn't. Implementation of democratic values in all the institutions of the government completely depends on the standards of living and the education of the individuals. It is only possible to place Democratic consciousness of individuals, institutions and governments by means education free from unnecessary information. Even if democracy is also used in different context, different in each case; democracy is accepted as kind of government form in which every political member is equal (Dahl, 2001). A society with democratic values, social and political pluralism, cultural and moral pluralism requires some conditions, such as human rights. It also requires the adoption of neutrality and tolerance.

While implementing democracy, it is very important for the people to accept the democratic values. Societies in non-democratic values, democracy can not be expected to work with all institutions of society and values. Here democracy education has an important part. Through education it is only possible to educate people who respect for human rights, individual, values and tolerance (Gozutok, 1995). According to Guvenç culture, society, humanity, education process and cultural content as a whole are functions of complex variables and relationships between them. This means that culture includes an extensive area and knowledge, belief, art, morals, laws, customs and traditions, as well as acquired by man as a member of the community, it carries a complex whole within the containing developed many talents and skills (Guvenc, 1997). People should know each other in order to eliminate cultural conflicts. Being aware of different values of the culture, customs and traditions, life forms and recognizing that within the internal members means to be more tolerant and understanding of different cultures and therefore becoming more democratic. If Cultural differences were not, the world would be less colourful, less experienced interesting and more difficult, and therefore also the homogeneity of culture, identity should not be searched. Where prejudice, intolerance, fear, and if involved in a power struggle cultural relations, the result will be conflict (Tümertekin & Özgür, 1997).

Today, Turkey has many different cultural groups. This quality results from both the geographical differences and its long history of Turkey. Seeing different cultures as an asset and respecting other people is the sign of the existence of cultural modernism and democracy. Because of the domestic migration in our country different cultures have been forced to live together, sometimes intentionally and sometimes unintentionally in their neighborhood. Because immigration is the most important factor in recent years on multiculturalism in a sense (McMillan, 2014). Whatever it's the definition is, communities that see themselves different from other cultures must be understood because of their cultural historical past. Essentially, the concept of multiculturalism is different in Europe (Canatan, 2009). Multiculturalism in Turkey means established culture living together for a long time whose origin dates back.

The aim of this study is aimed to multicultural differences and to determine their views on tolerance and democratic values.

1. Determine views of university students about the multiculturalism.
2. Determine views of university students about the cultural diversity.
3. Find out views of university students tolerance to different cultures.
4. Determine views of university students about on democratic values and multiculturalism.

Because of the issue can be put out in-depth a qualitative approach will be used. This research to reveal views the university students on multiculturalism, cultural diversity, tolerance and democratic values it will be useful for getting information. The sample consists of students of Cukurova University. For this aim will interview with 70 students that studying in different faculties at the Cukurova University. The data of this research will be collected using interviews of qualitative data collection methods. It will try to reach different ethnic culture students and majority of semi-structured interview and open-ended seven questions will be asked to students of Cukurova University. With the sample group will focus on ideas; The concept of multiculturalism; The concept of democracy; Coexistence with different cultures; Marriage from a different culture; Cherish different cultures own values; Different cultures gaining to Turkey.

In the analysis of qualitative data will be used content analysis method which obtained from interviews. For open and selective coding process will be followed that first and important step. Interview text that will be written and read several times and codes will be noted. While the coding will be considered relevant literature, research and interview questions. Then will be determined the themes. Naturally have will different social culture where in different geographies, different societies have undergone historical period. These differences brings of different languages, religions, customs and traditions. Being aware of these differences, intercultural communication, information exchange, increases the spirit of friendship and unity.

The results of the study will reveal the effect of the implementation that living centuries together with different cultures and democratic values each viewpoint. As a result of research will be determined which students interviewed democracy freedom, equality, the opinions of management style. It is considered cultural characteristics are kept alive the most democratic environment. Because harmony, peace and tolerance are seen as the basis of living in peace. Reactions are vary for differences in the community. Such as to endure, to care in good faith, agreed with the other moral rights, being open to others and respect. Today, in modern societies the voice of the minority group is increasingly raising the recognition of different cultural identities demand respect for differences. However; in Europe some period of intensive debate multiculturalism today it is coming from, as will be discussed in this study, there does not appear to be positive for different ones.

Keywords: Multiculturalism, cultural diversity, tolerance.

A Validity and Reliability Study of the Global Citizenship Education and Diversity Attitude Scale (GCEDS)

Muhammed ÇINKAYA Yıldız Technical University, İstanbul, Turkey; muhammedcinkaya@gmail.com

Hasan AYDIN; Yıldız Technical University, İstanbul, Turkey; aydinhytu@gmail.com

Çetin TORAMAN; Ministry of Education, Ankara, Turkey; cetintoraman@gmail.com

Abstract

The aspects of global citizenship education, and cultural diversity are framing a paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes that learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable. Since the last two decades, the terms globalization and citizenship have become part of public as well as academic discourse (Demaine, 2002) and learning about other cultures has become more than only a necessity; it is almost a pre-requisite. In addition, the principles of nation-states are no longer the absolute authority in organizing economic, political, cultural, and social life in a country because of increased international networks (Castles, 2004). Furthermore, worldwide immigration, globalization, and the tenacity of nationalism have stimulated controversy and new thinking about citizenship and citizenship education (Gutmann, 2004). Therefore, citizenship education needs to be changed in substantial ways to prepare students to function effectively in the 21st century because of growing ethnic, cultural, racial, language and religious diversity throughout the world (Banks, 2003; 2007; Ladson-Billings, 1995).

The determination of students' attitudes towards global citizenship education and cultural diversity is a phenomenon issue of the last several decades. Furthermore, Kerr (2005) emphasized that students' experiences of and attitudes toward citizenship education should be the focal point of citizenship education policy and research in the area. He further suggested that schools have a crucial impact on students in terms of citizenship education in that experiences in schools influence students' conceptions of and knowledge on citizenship. In this context, the purpose of this study was to develop a scale to determine undergraduate students' attitudes toward global citizenship education and diversity and the contribution of the courses and instructors.

The study employed a quantitative descriptive research. In this study, the factor structure and internal consistency of "Global Citizenship Education and Diversity Scale" (GCEDS) were analyzed, and validity and reliability of the scale were assessed. Two sample groups of participants were used in the assessment of the scale. The first sample group was composed of 147 undergraduate students (64 males, 83 females; 44 freshman, 48 sophomore, 48 junior, 7 senior students) from three different large public universities in Turkey. Cronbach Alpha and exploratory factor analysis were applied for reliability and validity. The second sample group was composed of 257 undergraduate students (122 males, 135 females; 76 freshman, 78 sophomore, 67 junior, 36 senior students) from the same universities. The data gathered from this group were utilized for a confirmatory factor analysis. The scale was administered to the second group one month after the first group. The data obtained were transferred into SPSS 22 and AMOS 22. Exploratory analysis and Cronbach Alpha analyses were applied via SPSS 22. Confirmatory analysis was applied via AMOS 22. The suitability of the data for factor analysis in exploratory factor analysis was tested via Kaiser-Meyer-Olkin (KMO) and Bartlett Sphericity. For a precise understanding of the factor structures, "varimax rotation model" of the orthogonal rotation models was used.

The results indicate that GCEDS is composed of three sections; the first and the second sections have three sub-dimensions each, and the third section has one sub-dimension. Cronbach Alpha reliability values were measured and additivity tests were applied for each and every one of these sub-dimensions. The first section is for specifying students' attitudes towards global citizenship education (GCE) and is composed of three sub-dimensions. These sub-dimensions are: "Cultural Respect", "Benefits of Global Citizenship Education", and "Bias Against Global Citizenship Education". The reliability values of these factors are .84, .87, and .75, respectively. The second section of the scale reveals the contribution of undergraduate courses to GCE and diversity, and it is composed of three sub-dimensions. These sub-dimensions are "Building A Global Community and Citizens", "Raising Awareness for Citizenship and Democracy", and "Respecting Different Cultures". The reliability values of these factors are .94, .91, and .91, respectively. The third section of the scale reveals students' perception of the instructors' attitudes towards GCE, and it is composed of one sub-dimension, which is "Instructors' Sensitivity to Global Citizenship". The reliability value of this factor is .94.

Confirmatory factor analysis confirms the structure which emerged in the exploratory factor analysis. The fit indices of the confirmatory analysis are in accordance with the levels referred in the literature. In this context, "Global Citizenship Education and Diversity Scale" (GCEDS) is a valid and reliable scale. Other studies to be carried out with GCEDS will help better determine the technical features of the scales. Thus, it is recommended that GCEDS is applied by different researchers to different participant groups so that diversified evidence is obtained for the validity and reliability of the scale.

Keywords: Global citizenship education, diversity, scale development.

Core Curriculum Design at Higher Education and Comparison of Its Implementations

Nurdan KALAYCI; Gazi University, Ankara, Turkey; nurdankal@yahoo.com

M. Tarık ATAY; Abdullah Gül University, Kayseri, Turkey; ataymt@yahoo.com

Elif İLHAN; Gazi University, Ankara, Turkey; elifigrek@gmail.com

Abstract

A university is an organization built on knowledge. It is the structured mind.
Y. Ortega Gasset (1997)

Out of seven million people who have attended an ongoing online survey maintained by the United Nations and aimed to find out the most important problems of the world, more than four and a half million people have indicated 'Educational problems' as the most important problem of the world (vote.myworld2015.org). In other words, six out of every ten people think that there are problems in educational systems.

Some global organizations like the European Union (EU), the Organization for Economic Cooperation and Development (OECD), the United Nations (UN) and many governmental and non-governmental organizations in Turkey like the Ministry of National Education of Turkey, the Higher Education Council of Turkey, Turkish Industry and Business Association, universities and various unions in Turkey, the education reform initiatives nationally have carried out various studies to indicate current problems in the educational system to come up with a solution and to improve the quality of education. Analysing these studies, it can be seen that the current problems in the educational system have many different dimensions and with various depths. Especially, one of the leading problems at the higher education level is about curricula, curriculum development studies and the quality of education. Regarding this problem, 'the development of new strategies and policies about curricula and syllabus' has been suggested (YÖK, 2014); the importance of 'the way of teaching information, the content and its transfer into real world' has been emphasized (TÜSİAD, 2012); 'the essential elements in the way of ultimate goal of national education that are syllabus, teaching services and evaluation activities' have been stated (ERG, 2013). Furthermore, many studies have found out the related problems (Baykal, 2005; Demirel, Ayvaz & Köksal, 2008; Günay, 2011; Kalayci, 2008; Korkut, 2001; Şenses, 2007; Şimşek, 1999).

Although there are many studies about the proliferation of higher education institutes, scientific researches and university-industry cooperation, there are quite limited studies about higher education in the adaptation process of the European Union, the quality of teaching at the higher education level and the curricula which are essential in increasing the quality and the curriculum development process. Barnett (2011), who has crucial ideas about higher education, underlined that ideas about the university have closed in and this closure is largely self-imposed. Although the necessity of focusing on curricula, the driving power of curricula on improvement and change of higher education, curriculum evaluation and re-development processes have been argued diversely, as Barnett indicated, this closure can be seen in practice. In this age when current information has lost its validity and reliability, universities are not the institutions where contemporary information is taught through a strict disciplinary approach. They should become institutions training individuals who can adapt to the information society in the 21st century, think critically, solve problems, decide independently and have lifelong learning skills. However, it is a fact that we have so small improvement on that while they are mentioned in almost all studies. In

order to reach that aim, it is a necessity for higher education institutions to design, implement and evaluate curriculum. There are several approaches, strategies and methods in curriculum design. One of the curriculum designs to be offered in order to train individuals with the qualities mentioned above is core curriculum design.

Core curriculum designs have been firstly implemented in the first half of 20th century as a design that organized secondary students' educative experiences around social-personal issues and problems (Wrager, 1996). At the higher education level, they have broader implementation areas as both curriculum designs and educational philosophy. Core curriculum designs have been implemented in many universities like Harvard, Boston, Columbia, Miami, Newcastle in Europe and America. When it comes to Turkey, there are some private universities with core curriculum in practice like Koç, Sabancı, İstanbul Şehir, TED and only one state university, namely Abdullah Gül University. Core curriculum 'is a form of curriculum organization, usually operating within extended block of time in which learning experiences are focused directly on problems of significance to students' (Lounsbury & Vars, 1978). At the centre of core curriculum designs, there are two main elements: the first one is significant issues and social problems for students. The learning experiences which are presented to students are organized according to both students' interests and basic social problems. Determining these issues, there are focuses on various information and skills from different fields, skills that every citizen should own in a democratic society and 'common learnings' (Vars, 2001). The common learnings are the basic requirements that every individual must have whatever his/her vocational and social status is. The second element at the core of core curriculum designs is extended block of time. Because the information and skills cannot be limited in a lesson duration or a short time, core curriculum designs are usually designed in block times (Oliva, 2009).

The core curriculum constructs the shared idea of every single person being one of the humankind, as a human being in our controversial world. The organization of learning environment and processes, however, including methods of instruction, learning strategies, and other, remains culture specific and open for different interpretation for educational practice (Pinar, 2003). As Posner states, core curriculum designs are opportunities for all of the students to reach educational equality. They provide common life for large groups of students with different backgrounds (Alberty, 1947). Furthermore, they present courses using various information sources and different disciplines and bringing content together. They also provide common culture of faculties. Because they enable students to study collaboratively, they make it possible for students to implement democratic studies in and out of the classroom, to see society like a learning laboratory and to process information actively (Caskey & Anfara, 2006; Ornstein & Hunkins, 2004).

This study aims to compare and contrast the core curriculum designs, the types and the national and international implementations at the tertiary level.

The model of the study is qualitative and it is a comparative educational study. In the study, the core curriculum designs of universities in Turkey and the USA will be compared. Comparative educational studies find out valuable suggestions which help determine the similarities and differences of two or more educational systems theoretically and practically, indicate the meanings of similar facts and explain the ways of education to socialize people (Türkoğlu, 1984). Turkey and the USA have been selected as the countries to be compared. The reasons for the selection of the USA are that core curriculum designs were firstly applied in that country and in successful higher education institutions there. Another reason is that selected American universities are listed at the top places in university ranking orders. Harvard, Boston, Chicago and Columbia Universities from the USA and Sabancı, Koç, TED and Abdullah Gül Universities from Turkey have been selected.

In data collection of the study, document analysis, one of the qualitative models, has been used. The data has been obtained from various printed scientific resources about core curriculum designs of the universities in Turkey and the USA, the formal websites of the universities and the reports of the supreme boards of the universities. The obtained data has been analysed according to document analysis principles. In this process, subsets about core curriculum designs applied at the higher education level of the two selected countries have been generated. The data has been analysed in terms of similarities and differences. The aims of core curriculum, its types, the included classes, the implementation principles will be explained for each university. Then, comparing the subsets of core curriculum will be presented in tables. The discussion will be made based on the findings.

Keywords: Higher education, university, curriculum, core curriculum design.

Development of the Scale of Perceived Teacher Type – University Form

Ahmet KARA; İnönü University, Malatya, Turkey, ahmet.kara@inonu.edu.tr

Eyup İZCİ; İnönü University, Malatya, Turkey, eyup.izci@inonu.edu.tr

Bahadır KOKSALAN; İnönü University, Malatya, Turkey, bahadir.koksalan@inonu.edu.tr

Hikmet ZELYURT; İnönü University, Malatya, Turkey, hikmet.zelyurt@inonu.edu.tr

Abstract

No matter how qualified they are and prepared in collaboration, the curriculums prepared by the Ministry of Education are ultimately being delivered to the teacher's (the actual practitioner's) skills and their functionalities are determined there. Also, it doesn't matter how qualified the teachers (the actual practitioners of the curriculums) are and apply the most effective methods of techniques of today's education system, organizing student-centered activities that students participate actively doesn't mean that the curriculum is functional. If the student is not "a good constructivist of knowledge", it will not be reached to the desired result.

We should not forget that the one who needs to learn is the student, not the teacher. The more the student gets actively involved in learning activities in class, the more it leaves traces in his mind. These traces will be called back to provide solution to the problems encountered when the time comes. In other words, one of the most important factors in the success of curriculum is the student's readiness status. In fact, it is the most important factor. Not only cognitive readiness, but also affective readiness affects the participation of students in the course. The affective state of the student is very important in adopting the goals of education, in accepting the content, in participating in learning interactions and in reaching the success in the assessment tests. One of the factors that determine and guide the affective state of the student is the perceived teacher behaviour.

To put it in different way, all of the behaviours exhibited by the teacher in the class have a very significant impact on the student. All the students attribute a meaning to the behaviours exhibited by the teacher in the class, and thus the teacher is perceived as democratic or authoritarian. This perceived type of teacher is the main key to success in the learning and teaching activities which can also be called as the learning process.

On the macro level, perceived teacher behaviours are in the central position in the success of the curriculums; on the micro level they are in the central position in student's learning the subject. It is a known fact that teachers tend to classify their behaviours in the class as democratic rather than authoritarian. It is possible to come across teachers who define themselves as prescriptive, but they are less in number. It is also possible to find teachers defining themselves as stray. However, the real issue is not the way the teacher defines himself/herself. The way the student perceives the teacher's behaviour is more important. Perceived teacher behaviours fundamentally direct the student's behaviour at home as well as at school. Perceived teacher behaviours significantly direct the student to be a successful individual, to become a useful citizen of the nation, to build positive relationships with his/her peers, to be a good individual in the family and to be a useful person in the society. In short, perceived teacher behaviours have a trigger effect on student's relations with his/her peers, family and society. When the literature is examined, it is possible to find studies that describe and classify teacher behaviours theoretically. However, teacher behaviours perceived by the student are considered to be extremely important in the success of the curriculum and in educating the student. What really matters is the perceived teacher behaviours. Not many scales were found concerning to determine perceived teacher behaviours when the literature was examined. It was found out in a scale that teacher behaviours were considered as two-dimensional (Erdoğan, 2013). Conversely, if we need to categorize teacher behaviours, it is certain that we can find more than two categories.

In this study, it is aimed to develop a scale to determine perceived types of teachers by implementing it to the students attending İnönü University.

The descriptive method was used in this study. The universe of the study consists of the students attending Faculty of Education, Faculty of Science and Letters, Faculty of Theology, Faculty of Economics and Administrative Sciences, Faculty of Engineering and Physical Education and Sports College at İnönü University during the second term of 2014-2015 academic year. For the sample of the study, it was tried to reach enough students to represent the universe. The items of scale were prepared, the content validity was examined, the pilot application was conducted, and the construct validity and reliability were examined during the development of "Perceived Teacher Type Scale-University Form" (Karasar, 1995, p. 139- 143; Balci, 1995, p. 142- 143).

First of all, a literature review was conducted about "Teacher Types" and "Classroom Management Styles" in order to create the item pool of this study. Also, the scales which were previously prepared for this purpose were reviewed. Furthermore, 50 students were asked to write a composition about "How should teachers behave?" and 90 draft items were created after reading these compositions. Then, undergraduate students, graduate students and faculty members were asked to criticize these items and requested to make necessary additions and subtractions. This was done to provide the content validity of the scale. In accordance with the opinions of faculty members, the items in the pool were subjected to qualifying. Consequently, the item pool consisted of 60 items. This scale was prepared as a 5 point Likert-type scale and the rating of the scale is as follows: "Totally Disagree: 1, Partially Disagree: 2, Neutral: 3, Mostly Agree: 4 and Totally Agree: 5.

The items included in the item pool were submitted to two curriculum development experts, two educational psychology experts and two educational management experts for their approval. In addition, support was taken from a faculty member in the field of Turkish Education in order to ensure the grammatical correctness and clarity of the items of the scale.

In accordance with various experts' views, the draft scale was applied to about 250 students attending first; second, third and fourth grades and the students were asked to identify the items that they had difficulty in understanding. All of the items which were marked by the students were rearranged in accordance with expert opinions and support. As a result of this study, "Perceived Teacher Type Scale- University Form" which consists of 60 draft items was ready for the pilot application. After the expert opinion and pilot application, the scale was applied in several faculties and classes at İnönü University.

After the application of the draft scale, factor analysis and reliability analysis will be conducted.

Keywords: Teacher behaviours, perceived teacher type, scale development, university form

Determining Environmental Literacy Levels of Short Cycle Students Receiving Environmental Education and Studying Them in terms of Some Variables

Hilal KAZU; Fırat University, Elazığ, Turkey; hkazu@firat.edu.tr

Ahmet UYAR; Mustafa Kemal University, Hatay, Turkey; ahmet_uyar23@hotmail.com

Abstract

Environment is one of the most important elements taking place in human life with living and non-living elements. Nature of which human is a member is on an excellent balance, or at least it should be. It depends on this balance to look at the future with hope and to leave a liveable world to the next generation. Additionally, environment which has chain relationship has started to get worse and some environmental problems have appeared with destroy of the natural balance caused by human sources. However, data obtained from recent research results have shown that we have been consuming natural resources at a rapid rate that has never seen before and have been destroying natural ecosystems.

It is not so possible to solve environmental problems with perspective of "shallow ecologists" who considers environmental problems just as a technical problem. Solving environmental problems depends on a profound environmental education that reviews the relation between human and nature, reconciles human and nature, depends on science and technology and where everybody takes part in

solvement of the problems (İleri, 1998, p. 3). Environmental education should not only be conveying information and creating environmental awareness, but it should also affect human behaviour. In other words, if a person who has a lot of environmental knowledge does not act for saving environment, it cannot be said that that person is environmentally literate or has enough environmental awareness (Erten, 2004: 74).

Environmental education has aims on cognitive and affective areas. However, the most important goal is to raise environmentally literate individuals. Roth (1992, p. 18) described environmental literacy as active efforts of an individual for keeping the qualified balance of motivation, life and environment and as making researches for finding solutions to environmental problems. The most crucial way of raising environmentally literate individuals is making environmental education available in all degrees of education (NEETF, 2002, p. 36).

In this context, determination of environmental literacy levels of individuals receiving environmental education was regarded as a problem in order to prevent rapidly-rising environmental problems, and environmental literacy levels of short cycle students, on whom any researches about environmental education had not been carried out, were determined and studied in terms of certain variables.

Aim of this study was to identify environmental literacy levels of short cycle students receiving environmental education and to study in view of different variables. With this main goal;

1. Environmental literacy levels of short cycle students,
2. The situation if their environmental literacy levels were different in view of
 - a. Their gender,
 - b. Their age,
 - c. Their families' monthly income,
 - d. Dwelling units where they lived were determined.

Descriptive survey model, one of the survey methods, was conducted in our study. Population of the study consisted of the students studying at Mustafa Kemal University Antalya Vocational College during 2014-2015 academic year. Sample of the study consisted of 156 second grade students studying at the departments of Private Security and Guarding, Real Estate Management, Computer Technologies, Computer Programming and receiving environmental education and. The criterion sampling method, one of the purposive sampling methods, was applied while defining the sample of the study.

Environmental literacy scale developed by Kışoğlu (2009) was conducted for the study. This scale, developed with the aim of determining students' environmental literacy levels, includes knowledge, attitude, behaviour and perception sub-dimensions. In the study, pre-test was carried out to short cycle students. We calculated reliability coefficient of Sub-dimension of environmental knowledge was found as (α) 0,72 and reliability coefficient of Sub-dimension of environmental attitude was found as (α) 0,80 and reliability coefficient of Sub-dimension of environmental behaviour was found as (α) 0,82 and finally reliability coefficient of Sub-dimension of environmental perception was found as (α) 0,81. SPSS 21.00 package program was used for data analysis. Frequency, percentage, mean, standard deviation, independent groups t-test and ANOVA test were applied for data analysis.

The findings as a result of data analysis were as follows: It was found out that while environmental knowledge and behaviour levels of the students were mediocre, their environmental attitude and perception levels were high. Furthermore, their environmental literacy levels were high. It was found out that there was no significant difference between environmental literacy levels of short cycle students in view of gender. It was found out that there was no significant difference between environmental literacy levels of short cycle students in view of age. It was found out that there was no significant difference between environmental literacy levels of short cycle students in view of family monthly income. It was also found out that there was no significant difference between environmental literacy levels of short cycle students in view of dwelling unit they lived. In our study, it was found out that environmental literacy levels of short cycle students were high. Some researches in literature supports our finding (Kışoğlu, 2009; Benzer, 2010).

It was found out that there was no significant difference between environmental literacy levels of short cycle students in view of gender. Some researches in literature supports our finding (Kışoğlu, 2009; Artun, Uzunöz & Akbaş, 2013; Koç & Karatekin, 2013; Gürbüz et al., 2011; Bilim, 2012). However, there are also some studies which claims the opposite (Timur, 2011). It was found out that there was no significant difference between environmental literacy levels of short cycle students in view of age. Some researches in literature supports our finding (Kışoğlu, 2009; Gürbüz et al., 2011). It was found out that

there was no significant difference between environmental literacy levels of short cycle students in view of family monthly income. Some researches in literature supports our finding (Altınöz, 2010; Bilim, 2012; Gürbüz et al., 2011; Karatekin & Aksøy; 2012; Kışoğlu, 2009). It was also found out that there was no significant difference between environmental literacy levels of short cycle students in view of dwelling unit they lived. Some researches in literature supports our finding (Timur, 2011; Kışoğlu, 2009; Gürbüz et al., 2011; Karatekin, 2011; Bilim, 2012; Altınöz, 2010).

Keywords: Environmental education, environmental literacy, associate degree students.

Undergraduate Programs in PreSchool Teaching in Turkey and World: New Practices

Necdet TAŞKIN; Yüzüncü Yıl University, Van, Turkey; netaskin@gmail.com
Serkan ÇİFTÇİ; Yüzüncü Yıl University, Van, Turkey; serkanciftci65@gmail.com

Abstract

The notion that education in early years of life is a generally accepted truth. Teachers are the people who can give this education in preschool institutions. Being graduated from qualitative education program makes teachers more qualified; and be effective for discovering potentials of children in maximum level. As known, in Turkey it is required to graduate from undergraduate programs that National Education Ministry defines to be a preschool teacher. Occasionally, it is necessary to update undergraduate programs with the effect of new approaches to teacher training. Thus, teacher training programs have been renewed and updated many times owing to different reasons both in our country and in the world in previous periods. It is probably to evaluate the studies on this scope as increasing quality of teacher training. Discussing the preschool undergraduate programs practised in Education Faculties in Turkey by comparing same practises in the world can be instructive for updating, renewing and improving. In this context, to compare the preschool undergraduate programs practised in Turkey with the same higher education programs practised in the best universities in the world has great importance.

The aim of this study to compare the preschool undergraduate programs practised in Turkey with the same higher education programs practised in the best five universities in the world and enhance proposals.

This study developed with qualitative research design is a comparative education research. Horizontal approach has been used while comparing similarities and differences between preschool teacher training programs. Education systems that has been compared by horizontal approach have been examined both separately and together with different elements (program content, student admission, graduation requirements etc.) (Yıldırım & Şimşek, 2003). Accordingly, data about preschool teacher training programs in Turkey and in 5 universities selected from the best 200 universities according to Times Higher Education World University Rankings 2014-2015 has been examined, similarities and differences of programs have been determined.

Data of the study has been collected via document review of qualitative research methods. Document review contains the detailed analysis of written sources that include information about targeted fact or facts (Yıldırım & Şimşek, 2003). Written sources of the study are comparative education researches that contain instruction programs of Turkey and five universities in the world training preschool teachers. Explanations in documents and instruction programs about both programs and course content compose data sources and enable to make an extensive analysis. In this study, generally qualitative data analysis has been used, but on presentation of the result of data descriptive statistics has been benefitted occasionally. Datum collected for the study have been analysed by using codes (student admission, graduation requirements, instruction program, practise) formed from literature. It is aimed to reveal similarities and differences among programs.

Analysis of data obtained result of the study is on proceed and first findings are these; it has seen that each admission requirements, instruction process, graduation degree of each university are different while examining the similarities and differences about admission requirements, instruction process, graduation degree of analysed universities. While name of the program is defined as 'preschool

teaching' in Turkey, universities in the world prefer the name as 'early childhood education'. Graduates from preschool undergraduate teaching programs in Turkey can work as preschool teacher at preschool institutions. On the other hand, graduates from early childhood programs in the world can work at preschool institutions and also, as class teacher until third grade at primary schools. It has been determined that teaching practice is rather limited in available preschool teaching undergraduate programs in Turkey; on the other side, there are enough courses like teaching practice at the universities in sample of the study. After all, it is another finding at result of the study that there are a considerable amount of similarity between the preschool teaching undergraduate programs in Turkey and same programs at the universities in sample of the study.

This study has been evaluated as the first study comparing preschool teaching program practised in higher education in Turkey with the same programs of the best universities in the world. Datum collected result of the study have enabled discussions determining strengths and weaknesses of preschool teaching programs practised in higher education in our country and comparisons of them with the same programs of universities in the world. Restating and using new approaches in of preschool teaching programs practised in higher education regardless of state or private universities will affect education quality positively in future. Consequently, removing hindrances affecting the preschool teacher training in preservice, taking precautions having parallelism with the good examples in the world, making developments, and attaining to a structure answering world standards have come up to us as a obligation. On this context, the ways to increase the quality of preschool teacher training should be searched immediately. Because, as known the age of educated individual decreases, teaching becomes more difficult.

Keywords: Preschool, education program, teaching, higher education.

Intercultural Communication Course in Teacher Candidates to Gain Intercultural Competence

İbrahim TUNCEL; Pamukkale University, Denizli, Turkey; ituncel@pau.edu.tr

Abstract

When the interaction between different cultures and the effectiveness of this interaction with national and global values are concerned, it arises the need for individuals who have intercultural competence. To eliminate this need, primarily by examining existing programmes, making an evaluation of whether or not those programmes are adequate to meet these needs is important. Considering that goals are determined according to the needs, if the current programmes are seen as inadequate to meet these needs, arrangements should be done or new programmes should be developed.

Firstly, intercultural communication and intercultural competence concepts and the relationship between these two concepts should be identified. According to Kim (2004, p.9), intercultural communication concept was firstly used in the literature as in Edward T. Hall's work named "The Silent Language" in 1959 and Hall defines intercultural communication as "communication between individuals of different cultures" (cited in Altundağ, 2007, p. 3). "Intercultural communication competence is the ability of communicating with people having other linguistic culture in their own language effectively and in an appropriate way" (Gökmen, 2005, p.70). When literature examined, it is understood that intercultural competence is one of the dimensions of intercultural communication competence. Intercultural communication competence is formed with reciprocal interaction among linguistic competence, sociological competence, discourse competence and intercultural competence (Byram, Gribkova & Starkey, 2002, pp. 9-11). According to Matoba and Scheible (2007), intercultural competence is a tool that serves intercultural communication (p.10). Intercultural competences are composed of knowledge, skills and attitude dimensions. Knowledge dimension includes competences such as recognition of own cultural identity and creating own cultural awareness, learning about different cultures, finding and revealing different cultural aspects, finding and revealing similar aspects of different cultures. Skills dimension includes competences such as listening, observing, analysing, evaluating, adapting, acting flexible, having empathy, getting rid of prejudices, communicating

effectively and appropriately and being able to comply with intercultural situations. Attitude dimension includes competences such as respecting, openness, relevance and discovery (Auernheimer, 2010; Byram, Gribkova & Starkey, 2002; Deardorff, 2006).

It can be said that some regulations have been done to train individuals to have intercultural competences in our country as well. Teacher training and educational sciences undergraduate basic degree competences within the scope of Turkey higher education competences in Bologna process was determined by the Higher Education Council (2011, p.6). Among these competences, in knowledge level "knows national and international cultures", in communication and social competences level "lives in different cultures and adapt to social life" competences are included. "Personal and Professional Values- Professional Development" competence area is one of the teaching profession general competences determined by Ministry of National Educational. This competence area was defined as "By taking into account students' interest, what they do, their social and cultural differences he/she makes an effort in a highest level to them to learn and develop." In addition, under the title of "considering national and international values" placed in this competence area, "The teacher should be able to design learning experiences by adopting children's rights, human rights, constitutional and democratic principles and reaching an understanding that each society has a unique cultural structure and values" (Ministry of National Education, 2008, p. 10) statement has been included. It is seen that these descriptions and performance indicators coincide with the features that an individual who has intercultural competence should have. In this context, it can be said that among goals of teacher training programmes, training individuals with intercultural competence is also included. The need of examining and evaluating of courses included in teacher training programmes in the context of teacher candidates to gain intercultural competence has emerged. This research's results are thought to be useful to develop teacher training programmes in terms of taking attention to intercultural competency concept and providing information.

The main purpose of this research is to determine in what ways "Intercultural Communication" course contribute and in what ways it is inadequate in the context of helping teacher candidates in gaining intercultural competence.

In this research, qualitative case study and "holistic single case" design which was one of the case study designs were used. The purpose of case studies is to analyse one or more cases within their own borders with a holistic way. In holistic case study designs there is only one analysis unit (an individual, an institution, a programme, etc.) (Yıldırım & Şimşek, 2013, p.326). Intercultural Communication was determined as a single case and activities conducted in this course within the context of gaining intercultural competence was determined as one analysis unit. Senior students who are attending "Intercultural Communication" course in Pamukkale University Foreign Languages Department, English Language Teaching Programme during 2014-2015 academic year spring semester and the lecturer of this course constituted the data source of this research. Maximum variation sampling which was one of the purposeful sampling was applied in the research. For this purpose, in selecting the students for interviews; providing a cultural diversity of students were tried by taking into account gender, and situation of coming from different regions. Three focus group interviews consisting of five students in each (in total 15 students) were conducted.

In the research firstly by reviewing the literature a draft student focus group interview form were designed and interview questions were designed in accordance with expert opinions. The pilot application of student focus group interview form was conducted with three students. In the final focus group interview form which was developed by the researcher according to results of pilot application, in general, questions such as; for students to evaluate the attainments of "Intercultural Communication" course in terms of both cognitive and emotional, to get ideas and suggestions to the course content, and procedures of the course were included. Probe questions were also included to explain the ideas in detail during interviews. In addition, "lecturer interview form" which used in the individual interview with the lecturer was also designed. In designing this form, questions of student interview were obtained as a basis. Content analysis was applied to the data collected through lecturer interview and student focus group interviews. Firstly coding was applied to the data set and themes were reached.

As a result of analysis of student and lecturer interview data, activities conducted in intercultural communication course was determined that they allows students to recognise nonverbal communication (body language) styles, greeting forms, family life, home styles, cuisine, rituals, traditions and compare them with their own culture. Students also stated that while making those

comparisons, they realised the similar features of different cultures. It is concluded that "Intercultural Communication" course has an important contribution in students to gain intercultural competence in knowledge dimension, whereas it is not effective in students to gain competence in attitude dimension.

Keywords: Teacher training, intercultural communication, intercultural competence.

1933 Turkish University Reform

Fatih YILDIZ; Akdeniz University, Antalya, Turkey; fatihyildiz1976@hotmail.com

Büsra GÖRKAŞ; Akdeniz University, Antalya, Turkey; busragorkas@gmail.com

Abdulkadir KURT; Akdeniz University, Antalya, Turkey; abdulkadirkurt@akdeniz.edu.tr

Abstract

In 19th century, education began to gain emphasis in Ottoman Empire as is numerous fields and getting the state back to old-powerful-times was aimed. Founded in 1847, Ottoman University "Dârülfunûn" was aimed to be a higher education institution as an equivalent to the western universities instead of the madrasahs which were also higher education institutions. In the same years, sending lots of students to Europe for the education indicates that Ottoman Empire felt the weakness about education and western education was grovelled by the Ottoman Empire. Dârülfunûn is an institution representing the inclining to the west in terms of modernism attempts on education. Political structure of Turkey changed along with the foundation of republic and a lot of reforms expected to produce very important results were executed with the aim of building a new society and westernization in all. Beyond founding a new government, building a new society composed of people equalized based on citizenship was aimed as a requirement of nation state. This society is a secular society. Among the societal institutions having the most important function in building this society, education is undoubtedly the leading institution. In this context, educational institutions were reconstituted with the aim of conveying the ideology of the new government and making the society gain a new identity and old educational institutions believed to be belong to the previous regime were abolished and new ones were built. Therefore, a lot of reforms were executed with the aim of building a society within the scope of the decisive principles on founding of Turkish Republic.

One of the most important reforms is conducted in higher education; Dârülfunûn was closed and İstanbul University was founded instead of Dârülfunûn. By this reform, a considerable amount of people employed in Dârülfunûn were discharged within the scope of the objectives determined. Among these people, historian Ahmet Refik Altinay, mudarris of philosophy Babanzade Ahmet Naim, worldwide known pathologist Hamdi Suad were included. The job vacancy arisen from this personnel discharge was tried to eliminate by recruiting the students having doctoral degree who were sent to abroad for education in İstanbul University and Jewish scientists having difficulty in living Hitlerite Germany and looking for a country to settle. Because the ostracized scientists who were assigned as a head of a department did not know Turkish and language of education was Turkish, learning Turkish was laid as a condition on their contract. However, a considerable amount of these people who were the members of the diaspora consisting of Jewish scientists migrated to the countries like England and United States of America especially after World War II since they did not learn Turkish and could not adapt to Turkey.

Turkish University Reform enacted in 1933 is the prototype of constituting higher education institutions in parallel with the expectations of government/political power instead of being autonomous. It is possible to state that the relations with political power laid the base within Turkish University Reform in 1933 were effective on not improving in terms of qualification and not being one of the scientific centres corresponding worldwide. It is necessary to understand the mentality of the university reformers and how they built university policy relations to make sense of the arguments on higher education policy which is still continuing.

Political and social structure in Turkey was redesigned by Republic proclaimed in 1923 leaving behind the monarchical political system which was padishah oriented in Ottoman Empire. In this sense, the reforms enacted on education including universities had aims of developing the society within the education, increasing the rates of literacy, raising the people demanded by the labour market and rising

the welfare level of the society. Furthermore, educational institutions were reconstructed to raise the people adopting the formal ideology of the government. One of the leading reasons of closing Dârülfunûn that the reformers stated is that the people did not support the reforms begun to be enacted within the proclamation of republic. İstanbul University, founded after closing Dârülfunûn which had a partially autonomous structure in Ottoman Empire, was constituted in a complete loyalty to regime and program determined within the scope of republic founders' framework.

In 1933, Turkish University Reform was enacted within the frame of the project aiming at building a society abided by the foundation principles of the government which was the basic goal of Turkish modernism in republic period. The effects of this reform on the situation of universities today have not been discussed adequately. Dârülfunûn mudarris who were not allowed to work at İstanbul University and discharged in 1933, suspending lots of important scientists in the context of political relations following the military coup implemented in 1960 and 1980 and reconstructing the universities today in parallel with the governmental relations indicate that there are not universal expectations appropriate for the idea of university from Turkish Universities. Since 1933, the primary aims of the academia are to act in accordance with the expectations of political power and provide political power with legitimacy. This indicates that scientific activities in academia remained in the background. In this study, on which reasons Turkish University Reform was enacted, how ideological background this reform has and how the execution of this reform as a project has affected the higher education policy of Turkey from the years in which the reform was implemented to present will be focused on.

Keywords: Dârülfunûn, republic, İstanbul University, 1933 university reform, jewish scientists.

Internationalization of Higher Education

Internationalism and International Studies in Teacher Training

Tuba AKAR; Ankara University, Ankara, Turkey; tubakoglu@gmail.com

Cem BABADOĞAN; Ankara University, Ankara, Turkey; cbabadogan@gmail.com

Abstract

From 2000s the concepts of "being internationalized" and "internationalization" have been used in all fields of training compared to the previous years, and as Henry, Lingard, Rizvi and Taylor (1999) stated these concepts seeming relatively marginal till 1990s have become a center of training studies. Because people live in a globalized world caused by changing demographic attributes, economic trends, new developments in science and technology.

By definition training is seen not only as a cultural transmission but also as a tool responding the pragmatic needs (Beard, 2006; Walker, 2006). Accordingly, in international training field it is claimed that the difficulties arising from globalization are overcome by means of "instructional curricula having knowledge and understanding consisting of international, intercultural, global sensitivity in its aims and objectives" (Brunold-Conesa, 2010). Concisely training is related with educating global citizens of tomorrow (Poore, 2005). Both regional and worldwide political, economic and diplomatic developments redound on higher education and therefore it is observed that higher education institutions develop and implement a clear internationalization strategy or implicitly tend towards this fact (Kondakçı, 2007). Developments like heavy increase in student size in faculty of teacher's college, international student mobility and free movement of services in globalizing economy reflect on teachers training program and therefore this creates need to understand different dimensions of internationalization fact in teacher training.

The aim of this research is to examine the international studies related with teacher training as an intention in the field and to bring forward a proposal for teacher training in Turkey.

In this research, data are collected by using documentary screening method. By using of key words like international education, internationalization, international instruction, teacher training, higher education body of literature is reviewed. For this reason, printed scientific sources like books, articles etc. are utilized; acquired information are evaluated and arranged within the frame of research objectives. In the research, after the concepts of internationalization and international education are discussed, the process of internationalization in higher education is summarized. Afterwards the history of this process is examined to understand why and how internationalization process in teacher training develop, development and changes in international studies related with teacher training are considered in detail, professional and academic institutions, journals, conferences, organizational structure of worldwide governmental and non-governmental organizations related with this subject are described. Finally, international dimension of teacher training in Turkey is evaluated and proposals related with this subject are suggested.

Worldwide internationalization of teacher education began to develop as an independent academic field with the spread of international students after II. World War (Dolby, N., Rahman, A., 2008; Steiner-Khamisi, 2006). When the worldwide internationalization of teacher education investigated, The Soviet Union's technological achievements and the launching of Sputnik in 1957 seems to have significant effects. Especially the European Union countries, critics related with all teacher education programs in the world on the need for revision began to emerge in all around the world and while teacher training confront with the public investigation, researchers felt the need to understand how the teachers trained in the other countries.

International studies related with teacher training involve researches related with majorly application and teacher training program and overall researches focused on finding solutions to global issues which teaching profession is faced with like low salaries, low standards to access teacher training programs, the budget allocated by state to teacher training institutions, etc. However, researches in this field are done mostly by pedagogues and there are very few teachers publishing researches or getting involved in researches. International researches on teacher training go towards some analyses beyond the class and teacher-student relationship, and this situation may complicate the meaningful contribution of teachers to body of literature relationship between class and teacher-student.

European Journal of Teacher Education, Journal of Teacher Education, British Educational Research Journal and Asia Pacific Journal of Education is important journals publishing researches in this field.

However, important part of body of literature in this field is obtained from journals of Comparative and International Education handled in previous part. Secondly international studies in this field are project reports and analyses being supported generally by UNESCO and OECD, and these emphasized policy making, implementation and evaluation. In 21th century as long as international education research are developing and expanding, priorities get changed, and therefore disputed issues in this study naturally change. However, view with a subject entirely; global processes become an important part of daily life, applications in field of education and research agenda of worldwide pedagogues. As Dolby and Rahman (2008) stated, globalization has already affected educational researches and international education researches are increasingly used as a tool for examining the national and international issues and concerns by teacher educators.

Factors such as; upsurge in the number of students in the faculties of education in Turkey, international student mobility and the free movement of services in globalized economy shows the international dimension of teacher education programs must be taken into consideration. The nature of the education system is directly proportional with one of the most important elements of the education system, qualifications of teachers. Adapting to global change and having graduates who has proven its quality in the international area and to be able to compete will be possible to be in accordance with international standards of teacher qualifications. As a result, in this research importance of enhancing international studies in teacher training for Turkey with regard to basic dynamics of globalization is emphasized.

Keywords: Internationalization, higher education, teacher training.

Turkish Higher Education from the Perspective of European Students

Bünyamin BAVLI; Yıldız Teknik University, İstanbul ,Turkey; bunyaminbavli@gmail.com

Mehmet GÜROL; Yıldız Teknik University, İstanbul ,Turkey; gurolmehmet@gmail.com

Abstract

Turkey has been trying to be a member of European Union (EU) since last several decades. There are lots of reasons of Turkey to become a full member of EU such as , increasing the national welfare, get rid of internal crisis, to be more democratic, to be more developed in the bases of economy, human rights and education etc. (Ozer, p.51). In this context, Turkey has been in an effort to reach the level of contemporary civilization. "The state elite that established the Turkish Republic in 1923 formulated the recognition of Turkey as a European state as one of its official foreign policy objectives (Muftuler Bac, 2005)". To realize that, from the last period of the Ottoman Empire and especially the beginning of Turkish republic, Turkey has been taking innovation steps and realizing structural reforms. Especially, in the context of the EU integration process, Turkey has been making improvements on various areas such as education, law, culture, agriculture etc. to be a full member of the EU. "The formal relationship between Turkey and the institutions of European integration began when Turkey applied for full membership on 31 July 1959" (Çapan & Onursal, 2007, p.104). After this long journey, and started negotiations on October 2005. In addition, Turkey started to benefit from the EU grants through the Ministries and National Agency (N.A.) which was established under the State Planning Organization but nowadays under the Ministry for EU Affairs. One of the missions of the N.A. is to coordinate the participation to EU Education and Youth Programs founded by EU (TRNA, 2015).

When EU Education and Youth Programs are examined, it is clear that there are programs for pupils, teachers, directors and adults from primary school to University level. One of these programs is Erasmus + Erasmus which aims to improve the quality of Higher Education, to strengthen cooperation of higher education institutions with each other and the business World (TRNA, 2015). One of the sub programmes of the Erasmus + Erasmus is Key Action 1 Learning Mobility of Individuals, Higher Education student mobility programme. Through this programme, students in Turkey get the opportunity to study at EU-Wide universities and students all around the EU come to Turkey to study at the Turkish Universities for specific time slot. Mobility increases the motivation of students to be a part of Europe, European Citizenship, personal skills and employability (Peklivancer, 2006). When the statistics on

Erasmus Student Mobility examined, it shows that there is a high motivation of students, especially the Turkish students, to participate in the Erasmus student exchange programme. For example, between 2012-2013 12,358 students from 138 universities in Turkey participated in the Erasmus student mobility programme. In addition to that, in 2010-2011 Academic year, 4,320 foreign students visited Turkey within the scope of the Erasmus student mobility programme (TRNA, 2015). Turkey where the integration process and reform keeps on, it is prominent to get perceptions of EU students on Turkish Higher Education because they can perceive the situations better as foreigners and citizen of EU countries. In addition, it is clear from the literature that there are limited studies on international students, specifically, students from EU's countries on Turkish Higher Education System.

In this vein, the purpose of this study is to investigate the perceptions of Erasmus students' on Turkish Higher Education. A qualitative case design was employed for this study. Eleven Participants from various EU countries were participated to this study. Convenience and snowballing sampling techniques used for this study to reached participants. Data were collected through semi-structured interviews and descriptive analysis was utilized to analyze the data.

The findings of this study indicated that students criticized midterm and final exams which were so frequent in the context of time. In his study on Erasmus students, Boyacı (2011) got the similar result on the exams held at the university that there is no need to apply both midterm and final exams and this case causes disadvantage for students. Students also criticized that, midterm and final exams are not comprehensive and easy to achieve. In addition to that, students explained that the courses were not comprehensive in the academic context especially in undergraduate programs. They expressed that, at the university in their countries, they had to read more sources before the courses and during the term to be able to achieve the course. Finally, most of the courses in English were not taught in English even though it was so on the website of the university. Despite, students find lecturers proficient in academic context, they expressed that some lecturers English language proficiency were inadequate to carry out the courses in English. Due to these communication and application reasons, students stated that they were not able to join all the courses or just prepared the exams from the English documents provided by course lecturer.

Keywords: European union, erasmus + erasmus, Turkish higher education.

***Distance Education and
E - learning in Higher
Education***

From the Teacher Candidates' Point of View Edmodo: Social Learning Network

Sevilay ÇIRAK; Gaziantep University, Gaziantep, Turkey; sevilaycirak@hotmail.com
Erdal BAY; Gaziantep University, Gaziantep, Turkey; erdalbay@hotmail.com

Abstract

Innovative technologies have a great impact on today's fast changing world, and there is a consensus on the idea that education programmes must benefit from these technologies. According to Akkoyunlu (1995: 106), the effective use of information technologies will increase the quality of education and will create new dimensions in teaching-learning process. There are a great number of studies supporting the increase in effective learning by incorporating the Internet in education. In our study, we made use of blended learning design (cited in Usta, 2007) which was developed by Horton (2000) by combining the strong sides of online learning and face-to-face learning.

In the present study, a learning management system, edmodo, has been used to compose the web dimension of blended learning. Edmodo is similar to Facebook and Twitter, and it is a secure and professional social learning network designed with educational purposes for learners and instructors to benefit from the advantageous sides of media in the field of education (<http://egitimtrend.com/egitsel-bir-sosyal-ag-uygulamasi-edmodo/>). In edmodo, instructors create a group for their courses, leave notes for their students on the wall, set assignments, form quizzes, make announcements, categorize the course materials, organize the academic course calendar, and integrate multimedia applications with the course materials. By being similar to Facebook layout, edmodo creates a platform for the instructors all over the world to come together under 12 different subjects in edmodo to share their ideas and knowledge (Alemdağ, 2012). The purpose of this study is to identify teacher candidates' perspectives on learning management system – edmodo- which constitutes the web dimension of the course designed with blended learning design.

The current study is a descriptive survey model. The population of the present study includes 3rd year-teacher candidates (30) studying in Mathematics Teaching Department at Gaziantep Education Faculty. These 30 teacher candidates were a part of blended learning design in Testing and Evaluation Course. For the sample of the study, 12 students with high communication skills were chosen on purpose. The data was attained through semi-structured interviews with 12 teacher candidates by using semi-structured interview forms designed by the researcher. Furthermore, students were asked detailed questions about the features of edmodo throughout the course term. After recorded data was transcribed, researcher used qualitative analysis techniques of content analysis method and digitization of the qualitative data. The opinions of the teacher candidates were transformed into data with content analysis method. Their opinions were coded separately by the researcher, and sentences were designated as the main analysis unit in coding. Then, these codes were categorized on the basis of their connotation.

Teacher candidates stated that edmodo is sociable, and they did not have any difficulty. According to them, edmodo is a feasible programme because of rosettes in return of their success, the chance to follow the course materials and announcements easily thanks to the mobile edmodo application, being prepared for the course all the time, quizzes, and reminders for the deadlines of assignments and quizzes. The other positive comments by teacher candidates on edmodo are as follows: students can easily get into contact with the course instructor, they can get answers and feedback from the instructor in a short period of time, they can follow their progress by looking at the progress bar, they can share videos, pictures, etc. on the page during the course or out of the course, it is similar to Facebook, and it increases the interaction between the instructor-students and students-students. Participants also remarked on that they enjoy reading the feedback messages about their assignments, and they can incorporate into each stage of the course thanks to edmodo.

The findings of the present study are in line with the previous studies on edmodo. For example, in a study conducted at King Mongkut Technology University (Thailand), participants stated that they enjoyed edmodo, and it was easy to use it by also adding that quizzes, assignment submission, feedback from the course instructor, and sharing notes with their classmates were very beneficial for their academic development (Kongchan, 2012). In another study conducted at preparation school at university, %62 of the students using edmodo described it as a motivating and sociable platform, %97 of

them stated that it is a perfect programme to do assignments and follow the course process, most of them remarked on that its similarity to Facebook makes it a more interesting and practicable programme (Türkmen, 2012). In a study carried out with 182 college students taking informatics systems course, it was agreed on that edmodo is a feasible and easy social learning environment (Thongmak, 2013). In his study, Al-Kathiri (2015) reported that students' attitude towards edmodo is positive, and edmodo provides an important potential to increase positive attitudes towards language learning.

