



## ABSTRACTS BOOK

### Pre-service English teachers' perceptions of web-based assessment in a pedagogical content knowledge course

Hüseyin Öz \*, Hacettepe University, Faculty of Education, Ankara, 06800, Turkey.

#### Abstract

In recent years, many e-learning experts and educational technologists have emphasized that e-assessment can play an important role in improving the quality of student learning experiences, particularly in higher education. However, there still seems to be a need for investigating what students think and feel, and learning context-specific issues. The aim of this study is to explore pre-service English teachers' perceptions of the web-based assessment in a course module they have taken in an English teacher training programme. The study also aims to find out individual differences according to gender and the time spent using the Internet, as well as the relationship between their achievement scores and perceptions of the web-based assessment system. A total of 51 student teachers (9 males, 42 females) who enrolled in Methods and Approaches course rated various statements in a five-point Likert-type scale. The qualitative data were also collected through interviews with the participants. The preliminary results of the study indicate that pre-service English teachers hold positive attitudes towards the use of the web-based assessment in their classes. Concerning the relationship between their achievements and overall perceptions and differences between such variables as gender, the time spent using the Internet, the results and interpretations of the statistical analyses will be presented and some pedagogical implications will be offered for the assessment of course outcomes in the teacher training curriculum.

*Keywords:* Web-based Assessment; Perceptions; Pre-service English Teachers; English Teacher Education

ADDRESS FOR CORRESPONDENCE: Hüseyin Öz, Hacettepe University, Faculty of Education, Ankara, 06800, Turkey.  
Tel.: +90-312-297-8584, ext. 128, E-mail Address: [hoz@hacettepe.edu.tr](mailto:hoz@hacettepe.edu.tr)

---

### How accounting students define success and the factors affecting their success and failure in the Accounting Schools of Japan

Satoshi Sugahara\*, Hiroshima Shudo University, Japan.

Gregory Boland, University of Canberra, Australia.

#### Abstract

This study aimed to identify what success means for students studying in the Accounting Schools (ASs) of Japan, and investigated the factors that these Accounting School students perceived necessary for learning success in these Schools. This study also examined how students' attendance in the Cram schools impacted on their learning goals in the Accounting Schools. Data for this research was collected via a questionnaire-based survey administered to students studying at the Accounting Schools (AS) in Japan. The AS is a postgraduate-level school, which provides specific accounting education for students who aspire to become professional accountants. The questionnaire used in this study was designed to extrapolate from students' qualitative responses their definition of success and the specific factors that affect their learning success and or failure. The primary finding from this study was that the majority of students attend the ASs purely for the sake of intrinsic goals (e.g. personal growth and networking), rather than seeking Certified Public Accountants (CPA)/Tax Accountants (TA) Exam or material success upon graduation. The analyses of influential factors of students' success and failure also supported this finding. This current research has also made several recommendations for educators and

administrators in the ASs on how to improve the quality of accounting education in an attempt to assist students' success levels.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Satoshi Sugahar**, Hiroshima Shudo University, Japan.

*E-mail address:* [sugahara@shudo-u.ac.jp](mailto:sugahara@shudo-u.ac.jp)

---

## Learning Clinical Communication

**Carme Carrion\***, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Pere Toran**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Alberto Zamor**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Elisabet Balló**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Miquel Quesada**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Armand Grau**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Antoni Castro**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Carlos Cerezo**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Sílvia Torrent**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Susanna Vargas**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Bibiana Galí**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Esther Vilert**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Enric Subirats**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Gabriel Coll de Tuero**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Laura Muñoz**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.  
**Ferran Cordon**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department, Spain.

### Abstract

**Problem statement:** Clinician-patient communication is a basic skill that medical students should learn along their training process. Curriculums for communication skills aim to develop effective communication with patients, carers, and colleagues by using both, verbal and non-verbal, abilities. Skills include being able to take a history and share information, particularly explaining procedures and discussing treatment options and their effects. Students within Communication, interview and clinical history module are asked to follow a simulated-patient clinical interview, which after being recorded is self- and tutor- assessed by using standardized questionnaires.

**Purpose of study:** The aim of this study is a pilot test to compare self- and tutor- video recording clinical interview assessment questionnaires results,

**Methods:** Results in self- assessment questionnaire of students within Communication, interview and clinical history module (second year in medical degree) were compared with the tutor's questionnaire results. Questionnaire used was a shorten version of CICC-D (Conectar-Identificar-Comprender-Acordar-Ayudar) 17-items instrument (score of 2, 1 or 0 each item), based on patient centred interview. Both assessments were independently performed, without previous training, after checking clinical interview video recording.

**Results:** A total of 47 students and tutors evaluations were performed. Global average assessment questionnaire scores were statistically significant different ( $p$ -value < 0.05). Students self scores were 13 (SD = 5), while tutors assessment mean average score was 15 (SD = 5). A weak direct and statistically significant correlation was observed between both self- and tutor- evaluation in the global questionnaire score ( $n = 47$ ): with an ICC of 0.41 (confidence interval [CI] 95%, (0.09 – 0.66).

**Conclusions:** Pilot test results show that tutors consider students having better communication skills than students themselves. Lack of previous training in the use of the questionnaire could be relevant. Further research is needed to confirm these preliminary results

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Carme Carrion**, TransLab Research Group / Fundació UdG Medicina, Medical Sciences Department,

Spain. *E-mail address:* [carme.carrion@udg.edu](mailto:carme.carrion@udg.edu)

---

## THE PREDICTIVE POWER OF METACOGNITIVE LEARNING STRATEGIES ON ACHIEVEMENT OF PRE-SERVICE TEACHERS

**Aslı GÜNDOĞAN ÇÖGENLİ\***, Usak University, Turkey.

**Meral GÜVEN**, Anadolu University, Turkey.

### Abstract

Effective learning is possible with individual's constructing her/his own learning process. For an individual to construct learning process, he/she needs specific elements that would help him. Learning strategies are facilitator strategies in fulfilling this necessity. Learning strategies are observed in two grouped as cognitive and metacognitive strategies in general sense. Cognitive and metacognitive strategies are complementary strategies which are not regarded independent from each other (Lenz, 1992). Cognitive strategies answer "what" and "how" questions; meta-cognitive strategies answer "when" and "where" questions (Ozer, 2008).

Flavell (1979), expressed that metacognitive learning strategies have important contributions on development of reading comprehension, verbal/written communication skills, language acquisition, social cognition, development of memory, self-control and problem-solving skills. Considering in this sense, it can be said that there is an important relation between usage of metacognitive learning strategies and success. When literature is analyzed, it was determined that academic success is the variable which is mostly related with usage of metacognitive learning strategy (Coutinho, 2007; Vukman ve Licardo, 2010). There was a positive relation between metacognition and academic success in many studies, it was resulted that metacognitive learning strategies are powerful predictor of academic success (Coutinho, 2007; Sanchez-Alonso ve Vovides, 2007; Desoete, 2008; Vrugt ve Oort, 2008; Wang, Spencer, Xing, 2009; Doganay ve Demir, 2011; Sperling, Richmond; Ramsay ve Klapp, 2012). When the related researches are analyzed, it is seen that researchers base on different classifications of metacognition and focus on different aspects. In this sense, it is thought that pattern of study which is based on current classifications made in the frame of integration of metacognitive processes to learning process would contribute to the literature. From this point, classification made by Gundogan Cogenli (2011) was based on in this study and it was aimed to put forwards academic success predictive power of planning, monitoring, evaluation and affective strategies used by pre-service teachers within the frame of metacognitive learning strategies.

The main aim of the study is to determine the predictive power of metacognitive learning strategies for academic success of pre-service teachers. Participants were 115 pre-service teachers enrolled at primary education department of a Usak University. With regard to academic success, grade point average (GPA) of pre-service teachers were obtained from faculty registration. Students' metacognitive learning strategies that planning, monitoring, evaluating and affective strategies, were measured by "Metacognitive Learning Strategies Determining Scale" which was originally developed by Gundogan Cogenli and Guven (2011). The obtained data were analyzed by using multilinear regression analysis.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Aslı GÜNDOĞAN ÇÖGENLİ**, Usak University, Turkey.

E-mail address: [agcogenli@hotmail.com](mailto:agcogenli@hotmail.com)

---

## Educational Games for Self computer assembly training

**Riad Bourbia\***, LabSTIC Laboratory; Computer Science Departement - Guelma University, Algeria

**Mourad Hadjeris**, LabSTIC Laboratory; Computer Science Departement - Guelma University, Algeria

**Hamid Seridi**, LabSTIC Laboratory; Computer Science Departement - Guelma University, Algeria

### Abstract

In this work-in-progress, we used the formal six facets model to design the game. These facets synthesize knowledge doing to guide the implementation of serious games. The game aims to help learners to improve skills to achieve the assembly of computer in a virtual laboratory. Well, they handled various components of computer, including: motherboards, processors, memories, buses, etc. The game is played in practicals work session and it is expected to include more levels, more challenges that the student should gradually resolve. This paper presents the steps followed for the implementation of this framework. Preliminary results of user experiences are reported, and an outlook on further steps is given.

*Keywords:* Game-based learning, serious game, simulated environments;

ADDRESS FOR CORRESPONDENCE: **Riad Bourbia**, LabSTIC Laboratory; Computer Science Departement - Guelma University, Algeria. E-mail address: [Bourbia.riad@yahoo.fr](mailto:Bourbia.riad@yahoo.fr)

---

## Will Bilingualism Be Valid Among the Younger Generations in Kazakhstan?

**Ziash Suleimenova\***, KIMEP University, 2 Abay avenue, Almaty, 050010, Kazakhstan.

**Altynay Tursun**, KIMEP University, 2 Abay avenue, Almaty, 050010, Kazakhstan.

### Abstract

Large parts of the titular population in Kazakhstan have a better command of Russian than of their own 'mother tongue', or they could not speak their mother tongue at all. Some Kazakhs prefer to use the Russian language in daily conversation,

and do so without any pangs of guilty conscience. Some Russian-speaking Kazakhs had started sending their youngsters to Kazakh-medium schools in the hopes that the school could provide them with skills in Kazakh that they themselves lack. The study focuses on these issues of the language policy in Kazakhstan in general, and bilingualism in particular. The local or so-called titular Kazakh language has been elevated to a status as state language in the republic. Russian-speaking ethnic Kazakhs were first denounced as ‘asphalt Kazakhs’, then ‘mankurty’, and now they acquired a new nickname of ‘shala Kazakhs’. It denotes a russified person with no ethnic identity. In Kazakhstan some members of national elites argue that English and Russian are a threat to the purity and development of the titular language. There are voices that additional languages present a threat to the national language. Besides, teaching of Russian and English threaten the development of national identity. The problem under investigation is whether younger generations will keep the retention as to the bilingualism. Or else the trilingual policy offered by the President Nazarbayev will make the country a multilingual community.

*Keywords:* bilingualism, language policy, multilingualism, mother tongue.

ADDRESS FOR CORRESPONDENCE: **Ziash Suleimenova**, KIMEP University, 2 Abay avenue, Almaty, 050010, Kazakhstan.

