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# XI. INTERNATIONAL CONGRESS OF EDUCATIONAL RESEARCH

**“Research, Innovation and Reform in Education”**

17 - 19 September 2018 / Pedagogical University of Cracow / Poland

## ABSTRACT BOOK



Designed by E. Meriç OLCU

**The Tenth International Congress of Educational Research**

**"Research, Innovation and Reform in Education"**

**September 17-19, 2018**

**Pedagogical University of Cracow**

**Organized by**

**Turkish Educational Research Association and Polish Education Research Association  
in cooperation with Ukrainian Educational Research Association, Faculty of Education  
of the Pedagogical University of Cracow, and Faculty of Education of University of  
Warsaw.**

**2018**



**Dear Congress Participants and Distinguished Guests;**

As the presidents of the Turkish and Polish Educational Research Associations, we wish to extend a warm welcome to all congress participants. We are delighted and honored to host the Eleventh International Congress of Educational Research at Pedagogical University of Cracow. We would like to express our special thanks to Prof. Dr. Ireneusz Świtąła, the Dean of the Faculty of Education at Pedagogical University of Cracow, for hosting the conference at his university; to Prof. Anna Wilkomirska, the Dean of the Faculty of Education at the University of Warsaw, and Prof. Dr. Yucel Acer, the Rector of Canakkale Onsekiz Mart University, for their valuable contributions to the congress.

It is our great pleasure to inform you that more than 250 academicians from 25 countries submitted 142 oral and 15 poster presentation proposals. Only 93 of the submissions are accepted for the congress program. In addition to the oral and poster presentations, the congress will host 5 academic workshops during the first two days of the congress. We hope that all presentations and workshops during the congress will make a significant contribution to the scientific understanding and practical implications of the congress theme: "*Research, Innovation and Reform in Education.*"

The congress is supported and sponsored by International Association of Educators (INASED), World Education Research Association (WERA), European Educational Research Association (EERA), and International Association of Qualitative Inquiry (IAQI). The Congress has been granted honorary patronage by Jarosław Gowin - Minister of Science and Higher Education, and Jacek Krupa, Marshal of the Lesser Poland Voivodeship. The Congress has been granted media patronage by the Television and Radio Krakow, and Krakow city portal „magiczny Kraków.”The city of Cracow is also a partner of the event.

We would like to express our special thanks to the vice chair of the organization committee, Assoc. Prof. Dr. Norbert Pikula, and his assistant Marta Ivinska, to Prof. Dr. Svitlana Shchudlo, the president of Ukrainian Educational Research Association, and to all members of the organization and review committees for their invaluable support and cooperation in organizing the congress in Cracow. We also would like to thank to the supporting organizations and sponsors.

Today we have special guests as the keynote speakers of the congress: Prof. Dr. Ingrid Gogolin, and Prof. Dr. Maria Czerepaniak-Walczak. We also have special guests as the workshops organizers of the congress: Prof. Dr. Geovana Lunardi Mendes, Prof. Dr. Oksana Zabolotna, Dr. Aneta Maria Kochanowicz, Dr. Anatoly Oleksiyenko, and Dr. Sergiy Kurbatov. We would like to express our gratitude to them for their valuable contribution to the congress.

Finally, we wish to express our gratitude to all delegates for their full cooperation and contribution to this congress. We wish the congress participants a very fruitful and productive congress and with that, we declare the XI. International Congress of Educational Research in Cracow open.

Sincerely;

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Turkish Educational Research Association

**Prof. Dr. Joanna Madalinska-Michalak**  
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**KEY NOTE SPEAKERS**

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Prof. Dr. Ingrid Gogolin

**University of Hamburg**



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Prof. Dr. Maria Czerepaniak-Walczak

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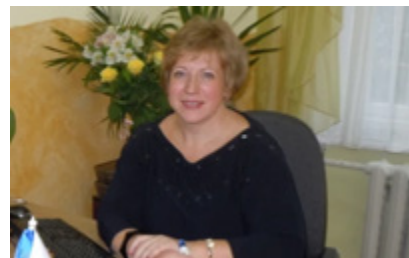
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**WORKSHOPS AND LECTURES FOR EMERGING RESEARCHERS**



**Professor Geovana Mendonça Lunardi Mendes**  
**Universidade do Estado de Santa Catarina - UDESC**  
**Programa de Pós-graduação em Educação**

**POLITICS OF EDUCACIONAL BORROWING AND POLICIES OF TECHNOLOGY  
INSERTION IN SCHOOLS IN LATIN AMERICAN**

This presentation discusses how in recent years the policies of technology insertion have become a constant agenda of education policies. Considering Brazil as a context, the paper presents the partial results of a series of investigations conducted by the author and her group that analyze how, in education policies, technology insertion, through specific programs as in 1:1 model, represent a change of ideas and curricular innovation at school. In addition, it discusses, based on the global education policy concept, the role of governments and states in the adoption of policies presented around the world. Therefore, this paper is organized in two sections: the first discusses the 1:1 Model in the context of education policies, and the second discusses the issue of curricular changes announced by these policies.

**Keywords:** Curricular changes; Education policies; Digital technologies; 1:1 model.



**Aneta Maria Kochanowicz, PhD**  
**Dolnośląska Szkoła Wyższa, Wrocław, Poland**

**HERMENEUTIC ETHICS - TO KNOW, DESCRIBE, INTERPRET, UNDERSTAND.  
THE PROBLEM-CENTERED INTERVIEW ACCORDING TO ANDREAS WITZEL AS  
A WAY TO REACH THE INTERLOCUTORS' EXPERIENCE**

In June 2016, I defended my doctoral dissertation under the title *Contexts of the Meaning of Life and the Sense of Care for a Child with Apallic Syndrome*, publishing it soon after with minor changes in the form of a monograph entitled *Child in a Coma. The Meaning of Life, the Sense of Caring* (Łódź 2016).

During the methodological workshops I would like to present the adopted research perspective, defined by hermeneutics and ethics (formulation of research questions and description language), as well as my role of a moderator ordering issues of cognition, description, interpretation and understanding of one of the boundary situations: the existential situation of a child in an apallic state (commonly referred to as coma).

I assumed that every child case studied is a fragment of universal social experience. That is why I made an attempt to create a community of discourse, taking into account different perspectives arising from the social roles of my "interlocutors" (philosophers, lawyers, bioethics, medical doctors, journalists, filmmakers, writers). Above all, however, I gave my voice to parents, competent narrators - protagonists of the struggle to wake up their child from a coma. I interviewed them at the "Budzik" Clinic in Warsaw with the help of *the problem-centered interview* developed by Andreas Witzel.

An important element of the research procedure was the analysis of audiovisual materials, autobiographical documents created by parents of children with apallic syndrome (books, letters, diaries, press interviews, written statements and internet diaries - blogs), my own field notes and "records in my head".

My research path (consisting of 7 stages and based on 8 principles) led me somewhat to becoming a co-creator of the cultural identity of a child with apallic syndrome: by writing about who he is, I also asked questions about the essence of humanity *in genere*.



**Anatoly Oleksiyenko, PhD**  
**Faculty of Education**  
**University of Hong Kong**

**ACADEMIC RESEARCH AND WRITING: SHAPING COMPETENCE AND CONFIDENCE  
FOR GLOBALLY INFLUENTIAL PUBLICATIONS**

This seminar will shed light on structural imperatives in the design of research proposals and papers. The presenter will share techniques for composing and aligning key structural elements: the abstract, problem statement, literature review, theoretical framework, methodology, findings, discussion, and conclusion. The participants will explore essential tools and tips for using a paragraph as a unit of communication to sustain a clear and consistent line of argument.

The format of this seminar is a collegial discussion. Participants are welcome to share their experiences, as well as pose questions and provide answers. The driving idea behind this seminar is that skills can be easily learned through an empowering exchange among scholars. The objective is to replace anxiety about competitive performance and productivity with a sense of joy and confidence associated with academic writing and peer review.



**Sergiy Kurbatov, PhD**  
**Institute of Higher Education,**  
**National Academy of Educational Sciences of Ukraine & IRES, University of Uppsala, Sweden**

### **UNIVERSITY RANKINGS AS AN ALTERNATIVE MECHANISM FOR QUALITY ASSURANCE**

During the workshop I plan to introduce to the audience a brief historical background and my analyses of current situation with university rankings as a new, innovative and dynamic tool for quality assurance in higher education, which is very sensitive to the interests and demands of the main stakeholders in this area. Together we would analyze the main criteria and indicators of the most influential international university rankings: Academic ranking of world universities (ARWU or Shanghai ranking - <http://www.shanghairanking.com/>); QS world university rankings (<https://www.topuniversities.com/qs-world-university-rankings>) and THE world university rankings (<https://www.timeshighereducation.com/world-university-rankings>), as far as Ranking web of world universities (Webometrics - <http://www.webometrics.info/en>).

The participants of the workshop would be encouraged to conduct SWOT-analyses of these rankings and then to present the results to the audience. After this we expect an open discussion of the main ways of improvement of the theory and methodology of university rankings and their role in contemporary academic life.



**Professor Oksana Zabolotna**  
**Pavlo Tychyna Uman State Pedagogical University, Ukraine**

### **THE WORKSHOP ON ACTION RESEARCH**

School teachers and university professors who engage in action research inevitably find it to be an empowering experience. Action research is always relevant to the participants as they determine the focus of each research project and they are also the primary consumers of the findings.

The workshop will give the participants awareness of the nature, purposes and processes of action research. They will also become aware of different strategies for collecting and analyzing action research data.

The workshop will be organized in the way that, working in small groups, the participants will construct their own idea of what action research is, as well as they will gain practical skills of how to design this kind of research.

## **ABSTRACTS**





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## **(18004) OPTIMIZATION OF ACHIEVEMENTS ASSESSMENT OF PRESCHOOL CHILDREN USING A VIRTUAL SYSTEM**

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In this article authors present assessment system of preschool children achievements in Lithuania, present the teacher's opinion about achievements assessment description of preschool children. This article presents the recommendations for children's achievement assessment optimisation using virtual systems. The applied qualitative research using individual interviews, a total of 7 preschool education teachers and managers from Klaipeda region. The results: optimization of implementation of achievements assessment description of preschool children to using a virtual system of description; rationalizing and allocating the cost of labour in the teaching process; better education planning process with regard to children's individual needs and abilities, which are determined in the virtual system of children's achievement assessment.

**Anahtar Kelimeler :** preschool children, achievements assessment, optimization of assessment, virtual system

## **(18968) TRAINING SELF-REGULATION SKILLS IN PRIMARY SCHOOL CLASSES**

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“Successful pedagogy”, “tackling school dropout issues”, “750 remedial teachers” Academic success is at the heart of our leaders concerns. This is a noble and ambitious project. However, it seems endless as the needs are numerous. The impacts of the societal evolution and the increase in the number of multifactoral situations make the task more difficult. Many factors interact continuously and shape the learner’s path (Feyfant, 2011).

Usually, we tend to intervene in secondary and tertiary preventions, that is, mainly once the symptom has appeared. However, numerous tricky situations could be avoided if we had anticipated the sources and if we had implemented relevant actions. Thus, one speaks of primary prevention for all the learners in a class and not only for some identified as being “at risk” (Frenkel, 2015).

Among recurring complains, more and more learning difficulties are due to the way of learning, a lack of decentering, self-appraisal, autonomy, and weak self confidence and motivation, as well as a difficulty to cope with frustration, to name just a few (Frenkel, 2014a). The metacognitive approach allows to take effective actions at all these levels (Frenkel, 2014b).

The self-regulated learning theories shed a new light on the mechanism at stake at the origin of these complaints (see Boekaerts, 1999; Lajoie, 2008; Pintrich, 2004; Zimmerman, 2002). Linked with cognitive education, we can propose successful training programs. This is what the metacognitive approach of learning is about.

Within this framework, we created a metacognitive training program which can be used in class by one trainer. This was created in linked with a lifelong learning program for teachers.

This 13-session program was tested for six months in seven classes of the municipal teaching (Liège, Belgium). In mainstream school, pupils of the third, fourth and fifth grades of primary schools took part in this study. In special needs teaching, pupils of maturity three and four were involved in the program. Simultaneously, the teachers responsible for these classes participated in a lifelong learning program and progressively took a more and more active part in conducting sessions.

The aim of this talk is to present this project’s theoretical framework, the program itself (material and procedures) and the concrete outcome. Firstly, it will concern the pupil’s skills improvement at the metacognitive, cognitive and psycho-affective levels (metacognitive knowledge, anticipation, planning, control, external memory strategies, decentering, autonomy...). Secondly, we will deal with the trainers (evolution of their representation and their pedagogical practices).

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**Anahtar Kelimeler :** metacognition, learning, school, program, pupils



## (21312) EXPLORING DECISION-MAKING PROCESS OF MIDDLE SCHOOL STUDENTS TOWARDS SPORT PARTICIPATION WITHIN THE LEISURE CONTEXT

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Although the lessons in the school are made according to the curriculum and the interests, desires and needs of the students address that there are some key-points which they can not reach. It is possible to reach these points that affect the future life of the students through extracurricular leisure activities. The purpose of this research is to explore middle school students' meanings, insider views and interpretations towards participating/not participating in school sport activities and non-school sports activities within the leisure context. This intellectual process, that is, the social reality or phenomenon to be studied, points to the importance of the nature of the broader topic of the present research. Qualitative research methods were used to gain an in-depth understanding towards following research question: "What are the reasons of participating/not participating in school sports activities and non-school sports activities within the leisure context for middle school students?". In addition, interpretive approaches to gain a transparent view towards the research problem were adopted within the qualitative strand. In generating data, the middle school students in Malatya province which located east of the Turkey were secured to the research group in a homogeneous manner. In-depth phenomenological interviews were conducted with the participants, on the basis of a semistructured form. Prior to the main interview stage, pilot interviews were carried out with few participants to determine the clarity of the questions in the interview form. No further attempts were made to generate data when saturation was emerged in the data. The names of the participants and places were kept confidential and the nicknames were used. Thematic analysis was used through the techniques and procedures of NVivo 11 Plus software package. Analysis emerged two global themes: (1) Internal Factors that influence decision-making process (themes: motivation, constraints, attitudes, and personality) and (2) External factors that influence decision making process (themes: product, price, place, promotion). Funding: This work was supported by the Inonu University Scientific Research Projects Foundation [grant number TSA-2018-1215].

**Keywords:** Thematic analysis, Sport participation, Leisure experience, Middle School Students

## **(18971) THE DELV PROGRAM: AN EFFICIENT TOOL TO SHARPEN METACOGNITIVE SKILLS**

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In the framework of self-regulated learning theories, the DELV (“Understanding one’s own learning”) is a 165-page metacognitive intervention program developed by Büchel & Büchel (1995, 1997, 2009, 2010, 2011, 2014). It includes 8 types of decontextualized exercises which notably allow to develop the learner’s metacognitive knowledge and skills (for more details, see Büchel, 2013). They also make it possible to work on cognitive and psycho-affective aspects. Transfer can thus be better developed.

This tool is really useful (for more details, see Berger & Büchel, 2013) and, in our opinion, still not sufficiently known. Our main purpose is to present (a) its objectives, (b) the variables worked on (cognitive, metacognitive and psycho-affective), (c) possible uses in a school context within classes (the “sandwich method” and “PAMI Classe”) and (d) the outcome we obtained with 137 pupils.

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**Keywords:** DELV, metacognition, learning, school

## **(19751) CO-RUMINATION, LIFE SATISFACTION AND ROMANTIC RELATIONSHIPS**

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Co-rumination is defined as a passive, repetitive discussion of symptoms or problems with a close other. Literature points out that co-rumination may increase the relationship satisfaction but at the same time increase the possible conflicts between individuals. Life satisfaction, on the other hand, is the overall evaluation of the quality of an individual's own life. Studies on life satisfaction reveal that rumination is negatively related with life satisfaction. However, co-rumination which is a more recent construct than rumination needs to be further studied.. With this intention, this study aims to determine the effects of co-rumination on life satisfaction in romantic relationships. The research question is; what is the relationship between co-rumination and life satisfaction in romantic relationships?

Based on the research question, the sub-problem questions are as follows:

- 1) Is there a significant relationship between co-rumination and life satisfaction in romantic relationships?
- 2) Eşli ruminasyon yaşam doyumunun anlamlı bir yordayıcısı mıdır?
- 3) What is the relationship between co-rumination and life satisfaction after controlling for sex, , marital statue, profession,work situation, monthly income in romantic relationships?

### *Method*

#### *Participants*

The research consists of 400 participats who have romantic relationship with using convinient sampling.

#### *Data Collection Instruments:*

Demographic Information Form, The Life Satisfaction Scale which was adapted to Turkish by Dağlı and Baysal (2016), and The Co-rumination Scale which was adapted to Turkish by Bugay and Erdur - Baker (2015) were used to collect data.

The Life Satisfaction Scale: For the whole scale, the coefficient of consistency is  $r=0,88$  and the scale has a high internal consistency. The correlation coefficient is  $r=0.97$  ( $p=0.000$ ).

The Rumination Scale: Internal consistency coefficient of the scale for single factor structure.

have been found .95. Pearson moments product correlation coefficients is . 90.

*Analysis*

In this study, descriptive statistics, bivariate correlation, simple linear regression and partial correlation were used to analyze the data.

*Results*

The analysis process continues.

**Keywords:** co-rumination, life satisfaction, romantic relationship

## (19879) LİSE ÖĞRENCİLERİN FUTBOL FANATİKLİK DURUMLARININ İNCELENMESİ

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Futbol; günümüzde ulusal ve uluslararası bir güce dönüştüğü ve bu gücün en önemli destekleyicileri ise fanatik taraftarlar olduğu bilinmektedir. Bu çalışma; Gaziantep il merkezinde eğitim gören lise öğrencilerin futbol taraftarlarının fanatiklik eylemleri incelenmesi amacıyla yapılmıştır. Bu çalışmada 13 maddeden oluşan “Futbol Taraftarı Fanatiklik Ölçeği” (FTFÖ) kullanılmıştır. Çalışmaya Anadolu Lisesinde okuyan 669 öğrenci, Meslek Lisesinde okuyan 301 öğrenci, Fen Lisesinde okuyan 393 öğrenci ve İmam Hatip Lisesinde okuyan 255 öğrenci, bunların 851 erkek ve 767 kadın toplam 1618 öğrenci katılmıştır. Okul türü değişkenine göre taraftarlık tutumları arasında hem şiddete yönelik hem kurumsal aidiyet hem de toplam skor boyutlarında, tuttuğu takım değişkenine göre taraftarlık tutumları arasında, sponsor ürün önceliği değişkenine göre, gelir seviyesi değişkenine göre, lisanslı ürün değişkenine göre ve takım takibi değişkenine göre istatistiksel olarak anlamlı fark olduğu tespit edilmiştir. Katılımcıların lisanslı ürün alma oranlarına bakıldığında erkek öğrencilerin % 69,9 tuttuğu takım ile ilgili ürün alırken % 30,1’i almamıştır. Kadın öğrencilerin % 66,8’i tuttuğu takım ile ilgili ürün alırken % 33,2’si almamıştır. Ayrıca katılımcıların % 2,5’i fanatik, % 13,8’i takım taraftarı ve % 83,7’si futbolsever olarak bulunmuştur.

**Keywords:** Futbol, Fanatiklik, Taraftar, Öğrenci taraftarı.

## **(18962) FORMATIVE ASSESSMENT PRACTICES AND SCHOOL SOCIAL CLIMATE. THE NEW APPROACH TO THE SUBJECT ON THE EXAMPLE OF A POLISH STUDY**

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In our presentation we will focus on the rarely examined relation between formative assessment (FA) and the school climate. FA has been present in western education for several decades. By academics and those who work with this method, it is usually regarded as a demanding (mainly time consuming), but highly effective set of techniques and strategies, not only helpful in assessment of students' work and progress, but also in the process of learning *per se*. Its essential feature is the addition of the extensive feedback (oral and written) to the process of assessment and conscious following of the student's individual progress, which subsequently leads to more intensive and extensive student-teacher communication. The use of feedback implies, along with conveying a message on student's outcomes, obtaining the confirmation that an assessor's message is comprehensible and explicit for an assessed person and, in these terms, contributing to the effectiveness of the learning process.

Our research presumption was that FA is not only a means of learning, but also a way of enhancing interpersonal skills, methods of communication and cooperation. That has led us to pose following research question: whether and what relationship exist between formative assessment practices and school social climate?

Instead of rich English-written collection of relevant studies, there is little research on FA in Polish educational studies. Apart from a few theoretical publications (and the abundance of practical guidelines for teachers) this research topic has been rarely addressed, and the connection between FA and school climate has never been examined. Gathering and interpreting Polish data is crucial for developing FA on Polish ground.