By looking at the findings of this study and the other studies, it can be said that edmodo can be an effective tool to follow the course successfully because it is user-friendly, it creates strong interactions between instructor-students and student-student, it creates an active learning platform, its mobile application is motivating, and etc. As the learning management system has an important role in student motivation, the system which is planned to be used in blended learning design should be chosen carefully. In the future studies, parents can be included in such studies especially at schools where parents have controlling role. In studies with parents' involvement in edmodo system, instructors' and parents opinions on the process can be investigated. By looking at the current study and the previous studies, edmodo is mostly preferred at university level. Therefore, by using it at different levels and different courses, edmodo's effectiveness can be tested.

Keywords: Edmodo, blended learning, teacher candidate, social learning network.

Evaluation of Giving Common Lectures with Distance Education in Universities

Feyzi KAYSİ; İstanbul University, İstanbul, Turkey; feyzikaysi@gmail.com

Hasan AYDIN; Yıldız Technical University, İstanbul, Turkey; aydinhytu@gmail.com

Abstract

As a result of the decision taken by Higher Education Council in 2011, most of universities began to give common lectures up to 30% with distance education. Thus, students who register to higher education institutions for formal education have started to take some lectures in distance education. The purpose of this study is define to what are the views and experiences of giving some lectures with distance education to students in formal education.

Qualitative research method and casestudy design was used in this study. Participants were defined with criterion sampling (Patton, 1987) which is a kind of purposive sampling. The data were collected through semi-structured interview form. Interview questions fixed by four researchers' examination who are ongoing doctorate in educational sciences then with an expert control. Participants are six students who registered in formal education and take some lectures with distance education in 2014-2015 academic year, a lecturer who teaches a lecture with distance education and a lecturer attendant in students' program. Detailed briefings about the study done to potential participants and code names will be used without disclose their identity instead their real name by orally and written. Required ethical permissions were obtained by Yıldız Technical University Institute of Social Sciences before starting the interviews. Silverman (2006) talking about making pilot interviews with participants before starting the real interviews. Therefore, pilot interviews were conducted with two participants. The interviews were carried out twice and 10 day intervals at specified time and place that participants wants and recorded with a tape recorder by their permissions. Patton (2002) suggests using of multiple data collection methods for increasing quality of researches. For this reason, examination of distance education software and recorded virtual lectures videos and investigations were benefited in addition to the interviews datas. While investigation of software system is reporting, another researcher's investigation report was taken who work in a university in İstanbul as a distance education field expert for four years. Datas were obtained both documents and observations of virtual lectures by following shared lectures notes and live virtual lectures.

Further researcher has made observations in field as a complete participant role. These observations added observation report in the evening of the day. The datas obtained in this study were interpreted

by content analysis. Aim in content analysis is reducing words of conducted text to fewer content categories (Creswell, 2013). Recorded audios transferred computers as text and audit-trail of them were provided by someone except study. Obtained texts sent to participants via their e-mail address for confirmation. And final of returned texts analyzed with MAXQDA 11 software for content analysis. Findings shared with seven participants for providing member checking. After member checking, findings interpreted with observation and documents analyses reports. For increasing the analyzes' validity and reliability, the analyzes were evaluated by two researchers too. In findings stage, some of the participants views on themes given direct quotations. Researchers tried to put the findings as what happen and have demonstrated for do not show their ideas.

After analyzes carried out "time and place, students preferred lectures, orientation, virtual classes and platforms, interaction and from distance education to open education" themes have been obtained by interviews, observations and document analyses. Almost all of the participants used statements as they are aware of the benefits or taking advantages of distance education. Some participants are demanding to consideration of their choices instead of directly giving them the distance education lectures. However, negative feedbacks has come to the fore about introduction of distance education and effectively benefit from distance education. When statements of the participants' consideration, it emerges that the required orientation remains very weak. Therefore beginning of semester some participants known as these lectures are formal so they came to university. With the statements of the participants, it is understood that using of distance education software is very little. Further totally 23 students were determined to enter the site for all 7 distance education lectures after midterms to 35 days. In the last 100 days, only 45 students (including the previous 23 students) sign the system data was obtained. However it is understood that interaction for the distance education constitutes a major problem by the participants. For this reason increasing of interaction is expected to be expressed significantly. Finally requirements of system which designed as a distance education method are not fulfilled.

In this study, taking views and experiences of stakeholders for giving distance education lectures to students who are entitled to formal education is aimed.

According to the results of the study, it is understood that the emerged a mess about distance education. Besides only advantage of time and place for distance education seems to come to the fore. Ignoring the preferences of students and fulfillment of necessary and sufficient orientation caused this situation. Almost never of the students use this software eliminates all purposes of software by consideration of documents analyses reports and participants views. If applied projects which considering with the huge investments and expectations effectively not used by learners, it will lead to disappointment (Kaysi and Aydin, 2014). Whereas for intensively entering the system, accessing students to lectures and lectures contents can provide with social media accounts or online support services (Özarslan, Emirtekin & Balta, 2014). However making the presentation related to distance education beginning of semesters could offer a positive contribution for learners to use the system more effective and efficient (Kılıç, 2014). Otherwise the lack of interaction in virtual lectures negatively affects using the software or following the virtual lectures by students. It is expected to learners interact with their friends and lecturers as asynchronous or synchronous (Porter, 2004). In the process of design and development of distance education, interaction of lectures and students should be ensured as bilateral (Reznicek, 2002). With the support of technology that can allow simultaneous interaction, individuals' physically distant from each other which located in the limitations of distance education significantly eliminated (Gülüşen, 2011). It may be increased interesting for system among individuals by supporting of interaction if instant feedbacks can provide. Because key concept is interaction for expected effective of distance learning activities (Çelen, Çelik & Seferoğlu, 2011). But if virtual lectures implementation as a monotonous way or in a situation where squeezer to learners, surely interesting and interaction will be reduced for virtual lectures. Instead of this, if materials of lectures could design with interactive, it will be more effective (Porter, 2004).

Recommendations of the study, two or three-week orientation should be given to students about distance education at the beginning of academic year. Planning and implementation of distance and formal education needs by considering students choices. Further, lack of interaction in virtual lectures must be solved with different ways. Finally, giving the opportunity to needs of computer or internet to students who have unsuitable financial situations can increase participating to virtual lectures.

Keywords: Distance education, regular and distance education, interaction, qualitative research.

The Effects of Multimedia Courseware Designed Based on Cognitive Theory of Multimedia Learning on Academic Achievement, Cognitive Load and Instructional Efficiency

M. Emre SEZGİN; Çukurova University, Adana, Turkey; esezezin@cu.edu.tr

Abstract

The overall aim of this study is to search the effect of teaching software prepared considering Mayer's Cognitive Theory of Multimedia Learning principles for second year students measure and evaluation course, on students' post-test scores, cognitive loads and instructional efficiency.

The study was carried out with the secondary year students of Cukurova and Hakkari University Faculty of Education Computer and Instruction Education Technology Department about statistical concepts. The experimental group consisted of 18 students, and the control group had 13 students. In the beginning, it has also begun to study with a control group of 18 students. However, five students were excluded from the study because they didn't participate in the final test. While the teaching for the experimental group was carried out via software prepared considering cognitive theory principles in multi-environment learning, the control group was taught via a computer presentation prepared by the subject expert. Data collection tools were statistical concepts academic achievement test and cognitive load scale. Quantitative data will be analyzed using non-parametric tests.

Keywords: Cognitive theory of multimedia learning, cognitive load, instructional efficiency.

Evaluation of Online Distance Education Courses: A Research from Higher Education Institutions

Şule Betül TOSUNTAŞ; Eskişehir Osmangazi University, Eskişehir, Turkey; sbtosuntas@ogu.edu.tr

Şahin DANIŞMAN; Eskişehir Osmangazi University, Eskişehir, Turkey; sahin.danisman@gmail.com

Engin KARADAĞ; Eskişehir Osmangazi University, Eskişehir, Turkey; enginkaradag@ogu.edu.tr

Emrah EMİRTEKİN; Yaşar University, İzmir, Turkey; eemirtekin@gmail.com

Abstract

In the vernacular of the day, distance education can be described as the presentation of the face to face training curriculums through the internet. Unlike the common thought, students in distance education have to come to the campus to take exams and attend applied lessons (Aydın, 2011). Distance education differs from traditional education in various ways. Among these differences, we can count the following subjects; students' and teachers' being separated from each other during the education period, different way of following a method through planning the learning materials, getting those ready, providing student support services, using media materials and environments for gathering students and teachers up and presenting lesson contents (Kaya, 1998). Distance education is a modern practice which provides students to learn using communication technology and it brings together the students, instructor and education materials from different places using communication technologies. Besides, it is a philosophy of education which enables us to use modern technologies. With the distance education, applied in many developed or developing countries, people from every age or income group, continue their education according to their own speed and capacity without losing their productivity (Demiray, 2013).

The managers of distance education are aware of the fact that they are in a competitive market in which success is associated with qualification and service. Thus, schools must present distance education program which is as attention grabbing as traditional teaching and can compete with other programs. To enhance the program for renewing and providing long-term success, evaluation is a

significant component (Rovai, 2003). Distance education program is required to be periodically evaluated. Two concepts, qualification and effectiveness, are encountered during the evaluation. In distance education evaluation, the concept of qualification states the program characteristics and processes like technological infrastructure, student services; the concept of effectiveness on the other hand states the outputs like student outputs and attendee satisfaction (Thompson & Irele, 2003).

The evaluation studies may be conducted as formative evaluation in an attempt to enhance the program and as summative evaluation to determine the success of a completed program (Stufflebeam & Shinkfield, 2007). But predictive evaluation can also be applied before software application to determine the qualification (Squires & McDougall, 1996). Predictive evaluation was applied to determine whether the distance education materials are suitable for the purpose or not with the use of checklist developed by Edith Cowan University by the researchers in the same university (Hosie, Schibeci & Backhaus, 2005). Within the scope of present research, on the other hand, formative evaluation is favored in an attempt to enhance the existing program during its implementation process. In this regard, it is aimed to evaluate the lessons which are delivered within the distance education programs in higher education institutions according to the students' views.

The participants of this survey design research are postgraduate and undergraduate students in Turkey. Within this scope, the list of postgraduate students was firstly obtained. The scale developed through Google Forms was sent to these students via e-mail. On the other hand, the scale was delivered directly to the undergraduates within a lesson which they attend in distance education program.

The scale was developed to evaluate the distance education system through the use of students' opinions. During the scale development process, an item pool was created using the framework and checklist developed by Edith Cowan University. This framework is designed according to the criteria which an effective learning environment should have (Hosie, Schibeci & Backhaus, 2005). It is thought that the evaluation of the lessons which are being delivered in higher education according to this framework is important for the revision and development of them taking into account the results. This framework consists of three dimensions; pedagogies, resources and delivery strategies system. The pedagogies dimension consists of the following sub-dimensions; authentic tasks, opportunities for collaboration, learner-centered environments, engaging and meaningful assessments. The resource dimension consists of the following sub-dimensions; accessibility, currency, richness, purposeful use of the media and inclusivity. The delivery strategies on the other hand consists of the following sub-dimensions; reliable and robust interface; clear goals, directions and learning plans, communication, appropriate bandwidth demands, equity and accessibility, appropriate corporate style (Hosie & Schibeci, 2005; Hosie, Schibeci & Backhaus, 2005). These dimensions and sub-dimensions together with the exemplary items of checklist were considered while creating the scale items. Opinions from three field experts were obtained for the item pool which was created for the scale. After the opinions, necessary revisions and corrections were applied. After the revision, the prepared scale items were read by 2 Turkish Philology teacher and the corrections were made based upon their opinions about comprehensibility and clarity of the sentences. The pilot conducting of the scale was performed on the same research group and at the end of the pilot implementation, the analysis were carried out for the item discrimination, validity and reliability. For item discrimination, the analysis of Pearson product moment correlation was used to determine the correlation coefficients for item-total, item-residual and other correlation analyses; independent samples t-test was used for the comparison of the upper 27% and lower 27% groups' item mean scores. Confirmatory factor analysis was used to determine the construct validity of the scale which is developed within the scope of the research with maximum likelihood method. The chi-square value and statistical significance levels were determined from the use of the goodness of fit indices related to the confirmatory factor analysis. The analysis of the data is still in progress.

Keywords: Distance education; higher education; evaluation.

Reflections of Semantic Web Applications on Education

Mutlu UYGUR; Mersin University , Mersin, Turkey; mutluygur@yahoo.com

Volkan Lütfi PAN; Mersin University , Mersin, Turkey; volkanpan@gmail.com

İlknur AKYILDIZ SARIBAŞ; Kilis 9 Aralı̄k University , Kilis, Turkey; ia4y@virginia.edu

Figen KILIÇ; Mersin University , Mersin, Turkey; figendamla@yahoo.com

Abstract

Rapid changes and development take place in education as well as in many areas in modern-day which emerge as "information age, digital age or cyber age". Thanks to the advances in web technology, sharing and accessing to information has become rather easy and also complicated. As is known, internet is a very large network linking computers around the world and offers a variety of technologies. With the help of technology known as web (Word Wide Web-www), operations such as produce, store and easy access to the information can be made at a low cost. Therefore, it can be asserted that the web has an important place among the technologies offered by the internet. By means of education, we are in an era rich in resources and detailed content; under favour of the internet, web technologies and electronic databases. However, education is a field in which significant knowledge organization is important, and also requires detailed examining. According to Descartes, human knowledge is a whole and this is an important information for us. Because, significant and permanent attainment of the existing knowledge is an important issue in terms of education. In this context, information is an act of thought that correctly reveals any reality object in conscious (Timuçin, 2005). The structure of knowledge means reorganizing the acquired information within appropriate linguistic rules and in a significant way through observation, experiment and learning.

The structure of knowledge consists of semantic, phonetic and syntactic components. The issues we have discussed here is the semantic structure. Any information learned in school are examples of semantic knowledge. Clear, commemorative and semantic knowledge which takes place in declarative information is generally goal oriented and involves the samples or events acquired during training. Considering the definitions about knowledge, there is an emphasis on the relationship between learning and knowledge actually. Since learning is a process of acquisition, handle and transform the knowledge into an output it implies that knowledge both occurs and constructs in the memory (Kılıç, 2007). When considered from conceptual point of view, knowledge and semantic web applications in the knowledge structure seems not to be very different from those described above. In 1989, emergence of World Wide Web (www) created by Tim Berners-Lee has allowed the internet-based education (W3C, 2015a). Considering Internet-based education within the scope of the Semantic Web, the next generation of Internet-Based Education or Semantic Web Based Education (SWBE) is emerging concept. Tim Berners-Lee who the first put forward the concept of Web 3.0 or Semantic Web in 1999 and also one of the founders of web (WWW), leads to standardization work since the concept is very complex and interdisciplinary. With the help of World Wide Web Consortium's (W3C) global extent researches and under the leadership of Berners-Lee, standardization work of accessing and handling the existing knowledge aims to provide an accurate and effective operation of this relatively new technology putting semantic web into use of many computer agents and people. For this purpose, the W3C consortium are seeking ways to ensure Semantic web share and reuse the data between different applications, enterprises and communities. Along with today's evolving technology, Semantic web applications and thereby Semantic Web-Based Education come into prominence as a helping tool during significant, permanent and transferable knowledge acquisition in computer and internet environment.

Semantic web is a web environment that provides the knowledge become reusable and intelligible establishing logical connections according to one's interest, needs and requests, and also makes possible to express information in a precise, machine-interpretable form. In this context, it is obvious that the semantic web has become even more crucial in a world where communication and speed are important. Besides, semantic web is considered to be an important area that should be examined in the educational environment. Because it provides convenience the knowledge being significant, permanent and transferable; enables the communication between teacher and student, makes possible online learning that can take place in a flexible learning environment and allows for the interpretation of information, and addresses the needs of individuals together with the supporting elements. In this

respect, the present study indicates that conceptual definition of semantic web, explanation of its components and discussing its contribution to the educational environment is important.

Within the above-mentioned framework, in the semantic web ontology is one of the most important issues to focus on. Ontology is an explicit specification of a conceptualization belonging to a set of concepts and their relationship (Ivanović, 2014). However, ontologies are consist of their constituent editors which are software tools that provide easy visual identification of the information. Through these tools, a search output is obtained from the web searches which is bordered according to the specified keywords (Demirli & Kütük, 2010). When we look at the educational benefits of the obtained outcomes, it can be summarized in the following way;

- Constructs the framework of the semantic web in the learning process.
- Ensures selection, combination and integration of information
- Formally defines the relationship between subject, content and structure of an area.

From this perspective, the semantic web applications are expected to play an important role in the acquisition of knowledge.

Considering the literature on semantic web applications it is seen that the researches were made in many different sectors. There are numerous studies showing that frequently used in health industry by providing information to the patient about using safe food for its smart and seity feature, in evolving agriculture industry by bringing forward statistical results and proposals, in biomedical industry by creating the prototype structure and in education by submitting the structure of knowledge in a more comprehensible way. Regarding the use of Semantic Web applications in the field of education, it is clear that there is a better organized content and a rise of social communication and creativity.

Based on the information given as an example, the semantic web based content is seem to have a lot of benefits such as having a renewable and perfectible continuous structure, accessing to the data easily and extracting the unnecessary information according to the connection between concepts, giving a chance to the teacher monitoring the student and giving them feedback, allowing the use of registered theme and facilitating the transfer of information. In this study, the conceptual framework on semantic web applications which is briefly explained above, the basic components, educational benefits, usage and also advantages will be dealed in detail and discussed with examples. In accordance with obtained data the relationship between curriculum and Semantic Web applications will be explained and given recommendations.

***Life - long Learning in
Higher Education***

Factors Effecting Lifelong Learning Inclinations of Prospective Teachers

Duygu GÜR ERDOĞAN; Sakarya University, Sakarya, Turkey, dgur@sakarya.edu.tr

Zeki ARSAL; Abant İzzet Baysal University, Bolu, Turkey, arsal_z@ibu.edu.tr

Abstract

Due to the globalization and progress experienced especially in recent years, expectations for the teaching profession in the world have also changed and consequently it has been made to reorganize in teaching proficiencies in member countries of the European Union, many countries in Europe (Ireland, Netherlands, Norway, Australia, etc.), and in Turkey. It is outstanding when it comes to the revised teacher qualifications that continuous professional development, personal development and lifelong learning in particular have been emphasized. Lifelong learning for teachers is considered vital. Teachers and prospective teachers should have the ability and tendency to lifelong learning, not only for themselves, but also for training individuals learning lifelong in the community. Teachers should learn about the roles and responsibilities for lifelong learning in the community and in the education system. In developed societies, being in lifelong long process is the leading for characteristics desired from teachers (Tekışık, 2003: 181; Cited in: Özer & Gelen, 2008). There is a growing awareness for the adoption of the lifelong learning concept at every stage of teaching career within teacher education policies (OECD, 2005). However, as Field (2006) stressed, evidence of implementation is very low although documents pertaining to lifelong learning policies are rather obvious. However Coolah (2002) emphasizes that all the traditional training programs including the training of teachers and educators should be changed, re-planned and implemented to achieve lifelong learning policy. As a result of social dynamism effects, it is required that educational programs be also dynamic and they be reorganized such as to allowing individuals to grow according to the needs of society. Training of prospective teachers should be encouraged for lifelong learning through quality programs and early career supports. It is thought that needs assessment studies should be primarily performed in the reorganization of teacher training programs according to the expected proficiency for the teaching profession and the supporting factors for acquisition of these competencies. The aim of this research made by considering the importance of lifelong learning in the teaching profession is to determine the relationship of lifelong learning qualifications of prospective teachers, academic branch pleasure and wishes of career development and tendency to teacher profession with lifelong learning tendencies and their effects on it. It is contemplated that this study will contribute to identify the factors that influence lifelong learning tendency of teachers and prospective teachers. Additionally, considering the factors in the study within the scope of lifelong learning, it is expected to offer the data to help develop the programs which can be developed to such as to increase prospective teachers' life-long learning tendency and adequacy, and to have the characteristics of a preliminary phase. The working group of the research is formed of 3rd and 4th grade of prospective teachers being educated at Educational Faculty in 2013-2014 semester. Totally 1123 prospective teachers participated in the research. In the study, Academic Branch Satisfaction Scale (2013) adapted to Turkish by the researcher, Lifelong Learning Tendency scale developed by the researchers, Lifelong Learning Competency Scale developed by Uzunboylu & Hürsen (2011), The Orientation to Teaching Profession and Career Development Desire Scale adapted to Turkish by Eren and Tezel (2010) was used as the data collection tool. While the relationships between lifelong learning tendency, lifelong learning qualifications of prospective teachers, academic branch pleasure and wishes of career development and tendency to teacher profession are being determined, Pearson Pleasure Moments Correlation Coefficient and Multiple Linear Regression Analysis have been used in the study.

The results taken in the research is given as: It has been found that lifelong learning tendency of prospective teachers have been high, academic branch pleasure has been at medium level, wishes of career development and tendency to teacher profession have been at low level and their lifelong learning qualifications have been higher than medium level. Whereas a positive and meaningful relationship has been found between lifelong learning tendencies of prospective teachers and lifelong learning qualifications of prospective teachers and career development wishes, a positive and meaningful relationship at low level has been found between lifelong learning tendencies of prospective teachers and their academic pleasure. It has been found that 55% of variance of lifelong learning tendencies of prospective teachers defines lifelong learning qualifications, 51% of it defines wishes of career development and tendency to teacher profession and 0.054% defines academic branch pleasure.

As a result, while the best predictor of lifelong learning tendencies have been found as lifelong learning qualifications; academic branch pleasure predictor has been at low level. Lifelong learning competencies contain the qualifications which individuals have in cognitive, affective and psychomotor fields (Coşkun & Demirel, 2012). Tishman, Jay and Perkins (1992) stated that tendencies guide to use behaviors and skills (Cited in: Akbiyik & Seferoğlu, 2002, p. 91). Based on these statements, it can be said that the best predictor of lifelong learning trends is lifelong learning competencies because skills that are cognitive processes and tendencies that are affective processes can not be kept separate from each other. It can also be said that many factors (such as cultural, social, individual, social and economic factors) can have effects on lifelong learning due to fact that the concept of lifelong learning is very wide (Overly, Mc-Quigg, Silvernail & Coppedge, 1980; Cited in: Dunlap, 2005; SEC, 2000), and that predictability of academic branch satisfaction is quite low because it is very limited by staying as only one of these concepts. By taking the research results into account to provide the prospective teachers to be a lifelong learner, their lifelong tendencies can be increased by organizing seminars and Project studies which will increase the prospective teachers career orientations and development with lifelong learning skills development programs.

Keywords: lifelong learning inclination, lifelong learning qualification, teaching profession, academic branch, career development

The Evaluation of Effectiveness of Teacher Training Programs on Getting Personal and Professional Competencies Gained Towards Lifelong Learning in Accordance with Teaching Staffs' Views

Hilal KAZU; Fırat University, Elazığ, Turkey; hkazu@firat.edu.tr

Demet DEMİRALP; Fırat University, Elazığ, Turkey; demet.demiralp@hotmail.com

Abstract

European Countries made some arrangements on their higher education systems at the beginning of 90's and 2000. Of these arrangements, Bologna process, which was launched to implement lifelong learning, has been a turning point for universities. With Bologna Process, it is emphasized that lifelong learning is an inseparable part of higher education activities (The Bologna Declaration, 1999). In order lifelong learning to be implemented in higher education, it is stated that curricula of universities should be equipped with activities through which students learn how to learn and take research responsibilities (Harpe & Radloff, 2000). This kind of curricula will also contribute to the expansion of lifelong learning in societies.

In order to form a society consisting of individuals who are lifelong learners, some arrangements on teacher training programs are certainly needed. In fact, among the trends which have been influential and prominent in teacher training since 1990's, it has also been claimed that the educational process of pre-service teachers should be expanded with lifelong learning (Fenwick, 2001). In line with these views, some arrangements on teacher training system have been made in accordance with lifelong learning in Turkey as well. The most important one of these arrangements has been to determine the qualifications of teacher training process and educational sciences in Turkey Higher Education Qualifications Framework (THEQF), which was created based on European Qualifications Framework for Lifelong Learning (EQF-LLL). Like the other qualifications, the level descriptors of these qualifications were determined by associating them with those in European National Qualifications Framework, and "knowledge", "skill" and "personal and professional competence" of pre-service teachers in their undergraduate level were reformed according to lifelong learning (THEQF, 2011). If so, what is expected from THEQF and teacher training programs is to train teachers, who have, along with knowledge and skill, personal and professional competence towards lifelong learning and who can use this competence adapting it to all areas of life after graduation. However, at the point of realization of these expectations, it is a matter of curiosity how effective teacher training programs are in terms of having the pre-service teachers gain these competencies. Regarding this, views of teaching staff working in faculties of education are vital, since they are the operators of the program. The determination of

contribution of teacher training programs to the pre-service teachers be equipped with personal and professional competence in accordance with teaching staff's views could be a guide for implemented and to be implemented education policy. So, it is thought that the data gained from the study will both set a light to developing similar programs and be a source for similar studies. The objective of the study is to evaluate the effectiveness of teacher training programs in terms of getting the personal and professional competencies gained in accordance with teaching staff's views.

In the study, single screening model, which is of general screening models, was utilized. The population of the study consists of teaching staff working in faculties of education in a state university from every geographical regions of Turkey in 2014-2015 academic year. The staff working in faculties of education at Afyon Kocatepe University, Yıldız Technical University, Kastamonu University, Fırat University, Ankara University, Dicle University and Çukurova University were presented as a sample. While calculating the power of the sample group representing the universe, taking the .05 deflection amount and %95 confidence level into consideration, the minimum number of samples which will represent the 549-unit-universe for the teaching staff has been calculated as 226. In order to determine the sample of teaching staff, sample random method based on equal and independent probability of selection of each sampling unit in the universe was used (Balci, 2006, p. 84).

The data of the study were obtained through "The Scale of Views on the Effectiveness of Teacher Training Programs Getting the Personal and Professional Competencies towards Lifelong Learning Gained". While determining the scale items, especially, personal and professional competency statements determined for pre-service teachers in Turkey Higher Education Qualification Framework created by European Lifelong Learning Qualification Framework. The measuring tool was applied on 173 teaching staff for pre-treatment and the findings obtained from the confirmatory factor analysis showed that 18 items and four-factor structure have adequate fit indexes (χ^2/df : 1.62; RMSEA: .060; GFI: .88; AGFI: .84; RMR: .047; SRMR: .061; NFI: .94; NNFI: .97; CFI: .97). The factors were named as "Working Independently and Taking Responsibility Competency", "Learning Competency", "Domain-Specific Competency" and "Communication-Social Competency". For the reliability of the scale, Cronbach Alfa was calculated and the internal consistency were found .79 for 1st factor, .82 for the 2nd factor, .84 for the 3rd factor, .71 for the 4th factor, and .90 for the general. So, it has been seen that the internal consistency of the scale is at adequate level.

For analyzing the data, descriptive statistics were used. To determine the effectiveness of the teacher training programs on getting the personal and professional competencies gained, score range was accepted as "*not effective at all 1.00-1.80, slightly effective 1.81-2.60, moderate effective 2.61-3.40, very effective 3.41-4.20, completely effective 4.21-5.00*"

According to the findings of the study, the averages regarding the sub-scales and the overall scale are respectively, for "Working Independently and Taking Responsibility Competency" $M = 2.76$, for "Learning Competency" $M = 2.52$, for "Domain-Specific Competency" $M = 2.76$, for "Communication-Social Competency" $M = 2.14$, for "Personal and Professional Competencies", which is overall scale, $M = 2.56$. According to these results, the teaching staff are of the opinion that the teacher training programs are moderate effective in terms of getting the "working independently and taking responsibility competency" and "domain-specific competency" gained, and those programs are little effective in terms of getting the "learning competency" and "communication-social competency" gained. For all that, they think that those programs are little effective in terms of getting the personal and professional competencies gained.

The results show that teacher training programs are inadequate in terms getting the personal and professional competencies gained. It has been revealed by the views of the teaching staff, who are the operators of the programs, that these competencies, which were determined and targeted by Turkey Higher Education Qualifications Framework could not be gained enough. In order to realize that, getting the lifelong learning competence gained should not only be stated in Turkey Higher Education Qualifications Framework, but also some practical activities should be implemented in these programs.

Keywords: Turkey higher education qualifications framework, teacher training programs, personal and professional competencies, lifelong learning.

The Students Lifelong Learning Competencies about His Thoughts Some of the Variables Examined in terms

Okan SARIGÖZ; Akdeniz University, Antalya, TURKEY; okan.sarigoz@gmail.com

Mehmet Şirin CENGİZ; Hakkari University, Hakkari, TURKEY; mehmetsirincengiz@hakkari.edu.tr

Ahmet DÖNGER; Hakkari University, Hakkari, TURKEY; ahmetdunger@hakkari.edu.tr

Fatih CAM; Akdeniz University, Antalya, TURKEY; fatihcam33@gmail.com

Murat KOCA; Hakkari University, Hakkari, TURKEY; muratkoca@hakkari.edu.tr

Abstract

Lifelong Learning (LLL) is an approach has emerged as an alternative to traditional methods. This approach mental put aside to acquire traditional knowledge, conscious, is using technology and access to information essential to be aware and get information. LLL, the individual requirements of the socio-cultural as well as an approach that is also aimed at continuous improvement as professional. Toprak and Erdogan (2012, p. 70), According to LLL, to develop training mechanism is of a half-century of European society, focused on education and to invent as concretise their professional development and human resources policy is a phenomenon which they work. Güleç, Çelik and Demirhan (2012, p. 40), According to LLL, personal, civil, information within a point of view related to social and employment covers all learning activities undertaken throughout life in order to develop skills and adults. Şışman (2012, p. 334), argues that the continuing expansion of the concept of information to be found in the information society LLL has caused more often wish to bring. In addition, advances in science and technology, increased communication facilities, diversification of the educational environment and teachers' professional competence, has led to the acceptance of LLL concept more effectively.

Ayhan (2005: 10), argues that the concept of LLL, first as John Dewey in the 1920's, is used by Eduard Lindeman and Basil Yeaxl to. Later, the concept was developed by a group of UNESCO experts 1990's emphasized strongly in the middle and had been used and the 'cradle-to-grave learning' unless otherwise indicated (EC, 2003; Teyfur, 2009, p. 373; Toprak & Erdogan, 2012). LLL are made of different definitions. Some of these definitions; Erdamar (2011, p. 220) According to LLL, the world and the self-knowledge, new information and gain the skills, to make its investment, something to make the world aware of the new beauty is learning habits and behavior. Soran, Akkoyunlu and Kavak (2006: 202), According to LLL, to create a second chance to people through the updating of basic skills and more advanced means to provide education opportunities. LLL, on a voluntary basis, the development of personal and professional reasons qualifications (Ireland Ministry of Education and Science, 2000). Koç (2005), based on LLL is a learning habits and behavior. Organization for Economic Cooperation and Development (OECD), according to LLL, without end, and are constantly in need of improvement and change activities which play an important role in the upbringing of the individual (Ersoy, 2009, p. 9). These events are usually events or activities related to the interests of the individual or business is continuous. LLL people to be able to create new opportunities, provide advanced training opportunities and to adapt to the constantly changing conditions everywhere, and refers to a learning process will continue throughout the whole of life (Polat & Odabaş, 2008, p. 144; Soran, Akkoyunlu & Kavak, 2006. p. 201).

State Planning Organization, the Eighth Five-Year Development Plan, the Lifelong Learning or non-formal education in the specialty commission report (DPT, 2001, p. 10; OECD, 1996, p. 87) LLL has identified three main objectives. For this purpose: Personal Development: Lifelong Education, Lifelong Learning strategy with individual focuses on active learning process and is latent individual centers. And recognizing the right of individuals to choose more initiative aims to provide appropriate training to the interests and needs of individuals. Social Integration: LLL benefit the small group remained until today as a process. Lifelong Learning, reverse it, so anyone offering LLL opportunities, contributes to equal opportunities and social integration aims at strengthening the democratic foundations of society. Economic Growth: realize the opportunities and skills to create equal opportunities, to increase productivity, to include arrangements for promoting economic growth and creating new tracks. Singh (2002), according to LLL's 'Know and learn', 'learning to do', 'learn to be' and 'learning to live together', including There are four objectives. Given the overall aim of the objectives can be said that the quality of LLL usually grouped around individual learning and personal development. It also has identified eight key skills and competencies for LLL European Parliament on December 18, 2006. These basic skills and

competences; Ability to communicate in mother tongue languages in contact to establish, Math Proficiency, as well as to have the Basic Science and Technology Competence, Digital Competence, Learning to Learn, community and civic competences, entrepreneurship intuition and Cultural Awareness and Expression Power of Competence (Coşkun & Demirel, 2012; Demirel, 2010; Figel, 2007; Gencel, 2013; Hozjan, 2009; Hürsen, 2011; Karakuş, 2013; Otten & Ohana, 2009; Selvi, 2011). In Parliament, according to the competence of individuals to study and be trained by LLL enough information about this competence, conscience, have emphasized the need to have awareness and experience.

The purpose of this research, some of its views on LLL competence of students at the university are also trying to identify demographic variables into consideration. General Scanning made using the attached model stratified sample model research has been done on the Hakkari University students studying in vocational schools. In the study, Hürsen, (2011), which was developed by the Lifelong Learning Competence Scale were used. The scale used in the study "self-management competencies", "learning to learn competencies", "initiative and entrepreneurial competence", "competences to obtain information", "digital competence" and "competence to decide" consists of six subscales including. Students who participated in the survey, their responses to the scale items, depending on the demographic variables with the help of SPSS 20 statistical software package F-test, t-test and one-way analysis of variance is calculated using the Anova test. In binary variables in the study's t-test, ANOVA test in groups of three or more variables are used. All questions in Likert scale used in the study from negative to positive 5 to 1 Highly accurate, the positive and negative were scored from 1 to 5 correctly. The analyzes based on these scoring, t test for binary variables in the research, Anova test for three or more variables are used. Analyses were made note of the parametric and nonparametric tests. Data interpreting the significance level ($p < 0.05$) and research data has been reviewed according to the level of significance. As a result, significant differences in opinion between students depending on demographic variables was found in, as adopted by the students of some of the LLL competence in research and is known only reached students at the results as they have them or know know some qualifications. Also for this reason the curriculum of the LLL principle that the basic information about students LLL competencies in research is insufficient, adding the course for the qualification and purpose or LLL principles into existing course content, it led to results such as adding topics for qualification and purpose.

Keywords: Lifelong learning, lifelong learning, qualification, employment.

The Students of the Faculty of Education About Adult Education the Evaluation of Perception

Okan SARIGÖZ; Akdeniz University, Antalya, TURKEY; okan.sarigoz@gmail.com

Mehmet Şirin CENGİZ; Hakkari University, Hakkari, TURKEY; mehmetsirincengiz@hakkari.edu.tr

Ahmet DÖNGER; Hakkari University, Hakkari, TURKEY; ahmetdonger@hakkari.edu.tr

Murat KOCA; Hakkari University, Hakkari, TURKEY; muratkoca@hakkari.edu.tr

Fatih CAM; Akdeniz University, Antalya, TURKEY; fatihcam33@gmail.com

Abstract

The access to information, have the competence to produce basic way of being able to apply the knowledge and information is through education. So take a lifetime training both individuals has become a vital necessity for nations (Egypt, 2002, p. 56). Students or parents for that particular individual had graduated from a secondary school student until the time is ignored too much. However, individuals who completed secondary school or a university is usually thrown into life after the age of 20, the stage starts and individuals to take responsibility for this phase brings the material and spiritual distress. Adult individuals can take responsibility, formed sense of identity, which has its own life and experiences, self-developed sense of responsibility is defined as an individual (Smoke, 1999). Legal adulthood, biological, is envisaged as a process that involves social and psychological elements. The

underlying for adult education, psychological adulthood (Özdemir, 2003). Societies usually are considered as adults over the age of 18-20 individuals.

There is a need for them to work primarily meet the basic needs of the people they can continue their lives of individuals from a certain age and be responsible adults. Therefore vocational courses are offered under a certain age as adult education institutions and organizations named by some adults can not learn a profession. The first official organizations involved in adult education, established as a Community Training Department of the Ministry of Education law adopted in 1926, was rebuilt shortly after closing this unit in the early 1950s with the Bureau of Public Education name. 1956 Public Education Centres and Vocational Training Centres opened in Turkey has served hundreds of thousands of adults at various locations (Author, 2012, p. 22).

The overall purpose of adult education undertaken by the Authority to have profession and material necessary to sustain the life of the individual is to have spiritual needs. Smoke (2000: 43), the three main objectives can be discussed in a general adult education. The first of these objectives require the information society, manners, to create a society of adults with skills and competency levels secondly, the development of Adult Education in the Target Audience Adults in the community in which they live and to develop an understanding of issues related to overcoming obstacles to live and adults prepare the solution of this problem the third is their attitude to all adults for the purpose of self-realization, knowledge, understanding and provide the opportunity to improve the properties and facilities. When a profession is a business owner or adults should not see him enough, at every stage of life needs to constantly renew itself, should be open to closely follow innovations in modern life and innovation. Therefore adults should adopt an individual lifelong learning approach.

All individuals and more increasingly important for societies that Lifelong Learning approach Coates and Demirel (2012, p. 109) 'learning according to, not limited in terms of time and space, admits the learning wherever the desire to learn can be realized. Lifelong learning, early childhood family been learned, all phases of pre-school education besides formal education, advanced old age is acquired through learning and includes all learning gains over the life of the individual briefly. Also Andresen, Boud and Cohen (1995), wherein the life and work-based learning experiences are also in Lifelong Learning.

In that appeal to all ages, but especially the community support Lifelong Learning adult education, there are three basic elements in itself. These items; Continuity; education process continued until his death begins in the first year of life and is qualifying for the interests and needs of individuals throughout their lives. Future changes in the educational field and the personality of the individual is shaped by the education he received in advance. Therefore, individuals should fold their creativity in the learning process and Lifelong Learning must continue their activities. Creativity: are the individuals to adapt to change and develop to realize their full potential in order to keep pace and creativity. The main purpose of Lifelong Learning is to bring individuals into a part of life. Reveal the creative potential of individuals against the traditional school and successful individuals are taking action to increase the creativity of individuals. Learning Life Long Learning One of the people are the most important element of their learning and asking them questions. Therefore schools Lifelong skills necessary for learning (detection problems, decision making, problem solving, etc.) Values and attitudes should assume the responsibility to provide the (Erdamar, 2011; Karakus, 2013; Teyfur, 2009; tugs, so that & Herzegovina, 2011).

The purpose of this study Students studying in the faculty of education, some demographic variables of attitudes towards adult education is also considering trying to determine. The sample of the study, 2014-2015 academic year, 255 students are studying in Hakkari University created the Education Department. In the study, which is one of the descriptive method "Global Scan Model ' is used. Used in the study and the validity and reliability of the Adult Education Survey, which consists of 24 items made again and Cronbach's alpha internal reliability coefficient was calculated as 0.79. According to the results obtained in the study of students in the Faculty of Education, they look at the positive aspects of adult education, it will be useful when training for adults led to results as they would be happier when they feel they do in adults.

Keywords: Adult education, lifelong learning, vocational training, education faculty.

Examination of Prospective Teachers' Digital Competence in the Context of Lifelong Learning

Taha YAZAR; Dicle University, Diyarbakır, Turkey; tahyazar2011@gmail.com
İsmail KESKİN; Dicle University, Diyarbakır, Turkey; ikeskin@dicle.edu.tr

Abstract

Undoubtedly we live in the information age and have been witnessing rapid changes and developments. With the development of science and technology, knowledge creation and sharing has accelerated. This necessitates formal education as well as providing individuals with contemporary information in order to cultivate individuals in accordance with needs of current age. Facing these rapid changes and developments an individual who graduates from university in his/her twenties, needs new data resources and skills so as to keep pace with society and maintain professional and personal development. In fulfilling needs of training individuals must have some knowledge, skills and qualifications called as "lifelong learning qualifications." Lifelong learning is defined as "certification of common learning activities and those acquired from these activities throughout lives of individuals in order to improve knowledge, skill, attitude and qualification while determining interest areas of individuals with personal, social, cultural, economic, and especially employment-related approach (Aksoy, 2008).

Lifelong learning has been defined by the European Commission. "All learning activity undertaken throughout life, with the aim of improving knowledge, skills and competencies within a personal, civic, social and/or employment-related perspective". It gives a new dimension to lifelong learning activity undertaken in formal, non-formal as well and informal learning settings." Lifelong learning competencies are addressed under 8 basic sizes by the European Commission. These dimensions are communication in the mother tongue, communication in foreign languages, mathematical competence, basic competence in science and technology, digital competence, learning to learn, social and civic competences, personal initiative and entrepreneurship, cultural awareness and expression. Digital competence is one of the eight key competences for lifelong learning identified by the European Commission. Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

The aim of this study is to assess digital competence of teachers within the context of lifelong learning. In accordance with this aim, it is determined whether digital competence of teachers makes a significant difference according to teachers' Gender, Department, Education Level and he/she does (not) take Computer Class.

One of the descriptive research models, survey model has been used in this study. As the subject of this study, digital competences in the context of lifelong learning are defined in its own terms. Scope of this study includes candidate teachers studying at Pedagogical Formation program of Ziya Gökalp Faculty of Education of Dicle University during the spring semester of 2014-2015 academic years. Sample of the study consists of 318 candidate teachers randomly chosen from various departments of the Pedagogical Formation program. As data collection tool, a scale is developed from a sample group different from the original research group but chosen from the same scope. Developed scale consists of 30 items and three-dimensional. SPSS software was used for analysing the data. First, in order to determine what kind of test will be used, score distribution is examined if it meets normality assumption and when it meets normality assumption parametric tests (t-test, one-way ANOVA for independent samples) are used to analyse the data.

When we look at the average scores obtained from the scale for analysis, the level of digital competences of candidate teachers is "Partially Sufficient" and close to the level of "Sufficient." It is observed that there is a significant difference according to the gender variable. Male candidate teachers have higher averages in every item and overall scale when compared with female candidate teachers. There is not any significant difference in average scores of candidate teachers according to education level. According to department variable there is a significant difference between some departments

(Biology - Arabic Language and Literature). According to computer class variable (whether he/she takes it) digital competences does not change.

When assessing the scores obtained from the scale digital competences of candidate teachers are partially sufficient and are close to the level of sufficient. According to the gender variable male candidate teachers appears to be much more sufficient than female candidate teachers. It is found that there is a significant difference in the favour of female candidate teachers in the studies about lifelong education including digital competence (Diker Coşkun, 2009; Demirel & Akkoyunlu, 2010; İzci & Koç, 2012; Gencel, 2013). Some researchers (Sahin, Akbaşlı & Yanpar Yelken, 2010; Oral & Yazar, 2015; Şahin & Arcagök, 2014) have determined that there is no difference in terms of gender. It is found that average scores of candidate teachers from the scale and sub-dimensions do not differ according to their education level. In the related literature there are studies in which there are differences in competences between classes (Diker Coşkun, 2009; Demirel & Akkoyunlu, 2010). According to department variable (Biology - Arabic Language and Literature) it is found that there is significant difference between some departments. It is indicated that there are differences between departments in the literature (İzci & Koç, 2012; Gencel, 2013) similar to results of this study. In our study it is observed that digital competences don't differ according to the fact that candidate teachers do (not) take computer class.

According to the results of the study it is found that digital competences of candidate teachers are sufficient, male candidate teachers are much more sufficient than female candidate teachers, competency levels don't differ according to education levels and computer class variable and there is difference between some departments. The results of the study show that digital competences of candidate teachers need to improve in the context of lifelong education.

Lessons that will help candidate teachers to improve their digital competences and create lifelong, sustainable education opportunities via digital media should be prepared and the content of these lessons should be enriched. To improve the digital competences of candidate teachers there should be both theoretical lessons and applied lessons and these skills should be acquired. Further studies with broad participation in this area should be made and brought to the attention of policy-makers in particular.

Keywords: Lifelong learning, teacher candidates, digital competence.

Investigation Of Postgraduate Thesis Related To Lifelong Learning

Emin Tamer YENEN; Gaziosmanpaşa University, Tokat, Turkey; tamer-yenen@hotmail.com

Hasan Hüseyin KILINÇ; Nevşehir University, Nevşehir, Turkey; hhkilinc_23@hotmail.com

Ayhan BULUT; Gaziosmanpaşa University, Tokat, Turkey; ayhanbulut44@hotmail.com

Abstract

On one hand while rapidly changing science and technology forces individuals and societies to change their lives by influencing them, the other hand it increases the importance of education. Individuals adapt to the new roles in society and keep up with change through education. We encounter concept of lifelong learning without losing its actuality in the point of adaptation to these new changing and improving circumstances. Lifelong learning is defined as an educational activity which aims to provide knowledge and skills to individuals and to adapt them to the community through formal or non-formal education by taking into consideration the needs of them (Demirel & Yağcı, 2012). Similarly, in their studies Coskun and Demirel (2012); Gencel (2013) indicate that lifelong learning plays an important role in achieving current knowledge and skills, and in renovation of people by keeping up with conditions of the changing world.

In Europe since the beginning of the year 1990 increasing importance of lifelong learning is becoming an area where the researchers also investigate frequently in Turkey today. Researchers often work to measure lifelong learning trends, perceptions and competencies on several examples of types and variables. In addition, researchers also mention conceptual framework of lifelong learning, historical development and issues related to place within the European Union and Turkey.

In recent years, there are thesis carried out within many different institutions and faculties related to the field. However, there is no study compiling postgraduate thesis on lifelong learning by analyzing them. Whereas, the most effective method is to analyze the studies carried out in this field to reveal the latest tendencies and work areas and to reveal the tendencies in progressing and in-depth analysis of a topic; to do these studies in a certain period of time and within the specific criteria will draw a general framework on the issue and provide great benefits in terms of having an idea for researchers working in these areas (Bikmaz & et al, 2013).

In this study masters and doctoral thesis carried out at different institutes and faculties between 2007 and 2014 have been analyzed. In this context, we aim to detect general trends on lifelong learning. In addition, this study will shed light on new research to be carried out in this field by indicating certain areas, variables, samples and methods etc. of the thesis.

The study has been designed in scanning model. Scanning model aims to reveal the shape of the past or the present situation of a subject (Karasar, 2012).

In the survey, it is seen that thesis about the topic of lifelong learning from the Higher Education Council (YÖK) national thesis network started in 2007 and gained intensity in 2014. Therefore, 24 thesis regarding lifelong learning between 2007 and 2014 form the universe of the research. However, we could reach 21 thesis clearly among these 24 thesis. These 21 thesis constitute the sample of the research. In the sample, there are 4 PhD and 17 master thesis.

In this study, document review technique has been used in the framework of scanning model. The thesis have been analyzed with the frequency and percentage techniques by making a general evaluation in terms of research subjects, models and measurement tools they use, sample types and statistical techniques.

According to the findings, most of the studies were performed in 2014 (28.6%) and at universities in Ankara (52.3) and mainly in the departments of Institute of Educational Sciences (57.1%). In addition, conducting studies in 17 different departments related to lifelong learning are great indicators of how appealing to a wide range of this issue. In the analysis, it is seen that researchers focus on issues such as identification of lifelong learning in a general framework and explanation of its reflection in the institutions and defining lifelong learning trends on different variables in terms of various samples or perception.

It was found in thesis that there were at least 9 at most 1545 people in the sample, and thesis were presented by those of (52.3%) men and (47.7%) women researchers. In the studies it was determined that quantitative and qualitative models (42.9%) equally and the mixed pattern (14.2%); as a data collection tool at most (47.7%) scale and (34.6%) document analysis technique were used. According to the results, at most descriptive techniques (frequency, percentage) (35.2%), respectively, t-test (29.7%) and analysis of variance (21.6%) statistical techniques were performed in the thesis. Further, different techniques were used as well correlation, Kruskal Wallis, Mann Whitney U and MANCOVA in the studies. Consequently, we see from the studies that lifelong learning is a phenomenon rising from need for continuous learning anywhere of life; it isn't abided by restrictions such as time, place and age; particularly it was focused on in Europe in the last quarter of the 20th century, in Turkey the thesis related to this field began in 2007 and it has made a steady progress today. Because of failure to do experimental work on lifelong learning, to conduct an experimental study in this field or to compile postgraduate studies on different samples under techniques such as content analysis or meta -analysis in subsequent works are expected to contribute to the field.

Keywords: Need for learning, lifelong learning, postgraduate thesis.

*Innovation and Change in
Higher Education*

Examining the Psychometric Properties of the Change Tendencies Scale for Teachers

Şener BÜYÜKÖZTÜRK; Hasan Kalyoncu University Gaziantep, Turkey; sener.buyukozturk@hku.edu.tr

Öner USLU; Ege University, İzmir, Turkey; onder.uslu@ege.edu.tr

Sadegül AKBABA-ALTUN; Başkent University, Ankara, Turkey; akbabas@baskent.edu.tr

Abstract

Our knowledge on education increases rapidly. Therefore, teachers are expected to gain different abilities and change their activities in or out of class (Fullan, 2005; Guskey, 2000). However, it is difficult for teachers to change their activities in or out of class. Sometimes teachers' knowledge and skills may change but this change cannot effect the class level activities (Aykaç & Ulubey, 2012; Law, Pelgrum, & Plomp, 2008).

Accepting change as an on times event instead of continues process, is one of the reasons of failure for change attempts (Fullan, 2005; Guskey, 2000). Whereas, change has to be seen as a long-term process and teachers should be supported with appropriate professional development, follow-up and support activities. It is important to determine teachers' change tendencies during this process (Oreg, 2003). Because teachers' tendencies to change effects their reactions to the change process (Schlechty, 1993). By determining teachers change tendencies, decisions about how to support teachers during the change process can be taken based on scientific evidences. This study aims to examine the psychometric characteristics of Change Tendencies Scale (CTS) for teachers.

This research was conducted with 850 volunteer teachers those work in Izmir. 88% of the teachers ($n=749$) have a bachelor's degree and the 10% of the teachers ($n=91$) have postgraduate degree. In terms of gender, 57% of the teachers ($n=484$) marked themselves as female and 43% ($n=366$) marked as male. The experience of teachers differentiates between 3 to 31 years. CTS, which has four factorial structure, was developed by Akbaba-Altun and Büyüköztürk (2011) for school administrators. First and second level confirmatory factor analysis (CFA) were executed to confirm these four factorial structure for teachers. Moreover, the reliability analysis and the corrected item total correlations were examined. Four factorial structure of CTS was examined by CFA. At the first CFA, "M30-M29", "M14-M13", "M32-M31" and "M10-M8" item couples modification indexes were related. CFA was repeated after adding these relations to the model.

At CTS's four factored measurement model, standard coefficient numbers between item and its' latent variable were calculated for the factor of "entrepreneurship in change" between .55 and .88; "resistance to change" between .51 and .70; "believe in the usefulness of change" .71 and .88; "keeping the status" between .66 and .76. Based on the relationship observed between the factors, the connectivity of the four-factor measurement model to another upper-level concept defined as "Change" was examined through second level CFA. After the analysis standard coefficient numbers between change and latent variables were calculated for "entrepreneurship in change" .49, for "resistance to change" .85, for "believe in the usefulness of change" .60 and for "keeping the status" .89.

The fit indexes calculated at first level are as follows: χ^2 ($sd=769$)=3472.14, $(\chi^2/sd)=4.50$, RMSEA=0.06, RMS=0.04, CFI=0.98, NFI=0.97 and NNFI=0.98. GFI=0.83, AGFI=0.81 and, at the second level are as follows: χ^2 ($sd=769$)=3832.40 (771), $(\chi^2/sd)=4.97$, RMSEA=.07, RMS=.10, CFI=.97, NFI=.96, NNFI=.97, GFI=.82 and AGFI=.80. The alpha coefficient numbers of the factors of CTS were calculated for "Entrepreneurship in change" as .92, for "Resistance to change" as .86, for "Believe in the usefulness of change" as .95 and for "Keeping the status" as .78. The Spearman Brown coefficient numbers, which are calculated for reliability, were .88, .82, .91 and .74 within the same order. The corrected item total correlations were calculated for each factor and differentiate between .44 and .85.