*E-mail address:* [ziash@kimep.kz](mailto:ziash@kimep.kz)

---

## The Role of Postmodern Hybrid Texts in Translation Oriented Text Analysis Courses in Translation Didactics

**Taner Karakoc \***, Istanbul University Department of Translation Studies, Turkey.

### Abstract

Translation Oriented Text Analysis courses offered at universities are one of the basic courses that concentrate on analysis, identification of text-types, and text reception. Within the context of this course basic concepts such as functions of language, text conventions, and text typology are discussed, exemplified and studied. As postmodern texts include different text types in their structure, hence their hybridity, they provide a valuable database for analytical studies in Translation Oriented Text Analysis courses. Postmodern texts are hybrid texts in which polyphonic, multidiscursive texts that cover intense intertextual references are embedded.

The aim of this paper is to analyze Mark Haddon’s novel *The Curious Incident of the Dog in the Night-time* as a postmodern work of fiction, and to study the reception of this narrative in by the Turkish readership and in Translation Didactics. Among the texts and discourses covered in the novel are advertisements, prayers, announcements, signs, poems, songs, plays, legal statements etc. This novel provides unique opportunities for the identification of text types, discussion of text conventions and the practice of translation in Translation Oriented Text Analysis course in translation didactics.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Taner Karakoc**, Istanbul University Department of Translation Studies, Turkey.

*E-mail address:* [tankara@istanbul.edu.tr](mailto:tankara@istanbul.edu.tr)

---

## Leadership in School-Community Partnerships

**Linda VALLI**, University of Maryland, 2311 Benjamin Bldg, College Park, MD, 20742, USA.

**Amanda STEFANSKI**, University of Maryland, 2311 Benjamin Bldg, College Park, MD, 20742, USA.

**Reuben JACOBSON**, Coalition for Community Schools, 4455 Connecticut Ave NW, Suite 310, Washington DC 20008, USA.

### Abstract

Over the decades, a wide variety of educational reforms have attempted to improve schools and student outcomes. School-community partnerships are among the currently popular reform initiatives. In these initiatives, schools expand the traditional educational mission of the school to include health and social services for children and families and to involve the broader community. Such partnerships have been found to support student learning, strengthen schools and families, and help neighborhoods flourish. Although the research on these partnerships indicates a variety of models, strategies, and purposes, it is clear about one thing: the vital role of leadership. Through a close review of the literature, we developed a typology of four types of partnerships, ranging from least to most comprehensive in purpose and design: Family and Interagency Collaboration, Full-Service Schools, Full-Service Community Schools, and a Community Development Model. These categories provided the framework necessary to comparatively analyze the role of leadership in each of these models. Our analysis indicates the importance of leadership, across all four models, at all levels of the organization. The more comprehensive the model, the more important “cross-boundary” leadership became.

*Keywords:* leadership, school improvement, school-community partnerships;

## Designing Curriculum With the Individual Learner in Mind

**Ellen Forte\***, edCount, LLC, United States  
**Elizabeth Greninger**, edCount, LLC, United States

### Abstract

Problem Statement Currently, formative assessment is the focus of much attention among educators and policy makers in the United States and worldwide[1]. This high level of interest is largely due to research that shows the positive effects of formative assessment practices on student learning. Many countries promote formative assessment as a means to help teachers meet the needs of increasingly diverse student populations and in so doing, close the gaps in equity of student outcomes[2]. Purpose of Study Because the actual practice of formative assessment among teachers across the United States is neither well understood, nor well implemented[3], our team of researchers embarked on a set of curricular reform initiatives to focus on this significant, but less commonly applied, body of instructional and assessment practices. By building on the principle of backward design[4] and infusing research-based instructional strategies[5], we have developed an innovative curricular approach that brings together the elements of student-centered instruction, formative assessment, and effective pedagogy to both guide and scaffold supports for teachers. Methods Through action research with two diverse educational systems within the United States, our research team has engaged with stakeholders over time to design tailored systems of instruction and professional development aimed at long-term and sustainable changes in teacher practice. Researchers will present their model for curriculum design and professional development, and will engage with the audience to explore the applicability of this unique approach in their own settings worldwide. [1] Darling-Hammond & Pecheone, 2010; Heritage, Vendlinski, & Herman, 2009; Heritage, 2013; Stiggins, 2006, 2008, Wiliam & Thompson, 2008; Wiliam, Kingsbury, & Wise, 2011 [2] Black, Harrison, Lee, Marshall, & Wiliam, 2004; Black & Wiliam, 1998, 2009; OECD, 2005, 2006 [3] Gearhart & Osmundson, 2008; Herman, Osmundson, & Silver, 2010; Heritage et al., 2009; Osmundson, Dai, & Herman, 2011 [4] Wiggins & McTighe, 2005 [5] Marzano, Pickering, & Pollock, 2001

### Keywords:

ADDRESS FOR CORRESPONDENCE: **Ellen Forte**, edCount, LLC, United States  
E-mail address: [eforte@edcount.com](mailto:eforte@edcount.com)

---

## Self-reflection in the course evaluation

**Blanka Frydrychova Klimova \***, University of Hradec Kralove, Faculty of Informatics and Management, Rokitanskeho 62, Hradec Kralove, 500 03, Czech Republic

### Abstract

Self-reflection is a good way for students to learn about their experience, learning preferences and think critically about what they have learned. It is also a valuable source for teachers, too, since they can see whether their teaching was successful or not and on the basis of students' reflection they can reconsider their teaching methods, strategies or activities. Therefore, this paper will explore and discuss a concept of self-reflection and in particular a self-reflection essay, which was used as a form of evaluation in the Course of Academic Writing in the summer semester of 2013 among the students of the Faculty of Informatics and Management in Hradec Králové, Czech Republic. In addition, this article will list and explore benefits and drawbacks of such evaluation. In conclusion, the author will provide 2 abridged examples of students' self-reflection essays.

*Keywords:* Self-reflection, essay, students, advantages, disadvantages;

ADDRESS FOR CORRESPONDENCE: **Blanka Frydrychova Klimova**, University of Hradec Kralove, Faculty of Informatics and Management, Rokitanskeho 62, Hradec Kralove, 500 03, Czech Republic. Tel.: +420 493-332-318. E-mail address: [blanka.klimova@uhk.z](mailto:blanka.klimova@uhk.z)

---

## Using corpus linguistics in the development of writing

**Blanka Frydrychova Klimova \***, University of Hradec Kralove, Faculty of Informatics and Management, Rokitanskeho 62, Hradec Kralove, 500 03, Czech Republic.

### Abstract

Corpus linguistics has its adequate justification in the teaching of writing skills since it can reveal patterns of authentic language use through analyses of actual usage. The aim of this paper is to list the most common corpora and explore

useful, inexpensive and user-friendly software programmes, such as the WordSmith Tools or TextSTAT, exploited in the development of writing skills. In addition, the author will provide several practical examples on how corpus linguistics can be applied to the development of writing skills. For instance, the concordance enables to see any word or phrase in context so that one can see what sort of company it keeps. Thus, students can, for example, see the differences between words they often confuse (e.g., excited vs. exciting).

*Keywords:* Corpus, concordancing, writing, language use;

ADDRESS FOR CORRESPONDENCE: **Blanka Frydrychova Klimova**, University of Hradec Kralove, Faculty of Informatics and Management, Rokitanskeho 62, Hradec Kralove, 500 03, Czech Republic. Tel.: +420 493-332-318 *E-mail address:* [blanka.klimova@uhk.z](mailto:blanka.klimova@uhk.z)

---

## Implementing Technology in Higher Education – Strategic Challenges

**John Wall \***, Waterford Institute of Technology, Ireland.

### Abstract

Conventional design of educational programmes usually are based on an implicit instructional design approaches that look at learners as homogeneous. However, research indicates that learning is a complex activity involving a number of different aspects. Using technology to deliver and support learning adds another layer of complexity. In a rapidly changing environment template to map the implementation of blended learning is proposed to contribute to the ongoing debate in higher education in implementing blended learning approaches. In a challenging economic environment some of the key strategic leadership challenges that institutions must address are articulated. Much of the research into deploying e-learning initiatives suggests that it is a complex undertaking and that educational institutions are at various stages in the development and deployment of technology-facilitated initiatives. A number of key leadership challenges are outlined that academic leaders must address in delivering the curriculum using technology. A proposed framework for deploying blended learning coupled with a template for educational managers to embrace in their strategic deployment of technology in delivering the curriculum is presented.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **John Wall**, Waterford Institute of Technology, Ireland. *E-mail address:* [jwall@wit.ie](mailto:jwall@wit.ie)

---

## Didactics 2.0 : a pedagogical analysis of gamification theory from a comparative perspective with a special view to the components of learning

**Gábor István Bíró \***, National University of Public Service, Hungary.

### Abstract

In this article i study gamification as the 5th learning theory, by making comparison with the previous behaviourist, cognitivist, constructivist and connectivist approaches. As gamification theory started to diversify along the different interpretations, and some of these theories handle gamification as merely a new marketing tool (Zichermann, 2010), or a rather formal design layer to reach a higher level of engagement in the learning (Zichermann, 2011) or purchasing (Bogost, 2011) process, a thorough didactical analysis is sorely needed to prevent the devaluation of the concept, by fostering research on the field, and setting the principles of the theory into one single and coherent theoretical system.

This article intends to raise gamification theory amongst the complex learning theories by looking into the specifics of the learner, the learning process, the learning environment, the motivation, the teacher, as well as the aim and the content of learning by making comparison with the relevant elements of earlier theories. As the social, cultural and economic environment may greatly influence the popularity and plausibility of concepts, the context in which the analysed learning theories have been conceived must neither be excluded from the focus of the study. The article concludes by framing the pure didactical character of gamification, and differentiate the pedagogical layer of the concept from other components.

*Keywords:*

---



## Developing mathematical giftedness within primary schools: an Investigation into how primary schools in England address the needs of mathematically gifted children

**Christos Dimitriadis** \*, University of Plymouth Plymouth PL4 8AA United Kingdom.

### Abstract

There is a paucity of research investigating aspects of provision for gifted children within primary schools, particularly in mathematics. This study aimed to address this topic by illuminating issues arising from classroom practice and the experience of both teachers and children. The study was carried out in England (UK) in two phases. The first, the preliminary phase, involved a questionnaire survey within five London Local Educational Authorities and the second, the main study, in-depth case studies in four primary schools, which were implementing different methods of provision for mathematically gifted children (i.e. within-class ability grouping, setting, pull-out grouping and mentoring).

This study found that although there was an interest in addressing the needs of mathematically gifted children and schools were taking measures in pragmatic terms to cater to them, the needs of these children were not always addressed. Evidence from classroom practice showed that the effectiveness of any method depended on teachers' expertise and self-confidence, the level of focused attention given to gifted children, the quality of instruction for learning at higher cognitive levels, the size of the class and the level of homogeneity, and the nature of the work set. Additionally, this study identified issues relating to teachers' professional development and the way that organizational strategies of provision – e.g. setting, pull-out grouping and within-class ability grouping – are implemented in practice which need consideration and further research.

The study suggests that the education of mathematically gifted children is not an easy matter that can be addressed simply by separating students into ability groups and giving more difficult work to more able ones. Gifted mathematicians are exceptional students who have special needs, and because of this they need well-trained teachers, attention, continuous support through focused instruction and work at higher cognitive levels, in order to develop their potential to the fullest extent.