Our research included the study on the school social climate in three Warsaw elementary schools which engage FA strategies in their everyday work. The research was carried out during the 2017/2018 school year. Methodologically the study was organized as a quantitative research in the first phase, and then in the second - as a qualitative – in a form of interviews to consolidate and expand data. The specific scope of the research questions was as follows:

What elements of formative assessment practices are used in investigated schools?

What is the school social climate in investigated schools?

Is there a relation between formative assessment practices and social school climate in investigated schools?

Based on the results, it could be stated that teachers take into account various activities aimed at informing students about the goals of classes and the criteria of success. They implement different methods involving students in the learning process and use differentiated strategies for providing feedback. The analysis of the collected material allowed to conclude that the

school social climate in investigated schools is positive. However, there is a differentiation in school climate perception between students and teachers. Teachers assess the majority of the dimensions of the climate significantly higher than students. Detailed research results referring to the research questions will be the subject of our presentation.

The positive effects of the study concern the analysis of the characteristics of the “Polish usage” of FA, and the examination of the relation between formative assessment practices and school climate is innovative and required in Polish circumstances, as well as in the international approach. We believe that in that way our work affects the wider context of the education. The paper presentation can create a platform for broadening the discussion on a number of universal practical and theoretical issues related to the teaching practices and school climate.

**Keywords:** Assessment, formative assessment, feedback, learning process, school social climate, interpersonal relationships

## (19302) TÜRKİYE FUTBOL FEDERASYONU 2017 -2018 SÜPER LİĞİ İLK VE SON ÜÇ TAKIMIN ANALİZİ

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Bu çalışma; 2017 -2018, 18 takımın yer aldığı Türkiye Futbol Federasyonu Süper liginde mücadele eden takımların sayısal değerler açısından analizi amacıyla yapılmıştır. Bu amaçla İlnstat analiz programı tarafından yapılan Türkiye Süper Lig 2017-2018 özet analizinden faydalanılmıştır. Yapılan analizlerde en çok öne çıkan değerleri şu şekilde özetleyebiliriz. İlk üç takımın göl öncesi topa sahip olma oranı 29,2 saniye iken son üç takımın ortalaması 10,7 saniyedir. İlk üç takımın göl öncesi pas sayısı ortalaması 9,4 son üç takımın 3,2 dir. Atılan gollerin analizine bakıldığında ilk üç takımın attığı gollerin % 67,3'ü yerleşik hücumda %32,7'si kontra ataktandır. Son üç takımın ise attığı gollerin % 59,3'ü yerleşik hücumda %40,7'si kontra ataktandır. Takımların oyuncu bazında incelendiğinde; Hücumda pas golü, asist, asist ve gol, golle biten hücumda yer alma gibi kriterlerde ilk üç takım sporcuları ilk sıraları alırken son üç takımın sporcuları ilk 20 sporcu içerisinde bulunmamaktadır. Buna karşın gollük hataları yapan sporcuların ilk 10 içerisinde son üç takımın sporcuları bulunmaktadır. Pas, kilit pas, orta, ikili mücadeleler defansta, ikili mücadeleler hücumda değerlendirmelerde de ilk üç takım sporcular başarılı olduğu görülmektedir. Bireysel oyuncu bazında analiz edildiğinde ligin en başarılı ilk üç takımın kaleciler ilk 10, sol bekler, sağ bekler, stoperler, ön libero ve forvetler ilk 20 içerisinde olduğu tespit edilmiştir. Sonuç olarak sayısal statiklerde göstermiştir ki ilk üç ve son üç takımın sıralamadaki yerinin tesadüfi olmadığıdır.

**Keywords:** Futbol, TFF Süper Ligi, Futbol Analizi,



## **(19305) THE LINGUISTIC DEPRIVATION FOR TEACHER CANDIDATES - MODULE PLAN FOR TEACHER-SPECIFIC STUDENTS**

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Although the linguistic deprivation and the effect of linguistic socialization on school performance are the basis of numerous international and Hungarian studies (Bernstein 1975, Kiss 2002), the question is how well Hungarian teachers know these processes, do they know what means the linguistic deprivation of Hungarian public education. The lecture presents a module plan that allows teachers to learn more about the linguistic deprivation from a linguistic point of view. The module plan is part of a preparatory, larger curriculum that can be linked to linguistic deprivation, mainly from the fields of education sociology: the curriculum consists of the topics of deprivation, linguistic deprivation, socialization and linguistic socialization. The presentation is based on the linguistic deprivation, focusing on the module design, it presents the most important steps, methods, and the completed module design of the curriculum. In the first part of the lecture we interpret the concept of linguistic deprivation from Hungarian and international point of view, followed by the presentation of the aspects to be considered in the design of the module plan (topic, goal, possible node, target group, suggested number of hours, application, prerequisite knowledge, applied methods). The module design the subject of linguistic deprivation by using the methods of cooperative learning (Arato 2011, Mrazik 2011, Varga 2011), taking into account the methodological aspects of teaching. The aim is for teachers to become involved in the most important contexts and processes linked to the linguistic deprivation when processing the curriculum so that they can apply them during their subsequent practice. The main result of the research is the completed curriculum. The completed curriculum help to deal deprivation, linguistic deprivation, socialization and linguistic socialization in higher education; In addition, it develops the pedagogical / educational / social sensitivity of teacher candidates, so that students can later recognize the (linguistic) deprivation and help the deprived learners. References: Aranka Varga (2011): A kooperatív alapelvek érvényesülését támogató struktúrák és szerepek. In: Arató Ferenc – Dévényi Anna – Mrázik Júlia – Varga Aranka: Kooperatív tanulásszervezés a felsőoktatásban. Pécsi Tudományegyetem Bölcsészettudomány Kar. Pécs. [Aranka Varga (2011): Structures and roles supporting the implementation of cooperative principles. In: Ferenc Arato – Anna Devenyi – Julia Mrazik – Aranka Varga (2011): Cooperative learning in higher education. University of Pécs, Faculty of Humanities. Pécs.] Basil Bernstein (1975): Nyelvi szocializáció és oktathatóság. In: Pap Mária–Szépe György (szerk.)(1975): Társadalom és nyelv. Gondolat Kiadó. Budapest. [Basil Bernstein (1975): Linguistic socialization and teaching authority. In: Maria Pap – Gyorgy Szepe (eds.) (1975): Society and language. Publisher Gondolat. Budapest.] Ferenc Arato (2011): A kooperatív alapelvek rendszere. In: Arató Ferenc – Dévényi Anna – Mrázik Júlia – Varga Aranka: Kooperatív tanulásszervezés a felsőoktatásban. Pécsi Tudományegyetem Bölcsészettudomány Kar. Pécs. [Ferenc Arato (2011): The system of cooperative principles. In: Ferenc Arato – Anna Devenyi – Julia Mrazik – Aranka Varga (2011): Cooperative learning in higher education. University of Pécs, Faculty of Humanities. Pécs.] Jenő Kiss (2002): Helyes és helytelen. In: Bódi Zoltán – A. Jászó Anna (szerk.) (2002): Szociolingvisztikai szöveggyűjtemény. Budapest. [Jeno Kiss (2002): Correct and incorrect. In: Zoltan Bodi – Anna Jaszó (eds.) (2002): Sociolinguistic text collection. Budapest.] Julianna Mrazik (2011):

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**Keywords:** linguistic deprivation, teaching material, teacher candidates, cooperative learning

## (19640) TÜRKİYE’DEKİ SPOR KULÜPLERİNİN GÜNCEL SORUNLARI

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**Amaç:** Günümüzde spor sürekli büyüyen ekonomisi ile önde gelen sektörler arasında yer almaktadır. Bu büyüme ile birlikte spor kulüpleri idari, mali ve sportif anlamda bir çok sorunla karşılaşa bilmektedir. Bu araştırmanın amacı, Türkiye’deki spor kulüplerinin güncel sorunlarının belirlenmesidir.

**Gereç yöntem:** Araştırma literatür çerçevesi içerisinde durum saptamaya yönelik betimsel bir araştırma olup nitel araştırma yöntemlerinden genel tarama modeli kullanılmıştır. Veri toplama aracı olarak yazılı kaynaklar, internet siteleri, spor kulüplerinin tüzükleri ve yönetmelikleri taranmıştır.

**Bulgular:** Araştırma neticesinde veriler genel olarak değerlendirildiğinde spor kulüplerinin güncel sorunları arasında sponsorluk ve reklam, tesis, altyapı, yanlış oyuncu ve spor adamı transferleri, pahalı oyuncu transferleri, yabancı oyuncu, taraftar, amatör branşlar, kurumsal yönetim, yerel yönetimler, siyaset, mali yapı, hakemler, menajer, kulüp yöneticisi, spor medyası ile stadyum içerisindeki hizmet kalitesi ile ilgili sorunlarının olduğu belirlenmiştir.

**Sonuç:** Ülkemizdeki spor kulüpleri sorunlarını çözebilmek için profesyonel spor yöneticilerine ihtiyaç olduğu, idari, mali ve sportif anlamda başarıyı sağlamak içinde kurumsallaşmanın bir gereklilik olduğu sonucuna varılmıştır.

**Not:** Bu araştırma TSA-2018-1150 proje kodu ile İnönü Üniversitesi Bilimsel Araştırma Projeleri Koordinasyon Birimi tarafından desteklenmektedir.

**Keywords:** Dernek, Futbol, Spor Kulübü sorunları.

## (19728) STADYUMLARDAKİ GÜVENLİK ÖNLEMLERİNE İLİŞKİN TARAFTAR ALGILARININ İNCELENMESİ

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Bu çalışmanın amacı stadyumlardaki güvenlik önlemlerine ilişkin taraftar algılarının katılımcıların farklı demografik özelliklerine göre incelenmesidir. Çalışma betimsel tarama modeli niteliğindedir. Çalışmada ölçme aracı olarak ilk bölümü katılımcılara ilişkin demografik sorulardan ve ikinci bölümü ise katılımcıların stadyum güvenliğine ilişkin algılarını ölçmeye yönelik 5’li likert 20 sorudan oluşan bir ölçek kullanılmıştır. Çalışmada kullanılan ölçek formu Taştan ve Ataman Yancı (2016) tarafından geliştirilmiş ve 4 alt boyutu olan (sırasıyla “Alınan güvenlik tedbirlerinin yeterliliği algısı”, “Çıkan şiddet olaylarının güvenlik güçleri tarafından engellenebilme algısı”, Stadyumlarda güvenlik sistemlerinin kullanılma algısı”, “Stadyumlara girişlerde kontrollerin yapılma algısı”) bir formdur. Ölçeğin iç tutarlılık katsayısı (Cronbach Aplha) .896 olarak bulunmuştur. Ölçek formu Elazığspor taraftar gruplarına (Efsaneler, Abluka ve Milliyetçi Elazığsporlular) basit tesadüfi örnekleme yöntemi ile seçilmiş 290 üyeye uygulanarak elde edilen veriler analiz edilmiştir. Verilerin analiz edilmesinde tanımlayıcı istatistikler, ikili karşılaştırmalarda t-testi, ikiden fazla grup karşılaştırmalarında ise ANOVA testi uygulanmıştır. Çalışmada ölçeğe ilişkin olarak katılımcılar stadyumlarda arama noktalarının, giriş kapılarında kontrollü geçiş turnikelerinin bulunduğunu ve üst araması yapıldığını, stadyum çıkışlarının güvenlik güçleri tarafından kontrol altına alındığı, güvenlik kameralarıyla izlendiğini ve suç olduğu tespit edilen seyirci davranışlarına güvenlik güçlerinin müdahale ettiğini yüksek oranda belirtmişlerdir. Ölçeğe ilişkin en düşük ortalama Stadyumlara girişlerde kimlik kontrolü yapıldığına dair görüşe yönelik olmuştur. Katılımcıların stadyumlarda güvenli bir ortamda maç izlediklerine dair olumlu ifadelerine rağmen, alınan güvenlik önlemlerinin maçlara gitmeme nedeni olarak algılandığı da dikkate değer bir bulgu olarak tespit edilmiştir.

Sonuç olarak katılımcıların stadyum güvenliğine ilişkin algılarına yönelik yapılan analizler sonucun stadyumlarda özel ve kamu güvenlik birimleri tarafından alınan saha içi ve dışı güvenlik önlemlerinin olumlu algılandığı, bununla beraber maça gitmeme nedeni olabildiği ve katılımcıların eğitim durumu, müsabakalara gitme sıklığı ve yaşanan şiddet olaylarının sorumlularına ilişkin algılarının değişik boyutlarda farklılık gösterdiği sonucuna ulaşılmıştır.

**Keywords:** Stadyum, Güvenlik, Taraftar, Elazığspor

## **(19763) INVESTIGATING THE SKILL LEVELS OF EDUCATIONAL GAMES OF PHYSICAL EDUCATION TEACHERS\***

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The aim of the research is to determine the skill levels of educational games of physical education teachers who are constantly intertwined with educational games in their professional life by developing an educational game playing scale,

The research sample is composed of 143 physical education teachers who work in Malatya voluntarily participating in the research. An observation form “Educational Game Playing Skill Observation Scale” was used as a means of collecting data. In the first part of the research, exploratory sequencer pattern, one of mixed methods, was used for the development of measurement tools. In the other parts of the study, the screening method of the quantitative research methods was used. For the analysis, the Kruskal-Wallis H test was used and as post hoc test Bonferroni-corrected Mann-Whitney U test was used.

From the observation form sub dimensions of educational game playing levels of physical education teachers; it was found that preparation phase, game phase and game playing skill are at very good skill level, evaluation sub dimension was weak and game intro phase was at a sufficient skill level. There was no significant difference between sex and school type. There was a meaningful difference at preparation phase, game phase and game intro dimensions and game playing skill level between 11-20 years of service and 21-30 years of service of physical education teachers.

The end result is that the physical education teachers have very good educational game playing skills. Although and the skill level of “game playing phase” and “preparation phase” is very good, the "evaluation phase" is at a poor level. Teachers with more than 20 years of service have the highest level game playing skills.

\* This article was derived from the Doctoral thesis prepared at the Health Sciences Institute and supported Scientific Research Projects Coordination Unit with Project number:1382 at Inonu University

**Keywords:** Physical Education Teacher, Educational Game, Play, Skill, Observation Scale

## **(19797) CURRICULUM DESIGN OF TURKISH AS FOREIGN LANGUAGE COURSE FOR PRIMARY SCHOOL CHILDREN**

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Recent social and political events have raised the need to study in the field of teaching Turkish as a foreign language for children. The unusual increase in the number of the children who learn Turkish in Turkey due to the refugee crisis has led to the insufficiency in the existing curriculum, instructional materials and resources.

The aim of this study is to design a curriculum of Turkish as a foreign language for children aged 7-11 years. Turkish as a foreign language for children (TFLC) curriculum will be at A1 and A2 language levels as set out in the Common European Framework of Reference for Languages (CEFR). For this purpose, firstly the needs of the children between the ages of 7-11 who learn Turkish in international and public schools in Turkey will be determined. Then objectives, content, learning-teaching processes and assessment-evaluation methods of the TFLC course will be developed to meet these needs.

Participants in the needs analysis study, which is a qualitative research in the case study design, will be determined using the criterion sampling method. In the research, ten Turkish teachers teaching Turkish to children, five student parents and five non-governmental organizations (NGO) representatives will be interviewed. The data obtained from interviews made with semi-structured interview forms developed by researchers and evaluated by experts will be analyzed by descriptive method. In addition, content analysis of the Facebook groups that are used effectively for children in the field of teaching Turkish as a foreign language for children will be done.

**Keywords:** Turkish as a foreign language for children (TFLC), teaching Turkish to young learners, curriculum design, needs analysis

## **(20665) ADAPTATION OF ISAKSON SURVEY OF ACADEMIC READING ATTITUDES TO TURKISH**

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The aim of this study was to adapt Isakson Survey of Academic Reading Attitudes for college students developed by Isakson, Isakson, Plummer, and Chapman (2016) into Turkish. The original of the scale is in English and consists of three factors and 20 items. Factors were named as (1) students' perceived academic reading behaviors, (2) their expectations for success with academic reading tasks, and (3) the value they place on academic reading. In this study, in order to adapt the scale, initially the original scale was translated into Turkish by experts in the field of language arts and translation. Turkish final version of the scale was completed by considering expert opinions. To examine the reliability and validity of the scale, it was administered to 400 students in three university faculties of education in Turkey. In order to determine the construct validity of the scale, exploratory factor analysis (EFA) was performed and item-factor structure obtained from the EFA has been tested for compliance with a model by confirmatory factor analysis (CFA). In Turkish version of the scale Cronbach alpha internal consistency was calculated. As the research process continues, the findings will be included in the full text.

**Keywords:** Adaptation of Isakson Survey of Academic Reading Attitudes, Validity, Reliability

**(17840) CAN RESEARCH METHODOLOGY INFLUENCE THE EDUCATIONAL REALITY? TOWARDS THE INDIGENOUS IN THE NON-INDIGENOUS WORLD.**

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The presentation will tackle the issue of the latest trends in qualitative research designs and its implementation to the broadly perceived cross-cultural projects, the latter encompassing peace education as well as human rights education. With regards to the critical pedagogy and emancipation theories in education as the points of departure for these reflections, the aim of the presentation is to analyze the main features of indigenous approach to research in education and in general social sciences emphasizing their practical values in this regard. The author will reach to the highlights of culturally sensitive approach in research designs, entailing indigenous methods, emancipatory paradigm and advocacy claims. The summary will point to the possibilities of arranging such methodological designs that would help to empower those marginalized within the educational system, or underprivileged in the social life.

**Keywords:** Indigenous methodology, qualitative methods, social research, critical theory, critical pedagogy, emancipation in education, cultural minorities, human rights in education, peace education



## (19299) YÜKSEKLİĞİ AYARLANABİLİR TABANLIĞIN DÜZTABANLIK TEDAVİSİNE ETKİSİ

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Düztabanlık; ayağın iç arkının yüksekliğinin azalması veya tamamıyla çökmesi sonucu oluşan deformite olarak tanımlanmıştır. Düztabanlığın görülme sıklığı kaynaklarda %7-22 dir. Düztaban olan bireylerinin pasif bir yaşam tarzının olması beraberinde kardiyovasküler hastalıklar, obezite, şeker vb. gibi sağlık problemlerini de tetiklemededir. Düztaban olan bireyler için önerilen temel uygulamaların başında tabanlık kullanımı gelmektedir. Bu tabanlıklar ilk üretildiği tarihten günümüze kadar olan 64 yıldır çok az bir değişikliğe gidilmiştir. Bu tabanlıklar standart yükseklik ve ark oluşumu tüm insanları ortak bir ayak yapısına sahip gibi algılanmıştır. Bu çalışma düztabanlık tedavisinde kullanılan tabanlıkların yükseltisi, esnekliği, uzunluğu ve işlevlerinin yeniden dizayn edilerek düztaban olan bireylerin yaşam kalitesinin artırılması amaçlanmıştır. Tasarladığımız tabanlık aşıl tendonu yere 90 derece gelinceye kadar yükseltme imkânı sağlamaktadır. Ön çalışmada, tüm düztaban olan bireylerin ark yükseklikleri farklı farklı tespit edilmiştir. Bu nedenle tasarlanan tabanlık her bir birey için ayrı ayrı ayarlanma yapılacaktır. Bu çalışmaya power analiz sonucunda 17 erkek-17 bayan düztabanlı yetişkin bu çalışmaya katılacaktır. Çalışmaya katılan bireylerin ayak şekilleri ve baskı yüzeyle tespit edilmiştir. Çalışmanın başında ve sonunda fiziksel uygunluk düzeyi, yaşam kalitesi, fiziksel testler ile sosyal ağrı ölçeği değerleri tespit edilmiştir. Sonuç olarak; deneklerin ayak ark şekillerinde, fiziksel uygunluk düzeyinde, yaşam kalitesinde, fiziksel testlerde (Dikey sıçrama, kısa mesafe koşu ve Cooper testinde) ve sosyal ağrı ölçeği skorlarında olumlu sonuçlar elde edilmiştir.

**Keywords:** Düztabanlık, Yüksekliği Ayarlanabilir Tabanlık, Fiziksel Uygunluk Düzeyi, Yaşam Kalitesi, Düztabanlık Tedavisi.