The psychometric characteristics of CTS were examined for teachers at this study. Firstly the four factorial structure of CTS was examined by the first level CFA. RMS (.04) near to zero and, CFI (.98), NFI (.97) and NNFI (.98) are near to one, these results indicate that the model has a good fit with data (Jöreskog & Sörbom, 1993; Şimşek, 2007). The results of RMSEA (.06) and " χ^2/sd " (4.50) indicate that the fit of model and data, is between acceptable intervals (Hooper, Coughlan, & Mullen, 2008; Jöreskog & Sörbom, 1993; Sümer, 2000). In spite of that, GFI (.83) and AGFI (.81) are between acceptable fit index intervals or near to these intervals (Anderson & Gerbing, 1984; Cole, 1987; Marsh, Balla, &

Mcdonald, 1988). Consequently, it can be said that, there is an acceptable fit between model and the data.

The connectivity of the four-factor measurement model to another upper-level concept defined as "Change" was examined through second level CFA. Although the results of the second level CFA are relatively lower than the results of the first level CFA, these results RMSEA (.07), RMS (.10), CFI(.97), NFI(.96), NNFI(.97), GFI (.82) and AGFI (.80) were also between acceptable intervals or near to these intervals.

Moreover, the reliability analysis indicates that the alpha reliability coefficients were between .95 and .75. As the alpha coefficient was higher than .70, it's seen that the reliability of CTS is at the acceptable level (Leech, Barrett, & Borgman, 2005). Additionally, the corrected item total correlations were between .44 and .85, for each factor. As the item total correlations were higher than .30, it can be said that each item has an distinctiveness power (Büyüköztürk, 2007). Thus, CTS which was developed for the school administrators also can be used for the teachers. Factors of the CTS are parallel with lots of studies at the literature(Collinson et al., 2009; Fullan, 1990; Knight, 2009; Madden, 2008; Oreg, 2003; Schlechty, 1993). There are many initiatives about teacher change so adapting a scale for teachers' change tendencies can contribute both to literature and practice. Offering a scale about teachers' change tendencies to the literature can support the prospective future studies about teacher change. Furthermore, determining teachers change tendencies by using the CTS can support decision-makers with the empirical data.

Keywords: Teachers change, change tendencies, scale development.

Investigation of Faculty Members' Point of View on Technology Integration: A Case Study

Hatice ÇİLSALAR; Middle East Technical University, Ankara, Turkey; haticecilsalar@gmail.com

Abstract

In faculties, students have expectation on using technology in their class because they live in technology-overwhelmed environment. However educational activities in higher education can be limited by sources. Instructors have the potential to integrate technology into their classes can be prevented for integration of technology by some insufficiencies (Butler & Sellbom, 2002). Tendency of using technology in education is getting common, day-by-day. However effective technology integration into educational activities in higher education is so limited. Also there is limited study on how faculty members who experienced effective technology integration into the courses make sense of technology integration in a local context. To fill this gap in the literature, this research tries to describe essence of effective technology integration experiences by faculty members.

This study aims to clarify present condition of correlation among higher education, technology support, and faculty members' professional development. The purpose of the study is to understand and describe, in depth, this technology integration into classes of faculty members within its real-life context. As aforementioned, the aim of the study is to capture the circumstances and conditions of an everyday or commonplace situation and the single cases are informative about the experiences of the individuals or organizations as exemplary (Yin, 2009) which indicates holistic single case methodology. For the purpose of this study, the instructor is chosen as a typical case because of the potential representativeness of exemplary technology integrator into higher education courses.

As an exemplary faculty member, Dr. Era was chosen as core of the study, who is an assistant professor at the Department of Educational Sciences at a public university in Turkey. She is female at the age of 32 and full-time instructor at this university with seven years teaching experience. She received her Ph.D. on Curriculum and Instructional Technology in USA. She worked as a postdoctoral fellow within the department of Curriculum and Pedagogy in Canada. Also, two graduate students (a male, a female), whose advisor is Dr. Era participated into the study in order to triangulate data. The data for the study were collected during the fall semester of 2013. Interviews and observation were employed to collect data related to purpose of the study. Interviews with instructor and her two graduate students

were done to collect data on what her demands are, how she benefits from current supports for technology integration, and how she makes sense of technology integration. Researcher developed observation scheme focusing on technological tools and usage of them in the classes. Data were performed by using open coding, axial coding and selective coding processes which are represented by Strauss and Corbin (1990). Simultaneously, data were compared, contrasted, and grouped with conceptual labels like categorizing.

Results can be grouped as opportunities that the instructor have to integrate technology in courses, sources of the problems that commonly confronted with technology integration, and ways of solving these problems that applied commonly.

There are so many opportunities that Dr. Era hold for technology integration in the institution. Two main categories were encountered on opportunities. First one is "technological tools" as hardware. Both Dr. Era and her students specified similar tools; such as, computer, projections, mobile phones, tablets, and smart boards. Second one is Web-based tools, which are course webpages, mail groups, google docs, social networks, Edmodo, Digoo, LMS, and Moodle as course webpage generally used in her courses. Google-Docs is frequently used one among them because of its advantages. She has both online and offline opportunities that could be used for both in-class and out-class activities.

Dr. Era has some problems on technology integration, which are summarized as; web based, technical, student-based, instructional problems. These problems can be arisen from course webpages, which can be defined as web-based problems. Also as Dr. Era defined these webpages require occasionally checking for their updates or their freeness. Availability, sustainability, power cut and timing are the main technical problems. Also, student-based problems in her courses are generally faced ones, stated by all participants.

Dr. Era insisted three main solutions for web-based, technical and student-based problems. Although she did not give clues about solutions for instructional problems, so as to solve the web-based problems, she chooses to access admin or members' technology support office who are experts on the issue. Dr. Era states that she generally finds key individuals in the institution and consults them about the problems when she faced with a technical problem.

This case study allowed for an in-depth look at the case of a successful instructor who integrate technology into the courses and understand both meaning of technology integration and the sources that support their success. The university did not have a centralized technology integration policy which gives opportunity for examining exemplary instructors in terms of technology integration by having flexible thinking and implication opportunities. Technological opportunities can meet some needs of instructors to some extent by providing that they are aware of technological opportunities (Surry & Land, 2000). At that point, the importance of institutions' roles have emerged by providing workshops, trainings, mentoring programs, group works, etc. on technologies (Leh, 2005) which make instructors to integrate technology. This also helps to develop personal interest on technology.

The problems are faced with technology integration such as web-based, technical, student-based, and instructional problems (Okojie, Olinzock & Okojie-Boulder, 2006). Availability and sustainability of the webpages, timing and power cut problems causes difficulties for technology-integrated courses. In addition to these; perfect planning, lack of support, requirement of encouragement and willingness, and knowing diverse teaching methods are accepted as instructional problems.

Implications from this study can be categorized into two parts, for further research and practice. This research is focused on single case, similar procedure can be conducted by using multiple case designs in order to see different views of exemplary instructors on technology integration. To make clear the acceptance of the exemplary instructors, research questions can be redesigned by focusing on that point. In the practice part, there is need to increase awareness of instructors to make them exemplary on technology integration by offering workshops, inservice trainings, mentoring programs, etc. Also support from institution is desired by instructors for increase their encouragement and motivation.

Keywords: Technology integration; faculty member; case study.

**Curriculum Reforms in Vietnam between 1986 and 2015: The Question
of Knowledge and Innovation**

Thi Kim Quy NGUYEN; Melbourne Graduate School of Education; thikqn@student.unimelb.edu.au

The paper wasn't presented in the congress.

Occupational Health and Safety Scale Development

Süleyman Alpaslan SULAK; Necmettin Erbakan University, Konya, Turkey; sulak@konya.edu.tr

Abstract

Occupational health and safety (OHS) receives more importance nowadays, and it has become a major research area. In Turkey, occupational accidents are significant in number. According to ILO data, between 2003 and 2007, Turkey is on the second rank in occupational accident number in the world (Tutkun, 2010). For this reason, it is inevitable to take any necessary precautions to prevent occupational accidents in Turkey so article 6331 of "Occupational Health and Safety" legislation went in effect on 30.06. 2012. Due to the increase in population, people moved from agriculture sectors to industrial sectors. Occupational health and safety receives great attention because of the working people in industrial sectors since there are increasing number of occupational accidents and diseases, and increase in injuries and death due to the unfavorable working conditions (Aydin et al, 2013). Occupational health and safety education is an important component of profession. In Turkey, providing OHS education, and scope of it are determined by article 6331 legislation. Employers are responsible for providing OHS education given by OHS experts (article 6331). It is extremely important to protect workers' lives and health. There are 191389 occupational accidents, 1360 occupational death in 2013 in Turkey. In the same year, nobody died because of occupational diseases even though 371 occupational diseases have been pointed out (SGK). Many universities established departments for occupational health and safety in Turkey, and occupational health and safety courses have been included in the curriculums. All these departments are dedicated to educating OHS experts and creating OHS culture. In OHS education programs, it is aimed to reduce occupational accidents and create OHS culture.

This study aimed to create a scale to investigate attitudes of the students who had taken OHS classes about occupational health and safety.

As it is a scale development study, sampling procedures were not implemented, and study group was determined. Students from different departments, who took OHS course, participated in the study as a study group. The researcher first reviewed the literature, the drafted the scale. After that, in order to assess relevancy, comprehensibility, and adequateness of the items, the researcher asked 3 education specialists', 2 statisticians' and 2 OHS experts' (one from A level, one from C level) opinions. After asking the experts' opinions, 54 items were decided to be included in the scale. The scale is a likert-5 type scale from "strongly disagree" to "strongly agree". While "strongly disagree" is assigned to have 1 point, "strongly agree" is assigned to have 5 points in positive items. For negative items opposite pointing system is used. Demographic information was gathered with 12 questions in the scale.

Data was analyzed with SPSS 16.0 package and Microsoft Excel 2010. Factor analysis was done to determine dimensions of the scale and to check reliability of the scale. The correlation is calculated through analyzing overall points and gathered points in order to find out that the items are investigating

purposed attitudes. In order to check item reliability, simple item analysis was done (27% high group, and 27% low group). Cronbach's Alpha was determined to see reliability of the scale. The items, which had low correlation and factor dimension, were excluded from the scale.

According to analysis conducted, some criteria were decided to confirm scale items. According to criteria, reliability-validity correlation should be above 0,20, and factor load should be above 0,30. In addition, factor dimensions were determined on the basis of at least 0,10 difference. When all analysis were done, it was seen that the scale had three dimensions.

Keywords: Occupational health and safety, scale development, OHS education.

Using an Interactive Whiteboard on Undergraduate Students: The Point of View of Academicians

Mehmet Can ŞAHİN; Çukurova University, Adana, Turkey; mcsahin@cu.edu.tr

Nihan ARSLAN NAMLI; Çukurova University, Adana, Turkey; nnamli@cu.edu.tr

Tuğçe KARATAŞ; Çukurova University, Adana, Turkey; tkaratas@cu.edu.tr

Abstract

The interactive whiteboard (IWB) has become a common technology for instructors with a FATİH Project, which stands for Movement of Enhancing Opportunities and Improving Technolog. The aim of the FATİH Project is to establish smart classrooms with Tablet PCs' and interactive Smartboards (ISB). These whiteboards are designed to present users with the ability to share ideas and images with whole groups at once, for images are made large enough on the whiteboard screens for larger audiences to view. These whiteboards also serve to keep audiences actively engaged in the presentation at hand (Griffin & Holland, 2008; Mechling et al., 2007; Preston & Mowbray, 2008). These large screens using the SMART, Promethean, or PolyVision technology includes writing directly on the screen, interacting with pre-existing text, writing notes, viewing images, watching videos/graphics, accessing the internet, listening to music/sounds, and drawing (Preston & Mowbray, 2008). Furthermore, all work which is completed on these whiteboard screens can be saved and printed for later use (Preston & Mowbray, 2008). According to Ateş (2010)'s research, teachers think that these boards are saving time, improving classroom management, minimizing the need for eyes at the back of the head, providing subject diversity and increasing students' interest in the lessons. On the other hand, Geer and Barnes (2007) indicate that traditional teachers only stand in front of the board to direct the education. By allowing students to use IWB supplies student-centered education. So, in this study, it is aimed to put forward academicians' views on the IWB. The scope of this research study participant determined by purposive sampling, so that research participants are using the IWB. Research conducted with ten faculty members who work Cukurova University in the department of education. Interviews with ten participants in the study has been done, given a separate code for each participant in the transfer of sight " academician_x " was used. In the research, case study, which is one of the qualitative methods way was used. In order to determine the notion of the academicians, semi-structured interviews with six open-ended questions was applied. The data obtained from these interviews were analyzed using content analysis method. Obtained from the interview views' results, the opinions of academicians have been provided with quotations and troughs. Various recommendations have been made for researchers based on relevant research findings. In order to observe their views about IWB document analys is carried out. The results of the document analyses illustrated that, visual elements, texts, simulations and animations can be used more effectively with the help of IWB. Additionally, these boards help to attract the attention and provide more active participation of students. This finding is consistent with the literature (Erduran & Tataroglu, 2009; Slay et. al., 2008; Sunkur, Arabaci & Sanli, 2012). Although it saves time, some academicians do not want to use these technologies because some of them don't want to keep pace with educational technology. Similar findings are set forth also in the study conducted by Erduran and Tataroglu (2009). As for implications, academicians especially in some disciplines should be familiar with smartboards for their future lessons. Smartboards are simply not the best way to teach large classes in terms of both academicians and students. Academicians as an

educator should experience this technology and learn the successful usage about it. So, this study is thought as a directive and guiding resource for all educators.

Keywords: Fatih Project, interactive whiteboard, interactive smartboard.

Teaching in Higher Education in Regard to the Concept of Embodied Communication

Barbara WOLF; SRH Hochschule Heidelberg, Heidelberg, Germany; Barbara.wolf@fh-heidelberg.de

Abstract

Higher education mainly deals with curricula, methods and principals of teaching. The following text proposes the hypothesis, that the individual way of interaction between lecturer and students is at least as important as those issues. The terms of embodiment create the chance to explain subtle and hardly feelable aspects of communication. Is one friendly or denying glance of the teacher able to influence the motivation and attention of the students? Do the posture and the attitude of a lecturer have an effect on the learning ability of the audience? These and other questions about the obvious signs and subliminal messages of human communication in the context of education will be answered by the concept of "embodied communication".ⁱ

The expressions of „embodied communication“ such as *crampedness* and *vastness* or *personal situation* and *mutual situation* make possible to describe the processes of human interaction very distinctively. The philosopher Hermann Schmitz (1929*) describes the relationship from one person to another as something that overcomes the borderline between alter and ego. The body of alter suggests a kind of movement to ego until he is resonating in this motion.ⁱⁱ The stage of crampedness and the stage of vastness are important manners of existence.ⁱⁱⁱ In the stage of crampedness the person is affected by anxiety, fright, surprise or deep concentration on something. He feels under pressure and is trying to control the situation. By contrast the stage of vastness enables the person to release control and to merge into the crowd. In the conversation he lets the things slide. This can be declared by means of felt impulses and noticed motions. The alternation of crampedness and vastness regulates the process of a talk. This paper will make obvious the advantage of knowing the language of „embodied communication“ in the context of higher education. Hermann Schmitz has developed this distinguished concept in his „system of philosophy“, which is based on a new phenomenological way of thinking, founded on Edmund Husserl.^{iv} Hermann Schmitz has developed the phenomenological method in his „system of philosophy“. This method is based on three steps:^v

Destuctive stadium: The researcher explicates single facts and phenomenons of the environment. He observes and describes trivial incidents of all day life or educational settings. For this purpose he uses conversational language. In addition to that he can use prose texts and poetry which deal with the subject.

Analytical stadium: Now the searcher identifies considerable iterations. Those will be summarized and paraphrased in order to find some patterns or types of behavior

Combining stadium: The different patterns will be combined and reconstructed. So it is possible to verify the results of the analytical stadium.

The method is useful to research pedagogical interaction and show the relevance of the arrangement of face-to-face situations. Some typical patterns in educational settings are the virtues of patience, confidence and cheerfulness. Patience for example can be identified by means of calm posture, evenness and relaxed facial expression. In the research setting one can observe the influence of the teacher's behavior on the countenance, gesticulation and motivation of the students.

The paper will show the importance of phenomenological analysis for learning – teaching processes in higher education. It is not only the curricula and the principals of teaching but also the embodied communication that plays a role in educational settings.

Keywords: Embodied communication, crampedness, vastness, personal situation, mutual situation.

Curriculum and Instruction
Studies In Preschool and
Primary Education

Do Fourth Grade Teachers Construct Their Students' Learning in Math Class? How?

Esin ACAR; Adnan Menderes University, Aydin, Turkey; esinacar@gmail.com

Aylin YILMAZ; Adnan Menderes University, Aydin, Turkey; aylinnyilmz@gmail.com

Oktay GÖKTAŞ; Adnan Menderes University, Aydin, Turkey; oktaygoktas58@hotmail.com

Abstract

In the classrooms, in which instruction is planned and organized by considering the constructivist approach, teacher does not give knowledge directly, instead of this she provides students with knowledge with some clues (Asan & Güneş, 2000). It is known that 2005 curriculum, which is the current one in our country, has this philosophy.

Yieldingness of learners and using their mental skills depend on teachers' capacities of enabling appropriate learning environments, meeting the learners' needs by considering their individual differences, supplying learning materials and, may be the most important one, the capacities of being good in their academic fields (Erdem & Demirel, 2002). Although there are many studies based on the constructivist approach in our country, these studies have quantitative characteristic.

Özenç (2007), determined that classroom teachers perceive themselves proficient about applying the constructivist approach in their classrooms, their proficiencies do not differentiate to gender, the classroom teachers working in private schools perceive their constructivist classroom performances better than the teachers working in state schools in the master thesis titled as Determination of Classroom Teachers' Constructivist Approach Proficiency.

Kasapoğlu and Duban (2012) asserted that there is a positive relationship between the prospective classroom teacher's attitudes to the constructivist approach and their self-efficacy beliefs; that is their attitudes to the constructivist practices such as planning a course, learning-teaching process, measuring-evaluating process and creating a learning environment are affected by self-efficacy beliefs.

A curriculum achieves its objective by the reflections of practitioner teachers' academic and professional competencies on their classroom practices. Examination of what extend the teachers, who are the practitioners of curriculum, were adopted this philosophy and in this context what kind of teaching practices were practiced in their classroom would ensure the testing and also inspection of curriculum. Qualitative study has some objectives such as describing events and cases and report them, creating key concepts, generating and testing theory (Cohen, Manion, & Morrison, 2007). In this context, this study aims to determine competencies of classroom teachers in constituting knowledge on their students via observations and to see how they do this.

The design of this study is ethnography because of its implementation in natural classroom environment. Teachers were observed in their classrooms, which are their natural work environment, by two researchers separately as 4 hours and 12 hours in total. The researchers observed the teachers structurally by filling out the observation forms for each teacher. Both researchers observed each teacher at least once. The observations were recorded.

As part of the study, 3 teachers working in two different elementary schools at center of Aydin were observed. While one of them represents low-socio economic level, other two work in the schools, which represent the level of upper middle socioeconomic status. Ali teacher, who works in the school representing low-socio economic level for thirty-five year, displays insecure behaviors and has routinized tone of voice. Can teacher, who works in the school representing middle-upper socio economic level, works as a teacher for ten years. He has also pretty monotone and routinized voice. Murat teacher, who is observed in the same school with Can teacher, works as a teacher for thirty-six year. He can communicate with his students well, use his voice in different tones when he needs; he is a preferred teacher especially by parents.

As a data collections instrument the observations and interviews at the end of the observations were used structured by the researchers. Before the observations teacher information form and prepared observation form were used during the class observations.

The contents of data obtained from the observations were analyzed by considering the constructivist approach's criteria in practice and then they were interpreted. These criteria are determined as; *enabling different expression of fact, revealing the complexity existing in the nature of real world, not repeating it but focusing on constructing knowledge, teaching content by ad-lib rather than abstract*

instruction, creating a learning environment including the real life events, nurturing children's feedbacks, content assurance and constructing the content knowledge, supporting the constructing of knowledge cooperatively by social relationships and interviews (Murphy, 1997a).

The data collected by observations and interviews in the direction of the criteria put forward by Murphy (1997), for understanding whether constructivism is practiced in classroom and are summarized by Jonassen (1994) were analyzed and findings were determined according to the constructivist practices. The analyses are already proceeding and some results are seen below.

It is recognized that Ali teacher working at a school representing in a low-socio economic level did not create a platform for arguing during math class and it is seen that he taught the class by traditional methods. In this situation, it was not doing anything for enabling the expression of facts in different ways and for nurturing the children's feedbacks.

Can teacher working at a school representing high socio economic level practiced some activities as a part of constructivist approach in his class, but it is observed that he couldn't move away from the traditional instruction. It can be said that this teacher is inadequate for nurturing the children's feedbacks and creating a platform.

In Murat teacher's class the activities, which are suitable for constructivist approach took place much, according to the criteria of constructivist approach he performed the activities such as bringing the real world in his classes by sample cases, improvising about the topic, giving the children constructive feedbacks, using collaborative working for constructing knowledge.

In the practices of constructivist approach, which is still working on and accepted as the best one insistently with regard to relationship with today's world, it is seen that there are some deficiencies in the practicing of constructivist approach by teachers for creating a platform and using the social relationships for constructing knowledge, expressing knowledge and fact in different ways, using improvisation, emphasizing content instead of abstract instruction and evaluating children's feedbacks and nurturing them. However, teachers practiced convenient conscious and useful activities generally at the points of teaching courses by discussion and interviews, using materials and resources effectively.

Teachers remain incapable of teaching their students to construct knowledge in general. For this reason, practicing deficiencies would be removed by practical educations for teachers.

Keywords: Constructivist approach classroom practices, classroom teachers, teacher proficiency

Primary Students' Perceptions Regarding Free Course Activities: A Phenomenographic Research

Özlem AL, Okan University, İstanbul, Turkey; ozlemistanbultr@gmail.com
Sevim AŞİROĞLU; Okan College, İstanbul, Turkey; scamuzcu@gmail.com

Abstract

The purpose of this research is to describe the private school students' perceptions about the effectiveness of the free course activities in depth. In addition, the research aims to provide suggestions about what could be the roles of the students' throughout the program development process. The research problem is the following: How do students perceive free course activities in a private elementary school? The methodology in this study is based on phenomenography.

Phenomenography is a qualitative research methodology, within the interpretative paradigm, which investigates qualitatively how people think and experience differently. This approach appeared in publications in the early 1980's (Barnard, 1999). This approach is suitable for this study since it deals with various students' thoughts and how they perceive free course activities from different angles.

In phenomenographic analysis, researchers try to identify different categories of qualitative data analysis. Created categories reveal how different people experience and perceive different concepts of subjects (Didis, Ozcan & Abakan 2008). In this respect, phenomenography should not be confused with phenomenology. They are both strong methods of qualitative data analysis, within interpretative paradigm so have many similarities, but also have differences.

According to Walker (1998) phenomenology is also a field of knowledge that is acquired by having experience as the subject of the study. Morton (1981) describes that both phenomenology and

phenomenography aim to discover human awareness and experience. Phenomenology is interested in individual experience, whereas, phenomenography is interested in having collective meaning. There are many ways to express the lives of individuals. In this context, group interviews, observations, pictures, historical documents are used as the main source of information and how individuals see phenomenon regarding phenomenographic study (Demirkaya & Tomal 2008). However, in phenomenography, the most reliable and primarily used data collection tool is semi-structured interviews. Morton (1994) emphasizes the main issue of credibility in a phenomenographic study is the relationship between the data obtained from interviews and the categories for describing the ways in which people experience a certain phenomenon.

This study was conducted one of the private schools, in Istanbul. The working group of this research includes 16 students who are from the 3rd graders. Data collection tool obtained in this study is focus group semi-structured interviews. Main two interview questions which cover the study: What do you think about the function of the free lesson activities in your classes? What do free activities in the course look like?

The data analysis of the focus group interviews was transcribed carefully in depth based on video recordings. Research data analysis process of this study will be finalized by intimacy, concentration, comparison, grouping, sorting and explanation process which are the categories of phenomenography. Patton(2002) refers that the language use of the qualitative research should be based on a "first person". Since this study was done on a collective effort, "the use of we" altered our path way. This intimate language use enriched our thinking and led us to view things/phenomenon in a more enlightening way, that we as two researchers, have never realized it before.

In conclusion, prior results indicate that all of the students in the study group are very fond of free activities to do in a class environment. None of them like to be guided by teachers. They want to identify objectives related to course content themselves, they want to decide for themselves the ways in which they want to learn. They enjoy working in groups with friends of their choice. They occasionally experience conflicts and go hard times in group projects. The source of this main conflict is both partners want to choose the subject and the themes of the project themselves. We can deduce that free activities are named free, but not systematically organized.

Group dynamics to be rethought and reorganized in classrooms regarding projects.

Keywords: Program development, phenomenography , free course activities

An Analysis of Mathematics Textbook in Line With the Elements and Standards of Critical Thinking

Betül ARISOY; Çukurova University, Adana, Turkey; betul80@gmail.com

Abstract

In our country where science and technology are developing rapidly, there is an increasing need to educate students as individuals who can think effectively, and offer effective solutions to the problems. Baykul (2003) denotes that mental skills that aid individuals for functioning properly in life and in higher education such as effective reasoning, critical thinking and problem solving must be gained and improved. Therefore, the most important task expected from schools is to train students as individuals who are able to access knowledge, create and produce, solve the problem on their own, and tolerate and respect different ideas (Aybek, 2007). Schools can provide and implement the abovementioned tasks only with developing curriculums that will respond to the needs of the era. "Critical thinking skills", one of the gains of constructivist approach that was instilled in our education system in 2005, contributes to train people as individuals who have good characteristics, view the situations from independent, objective and scientific perspective, respect human rights and have responsibility towards society, create and produce people that is one of the important goals of our education system. The concept of critical thinking was propelled to the education literature in the 1950s as a construct (Akinoğlu, 2001) and refers mental and emotional processes that require to be able to investigate and interrogate in a versatile manner, apply thinking processes effectively, objectively and in a disciplined manner, assess the new situations and develop new ways based on the results of the assessment while

in the process of acquiring knowledge. Although there are consensus regarding some of the aspects of the construct critical thinking in the literature, number of definitions have been produced due to the different approaches. Therefore, different answers exist regarding the question what really the critical thinking is (Bowman, 1987).

Nowadays, it becomes necessary to educate students as individuals who have critical thinking skills in order for them to adjust and orient with the rapidly developing and changing era. Nosich (2011) argued that two conditions are necessary for critical thinking: thinking of the elements of critical thinking and meeting the standards of critical thinking. Nosich set the elements of reasoning as purpose, question at issue, assumptions, implications and consequences, information, concepts, conclusions and interpretations, point of view, alternatives, and context. Critical thinking is to analyze a question, a discipline, a subject based on the terms of these elements and to understand the logic of how they fit together. When we think about what we did, we come to a point that we act on for a specific purpose. When we ponder something, we try to identify a problem and we always need to start from somewhere (assumptions). Our thinking starts in any place but it ends up in one certain place. At the final stage, conclusions and interpretations of our logic are revealed. Information and concepts related to the subject is needed to think in-depth. We reach conclusions when we finalize thinking process regarding the problem and we interpret them. We think within a certain point of view. When we ponder, there are alternative ways for the issue. Our in-depth thinking always occurs in a context. Also, there are essential factors to meet the standards of critical thinking such as clearness, accuracy, importance-relevance, sufficiency, depth and breadth, precision. According to Nosich, thoughts meet the criterion of clearness if they are easily understood and there is no possibility to misunderstand them. Thoughts and words are accurate if they are consistent with the reality and nature of the things. In the standard of importance-relevance, the issue that is being focused on and thought must be relevant, central and significant. It is viewed as an evidence to meet the criterion of the sufficiency level if the subject is processed enough logically and all the necessary factors have been taken into consideration. The thinking is considered as deep if the theories underlying the subject, descriptions, and complexities are taken into account in an appropriate manner. Breadth meets the standards if the subject is processed within its all aspects, perspectives in accordance to relevant issues. It is precise if enough details were provided on the subject and specific points were illuminated.

The critical thinking skills are very important in mathematics as in different fields, domains and disciplines. Critical thinking skills which are one of the goals of mathematics curriculum are considered among the higher-order thinking skills (Ministry of Education, 2015). Although the research is scarce regarding the relationship between critical thinking and math achievement, recent studies have been demonstrated that critical thinking is a positive and significant correlate for academic achievement. Akbiyik and Seferoglu (2006), for instance, examined the relationship between academic achievement and critical thinking dispositions and found that both of the constructs are positively and significantly related.

Textbooks are employed as a widespread and important educational tool in our country. It is extremely important that the context of the textbooks must be inclusive and responsive to the needs of the era. Therefore, additional to their physical appearance, textbooks should aim to develop some important qualifications of the students such as scientific thinking, problem solving, creative thinking and critical thinking skills (Yıldırım & Ateş, 2003).

The purpose of this study is twofold. First, the current study aims to identify and discuss the components of the critical thinking within the Secondary School Math Curriculum and based on 5th Grade Mathematics Textbook. Second, present study will analyze the 5th Grade Mathematics Textbook according to critical thinking standards. In the study, Secondary School Mathematics Program (Board of Education, 2015) and 5th Grade Mathematics Textbook (Ministry of Education, 2014) in 2014-2015 academic year were employed as samples. Regarding research methods, descriptive method and document analysis were hired in the current study. Firstly, critical thinking components (purpose, question at issue, assumptions, implications and consequences, information, concepts, conclusions and interpretations, point of view, alternatives, and context) of math curriculum were identified and discussed within the framework of Secondary School Mathematics Program and 5th Grade Mathematics Textbook.

Findings of the study reveals that 5th Grade Mathematics Textbook partially meets clearness, accuracy, importance-relevance, sufficiency, depth, precision standards and does not meet the breadth

standartsatisfactorily. Additionally, the study highlights the cases in which the standards of the critical thinking are not met at all. Recommendations and implications are discussed in order to improve the context of textbooks in terms of developing and enhancing the critical thinking skills of the students

Keywords: Critical thinking, standarts of critical thinking, elements of critical thinking, mathematics program.

Children of Children's Development in the context of a Study of the Effects of Past and Present for Fields (Sivas Province Sampling)

Aysel ARSLAN, Cumhuriyet University, Sivas, Turkey, ayselarslan.58@mynet.com

Tuncay DİLÇİ, Cumhuriyet University, Sivas, Turkey, tuncaydilci@gmail.com

Abstract

In this study, the children's games and toys from the past to the present children's development of the fields of effects was investigated. This is in Sivas for 20-80 age group has been chosen as a study group, a total of 50 people. In this study, qualitative research has been used in the case study of the types of pattern. To collect data about a eight-point meeting open-ended form, referring to the expert opinion. Living in Sivas for research 52-80 age range 24-person interview data that is received from the attendees made a video recorder with the stored frequency analysis technique have been resolved. In addition, 20-45 age range and semi-structured interview form located on the 26 participants was applied to the data obtained from the participants and content analysis technique has been applied. The study included participants according to predetermined quality is divided into two different groups. 52-80 age range that is located in a 1. their childhood periods in the group games and toys questions were asked. 20-45 age range 2. the children played games and the Group today, they were asked questions about the toy. In this way, research comparable to two different data set was created with the for from b. According to the findings of research in the past played 70 different children's game. Today, the number has been identified as the children's game played is 37. In addition, according to the results achieved within the scope of the work in the past played game uses as children in 22 different material kits, today this number is 7. This game is available from the natural environment and life is a lot more of the objects produced by the children themselves using, nowadays is expressed using a toy. Data obtained from participants in the study generally, children's games and toys of the children with character development, especially the development of physical skills of children, to establish effective social, emotional and cognitive development of positive contribution. In addition, the child developed democratic life skills in children of the game, the ability to help them win social cohesion, sharing their emotions out of patience, and creative thinking and reasoning skills gained in both groups contained by the participants. In the context of this contributions compared past and present. In line with past statements of the participants played a children's play area for all of the development of a more positive deems acceptable. The reason for this is that as in the past as a rehearsal for the future of the children in the game by showing real life children function more effectively prepared, personal relationships and friendship is instrumental and so on to lay the foundations for reasons. Also in the past played in the games due to the use of more experienced kids outdoor environment better acquaintances, they realize earlier the living conditions, along with the objects around them perceive the function and problems faced by smaller, sleeker, more functional and constructive solution. By contrast, in today's technology-weighted virtual games are due to be played indoors more in children a sense of productivity using creative skills in front of solution generating capacity drops. In the past, the game material is used as the tools are more natural environment and natural materials have been obtained by using and this affects children's development of different areas of positive is expressed by participants. Today, the game material as more toys are used and children will lose their game creation of competence. Today's game is played more of technology-weighted material and the individual has been found to be for the virtual games. Kids today are playing games and toys of the identifacial them, and socialization of both collaboration and share the feelings of individuals living in the degree to which we have become devoid of expression. According to the data obtained from past and present played in children's games and game used in game materials among children vary considerably in terms of their contribution to the

development of. In the past, played children's games, a collective consciousness in creating the way today's children's games takes them more solitude. In the past, played children's games analyzed in more active involvement in the games played with the band, they contain different development fields of children for which they have been determined. Today is the children's games are played in addition to being more individual weighted mostly cognitive field to which they have been identified. Other development areas of neglected children in children, obesity, attention deficit disorder, muscle weakness, such as health issues. In this context, all areas of child development that appeals to the imagination, vision and synthesis level raises the productivity that allows them to use their creative skills turned active, draining their energy in a positive way can deliver them to the different options and environment, physical activity to promote the necessity of being of the games in laying the groundwork for orientation. The group played the game of children's cognitive, affective, physical, social and language development and the fact that significantly support the children from an early age to be together with the other children-oriented activities should be prepared. City projects while preparing children's play areas, be sure to really run away and these areas are both children of the actual needs and should be designed in consideration of security. More of today's game and toy technology weighted families anxious, lack of information about the technology of the parents and therefore could not aspire to the safety of children's games and toys to the helplessness they feel. Considering these realities should be awareness-raising programs their families. Since the truth of today's technological toys are no longer a movement that we are teaching the children through this toys-related research and development activities must be executed by an expert. Reduction in the number of games and game supplies in the present day, taking into account the qualification in differentiation of past games played and used toys to be identified, there is no lack of archiving for this value. To face this game and as for today's children crafted toys promotion projects should be given significant weight. Play this game and toys that are appropriate in the training program of activities contained in children presenting their history, from the bridge and we're still very optimistic in terms of the cultural values of major importance.

Keywords: Kids games, game tools, training, personal development, family education

The Investigation of the Number Sense Elementary Teachers in terms of Number Sense Components

Perihan DİNÇ ARTUT; Çukurova University, Adana, Turkey; partut@cu.edu.tr

Zübeyde ER; Uluğ Bey Middle School, Adana, Turkey; zbeyde-er@windowslive.com

Abstract

A qualified teacher must have the knowledge, pedagogical content knowledge, strong content knowledge. *Pedagogical content knowledge* is based on research and experience and includes subject-teaching knowledge, valuable topics, useful explanations and examples, and students' preconceptions. *Content knowledge* includes theory and practice of subject-knowledge, justification of subject-knowledge, and knowledge of relationships between subjects (Shulman, 1986). Even (1990) refers that a teacher who has a strong mathematical knowledge helps students achieve meaningful learning. Accordingly the content knowledge is also an important component expressed in teacher training. Understanding the math lesson, planning and teaching this component has an important place.

Developing number sense concepts to succeed in math is to succeed in math is one of the main requirements. So it is important that teachers have a firm grasp on number sense. Hope (1989) has described number sense as a feeling of being able to make reasonable estimations about the various uses of numbers, being able to recognize arithmetic errors, being able to select the most effective computing method, and being able to notice number patterns (cited in Yaman, 2013). Number sense is defined by Altay (2010), using the number with flexibility practical thinking methods in numbers with processes, choosing the most effective and convenient solution, in some cases creating improper ways of solving standard solutions, conceptual thinking and using different display formats with fraction.

When literature is analyzed, it was seen that a limited number of studies were conducted to develop the number sense in elementary students (Altay, 2010; Altay & Umay, 2013; Aunio, Lim, Hautamaki, &

Van Luit, 2004; Bay, 2001; Gay & Aichele, 1997; Markovits & Sowder, 1994; Reys, Kim & Bay, 1999; Sengul & Gulbagci, 2012) and reservice teachers (Yang, 2007; Yang, Reys & Reys, 2009; Yaman, 2015; Şengül, 2013; Şengül & Dede, 2014). But no studies were found pertaining to elementary teachers. The above discussion reveals the necessity of one requiring a strong knowledge of the field in order to be able to perform on the math-education platform. Moreover, whether or not the elementary school teachers have an understanding for number sense is rather important because elementary school teachers are developing the sense of number in the students meaning. The results obtained from the research may lead to some suggestions for elementary schools to take into account. In this context, this study aims to determine elementary teachers' number sense skills in terms of number sense components (number concepts, multiple representation, effect of operations, equivalent expression counting and computation).

The survey model contains descriptive research methods in which the study is aimed to identify the situations related to the number sense of elementary school teachers.

The participants were generated by elementary schools in the southern region of Turkey. As a data acquisition tool, Singh(2009) has been used as a number sense test adopted from McIntosh, Reys, Reys, Bana, and Farrell (1997) by translating Turkish. Three English teachers analyzed the test and according to its feedback necessary corrections were made. The number sense test consists of 50 questions. There are 5 components (number concepts, multiple representation, effect of operations, equivalent expression counting and computation) in the test. The number sense test has been administered to elementary school teachers individually. The process of data analysis is continuing.

Designing of A Geometry and Spatial Sense Curriculum

Yasin AY; Middle East Technical University, Ankara, Turkey; yasin/ay@ege.edu.tr

Elanur YILMAZ; Middle East Technical University, Ankara, Turkey; elanur@metu.edu.tr

Abstract

Geometry can be thought of as the science of shapes and space, while spatial sense is "an intuitive feel for one's surroundings and the objects in them" (National Council of Teachers of Mathematics, 1989). Geometry is an important area of mathematics because it provides students with a deeper appreciation for the world that surrounds them. As all other branches of mathematics, geometry is learnt through concepts. However, due to different reasons, learners may have difficulties when constructing the concepts, and they produce misunderstandings or faulty thoughts about concepts. These misunderstandings are called as misconception, which refers to a kind of learning difficulty (Meşeci, Tekin & Karamustafaoglu, 2013).

There might be a lot of reasons for having misconceptions. The skills, comprehending ability, developmental level, prior knowledge and readiness of students are some of the important factors on misconceptions (Bingölbali & Özmentar, 2014). Furthermore, wrong applications in education, textbooks, materials, instructional methods and characteristics of words and language also effect the producing misconceptions (Çalışık, 2006; Karslı & Ayas, 2013). Determining and eliminating misconceptions are very important especially in sequential disciplines like geometry, because students learn new things by relating them with the prior knowledge. That is, if there is a misconception in the prior concepts, it is inevitable that new-learned concepts might include misconceptions as well (Driver & Easley, 1978).

The main purpose was to identify students' misconceptions in the geometry learning area at 8th grade level of middle school education, and to develop a curriculum to overcome these misconceptions. The study was designed to specifically answer the following research questions:

1. What are the misconceptions of 8th grade students in the geometry learning area?
2. Does the geometry and spatial sense curriculum overcome the misconceptions?

The design of the study is a concurrent triangulation design as a mixed-methods composed of both qualitative and quantitative methods (Fraenkel, Wallen, & Hyun, 2011) to provide more complete understanding of the case but also to converge findings from different sources through different tools (Creswell, 2007). One public school in the province of Izmir was selected by convenient sampling

(Fraenkel, Wallen, & Hyun, 2011). 26 8th graders in the school participated in this study. Data of the study were collected through a mathematics achievement test, and classroom observations. A framework for classroom in line with the research questions of the study was designed. For achievement test, the most comprehensive learning objectives of the geometry learning area in 8th grade were identified. The test included 10 open-ended items. Both data collection instruments were reviewed through experts before conducting. Content analysis was used for conceptualizing the qualitative data obtained through observations in accordance with the conceptions and the themes to explain the data (Yıldırım & Şimşek, 2011). Also, descriptive statistics were used to analyze the data obtained through the achievement test.

According to observations of field-testing, students were seemed to be more willing to attend the class and give answers to questions. At first, students had difficulties when using mathematical terminology, making statements about geometrical concepts like edge, vertices, face etc. However, as they tried to discuss their ideas with classmates, their use of correct terminology changed for the better.

Test results showed that most of the misconceptions that students have decreased after conducting the lessons through new-developed curriculum. Especially misconceptions that more than half of the students have such as "rectangular prisms are regular polyhedron", "all prisms' side faces are rectangular area" and "rotated right angle prisms are oblique prisms" almost disappeared when compared before the lessons. However, some of the misconceptions that very few students have before the lessons remained after the lessons as well. For example, the misconceptions "Constructing non-symmetric bases when drawing the net of a prism" and "The number of faces is equal to the number of edges in prism" did not disappear after implementation of the lesson.

It can be concluded that using hands-on activities and geometry software help to overcome students' misconceptions. Similarly, Öz (2012) stated that abstract materials and dynamic geometry software affect students' achievement positively. Moreover, students were seemed to participate in the study more willingly. The study of Güven and Karataş (2003) also had shown similar results such that students' attitudes towards mathematics and geometry changed positively after using technology and material based teaching. Marguerite (1989) revealed that cutouts of shapes and abstract materials like LOGO could be beneficial in addressing students' learning difficulties, which supports the findings of present study.

Keywords: Geometry; misconceptions; curriculum development.

A Research on the Effects of Various Constructional Features on Students' Biological, Physiological and Psychological Development of Students

Furkan BAŞÇI_FTÇİ; Süleyman Demirel High School of Science, Isparta, Turkey; ibasciftci@gmail.com
Ali SAVCI; Süleyman Demirel High School of Science, Isparta, Turkey; tekdaali@hotmail.com

Abstract

Human beings continue to their growth through certain stages from birth to death. The primary school, secondary school and university periods cover 14 Years (between ages 6-20) from the early childhood to late adolescence. Besides determining the favorableness of the school building and the equipment, I aim to determine the effects on the dynamic and static postures during the lesson and training sessions as well as the influence of the school building and the equipment biological, physiological and psychological development. Sampling space covers primary and secondary schools in Isparta District in 2014-2015 academic year and constructional features of different school buildings. Sampling contains the questionnaire questions used to determine the sex, age, height, weight, the WC habits, positive and negative moods at school, disability, awareness, hobbies, reach ability and discontentment levels of 512 student participants. RULA work evaluation form has been used to evaluate the work posture and SPSS for data analysis.

There have been 21 million students in state and private schools. 17 million of them are in primary school and secondary schools, 4 million of them study at universities. Unfortunately, we have neither a Work Health Unit nor a board for students at schools. I have noticed that up to present there has never been a study to search for what physiological, biological, chemical, physical and psychological danger the students are vulnerable to at schools where they study neither in Turkey nor in the world. I feel that this project work will contribute the education and training from a different angle and will be of great use for educators, administrators, academicians, politicians, scientists, engineers, parents and students as well. The aim of this study aims to determine the effects on the dynamic and static postures during the lesson and training sessions also the influence of the school building and the equipment biological, physiological and psychological development besides determining the favorableness of the school building and the equipment.

Sampling space covers primary and secondary schools in Isparta District in 2014-2015 academic year and questions used to determine the sex, age, height, weight, the WC habits, positive and negative moods at school, disability, awareness, hobbies, reach ability and discontentment levels of 512 student participants' constructional features of different school buildings. Sampling contains the constructional features of the school buildings located in the city centre (6 of which are primary schools, 8 of which middle schools, 8 of which are high schools and total number 22) and the measurements of the equipment used. In this study, experimental groups are evaluated in 6 categories;

1. Group from Primary Schools 108,
2. Group from Middle Schools 197,
3. Group from High Schools 207,
4. Group Male 249,
5. Group Female 263,
6. Group Total 512 students.

First of all questionnaire has been given and measurements are carried out to determine the sex, age, height, weight, their WC habits, their positive and negative moods at school, disability, awareness, hobbies, reach ability and discontentment levels of 512 students participated. In addition to this, a form has been produced and used to find the measurements of all the equipment ergonomics and constructional features with the school buildings. The questionnaire used as a means of collecting data has been given to the students at the previously determined schools, received permission from the administration then filled by students and finally taken back.

The age of buildings where the research has been done is between 1-140 years. 1/3 of the school buildings are newly built and the rest 2/3 are old and not quake resistant. %54,1 of the students are continent and more than half the students who do not urinate for long even they need to do so face to the risk of potential renal impairment, cystitis, urinary system disorders, infectious diseases.

Schools desks are manufactured out of standards and ergonomics, one type and size, and this case could cause future problems in the physical development of the students who have different structural characteristics. The trends in the distraction of the students tend to increase from primary school to high school. The contentment of the students statistically tend to increase from primary school to high school among the students who chose "good or medium" and decrease among the one who chose "very good". The contentment decreases as the age increases.

The degree of factors that influence the success statistically has increased from primary school to high school among the students who chose friends or family. Besides this teacher are found to be the most important factor to influence the success in all experimental groups. Statistically the learning method degree tends to decrease from primary school to high school among the students who chose "memorization or expression" and increase among those who chose "training/ practice". According to the findings acquired after the constructional measurement of school buildings 64% of the school toilets and lavatories are appropriate and 36% of them are inappropriate. This case is considered as the indicators of the awareness of the experimental groups.

According to the findings acquired after the constructional measurement of school buildings 75% of the school stairs and corridors are appropriate and 25% of them are inappropriate. This case is considered as the indicators of the awareness of the experimental groups. According to the findings acquired after the constructional measurement of school buildings 87% of the school gardens are appropriate and 13% of them are inappropriate. This case is considered as the indicators of the awareness of the experimental groups.

As a result of the research 54% of the participants never used school toilets or used at the last minute. Not urinating for long may cause renal impairment, cystitis, infection or urinary system disorders. Because the students are anthropometrically different, stairs, corridor, toilet and the sizes of desks, their quality and ergonomics may cause prudential problems physiological in their dynamic and static postures as a result of long term interaction with these equipments.

Keywords: School, education, ergonomics.

Values Education in Social Media

Zuhal ÇUBUKÇU; Eskişehir Osmangazi University, Eskişehir, Turkey; zuhal_cubukcu@hotmail.com

Abstract

Information Technologies in 21st century have reshaped not only learning-teaching environment, social, economic and cultural life but also interpersonal interaction. There have been millions of users in social networks and these users share every kind of data liberally. The use of social networks in education has also a significant place in education.

Values are the main moral principles or the beliefs that reflect the emotions, opinions, objectives and advantages of the society and that are accepted by the majority of the society to provide and maintain the unity, operation and continuance of it. Values are regarded as criteria of evaluating the cases and as principles that help individuals to take correct decisions in determining and directing the human behaviours. Values are considered as the significant determinants of attitudes, ideologies, moral judgments and various behaviours. Adopted values become a part of personality by experiences of the individuals. There is an inevitable prerequisite for values education. This prerequisite is the free will of the students in determining their value judgments during their life. When value education takes place in an oppressive environment, it turns into force and conditioning.

Social media has many features that improve education process. It makes some changes in people's sense, attitudes and behaviours. It is one of the most advanced media of our age. Social media is a media area in which the contents of internet, web sites, multimedia applications can be transformed from one point to another. The most important factor for determining the behaviours of the target group is the internet technology. Social media with billions of users is a factor which affects the consumer behaviours directly or indirectly. The most significant factor of effective communication is social media. By the help of social media, the access of users to the content and applications in different time zone and in interaction is enabled.

In this study the effect of commercial films that take place in social media on values education has been examined. It is aimed to reveal how the expressions in these commercial films are organized, used and conveyed. The commercial films that emphasize the social values indirectly have been taken into consideration to determine the sample of the study.

Films can be used as a strong educational tool and make the content that is learned accessible visually and audibly. By the help of the films, students can animate abstract knowledge, transfer the idea or reflect the real life. Films are the most important materials that help to acquire cognitive, emotional and psychomotor skills. Semeiology has been applied in this study. Semeiology examines the meanings of indicators and their relation with each other. Indicator is the representation of an object a totally different object or case and the emergence of different morphemes. In Semiotic analysis, morphemes are made out, too. The relation between morphemes are examined. Semeiology not only studies the display of the images but also the meanings that they have.

Keywords: Social media, commercial films, values education, semeiology.

The Role of Parents in Developing Students' Self-Regulated Learning Skills

Muhammet Fatih DOĞAN; Yıldız Technical University, Çanakkale, Turkey; mfdogan@yildiz.edu.tr
Çiğdem ŞAHİN-TAŞKIN; Çanakkale Onsekiz Mart University, Çanakkale, Turkey; csahin@comu.edu.tr

Abstract

Self-regulated learning is identified by Schunk & Zimmerman (2008: 1) as 'the process whereby learners personally activate and sustain cognitions, affects, and behaviors that are systematically oriented toward the attainment of learning personal goals'. Many researchers also stated that self-regulation takes an important place in the teaching-learning process (Wolters, 2011; Zimmerman, 2008). Corno (2011) identified four key habits of self-regulation regarding students. These habits are named as: participating in class, managing homework, studying including strategic online reading and assuming responsibility. She also stated that good homework management occurs through the repeated experiences with teachers raise children as self-regulated learners. Furthermore, parents have an important role in supporting their children's homework. Reviewing the literature also indicated that parents influence their children regarding self-regulation. For example, McInerney (2011) stated that children raised by authoritative parents are more self-regulated compared to children raised by permissive parents. Reviewing the literature revealed that there is limited research conducted regarding parents and self regulated learning in Turkey. These research focused on the power of perceived parenting styles for self-regulated learning strategies (Üredi & Erden, 2009 and parents' as well as teachers' and students' views about the relationship between research skills and self-regulated learning (Şahhüseyinoğlu & Akkoyunlu, 2010). However, there is no research conducted in order to understand parents' views of self-regulated learning in depth and explore the way parents think they help their children to develop their self-regulated learning skills in primary education. Therefore, the purpose of this research is stated as follows:

The purpose of this research is to understand parents' views of self-regulated learning, to explore to what extent parents support their children to develop their self-regulated learning skills and to consider the ways parents can be helped to develop their children as self-regulated learners effectively

Qualitative research methods are utilized in this research. Research aims plays an important role in deciding the suitable method for this research. Regarding the research aims, the study focuses on understanding the parents' views of self-regulated learning and the ways they support their children to develop their self-regulated learning skills. Since qualitative research approaches are used to understand people's perceptions and insights (Bell, 1992; Yıldırım & Şimşek, 2006), they are thought as appropriate for this research.