### Keywords:

ADDRESS FOR CORRESPONDENCE: **Christos Dimitriadis**, University of Plymouth Plymouth PL4 8AA United Kingdom.  
E-mail address: [christos.dimitriadis@plymouth.ac.uk](mailto:christos.dimitriadis@plymouth.ac.uk)

---

## Investigating Supervisory Feedback Practices And their Impact On International Research Student's Thesis Development: A Case Study

**Hazita Azman\***, School of Language Studies and Linguistics, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia.

### Abstract

The nature of postgraduate supervision of full thesis doctoral candidates has four dimensions, namely the advisory role, the quality control role, the supporting relationship nurtured by the supervisor and the guidance of the student by the supervisor (Mouton, 2001). The guidance of the student includes providing feedback that will facilitate their thesis development. Feedback is central to an effective supervisor-supervisee research supervision environment. In the process of researching and writing up a thesis, supervisees need to depend on feedback provided by their supervisors, in order to receive input and guidance about their research progress and thesis writing (Wang and Li, 2009). Written and expressed feedback from supervisors should encourage the student to reflect upon their research progress and help direct thesis writing, an inherent pedagogical role in postgraduate research supervision. In a supervision environment knowledge is created within and through the feedback process when the feedback is facilitative in nature.

There is inadequate research examining international doctoral students' experiences of feedback from their supervisors and its impact on their thesis development. There is indeed a dearth of local literature on research investigating supervisors' concepts of research supervision as evident in their supervisory practices and communication methods, and the research students' expectations of research supervision, as well as their reactions to the supervision approach. The literature has emphasized the need for a more process oriented supervisory role that facilitates collaborative knowledge creation be employed (Johnson et al., 2001; Greenberg and Baron, 2003; Lee, 2007; Lee et al., 2008) to transform the relationship between supervisees and supervisors from one that is dependent to independence to graduate competent researchers successfully. At the same time it is important to note that the naturally unequal roles between supervisors-

supervisees require continual negotiations and interactions throughout the supervision process to attain collaboration in thesis development.

This paper will report on a study investigating the nature and patterns of supervisory practices and methods of communication employed by supervisors supervising international research students in particular towards defining a framework for technology enhanced supervisory feedback system at a local university. Research findings from this investigation will frame a conceptual approach for researcher supervision and thesis development of the supervisory feedback system that will be developed as a prototype. It is envisioned that this sample prototype will provide an overall pedagogical approach to supervising international students, an integration of effective supervisory styles, intercultural communication methods and toolkit for critical literacy in thesis writing.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Hazita Azman**, School of Language Studies and Linguistics, Faculty of Social Sciences and Humanities, Universiti Kebangsaan Malaysia.

E-mail address: [drhazitaazman@gmail.com](mailto:drhazitaazman@gmail.com)

---

## **Leadership and Methodology Challenges in Higher Education: Integrating Personal Development, Skills, and Competences in the Space of Digital Systems**

**Milan Jaros\***, Philosophical Studies, Newcastle University, Newcastle upon Tyne, NE1 7RU, UK,

### **Abstract**

It has recently been emphasised that the outstanding educational challenge of the digital age is to develop - and integrate with the established practices - effective forms of 'competence' enabling graduates to engage with disparate knowledge systems and networks. It is argued here that a generic shift in leadership strategy may be productively assisted by a bottom-up, iterative method engendering gradual integration of personal tutoring with the intellectual capital offered by a mix of traditional and networked facilities. Empirical results show that this approach is particularly relevant in conditions created by novel divisions of labour which drive the move towards development and assessment of 'competence'.

*Keywords:* Educational leadership and methodology, student-centred engagement and curriculum delivery, interdisciplinary learning and competences;

ADDRESS FOR CORRESPONDENCE: **Milan Jaros**, Philosophical Studies, Newcastle University, Newcastle upon Tyne, NE1 7RU, UK, E-mail address: [Milan.Jaros@ncl.ac.uk](mailto:Milan.Jaros@ncl.ac.uk)

---

## **Triangulating graduate instructor learning in FL teaching methods: Questionnaires, concept maps, and reflective teaching journals**

**Laura Gurzynski-Weiss \***, Indiana University, 1020 East Kirkwood Avenue, Ballantine Hall 876, Bloomington, IN 47405, United States.

### **Abstract**

Graduate students who teach languages in university settings often receive their training in an intensive, semester-long teaching methodology course. Measuring learning in this context is often a challenge, as graduate students enter with varying levels of knowledge and experience and are often expected to simultaneously learn and apply this knowledge to the courses they are teaching. While common means of measuring instructor learning via cognitive change has been documented for more experienced language instructors (cf. Borg, 2006) [1], graduate instructors are an often-overlooked population (cf. Gurzynski-Weiss, in press a, b) [2] [3]. In hopes of encouraging robust research in this critical area, this paper details three instruments that can be utilized to examine graduate instructor cognition and evidence of learning in a methods course: questionnaires, concept maps, and reflective teaching journals. Design and implementation techniques of each instrument, along with strengths and limitations, are discussed. Illustrative examples from an on-going research project are presented to demonstrate how each instrument can elicit evidence of graduate instructor cognitive change (e.g., learning), and be utilized in other graduate instructor teaching methods courses.

*Keywords:* graduate language instructors, teacher cognition, FL teaching methods, content learning;



## A Game Based Learning Model for Entrepreneurship Education

**Dario La Guardia**, National Research Council of Italy Institute for Educational Technologies Via Ugo La Malfa 153 - 90146 Palermo - Italy

**Manuel Gentile**, National Research Council of Italy Institute for Educational Technologies Via Ugo La Malfa 153 - 90146 Palermo - ITALY

**Valentina Dal Grande**, National Research Council of Italy Institute for Educational Technologies Via Ugo La Malfa 153 - 90146 Palermo - ITALY

**Simona Ottaviano**, National Research Council of Italy Institute for Educational Technologies Via Ugo La Malfa 153 - 90146 Palermo - ITALY

**Mario Allegra**, National Research Council of Italy Institute for Educational Technologies Via Ugo La Malfa 153 - 90146 Palermo - ITALY

### Abstract

Entrepreneurship Education aims to help students acquire skills and knowledge that are crucial for the development of an entrepreneurial mindset. The article describes a blended model based on the use of a serious game within the framework of the EU-funded project “I can ... I cannot ... I go!” Rev. 2 (PNPV project). The learning model and the serious game was designed in order to build a learning space that fosters learner's entrepreneurial mindset through experiential learning.

*Keywords:* Game Based Learning, Entrepreneurship Education, Experiential Learning, Serious Game.

ADDRESS FOR CORRESPONDENCE: **Dario La Guardia**, National Research Council of Italy Institute for Educational Technologies Via Ugo La Malfa 153 - 90146 , Palermo – Italy, *Tel.:* +39-0916809230, *E-mail address:* [dario.laguardia@itd.cnr.it](mailto:dario.laguardia@itd.cnr.it)

---

## Teaching students to discriminate between good and poor writing

**Frances Heritage Martin\***, University of Newcastle, Ourimbah NSW 2258, Australia.

**Stephen C Provost**, Southern Cross University, Hogbin Drive, Coffs Harbour NSW 2450, Australia.

### Abstract

For students to be able to benefit from feedback provided on their writing, it is necessary for them to be able to discriminate between examples of writing that differing in their quality. The ability of students enrolled in an introductory psychology unit at the University of Tasmania (N=156) to discriminate good from poor writing was assessed by giving them a number of pairs of expressions that differed in quality and asking them to identify the better example. A brief vocabulary and numeracy test was also conducted. The students then completed a tutorial exercise in which they either received a traditional presentation regarding writing skills, or were provided with a number of further pairs of examples and asked to discriminate between them with feedback being provided. Following this exercise, students completed a brief piece of written work, which was assessed and also analysed using the Six-subscale Quality Scale (SSQS) (Phadtare et al, 2009). In the following week this procedure was repeated, but with the alternative tutorial exercise to that which had been experienced in Week 1. A factor analysis of the SSQS revealed two factors which could be categorised as “surface” and “deep” writing skills. The students’ surface writing skills improved across time, but deep skills did not. There was some evidence that the order in which the two teaching experiences occurred influenced performance. Post-test discrimination scores were significant predictors of future written performance, examination performance, and whether students would drop out or fail the examination. A combination of sex, vocabulary, numeracy and post-test discrimination scores accounted for 43% of the variance in examination performance. Discrimination training, in combination with appropriate information regarding writing skills, may help students understand the comments they receive in feedback on written work and thus improve their performance across a range of assessment tasks.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Frances Heritage Martin**, University of Newcastle, Ourimbah NSW 2258, Australia. *E-mail address:* [Frances.Martin@newcastle.edu.au](mailto:Frances.Martin@newcastle.edu.au)

---

## Students’ knowledge of the nature of science, epistemological beliefs, approaches to studying, and academic performance.

**Stephen C Provost**, Southern Cross University, Hogbin Drive, Coffs Harbour NSW 2450, Australia.

**Frances Heritage Martin**, University of Newcastle, Ourimbah NSW 2258, Australia.

#### **Abstract**

Students' knowledge of the nature of science is an important determinant of their success at university and of their satisfaction with their chosen discipline of study. Epistemological beliefs are also likely to determine the approach taken to studying and to inform students' understanding of the nature of science. Students (n=214) studying an introductory unit of psychology at an Australian university completed a survey comprising Hofer's discipline-focussed epistemological beliefs questionnaire, the authors' science knowledge and attitudes questionnaire, and the latest revision of the two-factor study process questionnaire. The factor structure of both the discipline focussed epistemological beliefs questionnaire and the science knowledge and attitudes questionnaire deviated from previous analyses. Despite this, subscales both of these instruments were associated with various measures of academic success. Possible mechanisms for these relations are discussed, along with recommendations for educational development.

*Keywords:* Nature of science, epistemological beliefs, study process questionnaire, psychology education;

ADDRESS FOR CORRESPONDENCE: **Stephen C Provost**, Southern Cross University, Hogbin Drive, Coffs Harbour NSW 2450, Australia.

Tel.: +61-2-6659-3304, E-mail address: [steve.provost@scu.edu.au](mailto:steve.provost@scu.edu.au)

---

## **Moral or authoritative Leadership: Which one is better for faculty members?**

**Bilal Afsar\***, PhD scholar Asian Institute of Technology Bangkok Thailand.

#### **Abstract**

While much has been written and empirically researched about leadership style, little effort has been made to make out what constitutes successful and effective leadership in a Pakistani cultural context. Paternalistic leadership is a promising body of research that has been tailored to the Pakistani context in this study. The research focuses on the impact of two most important dimensions of paternalistic leadership on the commitment and organization citizenship behaviour of university teachers of Pakistan. We found that: (i) morality increased teacher's affective and continuance organization commitment, whereas authoritarianism negatively influenced the affective commitment; and (ii) morality positively affected the organization citizenship behavior and authoritarian paternalistic leadership negatively affected the OCB. A questionnaire was used in this research to survey the relationship among PL, OCB and OC. Data was obtained from 798 faculty members from thirteen public sector universities of Pakistan.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Bilal Afsar**, PhD scholar Asian Institute of Technology Bangkok Thailand.