## (19304) TÜRKİYE FUTBOL FEDERASYONU 1. LİG FUTBOL TARAFTARLARININ FANATİKLİK DURUMLARININ İNCELENMESİ

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Futbol; günümüzde ulusal ve uluslararası bir güce dönüştüğü ve bu gücün en önemli destekleyicileri ise fanatik taraftarlar olduğu bilinmektedir. Bu çalışma; Türkiye Futbol Federasyonu (TFF) 1. lig futbol taraftarlarının fanatiklik eylemleri incelenmiştir. Bu çalışmada 13 maddeden oluşan “Futbol Taraftarı Fanatiklik Ölçeği” (FTFÖ) kullanılmıştır. Çalışmada 18 takımlı TFF 1. ligindeki 9 takımın taraftar topluluğu üyelerinden toplam 977 kişi ve kendini fanatik olarak ifade etmeyip sadece takımının maçlarını canlı izleyen 943 kişi toplam 1920 kişi katılmıştır. Katılımcılardan taraftar topluluğu üyelerinin % 68’i fanatik, % 31’i takım taraftarı ve % 3’ü futbolsever, taraftar topluluğu üyesi olmayan taraftarların %11.5’i fanatik, % 24.3’ü takım taraftarı ve % 64.2’si futbolsever olarak bulunmuştur. Araştırma grubunun doğum yeri ve eğitim durumu değişkenine göre taraftarlık tutumları arasında istatistiksel olarak fark olmadığı tespit edilmiştir. Yaş değişkeni, medeni durum, çalışma durumu, düzenli iş durumu, aylık gelir durumu, anne baba beraberlik durumu, meslek durumu değişkenine göre taraftarlık tutumları arasında hem şiddete yönelik, hem de kurumsal aidiyet alt boyutlarında istatistiksel olarak anlamlı bir fark tespit edilmiştir.

**Keywords:** Futbol, Fanatiklik, Taraftar,

## **(20703) RACISM EXAMPLES IN 2018 WORLD CUP TOWARDS TURKISH ORIGIN FOOTBALL PLAYERS**

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FIFA has been organizing a series of “Anti-Racist” activities all over the world since the 2002. FIFA brought some regulations against the ever rising racist actions for the last 25 years by primarily working with EU. Cooperation’s among Non-governmental organizations was developed and a joint declaration with FARE was announced in 2003 and 2006. In 2006, UEFA and FARE announced and enforced the Ten Point Plan. EU, published its’ White Paper on Sport in 2007. The report includes new path of sport as well as consisting measures and advices against racism. Prior to the 2018 World Cup, Russia took measures against racism with the lead of Robert Ustian and by working in cooperation with UEFA and FARE. It was effective on Russian football fans’ hospitality.

The study investigates the social reflections of racism on national and international media in 2018 World Football Cup. The study covers media broadcast durations of May-July 2018. The racist discourses and behaviors towards the Turkish origin football players Jimmy Durmaz from Sweden, Mesut Özil and İlkay Gündoğan from Germany was studies.

In terms of literature, the avowedly racist statements and interviews aiming the Turkish origin football players made by not only from the fans from those countries but also from politicians, federation managers and media interpreters was evaluated as surprising. The opposite attitude of Sweden in ministry level was noted meanwhile no institutional oppose from Germany was observed. The mistake of disbanding the commission of fighting against racism by means of “completing its’ mission” is obvious in the light of current racist events. The racism shown in 2018 Russia World Football Cup is the tangible indicator of racism all over the world. Inefficiency of the institutional precautions is clear and the mandatory need for new functional measures and sanctions starting from education curriculums is explicit.

**Keywords:** Russia, World Cup, Racism, Media, Football Fans

## **(19005) HOW PRESCHOOL TEACHERS CANDIDATES DESIGN FUTURE TOYS FOR SUSTAINABLE FUTURE EDUCATION?**

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Today's world, scientific and technological developments affect the society in terms of social, cultural, economic, political. In an effort to expand and deepen people awareness around these subjects, informal education might play a crucial role. For instance, exhibitions would help people to become more awareness, have some knowledge and gain a different perspective. In this research, "Istanbul Toy Museum" exhibition visited by researchers and preschool teachers candidates. This research has been designed qualitative research to determinate of 60 preschool teachers candidates' to this. After that their views have investigated by the drawing technique. It was asked to write and draw about "You design a toy for children in 2050s. Briefly describe the toy with your own sentences." It wasn't said any direction while they were drawing and writing. Writing part opens a window for the students to explain their thoughts by using words. Also, the analysing the drawings in the light of the writing parts that make the analysis more coherent and objective. The majority of the drawings which focused two- and three and more-dimensional specimens of toys which focus on the technology (N:50), tutorial (N:26) and entertainment (N:36). Meanwhile, the minority of the drawings which focused on the culture effect. The results show that to leave a more pleasant and sustainable future world for our future generations, teachers should be trained in an informal learning environments concept in the university

**Keywords:** informal learning, preschool teacher candidate, toys, early childhood

**(19006) THE IMAGES OF PRESCHOOL TEACHER CANDIDATES'  
VIEWS ABOUT THEIRSELVES DURING SCIENCE ACTIVITIES:  
SCIENCE ACTIVITIES FOR A SUSTAINABLE EDUCATION**

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In today's world, scientific and technological developments affect the society in terms of social, cultural, economical, political suspects. For a sustainable world, individuals should be informed by the teachers. Schools as well as being educational institutions should be able to raise the awareness of society in terms of sustainability, school as a structure can be achieved awareness about sustainability to students and it should support learning on these issues. Especially, learning and teaching science is a core subject in early childhood education. The aim of this research is to determine of the images of preschool teacher candidates' about themselves during science activities. This research has been designed qualitative research to determinate 14 of preschool teachers candidates who passed science education courses the last term. Therefore, they were asked to draw themselves during science activity in their dreams. The majority of the drawings which focused only one dimensional specimens of science activity which focus on subject expression in the class (N:7), doing experimentation in the laboratory (N:5). Meanwhile, the minority of the drawings which focused on doing experimentaton in nature/garden (N:2). To leave a more pleasant and sustainable future world for our future generations, teachers should be trained in an informal learning environments concept in the university. Well-trained teachers are capable of improving not only the quality of education but also the quality of life.

**Keywords:** Science activities, early childhood education, preschool teacher candidate

## **(20198) IMAGINATION AND CREATIVITY IN PRESCHOOL CHILDREN**

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One of the most important components of creative behavior is undoubtedly the ability to imagine and think abstractly. However, one of the important obstacles to imagination or abstract thinking is the beliefs and attitudes of the "reality" and the immutability. However, it can be observed that children in the post-school period can act more flexibly than adults in the face of "truths" in which they can act more independently. There are opinions in the literature that a 5-year-old child reaches the highest level of imagination. Well, how is it that adults can have less imagination than their children in the preschool period, if they have more experience and knowledge? Where does this power in children originate? If there is such power in children and this power is the driving force of creativity, how can this power be maintained and continue in adulthood without causing any loss in adulthood? How is imagination and creativity affected by these parts of the brain when associated with the functions of brain hemispheres? This research focuses on the development of children's imagination and creativity, and what to do in order to be able to progress without losing quality in later ages.

**Keywords:** Imagination, creativity, preschool, art, art education

## **(18985) STUDY ON THE AWARENESS OF HIGH SCHOOL PRINCIPALS ABOUT THE FIGHT AGAINST DRUG**

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Drug use among the juveniles with its rapidly growing usage ratio is one of the most crucial problems. Several studies are being conducted worldwide and also in Turkey to prevent youth population from this question.

In this qualitative study, we interviewed with ten high school principals from different schools that are located at high-risk areas in order to determine their awareness on the fight against drug use. Purposive sampling method is used in this selection. The high school principals are been asked to answer eight open-ended questions which are prepared with a semi-structured interview technique. Their responses have been analyzed and interpreted with the descriptive analysis method.

The results of the interviews indicate that; a. most of the participants are not sufficiently aware of the drug use and addiction; b. their knowledge level on drugs are limited to the information they usually receive from the media; c. they are not sufficiently competent to understand early warning signs of drug use which are vital for an early response and effective prevention; d. they have not been trained on fight against drugs. Finally, the participants are asked to write their opinions on reasons of drug use, and their suggestions on the fight against drugs, and the study fields have been determined accordingly.

**Keywords:** Narcotic Drugs, Fight Against Drugs, High School Principal, Drug Addiction and Awareness

## **(18660) TEACHER AUTONOMY AND ASSESSMENT IN UNIVERSITY ESOL PROGRAMMES IN JAPAN AND THE U.K.**

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This paper describes a research project which includes reflections on intercultural education, education policy, teacher identity, and assessment. It describes an online survey of educators from ESOL programmes in Japanese and British universities. The research methodology included a range of approaches designed to probe current assessment practices and educators' opinions about them.

This study is focused on a particular definition of teacher autonomy defined as “freedom from control by others” (McGrath 2000, p.101). Teacher autonomy and top-down coordination are essentially opposites, and there are numerous benefits of each of them. According to Findley & Cooper (1983), Pintrich & Schunk (1996), and Marks & Louis (1999), among the benefits of autonomy is greater teacher motivation, a greater sense of professionalism, and freedom to adapt teaching and content to the needs of learners.

The study reported in this paper draws on the work of Prichard & Moore (2016, 2016b) who tested a hypothesis that Japanese universities involve less top-down coordination, and much less collaboration than in the United States, and produced insights into differences in teacher autonomy in universities in these two countries. Sixty-two EFL programmes in Japanese universities and colleges were surveyed using an online questionnaire to gather empirical data. The questions probed levels of teacher autonomy, top-down coordination, and administration-faculty collaboration. It was concluded that educators enjoy relative freedom in Japanese universities compared to those teaching on similar programmes in the United States in terms of curriculum, pedagogy and classroom management.

In this paper data collected from teachers' self-reports about assessment practices, and levels of teacher autonomy and top-down coordination for assessment practices are presented for discussion. Eleven educators in seven different universities in Japan, and seven educators in three different universities in the U.K. were surveyed using an online survey. The results from Japan indicate that university educators are largely not assessing in coordination with each other. Student grading and assessment in this sample of Japanese ESOL programmes are not decided by the sort of universal, coordinated system which is required to ensure fairness and to monitor and maintain quality assessment. The high levels of teacher autonomy and low levels of top-down coordination exposed by this study support the findings of Prichard and Moore, and contradict Hofstede's cultural dimensions (Hofstede, Hofstede, & Minkov 1991), which found Japan to have relatively low Power-distance and Individualism, and high Uncertainty Avoidance

In contrast to the findings from Japan, it appears that educators in the UK experience much less autonomy and much higher levels of top-down coordination. Results suggested that ESOL programmes at universities in the UK may provide students with more reliable and valid assessment than universities in Japan, with comprehensive systems such as coordinated grading and standardisation training.



This is an exploratory study of only eighteen respondents, so the results are not generalisable. However, findings suggest that assessment in ESOL programmes in the U.K. is more coordinated than in Japanese universities. They also shed light on the similarities, differences, strengths and weaknesses of each system, and educators' opinions about them, and on the inventive ways in which teachers are using their varying amounts of autonomy. The implication is that ESOL programmes in Japanese universities are not conducting reliable, valid assessment, but it will be necessary to conduct further, more rigorous studies to support this hypothesis.

**Keywords:** Autonomy, Assessment, Japan, UK, university

## **(18954) UKRAINIAN TEACHER LEADERSHIP: LESSONS LEARNT FROM TALIS METHODOLOGY SURVEY**

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In Ukraine, there is a current reform coming under the name 'New Ukrainian School'. It requires a change in the teacher's roles in education and the approaches to teaching and learning which, in its turn, is undergoing an impact of teacher leadership. That prompted the research topic which brings together teacher leadership in Ukraine and the role of teachers in school management.

The research was based on the results of the All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals (by TALIS methodology) conducted by the Ukrainian Educational Research Association with the questionnaires for teachers and principals used for Teaching and Learning International Survey conducted by OECD in 2013.

The All-Ukrainian survey was aimed at getting comparable evidence of teachers' social, demographic and professional characteristics and school environment. The data could be used for answering the following research questions:

- What are interconnections of school autonomy and teacher leadership in Ukraine?
- What is the role of teacher leaders in forming school culture?

### *Methodology, Methods, Research Instruments or Sources Used*

Ukrainian Educational Research Association conducted the research between February and August 2017. The researched school population embraced 201 principals from 201 schools, as well as 3600 school teachers (ISCED 2). The research was conducted in all the regions of Ukraine except Crimea and the territories in the conflict zone. The two-stage sampling design was used in the research for school selection, at the first stage it was stratified sampling; at the second stage it was random sampling. For selecting teachers, one-stage random sampling was used (S.E. – 1,6 % with design effect 2,3 %). To view the issue from the comparative perspective, the authors use the results of the All-Ukrainian monitoring conducted by UERA in 2017 and the TALIS research conducted by OECD in 2013. *Conclusions and Findings* Teacher leadership has a powerful potential for introducing change into education. Nevertheless, in Ukraine, this opportunity is somewhat underestimated and is not paid proper attention to. First of all, it is seen through the interconnection of teacher leadership and school autonomy. As long as the school enjoys a selective autonomy without having a real impact on all the spheres of school life we cannot speak about teacher leadership in all its dimensions. If the school is deeply stuck in the web of state control and imposed values and beliefs, no teacher leadership may flourish. Educational, financial and administrative issues are all closely connected in education, thus without the possibility to influence all of them teachers cannot be free to take decisions concerning the life of the school community. In our opinion, it is more the matter of trust, when the state is not ready to entrust the teachers with the freedom to decide on the principal issues in the sphere of their expertise. On the other hand,

without gaining this freedom, teachers do not learn to take a real responsibility which is the cornerstone of teacher leadership.

In the line with the first issue comes the role of teacher leadership in forming school culture. All experience tends to show that a lot of new teachers come to school believing that they can change the world of education for the better. Then, when they get in the narrow corner of school life where they cannot see ‘the big picture’ and cannot take even minor decisions, they can get disappointed and experience a professional burnout.

Our findings lead to the conclusion that though teacher leaders are in high demand in Ukraine, there are some crucial problems to solve before they can enrich all spheres of school life with their zest and creativity.

**Keywords:** Teacher leadership, TALIS methodology survey, teacher professional development

## **(18956) BURNOUT, OCCUPATIONAL STRESS AND COPING AMONG ALBANIAN TEACHERS**

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This research investigates the levels of occupational stress and professional burnout of teachers of primary and secondary education. The coping strategies that they adopt and the relationship between them. This survey involved 721 teachers (187 men and 534 women) who teach in public schools in different areas in Albania. Regarding age, 30% (144 teachers) belong to the age-group under 30 years old, 33.4% (141 teachers) are between 31 and 40 years old, 28.4% (2005) belong to the age-group from 41 to 50 years old and 17.6% (127 teachers) are above 51 years old. Three instruments were administered to teachers: “Teachers’ Occupational Stress” (Antoniou, Polychroni & Vlachakis, 2006), the Maslach Burnout Inventory (Maslach & Jackson, 1986) and the “Stress Coping Strategies Scale” (Cooper, Sloan & Williams, 1988). The findings showed that female teachers experience the lack of support from the government more than men. Men experienced depersonalization more than women. The older teachers referred more emotional exhaustion and occupational stress than other groups, but they indicated higher personal accomplishment than other groups.

**Anahtar Kelimeler :** Teachers’ stress, burnout, gender and age

## **(18991) RELATION BETWEEN IDEOLOGY AND EDUCATIONAL POLICY IN SLECTED EU COUNTRIES- CASE OF CITZIENSHIP EDUCATION**

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The dominant processes of globalization brought about a change in defining the nation state, which gave rise to a discourse on citizenship, and consequently on the tasks of citizenship education. The role of a citizen in modern democratic societies is minimized, so we should ask ourselves: what purpose does citizenship education serve in such a society? Its main task should be to emancipate and form individuals who will not 'conform' to the existing society, but, by stimulating their enthusiasm, imagination and intellect, will be able to challenge the social, political and economic forces imposed over their lives (Giroux, 2010, p.182). This undeniably useful role which citizenship education can serve has attracted the attention of those who support the neoliberal ideology, and by taking action in the field of educational policy they try to influence the shape of educational programs. If so, the best example of this impact should be government documents concerning the core curriculum in citizenship education.

The aim of this presentation is to present the results of research conducted to examine to what extent the dominant neoliberal discourse, inspired and fuelled by international organizations and widespread by globalization, is present in the sector of education, in particular in one of its segments – citizenship education. The research aim was to show how neoliberal ideology, especially its concept of a citizen, reframes the core curriculum in *social studies* and *civics* at schools in EU countries.

This task was carried out by striving to grasp the relationships between the neoliberal ideology, globalization processes, and activities of international institutions as reflected in official documents on educational policy in the selected EU countries.

The main questions of the research were:

1. to what extend has neoliberal ideology influenced the articulation and implementation of a new perception of the concept of citizenship in documents on educational policy of EU countries, especially in citizenship education?
2. are there examples of resilient citizenship education in EU countries which can help specially young citizens to secure their well-being in the face of a challenge called neoliberalism?

The research was conducted in the interpretative paradigm.

The research was conducted in the interpretative paradigm. The adoption of qualitative paradigm implies instability and relativity of social reality. According to interpretativists, it is an intersubjective product of participants – people living in a social world. Science is a set of language games made up by its participants. A researcher's role is therefore to interpret reality (Urbaniak-Zajac, Piekarski, 2003, pp. 22-23).

The study orientation was qualitative in nature. Detailed qualitative techniques of data collection and analysis was assigned to each specific question, posed after deeper theoretical studies. This was aimed at methodological triangulation, triangulation of data and theories which lead to the objectification of a research process.

I would like to present findings of research that indicate some disturbing elements of the neoliberal agenda present in the analysed documents: declarative postulate of the need to teach students critical thinking; strategy of a lifelong expansion of professional and practical skills; instrumental way of civic knowledge transfer; strengthening market-oriented attitudes of young people; narrow recognition of social problems restricted to the country of origin or some other higher political and legal form.

**Keywords:** ideology, neoliberalism, citizenship education, educational policy, curriculum

## **(19347) IDENTIFYING CRITICAL STRENGTHS AND WEAKNESSES OF DIGITAL TEXTBOOKS. A STUDY CASE OF THE ROMANIAN PRE-UNIVERSITY EDUCATION SYSTEM**

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The purpose of this study is to investigate the teachers' perception of the use of digital textbooks in the compulsory education. Subjects of this study were teachers involved in the pre-university education system from Romania who use digital textbooks in the educational process. A SWOT analysis was developed using data from 350 research participants to determine which are the main strengths and weaknesses of digital textbooks related to their impact on learning outcomes. In this study, an integrated mixture method is proposed, in which Strengths, Weaknesses, Opportunities, and Threats (SWOT) of pre-university teachers' perceptions towards digital textbooks usability and usefulness are identified and then ordered by using a step-by-step decision-making procedure. Teachers suggested several strengths related to the use of digital textbooks, the most common being the stimulation of students' interest through interactivity. However, many negative perceptions the use of digital textbooks were identified, mainly due to temporary difficulties in operating electronic devices, lack of funding, reduction of student autonomy in learning, the distraction from reality associated to the student's isolation and lack of communication. To conclude, the SWOT matrix can be used by policymakers to promote new teaching strategies in the education field and the development of digital textbooks for compulsory education, considering in the same time the possible social and psychological impact.

**Keywords:** digital textbook, pre-university education system, student, SWOT analyze, teacher

**(1961) POLICY AND TEACHERS' PERCEPTION TROUGH  
IMMIGRANTS SCHOOL STUDENTS IN EDUCATION SYSTEM – THE  
ISRAELI CASE**

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This study analyzed the policy and the perceptions of teachers regarding the integration of immigrants in the Israeli education system on the continuum between Israeli version of 'melting pot' and multiculturalism. The study posed the question: How does the education system relate to multiculturalism in its official policy and in practice, and which normative assumptions and philosophical methods guide the teachers' perceptions and actions?

The findings revealed that both the official policy and the teachers' perceptions were made up of various combinations of two distinct views – multiculturalism vs. melting pot. The reasons for the gap between policy and practice, and perceptions and practice were examined. Recommendations refer to improving the clarity of understanding and implementing multicultural perceptions.

**Keywords:** Multiculturalism, melting pot, teachers' perceptions, education policy towards immigrants



## **(19948) EDUCATION REFORM IN UKRAINE: CHALLENGES AND ACHIEVEMENTS**

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Since 2014, a comprehensive reform of education started in Ukraine. It covers all levels of education, and also creates the legal basis for the official recognition of the results of non-formal and informal learning.

The objectives of the reform are to bring education in line with the modern requirements, as well as to harmonize the educational legislation with international frameworks and regulations. In 2014 a new Law on Higher Education and in 2017 a new Law on Education were adopted. Now, at various stages of preparation, there are Draft laws covering all levels of education.

The previous Law on Education was adopted on the eve of the USSR collapse in 1991. It combined the elements of the Soviet model of over-centralized state governance with the romantic expectations of the perestroika years. Many of its first version norms proved to be ineffective. So over time, there was a gradual return to the somewhat modernized Soviet vertical of governance. This model, in general, corresponded to the economic situation, when funding for education was carried out mainly at the expense of budget funds which moved top-down. But such compliance was violated after the fast democratization and decentralization of governance since 2014. In higher education, due to a large proportion of financing from individuals there was more autonomy of institutions. But within the institutions the same administrative vertical was reproduced.