Data were collected from 20 parents whose children attend fourth grade. Criterion sampling is used in this research. Criterion sampling considers all cases that meets a pre-determined criteria (Patton, 2002). As indicated above, self-regulation is considered as a process whereby students organize and manage their thoughts, behaviors and thus their environment in order to reach academic goals (Zimmerman, 2000). Therefore, students become self-regulated over a lengthy period of time (Zimmerman, 2008). For this reason, parents' views regarding self-regulated learning and their children's development of self-regulated learning will also be developed over the time. Regarding the explanations above, parents with children in fourth grades (final year of primary education) are considered as a criterion for this research. Semi-structured interviews are used in order to collect the data. Semi-structured interviews are appropriate for exploring opinions and perceptions of respondents regarding complex and sometimes sensitive issues and enable the researcher probing for more information and clarifying the answers (Barriball & While, 1994). In semi-structured interviews, a set of questions are prepared in advance and these questions acts as a guide for the researcher. In this research, considering the research aims above the researchers prepared a set of questions in advance. The interviews took approximately half an hour. They were tape recorded. Then, transcribed verbatim. Content analysis was used in order to analyze the data. Researchers use content analysis to analyze written, verbal or visual communication messages (Cole 1988). Content analysis is considered as a research method for making replicable and valid inferences from text in order to gain knowledge and insights (Krippendorff, 1980). There are two approaches in content analysis. These are named as: inductive category development and deductive category application (Mayring, 2000). In the inductive category development, researchers

formulate a criterion of definition through the theoretical background and research questions. On the contrary, in deductive category application there are prior formulated categories that give researchers explicit definitions, examples and coding rules for each deductive category. In this research, inductive category development approach were used in order to analyze the data.

Data analysis process is continued for the present. Findings of this research will provide us a broad understanding of parents' views of self-regulated learning and the way they help their children to develop them as self-regulated learners. The findings of this research will enable us to understand to what extent parents monitor their children's everyday behaviors and help them to become self-regulated learners. Regarding this issue, the research findings will also help us to understand how parents will be helped in future to develop their children as self-regulated learners.

Keywords: Self-regulated learning, teaching-learning process, qualitative approach

An Investigation of the Views of Students about Information Technology and Software Course's Curriculum in the context of Digital Citizenship

A. Cemil ELÇİ; Çukurova University, Adana, Turkey; cemilelci@gmail.com
Mediha SARI; Çukurova University, Adana, Turkey; msari@cu.edu.tr

Abstract

This study examines the students' views about curriculum of Information Technologies and Software (ITS) course in the context of digital citizenship.

Research population includes fifth and sixth grade students who proceed their secondary school in the central district of Adana in 2014-2015 education year. For pilot study, two by two schools from each statue in total six schools, which are identified as low, middle and upper socio- economic status by unbiased cluster sampling method, were selected from research population. Three schools that are from each status were selected for the main study. The pilot study of the research is conducted on 311 students; 97 of them from the schools which have upper socio economic status, 118 of them from the schools which have middle socio- economic status and 96 of them from the schools which have low socio-economic status. The main study was conducted on 264 students; 84 of them from the schools which have upper socio- economic status and 93 of them from the schools which have middle socio-economic status and 87 of them from the schools which have low socio-economic status.

In this research, data were gathered by using the scale of Digital Citizenship in Information Technologies and Software (ITS-DCS) course which was developed by the researcher in this study. In data analysis, descriptive statistics were examined by means of SPSS 21 package software. Furthermore; independent samples t-test and one-way analysis of variance were used. In evaluating the findings in being meaningful or not; 0.5 significance level is determined as a criteria. It is identified that the sample meets the premises for "linearity" and "normality" before the analysis was done. According to the findings of ITS-DCS, effect of the ITS course in contribution to gaining the knowledge, skills and values related to dimension of digital ethics-law and, rights and responsibilities depending on these is over the average. While contribution of the ITS course to gaining knowledge, skills and values related to the dimension of digital literacy is slightly below the average; it is slightly over the average for dimensions of digital security and digital communication.

When the students' ITS-DCS scores compared according to their demographic information, it was found that there was no difference between these scores in terms of their grades and gender. On the other hand, there was significant difference between the contribution level of ITS course on students' gaining digital citizenship knowledge, skills and values in terms of their family income, their parents' education level, socio-economic status of their schools and whether they have a computer and internet at home or not ($p < .05$)

Keywords: Digital citizenship, digital citizenship scale in information technologies and software course

Effect of Blended Learning to Academic Achievement

Ayşe ELİTOK KESİCI; Adnan Menderes University, Aydın, Turkey; aelitok@adu.edu.tr
Veysel Karanı CEYLAN, Adnan Menderes University, Aydın , Turkey; veysel232@hotmail.com

Abstract

In 21st century, we mustn't ignore that new developments in Educational Technologies which create richness learning environments. Also, Instructors should enroll their learning environments to digital world so that more sharing and accessibility with their students who has new skills which contains of Z generation-digital natives such as interested in different instructional materials, emphasis on visually and simply compliance digital skills. Today's students represent the first generations to grow up with this new technology. They have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age. Today's average college grads have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV). Computer games, email, the Internet, cell phones and instant messaging are integral parts of their lives. Under this circumstances, constructs of schools' systems has to make renovation for grow up new generations (Prensky,2001). According to International Computer and Information Literacy Study (ICIS)'s report; digital literacy is defined as "an individual's ability to use computers to investigate, create and communicate in order to participate effectively at home, at school, in the workplace and in society" (Fraillon, Schulz, & Ainley, 2013, p. 17). But in our country , this definition is misunderstand by native generations and adolescents. Especially Z generation have to gain new skills related digital literacy such as critical thinking, problem solving, computer coding and computational thinking.

When developing web 2.0 technologies and Information - Computer Technologies, Instructors can use new technics and methodologies which pave the way for ubiquitous learning environments and practice e-learning tools. One of these methodologies is blended learning that is defined as a computer-mediated instructional strategy that leverages technology and focuses on the student-teacher relationship to enhance independence, engagement, and achievement. This student-centered, teacher-facilitated strategy includes online and experiential components to strengthen classroom learning. In blended instruction, blending not only includes technology but authentic experiences as well. Well-designed blended instruction's foundation is curriculum (LaBanca, Worwood, Schauss, LaSala, & Donn, 2013). It will also bring students digital literacy, digital ethic and self-regulatory in proficiency computer using.

In this investigation," problem solving, computer programming and development of Software product", covered in Educational technologies and Software course in 6 grades is taught a lesson . Reason of selected this unit is about to computational thinking, computer coding and solving problem. Initially, majority of new starters for computer coding are compelled to computational thinking, algorithm steps and operating logic in computer coding. But, blended learning environments dedicated richness course materials, accessibility everywhere (as a learning management system beyazpano.com), resource productivity and on-line tools.

In this study, the effects of blended learning, which provides more effective learning outcomes gains through enriching todays' developing Web Technologies with learning environments, on the middle school level academic achievement , evaluation software projects and retention level are investigated. This study is carried out with 53 students enrolled in the experimental group in 6A and control group in 6B classrooms during the 2014/2015 educational fiscal year in Milas Sakarya middle school.

The design of the study is semi experimental design which including features of quantitative through the evaluation of students' projects that 4 experienced computer teacher developed during the process of the study and the analysis of results for the computer technologies academic achievement tests. During the seven weeks, the unit of "problem solving, computer programming and development of Software product", covered in Educational technologies and Software course, is taught through blended learning supported with enriched web technologies (such as video-conference, Teaching Management System, Discussion blogs , etc.) to the experimental group, whereas the control group was given access to all these enriched contents that are presented to the experimental group only during the classroom environment through traditional teaching environments. Furthermore, along this study flipped classroom technic was used in experimental group's instructional environment. Flipped classroom is

inverting classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa (Lage, 2000).

In this study, academic achievement test and product evaluation form are used as data collection sources. During the data analysis phase, while independent t test, frequency and ANOVA tests are done for the quantitative data. At the end of ANOVA test, it indicated there is a significant difference between the pre-test and final test grades of the experiment group and control group. However, according to measure of pre-test and final test there is a significant difference between in experimental group. The significant difference shows that the blended learning environment has turned out to be successful. Paired Samples Test has been conducted in order to see if there is a significant difference between the retention level of the experiment group who has studied in the blended learning environment and control group. At the end of this test; it indicated there is a significant difference between control and experimental group. Experiment group has grades higher than control group. There is any significant difference between Control group students' academic achievement average depending on gender and experimental group students' academic achievement grades. Only female students' academic achievement grade average is higher than male students' grades in control groups.

As a result of this study, it is concluded that blended learning environment had generated a significant difference in students' academic achievement. Also same difference is seen their project evaluation's points. However, there isn't significant difference on experimental group students' academic achievement depending on gender. At the end of this study, it has been observed that the students who have studied in blended learning environment are academically more successful than the students who have studied in traditional learning environment (Bağcı, 2012; Demirkol, 2009; Dziuban et al., 2004; İlın, 2013; Karadeniz & Uluyol, 2009; Robinson, 2004; Sarıtepeci, 2012; Usta, 2007; Yılmaz, 2009; Yılmaz & Orhan, 2010).

Keywords: Blended learning, flipped classroom, computer-supported project-based learning, computational thinking, coding, educational technologies, computer coding.

Deep Brain Exercises with Teaching and Learning Methods

Oğuzhan GÖZEK, Gelişim University, İstanbul, Turkey; derinbeyin@gmail.com

Abstract

Life is becoming more complicated every day. Science is developing. Life is becoming more important details. To capture these details, it is necessary for the formation of emergency measures to expand the service area. It needs to be better equipped in the human species. The way to make it better equipped to be free and original thinking lies in the open channel. This being the situation of children to dream, to be free in their dreams they build the foundation to perform themselves away from the shackles of abstract and concrete process. Games must be given to the more important.

Deep Brain exercises in visual perception, providing the increase in brain capacity and cognitive skills training. The most important factor in the exercise, to be very active in the entertainment dimension, to be based on scientific basis is not appropriate for individuals from all walks and all ages. Our goal of improving the welfare of individuals in today's conditions and quality of life, with an innovative system of social and cultural changes taking out sports, special exercises to promote personal development and success by way of supporting brain development. Entertainment to the individuals we are in cooperation, innovation and scientific approach to cognitive development as a gain in the foreground. Concentration of individuals, attention, perception, motivation, creativity, coordination, balance, self-confidence, self-efficacy, stress, thinking quickly, decision-making speed, problem solving, reading speed, make no mistake rate, intelligence increase, such as help with important issues, plus motivation Our technology and our new training methods to provide a lifetime of healthy cognitive and visual system.

Deep Brain exercises in visual perception, providing the increase in brain capacity and cognitive skills training. The most important factor in the exercise, to be very active in the entertainment dimension, to be based on scientific basis is not appropriate for individuals from all walks and all ages. Our goal of improving the welfare of individuals in today's conditions and quality of life, with an innovative system

of social and cultural changes taking out sports, special exercises to promote personal development and success by way of supporting brain development.

Entertainment to the individuals we are in cooperation, innovation and scientific approach to cognitive development as a gain in the foreground. Concentration of individuals, attention, perception, motivation, creativity, coordination, balance, self-confidence, self-efficacy, stress, thinking quickly, decision-making speed, problem solving, reading speed, make no mistake rate, intelligence increase, such as help with important issues, plus motivation Our technology and our new training methods to provide a lifetime of healthy cognitive and visual system.and sound artists to create such a perception, and that tool. Perception is always based on the recognition and appreciation to is due to past experience arousal and brain by the eyes of knowledge.

The concept of seeing the objects around us, means to be registered in the memory of the knowledge gained from previous experience. This experience, hearing, touch, taste, smell or hear may include such painful to hear.Warning capabilities of the objects around us there as well as past and future. We know the past, we can predict the future and expectations of an object is an information resource for us. A flower color, the smell, draws our attention to the differences in the structure, we experienced a sensory experience. But its opening season, the seed from soil, water, the sun we know cooperation with the detection process unfolded, we can speak of cognition. The object does not contain meaning, our brain gives meaning to him.The image will not be without light, and therefore need to stimulate the eyes of a light source to begin the process of seeing.

Sensory organ is the brain, which is the greatest impact on our eyes. Nerve-related vision takes up too much space in the brain. According to the data, 80% of our brains visual neuroscience research paths taken.The photos and videos added to 65% in just forget the name of the reason we remember the faces of those hatırlanıyor.ins is stored in our brain through the eye of the facial features. Research shows that increasing; Our brains constantly changing distortsaw. Our brains go to boldly dreaming nap. We obtained images at a time, that a re-evaluation to take place outside of us what we are, we estimate our based on our past experience every time you turn the moment, our brains are filled with very heavy dose of additional information. The brain does not allow us to see what is out there, it stops mostly up. More than ten years time neuroscientists have begun to realize how slowly we create our own special world.

If you look around the world quite a high resolution, photographic is hardly seem clear and complete. In fact, you get a fairly small part of the picture. With so many things that you think you see actually see or do you fill your memory. Your own World the experience I've had in the past, and using the information obtained. Visual brain, much of the information that reaches the eyes, appeared with his assessment based on anatomical studies of memory. We use the information we have seen in the past really know everything you can imagine what happened outside The K remarkable event in the brain that 32 conventional visual field. All other areas is sending signals back signals from the field and return the favor with those in similar measure signals received back from the front, so incredibly reversible flow of information. The discovery of this information flow path has completely revolutionized the understanding of the visual brain. Visual brain inward flow of information from the outside world that we can no longer think of it as one-way street. Instead, stored deep in the brain and from the brain back to the depths of returning to intense amount of information, it appears to be a two-way street. Therefore, we perceive the world, not from being affected by what we hoped to see standing in front of our eyes.

Keywords: Education, intelligence, brain, awareness, visual system.

The Effect Of Allosteric Learning Model on the Problem Solving Skills of 7th Grade Students in English Courses

Oğuz GÜRBÜZTÜRK; İnönü University, Malatya, Turkey; ogurbuzturk@inonu.edu.tr

Sevda KOÇ; Siirt University, Siirt, Turkey; sevdakc@gmail.com

Hatice Melike BABAOĞLU; Siirt University, Siirt, Turkey; melikepau@hotmail.com

Abstract

Learning is the long-term, permanent change occurring in behaviors as a result of individual lives. These changes were explained with many models and theories from the past to the present. One of them is "allosteric" learning model (Topbaş, 2013, p.98).

In the allosteric learning model, an individual realizes learning by using a variety of existing conception not with a simple chain paths. These conceptions help the students to analyze the knowledge and rebuild it or hinder the students' learning (WuTao, 2010; Xinning Pei, 2008). According to the allosteric learning model, to overcome these obstacles, first of all the obstacle should be identified and necessary information should be obtained (Giordan, 2000).

Giordan (2012) explains the obstacles in the learning of individuals in the allosteric learning by likening the bond between the amino acids and their creating the enzymes. So, how enzymes can change form and function according to the environment, in the same way, individuals can change their mind affected by environmental conditions (Topbaş, 2013, p.98). In this regard, Moradi, Brunel and Vallespir (2008) describe that learning in the allosteric learning model is not connected to a single factor but it occurs in an environment called as 'didactive environment' with the relationship of different conditions. In a learning occurred in the didactive environment, firstly questioning takes place in the conceptions and interrogation stage is reorganized. In this way, it consists of a radical change in the individual's mental structure (WuTao, 2010). By this change, old conception gives its place to the new one (Budak, 2010). Educators have great missions during the process of the new knowledge's transfer to the real life and the environment of the individuals. Because, in this model, they play the role of knowledge designer instead of directly presenting the knowledge to the students. With this important mission, teachers should provide the necessary 'didactive environment' and direct the students to the questioning process by several ways (Xinning Pei, 2008). It is essential that they should identify the conceptions of students in this environment. To do this, they try to make the students draw pictures about the subject, face positive/negative situations to reason and discuss about the subject with the help of information they get (Giordan, 2000). In short, it is questioned whether students have problem-solving skills with allosteric learning or not. Individuals identify the problems and find solutions to them with the ability of problem solving (Mayer, 1998). In the process of solving these problems, every student choose a different way. For example, while some students can make easy solutions, some can create different ones and internalize the information obtained (Gürler, 2011; Snyder & Snyder, 2003). In other words, the students develop their problem solving skills with allosteric learning model. Furthermore, in the studies from past to present, the contributions of allosteric learning model to the cognitive structure of students and teaching-learning process have been investigated. These contributions of allosteric learning model to the teaching and learning and the changes on the cognitive structure particularly attracted the attention of scientist working in the field of science (Honorez 2000; Giordan, 1995) and a lot of research and study are conducted on this subject. But there are few or almost no studies in social and educational sciences. Hence, the problem of this study is whether the allosteric learning model has an effect on the problem-solving skills of the students in 7th grade or not. In this context, the following questions will be answered:

1. Is there a significant difference between the points related to pretest problem-solving skills of the experimental and control group?
2. Is there a significant difference between the points related to problem-solving skills of pretest and posttest of control group?
3. Is there a significant difference between the points related to problem-solving skills of pretest and posttest of experimental group which is subjected to allosteric learning model?
4. Is there a significant difference between the points related to problem-solving skills of posttest of experimental group which is subjected to allosteric learning model and the posttest of control group which is not subjected to it?
5. What are the students' opinions on the effectiveness of the allosteric learning practices?

In the quantitative dimension of the research; in order to find answers to the 1st, 2nd, 3rd and 4th sub-problems, working group consists of 66 students; 33 experimental and 33 control group. In the 7th grade of the specified school there are four classes. From these four classes, two are included in the scope of research. One of them is determined as the experimental group and the other one as the control group. In forming of experimental and control groups "random sampling" from probability-based sampling methods is used. In the qualitative dimension, in order to find an answer to the 5th sub-problem, 33 participants from 33 in experimental group are determined on a voluntary basis.

To provide allosteric learning environment, a 'didactic environment' is designed in the experimental group. Students are divided into 2 and 3 person groups and to uncover their conceptions, concept maps, case studies and videos are utilized with a variety of visual materials.

In this study trying to determine the effect of allosteric learning model on the 7th grade students' problem solving skills in English courses, mixed method dealing with quantitative and qualitative research patterns is used. In the quantitative dimension of the research, to determine the effect of allosteric learning model to the problem-solving skills of the students, the paired pretest-posttest control group design from the quasi-experimental design and in qualitative research, to provide data diversity and make quantitative findings clearer, case studies pattern will be used from the qualitative research design.

In the quantitative dimension, while searching answers to the 1st, 2nd, 3rd and 4th sub-problems, before and after application, problem-solving skills test developed by the researchers will be used. Besides, for the 5th sub-problem, after the application with the semi-structured interviews qualitative data will be collected. For the quantitative data of the study, in the groups normal distribution seen, to compare the groups' pre-test and post-test scores independent samples t-test; to compare the control and experimental groups' pre-test and post-test scores in their own paired samples t-test will be used. Also, in this research, in order to test the reliability of raters of problem-solving skills, interclass correlation-R1 (interclass reliability coefficient) shall be calculated. In the analysis of qualitative data descriptive analysis and content analysis will be used. As data analysis of the research continue, under this title, the findings from this research will be presented in respective tables by sub-problems and reviews will be carried out. Under this title, the findings in the light of the results obtained from the research will be presented and some suggestions will be made based upon these results.

Keywords: Learning-teaching process, allosteric learning, problem-solving

Financial Literacy in Turkey Formal Education Curriculum

Hülya GÜVENÇ; Yeditepe University, İstanbul,Turkey; guvenchulya@gmail.com

Abstract

Financial literacy is knowledge and understanding of financial concepts and risks, and the skills, motivation and confidence to apply such knowledge and understanding in order to make effective decisions across a range of financial contexts, to improve the financial well-being of individuals and society, and to enable participation in economic life (OECD, 2013). Financial literacy is a concept that is in the interest of financial and international institutions such as the OECD due to its effects on financial inclusion of individuals. It also refers, to knowledge and skills that are of great importance to individuals as well.

Increased supply of a wide range financial product and services, the context that encourages consumption, notwithstanding increasing risks and complicating investment instruments threaten the well-being of individuals. It is becoming difficult for the individual to maintain the balance between one's income and expenses and to save. The changes to policies related to work life and retirement, however, require the individual to make more investments for the future. It is becoming a necessity to invest in private health and retirement plans. On the other hand, particular problems such as privatization of education and escalation of unemployment lead to such consequences such as individuals going into debt at an early age. This causes the working and producing segment of society to experience financial difficulties.

Also, there is high correlations between the economic conditions of the individual and phenomena such as divorce and suicide that are of particular concern to society. For these reasons, there is an increasing interest in financial literacy education in these days. On the whole, it can be seen that financial education is being carried out all over the world in the forms of formal and non-formal education. Some parts of the non-formal education are aimed at adults, in the form of programs by financial institutions catering to their customers. Aside from these, one can also encounter practices such as consumer training and entrepreneurship training, which are being run by non-governmental organizations or as social responsibility projects by various institutions and establishments. Much in the same way, short-term training programs aimed at school-age children are also applied. Certain educational projects carried out by ministries such as the Ministry of Family and Social Policies are also available.

In terms of formal education, financial literacy is rarely taught as a separate subject; more frequently, it is integrated in other subjects or it is taught as a cross-curricular subject. In some countries, financial literacy education is seen to begin in elementary school in the form of independent lectures. In Turkey, however, financial literacy has not been identified as a separate subject except some compulsory lectures required by the fields of study in vocational high schools. Knowledge and skills related to financial literacy are included within various courses and are also attempted to be taught through certain elective courses, particularly that of entrepreneurship. There is no data, however, on to what extent these goals are reached. This is because there are very few studies in Turkey evaluating the financial literacy levels of individuals. These studies are found to be mainly aimed at determining the financial literacy levels of students' undergraduate education in this very field (Ergün, Şahin & Ergin 2014). A study conducted on university students by Temizel and Bayram (2011) revealed that students receive their financial knowledge from their families and that there were significant deficiencies in their understanding of basic financial concepts. Yet, an experimental study conducted by Varco, Martin, Devitto, and Go (2005) with the participation of high school students revealed that the financial knowledge and behavior of students who completed the financial training program named "Money Talks" changed and that the spending and saving habits of students were influenced positively. It is clear that effective financial education would help solve important problems for both individuals and society.

The aim of this study is to determine the curriculum objectives of financial literacy in Turkey. Although it is a cross-curricular subject in Turkey formal education curriculum, there is no explicit definition of that concept. This study has aimed to explain how this concept is defined.

Directed content analysis, which is a qualitative research method, has been used (Hsieh & Shannon, 2005). In this approach of content structuring, the structure or concepts and variables defined by previous studies are used as coding categories. Research data were obtained through document analyses. Firstly, course lists were taken from the Ministry of Education website for this purpose. Elective courses and the curricula of schools giving vocational and technical training were excluded from the scope of this study. Then, primary, secondary and high school curriculum, which were within the scope of the study, were obtained from the ministry website. The curriculums were firstly scanned for selected keywords and then a complete skimming of programs was conducted. All of the educational objectives and activities within the curricula were included within the scope of the study. The possible outcomes of proposed activities found in the curriculum and objectives analyzed according to the revised version of the Bloom Taxonomy and in this way foreseen competencies related to financial literacy and their levels were attempted to be defined at both the content and cognitive process levels.

The results of this study indicated that aims related to financial literacy were dispersed into various courses such as Life Sciences, Social Studies, Mathematics, and Turkish; basic information related to money, budget, and consumption were handled throughout this lectures and objectives at the level of understanding predominated within the cognitive processes. Initial analyses revealed that the knowledge and skills that were aimed to be taught to students in terms of financial literacy level were far from meeting the requirements of students' lives. While the study is aimed at theoretically identifying the deficiencies in the curricula, it is clear that there is a need for descriptive studies that aim to determine levels of financial literacy at the end of the school life. Even the initial results of this study suggest the need for a more comprehensive program for financial literacy.

Keywords: Financial literacy; financial education; curriculum.

Effect of Creative Drama Method on Students' Attitude towards Social Studies, Academic Achievement and Retention According to Learning Styles

Özlem KAF HASIRCI; Çukurova University, Adana, Turkey; ozlemkaf@cu.edu.tr

Özge GÖZÜK; Ministry of Education, Adana, Turkey ; gozukozge@gmail.com

Abstract

For permanent learning to be achieved, individuals need to be involved in learning-teaching process being aware of their learning styles and their learning styles characteristics need to be determined starting at young ages (Güven, 2004). There are many models on learning styles cited in the literature. The main reason for this may be the fact that there are many dimensions of learning styles and the theorists focus only one of these (Ekici, 2003).

Learning styles, explained as biological and developmental personal characteristics which render education effective for some and ineffective for others, (Dunn & Dunn, 1992, 4) could play an important role in defining the ways students perceive instructional environments and their reactions to these environments. An understanding of learning styles may help creating alternatives which improve learning in the classroom (Burden, 1995, p. 177). If learning styles are matched with suitable instructional techniques students' motivation, performance, and achievement will increase (Ashton-Hay, Sally; 2005). Creative drama today is a technique capable of attracting attention of individuals with different learning styles through motivating most learners and facilitating communication with students. Learning styles govern not only the cognitive field but also affective and psychological fields (Oxford, Hollaway & Horton-Murillo, 1992; cired in Ashton-Hay & Sally, 2005).

In well-structured activities, students like the activity, work together with the group and share their creativity. Even the shy/introverted students may benefit drama when they imagine/envision themselves as other persons or when they assume a new role (Ashton-Hay, Sally; 2005). Utilizing creative drama in the instruction of any subject matter, event or educational unit, improves individuals' high level thinking skills (creativity, critical thinking, problem solving, decision making, etc.), communication skills, working in groups skills, and this process helps them gain self-respect, improve self-esteem, acquire social awareness and sensibility. In other words, in creative drama process, individuals gain both emotional/affective and kinesthetic attainments. Because, the implementation process of creative drama consists of workshops which have a cognitive dimension where theoretical knowledge transfer occurs, a group interaction based socioemotional climate dimension where individuals freely express themselves verbally and bodily and a kinesthetic skills dimension (Adıgüzel, 2006; Üstündağ, 1998; Öztürk, 2001).

In recent years many researches in educational literature are focused on the effect of individual differences and of different instructional approaches on learning. In these studies, learning style adapted instructional activities in different subject matters (Bozkurt & Aydoğdu, 2009; Kaf Hasirci, 2005; Usta, 2006; Özbeğ; 2006; Yazıcılar & Güven, 2009) and creative drama method (Gürel, 2004; Karapınarlı, 2007; Ütkür, 2012) have been found to have a positive impact on students' academic achievement, persistency and attitude. In this study the effect of creative drama as a teaching method on academic achievement in social studies, students' attitude towards social studies and retention has been deemed a subject worthy of research.

For this reason this research is conducted with the purpose of revealing the effects of creative drama method used as an instructional method in "İyi ki Var" (Lucky to have it) unit in social studies subject at 4th grade of primary school, according to students' learning styles on their attitudes towards social studies, on their academic achievement and retention and to gather students opinions on the process at the end of the process.

The research is designed according to experimental model. The research was conducted with 4th year students in a public school in Yüreğir, Adana. Two classes out of 4 in the school have been selected as experiment group and the remaining two classes were selected as control group. There are 42 students in experiment group and 39 in control group. A total of 81 students consist the sample group of the research. Data collection tools used in this research are; "Marmara Learning Styles Scale" developed by Ö. Şimşek (2007) for the purpose of identifying learning styles of 9-11 year old students; "Attitude Towards Social Studies Scale" developed by Gencel (2006); "Achievement Test" targeting 4th grade "İyi

ki Var" unit developed by the researcher and the "Letters" written by students for the purpose of gathering their opinions.

"Marmara Learning Styles Scale" developed by Şimşek (2007) has been used as a data collection tool. The questions are answered with "Yes" or "No". The scale has a total of 94 questions under 17 sub-dimensions. Factor loads in the scale are in 0.49-0.82 range. Reliability: regarding results of calculations for 9-10-11 age groups, the scale reaches a high coefficient value of .53. In Validity study a result of .67 for Learning Styles Scale was obtained taking into account entire group's coefficient values. This coefficient value is regarded as acceptable.

Attitude Towards Social Studies Scale has been developed by Gencel (2006). The scale comprises 35 statements of which 16 are negative and 19 are positive. The scale consists of five point Likert type choices; "Strongly Agree", "Agree", "Undecided", "Disagree", "Strongly Disagree" and positive statements are scored from 5 to 1 and negative statements are scored from 1 to 5. Minimum score on the scale is 35 whereas the maximum score is 175. When interpreting the attitude scale, scores between "35-58" are regarded as "very negative", scores between 59-91 as "negative", scores between 92-124 as "intermediate positive", scores between 125-156 as "positive" and scores between 157-175 as "very positive". The internal consistency coefficient of the scale has been calculated as .95. The achievement test was construed as a total of 22 questions; 21 of which are multiple choice and 1 of which is a matching question. The Cronbach Alpha coefficient for reliability of the test has been calculated as .83. For the reliability of the matching question, expert opinions were consulted.

The researchers have sent the students' answers on their learning style preferences to Şimşek, the developer of the scale. Şimşek has analyzed students' preferences on their answers on the scale and submitted the results back to the researchers. Data analysis stage is in progress.

Keywords: Learning styles; creative drama; social studies.

Assessing the Appropriateness of Learning Conditions to Constructivist Approach in Science and Technology Laboratories (Sample of Erzurum Province)

Hatice İLHAN; Gazi University, Ankara, Turkey haticeilhan.ha@gmail.com

Mehmet TAŞPINAR; Gazi University, Ankara, Turkey; mehmetaspinar@hotmail.com

Abstract

It is essential to provide necessary conditions to acquire efficient learning. It is impossible for individuals to show expected improvements unless learning conditions have necessary characteristics. Learning conditions in Turkey have been suitable for constructivist approach concordant with the education program held since 2005. According to constructivist approach, learning forms via improving thinking by analyzing and assessing knowledge, deepening meaning by others' ideas and combination of new experiences with previous ones (Anagün, 2008). If individuals have more chances of interaction with their environments in constructivist learning education conditions, they would have the chance to criticize their present knowledge, correct their faults and even disclaim and replace present knowledges with new ones (Yaşar, 1998).

Constructivist learning theory are used in several methods in science and technology lessons. Various studies in the literature focusing on the application of this theory have revealed that students' abilities such as making comments or application of what they learn to different fields have improved; they take part in the learning process actively and achieved permanent learning (Bodner, 1990; Laverty & McGarvey, 1991; Hand & Treagust, 1991; cited in Özmen, 2004).

Laboratory method, which is one of the most preferred methods among scientific teaching techniques in science and technology education (Çilenti, 1985), is the condition that a subject or a concept is taught by making them experiencing it him/herself or by means of demonstration(Yılmaz ve Morgül, 1999). Laboratory practices that performed correctly and efficiently, supports students' positive attitude about science and technology subjects as well as their problem-solving and psychomotor skills and form their own knowledge(Azizoğlu ve Uzuntiryaki, 2006; Hofstein & Lunetta 2004; Singer, Hilton ve Schweingruber, 2005). There is a need for researches seeking if science and technology laboratories in

Turkey. Because, investigating the laboratory conditions' appropriateness for constructivist approach since 2005 is important to reveal if the students have the mentioned qualifications.

There are not enough studies about evaluating the characteristics of science and technology laboratories' conditions in which the learning environment must be designed regarding constructivist approach. Consequently, this research have been planned.

The main purpose of this study is to investigate the appropriateness of learning conditions in science and technology laboratories to constructivist approach regarding the opinions of students and teachers. With regard to this main purpose we searched for the answers of the questions listed below:

- Is there any correlation between the success rates of the students taking science and technology lesson and their opinions about the appropriateness of the learning conditions in the laboratories to constructivist approach?
- Is there any correlation between the population rates of science and technology classrooms and their opinions about the appropriateness of the learning conditions in the laboratories to constructivist approach?
- Is there differences and/or similarities between teachers and students about the appropriateness of the learning conditions in the laboratories to constructivist approach?

This study was conducted using the descriptive scanning model. The appropriateness of learning conditions in science and technology laboratories to constructivist approach regarding the opinions of students and teachers has been evaluated.

The study population of the research consists of 7000 8th grade student and 225 science and technology teachers in 64 schools located in the center of the province, Erzurum. Among these 7000 students at least 357 (95% possibility + 5% negligible fault) of them must be included in the sample (Yazıcıoğlu & Erdoğan, 2004, p. 50). So we decided to form the sample with 400 8th grade students. These 8th grade students were chosen from 3 top most crowded schools in 3 central towns (9 schools total). Because, officials of the province have also stated that these schools have better conditions for science and technology laboratories. According to these principles, 400 students from 9 schools were chosen using random sampling method.

While selecting of teachers, in order to gather qualitative data, we aimed to assess the gathered data in detail more than the quantity of the group; and we decided to have an interview with 30 teachers. Maximum variation sampling method was used in this selection process. Random sampling method was preferred for application of interview forms to teachers and survey forms were passed to the students. Singular interviews were made and semi-structured questions were asked to teachers.

In the study, the data were collected by "constructivist learning environment survey" which is developed by researcher and applied to the students and "interview forms" that are used in the interviews with the teachers including semi-structured questions. Pilot implementation were performed for both tools. The reliability factor was 0.88 and subject specialists were consulted for the content validity of the scales. The quantitative data gathered from students were analysed using a computer program as well as descriptive analyse technique was used for data from teachers.

The study revealed that learning conditions in the science and technology laboratories have considerable deficiencies for constructivist approach. The deficiencies can be explained as providing no adequate opportunities to students in learning process, students' not being effective in decision making process, lack of guidance by the teachers, and the inadequate influence of laboratory conditions for increasing students' interests for science. Defective physical conditions, insufficient time and populous classrooms are other important findings. It's been found that teachers tried to perform the activities related to real life by overcoming these deficiencies despite the lack of tools and materials.

The activities are mostly performed by teachers. There may sometimes be deficiencies in the guidance abilities of teachers and problems are usually solved by teachers. The results are in concordance with the aspects of Acat, Anılan and Anagün (2007) that constructivist approach has not been thoroughly understood and the student has not been let to predominantly take part in the control of learning course.

It can be inferred from the results that in the laboratories, teacher-based conditions constitute the majority and for that reason; students with medium or low success rates and students in crowded classrooms cannot be active enough. These results are similar to the ones of Uluçınar, Cansaran and Karaca (2004) studies stating that the population rate should be reduced in order to get sufficient

performance. There are several laboratories which can't be used effectively because of different handicaps as well as the ones with suitable conditions without any considerable lack. Akçöltekin (2008) had found that the main reason of the problems were lack of instruments and that seems to be in concordance with this study.

As a result, science and technology teachers, taking students' interests into account in labs, should take pains to enable students to be more active in learning process and increase students' motivation. Therefore, it will be useful to train science and technology teachers more effectively for their designing constructivist learning conditions as well as designing laboratory conditions at schools in terms of constructivist approach.

Keywords: Science and Technology, Constructivism, Laboratory Method

An Analysis of Political Parties' Education Policies in the Context of Individualism

Hakki KAHVECİ; Ankara University, Ankara, Turkey; hakki.kahveci@gmail.com

Abstract

Being the main basis of liberal thought, individualism has penetrated to all layers of society together with the modernization movement. This individualism shapes the relationships in the society and the society's view about life. Lukes (1973) highlights different kinds of individualisms which clearly contradicts with each other and which have originates from different areas. However, individualism that is mentioned in this study is mainly based on individualism and liberal economic model.

The pre-modern societies had a hierarchical structure which takes its strength from the spiritual power. Modernization disentangled the hierarchical structure of societies which used to be a linkage between spiritual power and people. This situation provided both the secularization of society and the establishment of relations on an equality-based environment (Taylor, 2006). This process had led to lose the importance of "we" feeling in social relations and giving way to the ego (Corcuff, 2009). Ideationally, individualism is the basis of liberalism. The aim of liberalism is to bring freedom to the individual in all aspects and protect their freedom (Yayla, 2014). Liberal thinking argues that individuals form the society and the society has less value than each individual. In liberal thinking, the individual is not based on society; on the contrary society is based on person (Yayla, 2012). Without social targets, social interests are also taken place when every people live towards their aims and their life is justifiable. If the free market is properly sustained, this situation can occur. This also shows that liberalism has the same content like capitalism (Yayla, 2014).

Individualism has been criticised by different circles as individualism considers benefits and targets of individual and does not consider societal aims. Macintyre says that individual is responsible towards society not to himself (Altıntaş, 2012). According to Machan (2000) increase in importance of personal interest decreased the importance of social solidarity, helping each other, cooperation, compassion and love. In return, ambition, rivalry and rapacity increased. Opinion that everything can be bought has become widespread. According to Bauman (2005), by means of globalization, community relations became weak but trade in community became important. Personal interests have become prior to purpose of life.

Mass education became widespread after Industrial Revolution and was designed as a power to contribute into production processes (Kızılıluk, 2007). Schools are where the state transmits ideology. The society which desired for future are shaped at schools (Althusser, 1994). Schools are designed as ideology transmission place and they are important for determining the direction of society in the future. While shaping the society, the state also takes into account the economic model it embraced. So this makes education policies connected with economic policies. Turkey was affected by neo-liberalism especially after 1980 (Pamuk, 2004). Changes are not limited with economy, they influenced education policies as well. Policies of political parties became important on how neo-liberalism affects the society.

The aim of this study is to show how proximate the education policies of political parties to individualism. Therefore, how party programmes cover educational issues are analysed in the study. Furthermore, parties' educational aims are compared with economic aims. AK Party (Justice and

Development Party), CHP (Republican People's Party), MHP (Nationalist Movement Party) and HDP (People's Democratic Party) who have a group in Grand National Assembly of Turkey were included in the sample. The study employs a content analysis as a qualitative analysis method. Aims which are in party programmes of political parties are studied using content analysis technique. Other declarations which are out of political parties programmes are not in analysis extension.

When we look at the party's programme of educational aims, we can clearly see that AK Party, CHP and MHP have so many identical purposes. Individualism embraced by Liberalism can be seen in three parties' education programme. This education programmes focus on 'success', 'ability', 'competition' and 'utility'. These programmes contain supporting private schools and claims of capitalist groups in different ways. However, these programmes have tiny differences. These differences are based on only ideological basis. Notwithstanding, we can say that these programmes overlap basic points. If we consider this by taking into account the parties' economic policies, it becomes more obvious. AK Party, CHP and MHP point out that, they will follow open marketing economic rules. Also, they say they will adjust free market functions and limitation of government effect on economy in their programmes. These parties' economic targets are largely similar. This overlapping points out 'consensus policy' which defined by Sennett (2011) as a new capitalist cultural product. In this consensus policy, parties' purposes are the same, but they are getting different on details. At this point, we can say that all the parties will support individualistic model of liberalism, tend to improve relationships which one includes personal profit and competition. These three parties have same attitude to educational programmes. Because of their economic programmes' individualistic character, their economic systems support their individualist perception on educational programmes. Therefore, we may obviously say that their educational systems are individual and support neo-liberalism. In this perception of education, there is no interest in unsuccessful, inability, unproductive ones and who are the drop-down of the list of competitors.

HDP did not tackle extensively goals about education unlike other parties. According to their programmes, they emphasize activity of public school in education. They argue against separating by way of examination and competitive pressure on students. Free education has been drawing attention in all level of education system. At the same time, along with these goals, HDP expresses the neoliberalism as a system of exploitation. Evaluating all thoughts about economy, HDP has kept away from self-seeker and competitive individualism and neoliberalism. With these goals, HDP is near to hold a collectivist perspective. On the other hand, HDP emphasizes the importance of pluralism in education and culture, and supports education in mother tongue. This targets shows that HDP rejects liberal and individual policies in economic terms. However, they give importance the freedom of liberalism for the sake of political culture.

Keywords: Individualism, political parties, education, education policy.

Hospital Schools

Halil KAMIŞLI; Adana Aşkım Tüfekçi Hospital, Adana, Turkey; hallper@hotmail.com

Tuğba YANPAR YELKEN; Mersin University, Mersin, Turkey; tyanpar@mersin.edu.tr

Cenk AKAY; Mersin University, Mersin, Turkey; cenkakay35@hotmail.com

Abstract

Basic education carries an important role for a child's development because school is the first social structure and child starts a new life by school. He acquires the necessary social skills and knowledge of life at school. Moreover it is known that school experience is vital to adapt to the life and establish close relations (Vance ve Eiser, 2002).

High efforts are being spent to provide basic education rights for children in Turkey as it happens in all the developed countries and the education right has been protected by the 42. item of constitutional law. But some children may stay at hospitals for long period of times. Illness or staying at hospital affects not only the ordinary life of the child but also the school life. When the literature was examined, it is understood that the children have psychological, social and physical problems in adapting to school after their return from their stay at hospital. On the other hand child may live emotional burnout and failure (Butler & Mulhern, 2005; Ness et al., 2005; Patenaude & Kupst, 2005 Eiser et al., 2002;

Lähteenmäki et al., 2002; Prevatt et al., 2000; Vannatta et al., 1998). For that reason the period that the child stay at hospital plays a vital factor to proceed the school life of child by taking some precautions at hospital (Aktaş, 1992; Elçigil, 2007). In order to dispose these negative aspects "hospital schools" and "house schools" have been established.

Hospital schools are the schools which were founded by the protocol signed between Ministry Of Education, Health Ministry and universities to provide initial education for the patient children. The education is given to the children who can not go to school due to the health problems (MEB, 2010). According to Baykoç (2006) hospital schools are the units formed of some classes and directory rooms that the children can proceed their education. Finally, hospital schools assist to children in their education when they stay at hospital. Unfortunately when the literature was examined it is understood that a few researches were done on that issue. And that research aimed at to present the historical development, structure, functioning and importance of those schools.

This descriptive research is aimed at to present the historical development, structure, functioning and importance of those schools. Due to the aim of the research, studies made on hospital schools are investigated.

While the studies on hospital schools in Turkey is a quiet new issue, it dates back to beginning of the 19th century in the other countries. The first studies in Turkey had started in 1975 at Hacettepe University. At the first part, the historical development and functioning of the hospital schools in the world have been presented then at the second part info about hospital schools in Turkey have been given. Finally as a third part the studies made on hospital schools have been summarized. While the studies on hospital schools in Turkey is a quiet new issue, it dates back to beginning of the 19th century in the other countries. The first studies in Turkey had started in 1975 at Hacettepe University. First hospital school in Turkey was opened in 1994. There are 51 hospital schools in 22 cities serving for children. By the ministerial law these education units' name was converted into "hospital classes". When the literature was examined the problems given below were obtained at the hospital schools: qualification of teacher, physical conditions, management of the schools (Kamışlı, Yelken ve Akay, 2013; Işıktekiner, 2011; Tarcan, 2007; Kılıç, 2003). Analysing of the problems that hospital schools face and bringing solution offers may help these schools function properly. The analysis and determination of solution offers should be based on scientific studies. By this research it is aimed that the hospital schools will be known more and new researches may be conducted. Consequently, it is believed that this study may attribute positive aspect for this issue.

Keywords: Hospitalized children, special education, hospital school.

The Analysis of 6-8. Grades Students' Algebraic Word Problem Solving Strategies and Errors

Ahmet KARACAOĞLU; Çukurova University, Adana, Turkey; akaracaoglu01@gmail.com

Ayten Pınar BAL; Çukurova University, Adana, Turkey; apinar@cu.edu.tr

Abstract

Mathematics is one of the most important means that is known to change and develop the thinking way of people. In this scope, maths education forms one of the important, may be the most important components of primary education (Umay, 2003). In mathematics education the main aim is to provide individuals gaining knowledge and skills that they need in daily life, help them to learn solving their problems and to advance their thinking skills towards generated problems and events (Altun, 2004). These mathematical abilities are necessary behaviours that learners can make inferences, formulate these inferences and reveal mathematical arguments (NCTM, 2000). During evaluation period of problem solving skills, transforming of problems to mathematical equations, using different strategies in solving problems, solving problems, verifying, explaining and generalising results of students gain rather importance (NCTM, 1989). In our country, also problem solving and problem forming are accepted as important component and target of maths course (MEB, 2006). There is not only one method/strategy of problem solving. These can be defined as coordinating data, logical estimation and testing, solving

simpler similar problem, playing game or using simulation, retroactive studying, searching a pattern, logical reasoning, drawing shapes and using different point of view (Posamentier and Krulik, 2009). On the other hand, many researchers in literature emphasize problem solving and algebra subject are one within the other. In this scope, for complete achievement of algebra education, the students should use algebra in problem solving studies (Özarslan, 2010). Again, when Secondary school Mathematics Education Programmes are examined, algebra is seen as one of the basic learning fields that has to be taught to students. Algebra learning field focuses on discovering patterns and relations, generalising and expressing the rule in the pattern by letters, unknown or variable, equation, solving equation, equality and inequality concepts (MEB, 2006).

In literature it is observed that most of the studies addressing solution strategies of algebraic verbal problems and generated error types were done with students (Akkan, 2011). In this scope, it is thought that the findings obtained from this study and suggestions done in the direction of these findings are important in terms of maths teachers and programme development specialists.

Based on the facts mentioned above, with this research it was aimed to evaluate solution strategies of algebraic verbal problems and generated error types in terms of the point of views of teachers. Based upon this general aim, the answers of the questions mentioned below were searched:

- 1) What are the opinions of teachers regarding strategies used towards the solution of algebraic verbal problems?
- 2) What are the opinions of teachers regarding error types towards the solution of algebraic verbal problems?
- 3) What are the opinions of teachers regarding resolution of error types done in the solution of algebraic verbal problems?

This study is a study in which quantitative methods were used to obtain the point of views of teachers towards strategies and error types in solution of algebraic verbal problems. The primary school maths teachers working in schools of central counties of Adana province in 2012-2013 academic year formed the population of this research. In determining studying group of this research, the teachers were interviewed according to criterion sampling method from purposeful sampling methods. As criterion, the volunteer teachers that are experienced at least six years and working with sixth, seventh and eighth graders were chosen. 8 of the teachers that formed study group are women whereas 4 of them are men. As grouped in terms of professional seniority six of them have 6-10 years, four of them have 11-20 years and two of them have 21-30 years. In semi-structured question form that was formed for teachers, open ended semi structured interview form was prepared to address opinions comprehensively regarding strategies applied in solving algebraic verbal problems, possible errors and resolution of these problems by students.

In analysis of data descriptive and content analysis were used. In this study the opinions of teachers were collected under specific themes and codes regarding the solution suggestions of teachers towards resolution of errors in solving algebraic verbal problems.

It was found out that the teachers think the students can apply trial and error, systematic distribution, inverse operation, forming and solving equation strategies effectively. This result is also supported by related literature. Karataş and Güven (2003) presented that students have difficulty in forming equation and reaching solution in their quantitative study done with eighth grade students.

In the study done to find out opinions of high school maths teachers and students regarding algebraic thinking ways and how this data reflect the thinking ways of students to what extend (Baş, Erbaş & Çetinkaya, 2011), firstly algebraic thinking structure of students on a generalisation was found then the knowledge and expectations of teachers on this generalisation was researched, the difference between the real performance and ideas of teachers about students was observed however when solution papers were examined systematically, it was found out that teachers could interpret the thinking ways of students better. In the study done with primary and secondary school teacher candidates, Van Dooren and his colleagues (2002) examined the answers given by teachers to the test applied at the beginning and at the end of teacher training and evaluation of teachers of answers given by students. It was seen that as secondary school teacher candidates preferred algebraic strategies in evaluation of answers of both theirs and students, primary school teacher candidates used arithmetical strategies and made numerical errors in solutions. It can be said that those findings show similarity with the findings of research.

On the other hand, it was found out that teachers think that students can mostly make logical mistakes in solving of questions. Since there is not any source that shows similarity or difference in literature any comparison cannot be done. The teachers just mentioned their opinions for this sub aim. In sum, in the scope of this study it was found out that the teachers think the students can apply trial and error, systematic distribution, inverse operation, forming and solving equation strategies effectively and they can mostly make logical mistakes. In this study only the opinions of teachers were taken. Studies in which the opinions of students are taken, will also be done. It can be suggested that the teachers can concentrate on questions in class that can resolve logical errors and use activities that can develop their algebraic reasoning strategies.

Keywords: Algebraic, Problem solving strategies, Mathematics teachers.

The Evaluation of Educational Achievement Competency Areas of Third Grade Primary School Guidance Program Gains

Kasım KARATAŞ; Dicle University, Diyarbakır, Turkey; kasimkaratas@outlook.com
İsmet KAYA; Dicle University, Diyarbakır, Turkey; ismetkaya0571@hotmail.com

The paper wasn't presented in the congress.

Facilitators and Distractors of Effective Learning: Perceptions of Middle School Students, Teachers and Parents³

Koray KASAPOĞLU; Afyon Kocatepe University, Afyonkarahisar, Turkey; kasapoglu@aku.edu.tr

Ali YILDIRIM; Middle East Technical University, North Cyprus Campus, Cyprus; aliy@metu.edu.tr

Abstract

Merriam, Caffarella, and Baumgartner (2007) focus on five major different orientations to learning, i.e., behaviourist, cognitivist, humanist, social cognitive, and constructivist that include contrasting ideas as to the purpose and process of learning and the role that teachers may play (Smith, 2003). That is why there is no consensus on a precise definition of the learning concept. Besides, conceptualizing effective learning is much more difficult. In order to define the concept of effective learning, Watkins, Carnell, Lodge, Wagner, and Whalley (2002) suggest that one should respond to the following questions: "Effective for when?" and "Effective for what?" In other words, the definition of the effective learning concept is not independent of particular goals and context. It is influenced by classroom, school and wider culture (Watkins, Carnell, & Lodge, 2007).

The literature reveals that learner characteristics, teaching characteristics, teaching-learning processes, qualities of classroom, school, and wider context, and outcomes impact effective learning (Watkins et al., 2002). However, there has been too little evidence of the role of home, especially of parents in effective learning. Much emphasis has also been put on what facilitates effective learning. But, its distractors have been neglected.

Despite the proposed interpretative approach to research on learning (Elton & Laurillard, 1979), qualitative studies on factors that affect learning are few in number. In Turkey, some researchers investigated the factors related to student performance in a limited number of subjects measured by international assessment studies (Demir & Kılıç, 2010; Demir, Kılıç, & Depren, 2009; Özer & Anıl, 2011). As perceptions play a significant role in learning, either facilitating or distracting it (Marzano, 1992),

³This study is from the first author's doctoral dissertation completed at Middle East Technical University under the supervision of the second author.

some studied perceptions concerning the factors that affect teaching-learning processes in pre-service teacher education (Çetingöz, 2008) and mathematics performance of primary school students (Yenilmez & Duman, 2008). There have also been some orientations to different subjects (Çelik & Katılmış, 2010).

All these signify that there is a need to conduct qualitative research to gain in-depth insight into teachers', students', and their parents' conceptions of effective learning and perceptions of what facilitates and distracts effective learning in Turkish context which is culturally different.

This study aims to explore teachers', students', and their parents' conceptions of effective learning and to examine factors that facilitate or distract effective learning in social studies and science courses at the sixth and seventh grades.

The study, through a qualitative, phenomenological research design, was conducted in eight middle schools in Afyonkarahisar, Turkey. The participants were 16 teachers, 48 students, and 24 parents. Data were mainly collected through individual interviews with teachers and parents, and focus group interviews with students. For confirmation, the interview data were supplemented by two-week non-participant observations of social studies and science courses in half of the selected middle schools, and by analyses of documents, such as worksheets, exams, and social studies and science curricula. The whole data were subjected to content analysis (Miles & Huberman, 1994; Patton, 2002; Yıldırım & Şimşek, 2013) in which the inductive category development approach was used.

The results of the study were organized under three major themes: conceptions of effective learning, factors that facilitate effective learning and factors that distract effective learning. Mostly, teachers defined effective learning as doing well on a test and being a good person. This might be the result of hyper-accountability (Mansell, 2007 cited in Watkins, 2010) felt by teachers due to performance tests for students, performance tables for schools and performance management for teachers (Watkins, 2010). They also equated effective learning with changing as a person (Marton, Dall'Alba, & Beaty, 1993; Wood, 2006), which "involves not just seeing the world differently, but seeing one's own perception in the world differently" (Romme, 2003, p. 53, cited in Friedman, 2004, p. 118).