E-mail address: [afsarbilal@yahoo.com](mailto:afsarbilal@yahoo.com)

---

## **THE DEVELOPMENT OF WRITING SKILLS IN HIGHER EDUCATION CLIL CONTEXTS: A CASE STUDY IN CHEMISTRY LABORATORY LESSONS**

**Maria Sagrario Salaberri Ramiro \***, UNIVERSITY OF ALMERIA (Spain), Spain

**Maria Del Mar Sanchez Perez**, UNIVERSITY OF ALMERIA (Spain), Spain

#### **Abstract**

Bilingual education is becoming a highly topical model of reference at different educational levels. The interest and the implementation of bilingual programs at different educational stages in Europe and beyond have grown exponentially. Though these experiences have been most notorious and abundant in early educational stages such as primary or secondary education, in recent years, we are witnessing a displacement of these teaching practices to university contexts. The European Higher education System (EHEA) is undergoing a process of profound changes which include a continuous growth of interest and concern for the domain of foreign languages. Many programs and projects related to bilingual teaching are being implemented in Europe and in many Spanish universities through different educational approaches such as the Content and Language Integrated Learning (CLIL). Some studies reveal that CLIL approaches do not place too much emphasis on activities aimed at producing written work as on other linguistic skills. However, written production is considered a skill which should be enhanced, especially in higher education due to its importance in both educational and professional contexts. The purpose of this study is to examine the potential of the textual genre awareness for CLIL Chemistry students to improve their writing skills at a Spanish university.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Maria Sagrario Salaberri Ramiro**, UNIVERSITY OF ALMERIA (Spain), Spain

## Project based teaching as a didactic strategy for the learning and development of basic competences in future teachers

**María Teresa Díaz Mohedo \***, Faculty of Education, University of Granada, Campus Universitario de Cartuja s/n, Granada 18071, Spain

**Alejandro Vicente Bújez**, Faculty of Education, University of Granada, Campus Universitario de Cartuja s/n, Granada 18071, Spain

### Abstract

The educational experience that we present here seeks to encourage change in the university training of future teachers, promoting interdisciplinarity and cooperative work based on the premise that project based teaching, as opposed to direct teaching, now represents the best didactic guarantee for an effective contribution to the development of basic competences and the learning of the curricular contents as it is a student-centred learning process which deals with learners' needs and encourages learners to become more involved in the learning process of which they are the protagonists. Thus, we sought to study whether or not the balance between planning, flexibility and adaptation to the new situations that are made possible by project based teaching justifies its adoption as the didactic strategy to be implemented in the new syllabus plan for the Nursery School Education Degree.

The aim of this teaching initiative has been to promote the following improvements in the learning process of future Nursery School teachers:

- Increasing student performance by also acquiring cross-curricular skills that include reflection, synthesis, expression, communication, group work, public speaking, etc.
- Developing student involvement in course work and boosting active learning.
- Improving communication between students and lecturers in tutorials and making these tutorials more relevant for students.
- Enhancing the quality of the teaching materials produced by students through the use of new technology.

Keywords: Music education, teacher training, project-based learning;

ADDRESS FOR CORRESPONDENCE: **María Teresa Díaz Mohedo**, Faculty of Education, University of Granada, Campus Universitario de Cartuja s/n, Granada 18071, Spain. Tel.: 34 - 958 243957, E-mail address: [mt Diazm@ugr.es](mailto:mt Diazm@ugr.es)

---

## Creativity in the music classroom

**Alejandro Vicente Bújez \***, Faculty of Education, University of Granada, Campus Universitario de Cartuja s/n, Granada 18071, Spain

**María Teresa Díaz Mohedo**, Faculty of Education, University of Granada, Campus Universitario de Cartuja s/n, Granada 18071, Spain

### Abstract

In this paper, we present an educational experience developed at the University of Granada whose aim was to provide students taking the new degree in Music Education (Primary Education) with different methodological strategies which would enable them to learn in a much more active and critical way, whilst also encouraging a reflection on the teaching-learning processes of which they are the protagonists.

Through an innovative methodological approach, we sought to help students taking the third year subject Music in Primary Education to create and develop their own code for musical writing, thus encouraging imagination, experimentation and autonomous learning in the context of significant learning.

Understanding musical language as a tool to perceive, analyze and better understand the world we live in represents an innovative resource that has allowed our students to acquire not only the professional competences that are part of their specialized field but also the specific contents related to music education that they will need to work as teachers in primary education.

Keywords: Music education, teacher training, creativity;

ADDRESS FOR CORRESPONDENCE: **Alejandro Vicente Bújez**, Faculty of Education, University of Granada, Campus Universitario de Cartuja s/n, Granada 18071, Spain. E-mail address: [alevicente@ugr.es](mailto:alevicente@ugr.es)

---

# Intellectual styles of Bosnian students: a cross-cultural perspectives

Amir Pušina\*, Faculty of Philosophy, Sarajevo 33000, Bosnia and Herzegovina

## Abstract

In this paper the focus is on the intellectual styles of the Bosnian students which are presented through the prism of the Threefold Model of intellectual styles. The participants, 45 graduate students, completed the Bosnian version of the Thinking Styles Inventory (TSI). The results showed the following: a) acceptability, the three-dimensional structure of TSI, which is in line with contemporary research on intellectual styles, b) dominance of Type I, creativity-generating intellectual styles on norm-favoring, the Type II intellectual styles. The implications of these findings from the cross-cultural standpoint are discussed in this paper.

*Keywords:* Intellectual styles, threefold model, cross-cultural perspective;

ADDRESS FOR CORRESPONDENCE: Amir Pušina, Faculty of Philosophy, Sarajevo 33000, Bosnia and Herzegovina

E-mail address: [pusinaamir@yahoo.com](mailto:pusinaamir@yahoo.com)

---

# THE PERCEPTIONS AND VIEWS ABOUT PROBLEM SOLVING PROCESS OF PRE-SERVICE SCIENCE TEACHERS

Didem Inel, Usak University, Faculty of Education, Department of Science Education

## Abstract

In this study, it is aimed at determining pre-service science teachers' perceptions and views about problem solving process. In the study, a questionnaire consisting of six questions was used as data collecting tool. 116 pre-service science teachers studying at different grade levels participated in the study. The data obtained from the study was assessed by using descriptive analysis and content analysis. As a result of the analysis of data, generally it is said that pre-service science teachers see problems faced with as obstacles that are needed to overcome, they think that every problem has a solution and have different views about how problem solving process can be taught to students. It is thought that the results obtained from the study will contribute to the relevant literature about the identifying and developing of the perceptions and views towards problem solving process of pre-service science teachers.

*Keywords:* Problem Solving, Pre-Service Science Teachers, Perception, View;

ADDRESS FOR CORRESPONDENCE: Didem Inel, Usak University, Faculty of Education, Department of Science Education, Tel.: +0-506-235-5193, E-mail address: [tubabekis@hotmail.com](mailto:tubabekis@hotmail.com)

---

# THE COMPARISON OF FLUTE EDUCATION IN UNDERGRADUATE STUDIES IN TURKEY AND IN THE U.S.A.

Zehra Ezgi Kara\*, Uludağ University, Faculty of Education, Music Education Department, 16059, "Bursa", Turkey.

Sezen Özeke, Uludağ University, Faculty of Education, Music Education Department, 16059, "Bursa", Turkey

## Abstract

The aim of this study is to compile opinions of flute instructors giving education in undergraduate studies in Turkey and in the U.S.A. to assess flute education in line with these opinions, and to determine and compare teaching methods, techniques and materials used. The data collected through "Flute Pedagogy Survey" were interpreted and comparatively assessed in terms of demographic characteristics of instructors, physical conditions of educational institutions, and flute techniques and teaching methods. The "Flute Pedagogy Survey" was applied to 63 instructors in the USA and 34 instructors in Turkey. Academic articles, books, thesis, and online resources published in Turkey and in the USA were reviewed within the scope of literature review. At the end of the study, it was observed that the majority of the instructors do not take lessons for flute pedagogy during their education in both sampling groups. While methods used in teaching flute techniques show similarities in both groups, the results of the study indicated that the lack of Turkish resources creates a serious problem for instructors in Turkey. It was seen that the institutions where instructors work in the U.S.A. sampling group are better in terms of physical conditions (music library, flute types etc.) and they benefit from different materials such as Naxos, Smart Music and tuning CD, online resources and computer programs in flute teaching.

*Keywords:* Flute Pedagogy, Music Education, Turkey, United States of America;

ADDRESS FOR CORRESPONDENCE: Zehra Ezgi Kara, Uludağ University, Faculty of Education, Music Education Department, 16059, "Bursa", Turkey. Tel.: +90 506 337 08 98; fax: +90 224 294 21 99, E-mail address: [zehraezgikara@hotmail.com](mailto:zehraezgikara@hotmail.com)

---

## Changes of students' perceptions and behaviour after the Environmental Science and Biology courses: Vytautas Magnus University case study

**Renata Dagiliūtė\***, Vytautas Magnus University, Vileikos st. 8, Kaunas LT-44404, Lithuania  
**Andrius Niaura**, Vytautas Magnus University, Vileikos st. 8, Kaunas LT-44404, Lithuania

### Abstract

Higher education is one of the actors in the whole education system providing platform for access of people from different branches of science, different views and perceptions and creating possibilities for more environmentally friendly and sustainable lifestyles and professional decisions. The aim of the study was to determine and assess the change in students' ecological attitudes and behaviour after two elective courses of Environmental Science and Biology at Vytautas Magnus University, Lithuania. Based on ecological paradigm and behaviour-related issues, survey results reveal a relatively high environmental consciousness of students and this could explain why they have chosen these particular courses. However, both negative and positive changes took place after the courses. More detailed curriculum analysis and a survey of students' attitudes selecting other courses should be carried out in order to include environmental and sustainability issues in other courses at the University.

*Keywords:* Environmental attitudes, higher education, Lithuania

ADDRESS FOR CORRESPONDENCE: **Renata Dagiliūtė**, Vytautas Magnus University, Vileikos st. 8, Kaunas LT-44404, Lithuania. Tel.: +370-37-327904, E-mail address: [r.dagiliute@gmf.vdu.lt](mailto:r.dagiliute@gmf.vdu.lt)

---

## Terms of Inclusive Education in Primary Schools – Comparison of National and School Curriculum

**Jana Kratochvílová \***, Jana Kratochvílová, Poříčí 31, Brno 625 00, Czech Republic  
**Jiří Havel**, Jiří Havel, Poříčí 31, Brno 625 00, Czech Republic

### Abstract

In this paper, we bring a summary of the results of qualitative and quantitative analysis of data that are obtained both from the current educational legislation and from curricula sample of Czech primary schools. We focused on the chapters in which these schools declare their options in terms of the teaching of pupils with special educational needs. The result of the comparison is not only to describe the current situation, but also a proposal to optimize the structure and content of these chapters.