The new Law on higher education has substantially increased the autonomy of higher education institutions, but almost did not change the regulations related to their internal management. The law abolished the detailed legislative regulation of the educational content and provided the existence of only framework education standards in accordance with the recommendations of the project Tuning. However, the heads of many institutions of higher education were not ready to take responsibility for the independent decision-making on the content of education. Also, a significant proportion of teachers were not ready for using the competence-based standards and moving to student-centered learning.

The Law requires the creation of a quality assurance system for higher education that meets European standards and guidelines. But after the ESG-2015 adoption, it does not fully meet these standards. Many problems arise through fact that the National Agency for Quality Assurance in Higher Education has not yet begun to work. Another group of problems is associated with a collision in matters of licensing educational activities between the Law on Higher Education and adopted later the Law on Licensing the Types of Economic Activities.

In general, the law provided for institutions of higher education a significant increase in academic, personnel and organizational autonomy. But it did not provide them with financial autonomy. Many even small issues of financial planning, using of self-earned funds, etc. institutions cannot decide on their own. Now a package of Draft-laws is discussed, which

must solve these problems and also increase the efficiency of budget financing of higher education.

The new law on education significantly expands the autonomy of institutions at all levels of education and also the academic freedoms of teachers and learners. However, there is a strong resistance from the part of educators who are tired of 30-year promises of power, from some representatives of the governance vertical who lose much of their authority, from pro-soviet oriented part of society, etc. Dissatisfaction is aggravated by the inertia of the education system, due to which many of legislative changes do not visible immediately, but with a certain delay in time. Nevertheless, it can be stated that though it is contradictory and difficult, but the legislative framework for the modernization of the education system in Ukraine gradually creates.

**Keywords:** Education, Reform, Ukraine, Governance, Legislation, Democratization

## **(21021) POLISH REPORTS ON THE CONDITION AND DEVELOPMENT PERSPECTIVES OF EDUCATION SYSTEM AS EXAMPLE OF EDUCATIONAL RESEARCH**

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In last decades in Poland two experts committees were appointed with the task was to prepare comprehensive reports on the condition and prospects for the development of the national education system. Although both the 1973 and 1989 studies were only slightly used by the political authorities preparing reforms of school systems, they are absorbing examples of versatile analyzes of school systems. The committees consisted of scientists involved in educational research and specialists with extensive practical experience in managing various areas of the school system. Studies preceding the edition of school development forecasts were of a systemic nature. These included sociological analyzes, in particular comparative studies of the quality and lifestyle of the country's regions as well as demography, development trends in the labor market, population migrations, and preferences related to life and professional choices. They were also considering comparative studies of developmental trends in education in various countries and global civilization changes. The research undertaken was of social, historical, pedagogical and cultural character. They also included legal and economic-financial issues. They concerned both school infrastructure and human resources. Experts while preparing the reports used the achievements of various fields, for example the psychology of learning during the preparation of a part of reports on the teaching methods, trends in the development of information technologies while forecasting the necessary equipment for vocational and general schools. The reports also cited some of the detailed solutions applied in non-Polish school systems that could be an inspiration for Polish education. A wide range of undertaken analyzes was the basis for formulating general and selected detailed forecasts for various fields of Polish school system. The manner of using specialist analyzes and forecasts for decisions made by the political authorities of the country is a separate matter and is not the subject of the analyzes presented.

**Keywords:** educational research, report on education system

## **(18909) APPLIED ASPECTS OF FINANCIAL RULES IN EDUCATION**

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Despite constant criticism from various scholars about the underfunding of education, we can say that in Ukraine expenditures on education are adequate, and their share of GDP corresponds to the average tendency among EU countries. Still, we agree with those scientists who argue that the funding mechanism is not perfect. Today there is a need to develop methods of evaluating the effectiveness of education funding on the grounds of the establishment of certain financial regulations. After all, they force the government to work on the long term.

Financial rules have been defined for the first time as specific regulatory legal rules and procedures that restrict and rationalize the financial activity of the state (Brennan, 2005). In the second half of the twentieth century, they were actively used by countries in the practice of public finance. It is known that deficiencies in policy implementation, when the government operates on the circumstances, errors and uncertainty of the results were used as arguments in favor of developing a system of rules that would force the government to work for the long term (Grontkowska, 2010).

Of course, no rule is ideal for any situation. But the policy will be more effective if it is strategically planned and aimed at achieving long-term goals rather than randomly created to respond to a temporary situation. Of course, it can be argued that no rules are capable of preventing unforeseen situations, but we believe that the existence of rules, even sometimes not perfect, will increase the level of responsibility and effective management.

The policy rules may reflect some level of connection between macroeconomic phenomena. This relationship can be a basis for the formulation of requirements for practical action in education.

Of course, more well-known are fiscal and monetary policies that exist in the appropriate areas, but a change of state regulation makes it possible to create such rules and education.

The formalization of rules is due to the creation of certain equations that show significant dependence of macroeconomic variables. Of course, at the first stage rules formalization derives from some theoretical assumptions with the consideration of the restrictions in each area. It is clear that the theoretical assumptions restrict the scope of the rules to some extent. The second step is the analysis of econometric calculations.

The policy rules should be based on the recognition of macroeconomic (macro-financial) constraints, the nature of which will be determined by the field of education. The institutionalization of rules of government policy involves determining the list of indicators and their thresholds. Accordingly, there are created quantitative benchmarks for the work of governments in order to control it as well as the basis for forming certain expectations.

To establish and search for the rules in the field of education we analyzed the figures of such 4 groups as indicators of education financing, macroeconomic indicators, indicators of

innovation in national economics, indicators of educational sector. It has been found that the rules should apply to the distribution of funds among the public and private sector, diversification of funding sources, models of financial management in education and financial support of students, including educational loans. We are confident that well-formulated financial rules will promote long-term financial stability of the educational sphere and improve the quality of educational services.

**Keywords:** financial rules, education, government, fiscal sector, monetary sector, efficacy

## **(20844) DETERMINANTS OF THE SENSE OF HAPPINESS - ANALYSIS OF OWN RESEARCH**

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The main subject of the following presentation is the sense of happiness in comparative studies in Polish and Turkish population. Main intention of the author was to make a comparative study to examine the level of happiness of the representatives of the two nations.

Positive Psychology and the study of life satisfaction is a new field. Researcher precisely analyzed the literature of the principal investigators, Seligman, E. Diener, J. Czapinski, M. Argyle, P. Boski, G. Hofstede, PG Zimbardo. Therefore, this study has great value both in the theoretical and empirical level. The researcher used Satisfaction with Life Scale and Emotional Well-Being Scale made by Ed Diener, who is known as a master of research on happiness. Data sheet of research has been published on the website and was released among friends and professors at the Bahcesehir University in Istanbul where this research took place. Author managed to gather 314 people who took part in the study. Scale SWLS revealed differences in the level of happiness. With the minimum points of advantage Poles turned out to be more happy. As for the measurement of Emotional Well-Being, the Turks strongly frequently experience of positive emotions and have a higher balance of happiness. The most important determinants of happiness follows: marital status, health status, income, education and working life and leisure time activities.

**Keywords:** happiness, satisfaction, positive psychology

## (20087) EĞİTİM FAKÜLTESİ ÖĞRENCİLERİNİN GÖZÜNDEN ÇOKKÜLTÜRLÜLÜK

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Çokkültürlülük, farklı araştırmacılar tarafından farklı değişkenlere odaklanarak birçok kez tanımlanmıştır. Bazı araştırmacılar ırk ve etnik köken değişkenlerine odaklanarak çok kültürlülüğe yaklaşırken, diğerleri çokkültürlülüğün daha kapsamlı bir kavram olduğunu ve dil, din, cinsel yönelim ve yaş gibi diğer değişkenlerin bu kavram altında yer alabileceğini savunmaktadır. Ancak, bu farklılıklardan bağımsız olarak, çokkültürlülüğe dair genel kanı, çokkültürlülüğün, küreselleşen dünyadaki tüm yaşam alanlarını etkilediğidir. Bu nedenle, çok kültürlülük ile ilgili eğitim fakültesi öğrencilerinin görüşlerini ortaya koymanın alanyazına katkıda bulunacağı düşünülmektedir. Bu bağlamda, araştırmanın amacı, çok kültürlülük ile ilgili eğitim fakültesi öğrencilerinin görüşlerini belirlemektir. Araştırma, 2017-2018 eğitim öğretim yılında Manisa Celal Bayar Üniversitesi Eğitim Fakültesi Sosyal Bilimler, Fen Bilgisi Eğitimi, Temel Eğitim ve Psikolojik Danışmanlık ve Rehberlik bölümlerinden 62 öğrenci ile gerçekleştirilmiştir. Araştırmada nitel araştırma yöntemlerinden fenomenoloji kullanılmıştır. Veri toplama aşamasında üç açık uçlu soru kullanılmıştır. Bulgular literatür ışığında çok kültürlülüğün tanımları, çokkültürcülüğün yarattığı olası sorunlar ve bu sorunlara yönelik öneriler olarak üç başlık altında tartışılmıştır. Ayrıca öğrenciler tarafından oluşturulan metaforlar temalar altında toplanarak, öğrencilerin çokkültürlülük hakkındaki görüşleri ortaya çıkarmak üzere temalar altında toplanmıştır. Bu araştırmanın sonuçları, eğitim fakültesi öğrencilerinin çok kültürlülük hakkında olumlu düşüncelere sahip olduğunu göstermiştir.

**Keywords:** Çokkültürlülük, Eğitim Fakültesi, Öğretmen Adayı

**(19625) “BURN YOUR BRIDGES” OR “I KNOW YOU CAN BE BOTH”  
– LONG TERM IMMIGRANTS AS TEACHERS OF NEW IMMIGRANT  
STUDENTS**

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Migration is a widespread phenomenon that is gaining momentum throughout the world. Surges of migration are creating culturally heterogeneous societies and schools whose teachers and students reflect cultural heterogeneity. In the last decade of the twentieth century, about a million immigrants came to Israel. This article deals with veteran immigrant teachers who integrated well into Israel's educational system and have been teaching immigrant students over the past few years. Their encounter with present (2018) new immigrants raises the following research question: **How are patterns of integration into society reflected in the conceptions of veteran immigrant teachers in their work with immigrant students?** The theoretical literature on which this study is based includes Berry's transnationalism model and the concept of *hybrid identity*. Research applied the narrative paradigm in conducting interviews with veteran immigrant teachers. The results displayed affinity between the teachers' own migration stories and their educational conceptions regarding immigrant students. Patterns included both *assimilation* (lack of a hybrid conception of identity) and *integration* (a hybrid and transnational conception of identity). The conclusions declare that it is indeed appropriate to process the experiences and stories of veteran immigrant teachers because they transmit their conceptions to immigrant students and can serve as bridge builders within the educational system as former immigrants themselves.

**Keywords:** Transnationalism, hybrid identity, immigrant teachers, narrative paradigm, melting pot, multiculturalism.



## **(19344) OVERVIEW OF FACTORS INFLUENCING HIGH SCHOOL STUDENTS' EDUCATIONAL ASPIRATIONS FOR STEM CAREERS DEVELOPED FROM A SYSTEMATIC LITERATURE REVIEW**

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Research on students' aspirations for science, technology, engineering, and mathematics (STEM) careers has been receiving an increasing attention of experts in science education in the past decade. This exploratory study examines factors that influence high school students' aspirations for STEM careers. Five databases, Science Direct, Springer Link, Google Scholar, Wiley and Scopus, were accessed to search for peer-reviewed studies published from 2008 to present which are relevant to the subject of this research. Systematic reviews using qualitative, quantitative and mixed methods that correspond to the proposed criteria for search form the study's database. Three experts in the research domain were consulted for remarks and personalized professional assistance. As a result of the study design, a standard data extraction template was used to synthesize all data systematized by particular features. Data extraction involved information on identification, study design, sampling and recruitment, data collection techniques, outcome variables, results and limitations of each study. A stepwise subjective exploration was completed. 41 studies crossing 18 countries have been involved in the area of research. The review findings indicate that the lack of high school students' interest in STEM careers is frequent among students without familial STEM connections, students unmotivated by the school work and students that are not involved in programs that can improve their skills. Outcomes highlight that social influences (family, environments and learning frameworks) have the main impact on students' aspirations for STEM careers. The results of the study provide a comprehensive understanding of the ways in which socio-cultural and psychological factors may be linked with students' aspiration for embracing a STEM career in the future.

**Keywords:** career aspiration, high school student, mixed-methods systematic review, socio-cultural and psychological framework, STEM

## (18967) SCIENTIFIC HABITS OF MIND RELATED TO ENVIRONMENTAL PROBLEMS: ECO-SCIENTIFIC HABITS OF MIND SURVEY

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In many science curricula, one of the main objectives is raising scientifically literate individuals (American Association of Advancement in Science (AAAS), 1990; MoNE, 2004; 2013; 2017). Besides the basic science concepts, Science Process Skills and Science-Technology-Society-Environment (STS-E), toward the aim of scientific literacy, another important concept that should be brought to students is the scientific attitude (Öztuna Kaplan, Çavuş, Toraman & Yılmaz, 2014). According to Gauld (1982), scientific attitude represents the converting the information and skills which are necessary to use scientific methods, into action and willingness to use scientific procedures and methods. An individual who possessed this motivation has some habits of mind which are skepticism, mistrust of argument from authority, suspension of belief, curiosity, open mindedness, objectivity, rationality (Gauld, 1982; 2005). Not only scientists, but also every individual should have these habits due to the importance of science in daily life (Çalık & Coll, 2012). Besides, in order to bring more effective solutions to daily life problems, each individual should have these habits (Gauld, 1982). Some of those problems can be said as climate change, global warming, air, land and water pollution, loss of biodiversity, etc. (Roth, 1992; Teksöz, Şahin & Ertepinar, 2010). The importance of environmental education for the solution of those problems is clearly stated (UNESCO, 1978). The main purpose of the environmental education is to raise environmentally literate individuals (NAAEE, 2009; Palmer, 2002; Roth, 1992; UNESCO, 1978) and the first level of the environmental literacy is the nominal environmental literacy which means a person knows the basic terms about the environment and related problems and develops an awareness and sensitivity toward the environment (Roth, 1992). However, this information should not be random. In order to obtain and use the information rational, effective and permanent, individuals should have scientific attitude (Gauld, 1982). Besides, the common aspects of environmental literacy and scientific literacy especially in terms of habits of mind are using critical and creative thinking, seeking and organizing information, being skeptical and planning (Roth, 1992). Therefore, scientific attitude, i.e. scientific habits of mind should be integrated into environmental education in order to bring effective solutions to environmental problems (Saleh & Khine, 2009; Coll & Çalık, 2012). In the literature, only one scale as an assessment tool which is developed by Çalık & Coll (2012) was found. However, only 4 items over 32 items are related to environmental problems. A new scale, which includes items about the scientific habits of mind related to environmental problems, is needed in order to assess the current situation of scientific habits of mind related to those problems in the teacher training programs. Therefore, in this study, the main aim is to develop *Eco-Scientific Habits of Mind Scale (E-SHOMS)*. The sample of this study consisted of 423 elementary science teacher candidates (87 males and 336 females – 198 3rd grade and 225 4th grade) from 6 different universities. E-SHOMS, which was prepared as four point Likert-type scale, was developed by the authors in four successive stages that were item pool, content validity, implementation of scale and construct validity. The final form of the scale is composed of 32 items under 7 factors which are the scientific habits of mind defined in the literature. As a result of the related analyses, E-SHOMS is reliable and valid to investigate the teacher candidates' scientific habits of mind related to environmental problems.

**Keywords:** Science teacher candidates, eco-scientific habits of mind, environmental education

## **(18952) FOREIGN LANGUAGE TEACHER EDUCATION: SCHOOL PLACEMENTS AS A SOURCE OF KNOWLEDGE ABOUT PARENTS AS PARTNERS IN THE EDUCATIONAL PROCESS**

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As stated by Joyce L. Epstein (2011: 4) school and family partnerships framework is “a better approach” to the involvement of all subjects of the pedagogical process, i.e. pupils, parents and teachers than its two extreme options, i.e. “waiting for involvement or dictating it.” The fact that school-family partnerships play a crucial role in children’s wellbeing is well documented. Despite the unquestionable fact, though, there is a field of study centered around the dichotomy between the beliefs about the importance of building parent-teacher collaboration declared by teacher educators and novice teachers’ unwillingness to collaborate with parents. In the paper the author refers to her previous study devoted to *Preservice teachers’ attitudes related to family involvement in light of their school placement experience* (2017). In the small scale (pilot) study it was proved that direct contact with parents during school placements enhances ex-trainee teachers’ understanding of the importance of parental involvement in supervising learning activities at home (i.e. Type 4 of Epstein’s six types of parental involvement). The paper further elaborates on the topic and presents results of a study conducted on a group of preservice elementary teachers of English and Polish with an attempt to show that school placements can be a principal source of knowledge about parents as partners in the educational process.

**Keywords:** preservice teachers, school placements, school-family partnership

## **(18960) EDUCATION IN THE SCOPE OF CHILDREN’S AND YOUTH’S MENTAL HEALTH IN POLAND**

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According to the World Health Organization’s statistics, around 10-20% of children and youth suffer from broadly defined mental issues, while suicide among young people is the third main cause of death in that age group. The most common mental health problems include depression and eating disorders. Part of mental health issues in children and youth can be prevented by creating a safe and supporting school environment, as well as by educating the public in the scope of mental health.

Therefore, the aim of the article is to determine the state of education focusing on maintenance of good mental health of children and youth in Poland. To that end, desk research was performed, which included documents dedicated to national mental health education, website of the Ministry of Education to look for school campaigns and classes relating to mental health, as well as websites collecting information about social campaigns dedicated to that subject.

The results of the research carried out, its findings and most of all recommendations prepared may be useful to school principals, teachers, parents and any other parties interested in health education (mainly: mental health education).

**Keywords:** healthcare management, healthcare system, health education, mental health, social development.

## (20887) ÜNİVERSİTE ÖĞRENCİLERİN VÜCUT KİTLE İNDEKSİ İLE FİZİKSEL AKTİVİTE DÜZEYİNİN İNCELENMESİ

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**Amaç:** Son yılların en önemli sağlık problemlerinden biri olan obezite prevalansı giderek artmaktadır. Günümüzde ise bu probleme her yaştan maruz kalan birey bulunmaktadır. Özellikle öğrencilerin düzensiz yeme alışkanlığı, hazır yiyeceklere yönelmeleri ve hareketsiz yaşam sürmeleri obezite rahatsızlığını tetikleyen sebeplerin bazılarıdır. Ancak insanların obez durumdan kurtulmaları sağlıklı bir şekilde yaşamlarını sürdürmeleri için bu konuya artık önem verilmeye başlanmıştır. Bu araştırma İnönü Üniversitesinde öğrenim gören öğrencilerin obezite sıklığı düzeylerini belirlemek amacıyla yapılmıştır.

**Yöntem:** Araştırmanın örneklemini 2016-2017 eğitim-öğretim yılında İnönü Üniversitesi merkez kampüsünde öğrenim gören 247 kadın ve 385 erkek olmak üzere toplam 632 öğrenci oluşturdu. Veri toplama aracı olarak, katılımcıların yaş, cinsiyet, bölüm, sınıf, aylık gelir düzeyi, ailede yaşayan birey sayısı gibi sosyo-demografik özelliklerin belirlenmesi amacıyla 20 sorudan oluşturulan bir anket formu ve sağlıklı yaşam biçimi ile ilişkili olarak da sağlığı geliştiren tutum ve davranışları değerlendirmeye yönelik Walker, Sechrist ve Pender (1987) tarafından geliştirilen ve Esin (1997) tarafından Türkçeye uyarlanan “Sağlıklı Yaşam Biçimi Ölçeği (SYBÖ)” kullanıldı. Elde edilen veriler SPSS Paket programında; frekans (f) ve yüzde (%), bağımsız grup t-testi, Mann Whitney-U testi, tek yönlü varyans analizi, ve Kruskal Wallis-H testi kullanılarak analiz edildi.

**Bulgular:** Araştırma sonuçlarına göre hareketsiz yaşam tarzı ve beslenme düzensizliğinin öğrencilerin stres durumunu tetiklediği, VKİ ile beslenme alışkanlığı ve sağlık sorumluluğu arasında istatistiksel olarak anlamlı bir fark olduğu ve stres yönetimi bağlamında erkeklerin kadın öğrencilerden daha iyi olduğu görülmüştür.

**Sonuçlar ve Öneriler:** Sağlıklı bir birey olabilmek için beslenme düzenine dikkat edilmesi, hareketsiz yaşamdan ve fast-food tarzı gıdalardan uzak durulması gerektiği bireylere doğru bir şekilde aktarılmalıdır.