Mostly students and their parents stated that effective learning specifically aimed at getting a good job, doing well on a test, and being a good person. Most parents in this study might tend to focus on short-term, practical benefits of learning rather than the lasting ones (Chi & Rao, 2003). They might believe that getting a good job would bring their children a brighter future and that their children would not experience any hardships they themselves have still been experiencing. Students in almost all focus groups in this study stated that they would get satisfaction from besting others. They might set performance-oriented goals. But, they behaved like those who adopt learning-oriented goals because they might feel the power education system and schools in Turkey hold all over them and take their strong anxiety for granted. Although spiritual well-being seems unlikely to be promoted if education systems are test-based, or competition-based (Jackson & Monteux, 2003), parents in this study, especially those of students who show strong or moderate performance, despite a test-based education system in Turkey, wanted their child to be a good person. Parents of students who show weak performance, however, did not concern for their child's goodness because they might think that their child can only reach the goals of positive psychology if they perform well on tests, either school-or nation-wide. In other words, they might perceive academic success as a prerequisite to spiritual well-being. Correspondingly, this finding does not contradict with the literature because academic performance or grade point average is found to be correlated with spiritual well-being (Beauvais, Stewart, Denisco, & Beauvais, 2013; Olson, 2011).

The findings also shed light on the factors that facilitate and distract effective learning. Person-related (i.e., student-related, teacher-related and parent-related), interpersonal, curricular, extracurricular and contextual factors not only facilitate, but also distract effective learning. In the context of this study, they fall between the two extremes. They are not sharp. They locate in a gray area. In other words, factors that facilitate effective learning in Turkish context become its distractors after a certain degree.

The implications for practice that might be guarantee of effective learning and for further research will be mentioned during the conference.

Keywords: Conceptions of effective learning; facilitators of effective learning; distractors of effective learning.

Evaluation of the 8th Grade English Curriculum in a Public Middle School

Suat KAYA; Middle East Technical University, Ankara, Turkey; kayasuat2002@gmail.com

Ahmet OK; Middle East Technical University, Ankara, Turkey; as@metu.edu.tr

Mehmet Fatih ÜRÜN; Middle East Technical University, Ankara, Turkey; fati15metu@gmail.com

Abstract

In its simplest definition, curriculum development means improvement. Depending on the natural changes taking place everywhere, a curriculum needs some changes in order to appeal to the conditions of the day and the future. Curriculum as an entity is dynamic requiring continuous improvement and revision in that context it is natural that any curriculum put into practice is subject to evaluation, the purpose of which may vary. Indeed, one of the rare subjects on which there is consensus among everyone involved in the field of curriculum studies is, as stated by Ornstein and Hunkins (2004), that curriculum evaluation is kind of vital for curriculum development, implementation and maintenance. Like the variety in curriculum definition, there is a variety in definition of curriculum evaluation. Gredler (1996), for example, defines it as the process of systematic data collection, gathering information to assist in decision making. Ornstein and Hunkins (2004) define it as a process carried out in order to gather and interpret data for deciding to accept, change or eliminate something in curriculum in order to go further for worthy issues of content and learning experiences, and assess students' learning compared to intended learning. According to Fitzpatrick, Sanders, and Worthen (2004), evaluation refers to judging the worth or merit of something. The common point, in short, is betterment of a curriculum.

The curriculum to be evaluated is the 8th grade English language teaching curriculum which was developed in 2006 in accordance with constructivism and it has been in practice since 2008-2009 academic year, so it needs continuous evaluation studies for improvement. That's because, the problems of language teaching haven't been overcome in our country, yet (Gömlekşiz & Elaldi, 2011). Some international studies such as Pisa (2003), Prills (2001), and Timms -R (1999) indicate that Turkey is one of the least successful countries in Language Teaching (Sahin, 2007). There can be many reasons like the curriculum design and/or the implementation of the curriculum behind this undesired outcome.

As stated by Probus (1969), there is need for verification that curricula are in fact operating as people believe them to be operating, because the planned curriculum is usually "invisible, which necessitated continuous investigation to observe its existence (Nunan, 1993). This study aimed to determine whether 8th grade English Curriculum was implemented as planned utilizing Probus' Discrepancy Evaluation Model, which provides the chance to compare the standards of the curriculum to its practice in real environment. In this way, it can help finding out which parts of the curriculum are implemented as planned; which parts work; which parts do not work in reality. To this connection the following research questions were formulated:

1. What constitutes the curriculum?
2. Is the 8th grade English curriculum implemented as it was designed?
3. Are the enabling objectives of the curriculum being attained?
4. Have the course objectives been attained by the students?

This study was planned as a mixed design, including qualitative and quantitative research traditions, which could allow for building the findings of study on rounded and reliable data (Cohen, Manion & Morrison, 2007), because as Richards (2001) stated "any one source of information is likely to be incomplete or partial" (p. 59). In addition, the use of both methods provides a more complete understanding of research problems than does the use of either approach alone (Fraenkel, Hyun & Wallen, 2012).

The school, in which this curriculum is implemented, is located in a low SES region in Ankara. The school has twelve 8th grade classes and each class consists of about 55 students. 20% of 8th grade students ($n=120$), selected with simple random sampling, constituted sample of this study. Other participants were two English teachers implementing this curriculum.

Data sources of the study were available documents, students, teachers, and classrooms observed. The curriculum defined by Ministry of National Education (MoNE) (2006) and related literature were the main data sources to find out standards of the curriculum. The implementation of the curriculum was compared to these standards in order to find out whether there is any discrepancy between the two.

Data from students was collected with a five points scales which was used to obtain students' perceptions of teachers' in-class behaviors, students' in-class behaviors, frequency of teachers' use of activities, frequency of teachers' use of materials, and their attainment of course objectives. All scales were subject to expert opinion to satisfy content and face related validity evidence. The reliability of the sub-scales were .73, .75, .86, .83, .89, respectively. All sub-scales were measured on five-points scale except for attainment of course objectives which was measured on four-points scale.

Semi-structured interviews in parallel with student questionnaires were conducted with teachers in order to compare the perceptions of teachers and students. Notes were taken during interviews, and content analysis was conducted accordingly.

Data about enabling objectives, which refer to the several things that the students must first accomplish through instruction in order to bring about the attainment of major course objectives, were collected through observation. Two classrooms were observed for twelve hours during their teaching sessions to see whether enabling objectives of the weeks were being attained.

The data collected through observations and interviews were analyzed through content analysis, while data collected from student questionnaires were analyzed with descriptive statistics procedures.

The findings for the first research question indicated that the curriculum adopted communicative language teaching approach in line with constructivism. Accordingly, it suggested a student-centered approach in which teacher was a facilitator, and students were knowledge constructors. In terms of materials such as posters, puppet theatres, gestures, body and hand movements, facial expressions, flashcards, posters, maps, photos, cartoons, puppets, slides, filmstrips, computer software/hardware, DVD and video cassettes, audio cassettes, CDs/ CD players, they were in line with curriculum's approach and in line with Multiple Intelligence Theory. The major purpose of the program was to help student gain competence in four language skills.

Regarding the findings for the second research question, the perceptions of both students and teachers showed that the teacher in-class behaviors such as use of direct instruction by lecturing about grammatical rules and not communicating in English were not in line with definition of the curriculum. As a natural result as indicated by the students' in-class behaviors, the students did not play their roles like learning through experience and talking in English to their friends. Thus, it can be concluded that some of the roles played by teachers and students were not in line with what was defined in the curriculum.

With respect to the instructional activities, it was found that the activities that were least frequently used included role plays, games, total physical response, group work, pair work, arts and crafts activities which are deemed as crucial in language learning as suggested in the curriculum.

Regarding materials, it was found that the most frequently used materials were whiteboard, teacher's and student's book whereas the least frequently used materials were photos, puzzles, cartoons, filmstrips, computer hardware, flashcards, posters, magazines, newspapers, video cassettes, pamphlets, maps, CD player and puppet which are in line with Multiple Intelligence Theory.

Regarding assessment procedures, results revealed that multiple choice examinations were among the most frequently used assessment type, while portfolio assessment which was defined in the curriculum was never used. As a rationale, the teachers reported that the students are ranked depending on TEOG results, while being placed to high schools, so the best way to help students do better in this exam, according to these teachers, was to apply multiple choice examinations.

Data were collected through an observation form to answer the third research question and it was found that enabling objectives were being attained by just a few students.

According the findings for the fourth research question investigating attainment of terminal objectives, students' questionnaire responses and the teachers' interviews responses were somehow different. Although the students found themselves more competent in some areas of these four skills, teachers reported less competence. However, both students and teachers indicated that students were most competent in reading skill, whereas they were least competent in listening, speaking and writing skills. Thus, it can be concluded that the implementation of the curriculum was unsuccessful in enabling the students to attain the course objectives like attainment of four skills as aimed in the curriculum. Depending on these findings, several differences were found in terms of student and teacher roles, materials, instructional activities and assessment procedures. Therefore, it would be unlikely to expect this curriculum to be successful due to its implementation which was not in line with the standards of

the curriculum and the failure resulted from the implementation of the curriculum, not the curriculum design.

Decision-makers and curriculum developers should think over two questions: (1) Should we develop an ideal curriculum whose success is accepted throughout the world, but difficult to apply in our country? (2) Should we develop a curriculum taking the condition of our country, the characteristics of regions, schools, students, teachers, families into account?

Keywords: 8th Grade English language curriculum, English language teaching, curriculum evaluation, discrepancy evaluation model

The Research of Effect, of Which Middle School 5th Grade Science Lesson Concept Caricature Usage, on the Student's Academic Success and Science Attitude

Yücel KAYABAŞI; Gazi University, Ankara, Turkey; yucelk@gazi.edu.tr

Seda ŞAHİN; Ministry of Education, Ankara, Turkey, sedaadeniz@yahoo.com

Ela ATAMAN; Ministry of Education, Ankara, Turkey; eskici_el@hotmai.com

Esra YENİCELİ; Ministry of Education, Ankara, Turkey; esrabani@hotmail.com

Şadiye İNCİ, Ministry of Education, Ankara, Turkey; sadiyeinci_@hotmail.com

The paper wasn't presented in the congress.

Effects of the Layered Curriculum on Students' Metacognitive Awareness for 8th Grade Students in English Lesson

Sevda KOÇ; Siirt University, Siirt, Turkey; sevdakc@mail.com

Şengül ATILA; Siirt University, Siirt, Turkey; eylul.elam@hotmail.com

Bahar BAKIR; Siirt University, Siirt, Turkey; bahar3856@gmail.com

Abstract

Cognition is a whole mental activity formed as a result of human's remembering and perception of some events. (Cüceloğlu, 1997, p.578) in other words cognition is the whole mental activity that human does to understand the events around his/her environment and world.experiences we have spent in the environment we live and the reactions we gave effects our values,faiths and emotions.In this term it can be said that cognition can guided humans' attitude,behaviour and belief.

Metacognitive is the realization of the thinking process and thinking about what is happening in this process. Metacognition is an evaluation and arranging of one's realization on thinking process,monitoring and controlling.Metacognition consists of two section.Information and controlling. Cognition is one's information about the process of info wheras control is the process of controlling the info (Koç,2013).metacognition learning is used to observe and arrange the cognitive process such as comprehension,problem solving,reasoning and memory.Scientist wonder how humankind use and arrange information so they did some research.

Metacognitive awareness is one of the most important subject in learning psychology and cognitive psychology. The concept was used by Flavell for the first time in 1979. "Metacognitive awareness is an information that individuals have about their thinking processes and strategies and the abilities of observing and arranging this process." (Akin, 2006, p.31). In other words, metacognitive awareness is using info from their self cognitive structure for an aim and mission and also observing and evaluating for their future objectives (Haynie, Shepherd, Mosakowski & Earley, 2010, p. 221). People choose some theories,models, and strategies while using their metacognitive awaraness. Especially,in the atmosphere of learning and teaching.it is suggested for teachers to use modern theories and models.One of them is layer based curriculum.Layer based curriculum has an eclectic forms including brain based learning,multiple intelligence and learning style (Koç, 2013) Layer based curriculum consists of three section.C layer is the basic layer.B layer is the medium layer and the C layer is the highest cognitive level in all of them.In these layers different skills are measured and students choose the activities according to their self learning and intelligence.While students choose their activities,teacher arrange the classroom according to children so that students feel themselves relaxed and they strenght their learning in this environment.According to this the effect of metacognitive awareness on layer based curriculum in english lesson will be the problem sentence

Based on current brain-imaging information, Layered Curriculum is a fun and effective student-centered teaching method. This 3-layer model of differentiated instruction encourages complex thinking and holds students highly accountable for their learning.

C Layer : Basic knowledge, understanding. The student builds on his/her current level of core information.

B Layer : Application or manipulation of the information learned in the C layer. Problem solving or other higher level thinking tasks can be placed here.

A Layer : Critical Thinking and Analysis. This layer requires the highest and most complex thought. Create leaders, voters.

This study aims to determine the effects of the layered curriculum on students' cognitive awareness towards english course. According to this frame there will be called some responses;

1. Is there any significant difference related with cognitive awareness between experimental and control group?
2. Is there any significant difference related with cognitive awareness between control group's pretest and posttest?
3. Is there any significant difference related with cognitive awareness between experimental group's pretest and posttest?
4. Is there any significant difference related with cognitive awareness between those subjected to layer based curriculum in experimental group and those not subjected to layer based curriculum in control group?
5. what are the ideas of students about the effectiveness of layer based curriculum?

Mixed research model that utilize both quantitative and qualitative research methods together was preferred in this research. The analysis of the qualitative data was interpreted by using and control group design matched with pretest and posttest from quasi-experimental design for the purpose of finding the effectiveness of layer based curriculum whereas case study design used in the analysis of the qualitative research for the purpose of providing variety of information and making clear of findings. Qualitative findings were collected by using semi-structured interview form and document review after practising whereas skills of problems developed by researchers before and after students' practising were collected in quantitative research. In quantitative size in order to determine students' metacognitive awareness before and after practising "metacognitive awareness scale developed by Yurdakul (2004)" was obtained also semi structured interview forms and observation of document as a qualitative size are obtained after practising. Significance test for quantitative data and content content analysis for qualitative data were used.

The research was conducted with two classes including an experimental and a control class at 8th grade of Siirt Mehmet Akif Ersoy Secondary School in 2014-2015 academic year. While the course was lectured using the layered curriculum for the experimental group, the traditional teaching method was used for the control group. As data analysis of the research continues, under this title, the findings from this research will be presented in respective tables by sub-problems and reviews will be carried out. Under this title, the findings in the light of the results obtained from the research will be presented and some suggestions will be made based upon these results.

Keywords: Layer based curriculum, cognitive, metacognitive awareness

Secondary School Students' Constructivist Learning Environment Perceptions in Mathematics Course and Sources of Mathematics Self-Efficacy

Canan KOÇ; Cumhuriyet University, Sivas, Turkey; ckoc@cumhuriyet.edu.tr

Nermin ATEŞ; Cumhuriyet University, Sivas, Turkey; ates.nermn@gmail.com

Süleyman HÖBEKKAYA; Cumhuriyet University, Sivas, Turkey; suleymanhobekkaya@hotmail.com

Abstract

Self-efficacy has recently become a concept that educational researchers much frequently focused on. That is bound to the influence of self-efficacy on students' learning, motivation and self-regulation (Zimmerman, 2000; Linnenbrink & Pintrich, 2003; Usher & Pajares, 2006; Schunk & Pajares, 2009). Self-efficacy is defined as an individual's faith in his/her capacity to achieve the aspired level of learning and

performance achievement (Bandura, 1994). It is also related to a person's ability to cope with different situations, the talents to overcome any given activity, self-perception of his/her capacity, his/her faith and judgment (Senemoğlu, 2009). Bandura (1993) argues that self-efficacy beliefs direct the way people would feel, contemplate, motive themselves and act accordingly. Students who feel more competent towards learning are further eager for self-regulation. These students set targets for themselves, employ effective learning strategies, monitor their self-construing, assess their progress towards targets and create an effective environment to conduct better learning (they either eliminate or alleviate distraction factors, they cooperate with effective peers). In effect, self-efficacy also gets influenced by the outcomes of behaviors (achieving the preset targets, reaching success) as well as the feedbacks received from the environment (feedbacks from teachers, social comparison betwixt the peers) (Schunk & Pajares, 2009).

Individuals' self-efficacy tenets are developed with the impact of four main resources. The most effective way to create a powerful sense of efficacy is direct experiences. Achievements lay a strong foundation for a person's faith in his/her efficacy whereas failures can, particularly if occur even before establishing a strong sense of self-efficacy, alleviate such faith (Bandura, 1994). Another source that affects self-efficacy faith is vicarious experiences received from social models. The success of several people observed increases the self-efficacy of observers and further motivate them to try the very same action (Bandura, 2002; Schunk & Pajares, 2009). People can also improve their self-efficacy faiths as a consequence of social persuasions. While positive persuasions strengthen self-efficacy, negative persuasions are likely to weaken self-efficacy faith (Pajares, 2012). Another source that plays effective role in the betterment of self-efficacy is related to physiological and emotional states such as anxiety and stress. People construe their stress reactions and tensions as a sign of poor performance. Positive mood boosts self-efficacy perception whereas bad mood has a negative effect (Bandura, 2002).

School is the place in which students develop their cognitive skills and acquire the necessary knowledge and problem solving skills that enable them to effectively integrate into the wider society. Aside from formal education, modeling of cognitive skills of peers, conducting social comparison with other students' performances, motivational rise towards targets and positive incentives, teachers' remarks on students' achievements and failures and other social factors have an effect on children's perceptions on their intellectual capacities (Bandura, 1994). This argument evidences the critical role that learning environments play on the maturation of students' self-efficacy perceptions. It is attested that there is a correlation between self-efficacy-boosting resources and constructivist learning environment of which positive effects on various learning outcomes has already been verified because in the learning environments planned in line with constructivist learning, students are given support to assess their; (i) knowledge related to learning, (ii) attitudes towards learning (iii) and beliefs towards learning and such learning environments are the kind of settings in which learners are assisted and motivated to reflect their learning (Jonassen, 1999, cited in Acat, Karadağ & Kaplan, 2012).

In present research, the objective is to analyze secondary school students' perceptions towards constructivist learning environment and sources of mathematics self-efficacy with respect to the variables of grade level and gender; another objective is to detect predictive power of their constructivist learning environment perceptions in mathematics course on sources self-efficacy. In this research, below-listed questions have been sought for answers:

1. Do secondary school students' constructivist learning environment perceptions in mathematics course significantly vary with respect to grade level and gender of students?
2. Do secondary school students' sources of mathematics self-efficacy significantly vary with respect to grade level and gender of students?
3. Do secondary school students' constructivist learning environment perceptions in mathematics course significantly predict sources of mathematics self-efficacy?

Since this is a research aimed to determine an already existing situation it is a quantitative research based on survey model. Study group of this research is composed of 1191 (552 female, 639 male) students attending during 2014-2015 spring four different secondary schools term in Sivas central district. In the formation of research sampling, simple random sampling method has been utilized.

Research data have been collected via utilizing Constructivist Learning Environment Questionnaire and Sources of Mathematics Self-Efficacy Scale. Originally developed by Tenenbaum, Naidu, Jegede & Austin (2001) "Constructivist Learning Environment Questionnaire" was adapted into Turkish by Fer and Cırık (2006). Consisting of thirty items, this scale exhibits a seven-factor structure. Cronbach Alpha internal

consistency coefficients of the scale are such: .87 for "Arguments, discussions, debates", .93 for "Conceptual conflicts and dilemmas", .88 for "Sharing the ideas with others", .88 for "Materials and resources targeted toward solutions", .86 for "Motivation toward reflections and concept investigation", .88 for "Meeting learners' needs", .87 for "Making meaning, real-life examples" and for the overall scale it was computed as .89.

Originally developed by Usher and Pajares (2009), Mathematics Self Efficacy Sources Scale was adapted into Turkish by Yurt and Sünbul (2014). Cronbach Alpha internal consistency coefficients of the scale are such; .87 for "Personal Experiences", .80 for "Vicarious Experience", .93 for "Social Persuasions" and .94 for "Physiological and Emotional States". In the analysis of research data Arithmetic Means, Standard Deviation, Mann Whitney U Test, Kruskal Wallis Test and Spearman Brown Correlation Coefficient were employed. In order to detect whether secondary school students' constructivist learning environment perceptions in mathematics course significantly predicted sources of mathematics self-efficacy, multivariate regression analysis was conducted.

The findings attained at the end of data analysis are as given: Secondary school students' constructivist learning environment perceptions in mathematics course significantly varied with respect to grade level and gender of students. Although secondary school students' sources of mathematics self-efficacy significantly varied with respect to grade level, no significant differentiation could be identified in terms of gender. Finally, secondary school students' constructivist learning environment perceptions in mathematics course significantly predicted sources of mathematics self-efficacy.

Keywords: Constructivist learning environment, sources of mathematics self-efficacy, secondary school student

Analyzing the Democratic Attitudes of Secondary Education Teachers and Students' Level of Having Democratic Values in terms of Some Variables

Hakki KONTAŞ; Adiyaman University, Adiyaman, Turkey; hakkitontas@hotmail.com

Emre SELÇUK; Adiyaman University, Adiyaman, Turkey; h_emreselcuk@hotmail.com

Musa POLAT; Adiyaman University, Adiyaman, Turkey; msplt16@hotmail.com

Abstract

The improvements in science and technology in the 21st century have led to a compulsory change process in several areas of life. 21. Information exchange among the countries has speeded, and our world has turned into a small village. These improvements have facilitated collection of different beliefs and thoughts. So that societies have needed to have a democratic mentality such as considering different cultures and thoughts in tolerance and living with different cultures in a harmony. It is necessary to have individual and social democratic attitudes in order to acquire the culture of living together that has turned into an obligation. Democracy is "a way of life that includes social relationships, reflects qualities such as respect, cooperation, tolerance and honesty, needs intelligence and understanding of people behaving together and considers the integrity of human personality as important giving value to people" (Öncül, 2000, p. 290). Therefore, countries have targeted to raise individuals that have characteristics such as democratic thought and democratic attitude in their human raising policies in order to cope with social problems 21st century has brought about. In order to provide people live in tolerance in a democratic environment, it is necessary for democratic attitude to be placed in society. Democratic attitude means learned tendencies encouraging individuals to present specific behaviors in accordance with democracy principles, objects and situations (Gömlekşiz, 1994, s. 477). Democratic life habits can only be obtained through a democratic educational system (Gürşimşek & Göreğenli, 2004, p. 78). Turkish educational system has not achieved the required success for training individuals that have a democratic attitude (Dilekmen, 1999, p. 438). This has proposed the question of how teachers could practice democratic thought and attitude into classroom environment internalizing democracy as a way of behavior.

The purpose of the research is to analyze democratic attitudes of secondary education teachers and secondary education students' level of having democratic values in terms of some variables. The study

group included 410 students studying at 8th grade of 3 secondary schools in Kahta district of Adiyaman province in 2014-2015 academic year, and 100 teachers carrying on their duties in these schools. Ninety-six percent of teachers were male, and % 31 were female. % 43, 2 of students were male and %56.8 of students were female. In order to measure democratic attitudes of secondary education teachers, personal information form and "Democratic Attitude Scale" translated into Turkish by Gözütok (1995) were used. Five-point Likert type democratic values scale including six dimension, 24 items that was developed by the researchers was used in order to determine to what extent secondary education students had democratic values. The data obtained from the scale measuring the democratic attitudes of teachers and the scale determining to what extent students have democratic values were analyzed in SPSS, and the data were tabulated. Frequency, percentage and averages were used for the analysis of data, t-test was used for calculating the difference between frequency, percentage and averages, and one-way variance analysis was performed for multiple comparison.

T-test analysis related to gender of the students: It was revealed that averages of female students ($\bar{X}=22.76$) were significantly high from the averages of males ($\bar{X}=21.87$) in terms of equality and respect to differences ($p= .006$; $p < .05$). It was revealed that averages of female students ($\bar{X}=21.84$) were significantly high from the averages of males ($\bar{X}=20.94$) in terms of respect to the rights of others ($p=.012$; $p < .05$). It was revealed that averages of female students ($\bar{X}=16.82$) were significantly high from the averages of males ($\bar{X}=15.81$) in terms of tolerance and distinctness ($p= .003$; $p < .05$). It was revealed that averages of female students ($\bar{X}=13.60$) were higher than the averages of male ($\bar{X}=13.20$) in terms of freedom of others, but this difference was not significant ($p= .057$; $p > .05$). It was revealed that averages of female students ($\bar{X}=17.57$) were significantly high from the averages of males ($\bar{X}=16.50$) in terms of respect to individual differences ($p= .001$; $p < .05$). It was revealed that averages of female students ($\bar{X}=12.65$) were higher than the averages of male ($\bar{X}=12.36$) in terms of awareness of differences, but this difference was not significant ($p= .244$; $p > .05$). In terms of the school the students were trained, the averages for the levels of having democratic values in tolerance and diversity, Kubilay Secondary School ($\bar{X}=16.64$), Girne Secondary School ($\bar{X}=15.60$) and Gazi Secondary School ($\bar{X}=16.63$). According to variance analysis is determinated Kubilay Secondary School scores is higher than Girne Secondary School there was a significant difference between the groups ($p=.023$; $p<.05$). It is determined to Gazi Secondary School ($\bar{X} =17.38$) is a significant level higher than Kubilay Secondary School ($\bar{X}=17.34$) and Girne Secondary School ($\bar{X} = 16.35$) in terms of respect to individual differences scores ($p=.019$; $p<.05$). According to t-test performed for democratic attitudes of teachers in terms of gender, the average for female was ($\bar{X}=84.16$), and the average for male was ($\bar{X}=84.28$). According to this data it was noticed that averages of single teachers were higher than the averages of married teachers, but the difference was not significant ($p=.311$; $p > .05$). According to variance analyses result performed for democratic attitudes of teachers in terms of seniority years, the average for teachers with 5 or less seniority was ($\bar{X} = 83.78$), and the average for teachers with 6-10 years seniority was ($\bar{X}=85.22$), the average for the teachers with 11-15 years seniority was ($\bar{X}=83.95$), the average for teachers with 16-20 years seniority was ($\bar{X}=82.80$), and the averages with 26-30 years seniority was ($\bar{X}= 84.50$). It was noticed that averages of teachers with 6-10 years seniority were higher than the averages of teachers at other seniority levels, but the difference was not significant ($p=490$; $p > .05$). According to variance analyses result performed for democratic attitudes of teachers in terms of marital status, average of married teachers was ($\bar{X}=84.05$), and average of single teachers was ($\bar{X}=85.05$). It was noticed that averages of single teachers were higher than the averages of married teachers, but the difference wa s not significant ($p=.354$; $p > .05$). According to variance analyses result test performed for democratic attitudes of teachers in terms of marital status, average of teachers carrying on their duties in Kubilay Secondary School was ($\bar{X}=83.61$), and average of teachers carrying on their duties in Girne Secondary School was ($\bar{X}=84.41$), and average of teachers working in Gazi Secondary School was ($\bar{X}=84.66$). It was noticed that the averages of teachers carrying on their duties in Gazi Secondary School were higher than he averages of teachers carrying on their duties in other schools, but the difference was not significant ($p=.562$; $p > .05$).

Result of in this research, genre is occurred to a determined factor on the level of having democratic values. On the schools basis is determined to different from each other students 'democratic values. In this context, it can be said to extra scholastic factors is also effective as much as school climate in

developing of students' democratic values. In terms of teachers, no significant differences were found in terms of the variables such as gender, seniority, and marital status. Similarly, it was also noticed that democratic attitudes of teachers were similar in terms of schools. School environment will provide positive contribution upon students' level of having democratic values.

Keywords: Democratic attitude, democratic value, secondary education.

The Evaluation of Pre-School Teaching Program in accordance with Teacher Opinions

Onur KÖKSAL; Selçuk University, Konya, Turkey; onurkoksalmeb@hotmail.com

Asude BALABAN DAĞAL; Marmara University, İstanbul, Turkey; asudebd@gmail.com

Aliye DUMAN; Selçuk University, Konya, Turkey; aduman.42@hotmail.com

Abstract

Pre-school is the period when the children have the greatest potential to learn, and mental abilities, and basic habits are developed the fastest. It is a period of time when personality development starts is formed and can be observed. It is a critical interrelated process. Teaching programs and the teachers to implement the program, which can support all areas of developmental of children, are important elements.

The present "Pre-school Education Program for 36-72 Months Old Children" in Turkey was put into practice in 2006, to be developed. Program development studies were conducted based on national and international researches, feedbacks from the practice, and analyses conducted within the context of Development of Pre-school Education Project. Pre-school teaching program developed in order to increase the quality of pre-school education, and provide a teacher with a planned program was put into practice in all pre-school education institutions as of 2013-2014 educational year. A cyclical and eclectic program was developed as a result of many national and international researches.

The purpose of the program is supporting the development of skills in all areas of development, maximizing these skills, and making up the deficiencies in these areas of development. Additionally, the program is a qualified guide for teachers for preparing activities to attain the selected objectives. For this reason, teachers are expected to make full use of pre-school education program as they plan monthly and daily educational processes, because main elements of pre-school education are school-family and the child. Pre-school education should be able to meet the needs of children, and provide acquisitions that can meet the expectations of the parents. For this reason, pre-school teaching process should be planned and implemented carefully by the teachers. This requires proficiency and competency in the profession of teaching.

Present Ministry of National Education Pre-school Education Program practiced in the educational system in Turkey provides teachers with great conveniences in planning, and implementing qualified educational activities. Coordinated educational activities can be practiced in all pre-school education institutions with pre-school education program. This way, qualified cognitive stimulants can be provided, and experiences to be gained in a social and affective environment with rich linguistic interactions are offered in a planned and programmed platform. However, qualified educational activities require qualified and competent members of teaching profession. Pre-school teachers should internalize the pre-school education programs with each detail qualitatively and quantitatively, and make maximum use of it. Implementation of pre-school teaching activities in accordance with a specified program offers benefits for both the teachers and the children, and will also have positive effect on the parents. This provides the continuance of education process at home. Parents and the school cooperate during the educational process due to the quality of the pre-school education program.

Educational program is intended for all areas of development of the children, and it also prepares the children for primary education by revealing the skills of children. In pre-school education, the competency of the teachers, who implement the program, is as important as the content of the program.

The proficiency of the teachers in realizing the achievements and indicators in the daily education process, knowledge of all areas of development, the extent they make use of Pre-school Education Program, and Integrated Family Support Program, and their opinions about the difficulties and conveniences in implementing the pre-school education program are pretty important, because the whole of Pre-school teaching program is also a preparation program for primary education. The knowledge and practical skills of the teachers increase the quality of the program. School maturity can only be gained this way. The quality of pre-school education, which has such an important place in the development of children, and that it achieves its objectives are important. Therefore, teachers, as the implementers of pre-school education program, should train and develop themselves in this area.

The purpose of the present research is determining teachers' opinions about the pre-school education program. In this context, the evaluation of the main elements of pre-school education program, that has been in practice for seven years in Turkey is considered necessary, and the present research aimed at studying the opinions of teachers about the 2006 pre-school education program. The present research adopted survey method, and conducted on 40 pre-school teachers, who worked at kindergartens in private and public institutions and independent pre-schools in the provincial centre of Konya in 2014-2015 educational year. Of the participants of the present research, 38 were female and 2 were male. Work group of the present research was formed through convenience sampling method. Data of the present research were collected through semi-structured interviews, which is a qualitative research method. Data were analysed with descriptive method, and the obtained findings were presented quantitatively.

According to the findings of the present research, the participants evaluate attainments and indicators dimensions of the program positively. Teachers defend student-centred education, and take student needs into consideration as they choose attainments and indicators. The present research found that, teachers' opinions about the implementation of pre-school education program differed across their level of education, seniority in profession, type of the school they worked at, and whether they had in service training.

Functionality of the program can be increased by organizing seminars, courses, and in-service training programs on pre-school education program. Turning physical environments into learning centers within the bounds of possibility can create a significant effect. The presence of the present research, the purpose of which is increasing the quality of pre-school education program is important. Including technological applications in the program practices can be effective both in quality and quantity.

Keywords: Pre-school education program, teacher opinions, evaluation.

The Evaluation of Sound Based Sentence Method According to the Views of Class Teachers

Engin KÖSTEKİ; Bartın University, Bartın, Turkey; enginkostekci@hotmail.com

Hasan ÖZDEMİR; Kastamonu Education Directorate, Kastamonu, Turkey; serdar74@hotmail.com

Aldulhamit KURUPINAR; Ankara Directorate of Education, Ankara, Turkey; hamit3303@gmail.com

Abstract

There is an important feature of first-class of the primary school compared to other classes on the children's life. The adaptation of the children who have the opportunity of taking education from the pre-school in the cinty centers has been easy, however the children who could not have the opportunity to take education from the pre-school have started the school life by the first class of the primary school and by being acquainted with literacy, have learned the necessities of being student here.

At the present time, the high rate of literacy has been seen as a measure of modern development. Accordingly, it will not be wrong to say that, modern civilization has based on the first reading of writing, the first lights of modernity have been given to individuals with early literacy activities in the first year of primary school. First literacy education is a multidimensional term which is not limited with the purpose of teaching people to read and write. The aim is not only to train literate, but also, skilling the basic

language skills to the individual who will use lifetime, reading comprehension, the ability to express himself in written and orally and to educate individuals sensitive to the society. The quality of the skills and habits that will be skilled with the education of literacy will effect substantially the success or failure of the individual in the future. So that it can be said that, how the primary education is the base of everything, the first literacy education is the base of primary education too(Kavcar vd., 1997, p. 27).

The rapid developments and the scientific improvements have effected every area of education, new educational approaches such as brain-based learning in education have come into prominence, this has too necessitated radical changes. It has been known that the have been important developments in the literacy teaching in the world. These developments have accelerated more after the researches of PISA and UNESCO. According to PISA researches, Finland have showed the highest achievement in reading. Korea, Canada and Australia have followed this country. According to the PISA results, the countries such as France, USA, Denmark, Germany, Italy, Luxembourg, Spain, Portugal could not take place at the top (EARGED, 2005).

Upon these results in many of the countries, on the one hand the methods of teaching the literacy and the skills that should be developed in the schools have been questioned, on the other hand the situations of the countries which have been succeeded have been searched. The experts who have studied in the field of teaching reading at the various universities; have come to an agreement on that, the preferred analysis method on teaching the first literacy (such as word, sentence, statements) is not very effective. In the current century the new discoveries that have been realized in the fields of science, the findings in the behavioral sciences have effected the changing of the attitude on training of the children and youngs, this situation has effected the education which is responsible from the process of the social institution and social change (Başaran, 1998, p. 56-58; Varış, 1996, p. 22).

In our country, the sentences in order of has been divided to words, to syllables and to letters in the literacy teaching by the analysis(sentence) method which has been started to be practised in 1982. In our country, it has been placed a particular importance to the first literacy teaching in the Turkish lesson teaching programme which has been developed within the scope of the approachments and models such as multiple intelligence, constructivist approachment, brain-based learning, teaching sensitive to individual differences and being used of sound based sentence method has been predicted as the method in teaching first literacy(Arslantaş ve Cinoğlu, 2010, p. 85).

In the teaching programme of new Turkish lesson (classes 1-5.) by deciding being used of sound based sentence method in teaching of first literacy, how will the sound based sentence method be practiced has been situated detailed in the teaching programme of Turkish lesson (classes 1-5). According to the teaching programme of Turkish lesson (classes 1-5), in the sound based sentence method, after it has been given a few sounds that will create a meaningful whole by being started to teaching of first literacy with sounds, it has been reached to syllables, to words and to sentences from the sounds. According to this method, the first literacy teaching has been arranged so as to be reached to the sentences in a short time(Bay, 2010, p. 166). In this method, after a bit a few sounds have been given, it is important to be passed to syllables, words and sentences. While the child was learning to combine the sounds, he gets rid of making nonsense syllable repetitions and passes to read sentence (Bayat, 2012, p. 23).

The first literacy lesson is the basic of all lessons and it is very difficult to be successful in the other lessons including Turkish also without being reading, understanding. Because of the primary school first class is the first step of teaching literacy, this step is very important (Emeç, 2011, p. 20). The teacher should plan on how the children have learned in the highest level of literacy programme. In order to be practiced of first literacy programme which is the basic of education, first of all, by being determined of the characteristics, keeping ready levels of the students who will learned, the learning environments should be prepared for this purpose.

Therefore, important duties fall to the first class teachers. First class teachers should communicate with the students, their parents and managers. They should give importance to planning and by analyzing the demands and values of the society they sohuld use them in education process. Shortly, during the planning of pre-service education content of primary school teaching which is very important, the necessity of being more careful and realistic has been appeared. (Çaycı, 2011, p. 2).

This research study is a quantitative survey model. In the analysis of sub problems, it was utilized from survey technique for data collection. 93 class teachers in 39 primary schools in the central district of Kastamonu in 2014-2015 education year have constituted the population. 75 class teachers have

constituted of our sample according to situation of being reached form within the population. Likert-type questions were used that has been developed by the researcher and that has been prepared by being used from the opinions of 10 programme evaluation expert. By being entered the data into SPSS 16.0 software programme, the percentage (%) and frequency (f) results were evaluated by researcher. The frequency and percentages of the answers that have been given to each choices in the questions in the survey have been calculated. The answers that were given, were evaluated by being interpreted by the researcher.

It has been seen that, the primary class teachers have preferred SBSM in terms of teaching first literacy. It has been reached the result of that, they have preferred the student in terms of more quick pass to reading and send reading. Also, it has been reached the result of that, they have preferred the students in terms of understanding the text better and reading true and meaningful. It has been seen in the research that, the parents have not had enough information about SBSM, it has been determined that, this has produced negative results in practice. It has been seen that, in order to face problems head on about first literacy the teachers have made more activity, about the families also they have tried to raise awareness of the families by increasing the family talks. These suggestions have been made regarding with the problems that have been faced.

Line studies can be more longer in the pipeline. Not having enough information about SBSM of the parents has effected the students negatively. In this respect, being informed of the parents can be provided. To compose word and sentence in some sound groups is not being possible, this has caused the student digressing. Some voices in the group not being able to form words and sentences which causes students to move away from the subject. A study can be done on the sound groups.

Keywords: First reading, comprehension, sound based sentence method, writing.

The Effects of Self Regulated Learning on the Academic Achievement of Reading Comprehension, Self-Regulatory Skills and Reading Strategies

Bilge KUŞDEMİR KAYIRAN; Gaziantep University, Gaziantep, Turkey; kbilge@gantep.edu.tr
Ahmet DOĞANAY; Çukurova University, Adana, Turkey; adoganay@cu.edu.tr

Abstract

In today's world, known as the information age, people have to get high quality education to obtain accurate and valid data. Rapid development and change in science and technology have affected the content of the training to be provided to individuals and necessitate both individuals to learn independently and educational approaches that allow a person to complete his own deficiencies and requirements. In addition to the acquisition of basic knowledge and skills by the students, it is of high importance that individuals can actively organize their own learning processes.

The students who can organize their own learning processes are successful students. Zimmerman states (1994, p.3) that the students' taking the responsibility for their own learning provides an important source for the school achievement which is an indication of how individuals benefit from a particular academic course or degree program in the school environment (Özgüven, 2002). In the learning process, "self-regulated learning model" which emphasizes for students the need to take their own responsibility for learning has started to draw attention (Paris & Winograd, 2003, p.5). Self-regulated learning is students' using a variety of cognitive strategies and metacognitive strategies to regulate and control their own learning (Pintrich, 1999, s.459-460).

As one of the most important factors of student achievement, self-regulation develops from an early age through adolescence; can be taught at all levels of schooling by the help of interventions and the skills acquired with self-regulation activities provide noticeable improvements in student academic achievement (Weinstein, Husman & Dierking, 2000). The researches have revealed that there is a relationship between self-regulation and academic achievement (Graham & Haris, 1994; Wolters, 1999; Shen, 2002; Eshel & Kohavi, 2003; Canca, 2005; Israel, 2007; Aktan, 2012).

In addition to the fact that self-regulation is a major source of achievement, another important source is to be able to understand what a person reads. The student, who reads accurately and quickly and understands what he reads, is most likely to have higher achievement level in all of the courses (Öz, 2001, p.1). In their study, Fidan & Baykul (1994) have found a relationship in a positive direction between the reading comprehension achievements of elementary students with their achievements in other subjects. It is very unlikely to be successful at school and achieve the learning goals for the students whose reading comprehension skills haven't developed adequately. In this research, the effect of self-regulated learning on reading comprehension, self-regulation skills and reading strategies is examined when considered that self-regulation and reading comprehension skills are important factors on student achievement.

This study aims to examine whether self-regulated learning model used in 5th grade Turkish course has any effects on the academic achievement of reading comprehension, self-regulatory skills, and reading strategies. The study's method is mixed design that it was used qualitative and quantitative approaches together. Experimental model at the quantitative approach was used in the study. The study was designed according to the pretest-posttest with control group model, which is one of the true experimental models.

The study which lasted for 12 weeks was conducted with 5th grade students enrolled in the two primary schools located in Adana, Çukurova, in the spring semester of the 2010-2011 education year. The participants were 90 students divided into one experimental and two control groups. The experimental group was provided with the self-regulated learning model while the control groups were instructed in accordance with Turkish course curriculum. The students in the experimental group and in the first control group were instructed by the researcher while the second control group was instructed by their class teacher. Both the experimental group and the control groups were administered "Reading Comprehension Achievement Test", "Motivated Strategies for Learning Questionnaire" (MSLQ) and "Reading Strategies Questionnaire" before and after the treatment. Besides, students in all groups were administered "The Socio-Economic Level Identification Questionnaire" before the treatment. Experimental group students' views regarding Turkish course, self-regulatory skills, and the use of reading strategies were identified through the "Semi-structured Interview Form" used both at the beginning and at the end of the study. The quantitative data obtained from the study were analysed with covariance, and the significance level was taken $p<.05$. The qualitative data were analysed using content analysis methods.

Findings showed that a significant difference in favour of the experimental group was found between the experimental group and control group in terms of mean scores of post-test when the pre-test scores received from the reading comprehension achievement test were taken under control.

Similar studies on the research problem also have revealed that the use of self-regulated learning strategies is effective in improving students' reading comprehension achievement (Nicaise, 1993; Gouin, 2003; Souvignier & Mokhlesgerami, 2006; Housand & Reis, 2008, Aguilar, 2008). The increase in the students' reading comprehension achievement can be explained with the use of powerful predictors for academic achievement like cognitive self-regulation, time and work environment arrangements, effort regulations, asking for help and reading strategies.

When the Reading Strategies Questionnaire pre-test scores were taken under control, there was a significant difference between the experimental and control groups in terms of their post-test scores, in favour of the experimental group. In parallel with these findings, Souvignier & Mokhlesgerami (2006) stated that self-regulated learning makes students' understand the reading strategies and develops their competence to use the reading strategies as well as their reading proficiencies. The increase in the students' use of reading strategies may be connected to the increase in achievement and the development of self-regulation skills. When the *test anxiety* and *help-seeking behaviour* sub-scales pre-test total scores of the MSLQ were taken under control, no significant differences were found between the groups in terms of their post-test scores. But when the *metacognition-learning strategies*, *self-efficacy for learning and performance*, *time and study management*, and *task value* sub-scales pre-test total scores of the MSLQ were taken under control, there was a significant difference in terms of the post-test scores in favour of the experimental group. In parallel with this, students seem to have increased the use of strategies when examining the students' opinions about their frequency of using metacognitive-learning and reading strategies.

It has been determined that self-regulatory model of learning is more effective than the instruction conducted in accordance with Turkish Language Teaching Curriculum for reading comprehension achievement and it increases the use of reading strategies. In addition, it has been revealed that while the conducted implementation do have positive effects on some of the practices of motivation and learning strategies like metacognitive-learning strategies, self-efficacy perceptions, management of time and work environment and duty value, it doesn't have any effect on test anxiety and asking for help.

Keywords: Self-regulated learning, self-regulatory skills, reading comprehension, reading strategies, academic achievement.

Evaluation of the Transition Model from Elementary to Higher Education Examination Practiced in Elementary Schools in terms of Teachers' Views

Alper KUŞOĞLU; Zirve University, Gaziantep, Turkey; alper_2465@hotmail.com

Hidayet TOK; Zirve University, Gaziantep, Turkey; hidayet.tok@zirve.edu.com

Abstract

Evaluating students' academic performance has been done by national examinations in Turkey for years. Since 1998, the application methods of examinations have been changed several times, and they were called with different names. Those examinations; Entrance to high schools examination (LGS) between 1998 to 2004, Higher Schools Examination(OKS) between 2005-2007, Identifying Level Examination (SBS) between 2008-2013 and the last national examination is the transition system from basic education to higher education(TEOG) that was practiced for the first time in the 2013-2014 academic year.

This research aims to evaluate Transition Model from Elementary to Higher Schools (TEOG) Examination in terms of teachers' views and to give suggestions to educational shareholders accordingly. This New Examination has been practiced since 2013-2014 academic year by National Education Ministry and taken only by 8th grade students, including Turkish language, Mathematic, Social Studies, Science and Technology, English Language and Religion courses. The central problem of this research is "what are the teachers' views in elementary schools about applications of TEOG Examination?" The sub problems of the research problem is "Do views of subject specialist teachers teaching in elementary schools about the applications of TEOG examination differentiate according to their gender, experiences, school type and school location?"

This research has been done in the framework of descriptive scanning model. The methodology of this research is a quantitative research. Descriptive scanning model is a research approach which aims to describe a past or a present case comprehensively as it is. In this kind of model, the research case can be a material or an individual, they are explained in their own conditions, they are not changed and effected in any way. The population of the research was subject specialist-teachers working in central elementary schools in the province of Gaziantep. The size of research sample was 270 subject specialist-teachers who were chosen simply randomly in province of Gaziantep in 2014-2015 academic year. The required permissions were taken and "TEOG exam applications and Evaluation questionnaire" developed by the researchers was used. SPSS 20 package program was used for analyzing, (p) 0,05 level was taken as essential.

Instrument the questionnaire used in this study consists of two parts. The first part includes questions on teachers' demographic data (sex, age, ...), its second part consisted of 30 TEOG exam applications and Evaluation questionnaire items presented in a Likert scale. Responding teachers had to select a number from one (from strongly disagree) to five (Strongly agree) indicating their level of agreement with each individual statement. In data processing, descriptive statistics, reliability test and factor analysis were used. Analysis of variance (ANOVA) was used for comparison of the distributions of mean ratings of different subgroups by respondents' sex, age, extent of teaching experience and school location. Finally T-Tests were used for assessing the statistical significances of differences between the mean values of ratings.

Teachers views about TEOG exam were categorized into three groups, advantages, disadvantages and no comments, their mean and frequency values were determined. The research was carried out under five sub-dimensions such as gender, teaching experience, subject specialty, teaching school level and school location. A meaningful difference was found out among subgroups as a result of T-test and one way ANOVA. Some results; The examination system was not explained in detail and explicitly, students' attendance to the classes decreases after the examination, the examination made student take care school seriously. Question items in the exam were not elaborate and differentiable, considering advantage aspects, that the examination is done in different periods and sessions reduces students' stress.

Keywords: TEOG exam applications, elementary school, high school.

An Investigation of the Achievements of Science Process Skills Curriculum in Science Course at 3rd and 4th Grade Primary School

Sekvan KUZU; Mustafa Kemal University, Hatay, Turkey; s_kuzu@hotmail.com

Gamze GÜLERYÜZ; Mustafa Kemal University, Hatay, Turkey; guleryuzgamze@gmail.com

Cengiz TÜYSÜZ; Mustafa Kemal University, Hatay, Turkey; ctuysuz@gmail.com

Erhan CEYLAN; Mustafa Kemal University, Hatay, Turkey; eceylan@mku.edu.tr

Murat CANPOLAT; Mustafa Kemal University, Hatay, Turkey; muratcanpolat444@hotmail.com

The paper wasn't presented in the congress.

An Evaluation of the “Supporting the Education and Training Courses” Based on Teachers’ and Students’ Views

Gülten Feryal KÜÇÜKER; Şehit Ali Gaffar Okkan Secondary School, Eskişehir, Turkey;
gferyal.kucuker@gmail.com

Abstract

Education is an important process in development of society because of effecting individuals' lives directly and the occurrence of social structures. To increase the quality of education and meet training needs of the individuals, The Ministry of National Education carry out development studies continuously. In addition to this, parents also try to support their children's education at the out of school for providing them the upper education level's opportunities and help in them succeed in exams.

Until 2014-2015 academic year, the most preferred way chosen by parents for supporting their childrens' learning at the out of school was the cram schools. Cram schools are institutions which organize preparation courses to prepare students to education entrance examinations and provide support services for the formal education. Although cram schools are preferred by most of parents for supporting their childrens' education, they are always being in the line of fire because of thoughts that they create inequality of opportunity in education, they make schools worthless in the eyes of students and parents and they only teach students the test techniques. The Ministry of National Education also stated that the demand to cram schools has decreased because of some reasons day by day (The

Ministry of National Education-MEB, 2014a). With these reasons, it was ruled on liquidation the cram schools by the Ministry of National Education based on law which was put into force on April 2014 (Başbakanlık Resmi Gazete, 2014; MEB, 2014b). After this law, The Ministry of National Education have opened the supporting the education and training course for primary and secondary school students instead of the cram schools. The aims of these courses are completing lack of students' learning, developing students' competencies, helping students to succeed in examinations and enhancing their school performances.

In our education system, to continue learning in the upper education stages, students have to take an examination and succeed from the examinations. Because of this, it can be said that the closing of cram schools causes parents and students to be worried that the schools will not provide students the sufficient education for preparation them to examinations (Arabacı & Namlı, 2014). The Ministry of National Education thinks that the supporting the education and training courses will be more effective than the cram schools. Due to these thoughts, it has to be researched what their contributions to education are. Based on these necessities, it is aimed to determine the supporting the education and training courses' contributions to education in this research. In the direction of this general purpose, the following questions were answered:

1. What are the views of teachers about the supporting the education and training courses' contributions to education?
2. How are the distribution of the teachers' views about the courses' contribution to education according to their
 - a. seniority,
 - b. branch,
 - c. gender?
3. What are the views of students about supporting the education and training courses' contributions to education?
4. How are the distribution of the students' views about courses' contribution to education according to their
 - a. class level,
 - b. gender?

It is thought that determining the problems encountered while realizing these courses and the solutions of these problems can be helpful to Ministry of National Education, the directorates of National Education and teachers about what actions they have to pay attention in planning and implementing these courses. In addition to this, this research is also provide parents and students to have an idea about the implementation of the courses and their contributions to education.

In this study mixed method research design was used. In accordance to this method, both quantitative and qualitative methods were used to determine teachers' and students' views about the courses' contribution to education. The population of this research is teachers who teach the supporting education and training course and the students who attend this course in 2014-2015 academic year at secondary schools which are in Eskişehir and Kütahya. To determine the sample for the quantitative dimension of the research, cluster sampling method was used. According to this sampling method, the three secondary schools where the supporting education and training courses were realized were selected from each of the two city and 75 teachers and 200 students in these schools were chosen as the first sample in the research. To determine the second research sample for the qualitative dimension, 15 teachers and 20 students from these schools were chosen by using simple random sampling. Surveys were the quantitative data gathering method and interviews were the qualitative one. The data gathered from the survey is codified and analyzed in SPSS. The frequency and percentage calculations about each survey items were done and survey data for variants named gender, seniority, class level and branch were compared by the use of the cross tabulation. The data gathered from interviews were analyzed with content analyze technique.