*Keywords:* primary education, national curriculum, school educational program, conditions of inclusive education;

ADDRESS FOR CORRESPONDENCE: **Jana Kratochvílová**, Jana Kratochvílová, Poříčí 31, Brno 625 00, Czech Republic. Tel.: +420-549-495-216, E-mail address: [kratochvilova@ped.muni.cz](mailto:kratochvilova@ped.muni.cz)

---

## Evaluation of an Instructional Intervention Designed to Promote Informed Information Sharing on a Social Networking Site

**Karin Archer \***, Wilfrid Laurier University, Turkey.

### Abstract

Social media has become an integrated part of students' everyday lives (Ractham & Kaewkitipong, 2012). Students not only use social media for their personal lives, but also for informal learning. Research is now examining how to harness the full potential of social media for use in education. Given the concerns about student privacy and potential over-disclosure when using social networking, the present study evaluated a video-based intervention designed to provide information about the potential risks of disclosure as well as providing step-by-step instructions to permit users to make informed decisions about the privacy of the information they disclosed. Facebook™ users (n=40) and novices to Facebook™ (n=40) viewed the video prior to either working on an existing account or constructing a new Facebook™ account. Users were also given the choice not to view the video. Participants who chose not to watch the video were less likely to make changes to their privacy settings and were less likely to have secure settings. The intervention encouraged greater use of privacy settings as well as use of more restrictive privacy settings. Gender differences also supported greater use of privacy settings among women. Experienced users did not remove any information that they had previously posted, however, their increased use of privacy settings restricted the availability of the disclosed information. Overall novice users disclosed less information than experienced users. This study shows promising use of direct and explicit instruction in the teaching of privacy online.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Karin Archer** , Wilfrid Laurier University, Turkey.  
E-mail address: [arch4790@mylaurier.ca](mailto:arch4790@mylaurier.ca)

---

## **Data analysis and Design optimization in industrial product development: How to bring Real-life into the classroom**

**Miquel Salicrú**, Department of Statistics. Avda Diagonal, 643. Barcelona 08028 Spain.  
**Sergi Civit**, Department of Statistics. Avda Diagonal, 643. Barcelona 08028 Spain.

### **Abstract**

The transmission, improvement and knowledge transfer are the priority areas of University core activity. To achieve excellence in these areas, requires high levels of specialization and consequently the inter-relationships between academic and professionals worlds acquire special importance and mutual understanding of what we do in both areas is essential.

Based on the experience in knowledge and technology transfer projects, and the information gathered from the literature (publications, regulations and rules), we have identify areas of interest, needs and constraints. Integrating this information, we have structured a proposal academic strength, which in contrast to the classic, differs significantly in approach but not in the program. According to a "route map" of the product design development process, we identified and defined process activities, established the objective, scope and sub-activities for each one and finally, we have set the sequence of activities.

Trying to brought reality to the classroom (reducing bias caused by excessive basic research orientation) has allowed us to capture further the interest of the students and consequently improve academic outcomes.

*Keywords:* Data Analysis, Industrial Product Development, Value Academic Proposal.

ADDRESS FOR CORRESPONDENCE: **Miquel Salicrú**, Department of Statistics. Avda Diagonal, 643. Barcelona 08028 Spain. Tel.: +34-93-402-0951, E-mail address: [svives@ub.edu](mailto:svives@ub.edu)

---

## **Determinants of attitude towards entrepreneurship among university educators**

**Marti Guasch \***, Universitat de Barcelona, Economics and Business Department, Spain.  
**Esther Hormiga**, Universitat de Barcelona, Economics and Business Department, Spain.

### **Abstract**

There is a pressing need to convey to students that entrepreneurship represents a real career alternative. Teachers, as transmitters of knowledge and attitudes, can play a key role in promoting this perception among students. This study examines one of the factors that educators should show in order to effectively transfer the core competencies of entrepreneurship to students, namely a positive attitude towards entrepreneurship. The study grounds its theoretical base in the social interaction model that analyzes the process of knowledge transfer. Based upon 266 responses from teachers working in different faculties at the University of Barcelona, the study assesses the determinants that promote attitude towards entrepreneurship among university educators, identifying three main constructs: entrepreneurial experience, personal support (or socializers) and personal attributes (innovativeness, proactiveness, risk-taking and economic ambition). The results of a multivariate analysis indicate that all three determinants have a positive and significant influence on an educator's attitude towards entrepreneurship. Future research needs to examine whether such attitudes can lead to higher levels of entrepreneurial behaviour and intent among students.

*Keywords:* Attitude towards entrepreneurship, Entrepreneurial knowledge transfer, Entrepreneurial education, University educators;

ADDRESS FOR CORRESPONDENCE: **Marti Guasch**, Universitat de Barcelona, Economics and Business Department, Spain.  
E-mail address: [marti.guasch@upf.edu](mailto:marti.guasch@upf.edu)

---

## **Training problems of religious studies in Independent Kazakhstan**

**Ilyas Erpay\***, A. Yassawi Kazakh-Turkish International University Turkistan/ Kazakhstan.  
**Zikiriya Jandarbek**, A. Yassawi Kazakh-Turkish International University Turkistan/ Kazakhstan.



## Abstract

Teaching of "Religion study" as a discipline in the Republic of Kazakhstan has not been paid a proper attention yet because Kazakh people had suffered a lot in the process of gaining independence creating a new state. All these events had negatively affected consciousness of people. At the same time education in a totalitarianism society diligently abolished spiritual-cultural basis of Kazakh people which brought to a strong weakening of religious concepts and values in people's consciousness. After gaining independence in the Republic of Kazakhstan a religious teaching began to revive. However, the absence of unified religious conceptions among people had negatively affected a teaching of religion study and theology. Because of this reason the study of that problem and reasons of its appearance is found to be a matter of the present time. In this article we will analyze the reasons of that problem's appearance and regard the possible ways of solutions. At present time some centers of training specialists on the specialists "Religion study" are formerly. Unfortunately, the absence of unified standards of specialists' training in these centers are leading to serious distinctions in methods and directions of teaching, also peculiarities of the outlook formed under the influence of historical factors are also the reasons of it. These peculiarities seriously affect teaching a school discipline "Religion study" in a secondary school. The article regards the above mentioned problems, introduces concrete decisions. Key words: religion, religion study, religious study in Kazakhstan, teaching religion study.

*Keywords:* religion, religion studies, religious education in Kazakhstan, teaching religion;

ADDRESS FOR CORRESPONDENCE: **Ilyas Erpay**, A. Yassawi Kazakh-Turkish International University Turkistan/ Kazakhstan.

E-mail address: [ilyaserpay@hotmail.com](mailto:ilyaserpay@hotmail.com)

---

## Factors affecting school teachers' perceptions of the instructional benefits of digital technology

**Antoni Badia \***, Department of Psychology and Educational Sciences. Internet Interdisciplinary Institute. Open University of Catalonia. Rbla. del Poblenou, nº 156. Barcelona. 08018, Spain

**Julio Meneses**, Department of Psychology and Educational Sciences. Internet Interdisciplinary Institute. Open University of Catalonia. Rbla. del Poblenou, nº 156. Barcelona. 08018, Spain

**Carles Sigalés**, Department of Psychology and Educational Sciences. Internet Interdisciplinary Institute. Open University of Catalonia. Rbla. del Poblenou, nº 156. Barcelona. 08018, Spain

**Sergi Fàbregues**, Department of Psychology and Educational Sciences. Internet Interdisciplinary Institute. Open University of Catalonia. Rbla. del Poblenou, nº 156. Barcelona. 08018, Spain

## Abstract

The potential benefits of digital technology for teaching and learning in schools have been extensively characterized in the academic literature. However, little is known about the factors that affect teachers' perceptions of these benefits. This state of affairs is problematic since we know that teachers' perceptions have an impact on their teaching practices. The ultimate aim of this study was to develop and test a model of the factors affecting primary and secondary school teachers' perceptions about the instructional benefits of digital technology in their teaching practices. Instructional benefits are defined here as the contribution of digital technology in several aspects of curriculum development such as the formulation of learning goals, the development of curriculum content and learning activities, the allocation of educational resources, and the adoption of new methods of assessment. This study used survey data gathered from 702 teachers from a 356 primary and secondary schools in Spain. The study aimed at exploring the relationship between teachers' perceptions of the benefits of using digital technology for curriculum development and individual and school-level conditions. Correlation analyses examined the relationship between overall variables and teachers' perceptions. Several significant relations were identified. Preliminary findings suggest that factors such as teaching area, digital literacy, educational ICT training, and Internet access are important predictors of teachers' perceptions of the instructional benefits of digital technology. The outcomes of the study will help schools and teachers to enhance the use of digital technology in their teaching and learning practices.

*Keywords:* Instructional effectiveness of technology; Technology integration; Computer use in schools; Improving classroom teaching.

ADDRESS FOR CORRESPONDENCE: **Antoni Badia**, Department of Psychology and Educational Sciences. Internet Interdisciplinary Institute. Open University of Catalonia. Rbla. del Poblenou, nº 156. Barcelona. 08018, Spain Tel.: +0034-933-263-884,

E-mail address: [tbadia@uoc.edu](mailto:tbadia@uoc.edu)

---

## How can I learn more when I collaborate in a virtual group?

**Consuelo Garcia \***, eLearn Center. Open University of Catalonia. Roc Boronat, nº 117 - Planta 6, Barcelona. 08018, Spain.

**Antoni Badia**, Department of Psychology and Educational Sciences. Open University of Catalonia. Rbla. del Poblenou, nº 156. Barcelona. 08018, Spain

### Abstract

Learning in virtual groups has been a process studied and analysed long from multiple perspectives. However, the literature is scarce when we look for models to explain information problem solving skills in online collaboration. A descriptive model of cognitive skills involved in individual information problem solving while using internet information can be found in recent research. The purpose of this study was to find out what information problem solving skills (IPS) students apply when working collaboratively online, and secondly, to analyse what differentiates students who do well on their knowledge tests after collaboration, in relation to these IPS skills. We conducted a research with more than 40 students in 10 virtual groups to analyse the correlation between learning and IPS skills applied by students during an online task that lasted more than 4 weeks. Students completed a weekly self-report with actions related to IPS skills and time devoted to the collaborative task. Findings show that students applied more frequently the skill to check the communication (30%), secondly, read de information (22%), in the third place exchange information (20%), followed by write the information (15%), analyze the information (8%), and finally, search for information (5%). However, only three skills correlate with learning: information exchange, analysis of information and checking communication. Two of them (exchange and check) are collaborative skills and one of them (analysis) is an information problem-solving skill. The conclusions of this study may provide guidelines for instructors and students on ways to improve learning in online collaborative group work.

*Keywords:* information problem-solving, virtual groups, learning, higher education;

ADDRESS FOR CORRESPONDENCE: **Consuelo Garcia**, eLearn Center, Open University of Catalonia. Roc Boronat, nº 117 - Planta 6, Barcelona. 08018, Spain, Tel.: +34-666-483-807, *E-mail address:* [cgarcia@uoc.edu](mailto:cgarcia@uoc.edu)

---

## Factors influencing university teachers' conception of teaching and learning as a process of social interaction in an online campus

**Antoni Badia \***, Department of Psychology and Educational Sciences. Internet Interdisciplinary Institute. Open University of Catalonia. Rbla. del Poblenou, nº 156. Barcelona. 08018, Spain.

**Consuelo Garcia**, eLearn Center. Open University of Catalonia. Roc Boronat, nº 117 - Planta 6, Barcelona. 08018, Spain.

**Julio Meneses**, Department of Psychology and Educational Sciences. Internet Interdisciplinary Institute. Open University of Catalonia. Rbla. del Poblenou, nº 156. Barcelona. 08018, Spain.