**Keywords:** Fiziksel aktivite düzeyi, Üniversite öğrencileri, Vücut kitle indeksi

## **(18908) REFLECTIVE PRACTICE AS AN INNOVATIVE APPROACH IN MODERN INITIAL TEACHER EDUCATION**

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Based on the assumption that modernization of initial teacher education is highly interrelated with necessary changes to be made so that the required quality of contemporary teacher education could be ensured, this research paper **aims** to analyse the prerequisites that enable the identification of reflective practice as an educational innovation and its implementation into the process of modern teacher education. The essential attributes of the reflective practice concept in the context of initial teacher education are revealed, the criteria of an innovative educational phenomenon are established. Using the **methods** of scientific literature analysis and qualitative research it was established that the strategic documents regulating teacher education in Lithuania and EU enable reflective practice to be interpreted as an educational innovation that corresponds to the context of modern teacher education reform and justify it as an innovative approach in the process of future teacher preparation at a higher education institution. The latter findings are strongly supported by the results obtained from the survey carried out among teacher educators on the significance of reflective practice and the conditions necessary for its implementation in the university study programmes of initial teacher education.

**Keywords:** Educational innovation; initial teacher education; modern teacher education; reflective practice.

## **(18943) DESTROYING BOUNDARIES: LANGUAGE LEARNING AS A TOOL FOR ENHANCEMENT OF INTERCULTURAL COMPETENCE**

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Throughout its history, language policy in Ukraine has always been directly connected to social and political context. In recent years, especially since annexation of Crimea by Russian Federation and beginning of the armed conflict in the Donbas region of Ukraine, efforts to address language policy issues have resulted in the instituting of a number of instruments that promote Ukrainian as the only state language, such as: acts on Ukrainian language quotas in radio and television broadcasting, Decommunization Act, acts that require state employees to obtain certificate in Ukrainian language proficiency etc. Despite the fact that these actions are aimed to consolidation of Ukrainian society and considered to be a weapon in the fight for Ukraine sovereignty, language policy frequently falls in a midst of political and ideological debates. Furthermore, different political groups are trying to manipulate citizens' attitudes concerning language and cultural issues in order to promote their ideologies, at the same time, provoking social conflicts, especially in multilingual settings.

Despite the wide discussion on language policy issues in Ukraine, little is known about factors that influence behavior of young people in the context of cross-cultural communication, especially in situations when populist politics and media put people representing different language identities in direct opposition. In this context, it is important to understand students' attitude towards language policy issues, as well as to identify what practical problems they experience while communicating with people that represent diverse ethnic groups and speak different languages. It is also important to identify how regional higher education institutions in Ukraine can contribute to enhancement of students non-cognitive skills, such as intercultural competence, to prevent conflicts between the Ukrainophone and the Russophone Ukrainians, and national minority groups within local communities. Consequently, the main purpose of this research was to learn firsthand the meaning that the students hold about language and intercultural communication issues in Ukraine.

In this order we analyzed individual experiences of students in a context of cross-culture and cross-lingual interactions while studying at higher education institution. The research was conducted at the State Agrarian and Engineering University in Podillya through qualitative face-to-face semi-structured interviews with 24 undergraduate students. The informants represented the following groups: a) Ukrainian-speaking students; b) ethnic minority students; c) IDP students from Donbas. The participants were asked three questions: *Have you ever experienced intolerance towards yourself because of the language you use? Have you ever been intolerant to people that spoke another language? What situations have influenced your attitude?* Data analysis included highlighting significant statements that provide an understanding of how young people experienced conflict situations based on language intolerance, with further investigation on their background that may influence their experience, and identifying key factors, that may provoke violence.

Research findings may be used to facilitate productive dialogue between young people representing different ethnic groups in Ukraine, as well as increase students' language and intercultural competence, and as a consequence, prevent social and political conflicts at the

local and state levels. In particular, data obtained may help to develop new language learning materials and teaching tactics, and develop an integrated course on intercultural communication.

**Keywords:** intercultural competence, language policy, cross-cultural communication, language learning



## **(18974) RESEARCH WITHOUT BORDERS: POLISH AND SOUTH AFRICAN PERSPECTIVES**

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Postgraduate education programs are expected to educate highly skilled researchers able to engage in the diversified global research environment. Recent scholarship shows that global competence is a necessary development in the rapidly changing complex and interconnected world. In fact, most of the definitions on global competence of researchers are focused on interconnectedness of the world. However, for us global competence goes beyond learning about other countries, cultures, or educational systems. Rather, the global competence calls for deeper learning and exposure to new perspectives and experiences in the real-world. To that end, in our work, the term *without borders* refers to the engagement of researchers in research projects across disciplines, across geographic borders and across diverse groups (e.g. abilities).

This work fits with the theme of *Research, Innovation and Reform in Education* as it explores expectations of competent researchers in the 21st century and calls for reform of research education within postgraduate programs. Based on Polish and South African contexts, this interpretative research focuses especially on the need of evaluating competencies expected of globally competent researchers and providing research learning opportunities conducive to the acquisition of these competencies.

The study draws from (a) a context specific sample (Poland and South Africa) carved from a larger international study exploring development of globally competent researchers, (b) authors' personal experiences as researchers in 2 different countries and disciplines and (c) a comprehensive literature review. As evident from the findings there is a need to revitalise research education programs since knowledge, skills, and attitudes expected of competent researchers in global times are growing. Meanwhile, in practice there is a number of challenges limiting acquisition of expected competencies in postgraduate programs. In short, researcher professional boundaries keep changing and so must research education in order to provide an effective environment for the development of researchers able to conduct research without borders. Although this research study is context specific, postgraduate students, practicing researchers, and research managers from other contexts may find the results and recommendations of value.

**Keywords:** research education, research capacity building, research without borders, postgraduate education, qualitative study

**(18986) RETHINKING THE IMPACTS OF RED GLOBALIZATION:  
THE SOVIET LEGACY OF DECONSTRUCTION IN GEORGIAN AND  
UKRAINIAN HIGHER EDUCATION**

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Following World War II, the Soviets laboured across Eurasia to deconstruct the western idea and model of the university. They turned universities into "knowledge factories" by obliterating the Humboldtian principles of "freedom to teach" and "freedom to learn", instituting censorship, disrupting academic succession rites to prioritize recruitment of loyal professionals with proletarian credentials, establishing "one-man management" and "army uniformity", eradicating creativity and purging dissenters, regimenting student activities, and encouraging snitching.

To destroy the western model, the Soviets broke down many universities into small specialized institutes reporting to specific industries. The specialized institutes were easier to control, their staff and students easily deployed to spread Marxism-Leninism in the labor silos of the planned economy. To prop up all of these developments, anti-western rhetoric was essential - it enabled the obliteration of the value of the university as an institution of autonomy and academic freedom in higher learning. Moreover, it made it possible to attract support from authoritarian regimes worldwide, many of whom became "brotherly states" over time.

Russification became a key instrument for many Soviet professors to seed "sustainable international friendship" and serve the global mission of the "great Russian culture" and "socialist motherland". The Soviet deconstruction strategy was promoted both in the west and in the east. Given that the Soviet quasi-academic practices are impacting the course of global neoliberalism, it is worth re-discovering the historical legacies of red globalization in higher education.

This presentation will delve into the conceptual framework as well as share some preliminary results from questionnaires in Georgia and Ukraine – the two countries where resistance to the Soviet legacy has been quite prominent over the last decade or so.

**Keywords:** higher education, post-Soviet transformations, Ukraine, Georgia

## **(19008) MANAGEMENT OF ACADEMIC STAFF'S HEALTH IN POLAND TO SUPPORT PERSONAL, ORGANISATIONAL AND SOCIAL DEVELOPMENT**

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Academic staff employed at universities have teaching, academic and organisational obligations, while expectations set for them exceed the norm adopted in the society. They are expected to conduct innovative research, publish ground-breaking discoveries, establish cooperation with leading scientific centres, obtain international grants, speak at conferences, conduct interesting classes for students and become involved in organisational activities at the university. In addition, such staff should have excellent manners and an impeccable ethical approach. The expectations are endless and their working hours are flexible. In this situation it is very difficult to ensure a good life-work balance, which is why it is necessary to implement centralised solutions as well as local actions at individual educational facilities in order to support the management of academic staff's health, as healthy employees have better conditions for personal development, contribute to the development of the university as an organisation and to social development by shaping subsequent generations of students.

Therefore, the aim of this article is to present a health management system for academic staff from Polish higher education institutions to facilitate their own development as well as the development of the university and the society. To that end, desk research was performed by examining official national documents to search for systemic solutions aimed at maintaining good health of academic staff, and by browsing the websites of 10 best universities in Poland to find examples of lectures, workshops and initiatives dedicated to health and work-life balance of academic staff.

The results of the research with conclusions and most of all recommendations may be useful to the management of higher education institutions, academic staff and all other parties interested in health and work-life balance.

**Keywords:** academic teachers, healthcare management, health education, professional development, work-life balance.

## **(18957) REFLECTIVE PRACTICE IN HIGHER SCHOOL: WHAT DOES IT MEAN TO AN EDUCATOR?**

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In the fast-changing landscape of modern teacher education the need to prepare prospective teachers as reflective practitioners, the ones who are capable of meeting the challenges of the 21st century, highlights the importance of reflective practice to be properly implemented and taught in the study programmes of initial teacher education at a higher school. Grounded in the premise that the quality of teaching reflective practice to students highly depends on teacher educators' overall understanding of this educational phenomenon, this paper investigates into their perception and experience of reflective practice, specifically addressing the research problem: What is the manifestation of reflective practice in the context of higher school educators' experience? The aim of this paper is to reveal the tendencies of reflective practice as a higher school phenomenon within the context of the analysis of teacher educators' experiences. The carried-out research was qualitative and employed the method of content analysis. The research sample was purposive and criterion-based - 12 teacher educators from higher education institutions (University level) participated in the research. The findings obtained from this research indicate that reflective practice is acknowledged by educators as beneficial to their self-development, the development of their own practice, and the development of students' reflective practice, while at the institutional level a reflective environment is reported to be rather limited, what makes it difficult for teacher educators to properly cultivate reflective practice.

**Keywords:** Educators' perceptions of reflective practice; higher school, initial teacher education; reflective practice; teacher educators.

**(19743) SOME GOOD PRACTICES OF ORGANIZING THE  
DOCTORAL EDUCATION - THE LESSON FROM FINLAND  
IMPLEMENTABLE IN POLISH CONDITIONS**

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The goal of my poster presentation is pithily to introduce and discuss some selected ideas for organizing doctoral education in the best possible way. I would like to focus only on these elements which can be easily implemented in the Polish universities. The presented issues are grounded in the results of my original ethnographic case study executed at Åbo Akademi University in Vaasa, Finland.

**Keywords:** good practices, doctoral education, pedagogical ethnographic perspective

**(18982) A CONTENT ANALYSIS OF FLIPPED LEARNING STUDIES  
PUBLISHED IN 2017**

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Flipped learning is an approach that aims to make the time spent in the classroom make more productive. In this approach learners are getting engaged with basic knowledge in their out of classroom time as long as they need and when they are motivated. Also in classroom activities, they have spent time with learning complex information, problem-solving and creative tasks. This study focuses on the content analysis of studies published in 2017 which have used flipped learning approach. For this purpose, documents including PhD dissertations, masters' theses, articles and conference papers have been collected from Google Scholar and Aberystwyth University library services using keywords "Flipped Learning" and "Flipped in Education", both in Turkish and in English. Researchgate.net has also been used to contact authors to request sources. A total of 102 documents have been collected and classified by the researcher, using a classification form which contains information about researchers, institutions, study methods, samples, variables, data analysis methods and results. All information gained from the classification form will also have discussed other literature review studies.

**Keywords:** flipped learning, content analysis

## **(19341) INVESTIGATION OF SPECIALISTS' PERCEIVED USEFULNESS AND CHALLENGES OF ASSISTIVE DIGITAL TECHNOLOGY IN THE CONTEXT OF SPEECH THERAPY**

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Studies on speech therapy specialists' use of assistive digital technology have revealed the perceived usefulness to be the contributing element for incorporating ICT solutions in speech therapy. This study attempts to clarify specialists' perceptions toward benefits and challenges of assistive digital technology in the context of speech therapy along with differences of opinion resulting from socio-demographic and economic factors. Both quantitative and qualitative data were collected during research. A survey developed for this study, containing 31 items was applied to 64 specialists involved in the remedial education. The collected data has been examined using simple linear regressions and factor analysis. According to most research participants, the availability of digital services, disinterest from IT providers to rapid solving malfunctions, and lack of clear and professional training on the use of digital tools were the major challenges for using speech therapy software. The results sustain the hypothesized two-factor structure of specialists' perceived supports of ICT for speech therapy, which explains 88.435% of the total variance. The two factors cover both technical utility and professional utility perception components. Moreover, the results have shown that specialists' age had a significant influence on the professional utility perception. Also, implications for the formation of the concept of assistive digital technology and future investigation strategies are presented.

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**Keywords:** assistive digital tool, professional utility, remedial education, speech therapy, technical utility

## **(19942) TEACHERS' PERCEPTION ABOUT THE MOST DIGITAL RESOURCES RECOMMENDED FOR ADOPTION. THE ROMANIAN EDUCATIONAL SYSTEM CONTEXT**

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Digital resources are gradually becoming indispensable in teachers' professional activity mainly due to their accessibility and capacity to provide an expected environment to teach all disciplines using real-time simulation. The benefits of the virtual reality who bring out a constant assessment of students' knowledge are obvious in this context. Higher education organizations have to recognize the new behaviors of students in the framework of new learning - teaching strategies and how they perceive the evolution of information technologies and collaborative learning. The main aim of this research is to explore the teachers' perception about the most digital resources recommended for adoption in the pre-university education system from Romania. Data were collected via an online survey from 350 teachers of which 21 teach in the preschool system, 101 in primary schools and 228 in secondary schools. The research design was to understand the perception of the teachers' depending on teach level regarding the most digital resources recommended for adoption in educational process. The one-way Analysis of Variance (ANOVA) provides the information about teachers' views of proposed e-resources in Romanian educational system context. One of the results of the parametric samples paired test suggests that there is a significant link between the school level where the subject teach and his perception regarding the most digital resources recommended for adoption ( $F(2, 347) = 4.680, p < 0.05$ ). These outcomes and their implications into a national educational system are considered.

**Keywords:** ANOVA, digital resources, teacher, Romanian educational system



## (19259) A THEMATIC REVIEW OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE STUDIES IN MATH EDUCATION

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The Technological Pedagogical Content Knowledge was introduced as a conceptual framework by its developers in 2006. The Technological Pedagogical Content Knowledge (TPACK) is a collection of knowledge consisting of a combination of technology, pedagogy and content knowledge, which is different and much more than every part of the whole (Mishra ve Koehler, 2006). It is understood from the studies that a teacher should have TPACK in order to be able to integrate technology into the lessons. For this reason TPACK model has been adopted by many researchers from different fields and has had promising results in the search of the integration of technology into teaching practices (Stoilescu, 2015). Some of the researchers have dealt with the integration of technology into the teaching process in the context of different disciplines such as mathematics (eg, Agyei & Voogt, 2015, Erdoğan & Şahin, 2010, Smith, Kim & McLntyre, 2016; Stoilescu, 2015; Suharloto & Lee, 2005). These studies are valuable in that the inclusion of technology in the teaching process makes it possible for the teacher to understand the knowledge of mathematics in terms of different variables. However, A comprehensive discipline-specific study has not been found that reveals how TPAB tendency is in general.

The aim of this study to analyze TPACK studies in mathematics education by using meta-synthesis method and to present the tendencies in this subject. In the research, a total of 44 studies which were published in 2006-2017 and chosen through purposeful sampling method were analyzed. The studies to be included in the research were reached through Academic Search Complete, Education Research Complete, ERIC (EBSCO), Springer LINK, Taylor & Francis, Wiley Online Library Full Collection, Science Direct, ProQuest Dissertations and Theses Global, Google Scholar and Scopus (A&I) databases. Each study were examined within the context of the study's aim, subject titles, methods, samples groups, data collection tools, applications being used as a technologic tools, results and recommendations. NVivo 11 software was used in the data analysis process. The obtained data were interpreted depending on the frequency and partly illustrated through tables and graphs. The results showed that, studies were generally based on identifying the TPACK level and investigating the relationship between the TPACK components and the different variables. Among the researches the mostly preferred method is obtained as quantitative research method. In these studies, which are mostly worked with teachers, collecting data through surveys is more common. Besides, dynamic geometric softwares are the most used technologic tools in this field.

**Keywords:** thematic review, meta- synthesis, TPACK, technological pedagogical content knowledge, mathematics education.

## (20710) MEDYA OKURYAZARLIĞI DERSİ VE SOSYAL MEDYA KULLANIMINA ETKİSİ: ÖĞRENCİ GÖRÜŞLERİ

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Bilim insanlarının enformasyon çağı olarak adlandırdıkları 20. yüzyıl; bilim, teknoloji ve iletişimdeki gelişmelerin çok hızlı yaşandığı ve hızlanarak gelişmeye devam ettiği bir dönemdir. İletişim kanalları ile birlikte kitle iletişim araçlarının da çeşitliliği artmış, bu durum içerik doldurma sorununu ve bilgi bolluğunda doğru bilgiye ulaşma sorununu beraberinde getirmiştir. Bu sorunun temel nedeni iletişim kanallarındaki niceliksel artışın niteliğe yansımaması olarak görülmektedir. Teknoloji destekli elektronik medya kanalları, her yaş grubundan birey için cazibe merkezi haline gelmiştir. Bu yoğun enformasyon altında, özellikle çocuklar, sunulan malzemeyi seçme şansı olmadan ve bilinçsizce doğrudan almakta ve o oranda da etkilenmektedirler. TUIK verilerine göre ülkemizde %80,2 oranında evlerimizde bulunan kitle iletişim araçları (<http://www.tuik.gov.tr/HbPrint.do?id=24862>) karşısında, sadece yetişkinler değil, çocuklar da etkiye açık birer alıcı konumundadır.

Sosyal medya ise: hedef kitlenin katılımının olduğu, geliştirilebilir, etkileşimli, içinde toplulukları barındıran ve toplulukları birbirine bağlayan çevrim içi iletişim kanalları olarak tanımlanmaktadır (Kalafatoğlu, 2010: 17). Temelinde iletişim ve paylaşım bulunmaktadır. *We are social* ve *Hootsui* tarafından hazırlanmış olan *Digital in 2018 in Western Asia* raporuna göre Türkiye’de toplam 51 milyon sosyal medya kullanıcısı bulunmaktadır. Bu kullanıcıların %36.4’ünü 13-24 yaş arası gençler oluşturmaktadır (<https://wearesocial.com/blog/2018/01/global-digital-report-2018>).

Çalışmada; öğrencilerin medyayı özellikle sosyal medya içeriklerini nasıl değerlendirdikleri, medyanın zararlı etkilerine karşı farkındalık kazanıp kazanmadıkları gibi hususlar üzerinde durularak, dersin öğrencilerin algılarını ne şekilde etkilediği tespit edilmeye çalışılmıştır. Araştırma kapsamında; 2017- 2018 eğitim- öğretim yılında Çanakkale il genelinde eğitim öğretime devam eden 182 ilköğretim okulu oluşturmaktadır. Araştırmanın örneklemini evren içerisinde küme örnekleme yoluyla belirlenen 19 ilköğretim okulunda bulunan 227 öğrenci oluşturmaktadır. Çalışma, tarama modelinde tasarlanmıştır.

Çalışma sonucunda; medya okuryazarlığı dersinin, internet medyasının içeriklerini değerlendirme konusunda yararlı ve gerekli olduğu saptanmış, öğrencilerin yeni medya ile içeriklerine karşı eleştirel bir bakış açısı kazanması gerektiği görülmüştür.

**Keywords:** medya okuryazarlığı, sosyal medya, internet

## (20912) THE NEW AGE CHILDREN CONSUMING BY MEDIA

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Today the advertising industry is well ahead of the point where it started eighty years ago. Developments in mass media have an invaluable role in the advent of advertising today. Along with the development of television, television has become the first among the advertising media. The development of television also provided economic growth in the advertising industry. Today, applications made in internet advertising are constantly being renewed with the innovations brought by the technology. Trade on the Internet is more intense than competition in the traditional trading environment. Because the Internet offers more options and opportunities for the individual. The advertising industry is primarily focused on television, which is one of the most widespread media type, and then on social media, and with the help of visual and auditory elements, audiences, especially children, are influenced by the product or service being advertised. In the future, the child has an important place in the target audience. With the social media starting to transform everyday life, children have become one of the most important and largest masses of capitalist consumption society. At this point, while the mother and children, who mostly do shopping, are moving towards becoming a new consumer with a focus on consumption, the new media is also emerging as an important tool. Increasingly diverted advertising in digital age means that advertising that shapes the consumption habits of children is inevitably affecting children's consumption and that the regulations should include aspects such as age, gender, family environment and social environment, the level of consumption of advertising leads to psycho-social influences, the way in which advertisements determine attitudes and habits, and the impact of advertisements on children's eating habits are the main research areas of this work. In the economies of communities, children have been instrumental in creating high advertising spending since they can choose to buy. As a result of studies on Media Literacy, a focus group consisting of 10 middle school teachers was determined by considering an issue that leapt into new media literacy and an in-depth interview technique was applied to the topic. In this survey, in which an in-depth interview was conducted to determine the effects of advertisements on children and the social outcome of advertisements, 10 questions were interviewed with 10 middle school teachers and 10 semi- obtained findings were obtained by coding in specific categories with descriptive analysis technique.