The findings obtained from the research revealed that teachers and students thought that the courses were beneficial for students to complete their learning lacks, to develop their use of test techniques, to review the school subjects, to increase students' school grades and to increase their interests to learning. According to their views, the courses also provided teachers to be more relax, active and effective in teaching because of the less students. In addition to this, both of teachers and students stated that the problems in the course were the lack of learning materials especially

technological tools and the duration of the lessons. Teachers and students expressed that the classes have to be equipped with technological tools, the duration of the lessons has to be shortened and the continuity in students' attendance to course has to be ensured.

Based on the findings obtained from the research, it can be said that although the supporting education and training courses are effective in supporting the students' school learning and preparing them to examinations, it can not to be an alternative to cram schools in its first year of implementation. To provide courses to be more effective, the teachers who teach in these courses have to be chosen based on criterions which are determined in the "Supporting The Education and Training Course Guidelines", the schools have to be equipped with technological tools sufficiently and the contents of the course subjects have to be planned and implemented based on a curriculum systematically.

Keywords: Supporting the education and training course, secondary school students, secondary school teachers, education and training.

Evaluation of Existing Curriculum in Special Education for Visually Impaired Children to Solve Family Adjustment Problems in Pakistan

Shazia MALIK; University Putra Malaysia; Malaysia; shazia11malik@hotmail.com

The paper wasn't presented in the congress.

Comparative Assessment of the Opinions of Students, Parents and Teachers on Performance Tasks

Can MEŞE; Anadolu University, Eskişehir, Turkey; canmese@gmail.com

Mehmet Can AVAROĞLU; Ministry of Education, Adana, Turkey; mehmetcanavaroglu@gmail.com

Habibe ALDAĞ; Çukurova University, Adana, Turkey; habibe@cu.edu.tr

Abstract

From 2005, there have been new developments in Turkish education system as a result of new educational programs which is developed based on constructivist approach. Learning is possible only by active participation of students to the learning process (Hastürk & Özkan, 2015). So we have to find ways to support students' active participation to the instructional process. It is even possible to make them to participate to the evaluation phase by use of alternative evaluation techniques. Performance task is described as "productive working of students in which students functionalize their cognitive, psycho-motor, and affective skills such as critical thinking, creative thinking, problem solving, reading for understanding, collaborating, communicating" by Ministry of National Education (MEB, 2009).

There are many opinion surveys on performance task in related literature. In most of these survey research, only students' opinions are gathered (Akdağ, 2009; Bal, 2012; Kumandaş and Kutlu, 2010; Uzoğlu, Öztürk, Bülbül and Küçükaydın, 2013). Teachers' opinions-only (Coşkun, Gelen and Kan, 2009) or parents' opinions-only are gathered occasionally (Şeker, 2009). It is even possible to find a few studies in which opinions of two groups are gathered and compared (Coşkun, Gelen & Kan, 2009). Moreover, most of these survey is related to one specific science area (Adanalı, 2008; Akdağ, 2009; Bal, 2012; Bal & Doğanay, 2010). We could not locate any research on performance task as generic and inclusive to all science and technology areas. There were also no survey-research on performance task in which students', parents' and teachers' opinions compared in the literature. The present research gathered data from students, parents and teachers on performance task as generic applications. The researchers focus were on the differences or similarities of opinions among these three groups. Fluctuation of opinions among groups shed a light on the effectiveness of as well as difficulties in performance task applications.

The sampling method of this study is maximum variation of purposeful sampling method. (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2014). 49 teachers, 221 students and 109 students' parents are participated from three primary and middle school, with low, middle and upper socio-economic levels in Adana-Turkey. Student, parent and teacher forms of surveys are used as data collection instruments. Structure of survey and questions are kept as much as similar for the purpose of comparing opinions. There are two section in surveys. First section is about demographic information of participants. The second section is about performance task. The questions of survey are organized as Likert type scale.

In the development process of the survey instrument, followed phases are unstructured-informal interviews, semi-structured interviews, literature analysis, and researchers' agreement in selection or reduction of questions, pilot study, review and application of survey. We started first with informal interviews. Then, we analyzed the literature, while keeping in mind the issues emerged during these interviews. Sufficiently informed, we have written the questions for semi-structured interviews; conducted some interviews with students, teachers and parents.

After, semi-structured interviews, we have written the survey questions based on Rossett (1987, 2012) needs analysis model. Rossett's model includes the techniques of needs analysis on optimal levels of expected success, emotions and feelings, causes and solutions. In this study, we did not measure the optimal success and present-success level of students. Since the main goal of the study is to compare the variety and similarity among the teachers, students and parents opinions. For this reason, questions and the structure of the survey are kept as much as possible to make comparison easier.

We hoped to explicate the possible implicit-interactional factors such as role expectancies, responsibilities, and authoritativeness among groups by comparing their opinions. The similarities and opinions of these groups might give us clues for designing and developing realistic and effective applications of performance task. Survey includes the items: about the predetermined factors of informative communications among groups; the resources adequacy supplied by MEB, school and

parents; values gained by students at the end of learning process and the feelings and opinions related to the application process.

When the first draft of survey completed, the pilot is conducted with 4 teachers, 5 parents and 10 students. Modifications are made accordingly. After expert opinion, survey is edited for the full application. Descriptive analysis techniques and one-way ANOVA is used for the data analysis (Akbulut, 2010).

The findings are: All groups think that performance tasks increase the level of success. Students have more positive opinions about this effect than teachers. All groups agreed upon that the students are doing performance tasks to increase their grades. However teachers' scores are much higher on this item comparing to students' and parents' scores. These results seem to be normal and expected in terms of surface structure. However, collective meaning with a support from other items tells another story in terms of realizing the actual goal of performance task application in instructional systems.

"Obligatory characteristic" of performance task is signified by participants during interviews and in the survey results. Teachers are making students to perform tasks due to the instructional program. Students oblige their teachers and try to complete their performance tasks, though imperatively. Parents indecisive or perhaps hesitant on this item. Although participant signifies the positive, additive effect of performance task on increasing success and grade (or we could emphasize that increasing success in terms of grade); both, teachers and students see performance task as an obligatory aspect of an instructional program. That view, in turn, indicates a main problem in performance application.

Based on findings, we could say that the communication between teachers and parents are unsatisfactory in the general sense. All groups stated that teachers are insufficiently informing the parents about the performance task. However, the process of application still seem to have a positive effect on solving the communication problem. It is necessary to inform the parents about the performance tasks' aim and applications by teachers, schools and MEB. It is also imperative to encourage the parents for participating in collaborative manner.

Although, all groups agreed on that the performance task increases the collaboration skills of students in a group; teachers stated that the students continually need a help from others during the implementation of performance task. Students and parents are indecisive on that item. We could say that performance task is insufficiently designed to support independent working skills; while it is supporting the collaborative work. The implicit question is "Is there any risk?", "Does the performance task have a negative effect on student being dependent on others?". To avoid that risk the balance between the collaborative and independent load in performance task has to be considered by instructional designers and teachers.

There are also positive results from findings. The performance tasks increase the research skills of students, inspire their interest to the class work, supports skill development for outside-class and motivates students. In this paper, matters to be taken into account while designing instruction with performance task based on findings from this study will be given.

Keywords: Performance tasks, teachers, students, parents, needs analysis.

Design of the Preschool Mathematics Curriculum Based on the Cubic Curriculum Development Approach

Hasan ÖZDER; Ataturk Teacher Training Academy, Nicosia, TRNC; hasan.ozder@aoa.edu.tr

Pembe SABANCIGİL; Eastern Mediterranean University , Famagusta, TRNC;
pembe.sabancigel@emu.edu.tr

Abstract

The preschool curriculum should encompass all aspects and embrace a holistic approach (Bazargan, 2004). The cubic curriculum development approach is appropriate for this purpose. The main purpose of this research is to suggest a new appropriate curriculum design based on the cubic curriculum approach of the current preschool mathematics curriculum. In this context, this research is a paradigmatic study. The study involves two stages. In the first part, the cubic curriculum development approach is explained.

In the second part, the preschool mathematics curriculum is designed based on the cubic curriculum development approach.

To increase the success of the application of curriculum, there are many approaches which were developed to ensure a more rational and student-centered approach. Cubic curriculum development approach put forward for the first time by Wragg (1997). This approach is based on three dimensions of the cube handle instant. Wragg (1997) argues that these dimensions may be four or five, there is no certainty. These are curriculum development approaches (Bazargan, 2004; Drake and Burns, 2004; Hale, 2008) which are similar to the cubic curriculum development approach in some aspects. The cubic curriculum is a model which can be used in many different ways. The three major dimensions can be studied separately or together. Parts of the cube can be considered for specific purposes (Wragg, 1997: 4).

The first dimension involves the skills that students will achieve. These skills should be cross-curricular themes and issues that influence children's general development, like 'language' or 'thought' (Wragg, 1997: 3). The second dimension of the curriculum is all about content. The content may be the courses in the related curriculum. In this study, content was defined as the units of the curriculum. The third dimension is based on the teaching strategies and methods (Wragg, 1997). The forms of teaching and learning is omitted from many discussions about curriculum, though in other cases it is carefully integrated with subject and thematic concerns (Wragg, 1997).

The first dimension involves the mathematical skills like (1) recognize, (2) matching, (3) classification, (4) sorting and (5) pattern (5Ss) (Biggs, 1983). Second dimension includes the mathematical concepts of the preschool education program. These concepts are : 1. color, 2. shapes 3. size 4. space 5. amount 6. number. The third dimension covers the teaching methods related to skills and units which determined at the first and second dimensions. Teaching methods drama and educational games are the most appropriate methods for the preschool students. Children develop imagination and creativity through drama (Cottrell, 1987). Drama strategies and conventions take account of and develop the range of intelligences (Baldwin, 2004:46). At the same time, drama teaching method supports the other courses (Baldwin, 2009). Also, worksheets are the best teaching materials.

A new curriculum is designed in this study. The curriculum has "numbers unit" and drama, educational games and worksheets are illustrated with 5Ss. First dimension is 5Ss, second dimension is number unit and the third dimension is drama and worksheets are considered of the cubic program. This can be as semantic as below.

Semantic view of the programme

First dimension	Second dimension	Third dimension
Objective: able to put the numbers in a pattern	Unit: numbers	Teaching Method: Drama-educational game Material: Worksheets

The effectiveness of the new cubic program should be tested with an experimental research.

Keywords: Cubic Curriculum Development Approach, preschool, mathematics.

The Effect of Cooperative Learning Approach on 6th Grade Students' Success in the Field of Mathematics

Ata PESEN; Siirt University, Siirt, Turkey; atapesen@gmail.com

Bahar BAKIR; Siirt University, Siirt, Turkey; bahar3856@gmail.com

Abstract

Elementary Mathematics Curriculum aims to produce individuals who are able to understand and use mathematics in everyday life. The curriculum sees learning math as an active process, emphasizes students to be active participants in the learning process and thus requires them to be the subject of their own learning process. In this respect, classroom environments where students can do research and inquiry, communicate, think critically, do reasoning, easily share ideas and offer different solution

methods should be created (Ministry of Education, 2005). For this purpose, there are many teaching methods and techniques that can be applied as an alternative to traditional teaching methods. One of these methods is the cooperative learning method.

Cooperative learning method is a learning approach in which students work together in small groups to solve a problem or accomplish a task for a common purpose (Demirel, 2010). Cooperative learning is students' working by helping each other's learning for a common purpose in small groups (Açıkgoz, 1992). As can be understood from the definition, cooperative learning helps students to learn together and share their knowledge with each other. Through this process, the teacher rewards the successful groups by guiding (Hazer, 2013, p. 6). In cooperative learning, teacher's role is to guide. He is the person who provides information about the work to be done and where necessary, guides. This approach is student-centered and based on the student's activity (Buluç & Gümüş, 2007, p. 10). Many structured techniques and unstructured activities have been developed within the cooperative learning method (Kagan, 1992). These techniques; learning together, split up-merger, binary control technique, team-assisted individualization, teams-games-tournament, team student learning and student teams-achievement divisions. The appropriate technique is selected according to the subject and course that the technique will be applied to, the physical conditions of the class and class size (Hazer, 2013, p. 17). There are 5 basic principles of cooperative learning. These are: positive interdependence, individual evaluability and personal responsibility, supportive face to face interaction, the group process and social skills.

The purpose of the study is to search the impact of cooperative learning approach on 6th grade students' success in the field of mathematics by comparing it with the traditional approach. Depending on this main purpose, answers to the following questions will be sought:

1. Is there any significant difference between academic achievement scores of the control group where the traditional approach was used and the experimental group that used cooperative learning approach?
2. Is there any significant difference between Access points of the control group where the traditional approach was used and the experimental group that used cooperative learning approach?
3. Is there any significant difference between academic achievement scores and gender of students in the experimental group where the cooperative learning approach was used?

The study is a trial model. Trial models are research models in which data to be observed is produced directly under the control of researcher with the aim of determining the cause-effect relationships (Karasar, 1999: 87). Of the experimental designs, pre-and post-test control group pattern was used in research. This model is based on the comparison of measurement results of experimental and control groups by using appropriate techniques in order to see the effect of experimental process (Büyüköztürk, 2010: 202). The research was carried on a total of 56 students studying in 6/A and 6/B classes, in academic year 2014-2015, in Gazi Secondary School, located in the city centre of Siirt. The study was conducted in one experimental and one control group. There are 24 students in the experimental group and 32 students in the control group. 'Field Achievement Test', developed by the researcher, was used to collect data. Achievement test consists of 30 questions. To ensure the scope validity of the test, four mathematics teachers were consulted and after making the necessary corrections the final version was applied. Additionally, a semi-structured interview form was used to get students' opinions in the experimental group about cooperation-based learning at the end of practice. For data analysis SPSS-21 program was used. In the analysis of the data, standard deviation, frequency and percentage distributions and independent samples t-test was used.

The effect of cooperative learning approach on 6th grade students' success in the field of mathematics was examined in the research and revealed that there was a significant difference in favor of cooperative learning method. The research findings of subproblems can be summarized as follows: Prior to research, achievements of students in the experimental and control groups are academically equivalent to each other. A significant increase was observed in the success of both the experimental and control group students in the field of mathematics. When averages are examined, this increase is more in cooperative learning approach compared to the traditional approach. A significant difference in favor of experimental group can be seen between the access points of experimental group and control group. Accordingly, the cooperative learning approach is more effective than the traditional approach in increasing the success of students. Collaborative learning approach does not constitute a meaningful

difference on academic achievements of male and female students taking courses in the mathematics field. The findings are in line with many researches . (Kıncal, Ergül ve Timur, 2007; Gümüş ve Buluç, 2007; İflazoğlu, Tarım ve Yıldırım, 2006; Kasap, 1996; Açıkgöz 1992; Yıldırım, 2006; Gömeksiz, 1997; Akin, 1996; Ünlüsoy, 2006; Ünsal, 2006; Tonbul, 2001; Slavin, 1994)

When interview forms prepared to get the opinions of students in the experimental group that used cooperative learning approach in the research were examined, students expressed that they took great pleasure while having lessons in groups and learned better, they wanted to have lessons with this approach in the other lessons, they began to love Maths more and more thanks to this method, they began to have more self-confidence as they achieved higher marks in examinations. Furthermore, students stated that they had both a lot of fun and thus learned the lessons better while scoring points for their teams in activities held with Team Game Tounament technique, one of the cooperative learning techniques. Students began to adopt a positive attitude towards the course for which they are actively involved in the lesson. In line with these results, it can be said that cooperative learning method is an effective method in increasing students' academic achievement. In the light of the results based on the research findings, the following recommendations can be presented:

1. As cooperative learning approach develop many skills such as taking responsibility, belonging to a group, self-esteem, it should be used in all other courses.
2. In this research, the cooperative learning approach was applied to the 6th grade mathematics 'field' subject. To find out the effectiveness of the method, different subjects in different classes can be conducted.
3. Of the cooperative learning methods, Game Tournament Team and Student Teams Achievement Divisions techniques were used in this study. Using different techniques of cooperative learning methods, various studies can be made.

Keywords: Cooperative learning method, mathematics, success.

Reliability and Validity of the Suggested Curricula for Consolidating Vocabulary of Elementary Schoolers

Fatima SAVAEDİ, Azad University, Qom, Iran, fatimasavaedi@gmail.com

The paper wasn't presented in the congress.

Compatibility Level of Primary School 8th Grade Math Textbook Content on Target in Curriculum

Sevinç SÜZER UĞUR; Kocaeli University, Kocaeli, Turkey; suzersevinc@gmail.com

Dilara AKTEKİN; Kocaeli University, Kocaeli, Turkey; dilaraaktekin@outlook.com

Fatih CENGİZ; Kocaeli University, Kocaeli, Turkey; fcengiz2002@yahoo.com

Zeynel KABLAN; Kocaeli University, Kocaeli, Turkey; zeynel.kablan@kocaeli.edu.tr

Abstract

Textbooks are basic sources in teaching a lesson. They help making content more concrete as well as they organize instruction (İşık, 2008). Therefore, it is expected for learning objectives to be in coherence with the content. The purpose of this study is to examine the coherence between the mathematics learning objectives defined in the national curriculum in 2014-2015 and the mathematics textbook content. For this purpose, two analyses were conducted. First, the inclusion of learning objectives in the textbook was examined; then, the cognitive levels of both objectives and content were examined. In this process Bloom's Taxonomy of cognitive levels was used.

In this study a descriptive document analysis method was used. The study content was the National Mathematics Education Curriculum prepared for elementary school 8th grade level and 8th grade Mathematics textbook. A total of 54 objectives in the curriculum and 66 objectives written for national standardized exam (TEOG) were included in the analysis. In the first step of data collection, 54 curriculum objectives were matched with mathematics content. In the next step, the objectives and content were categorized based on Bloom's taxonomy; that is, remembering, understanding, applying, analyzing, evaluating, and creating. Based on above criteria, all of the learning objectives were coded. Examples of learning objectives and textbook content based of Bloom's cognitive taxonomy are below:

Remembering: Memorization and recall of factual, conceptual, operative or metacognitive information when needed (Anderson et al., 2001). This category involves two cognitive skills: recognition and recall. In the current study there was only one learning objective from the 8th grade national mathematics curriculum in the recall category. That is, "to recall perfect square natural numbers".

Understanding: Comprehending the meaning of the material presented orally, written or through graphs. This category involves commenting, exemplifying, classifying, summarizing, comparing, explaining and inferring (Anderson et al., 2001). In this study, an example of a learning objective in this category can be given as "to explain identity through modeling".

Applying: Applying concepts, principles, methods, rules, laws, theories, and other newly learned information to novel situations in order to solve problems. This category has two sub-categories: doing and utilizing (Anderson et al., 2001). An example of this cognitive behavior from the current study can be given as: "to solve equations with two unknowns".

Analyzing: Breaking down the materials into its parts and defining the relationships among parts (Anderson et al., 2001). An example from the study can be given as: "to identify similarity and isomorphism through the relationships of sides and angles". In order to identify similarity and isomorphism in triangles, students need to detail side-angle-side, angle-side-angle, side-side-side and angle-angle-angle relationships. This kind of cognitive skill belongs to organization sub-category of analyzing (Anderson et al., 2001).

Evaluating: To be able to judge the value of a material for a purpose. An example from the study can be given as: "to comment about real life situations by using central tendency measures and standard deviation". According to Anderson and colleagues (2001), when students consider favourable and adverse features of a products and judge based on these features, then he/she can reach the evaluation level. There is a similar cognitive process in the given objective.

Creating: To form a new structure by using the previously known elements. The products needs to be unique for each students (Anderson et al., 2001). An example from the study can be given as: "to write sentences of equations with single unknown from everyday life". The objective requires student to write a new and original sentence, therefore, students are considered to create a new structure.

For validity of data, program specialists were consulted. They guided the criteria for the categorization of objectives in cognitive levels. Then, two researchers coded the data independently. Finally, all 54 curriculum objectives and 64 standardized test objectives were coded by four researchers

independently. There were high coding consistencies among researchers. In order to test the consistency among 54 curriculum objectives, 64 standardized test objectives and the content of 8th grade Mathematics textbook, Chi-Square test was conducted in SPSS 18.

It was found that the standardized test (TEOG) objectives were more coherent with the mathematics textbook than the national curriculum objectives. It can be concluded that TEOG objectives are considered more important when preparing textbooks. In terms of Bloom's Taxonomy of cognitive levels, the national curriculum is more coherent with the textbook content. This study aims to base a theoretical foundation for future curriculum studies.

Keywords: Bloom's taxonomy, national mathematics education curriculum prepared for elementary school 8th grade level, national standardized exam (teog), cognitive learning objectives, textbook.

An Evaluation of Media Representations Regarding the Conflict of School-Uniform and Free-Clothing Applications

Abdurrahman ŞAHİN; Pamukkale University, Denizli, Turkey; asahin@pau.edu.tr

Abstract

Dress-code arrangement for the students participating in formal educational institutions is an ongoing debate topic. There are two basic approaches—*school-uniforms* and *free-clothing*—in regard to what students should wear in schools. Proponents of the school-uniform put forward several important reasons for the justification of school-uniform applications. Among those reasons are the safety of children (e.g., reducing gang activities, distinguishing students from non-students), developing a better image of and attitude towards school, adoption of school objectives by students, a higher self-esteem, sense of belonging, reducing the competition of clothing among students, and a higher academic achievement. Opponents of school uniform often voiced the problems concerning the legal and economic aspects of the issue while also questioning what the empirical evidences about the positive effects of school uniforms are. Criticisms in the legal aspect claimed that uniform applications are against children's individual rights (and liberties), and opponents also drew attention to the additional cost of school uniforms to the parents of poor and minority students. Opponents of school uniform are additionally voicing that there is no enough empirical evidence in regard to cases presented as positive impacts or contributions (e.g., high self-esteem, motivation, lower costs, and school performance) of school uniform applications. Research studies have indeed revealed conflicting results. There are limited number of studies demonstrating the evidence that uniform applications do not positively relate to substance use, disciplinary problems, or achievement (indeed the effect is in the opposite direction). Similarly studies demonstrating the positive effect of school uniform applications on student qualities are few. Studies revealing a positive aspect of using school uniform were often conducted on the basis of the perception or beliefs of the participants. The media, of course, comprises a ground on which these discussions are conducted stridently. More specifically, the media shapes the opinion of the public through its presentation of various perspectives or its manipulative instruments.

The purpose of this study is to analyze media representations about free-clothing movement of the National Educational Ministry and to evaluate the findings in terms of education and teacher training process. For this purpose it is aimed to answer the following specific questions: (1) Which conceptual categories could be obtained from the representation of national newspapers in regard to free-clothing movement? (2) What implications the resulting conceptual themes might present regarding teacher training process? (3) What implications the resulting conceptual themes might present for the quality of media education?

This study was based on descriptive model since it aims to reveal conceptual categories by analyzing media representations regarding free-clothing movement by the educational ministry. Descriptive studies focus on a case or a group of people taking place in the past or an already existing condition and describe the studied case as it is. In order to reach an overall judgment about the population in this kind of research, a researcher studies the whole population or a neutral section of the population. In addition to quantitative approaches in descriptive research, qualitative approaches and methods, such as

document analysis or interviews, may be employed. Document analysis is the analysis process of the written materials containing information regarding the searched case. The population of the data sources is comprised of 30 nationally published newspapers (excluding sports newspapers and English-pressed newspapers) in Turkey. A sampling method was not used to select the newspapers due to the fact that all newspapers were reached. However, newspapers were limited to a week following the government's announcement dated on the 27th of November, 2012. Such sampling is called as intensive case sampling in qualitative studies. Between the stated periods, all of the national newspapers were collected. Then the researcher scanned all the pages of these newspapers in order to identify the media products (news, reviews, columns, etc.) related to the topic. The name of the newspaper, date and page have been recorded for each media product. Obtained media products were numbered starting from one up to the last one. Content analysis was performed on a total of 170 media products. The main objective of the content analysis process is to reach the concepts and relationships that can explain the available data. Therefore, the available data are first conceptualized and organized in a logical manner based on the emerging concepts. Then themes are identified in order to describe the data. Accessed codes and themes resulting from the content analysis were presented holistically in the results section of the study.

As a result of data analysis, ten basic themes emerged from the reports of newspapers included in the study. These themes are: (1) the content of the dress code, (2) historical process, (3) the attitude of the stakeholders, (4) related issues, (5) political aspect, (6) advantages, (7) risks, (8) comparisons, (9) fallacies, and (10) recommendations. Each theme has particular codes or sub-themes. For example, under the theme of *risk* take place the codes of rich-poor conflict, security issues, and psychological harm. Findings presented reveal that media might represent various perspectives regarding the taken issue if taken holistically. This finding put forth that young generation must reach different perspectives in their search for information if they want to have a thorough understanding of an issue. In fact, few sources might be misleading. If findings are evaluated in terms of teacher education perspective, the media seems to be ignoring two important dimensions of dress-code policies. Those aspects are the "hidden curriculum" underlying the any kind of dress-code policy and the philosophical background of, for instance, school uniform policy. Therefore, it might be said that reports from newspapers are far from reflecting the philosophical aspect of dress-code policy. Then attention is turned to the schools of communication educating the reporters of the future. Steps must be taken in the schools of communication in order to graduate research-oriented reporters or to enhance the quality in this regard.

Keywords: Teaching, dress-code policy, media.

As If the Real Math

Saadet TABAKÇI, İstiklal Primary School, Mersin;Turkey; saadettabakci@gmail.com
Nilgün ACAR DOĞAN, İstiklal Primary School, Mersin,Turkey; nilgunacardogan@gmail.com
Meryem AYSEV, İstiklal Primary School,Mersin,Turkey; m.a.,istiklal@gmail.com
Fahri KÖROĞLU, İstiklal Primary School,Mersin,Turkey;fahrikoroglu@gmail.com
Murat TABAKÇI, 60.Yıl Anadolu Primary School,İstanbul,Turkey; murattabakci@gmail.com

Abstract

In elementary school, are math class teaching methods and techniques used in the processing, effective of math anxiety among students?

The aim of this study is demonstrating Mathematics as funny and part of everyday life with practice and reducing the anxiety toward mathematics that we observed on students. İstiklal Primary School where we do the work and tasks, is composed of children from low family socio-economic level of internal migration from the Mediterranean town of Mersin. Our students do not get activity books for increasing the school performance. In 2014-2015 education year, 22 students from 2nd B Class and 25 students from 2nd D Class, totally 47 students from İstiklal Primary School have involved to the study. The data is collected by the first test and post-test methods and evaluated.

Many activities taking into consideration of the purpose of the application was made as one of the data collection tool. These activities are: dictionary work on math terms, decoration of the school hallways and two classes with geometric shapes, 5 March World Maths Day, deposition the problems created by their students in the "questions Drop' box ". The math questions that had prepared by the students were reprinted Question Drop 'box with single reading by 5W1H rules. Thus, we noted the relationship between mathematics and Turkish lessons.

Natural numbers have written between the 1 and 100 to the classroom walls. We tried to comprehend the terms and mind math operations to Students with a play and drama method, such as "double, place value, large, small, unity and decimal". Also in both classes our teacher who is interested and effective in visual studies did one lesson per week for visually expressing of math problems. The studies have done for expressing math problems visually or by writing about the visual as the mathematical problem.

Our currency has taught as a practical issue in the classroom. A class has been designed as greengrocer, another class as a market with taking into consideration of our purpose. Classroom and school activities also were compared with practices and thesis work done before in this area. Re-assessments were carried out in the current circumstances.

At the end of the studies we observed that the students' interests in math and awareness has increased. Emphasize was placed on the importance of mathematics in everyday life. Preparing mathematical methods and techniques used in the course of the students' with considering students age, learning environment, characteristics of the near and distant surroundings was found to be effective in reducing math anxiety in students. Also the relationship with other subjects of math class was shown concretely. Awareness of the effectiveness of the applied mathematics course the students were seen. Consequently, as in all classes, math classes learn by experience method used in making processing of the decreasing of concern was observed to be effective towards course. With a change of perceptions in society which says "Maths lesson is a difficult lesson to learn" we can say it would be more efficient by taking into account the reorganization with processing of the environmental conditions of the many ways.

Keywords: Courses, life, anxiety, mathematics, pictures.

An Evaluation of 2nd Grade English Curriculum within a Participant Oriented Program Evaluation Approach

Şükran TOK; Pamukkale University, Denizli, Turkey; stok@pau.edu.tr
Anil KANDEMİR; Pamukkale University, Denizli, Turkey; anilk@pau.edu.tr

Abstract

In Turkey, many studies related to teaching English has been conducted over many years and some regulations have been done. Until 1997, English was given as a compulsory course in middle schools in Turkey, in 1997 with a cycle model transition to eight years uninterrupted primary school, English course started to be given starting from 4th grades in primary schools. In 2006, with the impact of constructivist approach, by having a need to redesign and revise curriculums, English curriculum was also revised but English course still continued to be given starting from fourth grades. However, in recent years as a result of studies within the field of education and changes done in other countries, a tendency to start teaching a foreign language at an earlier age has been seen. This tendency has also been seen in Turkey and also with a cycle model change from 8+4 to new 4+4+4 model and deciding to start teaching English from second grades, English curriculum was revised and gradually implemented in primary schools.

Studies conducted in the field focused mainly on the opportunities of teaching English in Turkey and improving the quality of English language teaching. There always been a gap between actual class applications and ideal language policies (Kırkgöz, 2005). Incorrect applications in the second grade level which can be considered as the basic of English language teaching may affect those young learners a lot more so the training planning to be given should be carefully considered and applied. The reality of

teachers having many first hand experiences from actual classrooms made teachers an invaluable source while evaluating the programme.

When program evaluation is considered as a collaborative process of changing and developing the program effectively (Marsh & Willis, 2007), there is a continuous need to revise and update programmes. Programme evaluation can serve different purposes such as providing an understanding of how a programme or an application can be developed and providing evidence for efficiency and effectiveness gained by applying the programme (Klenowski, 2010). These different purposes pave the way for the emergence of various program evaluation models. The participant-oriented program evaluation approach which was used in this study can be defined as an approach that all stakeholders such as decision makers, target audience, program executives, financial contributors and etc. take an active role in development and application of evaluation (Yüksel & Sağlam, 2014). Using a participant oriented program evaluation approach is thought to contribute to this study in terms of demonstrating a holistic picture of the situation by reflecting participants' views and experiences and evaluating the situation of the applied programme with stakeholders.

The studies (Yaman, 2010; Örmeci, 2009; Erbilen Sak, 2009; Küçük, 2008; İnam Çelik, 2009; Seçkin, 2010; Güneş, 2009; Orakçı, 2012; Yörü, 2012; Karcı, 2012) related to examining English language teachers views on English language curriculum done in the previous years were conducted mainly either in primary or secondary level and focused on 20006 curriculum. This study was conducted on second grade part of 2013 English curriculum with an understanding of mixed method and participant oriented programme evaluation approach. This study is differentiated from other studies in terms of the programme examined, grade dealt, program evaluation approach and design of the study.

The purpose of this study is to evaluate primary second grade English curriculum with a participant oriented program evaluation approach. In this study it is aimed to determine whether there is any inadequate elements of the programme during implementing it, if there is, to detect which elements cause those situations and to make necessary corrections.

Sequential explanatory design is a mixed method design which researcher began managing a quantitative phase and with a second phase started to search specific results (Creswell & Plano Clark, 2014). In this study, qualitative data obtained with interviews was used to explain and give details of views which was obtained and tried to disclose with surveys. So, sequential explanatory design which is one of the mixed method designs was used in this mixed method study.

Study group for the quantitative part was consisted of nearly 100 English language teachers who are working in Pamukkale and Merkezefendi districts of Denizli province and teaching second grade English courses. In qualitative part, with a convenient sampling technique ten English language teachers were interviewed.

In this study, a five points Likert type survey was used to determine English language teachers' views on programme. Firstly to develop a survey to use in the first quantitative phase, with the help of studies in related literature (Erbilen Sak, 2008; İnam Çelik, 2009; Karagöz, 2010; Kaymakamoglu, 2010; Yaman, 2010; Orakçı, 2012 & Yörü, 2012), a draft survey consisted of 66 items was developed. After taking expert opinions from five academics who are working in Curriculum and Instruction department and three academics who are working in English language teaching department, a survey consisted of 62 items was developed according to opinions given. In the semi-structured interview form, questions were asked such as what a programme teachers construct in their mind, how much does it match with the existing programme, what are the strengths and weaknesses of the programme, were there any problems faced while implementing the programme. As its nature, the interview's other comments and ideas were also taken into account in semi-structured interviews and if necessary those ones were also asked as new questions in other interviews.

In the analysis of data obtained from quantitative part (surveys), frequency and percent for teachers' personal traits and mean for the views on items were used within SPSS 21 packet programme. In addition, appropriate statistical techniques were used in the analysis of items according to variables. Descriptive analysis was used in the analysis of semi-structured interviews recordings done with participants. In that sense, data obtained was summarised and interpreted according to theoretical themes (Yıldırım & Şimşek, 2011).

Data collection process still continues but preliminary analysis of first data obtained shows that teachers generally have a moderate level of satisfaction from programme however, most of the participants supports the decision of giving English course in second grades.

On the other hand, it was expressed that decision of aiming only listening and speaking skills is a right decision, also participants said that book contains only a few number of speaking activities, and course books and schools facilities are inadequate to get the whole benefit from the programme. In addition, they expressed that because of having only 2 lesson hours in a week they have some problems to achieve attainments and it is a need to add 2 more lesson hours in a week. Due to the level of songs and some activities in course book are higher than the students' level, it was also stated that course books should be revised and made more efficient. It is aimed to create a holistic and detailed picture of situation with the analysis of interviews. The study will be ended by giving more results and implications based on findings obtained.

Keywords: Program evaluation, English curriculum, participant oriented program evaluation.

The Use of Realistic Mathematics Education in Students' Making Sense of Decimals

Sanem UÇA; Ordu University, Ordu, Turkey; sanemuca@gmail.com

Asuman Seda SARACALOĞLU; Adnan Menderes University, Aydin, Turkey; sedasaracal@gmail.com

Abstract

Real-life situations play an important role in mathematical thinking. According to studies, mathematical concepts were developed with individualized and informal knowledge about real-life situations (Ginsburg, 1989; Greeno, 1991; as cited in Inoue, 2005). In order to be developed this process, especially, mathematical knowledge which is integrated with real-life situations must be presented in textbooks. One of the mathematical learning theory is Realistic Mathematics Education (RME) which mathematics courses can be concrete, students can participate actively in learning process and theoretical and practical development is new. In Realistic Mathematics Education (RME) learning is expressed as a process from students' informal knowledge which existing their own life experience to students reach formal knowledge when they faced with contextual situation which is selected real-life (Tunali, 2010).

Decimals form a complex form of mathematical system. Apparently, it is considered as a simple extension of the whole number system. Decimal fractions in that after a comma is placed and the steps to the right of the comma is seen as described by dividing 10. Decimals are considered as seemingly simple and understandable; but students have difficulty in learning decimals and decimals is a subject matter where misconceptions emerge (Hiebert, 1992).

Considering questions about decimals in PISA ve TIMSS conducted worldwide, many of the students have difficulty in showing decimals in number line and expressing decimals' place value (OECD, 2013). In addition to this, studies about decimals are expressed that students have problems about decimals' notation (Rittle-Johnson, Siegler, & Alibali, 2001; Michaelidou, Gagatsis, & Pitta-Pantazi, 2004). According to some studies about decimals, student have misconceptions about decimal notations' teaching and students can not perform the conceptual learning about decimals (Glasgow, Ragan, Fields, Reys & Wasman, 2000; Irwin, 1995; Steinle & Stacey, 1998b, 2001; Seyhan & Gür, 2002; Yılmaz, 2007; Widjaja, 2008). In response to this, according to studies were conducted by Irwin (1995, 2001) and Steinle & Stacey (1998b), RME is highly effective to remove students' misconceptions about decimals.

This research was aimed to determine students' prior knowledge about decimals and how students make sense of decimals at the end of teaching process which is conducted with RME activities. In this research, it is expected that when teaching decimals with RME, students can reach from informal situations which they faced with real-life to formal situations.

In this research clinical interviews perform to determine students prior knowledge about decimals and how students make sense of this subject matter. Clinical interview is a technique which is aimed at revealing students' knowledge structures and thinking process (Clement, 2000). In this research, sampling method is typical case sampling which is known as one of the purposive sampling method.

Study group of the study is composed of 17 4th grade students from a state school in Aydin. Data collection tool in this research is "Decimals Clinical Interview Questions" which is implemented during

clinical interviews. Accordingly, students were asked 16 questions about exploration decimals (5), decimal notations (2), determination place values of decimal (1) and comparison of decimals. Content analysis is used for obtained data from clinical interview

This research was aimed to determine students' prior knowledge about decimals and how students make sense of decimals at the end of teaching process which is conducted with RME activities. Accordingly, data obtained from clinical interview was classified according to themes which were named "Exploring Decimals", "Decimals Notations", "Determination Place Value of Decimals" and "Comparison of Decimals".

According to research findings about "Exploring Decimals" theme; students' cognitive process before teaching decimals with RME; all students were stated that there was any number between two consecutive numbers, there was any number between two one-digit decimals. When findings about students' cognitive process after teaching decimals with RME were analyzed; all students stated that there was one-digit and two-digit decimals between two consecutive numbers. We showed that students also gave examples of performed activities about learning decimals with RME.

According to research findings about "Decimals Notations" theme; students' cognitive process before teaching decimals with RME; all students read decimals as decimals are written and said with comma. When findings about students' cognitive process after teaching decimals with RME were analyzed; all students read decimals by qualifying place values of decimals.

Findings about "Determination Place Value of Decimals" theme; students' cognitive process before teaching decimals with RME; all students can not determine place value of decimals. When findings about students' cognitive process after teaching decimals with RME were analyzed; students' can determine place value of decimals based on RME activities in learning process.

Findings about "Comparison of Decimals" theme; students' cognitive process before teaching decimals with RME; students compared decimals based on whole numbers' comparison. When findings about students' cognitive process after teaching decimals with RME were analyzed; students' compared decimals based on whether one-digit decimals or two-digit decimals.

Research findings were assessed generally, teaching decimals based on Realistic Mathematics Education was highly effective on students make sense of this subject matter. Because within RME activities, mathematics courses were concreted and students participate this process actively. In this research, students have linked between whole numbers and decimals meaningfully. In this research, decimals has been taught with RME activities. In future research it can be conducted RME implementations about abstract subject matters in mathematics such as decimals. In this research there have not been taken teachers and students' opinion about learning and teaching process with RME. In future research it can be conducted. In Turkey, it was seen that there is any students' real-life situations in textbooks, especially mathematics textbooks, given examples and developed activities. Thus, textbooks can be integrated with real-life situations and can be closer students' informal knowledge.

Keywords: Realistic mathematics education, decimals, clinical interview.

Evaluation of Articulation Disorders of Special Education Students in Terms of Teachers' Opinions

Nevzat ULUTEPE; University of Necmettin Erbakan, Konya, Turkey; newzat-ulutepe@hotmail.com

Abdullah EKER; University of Necmettin Erbakan, Konya, Turkey; aeker38@gmail.com

Serdal DENİZ; University of Necmettin Erbakan, Konya, Turkey; serdaldeniz1@gmail.com

Abstract

In recent years, education of the students in need for a special education is more common throughout the world. Inclusion teaching is education of the students in need for special education among their friends with the help of support services. In our country, generally, inclusion teaching is being applied in full-time, part-time and in special education classes. In special education classes, disabled students at different levels and of different kinds are receiving education together in one class. While students diagnosed with mental challenge, visual or hearing impairment, autism, and etc. can

study in homogeneous groups, the students diagnosed with more than one disease can receive education in heterogeneous groups. The basic aim of the education of these individuals is their integration into the society. The necessary skills of communication and self-care, or the required academic knowledge of Turkish or Mathematics as examples of school subjects are given to the students in these classes for them to accomplish integration into the society. It is known that, language and speech problems at different levels and dimensions are seen in the students of the special education classes.

Language is an important way of communication for human beings. This way of communication can be developed through talking. Various factors such as intelligence, health issues, maturity and development, environment and language problems have impact over acquisition of the speaking skills. We can say that one of the most common type of speech disorders is the articulation disorders. According to Topbaş (2006), articulation is production of sounds through reshaping of the voice with the organs placed in the speech system right over the throat. Özçelik (2012) explains articulation disorders as a result of a problem in the control of speech motor. It is known that articulation disorders arise within the organs around the mouth as the air comes through the respiratory channels to become shaped and produced as sounds. It is also known that in Turkish vowels have articulations areas while consonants have articulation points. In another words, faulty or deficit production of the speech sounds can be called as articulation disorders.

Speech system includes tongue, alveolar ridge, hard palate, velum, uvula, glottis, lips, teeth and the cavities. Sounds are produced as a result of air pushed out of lungs vibrating the vocal cords. This sound later passes through oral, nasal and glottal cavity to be shaped into voice tone unique to human beings. This unique feature is shaped through our speech organs (teeth, lips, tongue, chin, palate) and produce the sounds we use in speaking. It is known that articulators cause articulation disorders as they get shaped or positioned incorrectly. A person may say 'jamazan' instead of 'ramazan', 'titek' instead of 'çiçek' and 'pardak' instead of 'bardak'.

The students in need for special education may be lacking in means of communicational skills which are highly crucial for self-expression in society because of various reasons. One of the reasons is the articulation disorders. Understandability of students with articulation disorders is lessened. These students may put a lot more effort in order to make themselves understandable to their audience and while they may give up communicating they may also experience anxiety in the society. Therefore, this is a qualitative study about determination of articulation disorders of the students in special education classes in their teachers' perspective. Qualitative studies are studies that are based on observation, interview, document analysis as means of data collection and they aim to work on events in their natural course and in a comprehensive manner. The data is collected through semi-structured interview forms because it is indicated that this technique is one of the most effective data collection techniques for a qualitative study.

A literature review was made during the process of form preparation and the gathered information was used as a base for the prepared questions. Later the interview questions were divided into two sections. The first section was allotted to personal information of the participants and the second section was allotted to determining the articulation disorders. The opinions of two specialist academicians and a teacher were taken after the questions were prepared and the question were modified accordingly. The modified questions were tested in a pilot process that was held with 4 teachers. In the application of the research data collection, teachers working in special education classes who volunteered for the research participated. The research was held with 21 teachers living and working in the center of the cities Ankara and Konya. The students of the teachers include mentally, physically-mentally, hearing-mentally, visually-mentally challenged, and autistic ones. The interviews were held on pre-determined date and time. The questions were directed verbally and the answers were recorded by the researcher in written notes. The interviews lasted 5-15 minutes. The collected data was analysed through descriptive analysis method. After the collected data was analysed, the common concepts were determined and the results were displayed in frequency and percentage tables. When the findings of this research are examined, it is seen that teachers have indicated that their students had problems in producing sounds in the beginning, middle or at the end of the word. They either mispronounced or sometimes not even pronounced the sound. Especially, the students are facing more difficulties as the syllable number increases. It is also noted that students may misarticulate a sound when it is in the middle while they are able to pronounce it perfectly when it is in the beginning. Another

finding tells that the students either mispronounced or not even pronounced the sounds t,k,z,s,ş,p,پ,ç,گ,r. Moreover, it is also found out that the students may face anxiety or other problems with their friends because of their articulation disorder.

Keywords: Students in need of special education, inclusion teaching, articulation disorders.

A Case Study on the Implementation of Learning through Acting Out and Experiencing Method: TÜBİTAK 4006 Science Fair

Soykan UYSAL, Selçuk University, Konya, Turkey; soykanuysal@selcuk.edu.tr

Habip Mehmet SEVGI, Selçuk University, Konya, Turkey; hmsevgi@selcuk.edu.tr

Abstract

The methods based on learning through acting out and experiencing have been being used for increasing the success and understanding easily the abstract concepts of the students. Learning through acting out and experiencing is defined as participation in activities with individuals personally experience, the feel of the event using every possible sense during the event and reaching a judgment by using cause and effect method (Bilgin & Karaduman, 2005). Students use many of their feelings by touching, holding, moving, observing, listening and sometimes tasting in a controlled way when they are learning with acting out and experiencing activities in the classroom and that helps them to speed up the process from concrete thinking level to more complex thinking level (Jones et al., 2003).

For this purpose, in 2014-2015 academic year, TUBITAK (The Scientific and Technological Research Council of Turkey) has created 4006 Science Fair Project by signing a protocol with the Ministry of Education, this year the science fair projects were supported for the third time and it has enabled students to learn through acting out and experiencing. "TÜBİTAK Science Fairs" aim to create an environment for the students to showcase the results of their researches and to learn through acting out, experiencing and having some fun within the framework of the curriculum students studying in 5th-12th grades and doing researches on the subjects that they identified in their own interests (TUBITAK, 2015)

The purpose of this study is to identify and examine as a case study in what extent TUBITAK Science Fairs reach the subgoals that were set by TUBITAK beforehand by help of learning through acting out and experiencing method in Konya Province, Akşehir Region, in secondary level according to teachers' and students' opinions.

The research data were collected through semi-structured interview form. There are 9 secondary schools in Konya, Akşehir which has run TUBITAK Science Fair Project and the participants were selected from these secondary schools by random method. There were 2 teachers and 3 students selected from every school and in total there were 18 teachers and 27 students participated in the study. The data collected as a finding of interviews were analyzed using content analysis method. Findings are presented in a systematic way with tables and examples from the interviews. Findings were discussed according to the sub-goals defined by TUBITAK and results are disclosed.

Keywords: Learning through acting out and experiencing, tubitak science fair, applied education.

The Utilization of Mathematical Reasoning Strategies of Secondary School Students

Menderes ÜNAL; Ahi Evran University, Kırşehir, Turkey; menderesunal@gmail.com
Abdullah GÖNÇ; Cacabey Secondary School, Kırşehir, Turkey; abdullah_gonc@hotmail.com

Abstract

Mathematics is an effective tool used in recognizing the environment and solving problems that people face. Throughout the history, people have applied to mathematics when they encountered a problem. That made mathematics teaching a must. Due to this importance, math-related behaviours have become involved in all areas at all levels from pre-school education programs to higher education programs (Baykul, 2009). In secondary school math curriculum, the necessity of gaining mathematical knowledge, skills and attitudes that a student may need throughout his or her life is emphasized. In the process of developing curriculum, conceptual learning, communicating (specific to mathematics), making mathematics more valuable in the eyes of everyone and developing students' problem solving skills are among the goals that come to the forefront. One of the most needed skills for the people among these is a problem solving (Baykul, 2009). As the students gain success in problem solving, feeling valued on their own solutions, their self-confidence on mathematics increases. Thus, students engage in more patient attitude in the process of problem solving (Toluk, 2003). As a part of this case problem solving holds an important place in secondary school curriculum. So, problem solving is considered as a basic skill expected to be developed (MEB, 2013).

The idea of taking problem solving as a means of learning is becoming more important day by day. Students can reach a solution in problems that they faced for the first time by using their existing knowledge. The development of reasoning skills as well as problem solving is required in addressing the challenges in daily life. Reasoning is the process of reaching a rational thinking by taking all the factors into account (Umay, 2003). Students' understanding of math and taking it valuable for themselves may be possible by the development of reasoning skills. Considering mathematics as a network of many related ideas is as a result of the emphasis on reasoning, as well as a basis for further reasoning (Umay & Kaf, 2005).

Students' reasoning levels can be determined by their comments on the situation or the diversity of strategies they used (Hines and McMahon, 2005). In math education, students' problem solving strategies that require reasoning can be grouped into basic skills. In this context, the basic skills such as the evaluation and interpretation of results and the process, experimental and analytical verification of process results, recognition of right and wrong process, development of special signs and words, identification of main elements of the problem, interpretation of the results in real-life context, determining the theme of the problem, providing clear evidence with heuristic analysis are regarded as mathematical reasoning strategies (Suzuki, 1998).

The aim of this study is to define students' level of mathematical reasoning strategies regarding secondary school students' problem solving skills. In this context, whether there is a significant difference in mathematical reasoning strategies or not, according to students' gender, their families' income status, the location of the school and educational background of the parents are investigated.

Descriptive survey method was conducted in this research. Survey methods aim to define past or present states as they are (Karasar, 2006). Descriptive survey could be separated into general survey model and case study. Relational survey model was conducted in the study because it was aimed to define changes and degrees among two or more variables (Karasar, 2006).

The sample of the study was composed of eighth grade students from different six schools two of which are in Kırşehir, one in Mucur and Akpinar districts, and two schools in villages. In sample group, 64 girls (%54,4) and 52 boys (%45,6) were chosen randomly. 20 open ended questions were prepared to define students' mathematical reasoning level. These questions were selected considering the eighth class mathematic curriculum. To enable content and language validity, four mathematician's and a linguist's opinions were received. Besides, questions that let students show their problem solving strategies with mathematical operations were selected. These questions were also suitable for revealing reasoning and self-sufficiency in problem solving. Moreover, open ended questions were conducted to four group of students for five weeks.

To define students' mathematical reasoning level, Suzuki's (1998) "mathematical communication and reasoning scale was used. The alpha reliability coefficient of this scale was 0,751. The last form of the scale, Turkish translation, validity and reliability coefficient of which were done by Taşdemir (2008) was conducted in the study. As evaluation criteria, 16 articles in reasoning category were administered to the students. Reliability of the inventory used in the study has been retested and it has been calculated as 0,934. In an attempt to determine students mathematical reasoning strategy, the methods to solve the problems in worksheets during applications has been examined and classified as high (3), medium(2), low(1) and absence(0). The data which were gathered from the students as well as information forms were entered into SPSS 16.0 software package and then necessary analysis were performed. Normal distribution Kolmogorov-Smirnov test results were calculated as $Z = 0.734$; $p>0.05$ and data was found to provide normal distribution. Frequency (f), percentage (%), arithmetic mean (x), standard deviation (SD) from scientific research statistics, "t" test to test the significance of difference between averages and one-way analysis of variance (ANOVA) were used to analyse the data. The significance level for all statistical analysis (p) was taken as 0.05.

As a result of the statistical analysis done in the research; the overall average of students' using level of reasoning strategies was found to occur in the intermediate level. In addition, significant difference was seen in favour of girls in students' reasoning strategies levels. Also there is a significant difference in favour of central district as for that residential where the school is located, higher income level as for that family income status and higher education level as for that parents' educational status.

According to the findings acquired within the study, students' use reasoning strategies level was realized at an intermediate level. This case reveals the necessity for the implementation of activities that will develop students' reasoning skills in the school environment. In addition, the formation of a significant difference in favour of girls can be explained by girls' entering puberty earlier and as a result of it, starting abstract thinking earlier. The significant difference depending on the development of the settlement considering school residential can be connected to redundancy of physical opportunities while presenting information to students as well as fewness of general problems of schools. In the formation of a significant difference in favour of increase in families' income level is predictable that leads to students' having the advantage of education easier. Higher education level of parents' creating a significant difference in students' using level of reasoning strategies can be interpreted as a positive result of conscious family structure on student's education. In this context, creating awareness of families and subsidizing infrastructure support to schools by reducing the gap between income levels are recommended.

Keywords: Mathematics, reasoning, strategy..

A Case Study on Elite (Honors) and Mixed Level Classroom (Regular) Practice in Secondary 6th Grade

Ruken AKAR VURAL, Adnan Menderes University, Aydin, Turkey; rakaravural@gmail.com

Serap YILMAZ, Necmettin Erbakan University, Konya, Turkey; syozelci@konya.edu.tr

Meltem ÇENGEL, Adnan Menderes University, Aydin, Turkey; meltemcengel@gmail.com

Müfit KÖMLEKSİZ, Lefke Europe University, Lefke-Northern Cyprus; komleksiz@yahoo.com

Abstract

We know that students are separated in many ways in the education system until the higher education. One of these separation methods is the ability grouping/tracking or streaming practice.