### Abstract

The purpose of the study was to build a model of the factors that influence the university instructors' adoption of the conception of online teaching named "promoting the learners' collaboration in virtual learning environments". We conducted a survey to nine hundred sixty-five higher education online instructors belonging to the Open University of Catalonia ([www.uoc.edu](http://www.uoc.edu)). In this study we used three scales selected from a larger questionnaire that collected three types of information from the instructors: personal and professional data, online teaching roles, and online teaching conceptions. We identified several conceptions about online teaching through a factorial analysis from the third scale. In the present research we analyze the relationship between the instructors' conception about teaching as a medium to promote learners' collaboration (independent variable), and possible explanatory variables: gender, age, academic education, field of specialization, experience in online teaching, level of teaching, time devoted to online teaching, and instructors' perceived relevance of their online teaching roles. Correlations and preliminary multiple regression analyses were used to make inferential judgements and test the effects of the independent variable separately. Findings from correlation analysis suggest that gender, academic education, online teaching experience, time devoted to online teaching, and, more relevant, all five teaching roles: social interaction, instructional design, technology use, learning assessment and learning processes support, are relevant predictors of the adoption of this conception of teaching by online instructors.

*Keywords:* Online teaching conceptions; Online teaching roles; Teaching in Higher Education, Virtual universities.

ADDRESS FOR CORRESPONDENCE: **Antoni Badia**, Department of Psychology and Educational Sciences. Internet Interdisciplinary Institute. Open University of Catalonia. Rbla. del Poblenou, nº 156. Barcelona. 08018, Spain. Tel.: +0034-933-263-884, *E-mail address:* [tbadia@uoc.edu](mailto:tbadia@uoc.edu)

---

## Postpostivist concept of identity in language learning: Towards constructive power of deconstruction.

**Tatiana Galetcaia \***, University of Manitoba Faculty of Education Grad Studies English Language Centre, Canada

### Abstract

As a complex construct, identity is often used in social sciences as a misleading label affixed to the learner to more easily visualize her background (e.g Asian students). Being a frequent item of academic discourse, this term reflects more the attributed characteristics of an individual than it does the existent characteristics of the learner population (Canagarajah,

2006; Heller, 1987; Hirano, 2009; Joseph, 2004; MacPherson, 2005; Miller, 2003; Morita, 2004; Norton, 2005; Pavlenko, 2001, Ricento, 2005). What in behavioural sciences is perceived as an attributive constant, in the postpositivist applied linguistics is viewed as an everchanging and ever evolving continuum. Is it possible to define the learner's identity solely relying on her ethnic, social and linguistic background? Does identity of the learner really exist? What do the TESOL teachers mean when they label the learners in their language classroom as immigrant, women, indigenous, Asian, Saudi, etc.? To discuss these controversies, this paper integrates 1) findings from earlier research and conceptualization of identity in postpositivist theory; 2) the critical principles of Derrida's pedagogy of difference and its connection to the target terms; and 3) research implications and benefits of applying the postpositivist constructs of identity in the language classroom and other academic environment in the global context.

*Keywords:* identity, language learning, postpositivist theory, pedagogy of difference, deconstruction.

ADDRESS FOR CORRESPONDENCE: **Tatiana Galetcaia**, University of Manitoba Faculty of Education Grad Studies English Language Centre, Canada. *E-mail address:* [tatiana.galetcaia@ad.umanitoba.ca](mailto:tatiana.galetcaia@ad.umanitoba.ca)

---

## THE EFFECT OF STUDENTS' AND INSTRUCTORS' LEARNING STYLES ON ACHIEVEMENT OF FOREIGN LANGUAGE SCHOOL STUDENTS

**Dinçer Biçer**, Bulent Ecevit University, Zonguldak, Turkey.

### Abstract

This study aims to investigate the learning styles of students and instructors at foreign language school of a state university. It also aims to find out whether there is statistically significant difference between the academic achievement levels of students with different learning styles and achievement levels of students who have the same learning styles as their instructors and those who do not. In this study, quantitative data was obtained from a learning styles inventory, students' placement exam scores and average exam scores within the term. The learning styles inventory was used to determine the learning styles of 139 students and 12 instructors at Compulsory Foreign Language Preparatory School of Bulent Ecevit University in 2012-2013 Spring term. The data was analysed with Chi Square test and Analysis of Covariance (ANCOVA). It was found out that the most common learning style among the participants was diverging. The distribution of the learning styles did not differ according to students' gender and the high schools they had graduated. The students' achievement levels did not differ significantly according to their learning styles. It was also discovered that there were no statistically significant differences between the achievement levels of students who have the same learning styles as their instructors and those who do not.

*Keywords:* Learning Styles, Academic Achievement, Learning Style Profile, Foreign Language Preparatory School, Foreign Language Instructors

ADDRESS FOR CORRESPONDENCE: **Dinçer Biçer**, Bulent Ecevit University, Zonguldak, Turkey. Tel.: +90 536 228 06 05, *E-mail address:* [dincer.bicer@gmail.com](mailto:dincer.bicer@gmail.com)

---

## The development of critical thinking in primary school: the role of teachers' beliefs

**Susanna Massa**, Doctoral School Education Department, Roma Tre University, Italy.

### Abstract

This paper refers to studies and research concerning teachers' knowledge and beliefs. From the 1980s researchers have examined several aspects of teachers' thought processes (Calderhead, 1996; Pajares, 1992; Hoy, 2006). Teachers' beliefs are considered in order to understand how teachers conceptualize their work, how they make decisions and how they choose their practices. Some definitions and the nature of teachers' beliefs are about teaching, learning and intelligence. A growing body of research argues that teachers' beliefs should be examined in context, considering the influence of culture (Olson, 1988; Mansour, 2008). In spite of all the social factors which might influence teachers' beliefs, many authors ask themselves if teachers' beliefs can be changed and how. There are some models of conceptual change and alternative models of belief change (Alexander, 1998; Mason, 2003). I am currently investigating these arguments as a PhD student. I planned a research project considering the implications for teachers' education and ways to improve that.

My research questions are: What is the relationship between teachers' beliefs about intelligence and learning, and the use of critical thinking activities in the classroom? Is it a relationship influenced by the teachers' self efficacy? I prepared a questionnaire for teachers using validated instruments: the critical thinking beliefs appraisal (Torff, 2005); the teacher beliefs survey (Wolley, 2004); the learning inventory (Voaten, 2004); the teachers' sense of efficacy scale (Hoy, 2001) and

the implicit theories of intelligence scale (Dweck, 1999). I have started handing out the questionnaire and I am proceeding with data analysis.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Susanna Massa**, Doctoral School Education Department, Roma Tre University, Italy,  
*E-mail address:* [susannamassa@uniroma3.it](mailto:susannamassa@uniroma3.it)

---

## A case study of Challenges in Translating contemporary Poetry

**Ehteram Sadat Tavakoli \***, MA in Teaching Persian, Payam Nour University of Tehran, Iran.  
**Hossein Ghasempour Moghaddam**, Associate Professor, Educational Planning and research organization.

### Abstract

We are going to explain challenges in translating modern and contemporary poetry in this study and in order to present an elucidate theme, we collected point of views of expert poets from Iran through an opinion poll and here a group of poets were selected purposely and Delphi method is used as the research method. There are also some questionnaires distributed among the selected poets. The goal of this study is describing challenges in literal translation of poetry. In this research we used descriptive method and collected necessary information through native Persian poets as samples of this study. All data gathered from questionnaires' are analyzed and the results manifest point of views about challenges in translating contemporary poetry

*Keywords:* translation, literal translation, challenges, Iran Poetry.

ADDRESS FOR CORRESPONDENCE: **Ehteram Sadat Tavakoli**, MA in Teaching Persian, Payam Nour University of Tehran, Iran.  
*E-mail address:* [Sadat\\_tavakoli@yahoo.com](mailto:Sadat_tavakoli@yahoo.com)

---

## Understanding the wonders of science through creative exploration

**Othman Talib \***, Faculty of Educational Studies, University Putra Malaysia, Serdang, Selangor, 43400 Malaysia  
**Tengku Putri Norishah**, Multimedia University, Cyberjaya, Malaysia  
**Nor Alley Zulkafly**, Faculty of Educational Studies, University Putra Malaysia, Serdang, Selangor, 43400 Malaysia

### Abstract

The need to make science appealing to students is one of several challenges that surface continually for science teachers in Malaysia due to the significant decline of interest in science. An interest in the scientific world can be developed at a young age and a connection has been found between positive experiences gained through playful and creative science-based activities and the development of interest in science. This study explores the idea of nurturing interest in science through the creative integration of performance art and multimedia for Malaysian students at the primary school level. The objective of this paper is to examine how creating animations for a presentation could influence the science learning of primary students. Through a collaborative creative project, students are encouraged to create stories on their own based on their exploration and understanding of science concepts. These stories are created through an active learning process of script writing, storyboarding, creating clay models, and taking digital images to finally produce an animation, which was then used as part of a play performed in front of their peers and teachers. Findings in this study suggest that the 'ArtsMedia' science project has enabled students to explore science concepts creatively through play which actually drives and sustain their interest to understand the science concept being studied. Therefore, the integration of performing arts and multimedia as a creative way of learning science has the potential to empower students to develop their own understanding of science concepts.

*Keywords:* Claymation, ArtsMedia, multimedia, performance art, science;

ADDRESS FOR CORRESPONDENCE: **Othman Talib**, Faculty of Educational Studies, University Putra Malaysia, Serdang, Selangor, 43400 Malaysia. *E-mail address:* [otalib@upm.edu.my](mailto:otalib@upm.edu.my)

---

## Patterns of Family Functioning and Dimensions of Parenting Style

**PhD Marina Matejevic \***, Department of Pedagogy, Faculty of Philosophy, University of Nis, University Square 2, 18 000 Nis, Serbia.

**PhD Jelisaveta Todorovic**, Department of Psychology, Faculty of Philosophy, University of Nis, University Square 2, 18 000 Nis, Serbia.

**Ass Dragana Jovanovic**, Department of Pedagogy, Faculty of Philosophy, University of Nis, University Square 2, 18 000 Nis, Serbia

### Abstract

The systemic approach to family and the expectations that there is a correlation between the functionality of the family system and the parenting style are considered to be the most appropriate in examining this problem. According to the Circumplex model by Olson and his associates, balanced cohesion and flexibility are related to the democratic/authoritative parental style, which is the most desirable from the standpoint of the developmental needs of the child. The aim of our study was to verify this conception on a sample of students of the University of Nis (316 male and 268 female students). For testing parental styles PSDQ questionnaire was used (Robinson, et al, 2001), and for testing the family relationships the scale was applied FACES IV (Olson, et al, 2006). According to the results, the balanced cohesion and flexibility correlates with all three sub dimensions of the democratic/authoritative style: connection, regulation, and autonomy. The factor of the authoritarian educational style correlates negatively with all functional family patterns and positively with all dysfunctional family patterns. The permissiveness of the mother correlates positively only with dysfunctional patterns of family functioning, enmeshed and chaotic. These findings support the hypothesis that patterns of family functioning are reflected in parental style which implying that interventions targeting the parenting model cannot significantly affect the principal model for family functioning. Focusing on the strengthening of the parenting skills should be replaced by influencing the patterns of family functioning, so that the effects of the intervention on the parental subsystems would be adequate.

*Keywords:* functional and dysfunctional patterns of family functioning, family cohesion, family flexibility, authoritative, authoritarian and permissive parenting style.

ADDRESS FOR CORRESPONDENCE: **PhD Marina Matejevic**, Department of Pedagogy, Faculty of Philosophy, University of Nis, University Square 2, 18 000 Nis, Serbia. E-mail address: [marina.matejevic@filfak.ni.ac.rs](mailto:marina.matejevic@filfak.ni.ac.rs)

---

## Educational Innovation Project in the Field of Industrial Informatics

**Jose Manuel Lopez-Guede**, Dept. of Systems Engineering and Automatic Control, University College of Engineering of Vitoria, Basque Country University (UPV/EHU), Vitoria, 01006, Spain.