**Keywords:** Media, cosuming, children, media literacy

**(18955) SOLITUDE AS UNAPPRECIATED PEDAGOGICAL VALUE IN  
THE WORLD OF MASSIVE DISTRACTION**

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In the contemporary world, full of noise, turmoil and rush, we face the problem of excessive engagement in relationships and lack of aloneness at the same time. Even in education the importance of interpersonal contacts is being emphasized, whereas we seem to forget that only solitary reflection can develop our 'self' so that it become better and independant. Also providing a space of silence may help children to find their own, original identity.

The main change that should be implemented in the system of education, is appreciating and using the value of solitude. The presentation will describe a few of the pedagogical advantages of purposeful solitude and silence.

**Keywords:** Solitude, education, massive distraction, silence

## **(18984) HOW DO SCIENCE TEXTBOOKS INSPIRE AND SUPPORT EFFECTIVE PEDAGOGIES? ANALYTICAL FRAME AND CODING CATEGORIES FOR LOWER SECONDARY SCIENCE STUDENT BOOKS**

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Our aim is to develop framework for science textbook (or students' book) analysis and evaluation as well as conduct comparative evaluation on four science textbooks (three of which are Hungarian and one from Oxford University Press, UK). The focus is on 10 to 14-year-old students in upper primary or lower secondary schools. To do so, research questions are (a) what are the most effective science teaching and learning strategies, models and methods according to the international literature, (b) how can science student books best support and inspire teachers and students to apply these most effective pedagogies, and (c) coding and analysis of the four chosen textbooks.

Reflecting on research question (a) our focus was to compile teaching and learning strategies, techniques and methods that work best, according to (mainly quantitative) research evidence. Given the global nature of online sources we used, research literature from most European countries contributed to our findings together with publications from Africa, America, Asia and Australia. In our review a mixture of behaviourist, cognitivist and social constructivist teaching traditions came up. For instance, a specific balance of teacher-centred and learner-centred science instruction is proved to be most effective by an extensive amount of evidence from the literature, with a strong focus on improving metacognitive skills.

In order to identify state-of-the-art pedagogies, we have conducted an exhaustive review of publications in English and partly in German. Regarding effective science teaching and learning strategies on secondary level, a systematic analysis was carried out, using a sample of 767 articles out of 16664 search results from Google Scholar, ERIC and ProQuest publication databases. Sampling was partly built on the ranking of the search engines and partly on a random selection of all the items on the results lists. Some inclusion criteria were to be peer reviewed and/or a synthesis review (such as systematic reviews or meta-analyses) or large-scale study. We included publications based at least partially on quantitative data. Studies using measures of (the development of) student performance and improvement data were preferred. Alongside the review of research literature we also built on existing textbook evaluation and accreditation tools from Hungary, the International Association for the Evaluation of Educational Achievement (IEA), Hong Kong, Germany and further sources. The language of the publications processed were English, German and Hungarian covering countries from all four inhabited continents. The research also involved a survey with a panel of experts in physics teaching and inspection.

As products of our research, an analytical frame and coding manual has been developed. Regarding question (b) how science books can inspire and support effective pedagogies we identified 5 categories for evaluation (1) content, (2) learning and teaching, (3) structure and organization, (4) language, and (5) textbook layout. Based on our results a mixed methods coding manual as well as an interpretational frame has been developed. The coding, analysis

and evaluation of four science students' books is forthcoming and we will be able to present some preliminary results at EERA conference 2018 in Bolzano.

Global perspective of this research project lies in the international research literature it has been based on, in our focus on science teaching and learning strategies, techniques and methods that are proven to be effective in various cultural and ethnic contexts, and in our comparative analysis of Hungarian and English textbooks in the first quarter of 2018.

**Keywords:** textbook research, students' book analysis, science, secondary school, instructional effectiveness

## **(18933) NEWLY GRADUATED SOCIAL STUDIES TEACHERS' VIEWS ON CURRENT SOCIAL STUDIES TEACHER EDUCATION PROGRAM**

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Teacher education is one of the important and critical components of education system. Teacher training programs should ensure all student teachers have the opportunity to become well-prepared. According to Chickering and Gamson (1987), seven principals are important for a good practice in undergraduate education. Encouraging contact between students and the faculties, developing reciprocity and cooperation among students, using active learning techniques, giving prompt feedback, emphasizing time on task, communicating high expectations, and respecting for diverse talents and ways of learning are important principals in teacher training programs. The success of teacher depends on the success of teacher training programs and also the success of teacher training programs could be evaluated in reference to graduates' success too. Coherence and integration among courses, their content, and context are critical.

In Turkey, the latest social studies teacher education program developed by YOK (Higher Education Institute) in 2007 has been used in all universities with minor changes. Social studies is an interdisciplinary field and social studies teachers have to gain various knowledge, skill and attitude from different disciplines. In this study, social studies teacher training programs are evaluated by opinions of teachers who newly graduated from those programs and worked in secondary schools as a social studies teacher. In this qualitative research, ten social studies teachers working in secondary schools are formed the study group. Researchers' criteria in this process was their working years and teachers whose working years are between 1 to 5 years are selected. Through experience from their own education, those teachers are able to give opinions about courses, their contents and the general structure of the program. Semi-structured interview form is used in this study and these form is developed by researchers depended on the literature. Interview form is used because teachers were working and living in different cities. Data were analyzed by content analysis technique.

In conclusion, when social studies teachers evaluated their undergraduate program according to their experiences as teachers, their views led us to rethink about the program and its effectiveness.

**Keywords:** Teacher education, teacher training programs, social studies teachers

## **(18934) SOCIAL STUDIES STUDENTS TEACHERS' CULTURAL CAPITAL LEVELS**

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Cultural capital is a term developed and popularized by late-twentieth-century French sociologist Pierre Bourdieu. Cultural capital exists in an embodied state, in the sense that the knowledge we acquire over time, through socialization and education, exists within us. Cultural capital is the accumulation of knowledge, behaviors, and skills that one can tap into to demonstrate one's cultural competence, and thus one's social status or standing in society. It also exists in the material objects we own that might relate to our educational pursuits (books and computers), jobs (tools and equipment), how we dress and accessorize ourselves, the durable goods we fill our houses with (furniture, appliances, decorative items), and even the food we purchase and prepare. Academic qualifications and degrees are prime examples of this, as are job titles, religious titles, political offices, and taken-for-granted social roles like husband, wife, mother, and father are also formed our cultural capital. Research shows that cultural capital has effects on academic achievement (DiMaggio, 1982) and teachers' cultural capital has a critical effect on his or her behaviors towards students both in and out of school. Multiculturalism and diversity are other related issues with cultural capital and teachers' cultural capital is among determinants of their awareness.

Developing a child's cultural awareness is important. In Turkey this missions is generally incumbent on social studies teachers. Social reproduction theory suggests that the educational system perpetuates inequality by rewarding the cultural capital of students from privileged social classes. Thus, in this study social studies student teachers cultural capital levels are measured and their opinions about cultural capital are taken. Mixed model (explanatory design) was used in the research. The social studies student teachers studying at four different state universities in Turkey were chosen for the study. Third and fourth graders were selected in quantitative part and 20 of them were formed the study group of the qualitative part. Cultural capital scale which is developed by Avcı and Yaşar (2015) is used in this research. The scale has four subscales consisting totally 30 items and its Cronbach Alpha value is estimated as .094. A semi-structured interview form developed by researches was used to get opinions. t-test and ANOVA tests were used to reveal the difference between the variables and the descriptive statistics were used. Qualitative data were analyzed by content analyzing technique.

In conclusion, it was seen that free time and financial support for participation in cultural events are required and the cultural awareness levels of the student teachers should be increased. Extracurricular activities are necessary in this process.

**Keywords:** Teacher education, cultural capital, social studies student teachers



**(19756) FACTORS DIFFERENTIATING THE CAREER PATHS OF  
MEN AND WOMEN – FROM THE PERSPECTIVE OF THE ELDERLY**

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Work is a key component of adult life. Through work people improve their personalities and social competences and develop in various areas of social functioning. As an essential part of it, professional career determines an employee's career paths.

The article focuses on the experience of seniors with regard to professional career. For this purpose, the reference is made to the theory of D. Super, which provides the best overview of career models of people born in the previous century. Super emphasises that the career development of an individual is affected by the following: role factors, situational factors and personal factors. The conducted studies, using the individual case study method with an employment of the qualitative interview technique, focused on the career development of seniors as the subject of the research, and the recognition and description of its course in the context of professional satisfaction as its objective. The data obtained in the course of analyses allowed to formulate a conclusion that career models of seniors under study were formed primarily by social and historical factors, and in the case of women – family-related factors resulting from their role as a mother and wife.

**Keywords:** work, professional career, senior

## **(19757) VALUES-ORIENTED UPBRINGING IN THE CHANGING WORLD**

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The need for upbringing to values is obvious and necessary – though difficult in the world full of contrasts, conflicts and world view pluralism. Upbringing to values is aimed at preparing children and young people to individual, conscious selection and hierarchization of values and being guided by them in all areas of their personal and professional life. Axiological education allows to gain the ability to distinguish between good and evil, truth and falsehood, selfishness and altruism. Pedagogical approach to values has become the subject of many scientific considerations and discussions among parents and teachers. This article is a review and presents the relationships between value systems and upbringing.

**Keywords:** children, teenagers, upbringing, values, moral norms, educational systems, ideology, world view

## (21311) GETTING INSPIRED BY SUCCESS STORY OF THE TURKISH AMPUTEE FOOTBALL NATIONAL TEAM

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Turkey has been chosen to host the 2017 European Amputee Football Federation European Championship. Turkey won European Championship 2-1 over England. Underlying experiences of this success, in that, the social reality or phenomenon to be studied, points out the prominence of the nature of this research. In this context, the purpose of this research is to conceptualize, explore, and try to explain the European Championship success of the Turkish Amputee Football National Team in the eyes of goalkeeper. “What experiences are the reasons behind the success of Turkey Amputee Football National Team athletes?” In gaining an in-depth understanding of this main research question, we used qualitative research methods. Moreover, the biographical, humanist approaches to which we can gain a transparent insight into research problem were adopted within the qualitative pattern. In generating data that can give explanation to the problem encapsulated in this research, in-depth phenomenological interview with Turkish Amputee Football National Team goalkeeper and written and visual media review were conducted. A semi-structured interview form guided to the whole data generation process. No further attempts were made to generate data when saturation emerged in the data, however. The experiences of Turkish Amputee Football National Team athletes towards their European Championship stories were analyzed via narrative analysis within the techniques and procedures of the NVivo 11 Plus software package. Analyses of interview data indicated that success stories of Turkish Amputee Football National Team disclosed athletes’ unexpected experience opportunities. Funding: This work was supported by the Inonu University Scientific Research Projects Foundation [grant number TSA-2018-1216].

**Anahtar Kelimeler :** Narrative analysis, Storytelling, Turkish amputee football national team, European amputee football federation

## (19755) PORTRAYAL OF ELDERLY PEOPLE IN THE POLISH MEDIA

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The aging of society is a global reality. Recently, this process has accelerated. According to United Nations, the global participation of elderly (60 years and older) has increased from 9.2% in 1990 to 11.7% in 2013 and will continue to increase in relation to the world population and in 2050 will reach 21.1%. In 2013 in 34 countries in the world, the proportion of elderly people (60 years and more) exceeded the threshold of 20. It is expected that by 2050 80% of the countries will reach this stage of demographic aging, of which 65% will be in highly advanced old age. The aging of the population means also aging of the subpopulation of the elderly. The proportion of people older than 80 in 2013 was 14% and is expected to rise to 19% in 2050. We therefore observe the phenomenon of double aging of societies.

An important research problem is therefore to verify the portrayal of older people created by the media. The creation of the elderly in media has a huge impact on the perception of the elderly in society and the stereotyping of old age. According to World Economic Forum (2012) „perceptions of older people and the views older people have of themselves are *directly* affected by how older people are depicted in the news media, on television, in film and in advertising. News, television, film and advertising commonly feature stereotypes that show older adults through a lens of decline and diminished value, emphasizing the “burdens” of growing old. Use of such stereotypes – as well as negative language about ageing – shapes, reinforces and reflects society’s attitudes and responses to growing older and, by extension, to population ageing. This one-sided media messaging has created a distorted view of ageing. The result, in many cases, is low expectations of ageing that extend into all areas of life, including the workplace and healthcare. Moreover, even with years of advance warning, “societal and economic structures in many industrialized economies are ill-placed to cope” with an ageing population”[1].

The aim of this article is to present portraits of the elderly in the Polish media. The results of research conducted in 2016-2017 are presented. Television advertisements published in public and commercial media and in colorful women's magazines have been analyzed to assess the role portrayal of senior citizens in advertising. The analysis presents the contexts in which seniors are presented. The aim of the study was to identify stereotypes of older people in television commercials. The analysis showed that ads dedicated to the elderly relate mainly to the health and functional efficiency of the seniors. Another category is the "esthetic" category, that is the emphasis on taking care of the look and worship of the cult of youth. Most ads show older people in a stereotypical way. The portraits have a negative impact on the perception of old age and - indirectly - they contribute to lowering the quality of life of the elderly.

This study is organized around three central themes: an overview of the major theoretical perspectives surrounding advertising and aging; an overview of research conducted in Poland and a final discussion and the main conclusions to change the portrayal of elderly people in media.

[1] Global Population Ageing: Peril or Promise?, World Economic Forum, 2012,

**Keywords:** elderly people, media, quality of life

**(19281) DIAGNOSTICAL SELECTION AND CHANGE STRATEGIES IN  
LIGHT OF SPECIAL EDUCATIONAL NEEDS AND EFFICIENCY –  
THE HUNGARIAN MODELL**

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In Hungary segregation is not prohibited by law concerning persons of intellectual disabilities if they are educated in 'special educational institutions, nursery school groups or school classes dedicated specially for this purpose', but not allowed with learning disabilities. Effectiveness of integration in Hungary raises many questions. In Hungary the legal background of the integration is inconclusive. There are examples of segregated education of pupils with mild intellectual disabilities, other disabilities or even of specific skills deficit but exclusion – ability-based segregation - is prohibited by law. The diagnostic background variables are clear and light identifiable in the case of mild intellectual disabilities etc. However learning disabilities are much more complex in the aspect of the diagnostic identification.

The establishment of the learning disability diagnosis and the measuring of their performance in the Hungarian model is bound by standard testing and determined by differences found in the comparison with well-specified average, but just the quantitative diagnostic methods seems not enough exact. Without an efficient and exact diagnostic method, the integration also can not be enough efficient. Qualitative and quantitative testing methods together can increase efficiency in the whole system.

**Keywords:** efficiency, diagnosis, disability, integration

## **(17562) EXAMINING THE CULTURALLY RESPONSIVE CLASSROOM MANAGEMENT SELF-EFFICACY OF PRESERVICE TEACHERS**

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The purpose of this study was to determine preservice teachers' self-efficacy for culturally responsive classroom management, to investigate preservice teachers' self-efficacy beliefs about working in the classrooms with the pupils from different cultures, and to find the factors affecting their self- efficacy levels.

The present study was conducted at the end of the summer semester of 2017 academic year in Hamburg. 157 preservice teachers in a university participated in the study. The data were collected using quantitative data analysis techniques. The relationship between preservice teachers' self-efficacy for classroom management was measured through the scale administered to preservice teachers.

The data revealed that there was so significant difference between preservice teachers' self-efficacy for culturally responsive classroom management comparing them in terms of gender, age and field of subject and their self-efficacy level was medium.

**Keywords:** Culturally Responsive Teaching, Culturally Responsive Classroom Management, Self-Efficacy

## **(18927) ETHICAL PREPARATION OF FUTURE TEACHERS**

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There are multiple theories which profess to organize moral development into levels or stages. Even Kohlberg, who also presented his ideas in such system, claims that it only concerns the moral judgment. Ethical thinking does not necessarily lead to prosocial behaviour. However, the moral implementation seems to be the main goal of our efforts, even though there is a strong belief that knowledge itself is the objective of education.

Planned research aims to present the condition of ethical preparation of future teachers for work. The hypothesis states that even if there are ethical classes for university students, these are only theoretical courses connected with ethics of scientific research.

**Keywords:** ethics, teacher, ethical competences, teacher education

## **(18959) TEACHERS ON THE “CAPTAIN’S BRIDGE” – WHY IS IT IMPORTANT TO ENHANCE TEACHERS’ AUTONOMY AND RESPONSIBILITY BY EMPOWERING THEM TO LEADERS?**

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Teacher educational leadership is a significant part of school leadership as a whole. Among other things it can promote teachers’ professional development, influence on pupil learning outcomes as well as improve equity and establish democratic environment in school. Therefore, it can rise both quality standards and support the process of “meaning making”. In some countries, at the head of the United States of America, teacher leadership is valued and supported, whereas in Poland we still rather underestimate this phenomenon. I believe it is worth to consider filling this gap in the light of the research.

By empowering teachers to leaders, headteachers allow them to stand together on the “captain’s bridge” and “take the wheel” of the school organizational development. That does not mean the abnegation of formal power, but building up trust and confidence by giving teachers freedom of movement and sharing with them responsibilities that go beyond the walls of their classrooms. Autonomous teachers who are also „reflective practitioners” may have a huge impact on the way that education is shaped not only on paper, but in the reality.

My theoretical study shows that teacher educational leadership can be considered at the level of: individuals (personal dimension), teams (relational dimension) and organizations (cultural dimension). It is an essential feature that they interfuse one another. Sharing vision, knowledge, experience and responsibility as well as the mutual cooperation seem to be the connecting factors. Each level appears to be crucial in a process of reforming schools by promoting innovative ideas among peers from the same community and implementing the bottom-up changes.

My empirical research based on qualitative approach shows that we can observe some expressions of informal teacher leadership in Polish schools. Teachers diffuse new ideas, practices and resources among their colleagues. Expert power and referent power are the reasons they want to follow themselves even though they do not have the official order from their boss. That provides the opportunity for the permanent development of the process of teaching and learning.

**Keywords:** educational leadership; teacher leadership; empowerment; school development; bottom-up changes



## **(18961) TEACHERS' LIFE LONG PROFESSIONAL DEVELOPMENT: EUROPEAN DIMENSION AND UKRAINIAN REALITY**

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*The study presents the current situation with teachers' professional development in European educational systems as well as in Ukrainian one. Professional development refers to activities that advance teachers' skills ultimately aim at professional continuum and lifelong learning in the knowledge society. The presented research covers the results of the All-Ukrainian Monitoring Survey of Secondary School Teachers and Principals with the use of TALIS methodology. The monitoring survey was conducted by the Ukrainian Educational Research Association and became a part of the Teacher Project within the big scale project "Educational Reform: Quality Assessment in the International Context" realized by Ukrainian Step by Step Foundation with the support of Ministry of Education and Science of Ukraine and Porticus. Compared the results of the Ukrainian survey with the Teaching and Learning International Survey (TALIS) conducted by OECD in 2013.*

The results of the study showed that Ukrainian so European secondary teachers have much common in needs and training activities for professional development. The article concludes that EU as well as Ukrainian education systems enhance teachers' professional development through life. So, found the same opinions regarding the importance of lifelong learning. This contributes much to improve teacher's professional skills, update and deepen their knowledge that, consequently, influences on students' learning achievements.