Firstly, in 1880s the practice of ability grouping started in a one-classroom school by the separation of the students who are literate or not and has continued by the separation of the students into different tracks and sub-tracks according to different educational goals and learning outcomes with the complexity of the educational phenomenon (Nevi, 1987, p. 24–25). The separation of the students into different groups is one of the most debated and most legacy practices in primary and secondary schools (Hollifield, 1987). Tracking/streaming, according to Zimmer (2003), is to separate the students into

homogenous groups according to their abilities starting from the idea that students have a positive effect on each other, according to Figlio and Page (2002) it is a common practice that students separate into classes regarding their abilities, according to Broussard and Joseph (1998), it is a practice that students separate into categories accordance with a specific program, according to Thomas and Thomas (1994), it is a grouping which allows teachers more effective teaching in homogeneous classes by reducing the diversity that individual differences lead, according to Mills and Durden (1992), it is a group separation in terms of students' achievements or abilities that aims to create homogeneous classes, according to Gamoran (1989), it is a small group separation for the students who deals with the reading classes especially in the early years of education and going on their education in those groups. Again according to Gamoran and Mare (1989), some of the ability grouping practices are to separate the students in secondary school into groups regarding their interests and abilities and to take classes in those groups with tailored education program. It can be said as a general, level sets which are called as "ability grouping" and "tracking" in the literature, are to create homogeneous learning environments with the students' separation into groups according to their academic achievements related to different courses or abilities in both primary education and further education steps and to organize educational activities based on the learning speed and progress of this group.

The impact of ability grouping practices, which have over 100 years past, on students has been discussed even today. Sometimes both in Turkey and in the world, the implementation and disseminating of ability grouping has been proposed (MEB, 1995: 40), and sometimes its negative effects have been discussed. The tracking practices have a place in the education system in different forms.

In this study, ability grouping practices have been examined on the based on students' opinions, who are studying in a school which has one an elite and two mixed level classes. The sample of the study includes totally 74 students of which 22 students (Female: 6 Male: 16) in the elite class, 26 students (Female: 11 Male: 15) in the first mixed class and 26 students (Female: 16 Male: 10) in the second mixed class. In the study, socio-demographic data was gathered through a questionnaire consisting of open and closed-ended questions related to ability grouping practice and the perceptions of students on the form of classes by an interview conducted through semi-structured forms, their perception of satisfaction, their view on practice process, their opinions of their families perceptions, perceptions about the level classrooms and friendship relations has been tried to be determined. Quantitative data have been obtained via the survey was expressed by the number, percentage and frequency tables, the open-ended questions were analyzed with content analysis. Referring briefly to the results, almost all of the students in the elite class declined that the separation is made through objective criteria and it is seen that nearly half of the students in the mixed classes agreed that idea. More than half of the students think that the practice is fair; two thirds of the students involved in mixed classrooms consider that this practice negatively affect the friendship relations. Almost all of the students stated that the teachers conducting the courses have no different attitudes except English teachers. It is seen that students' opinions differ according to the ability groups. While 54.5 % (s=12) of the students in the elite class and 69.2 % (s=18) of the students in the second mixed class indicated that the teachers treat everyone equally, 69.2 % (s=18) of the students in the first mixed class think otherwise. The students in the first mixed class stated that they are compared to the other classes by their teachers (73.1 %, s=19), no matter what they do they cannot be the cup of tea of the teachers (54.5%, s=12) and the teachers are strung and tense in the classes (57.7%, s=15). The students were asked to make an assessment of the ability grouping practices in the interviews with the students. it is seen that when the students were asked to make an assessment of practices according to psychological variables, especially the students in the mixed classes indicated that the ability grouping practices affect them in a negative way because of teachers' different attitudes in different classes and their feelings lazy-down vision. When we consider the interview findings generally, it is seen that the students in the elite class evaluate the practice in an academic way and they think that the practice affect them positively because of the feeling of being hardworking and studying hard. When the opinions of the families were analyzed according to the students' perceptions, it is determined that the opinions of the families change based on the classroom in which their students are. Overall, it is said that the students who perceive themselves as successful has a satisfaction with the practice and want the practice continue, the students who perceive themselves as unsuccessful want the ability grouping/tracking practice remove.

Keywords: Ability grouping, tracking, streaming, primary school, case study, students' opinions.

Investigation of the Opinion of Teacher with Combined Classroom Experience on the Combined Classrooms

Ömer Faruk VURAL; Gaziantep University, Gaziantep, Turkey; vural@gantep.edu.tr
Ayşe DEMİR; Gaziantep University, Gaziantep, Turkey; aise.demir@hotmail.com

Abstract

Besides being a teaching practice mostly used in a village school, combined classes teaching is situated within the education system found in the primary stage (first four years) of 12-year education in Turkey (Erdem, 2004, p. 10). Combined classes teaching is teaching application process done in the same class taught by a teacher in a primary school by combining multiple classes (Fidan & Baykul, 1993: 2). The other definition defined by Little (1994) teaching in combined classes is to take classes in different ages, abilities and grades of students in the same class and group.

The social, economic and geographical conditions require the combined application classes in Turkey. Therefore, there are some school teaching application made in combined classroom in the provinces of Turkey. About 31% of primary schools in Turkey serves teaching with combined classes (MEB, 2014). Combined classes application is not a unique situation as supposed to the eastern region of Turkey; it is a teaching application being implemented in all Turkey regions.

In teachers training institutions, the training of primary school teachers is based on the regular classroom setting. When primary school teachers graduate from the faculty of education in Turkey, it is seen that they only take two credits "a combined class teaching" course. This course is not enough for the teachers, most of which take charge as teachers in the schools providing combined classes teaching (Çelenk, 1995). According to Doğan (1995), failure to gain the knowledge and experience in pre-service teacher training of new teachers working in the schools containing combined classes, they encounter with the adaptation problems, have a position ready to step back from preparing effective educational conditions. Other issues negatively affecting education, new teachers started working in combined classes searching for ways to get rid of the school as soon as possible. These teachers who do not have adequate knowledge, skills and experience have to give teaching in combined classes that is a very difficult job.

Problem Statement: In this study, it was investigated the opinion of teachers who worked in combined classes and has been working in regular classes about teaching in combined classes. Also the answer of the question "How do teachers who worked in both systems assess the difference between these two systems?" was tried to find out.

The research method is a qualitative research design and the research pattern is "case study" of the study. The main feature of the qualitative case study can be described as a depth investigation into one or a few cases. Therefore, factors of a situation (cases, individuals, events, processes, etc.) were investigated with a holistic approach (Yıldırım & Şimşek, 2008). The sample group consisted of 10 teachers from three different public schools chosen from Şehitkamil district in Gaziantep in 2014-2015 academic year. Convenience sampling method was used to choose the sample group. In fact, the cost and availability are listed as factors to be taken into account in the decision to choose the sample group of the investigation (Yıldırım & Şimşek, 2008).

In the first phase of the study, the relevant studies in the literature were examined by reviewing the related articles and books. After these investigations two researchers prepared open-ended questions based on the literature review results. In the study "standardized open-ended interview" research method was used. 20 to 25-minute interviews were conducted with each of the 10 teachers in this research. Each interview was audio-recorded to prevent any loss of data. Then the audio recording was transcribed into writing. Content analysis, one of data analysis techniques, used in qualitative analysis methods to analyze the interview data. The main purpose of content analysis tries to reach the concepts and relations of the collected data to explain the meaning staying under them. In the study, the interview data collected from the teachers was coded based on specific themes. After having made the necessary arrangements on the code in the themes, findings were identified and reviewed.

The majority of the teachers attended in the study believed that missing learning occurs in the combined classes compared to regular classes. The teachers thought the students studying in the regular class are more successful. Teacher 8 mentioned that "when single class curriculum applies on regular classes, the students have more time to study and to review the class contents; therefore, the learning in regular classes is better than combined classes. Due to lack of time at least two class curriculum applied in combined classes is not at the desired level learning."

Some teachers mentioned that the important details that may be in favor of the combined classes are less students and more collaboration between students in a combined class than a regular class. Teacher 9 said that "combined classes can be more comfortable due to the low number of students in the class. In regular classes, a teacher only appeals to a group of students but less learning takes place since the group is still crowded. In combined classes, the students not only become more together but also work more together. Third and fourth class students in combined classes support each other because they are always together".

Some teachers emphasize the importance of peer education usually occurring in combined classes. Teacher 3 mentioned that "the most obvious feature of combined classes application is learning of students in learning by teaching. So students learn together; for example, 4th grade students teach 3rd grade or 2nd grade students, teaching process can be considered as a kind of learning process. I saw the benefits of this. I observed that, at the same time, combined classes applications reinforce leadership feeling in the students. This is a kind of success supporting learning of the students by gaining a sense of feeling that I know something."

Gürel and friends (2014) studies showed that the teachers worked in combined classes mentioned that working as a teacher in combined classes was very difficult. They gave some lived negative examples as reasons of that. The reasons that make it difficult to teach in the combined classes are an obligation to teach multiple classes together, shortage of time, and students' distractibility. Other studies results also support these findings (Adanur, 2011; Yıldız, 2009; Bayar, 2009). In this study, the teachers also mentioned that teaching in combined classes was more difficult than regular classes. According to the most teachers, the application of combined classes has quite different characteristics compared to regular classes. In combined classes, the teacher must educate at least two classes curriculum. While the students of one class learn the subject, the students of another class study the homework assignment or repeat the course materials. However, in regular classes, all the students listen the teacher, learn the subject and study together. The teacher guides them during the class.

The teachers thought that the learning objectives cannot be reached in a combination of multiple classes taught together. The similar studies also support this finding (Gürel et al., 2014; Kaya & Taşdemirci, 2005; Yıldız, 2009; Abay, 2006; Adanur, 2011).

Keywords: Combined classes, teacher experience, teacher views.

Teachers' Opinions on the English Curriculum, Coursebook and Teacher Resource Book of the 2nd Grade Primary Education

Esed YAĞCI; Hacettepe University, Ankara, Turkey; esed@hacettepe.edu.tr

Faramarz ABEDİ; Hacettepe University, Ankara, Turkey; abedi.faramarz@gmail.com

Pınar KİVİLCİM; Hacettepe University, Ankara, Turkey; pinarkivilcimli@gmail.com

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The Effects of Using Educational Drama Method on Teaching Fractions and Geometrical Shapes to Elementary School 2nd Grade Students in Terms of Permanent Learning and Success

Sevilay YILDIZ; Abant İzzet Baysal University, Bolu, Turkey, sevil_yil@yahoo.com

Demet BAYCAN; Ministry of Education, Bolu, Turkey, demetaltinbulak@hotmail.com

Sevgi ÖZTURAN; Bolu, Turkey, sevgi.ozturan@gmail.com

Seher ÇOBAN; Ministry of Education, Bolu, Turkey, sehercaban06@hotmail.com

Abstract

In the prepared list of economic achievements in mathematics economic cooperation and development organization, Turkey has lagged behind the OECD average and 43 countries. 4th and 8th grade students in mathematics and science achievement of the international assessment program that TIMSS worldwide results, although Turkey's rise in the ranking achievement in mathematics, has shown

that there is a big gap between successful students with other students. Also some students are far above the average in Turkey ,some of them are below that; and also one of the students participating in the test are the basic level ,four percent showed that they don't know maths. Unfortunately, the results haven't changed since 2013 and this is worrying for Turkey. The reasons for this failure can be caused by students' prejudice approach to maths, thinking maths as the most feared course, teaching methods, exam anxiety, lack of educational resources and teachers' shortages.

Whereas mathematics is thought as a key for good life and also a good career, but also mathematics is a supporting factor in order to understand life and develop ideas.(Dursun ve Dede: 2004) In this sense, some methods that show us maths class is not being a frightening class, but rather than being an enjoyable lesson, are crucially needed. Therefore, "educational drama" defined as having predetermined educational purposes, all students doing along with their teacher by using their basic motor movements, discussion and expression based group activities by Önder (2012), is thought to make students develop a positive attitude against mathematics and also develop more meaningful and permanent learning.

In this study ,it is aimed to determine by comparing the experimental and control groups in terms of academic achievement and retention of educational drama method's effectiveness on 2nd class mathematics ' fractions and geometric objects lessons .For the purpose of research ,problem statement is defined as "what is the impact of the effectiveness developed by educational drama method on 2 nd grade elementary school students learning fractions and geometric objects, in the success and permanent teaching? The following are the research questions identified in this context. 1. Is there any significant difference between experimental and control groups' pre-test points on success tests points fractions and geometric objects ? 2. Is there any significant difference between experimental and control groups' pre-test points on success tests about fractions and geometric objects ? 3. Is there any significant difference between experimental and control groups pre-test and posttest on success test about fractions and geometric objects ? 4. Is there any significant difference between experimental and control groups' success tracking tests on fractions and geometric objects ? It is accepted that students form working group, express their view sincerely on expressions including measurement tools that are used in this research.

In this study, both pre-test and post-test control, experimental research groups are used for the purpose of this research. The working group of the research consist of 63 students, 2.nd grade in 2014-2015 educational year, 50. Yıl. İzzet Baysal elementary school, located in the centre of Bolu. Students are selected by using easily accessible state sample way. In the experimental group, fractions and geometric objects are studied by methods of educational drama. On the contrary, the same objects are studied by using power point presentations and animations in control groups. As a data collection tool maths achievement test, developed by researchers at the beginning of 2014-2015 educational year, and understanding by reading test, developed by Yıldız (2009) are used.

Among the groups, 7 groups of 4, are found to be equivalent in terms of reading comprehension and mathematics achievement test. One of these classes whose teacher has a drama trading certificate is designated as an experiment group and the other class is designated as control group. While developing the mathematics achievement test, goals (14 goals) which are mentioned in the 2nd gadre maths program are determined. Three questions are written for each goals (total 42 questions).These questions are shown to an assessment expert, two program development specialist, three teachers and also a guidance councilor and then applied to 11,2nd class students. While applying, students responses were observed and necessary adjustments were made. After necessary adjustments, this achievement test was applied to 117 students who studied the lesson before, and the obtained data were analyzed according to the method of Henryson. The final achievement test (14 questions) were created by selecting ones that are not so difficult and have more than 0,30 distinctiveness. Final achievement test was also applied at 1. 2. 3. classes, the data obtained from the application were subjected to analysis of variance. The differences seen between the groups in 0.05 have been identified in the analysis result are significant, and these differences are considered as validity.

Applying the test lasted until the second week of April and September, the developed math test was administered to both groups.24 days later, the success test was administered again in order to measure retention. The analysis of data obtained from the test between test and control groups, a significant difference was found in 0.05 in favor of the experimental group. In accordance with this data it is reached that educational drama method has an impact on the academic achievement and retention of

teaching fractions and geometric objects. With these results, elementary school, 2nd grade students located in concrete operational stage of cognitive development, can be taught by using educational drama method. Especially pre-school and classroom teaching departments, principles of educational drama method can be given. This study ,the average mathematics achievement of students in the experimental group ,even after 24 days have passed ,show that they tend to remain at a high level. On the contrary, the average achievement of the students in the control group showed significant falls. Based on this data, it can be suggested that educational drama activities have permanent differences on students success level. In future research, the activities related subjects such as fractions and abstract geometric objects being questioned again by a experimental approach could give an opportunity to more comprehensive questioning of the results from this study.

The effectiveness of this method can also be applied math's courses in middle school and high school math courses. This method can be viewed on the effects on students attitudes towards mathematics involved in different educational levels and the sample is greater than 1000. After 24 days administered screening test, can be applied for students in the future for longer duration.

Keywords: Permanent, drama, educational drama.

The Examination of Peer Support of Elementary School Students in the Context of Prosocial Behavior and Motivation about Science Learning

Hatice YILDIZ; Cumhuriyet University, Sivas, Turkey; yildiz_htc@yahoo.com
Buket SOĞUK; Ministry of Education, Erzincan, Turkey; buketsoguk@yahoo.com.tr

The paper wasn't presented in the congress.

The Evaluation of 7th Grade Mathematics Curriculum according to the Teachers' Views

Hatice YILDIZ; Cumhuriyet University, Sivas, Turkey; yildiz_htc@yahoo.com
Merve CEYLAN; Ministry of Education, Sivas, Turkey; merveceylan@gmail.com

The paper wasn't presented in the congress.

Evaluation of 6th Grade Mathematics Curriculum

Elanur YILMAZ; Middle East Technical University, Ankara, Turkey; elanur@metu.edu.tr
Yasin AY; Middle East Technical University, Ankara, Turkey; yasin.ay@ege.edu.tr

Abstract

In 2012, due to the changes in the education system (called as 4+4+4), mathematics curricula as all other primary and middle school curricula have been revised. Revised curricula have been implemented gradually from the 2013-2014 academic year starting from 5th graders (Baykul, 2012). For the present study, the 6th grade mathematics curriculum was evaluated after its nationwide implementation for one school year in order to provide required information to measure the success of the curriculum by making a comparison of performance of the curriculum against its standards. The evaluation model chosen for the study was the Discrepancy Evaluation Model developed by Malcolm Probus in 1966. The procedures used in this investigation were based upon four stages of the Discrepancy Evaluation Model: (1) Design, (2) Installation, (3) Process, and (4) Product. The fifth stage from the study was eliminated due to the difficulty in obtaining necessary information on the financial expenditure of the curriculum.

The purpose of this study was to evaluate the 6th grade mathematics curriculum in order to determine whether its definition is consistent with the actual performance in terms of five different components of the curriculum, (a) context, (b) learning objectives, (c) content, (d) teaching-learning process, and (e) measurement and evaluation, designed to specifically answer the following research questions:

1. What are the established standards?
2. Is there any discrepancy between the established standards and its actual observed performance?
3. What discrepancies exist between the established standard and the actual observed performance of the curriculum?

The design of the study was a concurrent triangulation design as a mixed-methods composed of both qualitative and quantitative methods (Fraenkel, Wallen, & Hyun, 2011) to provide more complete understanding of the case but also to converge findings from different sources through different tools (Creswell, 2003).

Two public schools in the province of Ankara and Izmir were selected by convenient sampling (Fraenkel, Wallen, & Hyun, 2011). One mathematics teacher from each school and 102 6th graders in these schools participated in this study.

Data of the study were collected through document analysis, semi-structured interviews, a mathematics achievement test, and classroom observations. A framework for curriculum analysis that is suggested by Posner (1995) was used for the purpose of identifying the existing standards of the curriculum. A framework for classroom observations and an interview protocol was designed in line with the research questions of the study before conducting interviews. Classroom observations and semi-structured interviews were used to create a database for the process of the curriculum and to compare the process elements of the curriculum with its definition. For achievement test, the most comprehensive learning objectives of the 6th grade mathematics curriculum were identified under each topic to determine to what extent the major objectives of the curriculum have been accomplished under the last stage of the model. All data collection instruments were reviewed through experts before conducting.

Descriptive data analysis was used for conceptualizing the qualitative data obtained through interviews and observations in accordance with the conceptions and the themes that were determined before to explain the data (Yıldırım & Şimşek, 2011). Also, descriptive statistics were used to analyze the data obtained through the achievement test.

While the curriculum emphasizes both constructivist and cognitive perspectives, it can be inferred from the results that the organization of classroom and the organization of learning and teaching process inhibited students' active construction of their new knowledge, and they were more encouraged rote learning rather than meaningful learning throughout the process. Although previous studies found that teachers have positive views on learner-centered approach and they are willing to implement suggested constructivist teaching methods in their lessons, the difficulties in carrying out student-centered activities, time management issues, lack of experience, required information about alternative assessment procedures, and lack of using concrete materials are factors that affect the implementation of the constructivist curriculum approach in a negative manner (Yilmaz, 2006).

Although it was claimed that all learning objectives were stated clearly, there were some learning objectives under the content area of geometry and measurement that were not appropriate for students' cognitive level at this age. Thus, the attainability of the objectives was rather low compared to the others. However, the results of the achievement test showed that nearly all students had difficulties in solving problems related to the concept of angle and in determining the rate of two quantities with same or different units. Also, only half of the students accomplished other learning objectives, which indicates that the attainability of learning objectives opens to discuss.

In the curriculum, it is emphasized that each topic starts with students' previous knowledge, concrete examples and organized everyday problems. However, the results revealed that there was inconsistency in the views of two mathematics teachers with respect to the organization of the content although both of them used the same textbook in their lessons. The underlying reason behind this result can be explained by the results of the study conducted by Korkmaz (2006), which found that since the revised curriculum adopted fewer concepts in depth, teachers have such point of view that the curriculum was insufficient in terms of content and textbook.

Although the curriculum encourages problem solving-based instruction, cooperative learning environment, integrating technology into lessons, its actual performance was quite different. While most of the students participate in the lessons actively, this did not reflect what curriculum means by active participation of the students. The curriculum emphasizes that students are encouraged to construct their own understanding actively, which enhances meaningful learning. However, the teachers implemented the curriculum through lecturing and questioning, which obviously prevents active participation of students. Thus, the major roles of teacher and students were quite fulfilled in a different manner from what the curriculum put an emphasis on. The previous study conducted by Akkaya (2008) explained the possible reason of this result that especially experienced teachers tend to teach with traditional approaches ignoring the changes in the programs.

There was obvious discrepancy in the measurement and evaluation process. The curriculum highlights the importance of using formative assessment and peer and self-evaluation. However, the actual performance showed that only summative assessment techniques were utilized, and alternative assessment techniques were ignored. The results of the study conducted by Yilmaz (2006) were parallel with the results of this study. It was claimed that the teachers had negative views on the usage of alternative assessment techniques although they were aware of the importance of using them.

Keywords: Curriculum evaluation, 6th grade mathematics curriculum, Provus' discrepancy evaluation model.

*Curriculum and Instruction
Studies in High School
Education*

The Analysis of Biology Teachers' Views about Biology Lesson Curriculum's Effects on the Development of Students' Scientific Creativity

Gülay EKİCİ; Gazi University, Ankara, Turkey; gulayekici@yahoo.com

Hakan KURT; Necmettin Erbakan University, Konya, Turkey; kurthakan1@gmail.com

Hasan AKDENİZ; Gazi University, Ankara, Turkey; hasanakdeniz.gazi@gmail.com

Abstract

Human face many problems to solve since they born. Nowadays people come up with more problems than in the past. One can't solve a problem in the same way so different ways and techniques must be found to solve these problems. Developments in science, technology and art help to (solve) come over the problems. This rapid change occurs with the help of unlimited human creativity and imagination. Only the hardworking curious and criticizing, flexible and creative people can achieve to be successful. Education makes people creative and successful. There are three elements of education to develop a society. They are; student, teacher and curriculum. A curriculum is a group of planned activities provided in or outside the school. As the most important part of the education system; the curriculum has a very important role in terms of making students gain and develop creative skills. A curriculum not only gives students theoretical information but also teach them how to use that information in an effective ways.

The aims of a curriculum must be to not only load the theoretical knowledge but also use that information and produce new ideas and discover different theories and create new things the curriculum must aim to have creative students not memorizing students. In this context, in science curriculum creativity has a greater importance in the last years. Teachers realized the importance of creativity in science thus they search for creative approaches and techniques. It is called as 'scientific creativity'. It appears when there is a problem; it means the original steps in science. Biology is a branch of science which is most related to other branches of science. That is to say creativity in science means creativity in biology.

The aim of this study is to improve the scientific creativity of students and the impact of biology teaching program and opinions of biology teachers.

As a result, biology teachers think that the units and the subjects can help the development of students' creative skills and biology teachers give examples of different activities and nature trips and creative activities on the curriculum. Biology teachers' opinions on the teaching program and its effects on scientific creativity are % 10 positive and % 90 negative. Teachers who give positive sights think that the program is well prepared but the others say that the program is prepared without asking the views of the teachers. The theoretical information is not related to real life and students can't apply it to real life, the experiments, searches and applications are not adequate.

Biology teachers also think that to develop the students scientific creativity, teachers must first improve themselves in terms of teaching techniques and approaches, also they have to participate the students actively and use different strategies and techniques in their classes. According to the results gained at the end of the study, the goals related to scientific creativity skills in the curriculum can be turned to an attitude and can be applied. To sum up, to improve the scientific creativity of students, teachers think that the programs should be prepared after asking the biology teachers' opinions and teachers should always search and do experiments and apply what they learn.

At the end of the study suggestions were made.

Keywords: Biology lesson, biology curriculum, scientific creativity, biology teachers.

**Evaluation of the Module of MEGEP Electrical-Electronic
Technology Department by Students and Teachers**

Nuriye AKKUL, Marmara University, İstanbul,Turkey, nakkul@marmara.edu.tr

The paper wasn't presented in the congress.

Analyzing Learning and Studying Strategies of Secondary Education Students in terms of Multiple Variables (Ankara City Sample)

Pınar BİLASA; Gazi University, Ankara, Turkey; pinarbilasa@gmail.com

Abstract

Learning is a process of change in which an individual gains new behaviors or abandons former behaviors in accordance with the experiences he/she has by interacting others in life. Permanence of learning is as essential as the experiences for realization of learning. As underlying factors of student success, having appropriate learning knowledge (Uluğ, 1995, p. 5) and skills and active participation in

the process might be denoted. Taking notes, summarizing a text, listing the references and materials, solving problems, effective and productive reading and efficient listening are the examples of learning skills (Alicigüzel, 1990, p. 273). Learning strategies are behaviors and ideas that facilitate learning (cited in Gözütok, 1982, p. 687). They help receiving and comprehending any idea, belief or feeling, and transferring new behaviors (Weinstein, Husman & Dierking, 2000, p. 727).

Objective of the study is to determine whether Haci Ömer Tarman Anatolian High School ninth grade students' perceptions related to learning and studying strategies differ considerably according to the multiple variables in 2014 – 2015 educational year spring term. Based on this fundamental objective, answers are sought for the following questions: Do perceptions of Secondary Education 9th grade students related to learning and studying strategies differ considerably according to their sex? Do perceptions of Secondary Education 9th grade students related to learning and studying strategies differ considerably according to their parents' educational background? Do perceptions of Secondary Education 9th grade students related to learning and studying strategies differ considerably according to the supportive education courses they take? Do perceptions of Secondary Education 9th grade students related to learning and studying strategies differ considerably if they have a study room? Do perceptions of Secondary Education 9th grade students related to learning and studying strategies differ considerably if they have internet access at home? Do perceptions of Secondary Education 9th grade students related to learning and studying strategies differ considerably according to their study durations?

Scanning model is utilized in the study. This model is used in the studies where it is tried to explain and picture what events, objects, entities, groups and various fields are (Kaptan, 1991: 59).

9th grade students of Haci Ömer Tarman Anatolian High School in 2014 -2015 Educational year spring term are the working group of the study. The reason this research covered only 9th graders is because the author has lectured them on March 17th, 2015 about "Efficient Study Techniques". As all the participants in the working group attained in the research, sampling is not done.

To determine studying strategies of the students "The Learning and StudyStrategies Inventory" (LASSI), which is developed by Weinstein, Schulte ve Palmer (1987) and whose validity and reliability studies in Turkish is done by Köymen (1990), is utilized. The inventory consists of 77 questions. Besides, a six question Personal Information Form gathered data on variables.

In analysis and interpretation of measure of dispersion, frequency, percentage, mean and standard deviation are used in the study. For the analysis relative to sub problems, t- test and Kruskal-Wallis; in case of considerable difference Mann-Whitney U test are applied. To determine if the students' scores of learning and study strategies and their sub dimensions differ according to sex, study room, internet access and supportive education courses, independent samples t-test is utilized; and for parents' educational background, study duration variables, Kruskal-Wallis is used.

Research findings are as follows: Students' perceptions on learning and study strategies they use are at a "good" level. Their perceptions of sub dimensions - attitude, motivation, concentration, information processing, selecting main ideas, study facilitators, self testing and test strategies – are at good level; while their perceptions relating to time management and anxiety are at midlevel. Students' perceptions on study strategies differ considerably for study facilitators sub dimension. Girls use study facilitators like comparing notes, using figures and charts to underline between the lines, marking, summarizing and taking notes more efficient than boys. Since a considerable relation between educational background of mothers and students' perceptions relative to learning and study strategies is not found, it can be stated that this variable does not influence students' perceptions. A significant difference is found in anxiety sub dimension according to the educational background of fathers. Anxiety variable is particularly high for students whose fathers graduated from middle school or university. This is followed by high school, postgraduate education and primary school graduates. Pupils whose fathers have postgraduate degree have a low level of anxiety strategy. That means, the higher the education, lower is the perception of anxiety. Students' perceptions on learning and study strategies, do not exhibit a considerable difference whether they take supportive education courses. So, it does not influence students' learning and study strategies. Students' perceptions on learning and study strategies, do not exhibit a considerable difference whether they have a study room. So, it does not influence students' learning and study strategies. There is a considerable difference between having internet access at home and time management and self testing sub dimensions of student study strategies. Students with internet access uses these two learning and study strategies effectively. Students' perceptions on learning and study

strategies differed considerably for the sub dimensions; average study durations, attitude (1-2 hours, 1-5 hours), time management (1-2 hours, 1-3 hours, 1-4 hours, 1-5 hours), concentration (1-2 hours, 1-3 hours, 1-4 hours) and testing strategies (1-2 hours, 1-3 hours). Pursuant thereto, students' study durations effect their perceptions about attitude, time management, concentration and testing strategies.

As the result of the study, it is found that student perceptions on learning and study strategies they use are at a "good" level. Their perceptions of sub dimensions - attitude, motivation, concentration, information processing, selecting main ideas, study facilitators, self testing and testing strategies – are at good level; while their perceptions relating to time management and anxiety are at midlevel. In addition, students' perceptions on learning and study strategies did not differ considerably according to parents' educational background, taking supportive education courses, having a study room and having internet access at home; on the other hand, it differed considerably according to sex, father's educational background and daily study durations. Students should be provided more introductory information on learning and studying strategies. Some work should be carried out on developing learning and study strategies. It should be checked if students' learning and studying strategies will change in other classrooms. Similar studies should be performed in other secondary education schools in different cities or counties and these studies should be compared.

Keywords: Learning, learning strategies, studying strategies, secondary education.

A Program Evaluation Study of Science and Technology Program and Planning Course in terms of Demirel Analytical Model

İlke ÇALIŞKAN; Hacettepe University, Ankara, Turkey; ilkeonal@hacettepe.edu.tr

Abstract

Elementary school programs have been changed under the influence of progressivism and student-centered approaches in education environments at the beginning of 2000s. Elementary science curriculum were developed in terms of multiple intelligences theory in 2000, were developed again under the effect of constructivist learning theory in 2004 and lastly developed related to the approach of inquiry in 2013. Higher Education Council made a revision in teacher education programs in 2006. The names and the definitions of some courses were changed such as Programming and Planning in Education course changed as "Principles and Methods of Instruction", some courses such as Science and Technology Program and Planning were added to science teacher education curriculum. Science and Technology Program and Planning is a course which is classified as pedagogical content knowledge and covers the topics of historical, philosophical, psychological, economical fundamentals of program development and evaluation, vision and mission of elementary science curricula which were developed in 2004 and 2013, their learning areas, outcomes, vertical and horizontal relations. Rapid and strong changes effect the attitudes of both teachers and students toward science mostly in a negative way because they have a difficulty to internalize the vision and the vision of the curricula operationally. There is no comprehensive curriculum tendency in Higher Education Level. Instructors prepare outlines in terms of operational definition of the course. Conducting program development and assessment stages is very meaningful for the outcomes of the curriculum. Systematic assessment of the teacher education programs is an urgent need for having qualified and effective teachers.

The aim of this research study is to make an program assessment study of Science and Technology Program and Planning course in terms of Demirel Analytical Program Evaluation Model. This model is based on two fundamental dimensions. Program analysis is suggested based on program construction in first part of the model. Current condition analysis is suggested after designing the dimensions of relations belonging to fundamental philosophy based on program, theories of learning which is put into the centre and components of program during the analyzing process of design. Starting with the views of related field experts who will apply the program and program development experts, taking the views of instructors, students, managements , inspectors and non-governmental organizations and making

decisions about program in terms of both program analysis and views are suggested in second part of the model.

Mixed methods research design was used for this study. 53 third grade pre-service science teachers who attend Science and Technology Program and Planning course were the participants of the study. Attitude towards Science Teaching scale consists of 11 positive statements and 10 negative statements and was developed by Thompson and Shrigley in 1986. This is a five-point likert scale covered general perceptions about science teaching, student characteristics, relationship between science and other topics. Scale measures how the preservice and inservice teachers feel themselves in science education. This scale was adapted to Turkish by Ozkan, Tekkaya and Cakiroglu (2002). The cronbach alpha reliability coefficient of the scale was calculated as 0.83. Semi-structured questionnaire consisted of ten open-ended questions was prepared by the researcher for identifying the needs of the student teachers and instructors related to Science and Technology Program and Planning course. Two field expert views were taken for providing both content validity, reliability and linguistic issues. Scale and questionnaire was applied to 53 pre-service science teachers for the needs assessment study. Philosophy, mission, vision, aims and attainments of the course were described considering needs assessment results, elementary science curricula components, teacher qualifications identified by National Teacher Education Committee. Learning-teaching and measurement-assessment activities were prepared related to attainments. Program which was prepared by the researcher in terms of needs assessment results was applied to 53 pre-service science teachers for 12 weeks. Sociological, philosophical and economical fundamentals of program, program development and evaluation models were handled in terms of student-centered applications and learning areas of elementary science curricula were the topics of the process. Problem-based learning, project-based learning and collaborative learning approaches, question-answer, creative drama methodologies and six hats, six shoes and brainstorming were used as techniques which were interactive and student-centered for the process. Portfolio assessment, performance-based assessment and rubrics were used as process assessment techniques in measurement and assessment processes. Focus group interviews were conducted with totally six student teachers considering their questionnaire answers and academic grade level (two of them were low, two of them were middle and two of them were belonging to high success level) and also with three instructors of the course for formative assessment in the middle of the application process and applied again at the end of the semester for the summative assessment processes. Pre-service science teachers claimed that they needed more comprehensive, application-based, student-centered activities in the teaching-learning process and they emphasized the parallelism should be provided with the teaching-learning and measurement-assessment processes. Instructors underlined that application time should be added to course and collaboration with the elementary schools was the main need for realizing how the program could be applied. Attitude towards Science Teaching Scale was applied as a post-test after the application for the summative assessment process. There was a statistically significant difference between pre and post-test results. Pre-service science teachers' attitudes change positively after the application process. Analyzing the program in terms of both student and teacher qualifications, designing instruction in a harmonious manner with both vertical and horizontal relations of the program, adding application times and collaboration issues were identified as the suggestions in terms of research results.

Keywords: Demirel analytical program evaluation model; science and technology education; program evaluation.

Analyzing Attitudes of High School Students towards Learning

Suat ÇAPUK; Adiyaman University, Adiyaman, Turkey; scapuk@adiyaman.edu.tr

Hakki KONTAŞ; Adiyaman University, Adiyaman, Turkey; hkontas@adiyaman.edu.tr

Nuri SÖNMEZ; Ministry of National Education, Adiyaman, Turkey; sonmeznuri@hotmail.com

İlyas FIGEN; Ministry of National Education, Adiyaman, Turkey; ilyas.figen@gmail.com

Abstract

In education, attitudes closely associated with effectiveness of teaching indicate students' interest and tendencies towards lessons. Therefore, attitudes affect success and so does success affect attitudes (Aiken, 1970). It is known that positive attitudes increase success and negative attitudes cause decrease in success. Thus, it is crucial to analyze attitudes that have important role on effectiveness of learning.

Students learning attitudes have important place within general attitudes. Students' attitudes towards learning are very important in people's life, such as their attempts to work, coping with problems, attaining goals and adapting to new circumstances (Kara, 2010). Individual's behaviors towards learning indicates the results of individual's attitudes towards learning. It is thought that determining students' attitudes towards learning contributes to planning, application, and improving of teaching - learning-process.

The aim of the study is to determine high school students' attitudes towards learning. In accordance with this aim, whether high school students' attitudes towards learning have a meaningful difference in terms of their sexes and grades is examined.

In the research, in order to find out specific features of a group, a descriptive study based on screening model was used. Screening models are researching approaches aiming to describe a past or still existing circumstance as it is (Karasar, 2005). The study group of the research consists of 1213 students studying in 3 Anatolian High Schools and 2 Anatolian Religious Vocational High Schools in the city center of Adiyaman province. These are schools of Ministry of National Education. 677 of the participants are male and 536 of the participants are female. 509 of them are in the 9th grade, 381 of them are in the 10th grade and 330 of them are in the 11th grade. In the research, "Attitude Scale towards Learning" developed by Kara (2010) was used to gather data. Validity and reliability studies of the scale were done by Kara (2010) consists of 40 items and it is for determining individual's attitudes towards learning. Cronbach Alpha internal consistent coefficient of the whole scale is .73, and test-retest correlation coefficient is .87. In this study, Cronbach Alpha value towards internal consistent coefficient was 0.69. The scale consists of 4 sub-dimensions such as attitudes towards nature of learning, expectations from learning, being ready towards learning and anxieties about learning.

Data gathered for the research was analyzed by using relevant statistical methods; T-test for independent groups and one-way variance analysis for multiple comparisons. Also, Scheffe test was used to determine among which groups there are significant differences.

When high school participants were examined in terms of gender, differences appeared among point averages towards replies related to sub-dimensions of the scale. Differences appeared significantly in 3 dimensions according to the t-test towards the independent groups, which was applied in order to determine whether the differences are significant.

In dimension of the students' attitudes towards nature of learning according to gender factor, the female students' point averages ($\bar{X}=42.90$) were found out to be significantly higher ($p<.05$) than those of the male students' ($\bar{X}=39.97$). According to gender factor, in dimension of expectations from learning the female students' point averages ($\bar{X}=38.69$) were also found out to be significantly higher ($p<.05$) than those of the male students' ($\bar{X}=36.32$). Similarly, in dimension of being ready for learning the female students ($\bar{X}=42.91$) got significantly higher points ($p<.05$) than the male students ($\bar{X}=39.97$). According to gender variable, in dimension of anxieties about learning, although the male students' point averages ($\bar{X}=39.08$) were higher than the female students' point averages ($\bar{X}=38.88$), the difference is not significant ($p=.67>.05$).

When the point averages of high school participants involved in the research are analyzed in terms of their class levels, differences among point averages were revealed. As a result of the one-way variance analysis done to determine whether the mentioned differences are significant, differences appeared significantly in dimension of attitudes towards nature of learning ($F=13.00;p<.05$) and in

dimension of attitudes towards being ready towards learning ($F=4.91; p=.01 < .05$). The results of Scheffe test were used to determine among which groups there was the observed difference between averages. Point averages of attitudes towards nature of learning both in the 11th grades ($\bar{X}=28.87$) and in the 10th grades ($\bar{X}=28.58$) were higher than point averages in the 9th grades ($\bar{X}=27.38$) and the difference was significant. In dimension of attitudes towards being ready towards learning, only point averages in the 11th grades ($\bar{X}=42.30$) were significantly higher than point averages in the 9th grades ($\bar{X}=40.50$). In terms of class levels, in dimensions of expectations from learning and anxieties about learning no significant difference was found ($p_{\text{expectations}}=.17 > .05$; $p_{\text{anxieties}}=.23 > .05$).

According to gender variable of high school students, it is seen that female students comprehend nature of learning better than male students, female students have more expectations from learning and are more ready towards learning. Likewise, in a research done by Kara (2011) it revealed that female PE teachers understood nature of learning better than males, their expectations from learning were higher and they were more ready towards learning.

When high school students' attitudes towards learning are analyzed in terms of their class levels, it is seen that the 11th and 10th grades comprehend nature of learning better than the 9th grades. In being ready towards learning, the 11th grades are more ready than the 9th grades. In a similar study by Konokman ve Yelken (2014), it was found out that preschool preservice teachers studying at the 4th grade at university had the highest mean rank in factors of nature of learning and being ready towards learning. In students' expectations from learning and their anxieties about learning, no significant difference was revealed among grades.

The results of this research proves that male students should be supported in terms of learning, benefits of learning, wish towards development and benefits of being ready towards learning. As the upper grade students are, the more attitudes towards learning increase, it can be concluded that education in high school affects students' attitudes towards learning positively. Researching factors affecting students' attitudes towards learning is thought to contribute positively for the enhancement of students' attitudes toward learning.

Keywords: Attitudes towards learning, high school students, attitude

Examination of Secondary School Education 9th Grade Students' Levels of Exclusion according to Different Variables

Nadir ÇELİKÖZ; Yıldız Technical University, İstanbul, TURKEY; ncelikoz@yildiz.edu.tr

Azmi TÜRKAN; Yıldız Technical University, İstanbul, TURKEY; azmiturkan@gmail.com

Abstract

Exclusion, while it's expressed in a different way, it came to a general opinion to understand an individual who is not included in the group around him or the state of cannot having a relationship with another individuals. In another words it can be characterized as keeping a group member out of its community, not accepting the individual to the existing group or not accepted in a group that's in the making process. The term exclusion can be used with lots of terms and can be used as a synonym of lots of terms. Most popular terms are social exclusion, psychological exclusion, and social rejection (Williams, 2007). Along with the many researchers who indicate that these terms have the same meaning, (Ferris, Brown, Berry & Lian, 2008; Oaten, Williams, Jones & Zadro, 2008) there also is a view that they have different meanings.

Exclusion is a situation encountered in education institutions as well as in many other environment or field. According to Marshall and Calderón (2006) there are three main reasons of exclusion in education; inequality between the individuals. Ethnic origin difference, lower rate of economical income, makes up this inequality. The second important reason is conscious and intentional political attitudes performed by government for marginal groups' benefits.

Considering the studies about exclusion, in general there are more studies made on social exclusion (Catanese & Tice, 2005; DeWall & Baumeister, 2006; Şahin, 2008; Twenge & Baumeister, 2005; Çetin &

Türkan, 2013). Besides foreigner literature about social exclusion can be encountered in education (Marshall & Calderón, 2006; Behrman et al., 2003; Wang, 2011; Popkewitz & Lindblad 2000).

Considering the absence of studies about exclusion in national education this study aims to examine the levels of exclusion of 9th grade secondary school students exclusion levels in schools in regards to different variables.

Research Questions;

1) Do the exclusion levels of secondary school 9th grade students's exclusion in school differs in regards to their gender?

2)Do the levels of secondary school 9th grade students' exclusion in school differs in regards to the state of being transferred from another school?

3)Do the exclusion levels of secondary school 9th grade students' exclusion in school differs in regards to the income level of the family?

4)Is there a meaningful connection between secondary school 9th grade students' exclusion level and their academic success?

Because the research aims to reveal the relation between different datas, it is a quantitative study and it is in correlational research design. correlational research designs are used to determine the relation between two or more data sets and the relation level (Creswell, 2012; Karasar, 2000).

For defining the research's study group easily accessible, purposeful sampling method was used. It was benefitted from this method to reach out datas more practically. 2014-2015 academic year spring term 9th grade students composed the study group of 213 person, 112 being female 101 being male from 3 state schools located in southeastern anatolia region. The reason why participant preferred to be 9th grade students is; because it is thought that students coming from another primary schools may create student differences.

To determine the secondary school 9th grade students' exclusion level in the scope of research "Exclusion in School Scale" was used. Also, to determine the students' academic success by any means no kind of measuring tool was used, it was based on students' fall term grade-point average.

Exclusion in School Scale: Exclusion in School Scale was developed by Çetin and Türkan (2013). It was created from a two sub-factored structure. These aspects were named "Individual Exclusion" and "Social Exclusion" by researchers. After the result of statistical calculations, in individual exclusion sub-factor, scale's highest item load is obtained as 0.74 lowest item load as 0.42 while in social exclusion sub-factor highest item load is obtained as 0.77 and lowest as 0.54. Besides, to present a proof to scale's reliability while test retest result was calculated as 0.74, Cronbach reliability was calculated as 0.92. These datas show scale's validity and reliability.

In the process of research's data collection first of all persons' who developed the scale permissions were referred. Also, for carrying out the research from Yıldız Technical University 11.03.2015 dated and (IRB#1503110184) numbered research ethics committee approval was obtained.

Acquired datas were analyzed by Statistical Package for Social Sciences (SPSS.20) and Lisrel 8.51 packaged softwares. Before the analysis processes reverse matters in the scales was put in order and was examined 9th grade students' exclusion levels in regards to different factors.

1) Examination of secondary school 9th grade students' exclusion levels in school in regards to their gender; After the statistical analysis made, participants exclusion levels in school do not differ in regards to gender factor. When examined on the basis of aspects, exclusion in school scale's aspects individual and social exclusion does not differ in regards to gender factor.

2) Examination of secondary school 9th grade students' exclusion levels in school in regards to the state of being transferred from another school; After the statistical analysis made, participants' exclusion levels in school do not differ in regards to state of being transferred from another school factor. When examined on the basis of aspects, exclusion in school scale's aspects individual and social exclusion do not differ in regards to state of being transferred from another school factor;

3) Examination of secondary school 9th grade students' exclusion levels in school in regards to family income levels; After the statistical analysis made, participants' exclusion levels in school do not differ in regards to family income levels factor. When examined on the basis of aspects, exclusion in school scale's aspects individual and social exclusion do not differ in regards to family income levels;

4) Examination of the meaningful relation between secondary school 9th grade students' exclusion levels and their academic success;

To determine the relation between participants' exclusion levels in school and their academic success, correlation coefficient was examined. After the statistical analysis made, no meaningful relation was founded between their exclusion levels in school and their academic success ($r=0,01$). Also, no meaningful relation was encountered between academic success and individual aspect($r=0,01$), social aspect($r=0,06$).

After the statistical analysis made in the scope of research no differentiation of 9th grade students' was founded in regards to their gender, being transferred from another school and family income levels. According to Çakır (2002) women and individuals who has low economic levels are in danger of exclusion. Acquired findings contradict this view. In the research made by Adaman and

Keyder (2005) and Adaman and Ardiç (2008) no differentiation in social exclusion levels was founded in regards to gender. Findings show parallelism with these studies. According to the result of the research it's thought that the reason why participants' exclusion levels do not show any difference to any kinds of variation and why their exclusion levels are low, is actually participants answer the entries as they, themselves, see them. In this content it was offered to make qualitative researchs like meetings about exclusion, observation. Researchs fertiles in terms of education are; it is thought that in terms of individual's sharing a healthy bound and to rise his academic success, exclusion in education is important.

Keywords: Exclusion; secondary school; exclusion in school.

Teachers' Views on English Course Curriculum

Fevzi DURSUN, Gaziosmanpaşa University, Tokat, Turkey, fevzidursun@gmail.com

Sevgi BEKTAS BEDİR, Gaziosmanpaşa University, Tokat, Turkey, sevgibektasbedir@gmail.com

Esra ÖNKUZU, Gaziosmanpaşa University, Tokat, Turkey, esraonkuzu@hotmail.com

Abstract

Along with globalization peoples' ability to use foreign languages used by other nations as well as the ability to use their own languages is regarded extremely important in the world. We can say that there is a great interest in especially learning English in our society. On the other hand, we cannot say yet that we have achieved success we want in foreign language teaching with our education system. From this point of view, we designed such a study to reveal the general situation based on the ideas and suggestions of teachers, the first employee that comes to mind in our education system, about curriculum. In today's world people are encouraged to know a foreign language. Educating people who speak foreign languages in order to take us further in social, political and economic fields will serve the country take the place it deserves. When mixed type of program development model is used, it is seen that European Language Passport (ELP) can be integrated with curriculum easily. ELP supports every foreign language program that aims to develop students' communication competence (MEB, 2006). The purpose of this study is to determine the high school teachers' views about English Curriculum they use. In this study qualitative interviews, one of qualitative research methods, were used. With the help of interviews, experiences, attitudes, thoughts are tried to be understood. During interviews, researchers should create a comfortable environment for the interviewee to learn the truth. According to Yıldırım and Şimşek (2008), an interview is very useful in terms of revealing individuals' views, experiences and feelings and it is based on conversation which is the most common of communication. In this study respectively preparation of interview forms, getting an expert's opinion, trial application, making the interviews, writing the interviews in Word format, analyzing, interpretation and reporting are done. The working group of this study consists of 12 English language teachers who volunteer to interview in central district and Zile district of Tokat. The average interview duration is 20 minutes. In order to determine the participants, maximum variation sampling, which is one of purposeful sampling for qualitative studies, was used. It is aimed to maximise the participants with this sampling method (graduating from different schools, working in different schools, having different working years, etc.). The aim of composing this kind of sampling is to find whether there is a common states between maximising situations and to reveal other sizes of the problem. (Yıldırım & Şimşek, 2008). Semi-

structured interview form was used to collect the data of this research. After examining the literature and similar researches, semi-structured interview form was prepared. Then four academician views were taken (two of them are experts on programmes of education and instruction, two of them are experts on foreign language teaching). Semi-structured interview form was shaped according to experts' suggestions. This semi-structured interview form was applied to five classroom teachers for trial application. It is seen that there is no problem with the semi-structured interview form. After making an appointment, researchers have an interview with high school English language teachers, who are volunteer. To be able to relax and focus participants on the subject, researchers ask sub-questions which are not written at the semi-structured interview form. The interviews are recorded with phonoscope. After seeing all the participants give the same answers, researchers stop finding participants and interviews. Researchers took notes while interviewing. Interviews' records were tape scripted and written in word format, after controlling and adding written notes. Interviews' datas will be analyzed with content analysis method. The content analysis, thematisation and coding, is doing by researchers. After finishing content analysis, results and discussion, and suggestions will be written.

Keywords: Curriculum, teacher's views, teaching English.

Creativity Sense of Secondary Education Students: Metaphor Analysis

Gülay EKİCİ; Gazi University, Ankara, Turkey; gulayekici@yahoo.com

Hakan KURT; Necmettin Erbakan University, Konya, Turkey; kurthakan1@gmail.com

Hasan AKDENİZ; Gazi University, Ankara, Turkey; hasanakdeniz.gazi@gmail.com

Abstract

METAPHOR! In the recent years, it is one of the leading concepts getting quite much popular in literature. Metaphor, which is described as an event's, fact's and concept's being understood or experienced by means of another concept or expression (Lakoff & Johnson, 2005), is an important mental instrument, playing role on degrading abstract concepts into concrete concepts, making sense of complex or theoretical facts and people's understanding of thoughts and actions in line with certain events and facts (Kadunz & Straber, 2004; Lakoff, 2009; Thomas & Beauchamp, 2011). Shuell (1990), states the importance of metaphors in individuals' lives in the statement of "If a picture is worth 1000 words, a metaphor as well is worth 1000 pictures; because while a picture offers only a static symbol, a metaphor offers a mental frame to think about a fact". Analysing the researches regarding the subject, it was encountered that researches had been made in a substantially large perspective on the subject of creativity, whereas there were no metaphor analysis made regarding the subject of creativity. At this point, it is thought that these research results shall redound a different point of view with significant data to the relevant literature.

The purpose of this study is to reveal the senses of secondary education students regarding the concept of "creativity", by means of metaphors. Answers to questions below have been searched in line with this purpose.

1. What are the metaphors of the secondary education students regarding the concept of creativity?
2. In respect to their common properties, under which conceptual categories are the metaphors emerging regarding the sense of creativity grouped?
3. In respect to their common properties, under which themes are the categories emerging regarding the sense of creativity grouped?

In this study, case study design of the qualitative approaches has been used. Case study is an empiric research design that examines a fact within its own real living frame and that examines the events multi-dimensionally, systematically and deeply (Cohen & Manion, 1997; McMillan, 2000; Yıldırım & Şimşek, 2011).