**Manuel Graña**, Dept. of Computer Science and Artificial Intelligence, Faculty of Informatics, Basque Country University (UPV/EHU), San Sebastian, 20018, Spain.

**Jesus Maria Larrañaga**, Dept. of Business Management, University College of Engineering of Vitoria, Basque Country University (UPV/EHU), Vitoria, 01006, Spain.

**Fernando Oterino**, Dept. of Electronics, University College of Engineering of Vitoria, Basque Country University (UPV/EHU), Vitoria, 01006, Spain.

### Abstract

The objective of this paper is to describe an ongoing work that we are carrying out in the frame of an educational innovation project supported by the Education Advisory Service of the Vicerectorship for Teaching Quality and Innovation (University of the Basque Country, Spain). The project is driven by means of the subject of Industrial Informatics of the degree of Industrial Electronic Engineering and Automatics (University College of Engineering of Vitoria, Basque Country University, Spain). The design of the project is based on the development of a collaborative work distributed among all the students of the subject, grouped in several teams or working groups. The work developed by each of those groups is complementary, and when all these parts of work are finished, all of them will fit together. The conclusion reached until this moment through the continuous tracking of the students is that there is an increased and more active attendance. Besides, the results reached by the students in different evaluations have improved those reached by means of the traditional paradigm of learning.

*Keywords:* Industrial Informatics, Active Learning, Educational Innovation Project, Cooperative Learning.

ADDRESS FOR CORRESPONDENCE: **Jose Manuel Lopez-Guede**, Dept. of Systems Engineering and Automatic Control, University College of Engineering of Vitoria, Basque Country University (UPV/EHU), Vitoria, 01006, Spain. Tel.: +0034-945-014084, E-mail address: [jm.lopez@ehu.es](mailto:jm.lopez@ehu.es)

---

## ADJUSTING COLLEGE STUDENTS' SUPPORT SERVICES TO STUDENTS' TYPE: LITHUANIA'S CASE

Rasa Tamulienė\*, Vytautas Magnus University, Lithuania.

### Abstract

The article presents research that was conducted in order to identify the relationship between the demand of student support services and the types of students in Lithuanian colleges. The research was carried out by using a web-based survey. Students from all state colleges in Lithuania (N = 487) took part in the research. The results revealed that first year students' orientation courses, language training and community feeling development activities are the most important support services for collegiate and non-conformist students. It was also noted that collegiate students need psychological counselling and accommodation services. Meanwhile students belonging to the non-conformist type also require career counselling services. The results did not show any relationship between the demand of student support services among academic and vocational types of students.

*Keywords:* student support services, students' typologies.

ADDRESS FOR CORRESPONDENCE: **Rasa Tamulienė**, Vytautas Magnus University, Lithuania.

*E-mail address:* [rasa.tamuliene@go.kauko.lt](mailto:rasa.tamuliene@go.kauko.lt)

---

## Psycho-pedagogical training needs of university teaching staff - a comparative study

**Nicoleta Verginica DUTA\***, University of Bucharest, 90 Panduri Rd., Bucharest 050663, Bucharest, Romania.

**Ruxandra FOLOȘȚINĂ PhD**, University of Bucharest, 90 Panduri Rd., Bucharest 050663, Bucharest, Romania.

### Abstract

We have proposed to present a practical approach on the psycho-pedagogical training needs of university teaching, starting from analyzing the training needs of the academic staff who works now in a globalized and competitive world. The results of the study were obtained by applying a written questionnaire to subjects who work in different universities from Romania and Spain. The study included a total of 485 people from four universities in Spain and Romania. The results obtained by analyzing the responses of the subjects included in our sample have showed that both groups of teachers – from Romania an Spain – have the same opinions regarding the psycho-pedagogical training needs. The teachers training need in order to properly manage their tasks in schools is acknowledged by the education practitioners as well as the decision makers and key policy makers.

*Keywords:* continuous training, professional development, teachers, training needs

ADDRESS FOR CORRESPONDENCE: **Nicoleta Verginica DUTA**, University of Bucharest, 90 Panduri Rd., Bucharest 050663,

Bucharest, Romania. Tel.: +040724961682, *E-mail address:* [nicoleta.duta@g.unibuc.ro](mailto:nicoleta.duta@g.unibuc.ro)

---

## Utilizing a Systems Management Model to Explore the Future of Leadership in Early Childhood Education

**Patrice E Farquharson \***, West Haven Child Development Center, West Haven, CT USA a,b , Post University, Waterbury CT, United States.

**Michelle A Beauchesne**, West Haven Child Development Center, West Haven, CT USA a,b , Post University, Waterbury CT, United States.

### Abstract

Currently all children in the United States (U.S.) have access to free public education beginning in kindergarten or at the age of five years. However, research has shown that children who are afforded earlier formal preschool education experience multiple long-term benefits. [1] Although many children attend preschool in the U.S., it is most often privately funded with limited publicly funded access. President Obama has proposed that all children have universal access to preschool, which is a significant change to early childhood education (ECE). The purpose of this study was to identify existing facilitators and barriers to implementing a systems wide change in the education of young children through conducting a comprehensive needs assessment in the State of Connecticut (CT). Specific focus was on identification of resources, teacher qualifications, financial implications, administrator training, coordination of systems and the design of



common core standards. Both teacher and administrator groups were surveyed to identify strengths, weaknesses, and areas of concern. Two focus groups were held with representative members of each group to further examine key considerations for readiness to change. A systems approach was utilized to identify programmatic needs to meet combined new requirements with a basis in the integration of research and practice. Innovative strategies and alternative methodologies to meet proposed future changes in the educational system are explored. The goal is to create a systems thinking model that demonstrates the impact on current ECE programs with improved outcomes for all preschool children.

*Keywords:* early childhood education, leadership, generational differences, systems model, and organizational leadership.

ADDRESS FOR CORRESPONDENCE: **Patrice E Farquharson**, West Haven Child Development Center, West Haven, CT USA a,b , Post University, Waterbury CT, *E-mail address:* [drpatrice@aol.com](mailto:drpatrice@aol.com)

---

## The attitudes of teachers towards integrating students with intellectual disability in regular schools in Romania

**Ruxandra Foloștină \***, University of Bucharest, 90 Panduri Rd., Bucharest 050663, Romania.

**Nicoleta Duță**, University of Bucharest, 90 Panduri Rd., Bucharest 050663, Romania

**Anca Prvălici**, University of Bucharest, 90 Panduri Rd., Bucharest 050663, Romania

### Abstract

The study investigates the structural differences, under quantitative and qualitative aspect, between the attitudes toward children with intellectual disability and the teachers in the normal school and special school.

The method used is the Attitude Inventory towards the intellectual disability (Mental Retardation Attitude Inventory - MRAI-R, revised, Antonak and Harth, 1994). This tool allows defining the attitudes of the subjects regarding the integration of persons / pupils with intellectual disability into the school and social environment. The importance of the research lies in the fact that, by knowing the attitudes of the teachers, it might, subsequently, contribute effectively to change them, so as to optimize the therapeutic intervention to students with intellectual disability.

*Keywords:* social representation and attitudes, children with intellectual disability, teachers in regular schools, special education.

ADDRESS FOR CORRESPONDENCE: **Ruxandra Foloștină**, University of Bucharest, 90 Panduri Rd., Bucharest 050663, Romania. Tel.: +0-040724946969, *E-mail address:* [ruxandrafolostina@gmail.com](mailto:ruxandrafolostina@gmail.com)

---

## A Methodology For The Development Of Distance Learning Tasks Adaptable To The Student's Learning Style.

**Eduardo Ferrer**, Universidad de las Américas Puebla, Cholula, Puebla, 72810, Mexico.

**Ingrid Kirschning**, Universidad de las Américas Puebla, Cholula, Puebla, 72810, Mexico.

### Abstract

Today, we are currently experiencing a time of constant evolution in the field of education in which students require more resources and tools to obtain the information and construction of knowledge. One such resource is the use of distance learning environments, where the teacher assigns additional activities for the understanding of the concepts seen before. But there are times when the student does not understand the material because of the form it is represented, making it necessary to have more options to facilitate the understanding of content through different ways that may be more attractive to the student, achieving more active participation in the subject and an affinity that leads to a better learning experience. This is the goal of the present research, which proposes a methodology for designing distance learning tasks adaptable to the student's learning style

*Keywords:* distance learning, learning styles, design methodology, online analyzer;

ADDRESS FOR CORRESPONDENCE: **Eduardo Ferrer**, Universidad de las Américas Puebla, Cholula, Puebla, 72810, Mexico. *E-mail address:* [jose.ferrercz@udlap.mx](mailto:jose.ferrercz@udlap.mx)

---

## Analysis of the European language Label awards to advance in the teaching/learning of languages

**Gemma Delicado \***, Universidad de Extremadura, Cáceres, 10003, Spain.

**Mercedes Rico García**, Universidad de Extremadura, Cáceres, 10003, Spain.

**Noelia Plaza Fernández**, Universidad de Extremadura, Cáceres, 10003, Spain.  
**Paula Ferreira da Silva**, Escuela Oficial de Idiomas, Almendralejo, 06200, Spain.

#### **Abstract**

In the year 2000, a European Council was held in Lisbon with the purpose of becoming the main competitive and active knowledge-based financial system in the world, competent of sustainable economic growth with better jobs and greater social organization. To accomplish this aspiration, the European government sponsored European programs to support studying and professional training, mainly in the field of multilingualism and language competence. In this frame, the European Language Label (ELL), an award which encourages local, regional, and national initiatives in the field of teaching and learning languages, projected as an instrument to aid teachers and learners become aware of innovative and effective initiatives in the field, emerged. Funded by the European Commission in the framework of the Lifelong Learning Programme -Key Activity 2 Languages-, GEXCALL a research group from the University of Extremadura has tracked, identified, analyzed and evaluated the best language labels in Spain and Portugal along the last decade in order to establish reliable and previously successful data related to outstanding practices that have found creative ways to improve the quality of language teaching. After examining award winning stories and methods and their impact, transferability potential and sustainability, in conjunction with the Spanish Board of education, GEXCALL presents some recommendation in the form of a brief methodological guide to the European teaching community in order to echo factors to be taken into account when designing proposals that may apply for the label with the purpose of disseminating best practices, develop innovative methods and to enhance motivation to inspire practitioners, stakeholders and policymakers along the European educational systems and in a more resourceful way.

*Keywords:* European Language Label, Language Teaching / Learning, best practices, motivation;

ADDRESS FOR CORRESPONDENCE: **Gemma Delicado**, Universidad de Extremadura, Cáceres, 10003, Spain.

*E-mail address:* [gdelpue@unex.es](mailto:gdelpue@unex.es)

---

## **Study of the Piano Practice Strategy for the Music Gifted Education of Junior High School in Taiwan**

**FungYin Huang \***, Department of Music, National Kaohsiung Normal University, Kaohsiung 802, Taiwan, R.O.C.  
**Su-Jan Lin**, Department of Special Education, National Kaohsiung Normal University, Kaohsiung 802, Taiwan, R.O.C.