**Keywords:** training activities, teachers' need, teachers' professional development, lifelong learning, survey

## **(18966) EXAMINING THE SCIENCE TEACHING COURSE IMPLEMENTATION via SELF and PEER ASSESSMENTS**

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The Science Teaching course is one of the courses that aim at transforming teacher candidates' theoretical knowledge into practical experiences. In this course, teacher candidates gain initial experiences in both developing a lesson plan and implementing it in a classroom environment. When teacher candidates find an opportunity to practice their theoretical knowledge in a learning environment, they may also develop self efficacy beliefs. For this reason, with the course plans and activities developed within the scope of this course, it is believed that the performance of teacher candidates should be examined by themselves and peers' perspectives. In the evaluation process, although examining the self-assessments that will mirror the teacher candidates' own skills is important, assessments belong to responsible lecturers and their peers will also give more realistic results about their professional development. In this study, it was aimed to examine the self and peers' assessments of the science teacher candidates towards the implementations which they carried out in science teaching course. This qualitative research has been carried out using the case study methodology which allows an in-depth examination of any subject. 14 - week practice was conducted with 75 third-grade science teacher candidates. Teacher candidates' self-assessments as a result of the two-group practice and peer assessments in the teaching process were used as data collection tools in the research. The analysis of the data was subjected to descriptive analysis towards the themes determined by the researchers. In the findings obtained from the study, it was seen that the teacher candidates reported more opinions about their professional competencies in their self-assessments, whereas the peer assessments were directed to the teaching process and especially to the stages of the used 5E model. It has been determined that the peers' opinions on professional competences, even in a small number, are more related to class and subject matter control, effective use of voice tone, and encouraging active participation of students in the classroom activities. In the self-assessments, it was determined that the teacher candidates reported about the difficulties and the deficiencies they experienced in the process. They reported some difficulties such as excitement, situations of establishing class dominance, effective use of sound tones and the experiences they had achieved at the end of the process rather than effectiveness of teaching model and process. While most teacher candidates think that the materials they have developed, experiments and activities they have designed for the teaching process were effective, some peers have stated that the materials, experiments and activities were incomplete or inadequate. Because teacher candidates spend more time for their preparation process, they may be more emotional while assess their own performance. On the other hand, peers may make more objective, realistic, and critical assessment. At this point, it is considered that more effective teaching processes can be designed by taking into account the differences between the opinions of the individuals who are designing the process and exposed to the teaching intervention. Based on this, professional development of the teacher candidates can be supported.

**Keywords:** Self-assessment, peer assessment, science teaching course

## **(18970) DISCOVERING PATHS THAT SCIENCE TEACHERS CHASE WHILE DEVELOPING SCIENCE ACTIVITIES BASED ON TPCK**

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There have been numerous studies around the world which sought how to teach undergraduates to become qualified teachers. Teachers are required to possess certain qualifications, enrich the educational environment with several appropriate technologies and engage them both in and out of class activities. In view of the holistic structure of education, it seems difficult to put all these goals into practice simultaneously and at this point, technological pedagogical content knowledge (TPCK) opens the way for teachers to possess aforesaid qualifications. TPCK was framed from Shulman's pedagogical content knowledge (PCK) to describe how teachers understand technology and how it interacts with PCK and how to create effective teaching with technology. In the changing world, one doesn't only need knowledge or technological knowledge but also certain skills such as "*making independent, responsible decisions about relationships and interpretations (self-determination)*", "*having the ability and responsibility to contribute with others to cultural, economic, social and political development (co-determination)*" and "*the recognition of others' rights to these and actively helping those who cannot exercise their rights (solidarity)*". These three propositions lead us to the concept of Klafki's Bildung which enables students to serve both individual and public interests and to take action. Thus, the main aim of this study is for science teachers to develop science activities based on TPCK and components of Bildung, as well as offering paths (a model) for how to plan a lesson and create activities based on TPCK and Bildung. Sub-aim of this study, on the other hand, is determining elementary school students' self-determination, co-determination and solidarity.

The intended study will be conducted as a case study. Participants of the study will be chosen as five elementary science teachers in terms of their orientations and needs related to how to use technology for activities in and out of classroom. Orientations of teachers will be determined by semi-structured observations and needs of teachers will be identified by semi-structured interviews. Observations will be analyzed deductively by using Magnusson's orientation model. Interviews related to needs of teachers will be analyzed inductively by creating codes and themes. Afterward, an in-service training will be held according to developmental supervision approach which offers academic support to teachers who are inexperienced or have serious problems with teaching. In training, teachers will be required to prepare activities and lesson plans (Co-Re). Data which will be collected from the plans and activities will be analyzed in terms of components of TPCK and to what extent these activities serve to Bildung. Preparing plans and activities will continue until they turn to be best of their examples. At the end of the in-service training, a model will be offered to create TPCK based activities and activities that are prepared in training will be turned into a booklet and presented to teachers to be benefited. Also, the activities will be implemented in courses by teachers and data will be collected from students to provide insight into students' Bildung.

**Keywords:** Teacher training, technological pedagogical content knowledge, science education, bildung

## (18976) MISCONCEIVED INNOVATIONS IN PARENT-TEACHER COOPERATION

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Changes that are introduced to schools may have different faces. They may initiate the process of improvement or regression. In the process of school improvement the key changes are those of that, which reveal a new social role, new needs, expectations and previously unknown levels of aspiration, then they are often considered as innovations. According to the interpretation of Peter F. Drucker (1992), then educational innovation occurs, when it comes to the effort to create new, different values, new and alternative ways of meeting needs, transform >> material << (institutions, institution's infrastructure, subjects of education etc.) in >> resource << or connect functioning resources into a new, more effective configuration. In that case we deal with morphogenesis, change of order, that is, the process that permeates the most enduring levels. In the presentation, the key question is: can we talk about innovations in the category of the cooperation between teachers and parents? The title of the presentation itself emphasizes doubt, which has been analyzed by referring to existing publications on the subject of encouraging teachers to adjust their ways of organizing contacts with parents, as well as sharing their own experiences (defining them as innovations) to the category of self-fulfilling prophecy. Self-fulfilling prophecy is seen as an important phenomenon linking social perception with social interaction, being in line with the assumption that conviction creates reality. The adoption of such a perspective upgrades the rank of expectations, which being in control of human behaviour, permeate all areas of people's activity. Within the area of interpersonal interaction, its participants either perceive what is expected of them or make assumptions about expectations on the basis of behaviour which is directed towards them. Following this lead, and referring to the possibility of cooperation between teachers and parents, we are confronted with a question whether within the anticipated interaction parents may cope as well, or as badly as it is expected of them by teachers. This article attempts to answer this question as well as to analyse the relationships between teachers and parents through the prism of the idea of self-fulfilling prophecy, bearing in mind that the phenomenon itself consists of extremely complex interaction of cognitive and behavioural factors.

**Keywords:** teachers' expectations, cooperation between teachers and parents, self-fulfilling prophecy

## (18977) ÖĞRETMEN ADAYLARININ KAZANIM DÜZEYLERİNİ BELİRLEYEBİLME VE KAZANIMLARA UYGUN SORU YAZABİLME BECERİLERİNE PROGRAM GELİŞTİRME DERSİNİN ETKİSİ

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Bu araştırmada 2017\_2018 eğitim öğretim yılında Ege Üniversitesi Sınıf Öğretmenliği Anabilim Dalı 4.sınıfta öğrenim gören 38 öğretmen adayı ile çalışılmıştır. Araştırmada yarı deneysel desenlerden karşılaştırmalı eşitlenmemiş grup son test modeli kullanılmıştır. Bu öğretmen adaylarından 14'ü Program Geliştirme Seçmeli dersini almış 24'ü ise almamıştır. Öğretmen adaylarına verilen formda ilk olarak ilkokul öğretim programlarından seçilmiş 10 kazanım verilmiş ve kazanımların Bloom taksonomisinde hangi basamağa karşılık geldiğini belirlemeleri istenmiştir. İkinci aşamada ise öğretmen adaylarından ilgili kazanımların düzeylerine uygun soru yazmaları beklenmiştir. Kazanımların düzeyini belirleme ve verilen kazanımın düzeyine uygun soru yazma becerilerine ilişkin yapılan Mann-Whitney U testi sonucunda program geliştirme seçmeli dersini alan gruptaki öğretmen adaylarının lehine her iki beceri alanı içinde  $p < .05$  düzeyinde anlamlı farklılık bulunmuştur. Ancak her iki grupta da bu becerilerin istenilenin altında gözlemediği görülmektedir. Bu durum program geliştirme seçmeli dersinin öğretmen adaylarının kazanımların düzeylerini belirleme ve kazanım düzeyine uygun soru yazma becerileri açısından gelişimlerine katkı sunduğunu ancak tek başına yeterli olmadığını göstermektedir. Program geliştirme dersinde bu konuya ayrılan sürenin arttırılmasının faydalı olacağı düşünülmektedir. Özellikle Ölçme ve değerlendirme dersi olmak üzere diğer derslerde de bu konunun üzerinde daha fazla durulması önerilmektedir.

**Keywords:** Hedef, Ölçme ve Değerlendirme, Öğretmenlik Becerileri

## **(18979) TEACHING SCIENCE THROUGH THE STORY-TELLING BASED ON THE HISTORY OF SCIENCE: TESLA AND VOLTA CASES**

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Through science education, it is aimed to make students gain scientific understanding about the science concepts, and also to make them understand the nature of science. Related literature has shown that learning about the history of science can help students to improve their understanding of nature of science, and increase their interest or motivation. Because teachers' knowledge about science concepts and understanding of nature of science is one of the crucial factors affecting students' knowledge and understanding, it is also needed to inform prospective teachers about how they integrate the nature of science in their science classes. One of the most effective ways of integrating the nature of science in science classes is using the historical developments of scientific discoveries. While studying on a science concept with a story based on its history, students learn that why they should learn these concepts and understand the social relevance of science. Storytelling is accepted as a teaching strategy to encourage meaningful learning by allowing students to increase their motivation, improve their imagination, and allow them to look at situations from different viewpoints. The aim of this study is to carry out two teaching implementations on electricity through stories based on the history of science with the pre-service science teachers, and to determine their opinions on the stories based on history of science and the teaching processes. This study has been designed according to a holistic single case descriptive study approach. The study was carried out with 11 volunteering second grade pre-service science teachers who completed the General Physics-II and General Physics Laboratory-II courses in which electrical topics were studied. The intervention including the stories of the construction of the Tesla coil and the Voltaic pile is planned and conducted in line with the Launch-Explore-Summarize (LES) strategy. Nine open-ended questions about Voltaic pile and eight open-ended questions about Tesla coil were used during the intervention process to determine the pre-service science teachers' conceptual understanding on these subjects. After the intervention, an interview protocol including six open-ended questions for determining pre-service science teachers' views on the stories and the implementation process were used as data collection tool. The data obtained from two data collection tools were subjected to content analysis. As a result of the study, it has been seen that the story based teaching process and the LES strategy have a positive effect on the pre-service science teachers' levels of conceptual understandings. In addition, it was determined pre-service science teachers' have positive attitude and views of this kind of teaching intervention. It is thought that teaching including the stories based on the history of science will support students to understand science concepts in any subject.

**Keywords:** story-telling based on history of science, launch-explore-summarize strategy, science teaching

## **(19032) THE REFLECTION OF A LESSON STUDY PROCESS FOR PROFESSIONAL DEVELOPMENT OF PROSPECTIVE SCIENCE TEACHERS**

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Effective professional development programs are mostly related with teachers' natural working environments. Professional development programs require long term process rather than one day workshops and contain collaborative participation of teachers. According to the researches related to the professional development programs in Turkey, in service education seminars organized by MoNe (Ministry of Education) without a certain period are planned without considering in-service education requirements of teachers and are insufficient in both qualitative and quantitative ways to provide a professional development for teachers.

With the purpose of making the school a learning environment for teachers as well as for students and developing of the quality of classroom learning environment; especially in 21. Century some countries has been using lesson study as a professional development. Lesson study, a Japanese form of professional development that allows teacher to plan and examine lessons collaboratively. Teachers with small groups (3 to 6) come together to plan an effective lesson plan and evaluate the plan after examining. The most significant feature of lesson study is that the teachers work together to improve the quality of a lesson plan implementation. Lesson study helps teachers to acquire active learning opportunities analyze and reevaluate the lesson implementation, work collaboratively and receive mentor support and thus teachers' pedagogical content knowledge will improve. This study aims to reflect a lesson study process for professional development of prospective science teachers.

In this study, case study, which is known to be one of the most widely used research method in qualitative research approaches is chosen in this study. And the prospective teachers are chosen purposefully according to maximum sampling method. Study group is consisted of 12 prospective teachers at their final year and taking teaching practice course. Each lesson study group consist of 6 prospective teachers. The study process took 14 weeks and the lesson study groups met three times a week; first one was for planning, second one's for implementation and finally third time for reflection. As a data collection tool; classroom observations, voice recordings and interviews are used. Obtained data were analyzed by content analysis method.

When the findings are examined; each group consisting of 6 prospective teachers caused some problems for example being at the same classroom at the same time on implementation stage or took too much time to get a consensus view on planning stage. As a significant result it is decided to reduce the prospective teacher number as much as possible in each group for the future lesson study implementations.

**Keywords:** Lesson study, professional development, prospective science teachers

## **(19133) EPISTEMOLOGICAL REFLECTION IN CONTEMPORARY TEACHERS' TRAINING – INNOVATION OR CULTURAL NECESSITY?**

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Educational system of teachers training in Poland is focused on developing professional competencies, mainly didactic competencies directly involved in the process of teaching particular school subjects. The absent element is metacognitive and epistemological awareness defined as an ability to critically reflect on the course and effectiveness of one's own thinking, as well as on the essence of knowledge and learning process. Such reflection stands at the core of teachers' professional development – being the critical condition of constructing personal epistemology. The aim of the presentation is to examine the essence and dimensions of epistemological reflection, to explain its influence on teachers' personal theories and hidden presumptions concerning knowledge and learning. Theoretical considerations will be illustrated with examples of students' drawings and statements, collected during pilot study on future teachers' concepts of learning. The research problem was: How future teachers (students of elementary education) understand the concept of mind and learning? The phenomenographical method was employed to analyze the collected data, and several conceptions of mind in students thinking were revealed. Students personal theories appeared to be highly differentiated, in many cases being far away from scientific knowledge offered by pedagogical courses at the university.

**Keywords:** epistemological reflection, personal epistemology, phenomenography, conceptions of learning



## **(19147) TEACHER'S IMAGE, TEACHERS' CAREER, SELF-REFLECTION, META-REFLECTION – A QUALITATIVE RESEARCH**

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The paper is about teacher career and teacher profession and demonstrates the factors which impact on teacher profession. A summarized experience on the base of the analyses of these factors that while a complex picture is being formed about teachers these factors are coming almost from outside, from behalf of the society and the most important actor and the most effective role-player is missing from those who shape this image. On the other hand the teachers' voice cannot be heard; less information is provided about teachers' profession by teachers themselves and the pedagogues' activities often remain hidden.

**Methodology, Methods, Research Instruments or Sources Used** The study has examined the reflection of the contemporary trends of the standardization of pedagogues' competences as well as if the role of the teacher does exist in forefront of standards, legal entities and society as well. While reviewing the sources, it becomes apparent that the success of the school strongly depends on the role of the teacher and his/her role is crucial in such processes. The aim of the research was to reveal those values, attitudes and utterances which come from inner world of student-teachers. The base of the study was the portfolio essays of graduating from teacher training MA-level student-teachers and the technique was the qualitative strategy. We examined both in-service and pre-service student-teachers of Science and Humanities Faculties of UP (University of Pecs). . The dissertation focuses on both explicit and implicit profile of the pedagogue and teacher-ethos based on special literature and by qualitative analyses of the graduating teachers essays, along Grounded Theory-based research strategy.

**Conclusions, Expected Outcomes or Findings**

The conclusions of the research were that there are no differentiations between in-service and pre-service students' essays: both of them were self-reflected so the length of the practice and the reflective thinking are not going tightly together. Another finding was that some "outside" expectation (e.g. coming from behalf of society) are not met by teachers – as their reflective essays inform us. Besides that, there are such values which are embedded in teachers' world but the outer requirements are not sensitive towards them.

**Keywords:** teachers' reflection, innovative approach, self-esteem

## (19346) TEACHING FOR CRITICAL THINKING - CHALLENGES AND OBSTACLES.

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Critical Thinking CT has been one of the major educational goals in USA and Canada for many decades. In European Union the term appears in numerous official educational documents. Critical Thinking (CT) is listed among eight *Key Competencies for European Citizens in the Knowledge Society*[1]. Hence it is legitimate to infer that the development of Critical Thinking in students is among the desirable outcomes of education not only in the US and Canada[2] but also in many from among European countries.

Important part of the rationale to teach for CT is educating reasonable citizens to responsibly participate in democratic societies. Other important arguments emphasize the need to equip students with thinking skills that might protect them against manipulation, brainwashing and propaganda as well as the skills to analyze, evaluate and select ever multiplying information so easily available on the media. With this in mind, the research into the effectiveness of CT instruction and the very operationalization of the idea of enhancing student CT ability seems particularly interesting and worthwhile. However, my academic interest and research in the field of education for Critical Thinking suggests that effective CT instruction is problematic – at times even illusionary – in the implementation phase, namely, its teaching in the classroom. This is why it seems necessary to analyze and understand factors contributing to this undesirable situation and think of possible remedies.

The presentation consolidates the findings from vast literature on the teaching for CT as well as from the research that has a bearing upon the effectiveness of CT instruction. It also touches upon some of the major challenges and obstacles for successful critical thinking instruction because inherent in the process are numerous complexities and difficulties that teachers, educators, and educational policy makers should consider if this educational goal is to be seriously taken.

[1] <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012SC0371&rid=1>

[2] Wasilewska-Kaminska, E. *Myślenie krytyczne jako cel kształcenia na podstawie systemów edukacyjnych USA i Kanady*, Wydawnictwa Uniwersytetu Warszawskiego, Warszawa 2016.

**Keywords:** critical thinking, critical thinking education, teacher training

## **(19501) TOWARDS INNOVATION IN TEACHER TRAINING: REFLECTIVE-COOPERATIVE TEACHER COMPETENCE DEVELOPMENT EMBEDDED IN ACTION RESEARCH**

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Innovation involves change of many kinds: technological, cultural, organisational as well as behavioural. Our motivation to initiate a collaborative action research in teacher training was to gain a deeper understanding of how teacher attitudes can be modified through reflective-cooperative practice set in a foreign language environment. A special feature of the competence-based pilot course was the integration of academic content and foreign language skills development. The foreign language environment mainly served the purposes of facilitating cooperation and to use English *in, through and for* learning while developing cognitive skills as well as interpersonal and social skills.

### Conceptual Framework

Action research is considered an approach which is designed to inform and influence practice. It is a value oriented, living process which constantly changes and develops, while those who are engaged in this process not only deepen their understanding of the issues, but also need to develop a collaborative relationship and open new spaces for communication. It is a reflective process with an emphasis placed on participation and collaboration, focusing on immediate application rather than the development of theory.

During the pilot course we have created conditions for the following to take place: collaborative teaching, reflections and facilitating cooperative learning. Reflection was not only employed to monitor the process and cycles of action research but as a potential means to change the participants' perception of themselves and encourage them to try new approaches. The co-operative practice was chosen because it powerfully assists the acquisition of specific transversal competencies.

### Methodology

The process was constantly monitored, modification, adjustments were made on the basis of the feedback from students and the reflections and interpretations made by the participants. Reflections of students and teachers were documented in forms of memos and structured feedback.

### Outcomes

The practical implications of the presentation is a possible respond to the need of methodological changes in teacher training. There is an urgency to focus more on personal development and use pedagogy which puts the learners at the centre of activities, uses participative methods and assists the acquisition of specific transversal competences, such as critical thinking, collective knowledge building, problem-solving, co-operative spirit. Ideally teacher training embraces the development of these new teacher attitudes. Therefore we propose the development of an innovative reflective-cooperative action-based model

which is suitable for improving teacher training practices by promoting a reflective attitude, inclusive practices and an engagement in action research. The proposed model is designed to provide collaborative experiences and the atmosphere of inclusiveness to prospective teachers and to promote the understanding and appreciation of diversity in an international setting.

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TASKs FOR DEMOCRACY 60 activities to learn and assess transversal attitudes, skills and knowledge (TASKs) (2015) Pestalozzi Series No. 4 Council of Europe

**Keywords:** collaborative action research, reflective - cooperative practice, teacher competence development

## **(19699) PRE-SERVICE TEACHERS' SELF-CONCEPT BELIEFS WITHIN THE FRAMEWORK OF FOREIGN LANGUAGE TEACHING**

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An individual's self-concept consists of a set of beliefs which one has about oneself as Hamlyn (1983) expresses "the picture of oneself". It is considered as one of the most prominent factors in human learning (Marsh & Martin, 2011). That is, how we see ourselves also determines how possible and realistic we perceive our future goals (Dörnyei, 2009). Because of the close links between language and the self-related values, there has been an increasing interest in the issue of self-concept in the domain of language learning recently. For this purpose, the present study attempted to explore pre-service teachers' language-related self-concepts in the domain of foreign language teaching. The study was carried out with the ten participants during the practicum course in the Department of English at Çanakkale Onsekiz Mart University. Data were obtained using in-depth interviews with the participants. Themes arising from the analysis of the data included the commitment to English, the use of L1 and L2 in language teaching, and the range of experiences that the pre-service teachers had during the practicum. The study emphasizes the importance of assisting pre-service teachers informing positive self-concepts within the framework of foreign language teacher training.