This research was carried out in the educational year of 2014-2015, with the participation of 93 students having education in a high school in Ankara province. Intentional study group was chosen in the research. In order to degrade the problems (Coyne, 1997; Given, 2008; Knight et. al., 2013) in the intentional study group to the minimum, the criteria such as asking for voluntary participation from the

students at the selection of them and easy availability of the researcher were taken into consideration. 50 (53%) of the participants were male and 43 (47%) were female.

Research data were collected by means of opinion forms consisting of semi-structured questions prepared by the researchers. Semi-structured questions are the leading ones of the most popular data collection instruments in metaphor researches (Linn, Sherman & Gill, 2007; Saban, 2009). After the review of the relevant literature, data collection instrument was prepared. It was asked from the secondary education students participating the research in the data collection instrument to complete the sentence regarding the concept of creativity, which is "Creativity is like/similar to; because" In metaphor studies, the concept of "like" is asked in order to associate connection between the subject and the source of the metaphor more clearly; and the concept of "because" is asked in order to provide a justification (or a logical basis) for the metaphors expressed (Saban, 2009).

In this study, content analysis of the data assessment methods, which are used in researches in social fields, were used (Bilgin, 2006; Lichtman, 2010). Content analysis is a scientific approach that enables the verbal, written and other materials to be analysed objectively and systematically and to be regulated according to particular categories (Cohen, Manion & Morrison, 2007; Tavşancıl & Aslan, 2001). In this approach, the purpose is to gather the data that are similar to each other within the frame of particular concepts and categories and to arrange and interpret them in a way that the readers can understand them. The software Nvivo9.3 was benefited from. The safety of the data analysis was calculated using the formula: [Consensus / (Consensus + Dissensus) x 100] (Miles & Huberman, 1994). Average reliability between coders was found as 94%.

As the consequence of the assessment of the collected data, it was seen that the secondary education students generated 66 different metaphors regarding the concept of creativity. In total, the students generated 93 metaphors. These metaphors were grouped under 9 categories and 2 themes. The categories that are reached are; difference, occupation, production, talent, freedom and infinity, point of view, source of energy, environment and extraordinary categories. These categories were gathered under themes of reachable and unreachable. The students described the concept of creativity by the metaphor of thought the most (6). After that, the metaphors mostly used by the students in order to describe creativity were respectively the metaphors of human (6), miracle (5) and world (4). The students associated 14 of the 66 metaphors with living things. The remaining 52 metaphors were associated with immobile objects and abstract opinions. The achieved data was presented in charts and explained with examples according to categories and metaphors from the descriptions of the participants of relevant metaphors.

In conclusion, metaphoric thinking consists of the conditions that the individuals are inside, their intellectual states and the experiences they have (Lacoff & Johnson, 2003), and it is known that every metaphor that was used were the generations of the intellectual and affective generations set forth by different perceptions. As the consequence of this research as well, the metaphors stated by the secondary education students regarding the concept of creativity that are significantly rich, meaningful and from different points of view were identified. Analysing the metaphors that the students generate, it was determined that the students were in available attitudes in line with the concept of creativity. With reference to these research results, different researches in which the senses of creativity of the secondary education students can be made. This research can be planned with participants from different levels of education.

Keywords: Material, metaphor, creativity, qualitative research method.

The Relation between High School Students' Socio-Economic and Socio-Cultural Structures and Their Attitudes towards English Lessons

Cevdet EPÇAÇAN, Siirt University, Siirt, Turkey, epcacan@gmail.com.tr

Ayşe YILMAZ, Siirt University, Siirt, Turkey, ayseyilmazz@yahoo.com

Zahir ERZEN, Siirt University, Siirt, Turkey, zahirerzen@hotmail.com

Ebumülüm AKSOY, Siirt University, Siirt, Turkey, mslman2721@gmail.com

Abstract

It is a fact that the level of foreign language education of secondary school and high school students' has not reached the desired quality despite all the improvements and arrangements. Especially undeniable truth is that foreign language education in public schools is in even a worse condition because of insufficient number of branch teachers, lack of teaching materials, books and so on. Due to the unfavorable structure of foreign language education, it is possible that the studying students' attitude towards the foreign language they have learned, including English first and also their level of interest in learning a foreign language and their perception about these foreign languages may be impacted negatively.

According to Ministry of Education's declaration(2004) the main objective of the Curriculum of High School English Course for 9th-12th classes is to provide students an entertaining, encouraging/motivating learning environment in order to have students use English effectively, fluently and accurately. Accomplishing this aim depends on the successful implementation of the program, administrators, teachers and the collaboration between material designers and students. Students', one of the most important stakeholders of the English curriculum, learning of English as a foreign language and being individuals who use English actively and effectively depend on their attitudes towards English.

Attitude is an inclination that organize the individuals' feelings and behaviors to objects, ideas, institutions, events and thoughts on other people. It belongs to the individual; it provides consistency with individual's feelings, thoughts and behaviours.

People may develop attitude towards anything such as goods, ideas, events, ideology, institutions, religions that is psychologically available. For this reason, people are likely to have the countless attitudes. There may be numerous attitudes, but they are not unlimited. Attitude object is what people have attitude about it. The individual develops attitude towards attitude objects, psychologically important for itself, that are numerous around it; so, in order to develop attitude, the object is required to be psychologically meaningful as well. The attitude has three dimensions such as; cognitive, emotional and behavioral. These three dimensions are inseparable with precise lines; they are interrelated and interacting with one another, also they show consistency with one another.

It is aimed by the English curriculum that students would speak English in the classroom constantly, they are expected to interact with each other during communicative activities continuously, they need to learn four language skills, integrated with one another in foreign language education.

It should be noted that individuals have the qualification of the self-expression in another language rather than mother tongue. However, the attitude of the English course that students have developed to the point of lessons gaining the targets set in the curriculum is important. Suitable environment required to be developed for the realization of the targets in the program according to psychological nature of the students. If students are willing to learn English course, they will try to have positive attitude and spend more efforts in gaining these targets. A positive or negative attitude towards the English classes and to have perceptions as students' in other classes are formed depending on many variables. In this study, the attitudes of secondary school students in the English classes, and the impact of effective socio-economic and cultural variables on this attitude was intended to determine.

The aim of this research is to determine students' attitudes towards English lessons in the socio-cultural structure of the context. The research has been applied to the scan methods. Scan models are defined as research approaches which aim to describe a situation existing in the past or today as it is (Karasar, 2009, 77). As it is known, events, individual, or object that may be the subjects of the descriptive survey model are tried to be described as in their conditions. In this research , students who are affected from different socio-cultural factors are tried to be investigated what are the attitudes and opinions of students concerning the English courses.

5-point Likert-type scale was used as data collection tool. Poll scale is formed as two parts. The first part includes demographic questions that provide information about students, on the other hand, second part includes 5-point attitudes grade that try to identify students' attitudes towards English lesson. The survey is prepared by scanning the literature related to subject, content validity and face validity were tried to be ensured in accordance with receiving opinions and recommendations of English teachers and educational experts.

Substances in the survey were "strongly disagree", "disagree", "Neutral" Agree "," Completely Agree" scored in order of 1,2,3,4,5. In addition, the arithmetic average obtained for each item was evaluated as each item-level participation of teachers' 1.00- 1.80: Strongly Disagree, "" 1.81- 2.60: Disagree ", 2.61- 3:40; "Neutral", "3.41- 4.20: Agree," "4.21- 5:00: Completely Agree".

High schools in the center of Siirt and Batman provinces were selected as the universe of the research. Random sampling method which can be easily reached was selected as sampling method. To do this, Anatolian high school, Social science high school, Vocational high school and Fine arts high school students who are in different socio-economic environment of Siirt and Batman province were selected. After eliminated students who were disinterested and gave missing answers , 849 students' questionnaires were analyzed as data. Having benefited from SPSS 21 package program in analysis; descriptive statistics, frequencies, percentages, crosstabs, unpaired t test, one-way analysis of variance and non-parametric Kruskal Wallis tests were used. Cronbach alpha reliability coefficient of the questionnaire was found to be 0.96. Comments and suggestions are made through results that are achieved.

Keywords: Attitudes, english lessons, english lessons curricula.

Investigation of High School Students' Reflective Thinking Level⁴

Zehra Nur ERSÖZLÜ; Gaziosmanpaşa University, Tokat, Turkey; nurersozlu@hotmail.com

Fazilet Özge MAVİŞ; Gaziosmanpaşa University, Tokat, Turkey; e166791@gmail.com

Abstract

The changes and developments in recent years have increased the need of people who have effective thinking and reasoning skills. Individuals who have effective thinking skills also have the skills like problem solving, critical, creative, analytical thinking, meta-cognition and reflective thinking. The thinking skill that addresses almost all of the other thinking skills and seen as a combination of them is reflective thinking and it is defined as 'an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads.' by Dewey (1910, p.6). In a broader sense, reflective thinking can be described as self-monitoring and evaluation of the individual's own thinking and learning processes, engaging in positive or negative implications and developing oneself in line with these implications (Ersozlu, 2008). Gaining the reflective thinking skills has great importance for the individuals in terms of connection of past, present and the future and self-improvement. The purpose of this study is to investigate high school students' level of reflective thinking skills in terms of some variables. For this purpose; the following questions are tried to be answered:

- 1) What is the level of high school students' reflective thinking skills?
- 2) Is there a significant difference among high school students reflective thinking skill levels in terms of
 - a) Gender
 - b) Age
 - c) Grade

⁴ This research is composed of a part of master thesis named as 'Comparison of high school teachers' reflective practice level and their students' reflective thinking skills' conducted by Fazilet Özge MAVİŞ in consultation of Doç. Dr.Zehra Nur ERSÖZLÜ

Current study is designed according to quantitative research tradition and descriptive survey design is used to describe present situation. The sample of this research is determined as one of the purposive sampling methods called stratified purposeful sampling. Two classes from 9th, 10th, 11th and 12th graders are selected as sample from an Anatolian High School in Turkey. 218 students participate in the study and 134 (%61,5) of them are girls and 84 (%38,5) are boys. 66 of them (%29,4) are at the age of 15, 55 of them (%24,3) 16, 61 of them (%27,1) 17 and 36 of them (%17,0) are at the age of 18. There are 63 students (%28,9) from 9th graders, 58 (%26,6) from 10th graders, 47 (%21,5) from 11th graders and 50 (%23,0) from 12th graders. In the study, 'Reflective Thinking Skills Scale' for students which is developed by Ersözlu and Mavis (2014) is used. The scale has 5-point likert and 25 items and 4 factors that are named as problem solving, critical thinking, creative thinking, meta-cognition. Reliability coefficient of the entire scale has been identified as .86. For this study, Cronbach's Alpha reliability coefficient has been defined as .85. The data obtained from 'Reflective Thinking Skills Scale' has been transferred to SPSS 17.00 software package and means, standard deviations and minimum-maximum values have been presented according to the grade of students. 'Independent sample t-test' is used for determining whether there is a significant difference between the levels of reflective thinking skills of students by gender. In order to determine whether the level of reflective thinking skills of students has a significant difference according to age and grade variables, 'One-Way Analysis of Variance (ANOVA)' is conducted and to determine which groups cause significant difference, 'LSD test' is used.

Current study shows that generally, the level of students' reflective thinking skills is 'high' ($\bar{X}=92.60$). According to students answers, it is seen that the highest average of the scale is 'critical thinking' dimension ($\bar{X}=26.61$) and lowest average is 'problem solving' dimension ($\bar{X}=20.94$). There is no significant difference between in any of the dimensions of reflective thinking skills scale by gender. There is significant difference in reflective thinking skills of students by age. In the dimension of metacognition, there is significant difference between "15 and 16", "15 and 17", "15 and 18" age groups [$F_{(216)}=4.19$, $p<.05$] in favor of 15 age group. There is significant difference between the "15 and 16", "15 and 18" age groups reflective thinking skills of students [$F_{(216)}=3.12$, $p<.05$] in favor of 15 age group. There is no significant difference between the grade of the students.

When the overall average is considered, it can be said that high school students' reflective thinking skill level is 'high'. In a similar study Ceyhan (2014) indicates that university students' reflective thinking level is 'moderate'. This shows that reflective thinking level of the students can vary according to their educational level and can be increased or decreased. For that reason, high school students should be encouraged to be in the activities which requires reflective thinking skills and they should be participate in reflective actions in university level, too. Indeed, the studies which are conducted in primary schools show that if the students are supported by the activities which requires reflective thinking skills, their reflective thinking skills, attitudes towards the courses and academic successes can be increased (Ersözlu, 2008; Keskinkılıç, 2010; Yıldırım, 2013).

Current study shows that there is no significant difference between the students level of reflective thinking skill according to gender variable. However, it is seen that at the age of 15, there is significant difference in the dimension of metacognition and reflective thinking overall in favor of 15 age groups. It is known that 15 age groups is the grade that pass from primary to high school and this situation arouse the question of whether the students lose their reflectivity they gain in primary school level after they start to high school. Lastly, it can be seen that there is no significant difference between the grades of the students. This shows that if the activities related to reflective thinking are not implemented in the classes-in other words-with traditional approaches, reflective thinking skills cannot be developed. For that reason, curriculum and textbooks should be prepared for improving the students' reflective thinking and also other thinking skills. Research that can measure the different grade of students' reflective thinking skills level and research to determine relationship between reflective thinking skills and the other thinking skills can be conducted in future studies.

Keywords: Reflective thinking skill, reflectivity, high school students.

The Effect of Animation on Academic Achievement of the Greenhouse Gas Effect, Acid Rain and Depletion of Ozone Layer Topics in Secondary Education

Aysegül GÖKHAN; Akşemettin Middle School, Adana, Turkey; aysegulgokhan@hotmail.com

Habibe ALDAĞ; Çukurova University, Adana, Turkey; habibe@cu.edu.tr

Abstract

The main purpose of this study is to investigate the effect of content design based on classical instructional principles and theories, content design based on causal mechanistic reasoning model and hand drawn animation development based on causal mechanistic reasoning model related to the greenhouse gases, acid rain and ozone depletion issues. In addition students opinions about the textual-contents and instructional software is investigated. The study group is consisting of tenth grade students attending to the Seyhan Anadolu High school. There are 25 students in the first experimental group, 29 students in the second experimental group and 27 students in the third control group. The first experimental group learned the subject via animation designed based on causal mechanic reasoning model; the second experimental group learned the subject via text designed based on causal-mechanic reasoning model and the third group learned the subject via text designed based on classical instructional design principles. An achievement test and a survey about the student opinion are used to gather data. Data is analyzed using ANOVA and ANCOVA statistical techniques with SPSS 17 software. The study result showed that there is a significant difference between achievement score of cued, hand drawn animation and the other groups. Also a significant difference is detected between achievement scores of causal-mechanic and the achievement score of control group. More positive opinions belong to the students in the animation group compared to the other groups.

Keywords: Greenhouse effect, acid rain, ozone depletion, content design, mechanic thinking, causal thinking, animation.

An Analysis of Students' Perceptions of Classroom Assessment Environment by Their Grade Level

Mustafa İLHAN; Dicle University, Diyarbakır, Turkey; mustafailhan21@gmail.com

Abstract

Classroom assessment environment is the students' perceptions about the assessment practices in the classroom (Brookhart & DeVoge, 1999). In other words, the assessment activities in the classroom gives some messages to the students about the primary aim of assessment studies and what is considered important in the learning process (Gezer, İlhan, Oner Sunkur & Cetin, 2014). Students' perceptions created by these messages is defined as the classroom assessment environment. Studies in relevant literature indicate that students are capable of developing learning oriented or performance oriented perceptions regarding the classroom assessment environment (Alkharusi, 2011; Buldur & Dogan, 2014; İlhan & Cetin, 2014) and their perceptions have a strong influence on cognitive and affective learning outcomes (Alkharusi, 2009; Alkharusi, 2015; Brookhart, Walsh & Zientarski, 2006). Therefore, the studies aimed at identifying the variables that shape students' perceptions of classroom assessment environment contribute both to practices and to the literature theoretically. This research has emerged to such an idea and it was aimed in the study to examine the participating students' perceptions of classroom assessment environment by their grade level.

The study was conducted with 923 students enrolled in nine different high schools in Diyarbakir. Of the participating students, 457 (49.5%) are females and 466 (50.5%) are males. The distribution of the participants by their grade levels is: 258 (28%) at the ninth grade, 254 (27.5%) at the tenth grade, 283 (30.7%) at the eleventh grade and, 128 (13.9%) at the twelfth grade.

The data were collected by the Classroom Assessment Environment Scale (CAES) developed by İlhan and Cetin (2014). This is a 5-point Likert type scale including 18 items. The scale includes two dimensions which are Learning Oriented Assessment Environment (LOAE) and Performance Oriented Assessment Environment (POAE). This study repeated the practices to determine the construct validity and reliability of CAES. Confirmatory Factor Analysis (CFA) revealed that the two-factor structure of CAES had the sufficient fit indices [$\chi^2/df=4.51$, RMSEA=0.062, NFI=0.91, NNFI=0.92, CFI=0.93, IFI=0.93, GFI=0.93, AGFI=0.91, SRMR=0.054], the factor loadings of LOAE sub-scale ranged between 0.43 and 0.61, while those of POAE ranged between 0.26 and 0.63. In order to determine the reliability of the measurements of CAES, the author calculated composite reliability coefficient by using the factor loadings and standard error coefficients revealed by CFA. The composite reliability coefficient of LOAE is 0.76 and that of POAE is 0.70.

The data were collected in the 2014 and 2015 academic years. The scale was administered to the students in the classroom. The students were informed about the purpose of the study before the scale was administered. Participation was not mandatory. Therefore, all students in the sample participated in the study on a voluntary basis. The students responded to the items in the scale in approximately ten minutes. The data acquired by the practices were analyzed by means of the SPSS package program. The author used One-Way ANOVA in order to determine any differences in students' scores on LOAE and POAE sub-scales by their grade levels.

The results show that students' learning oriented perceptions of classroom assessment environment got weaker as their grade level increased ($\bar{X}_9=3.29$, $\bar{X}_{10}=3.07$, $\bar{X}_{11}=2.85$ and $\bar{X}_{12}=2.45$) while their performance oriented perceptions got stronger ($\bar{X}_9=2.99$, $\bar{X}_{10}=3.30$, $\bar{X}_{11}=3.34$ and $\bar{X}_{12}=3.58$). The author used ANOVA to determine whether these differences between the mean scores were statistically significant. The results of the ANOVA indicated that both learning oriented [$F_{(3, 919)}=46.74$; $p<.01$] and performance oriented [$F_{(3, 919)}=23.81$; $p<.01$] perceptions of students about the classroom assessment environment are statistically significant regarding their grade levels. It is believed that the results of the study are associated with the central examination administered in Turkey.

In Turkey, the selection and placement of high school students for university education are based on two central examinations, the Transition to Higher Education Examination (THEE) and the Undergraduate Placement Exam (UPA). High school students take these exams at the end of the twelfth grade. Both of these examinations consist of multiple-choice questions. Moreover, the results of both examinations are interpreted in terms of each student's relative standing among other students since they are selection exams. Thus, they have a strong influence on measurement and assessment practices in schools, and this influence gets stronger in higher grades. Accordingly, multiple-choice tests play a bigger role in in-class assessments in higher grades, and students' performance levels become more crucial. Study results indicate that this situation causes a decrease in students' learning oriented perception of classroom assessment environment and an increase in their performance oriented perception.

Keywords: Classroom assessment environment, learning oriented assessment, performance oriented assessment, grade level.

Academic Motivation Levels and Help-Seeking Tendencies of High School Students

Canan KOÇ; Cumhuriyet University, Sivas, Turkey; ckoc@cumhuriyet.edu.tr
Adem YAZICI; Cumhuriyet University, Sivas, Turkey; admmyzc@gmail.com

Abstract

The paper wasn't presented in the congress.

An Evaluation of High School 9th Grade Physics Curriculum

Nihat KOTLUK; Yüzüncü Yıl University, Van, Turkey; nihatkotluk@gmail.com

Ahmet YAYLA; Yüzüncü Yıl University, Van, Turkey; ahmetyayla33@gmail.com

Abstract

Purpose of this study is to identify the attainment extent of objectives defined in the 9th grade physics curriculum in terms of the unit "*Force and Motion*" and to determine how the curriculum was employed, as well as, to evaluate the curriculum in consideration with attainment degree of objectives achieved. Hence, the main questions of the study were the following:

1. What is the attainment degree of objectives defined in the program?
2. Is there any meaningful difference between students' pretest and posttest scores?
3. What were the learning situations conducted by the teacher during the process?
4. What are teacher's views about the results and process?

In this study, one group pre test- post test model is used (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2013: 201). The present implemented Physics curriculum is evaluated without any manipulation and "Tyler Objective-Oriented Evaluation Model" is used. The study is implemented in one class 9A high school of Van. One teacher and 32 students took part in the study in 2014-2015 academic year. Data was gathered through physics achievement test, observation and interview. The data concerning the attainment level of objectives are collected by pretest and posttest. And observation is made in order to determine how the program is implemented in the class and to observe the learning environment and conditions. Also, an interview was applied to teacher at the end of the implementation process. In this study an achievement test consisting of 27 items about *force and motion* topic was used, and its validity and reliability (.899) was determined by the researcher. In order to monitor the teaching-learning process, observations were conducted once a week during six weeks in classroom. The teaching-learning activities (methods and techniques, materials, tools and equipment), student-student and student-teacher interaction were taken into account in the classroom observation process. At the end of the study, four questions developed by the researcher were asked to the teacher.

In order to determine whether there is significant difference between pretest and posttest results, paired samples t test is used. As criteria for the attainment of the objectives, item difficulty indexes are used. Lower limit for the attainment of the objective is accepted as ,70. Moreover, the effect of curriculum on students' achievement was examined by Cohens'd test. Observation is collected by taking

notes during process and interview data is collected at the end of the process. Both are used to interpret the posttest findings. Descriptive analysis technique was used for analysis of observation and interview data.

Considering the attainment degree of objectives in unit of *Force and Motion*, 5 objectives were reached based on the criteria of ,70 while there were 13 objectives in unit. According to findings, 2 out of 6 objectives defined in unit of *the one dimensional motion*, 1 out of 5 objectives defined in unit of *Newton's laws of motion* were reached while both of the 2 objectives defined in the unit of *force* were not achieved. Thus, it can be concluded that students attained % 26 of all the objectives.

There is a significant difference between students' pretest and posttest means in favor of posttest ($t(31):11.37$; $p<0.05$). The effect size of this difference is 2.08. As a result, it can be said that the program has a large effect on reaching the objectives. While the average of pretest scores was $X=32,375$, that of posttest was $X=64,171$.

The teacher did not use any materials other than textbooks in the class. Courses were usually taught by means of lecture method. Subjects were associated with previous and upcoming lessons. Subjects were tried to be associated with daily life. Information on upcoming lectures and assignments were given. Students' homework was evaluated during the lessons for a short time but there was lack of feedback. Students were usually the listener and passive learner in this process.

The teacher knows the basis of the program, modern teaching-learning methods and alternative evaluation approaches. But, the teacher is not able to reflect this situation while implementing the program in the classroom. According to teacher, physical conditions of the school, students' low socioeconomic status and the centralized program can be regarded as the reasons of this situation.

Students reached only 26% of all objectives in the unit. Thus, it is clear that the program was not applied effectively during the process. As determined in the observations, students usually were not active in the process. Moreover, the physical condition of the class was not suitable for the student-student and teacher-student interaction. Therefore, in the teaching-learning process, the students should be active by carrying out physics experiments, projects and observations. Indeed, it is believed that the failure to reach objectives concerning *Force (0/2)* and objectives about *Newton's laws of motion (1/5)* resulted from the lack of carrying out experiments.

There is a significant difference between pre-test and post-test in favor of post-test. This study shows that the program applied in this process had statistically positive effect on the students' academic achievement and the effect size of this difference is 2,08. But, despite statistically significant difference between pretest and posttest, when the attainment degree of objectives and the difference between means are taken into consideration, it can be concluded that students could not reach most of the objectives of the curriculum, which shows that the efficacy of applications in the classroom environment was inadequate.

One of the most important points regarding of the interview with teacher was that the teacher have comprehensive knowledge of the basis of the program, modern teaching-learning methods and alternative evaluation approaches. However, the teacher could not put this knowledge into practice while implementing the program in the classroom. Teacher stated that physical conditions of the school, students' low socioeconomic status and the centralized program can be regarded as the reasons of this.

It can be concluded that physics curriculum was ineffective in leading students to objectives, although curriculum has large effect size. Therefore, objectives of centralized curriculum must be reexamined by educational psychologists, curriculum and instruction experts. Also, teachers, curriculum experts and program development team should be in contact, and should share perspectives for the solutions of the problems in the process of planning, try-out and implementing the physics curriculum. Experts while planning the physics curriculum should take students' socioeconomic status and physical conditions of schools into consideration.

Keywords: Curriculum; curriculum evaluation; physics curriculum.

Predicting the Resistance on the Mathematics of High School Students

Bengisu KOYUNCU; Mimar Sinan Fine Arts University, İstanbul, Turkey; bengisu.koyuncu@msgsu.edu.tr
Pelin DÖNMEZ; Yeditepe University, İstanbul, Turkey; pelindonmez99@gmail.com

Abstract

It can be said that math class is a class that students have difficulties in understanding and make prejudices about. Because of this, it can be understood that students resist to the class. The reason why this resistance occurs is that the curriculum is too dense and there is not enough time to build meaningful contexts. Ayvaz (1990), in his research about the failure in teaching math in high schools, says that curriculum being heavy, the teaching style of the teacher, students not liking the lesson, efficiency of the school and environmental aspects are the reasons behind. Similar to these results, Everhart (1983), through their researcher, showed that students put up resistance to learning. Again, Yüksel and Sahin (2005) found out that the high school students from lower social-economic class put up a resistance to learning.

Another reason that affects the resistance students put up against math classes is the problem solving skills of the students. Problem solving is "to solve a problem, by using previous experiences, getting behind the usage of basic rules and finding a new solution" (Korkut, 1999) and stating the experiences and knowledge cognitively (Kramarski, Weisse and Minsker, 2010).

There is a relation between students' problem solving skills and self-efficacy in math classes (Greenwood, 1997; Yağmur, 2012; Taşdemir, 2012; Kubanoğlu & Takunyacı, 2012; Abalı-Öztürk & Sahin, 2015), academic successes (Ertekin, 1993; Kaplan & Kaplan, 2006; Peker & Mirasyedioğlu, 2003; Özsoy, 2005), attitudes (Conlrey, 1984; Erktin, 1993; Uysal, 2007).

It can be said that the teaching style of math in schools can affect the attitudes that the students develop, positive or negative, towards math. Baykul (1987), as a reason for this, says that "from primary school, flaw in teaching math, students' negative attitudes towards math, developing calculating rather than cognitive skills are reasons behind". It can be said that this process develops memorization rather than problem solving skills, and it weakens interpretation skills.

Also students' attitude towards the lesson affects the resistance. Turgut (1978) explains attitude concept as "towards an object, individuals' tendency to react positively or negatively. Individual leave out in the cold an object that s/he has a negative attitude towards, does not like it, does not appreciate it and even thinks that it is not a thing for her/him"(cited in Baykul, 2005, p.42). When we analyze the researches in this field, it can be seen that there are many attitude scales are developed (Inan, 2014; Gülsen & Derelioglu, 2006; Duantepe & Çilesiz, 1999; Önal, 2013, Ocak & Dönmez, 2010; Aşkar, 1986). If there are a lot of attitude scales in one area, that means that negative or positive attitudes are notable.

In this study, students' resistance towards math lesson will be examined according to their problem solving skills, self-efficacy and their attitudes towards math lesson.

The study of high school students that aims to determine the resistance for the math classes in terms of different variables, descriptive survey model used in this research is correlational method. The existence of the relationship between dependent and independent variables and has sought to demonstrate the degree. Because two or more variables in the presence of screening aimed to determine changes will be implemented with the correlational approach (Karasar, ; Crano & Brewer, 2002).

Population of this study consists of general high schools of İstanbul. For control group, from Europe and Asia parts, big districts of İstanbul are selected. These are Beylikdüzü, Bakırköy, Kadıköy and Ümraniye. These schools in this districts were selected randomly. To decide students' resistance towards math lesson, High School Students Resistance Scale (HSSRS) by Yüksel and Sahin (2005) will be used. This scale is a quinary likert scale. Scale's options and point system: Totally agree 5, Agree 4, Not sure 3, Do not agree 2, Totally disagree 1 and scale's reliability co-efficient is 0.85. To decide students' problem solving skills, Problem Solving Inventory (PSI), by Heppner and Petersen (1982) translated by Sahin et al. (1993), will be applied. Scale consists of 35 articles. Scale's options and pointing system: Always 1, usually 2, often 3, sometimes 4, rarely 5, never 6. Scale's reliability co-efficient is 0.88. To decide student's self efficacy towards math lesson will be determined by scale of Perception of Self Efficacy Scale Against Mathematics which was developed by Umay (2001). Scale consist of 14 items and its reliability co-efficient is 0.88.

To decide students' attitudes towards math lesson, quandary likert type Attitude Towards Math Lesson Scale, by Onal (2013) will be used. These sub-scales are "I totally agree, I agree, don't decide, I don't agree, I totally disagree". Attitude scale consists of 39 item and scale's reliability co-efficient is 0.99.

Simple linear regression will be used to determine predicting high school students' resistance related to each variables. After then multi regression analysis will be used to determine prediction high school students' resistance for more than one variables which problem solving skills, self efficacy and attitudes toward math class. Data will be analysed by SPSS Statistic package. Standard error is accepted as 0.05

In conclusion, according to the aim of this research; (1) Does each variable from students' problem solving skills, self efficacy and attitudes predict to students' resistance toward mathematic class? (2) Does student's problem solving skills, self efficacy and attitudes predict to students' resistance toward mathematic class?

Keywords: Students' resistance, problem solving, self efficacy, attitude.

The Effect of Project-Based Learning on Retention, Achievement, Attitudes and English Teaching (A Meta-analytic, Thematic and Experimental Comparison)

Faysal ÖZDAŞ; Mardin Artuklu University, Mardin, Turkey; faysalozdas@hotmail.com
Veli BATDI; Kilis 7 Aralık University, Kilis, Turkey; veb_27@hotmail.com

Abstract

In this technological age, individuals have to renew themselves in parallel with the rapid development of technology. Currently certain instructional methods have to be used in order to enable students to use their thinking and investigative skills that they already have, more effectively. Project-based learning which is one of these methods, allows students to solve real-life problems, makes them learn by doing and experiencing, and helps them engage in process-oriented and interdisciplinary studies (Atıcı & Polat, 2010). Moreover, project-based learning - a student-centered learning method allows individuals to learn more about a subject instead of using a solid plan that directs a student to a certain way of achieving the intended results (Erdem, 2002; Harris & Katz, 2001, cited in Baş & Beyhan, 2010).

The aim of this study is to determine the effect of project-based learning on retention, achievement, attitudes and English teaching through a meta-analytic, thematic and experimental comparison. With this aim, it is intended to undertake a meta-analytic review and document analysis of studies on project-based learning conducted in the national arena. In this way, it will be possible to obtain more comprehensive and extensive qualitative and quantitative data. But the fact that the researcher cannot obtain many studies on project-based learning related to the teaching of English, and there is no meta-analytic studies concerning the effect of this particular method on retention, achievement and attitudes, enhances the importance of this study.

The study included both qualitative and quantitative aspects. In terms of the quantitative aspect of the study, a meta-analysis and experimental methods were used. Thus, 25 studies which were carried out between 2005 and 2014 in the national arena, examined the effect of the project-based method on retention, achievement and attitudes were chosen out of 640 studies for the meta-analytic study. Comprehensive Meta-Analysis (CMA) and MetaWin statistical programs were used to analyze the data. The reliability of the data was determined according to the inter-rater reliability calculation formula (Miles and Huberman, 1994). In the qualitative aspect of the study, 25 studies concerning project-based methods in the national arena, collected via document review, were examined through the use of content analysis using the Maxqda program. At this point, thoughts related to project-based learning were turned into codes, and these codes were categorized into related themes. The reliability of the data was calculated through the agreement values of Cohen Kappa.

The experimental method was a supportive and supplementary aspect in terms of the meta-analytic and thematic aspects of the study. This method was conducted through a *pretest-posttest control group design*, and experimental and control groups were assigned. As for the experimental sample 132 9th grade students from an Anatolian high school in Elazığ were chosen during the 2014 and 2015 academic year using *neutral cluster analysis*. As data collection tools, the academic achievement test and "Attitude scale for English course" developed by Baş (2012) were used. Data were analyzed using SPSS-15 and TAP: Test Analysis Programs.

Following the meta-analytic review, the retention, achievement and attitude scores of the studies were calculated according to REM and the effect sizes were seen as follows: $ES_{Retention}=1.380$, $ES_{Achievement}=0.667$ and $ES_{Attitude}=0.922$. In terms of the experimental aspect of the study, there was no significant difference (Achievement test: $t=.361$, $p>.05$; Attitude: $t=.026$, $p>.05$) between the means of the experimental and control groups' pretest results in terms of academic achievement ($\bar{X}_{experimental}=8.41$; $\bar{X}_{control}=8.25$) or attitude scores ($\bar{X}_{experimental}=3.65$; $\bar{X}_{control}=3.64$). This result means that, in terms of the related tests, groups had been chosen in a neutral way. On the other hand, there was a significant difference (Achievement test: $t=2.471$, $p<.05$; Attitude: $t=2.871$, $p<.05$) between the averages of the experimental and control groups' posttest results in terms of academic achievement or attitude scores. In addition, the effect sizes in terms of academic achievement and attitude tests were calculated as $ES_{AcademicAchievement}=0.614$ and $ES_{Attitude}=0.704$ which were considered to be of a "medium" level according to classification of Thalheimer and Cook (2002). Following the use of TAP for the analysis of the academic achievement test that included 40 questions in the experimental process of the 9th grade English course, the mean difficulty of the achievement test was found to be .53, while the KR-20 reliability coefficient was determined as .922. The quantitative results of the study indicated that project-based learning allows students to work independently, to encounter real learning situations, to improve their creative skills, and to use technology as part of the learning process.

The meta-analytic findings showed that the retention, achievement and attitude scores of the studies included in the meta-analysis had *very large*, *large* and *medium* effect sizes respectively. Thus, the use of project-based learning can be seen to have a positive effect on retention, achievement and attitude scores. When it comes to the experimental results, it can be seen in the pretest results in terms of academic achievement and attitude, that groups were chosen in a neutral way, while in the posttest, a significant difference was found in favor of the experimental group. This result means that project-based learning was effective in terms of academic achievement and attitude scores. Also, from the qualitative outcomes of the study, the course in which the method under consideration is used, provides more permanent learning. TAP analyses showed that the academic achievement test was highly reliable. The results of the study conducted in quantitative and qualitative terms to determine the effectiveness of the project-based learning method, were seen to have positive outcomes, and thus it is suggested this method be used more commonly in the learning environment.

Keywords: Project-based learning, retention, achievement, attitude, English teaching.

Teachers' and Students' Attitudes towards the Discipline Problems and Discipline Actions in High Schools

Fatma SADIK; Çukurova University, Adana, Turkey; fsadik@cu.edu.tr
Onur YALÇIN; Çukurova University, Adana, Turkey; o.yalcin81@gmail.com

Abstract

Classroom management is a whole set of the activities of bringing out the desired behavioral changes on students, creating a positive psycho-social communication environment in the classroom, organizing the physical environment of the classroom, making the learning process efficient and using the time effectively. The task of a teacher is to establish a relationship between the students' personal perceptions and expectations and environmental variables and also to help students progress in terms of both their academic success and social accomplishments (Aydın, 2001). Therefore educational

environment requires disciplines (Sugai & Horner, 2002). Discipline in most societies is perceived as martial law, authority, obedience, order according to the rules and regulations or behavior displayed (Humphreys, 1998). However the main purpose of the discipline is to help the individuals comply with both themselves and their environment and gain the skills to manage their behaviors in the sense of responsibility (Yavuzer, 2003). And this requires the preparation of the teaching-learning environments which help improve and stabilize appropriate behaviors and prevent the inappropriate behaviors. Otherwise the uncertainties in the classroom, random behaviors adversely affecting the discipline increase, the teaching activities come to a halt and the classroom layout deteriorates (Helvacı, 2010).

The most important problem in discipline performing stems from the differences between the teachers' and students' perception of discipline. The studies carried out on this subject indicate that while the teachers perceive the students behavior as a problem of discipline, the students think they are misunderstood and misjudged most of the time (King, Gullone & Dadds, 1990; Kinch, Palmer, Burke & Sugai, 2001). In such a case the probability of teachers' performances of establishing the discipline is highly likely to be ineffective. Because students need to make significant changes in their behaviors and control them, primarily they need to understand why their behaviors are inappropriate and its impacts on the others. In related literature many studies examining the teachers and students perceptions of discipline separately in terms of different variables were found (Aygün 2013; Çerçi, 2009; Döker, 2006; Erol, 2014; Güner, 2009; Kartal, 2009; Sağanak, 2008; Sirkeci, 2010). However when observed closely it was seen that these studies generally focused on primary schools and that only the quantitative methods were used in these studies. The shortage of studies in high schools and the fact that a study examining together the teachers and students' perception of discipline sharing the same environment was not encountered has created the need for this study.

This study aims to examine the teachers' and students' attitudes towards the discipline problems and discipline actions in high schools.

The aim of this study is to investigate discipline problems and disciplinary actions according to the views of teachers and students. To achieve this aim, phenomenologic method is chosen as the best to reflect the real points of views. Phenomenologic method focuses on the facts that were not deeply realised by human-beings (Yıldırım & Şimşek, 2011). The purpose is to have experiences, models and explanations for recognizing a fact deeper and understanding it better (Copley, 2002). Data resources in phenomenologic method are individuals/groups who may live and to be able to reflect the focus subject of the study. The phenomenon of this study is the fact of discipline.

The study was run in central districts of Adana, with 18 voluntary teachers and their 16 students from a vocational high school. Participants were chosen by maximum variation sampling method. Eight of the teachers were male and ten of them were female from various branches. The length of the service of teachers changes between 5-15 years and all of them teach in different class levels (9, 10, 11, 12). Students were chosen from teachers' classrooms based on voluntariness as 2 girls and 2 boys from each grade level.

The data of the study were achieved via the interview forms that were applied by teachers and students. The data were collected throughout 2014-2015 academic year, in second semester. The interviews of teachers were made in senior common room, and students were interviewed in the classrooms after school time. Interviews lasted about 30-35 minutes and with the permissions of the participants a tape recorder was used. In the analysis process of the data, content analysis which is one of the most common methods in qualitative research was preferred to use. At first, the data gathered by interviews were computerized. The raw data are being coded by the researchers individually. After that process, the reliability of coding is going to be calculated and it will be decided if there is a need to make new codings. The findings of the analysis will be organized by using charts and tables, while presenting the themes and codes citations are going to be used directly. According to the problems of the study, the findings will be discussed, the results will be determined and suggestions will be presented in that way.

Keywords: Discipline, discipline problem, high school, teacher, student.

Evaluation of Vocational High School Students in terms of Metacognition Thinking Skills

Murat TUNCER ; Fırat University, Elazığ, Turkey; mtuncer@firat.edu.tr

H.Güler BERKANT; Sütçü İmam University, Kahramanmaraş, Turkey; hgberkant@gmail.com

Burcu BİLGİN , Atatürk University, Erzurum, Turkey; burcu.bilgin@atauni.edu.tr

Ramazan TANAŞ, Afyon Kocatepe University, Afyonkarahisar, Turkey; ramazantanas@gmail.com

Abstract

The number of studies related to meta-cognitive learning is increasing along with the widespread acceptance of cognitive psychology. Flavell (1976:232) defined metacognition as one's own cognitive processes and outcomes or everything associated with these processes and outcomes. According to Welton and Mallan (1999), metacognition is the ability of students to control their thoughts regarding their own thinking processes (as cited in Candan, 2005). As cited by Baltacı an Akpinar (2011) from Lee and Baylor (2006), metacognition has two important aspects as follows: Awareness of understanding and learning along with controlling and regulating the process. The concept of metacognition can be defined in different ways since it is an internal process shaped with individual differences. Thus, in the literature, the concept of metacognition is defined with various concepts such as self-management, superior thinking or superior learning, superior metacognitive beliefs, executive skills, key components and learning judgments, executive cognition and metacognition (Akin, 2006; Stainbach, 2008; Veenman, Van Hout-Wolters & Afflerbach, 2006; Aktürk & Şahin, 2011).

Some studies suggest that metacognitive skills play an important role in effective learning for academic success (Çetinkaya & Erktin, 2002). Karakelle (2012) has determined that important part of the variability in the level of metacognitive awareness is explained by perception of solving personal problems, need for thinking and intelligence. On the other hand, Doğanay (2007) defines metacognitive thinking skills as interaction of the skills that allow individuals to remember and understand the information available and also organize and re-use this information. Metacognition learning strategies allow students to control their own cognition; in other words, correct the learning process by using the functions such as collecting in the center, out-sorting, planning and evaluation (Hismanoğlu, 2000). Through these strategies, an individual evaluates him/herself to see whether he/she will be successful, determines the steps to be taken in order to complete the task, pays attention to see how processes are completed and transfers experiences gained to subsequent operations (Gourgey, 1998, cited in Özsoy, 2008).

In the literature, there are several studies investigating the status of metacognitive skills in terms of various independent variables in different samples. However, no study was found presenting the situation of vocational high school students in terms of metacognitive skills. This study was planned based on this gap in the literature. In this regard, the general aim of this study is evaluating the metacognitive skills of vocational high school students. In line with this general purpose, the differentiation of metacognitive skills of vocational high school students depending on class, gender, major and status of having computer training has been investigated.

The study was conducted according to the descriptive survey method. Descriptive studies include studies aiming to identify a situation, either happened in the past or still going on, fully and carefully (Büyüköztürk et al, 2008; Karasar, 2008). The opinions obtained were compared with MetacognitionThinking SkillsScale, while t-test was employed for pairwise comparisons and one-way variance analysis was used for comparison of three or more groups. Mann Whitney U and Kruskall Wallis H tests were used in case there is no uniform distribution.

MetacognitionThinking Skills Scale (MTSS), which was developed by Tuncer and Kaysi (2013a), was used as the data collection tool. Exploratory and confirmatory factor analyzes of the scale was conducted; Cronbach's Alpha coefficient was calculated as .881. In this study, Cronbach's Alpha coefficient of the scale was calculated as 0.789. The scale had four factors with 18 items and a total of 56.579 of the variances were explained by this structure.

The study was conducted on 348 students studying in various programs of Atatürk University Atatürk Vocational School of Higher Education. 63.2% of those surveyed were female (220 people) and the remaining 36.8% (128 people) were male students. Some of the findings obtained with the study are as follows;

There was no significant difference in the sub-factors of MTSS (Metacognition Thinking Skills) Scale ($t(346)=1.252$, $p>.05$) and Thinking Skills ($t(346)=1.092$, $p>.05$), Decision Making Skills($t(346)=1.170$, $p>.05$), Alternative Assessment Skills ($t(346)=1.372$, $p>.05$) by gender. However, there was significant difference in favor of female students in the sub-factors of Reflective Thinking Skill Towards Problem Solving ($t(346)=2.049$, $p<.05$). There was significant difference between the opinions of students regarding metacognitive thinking skills scale in terms of sub-factors of reflective thinking skills towards problem solving by the variable of major ($X^2=18.759$, $p<.05$) and the entire scale ($X^2=16.197$, $p<.05$). The difference determined in the sub-factor of reflecting thinking skills towards problem solving is between Apparel Manufacturing Technology($\bar{X}=4.06$) program with accounting and Tax Practices($\bar{X}=3.79$) and Foreign Trade($\bar{X}=3.92$) programs.

There was no significant difference in the comparisons of sub-factors of the entire MTSS scale, Thinking Skill, Decision Making Skill and Alternative Evaluation Skill performed in terms of gender variable. However, there was significant difference in the sub-factor of Reflective Thinking Skill towards Problem Solving in favor of the female students. On the other hand, considering the eta-square values, the gender has a little difference in terms of only PÇYYDB. In the study of Tuncer and Kaysi (2013), there was a significant difference in terms of "Thinking Skills" factor between opinions of candidate teachers towards Metacognition Thinking Skills in favor of female students. This finding is consistent with the study of Güleren (2007). Uluyol (2011) has reached similar conclusion by an experimental method. Polat and Tümkaya (2010) and Cenkseven and Vural (2006) concluded that female students have better problem solving skills compared to male students. Kızılkaya and Aşkar (2009), Tunca and Şahin (2014), Saban and Saban (2008) have found similar results in their studies. On the other hand, Karasakaloğlu, Saracaloğlu and Özelçi (2012) found significant difference in terms of the use of strategies between candidate teachers in favor of male students. Unlike these findings, Durdukoca (2008) hasn't found any significant difference between candidate teachers by gender in terms of metacognition awareness levels.

There was significant difference between opinions of students towards metacognitive thinking skills scale by the variable of major in the sub-factor of reflective thinking skills towards problem solving and the entire scale. The difference determined in the sub-factor of reflective thinking skills towards problem solving are in Apparel Manufacturing Technology program with Accounting and Tax Practices and Trade programs. The difference observed in the entire scale was also between Apparel Manufacturing Technology program with Accounting and Tax Practices and Trade programs. In the literature, in the comparisons conducted in terms of metacognitive thinking skills, higher scores were obtained in programs offering computer training. The studies of Tuncer and Kaysi (2013), Akpinar (2011), Çelik (2007), Uluyol (2011) and Baltacı (2009) can be considered as examples of these results.

The use of data collection instruments with different qualifications and interpretations depending on correlation of these instruments would give more consistent results in the assessment of psychological characteristics of individuals. In the planning of classroom learning experiences, some activities towards improvement of metacognitive skills of the students should be included. It has been thought that the teachers can improve these skills to a certain extent by making use of proper technological tools, applying different teaching methods and approaches as long as holding onto the learning objectives. In addition, project studies towards embodying the studies subjects may also be useful.

Keywords: Metacognition, learning, students of vocational school for higher education, thinking skills

Reasons Affecting High School Students' Participation into English Classes

Ali ÜNİŞEN, Adiyaman University, Adiyaman, Turkey, aunisen@adiyaman.edu.tr

Hakki KONTAŞ, Adiyaman University, Adiyaman, Turkey, hkontas@adiyaman.edu.tr

Abstract

Education is defined as the process to develop desired changes in individuals' behaviors (Ertürk, 1993). Development of these changes highly correlates with their active participation, their interaction with the content and teachers (Abdullah, Bakar, & Mahbob, 2011). Freire (2000:71) describes the training scenes without students' participation as dramatization of a lifeless and petrified content by a narrating object to listening objects anywhere. Active participations, as seen in Bloom's Learning for Mastery (LFM) makes one of the significant components (Morgan, 2011:20). Although defined in such perspectives as behavioral, cognitive and emotional (Fredricks, Blumenfeld, & Paris, 2004: 60-65), participation is accepted be psychological selection or preference. Emotional, cognitive and behavioral participation do not develop permanently, concurrently or do not realize at the same efficacy levels (Christenson, Reschly, & Wylie, 2012; Shernoff & Schmidt, 2008). All types of participation can be perceived as a whole; last type as the result and prior one as reason; or can be classified as short term, long term and permanent (Shernoff, 2013:61-80). Among them the behavioral participation is relatively the easiest to measure and correlates with academic performance (Fredricks, Blumenfeld, & Paris, 2004).

The type, level and quality of participation is affected by many factors such as students' self-perception, classroom activities, methods applied during the classes, subjects, teachers, intrinsic and extrinsic motivation (Abdullah, Bakar, & Mahbob, 2012; Aypay & Eryılmaz, 2011; Eryılmaz, 2013; Sansone & Harachkiewicz, 2000). The types of participation are determined in accordance with Bloom's taxonomy of domains (Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) then each subject may require a different type of participation according to its objectives. Science, mathematics and social sciences, which are core subjects and require cognitive participation, are less participated by students when compared with art, information technologies and vocational subjects (Shernoff, Csikszentmihalyi, Schneider, & Shernoff, 2003; Shernoff, 2013). English, being among the core subjects and requiring cognitive participation, is also seen to be less engaged by students.

Motivation is frequently associated with engagement in literature related to teaching English as foreign language, which implies vitality of emotional participation for development of cognitive and/or behavioral participation (Flemming & Stevent, 2004: 162; Gardner, 1985:39-61; Malcom, 2011:195-211). Beside the key role of the participation, performance in learning a foreign language depends on attitudes towards the target language, persistence, voluntary endeavor. Literature needs to be supported with the researches which explore the effects of the factors such as subjects, methods, teachers' and students' qualifications on the same sampling.

Determination of reasons affecting participation, which is one the foremost predictive for the performance, will lead to manipulate the academic performance, as the literature suggests their correlation. Multifactor researches conducted on the same sampling will elicit the effects of the reasons compared to each other.

The present research aims at determining the reasons affecting high school students' participation in English classes. Following questions were replied to achieve the objectives of the research;

1- Were the reasons affecting students' participation different significantly on the basis of gender?

2- Were the reasons affecting students' participation different significantly on the basis of academic performance level?

This research, which examines the reasons effecting high school students' participation in English classes, was conducted in descriptive survey model. The model sets out to describe and interpret a situation. The model is concerned with conditions or relationships that exists, prevailing practices; believes, views or attitudes held; processes going on; effects felt and the trends developing (Cohen, Manion, & Morrison, 2012: 205; Karasar, 2005; Salkind, 2007:250).

Data for this study were gathered from 354 students attending Anatolian high schools in Adiyaman central district in 2014-2015 academic year. 184 (52%) of the participants were female, 170 (48%) male.

Distribution of the participants according to their grades is 130 (37%) 9th, 115 (33%) 10th and 109 (30%) 11th. To gather the data required a five-point-Likert scale was developed by the researchers. The scale consisted of 39 items of 33 were positive and 6 negative. Reliability of the scale (Cronbach's Alpha) was measured as 0,93, which shows the scale is reliable and internally consistent. For the validity of the scale, researchers applied to the expert opinion. In analysis of data, independent samples t-test and one-way anova tests were performed for multiple comparisons.

Mean score of female students ($\bar{X}=147.60$), was found to be higher than the male students' ($\bar{X}=141.34$) and the difference was significant ($p<.05$) favoring females. According to their academic performance, student with high academic performance received a mean score ($\bar{X}=150.72$), which was higher than the mean score of students with lower academic performance ($\bar{X}=140.82$), and the difference was significant statistically [$F(2, 320)=3.862, p<.05$]. The students with high academic performance received higher mean score than the students with moderate academic performance ($\bar{X}=146.79$) and the difference was found significant [$F(2, 320)=3.862, p<.05$].

The reasons determining the participation into English classes affect female students more than they do the male students, which is a comparable result with findings in the literature related (Jelas et al., 2014; Nickerson, Hopson & Steinke, 2011). Students were seen to have correlational scores between their academic performance and sensitivity to the reasons affecting the participation into English classes. This can be concluded as the more positive views the students have about the participation, the higher academic performance they achieve. The same correlation or interaction can be observed for other subjects as well (Shernoff, Csikszentmihalyi, Schneider, & Shernoff, 2003; Shernoff, 2013). English teachers will contribute their students' academic performance if they recognize the factors effecting students' participation and manipulate the teacher-learning process accordingly.

Keywords: Participation into English classes, engagement reasons, high school students

A Study of Anatolian High Schools' 9th Grade English Language Curriculum in Relation to the CEFR

The paper wasn't presented in the congress.

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