**Keywords:** self-concept; language teaching; practicum; motivation

## **(19768) TEACHER AT THE START. TOOLS FOR TESTING THE PEDAGOGICAL COMPETENCIES OF GRADUATES OF TEACHER STUDIES.**

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The period of study at the university is the time to acquire knowledge and skills that the graduate will use at the beginning of her/his professional path. Preparation for teachers' professional work is one of the most important issues undertaken by Polish pedeutologists. It is the result of the fact that from preparing teachers to professional fulfillment of a professional role is one of the basic conditions of work effectiveness with the student and the qualitative development of the school. Referring to the concept of professional development and teachers' pedagogical competencies, research has been undertaken on the pedagogical preparation of students who finish teaching studies and who can start their professional work very soon. During our research, we used developed by us questionnaire on the pedagogical competence of the student. The research covered over 500 students who graduated in the field of teaching specialization at various Małopolska universities. Students completing their studies have made self-assessments in terms of competencies felt and used, among others during vocational training, at the time of graduation, and just before starting their work at school. The results of the conducted research, their analysis and interpretation contributed to the development of new / modifications to the existing content of pedagogical education and the introduction of new forms of work with students of teaching specialties.

**Keywords:** teacher, pedagogical competencies, teacher training, beginning in the teacher prpfession, graduates of teacher studies,

## **(19769) RUSSIAN TEACHER PROFESSIONAL STANDARD AND TEACHERS' EXPECTATIONS**

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Changes in the political, socio-economic, cultural life in Russia of recent decades defined completely different demands to teachers' professionalism. In 2013 "The teacher professional standard" was adopted in Russia establishing uniform requirements for the content and quality of vocational educational activities. It assesses the level of qualification of teachers in employment and certification for career planning, as well as the formation of job descriptions and development of federal state educational standards of teacher education. Standard proclaimed basis for the formation of an employment contract, fixing the relationship between employee and employer.

The teacher professional standard in Russia is a framework document, which defines the basic requirements for their qualifications. Standard makes demands to the personal qualities of the teacher, inseparable from his professional competencies such as willingness to teach all children, without exception, regardless of their inclinations, abilities, and characteristics of development disability. Introduction of the new teacher professional standard inevitably entails changes to the standard of their training and retraining in higher education and centers of excellence. The teacher professional standard proclaimed basis for the formation of an employment contract, fixing the relationship between employee and employer. The calculation of seniority, the accrual of pensions and other material benefits of teachers depend from the standard requirements to the teacher.

Introduced in 2013 the professional standard was discussed by teachers and school principals in Russian schools. It was to be implemented since the 1st of January 2017. But the new Russian Ministry of Education and Science decided to postpone it indefinitely as a result of all those discussions.

The main objective of this paper is to examine the results of the research on professional standards and their contribution to teacher professional development. The research questions were: How do teachers look at the professional standards in different phases of their careers? How do they make sense of standards in relation to the professional development? What are the factors that hinder or facilitate their professional development? This paper reports on a survey in which 258 Russian teachers from urban and rural schools participated. Data were collected with teachers from pre-school to secondary school between 25th May and 30th June 2017. Findings testify contradictions in teachers' attitude to professional standards: 60,4% think that professional standards are useful for assessment of teachers' work. Most of the teachers consider professional standards important for their professional development and for enhancing professional skills and for making teacher's profession more perfect. But 59,7% are sure that professional standards are a tool of bureaucratic control of teachers. They are critical about the way the professional standard was developed. This work is in progress and a key message emerging from the pilot study is the need for teachers to be involved in the design and development of professional standards to secure their broad adoption.

**Keywords:** Teacher, Professional standard, Professional development, Russia

**(19789) ETHICAL VALUES OF TEACHING PROFESSION  
ACCORDING TO STUDENTS OF FACULTY OF EDUCATION AND  
FACULTY MEMBERS**

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The purpose of this research is to reveal what the ethical values of teaching profession are according to students of faculty of education and faculty members. Related to the aim of research, it was used the phenomenological method which is one of the methods of qualitative research. The study group of research was constituted by 54 final students studying in Buca Faculty of Education of the University of Dokuz Eylul and 8 faculty members working in this faculty in the academic year between 2014-2015. The datas of research were collected through semi-structured interviews. In the research, the datas were analyzed in the way of descriptive analysis and content analysis and relevant interpretations were made. As a result of the research, the students of the faculty of education stated the values of ethics of teaching profession in order of respect, equality, justice, objectivity, love, perpetual improvement, responsibility and trust. The faculty members have stated them in order of justice, equality, respect, responsibility, being enough in occupational regards, empathy, objectivity, trust, perpetual improvement, love and not grafting.

**Keywords:** Students of faculty of education, faculty members, teaching profession, professional ethics values, phenomenology



## **(19790) ONE-TO-ONE TEACHING MODEL: INTEGRATION OF PRIVATE EDUCATION ASPECTS INTO PEDAGOGICAL DISCOURSE AND THE PRACTICE OF TEACHER TRAINING**

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In his study of Japanese education, János Gordon-Győri (1998: 275) mentions Stevenson and Baker (1992) as references to the role of the private sector in the field of private education, "shadow education", and the necessity of research: "Surprisingly, (or underestimating the significance of the fact), what a such a gigantic private education means from behalf of the traditional system of education, or that, this is a major educational industry, in line with the expansion of capital, it has become an international large enterprise recently and, along with the centuries-old education models, has "silently" developed a new form of schooling that will probably be one of the most decisive new models of the coming century on the international level, with its education philosophical, methodological, ethical, economic, and etc. references (Nemes, 2017; Nyúl, 2017; Zank, 2017; Vida, 2017; Vertike, 2017; Mrázik, 2015) "If we consider only the number of Google hits for the keyword" private database "(at 14:00 on 23 June 2014 this number was 14,400), we can conclude that the" shadow education ", including the personalized teaching now in Hungary also has a significant market. The natural change in the education systems of knowledge-based societies is the growth of the prestige of private professions, from the "shadow conservation". During this process, it is essential that the aforementioned aspects of private education become part of the educational discourse, and traditional (formal) teacher training programs should be supplemented by preparation for non-formal, informal teaching. The lecture reveals the results of action-based research carried out in the field of pedagogical science and in the field of teacher education, in part, from the practice of the private (language) teaching profession and partly through the teaching of university courses in teacher development. The purpose of the action research is to model possible teacher training in informal frameworks based on reflective practice. The expected result is a summary of private (language) teacher competences, the formulation of vocational training and outcomes, the integration of private education aspects into pedagogical discourse and the practice of teacher training.

**Keywords:** one-to-one, private education, action research, teacher training

## **(18949) FEELING LEFT OUT: STUDENT TEACHER'S PERCEPTIONS OF CO-OPERATING TEACHER WORKING RELATIONS DURING SCHOOL PLACEMENT**

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School Placement (SP) is a central component in the process of becoming a teacher. Within the school context, student teachers uncover the demands and intricacies of the profession through the opportunities afforded to teach and learn, practice teaching skills and apply educational theory. Research highlights if student teachers are to be successful in SP and amass the multitude of personal, professional and broader gains, a supportive school environment is crucial. The approachability and guidance offered by the co-operating teacher is key. They are charged with providing support, feedback, and collaboration in order for student teachers to affirm their role, develop and maintain emotional well-being. Whilst previous research focuses on student teachers who had positively forged relationships with colleagues, minimal attention has been given to those who experience negative, inconsistent and problematic co-operating teacher relations. The current study examines the accounts of student teachers who perceived inconsistent and problematic CT working relations and the ensuing impact on their SP. These data are drawn from a larger investigation, examining the impact of school-based relationships during SP on the student teacher. Ninety three student teachers, from one Initial Teacher Education (ITE) college in the Republic of Ireland, completed this self-administered questionnaire. Data for this study relate to 25 student teachers under the themes of support, expectations, interactions and power. The results point to inadequate availability, supervisory support and expectation from the CT, rendering the student teacher isolated during the school day. Timetable constraints, room allocations, extracurricular activities, meetings and other roles assumed on the CT's part, were difficulties, culminating in a perceived lack of support. Guidance on CT expectations and overall interactions were noted as insufficient, leaving the student teacher little feedback and working independently. Power relations between the student teacher and CT were also mooted, resulting in perceptions of inconvenience, undermining and anxiety on the part of the student teacher. Freedom to teach was curtailed in this manner, with CT monitoring lessons vigilantly, thereby limiting the full assumption of the teacher role for student teachers. Based on these findings, the researcher discusses some of the subsequent challenges for the student teachers. Future research suggestions and recommendations to improve upon such eventualities are put forward.

**Keywords:** Teacher Education, Student teachers, co-operating teachers, school placement, practicum, learning to teach, student teaching, school, work relations, support.

## **(18963) HYPHOTETICAL FRAMEWORK OF REFLECTIVE LEADERSHIP: HOW IT PROMOTES TEACHERS' PROFESSIONAL DEVELOPMENT**

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Reflexion, while overthinking one's activity effectiveness, promotes a teacher to concentrate on the strengths and peculiarities, realise the spheres which need to be developed, which demand for some extra supplies, and to foresee the outlooks where and how the one should focus on his/her strengths in order to work effectively and reach the foreseen goal. At school it is of a vital importance to make chances for the workers to develop the skills of reflective leadership and to induce the reflexion of the gained experience. The heads of the school, who induce reflective leadership, develop teachers' abilities of reflexion, form the culture of constant improvement and orientation to the quality of education. *Problem question of the research* is formulated: how to induce teachers' professional development by fortifying reflective leadership at school. *The goal of the research*: to reveal the possibilities of reflective leadership as precondition to teacher's personal and professional development. Using *the analysis of scientific literature and qualitative research methodology* it was stated that at school it is necessary to develop culture of reflective leadership what would induce constant and systematic development in teachers' practical activity. *The results* showed that there are different possibilities of personal professional development at school, and they have an impact on development of the reflective leadership: self-observation and reflection, colleague activity observation and discussion, collegiate co-operation, virtual learning, involvement into after-class activities while gaining new functions (horizontal leadership). Striving for educational quality the school society makes decisions about the quality, foresees the ways to reach it and takes responsibility for the agreements. The heads of the school need to focus on how to organise supplies, lead the processes, observe and estimate the results so that school would make progress, and implement consecutive and qualitative educational process. (Self)development of reflexion skills and teacher's as reflective leader's skills development is an urgent and significant part of teachers' and school leaders' professional development which enables to link up a lot of aspects helping to develop educational quality.

**Keywords:** Key words: professional development, teacher, reflective leader, reflective leadership, school

## (19236) PROFESSIONAL DEVELOPMENT OF THE TEACHER AS A REFLECTIVE LEADER: PERSONAL EXPERIENCES AND PERSPECTIVE INSIGHTS

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Reflective leadership can be found in the establishment where management is based on educational consulting, it is directed towards positive work relationships, mutual trust and cooperation among leaders, teachers, students and parents. Teachers who embrace self analysis, reflect on their work, get involved in discussions among their colleagues and exchange experiences, play vital role in creating reflective leadership in schools. The advantages of reflective leadership enable the teacher to understand himself better, reflect on his own professional peculiarities, gradually improve his/her work, observe and evaluate work results, estimate the possibilities to improve students' results. Reflective teachers work openly with the colleagues to plan and implement educational content innovations, effectively apply different ways to improve teaching, encourage students to use various learning strategies and take responsibility for their own development, etc. *Problem question of the research* is formulated: how teachers' professional development becomes the means to encourage and establish reflective leadership in the school. *The goal of the research*: to find the possibilities for teachers' professional development as a means to expand reflective leadership. Using *the analysis of scientific literature* and *qualitative research methodology* it is concluded that it is necessary to encourage constant and methodical teachers' development in their work in different ways, on individual level, in a group and organisational level. *The results* revealed that teachers who regularly reflect on their work consistently plan and implement curriculum content, keep collaborating with their colleagues by exchanging experiences, share their experiences beyond the classroom and school, work in a creative way, while applying innovative and flexible ways of teaching and learning. Reflective leaders purposefully develop their competencies by clearly understanding their strengths and requirements. By encouraging the changes, reflective teachers bring together other colleagues to improve their school development, participate in educational and management processes, take responsibility, share responsibilities and functions, motivate their behavior and values through other members of the school community.

**Keywords:** teacher, leader, reflection, professional development, reflective leadership

## (18978) ÖĞRETMEN ADAYLARININ KONUŞMA ÖZ YETERLİLİKLERİ

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Dil dinleme, okuma, yazma ve konuşma olmak üzere dört temel beceriden oluşmaktadır. Konuşma, insanların hem kendilerini ifade edebilmek hem de diğer insanlarla anlaşabilmek amacıyla en fazla tercih ettikleri anlatma becerisidir. Araştırmalar öğrencilerin daha düzgün ve daha etkili konuşma dili kazanmasında öğretmenin sınıf içindeki konuşmalarının önemli rol oynadığını ortaya koymaktadır. Konuşma konusunda ilkökul öğrencilerinin sınıf öğretmenlerini, ortaokul öğrencilerinin ise Türkçe öğretmenlerini örnek aldıkları düşünüldüğünde öğretmen adaylarının konuşma becerilerinin büyük önem taşıdığı söylenebilir. Dolayısıyla konuşma öz yeterliliklerinin yüksek olması beklenmektedir. Bu araştırmanın amacı Ege Üniversitesi Eğitim Fakültesi Türkçe Öğretmenliği ve Sınıf Öğretmenliği lisans programında öğrenim gören öğretmen adaylarının konuşma öz yeterliliklerinin cinsiyet, bölüm ve bölüm tercih durumu değişkenleri açısından karşılaştırmalı olarak incelenmesidir. Araştırmanın çalışma grubunu Ege Üniversitesi Eğitim Fakültesi Türkçe Öğretmenliği ve Sınıf Öğretmenliği lisans programında öğrenim gören 1. sınıf öğrencileri oluşturmaktadır. Araştırmada Aydın (2013) tarafından geliştirilen “Öğretmen Adaylarına Yönelik Konuşma Öz Yeterliliği Ölçeği” kullanılmıştır. 46 maddeden oluşan Likert tipi ölçek 111 öğrenciye uygulanmıştır. Araştırma bulgularına göre öğretmen adaylarının konuşma öz yeterliliklerinin yüksek olduğu tespit edilmiştir. Cinsiyete göre kadın öğretmen adayları lehine anlamlı bir farklılaşma gözlenirken, bölüm ve bölüm tercih durumu değişkenleri bakımından anlamlı bir farklılaşma gözlenmemiştir.

**Keywords:** öğretmen adayı, konuşma, konuşma öz yeterliliği

## **(19659) REFORMS AND SUCCESSFUL LEADERSHIP PRACTICES FOR SCHOOLS IN CHALLENGING URBAN CONTEXTS IN POLAND**

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The purpose of the paper is to examine some of the key aspects of successful leadership practices for schools in socially disadvantaged areas and to critically consider the broader socio-cultural-economic context in which the school and the headteacher's work are immersed. The operation of schools in areas, in which the majority of pupils come from marginalised environments or are members of disadvantaged groups, is an area of educational research that deserves more attention. The presented research is guided by the assumption that teachers should be put at the centre of creating, developing, organizing, implementing, and sharing their own ideas for school change rather than being passive recipients of knowledge from the outside.

The paper argues that there is tremendous potential for the good of students and the professionalization of teaching, especially when teachers work collaboratively to develop their own and their colleagues' professional knowledge and practices and are supported by school principal, school leaders and system leaders.

The paper draws on research project on successful leadership in challenging contexts in Poland. Research has been based on the qualitative approach with the usage of collective case studies methodologies. The data collected during interviews with teachers and school principals demonstrates successful leadership practices for schools in challenging urban contexts. Data analysis and interpretation show how teachers' professional development built around collaboration, teacher leadership, curriculum development, technology and pedagogy can be organized in a way that redistributes control and responsibility to teachers, thereby instilling a genuine sense of pride and accomplishment in their work.

The findings contribute to the research and discussion on the issue of school reforms, educational change, and successful school leadership.

**Keywords:** reforms, education, educational change, successful leadership, challenging urban context, case studies, Poland

## **(19660) CONTINUITY AND (OR) CHANGE. SOCIAL AND PROFESSIONAL VALUES AND ASPIRATIONS THREE GENERATIONS OF TEACHERS 2015**

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The subject of the text is an attempt to show the direction of changes in the profession and the teaching community in Poland in recent years. Questions were asked as to whether, to what extent and in relation to what areas of values, one could speak of the continuity of the teacher's role, mission, ethos, and to what extent and within what values and aspirations tend to change generations.

The origins of this change could be sought in the young generation of current teachers, the generation of the network, individualization, competition, and so different in their habitus from teachers of the generation of transformation, raised and educated in a socialist ethos, strengthened by struggles in the pursuit of freedom and democracy at the turn of the political system of the 80s and 90s of the last century.

Other levels of comparison could also be taken into account, such as the different school missions that have been drawn over the last 40 or 30 years, the career time of a generation of transformations that are leaving the professional scene today. From school as a public sphere governed by values, as places for the upbringing of citizens of the socialist system, focused on social values, to school as an increasingly commercial, market-oriented, focused on educating efficient and enterprising workers, consumers in the neoliberal system, etc.

New generations have been brought up and educated in this new space as well as young beginning teachers currently working there.

The results of quantitative and qualitative research carried out at the turn of 2014 and 2015 will be used, using a survey on life aspirations, values and needs of teachers, and an autobiographical statement on "The meaning and dignity of my life and work" In total, 405 questionnaires and 112 statements from teachers were collected in three age groups (generations):

- young teachers: up to 35 years old (141 questionnaires and 35 statements)
- middle-aged teachers (36-50) (154 questionnaires and 39 statements)
- older teachers (over 51) (110 questionnaires and 38).

Data analysis will include axiological preferences of these three age groups (generational) in terms of general social and professional values, as well as other data such as ideas about the future or the sense of subjectivity or visions of the school and the role of the teacher.

**Keywords:** social and professional values, aspirations, teachers, teachers' generations, Poland

## **(19750) THE VALUE OF EDUCATION IN THE CONTEXT OF THE DEVELOPMENT OF OLDER PEOPLE**

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Research question: What is the educational activity of women over 75 living in urban agglomerations in Poland? The subject of the research was the educational activity of women between 75 and 89 years of age in Poland in comparison to representatives of other European Union countries. The main objective of the research was to get to know the description of factors determining the educational activity of women between 75 and 89 years living in urban agglomerations in Poland. Educational activity of the elderly is an important category of the European Indicator of Active Aging in the context of the quality of life of European seniors. Education in seniors' age is an important value allowing to counteract marginalization, exclusion and a sense of loneliness. Elderly people in Poland constitute a marginalized group, there are numerous negative stereotypes and phenomena such as: ageism, discrimination and gerontophobia are visible. Through participation of seniors in various forms of education, it is possible to eliminate the negative image of an elderly person in the perception of younger generations. The presentation will present results showing the value of education for Polish seniors and a summary of the data obtained with the results of European countries that rank high in the Active Aging Index ranking. Poland in this ranking achieves very low results, especially in the area of social activity, which according to the European Commission includes educational activity.

In order to answer the research questions, research was carried out in accordance with the assumptions of the quantitative and qualitative paradigm. The research used the method of diagnostic survey Technique, which was used a questionnaire prepared specially for the needs of research and a test of incomplete sentences. To enrich selected areas of research, methods characteristic for qualitative research were used, such as secondary data analysis and narrative interview.

The aging of societies is a process that involves the majority of European countries. Undertaking the problems of the elderly in the context of various forms of activity becomes justified because the activity allows full participation of seniors in social life, despite the retirement. Education of the elderly is an important factor conditioning development even during the period of late old age. Updating current knowledge and acquiring new skills is an indispensable element of contemporary human life. Old age, although often identified with the period of withdrawal, stagnation, waiting for death through education, has a chance to become a time of full implementation and maintaining high life satisfaction, despite health losses.

**Keywords:** education, older people, age, development



## **(18972) VALUE-BASED DECISION MAKING PROMOTING DEEPER LEARNING**

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The problem solving is highlighted as one of the key issues of the 21st century competences as well as one of the most meaningful and most important ways of learning. Decision making as part of the problem solving is a specific activity based on choosing an alternative to the problem solution. While most of our decisions are made in the context of social interactions when decisions belong on the related choices of others, additional knowledge, abilities along with personal values are required for designing alternatives. However, alternatives are important only because they are means for achieving values. Therefore, value-based choice, not alternatives to solutions, should be emphasized in decision making. Value-based choice leads to finding meaning and value by taking responsibility for decisions, commitment to learning when searching understanding. Most of these qualities are the features of deeper learning. The lack of research regarding value-based decision making for deeper learning is stressed. Based on these assumptions, the aim of this paper is twofold. First, to introduce the hypothetical framework of value-based decision making. Second, to reveal the possibilities how value-based decision making enables deeper learning. The research method is based on the literature analysis. The current research paper applies the method of scientific literature review.

**Keywords:** Value-based decision making, deeper learning