#### **Abstract**

The piano is a compulsory instrument for all students of professional musical talent education programs in Taiwan. Effective practice strategies and time management are essential for successful practice. This study examines the piano practice strategies of musically gifted junior high school students in Taiwan. The results of questionnaires completed by students and interviews conducted with instructors were cross-analyzed to provide more effective learning strategies. A self-regulation model was used to analyze the students' practice strategies. Correlations and differences in student forethought, student selfpractice strategies, and student self-reflection among students of 3 educational grades were also investigated using descriptive analytics, Pearson's product-moment correlation, and one-way analysis of variance (ANOVA). Students relied considerably on the lectures and exercise instructions provided by teachers. The students were also likely to conduct self-reflections after practice. However, they were lack of motivation in critical thinking and score reading, which indicates that teachers should encourage students' independent judgment and cognitive development. Additionally, the seventh grade students showed superior comprehension of teacher instructions and self-evaluation performance compared with the ninth grade students. The ninth grade students' preference for more intuitive practice strategies exceeded that of the learners in lower grades. Considering the time constraint of the ninth grade students due to the preparation for entrance examinations, teachers should reassess the difficulty of the repertoire assigned to them to balance the level of challenge and risk of overload, and encourage students to establish achievement goals accompanied with substantial evaluation criteria for daily practice.

*Keywords:* Practice strategies, piano learning, musically gifted student, musical talent education program;

ADDRESS FOR CORRESPONDENCE: **FungYin Huang**, Department of Music, National Kaohsiung Normal University, Kaohsiung 802, Taiwan, R.O.C., Tel.: +886-922255677, *E-mail address:* [musichfy@gmail.com](mailto:musichfy@gmail.com)

---

## **A comparison of the first three flute lessons with beginner and advanced level flute students".**

**Seyhan BULUT \***, Turkey.

### **Abstract**

In flute education there is a wide compass of learning goals. A variety of methods are used to achieve these goals. The consistency of these methods with the learner's age, level, character and cultural background qualities is of utmost importance. Therefore, the flute teacher needs to be qualified in guiding the learners of different qualities through the methods. As an example, a flute teacher is the music notation instructor of a kid-learner however; for a learner of higher level and age, he/she has the conductor role with a great command of music styles. The aim of this paper is to make suggestions of some consistent methods to achieve learning goals of different levels in flute education and spotlight some significant qualities that a flute teacher must work on. The paper is based upon a recorded past experience with two diverse cases: first three flute lessons with a kid-beginner and an adult intermediate-advanced. A matrix of learning goals including both cases is given in the paper. The successful methods applied for achieving the learning goals in the two cases are explained, matched and compared in order to highlight a conclusive overview to the qualities of the flute teacher.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Seyhan BULUT**, Turkey. *E-mail address:* [seyhanbulut@hotmail.com](mailto:seyhanbulut@hotmail.com)

---

## **Developing an assessment and certification system for Malaysian traditional music based on the international graded music examinations model: Challenges & Concerns**

**Zaharul Lailiddin Saidon** \*, Associate Professor, Sultan Idris Education University, Tanjong Malim, 35900, Malaysia  
**Shahanum Mohd Shah**, Associate Professor, Universiti Teknologi MARA, Shah Alam, 40000, Malaysia

### **Abstract**

The lengthy British rule has left an indelible effect on the musical heritage of Malaysia in which many current practices in music still hold on to British systems. Among others is the dependency on predominantly British music examination boards. The appeal in these foreign music examination boards is the structured system and the awarding of certificates based on levels of achievement which are recognized as international benchmarks. A number of problems are associated with the unavailability of a structured music examination system for Malaysian traditional music. Among others, there is an overemphasis on western music at the expense of promoting local music. In addition, there is no standard system for assessing the musical attainments and certification of those who practice Malaysian traditional music as compared to the mechanisms available for western arts music. This paper discusses these issues based on an ongoing research project aimed to examine approaches and to formulate a mechanism best suited to assess musical attainment of musicians involved in traditional music. The focus of discussion is on challenges and concerns in establishing a structured assessment system and certification standards based on the international music graded examinations model.

*Keywords:* Malaysian Traditional Music, Non-Western Music, Graded Music Examination System, Music Assessment.

ADDRESS FOR CORRESPONDENCE: **Zaharul Lailiddin Saidon**, Associate Professor, Sultan Idris Education University, Tanjong Malim, 35900, Malaysia Tel.: +6-0127709757, *E-mail address:* [zaharul@upsi.edu.my](mailto:zaharul@upsi.edu.my)

---

## **USING DRAMA IN SCHOOL DEVELOPMENT**

**Elçin Nuri\***, School Headmaster Şht.Salih Terzi Primary School. Famagusta-TRNC.  
**Emine Bayram Topdal**, Lecturer. Ataturk Teacher Training Academy. Nicosia-TRNC.

### **Abstract**

The aim of this project is; by supporting the drama knowledge of preschool and primary school administrators, to widen the field of application in schools based on administrator opinions. Also, as a result of the findings derived from the project, with the drama education carried out with administrators, suggestions were made so that contributions could be made towards the development and the betterment of the quality of schools. In line with this aim, a drama activity was carried out with 9 volunteer administrators from different districts in historically important places; the Yigitler Bastion Park, the Arabahmet neighbourhood which hosts the old Cypriot houses and the Dervish Pasha Residence which elaborates on the country's values. During the activity process, symbols, doors, a developed school design, objects associated with administration, a lute and materials from nature were utilised, and together with role-play, still image, game, improvisation, excursion-observation and group work various drama methods were used in enriched life experience processes within the scope of the theme. A pre-testing was conducted prior to the study, and a post-testing was conducted afterwards. Letter writing in role, writing positive messages to the World and the students; as well as sharing, revising and assessment studies with the target group were carried out. Participants emphasised, the importance of focusing on problems and their solutions together with administrators; the amazing effects drama and its application could have on themselves, the school, its teachers and the students; the effectiveness of applying different methods; the applicability of

drama in school development; the importance of creativity development; the possible positive messages which could be given to the World; the importance such activities added to our lives and its effectiveness in creating an awareness of differences. It is believed that, with the activities of the study which would be applied using the drama method; contribution would be made to the education process, not only to the education administrators, but through them, to teachers, to students, parents and others would also be reached, in this way contribution would be made not only to the Turkish Republic of Northern Cyprus (TRNC) education system, but field of education administration also.

*Keywords:* Drama, School Administrator, School Development, Creativity

ADDRESS FOR CORRESPONDENCE: **Elçin Nuri**, School Headmaster Şht.Salih Terzi Primary School. Famagusta-TRNC, Turkey. Tel. 0533 863 85 85, E-mail address: [elcinnuri@yahoo.com.tr](mailto:elcinnuri@yahoo.com.tr)

---

## **The Effect of Instructor Feedback on Technique of Undergraduates Studying Instrumental Conducting**

**Mohd. Nizam Nasrifan \***, Senior Lecturer, Sultan Idris Education University, Tanjong Malim, 35900, Malaysia

### **Abstract**

The goals and the instructor feedback approach are as possible to comprise clear information in attaining the success criterion of a task or a performance. A group of student teachers in Basic Conducting Technique class participated in the implementation of the instructor feedback program. Overall, the whole program took four sessions over a 4-week period. The first week was a pretest session, followed by 8 hours of instructor feedback sessions in the second and third weeks. The posttest was conducted in Week 4. The data for this study were gathered by using two sets of standardized assessment instruments (Standard Assessment Format for Basic Conducting Technique) which includes a set of questionnaires and the instrumental music pieces. The instrument is structured in a form of 5-point Likert-type scale to rate the conductor behaviors to communicate with the ensemble. The researcher analyzed the quantitative data to compare pretest and posttest scores to determine student progress. The data analysis revealed findings that point to the efficiency of the instructor feedback strategy in enhancing students' conducting effectiveness. The findings pointed out that the instructor feedback program has positive effects on students' conducting efficacy. As indicated from literatures and the findings in this study, this program is beneficial to those who participate.

*Keywords:* Feedback, Techniques, Music Education, Effectiveness, Conducting.

ADDRESS FOR CORRESPONDENCE: **Mohd. Nizam Nasrifan**, Senior Lecturer, Sultan Idris Education University, Tanjong Malim, 35900, Malaysia, E-mail address: [mnizam@upsi.edu.my](mailto:mnizam@upsi.edu.my)

---

## **Improving a student teacher expressiveness of non-verbal and verbal instructions through mentoring**

**Mahayuddin Abdul Rahim \***, Senior Lecturer, Sultan Idris Education University, Tanjong Malim, 35900, Malaysia

### **Abstract**

Teaching instrumental music ensembles with credible music expression has been a challenging task for music educators. The non verbal and verbal instructions was proposed and highlighted by previous researchers, and music educators in solving the problems. It was mentioned that the combination of expressive voice, movements and metaphorical languages, are tools to inspired musicians music interpretation and expression. This research employed a purposeful sampling where a final year music student teacher who is actively involved with instrumental music activities was selected to be the protégé. The mentor provides articles and demonstrated the non verbal and verbal instructions in ensuring the protégé's understanding and practices of the required skills. In addition, teaching observations, feedback and discussions in the manner of instruction was carried out by the mentor. The qualitative methodologies engaged for data collections were field notes, observation, and semi-structured interviews. The protégé's teaching was observed by his mentor and the instrumental music professor from the university on site. Following the mentoring, interviews were conducted with mentee (protégé), three members of the wind orchestra, as well as the observer (instrumental music professor). Result of this case study justified that mentoring is able to increase the protégé's to convincingly apply non verbal and verbal instructions in his teaching.

*Keywords:* Mentoring, Teaching Instrumental Music, Non-Verbal and Verbal Instructions, Expressive Instructions, Music Interpretation and Expression.

## Amusing Lego choreographies for learning case-based reasoning

**Beatriz López**, Department of Elctrical, Electronics and Automation Engineerin, University of Girona, Campus Montilivi, 1071, Spain.

**Miquel Rustullet**, Department of Elctrical, Electronics and Automation Engineerin, University of Girona, Campus Montilivi, 1071, Spain.

**Bianca Innocenti**, Department of Elctrical, Electronics and Automation Engineerin, University of Girona, Campus Montilivi, 1071, Spain.

### Abstract

Case-based reasoning is a methodology to develop knowledge-based systems, a key concept in artificial intelligence courses that are being included in most of the engineering degrees (electric, electronic, systems and computer science). In this paper we propose the use of Lego robots in labs for case-based reasoning learning. On the one hand, the combination of robotics and artificial intelligence provides different approaches to our learning goal, case-based reasoning, depending on the engineers' background. Through amusement, students learn the target concept, in an application domain that poses several challenges to case-based reasoning itself.

*Keywords:* Artificial Intelligence, Engineering, Lego, problem solving;

ADDRESS FOR CORRESPONDENCE: **Beatriz López**, Department of Elctrical, Electronics and Automation Engineerin, University of Girona, Campus Montilivi, 1071, Spain., Tel.: +34-972-418-880, E-mail address: [beatriz.lopez@udg.edu](mailto:beatriz.lopez@udg.edu)

---

## Victims or bullies- students or teachers?

**Bisera Jevtic\***, Serbian, Serbia and Montenegro.

**Zorica Stanisavljevic-Petrovic**, Serbian, Serbia and Montenegro

**Zoran Stankovic**, Serbian, Serbia and Montenegro

### Abstract

The problem of violence in schools has been considered globally through teachers' assessments of violence in schools-sometimes of the actual state of violence in the schools where they work; of the representation of the form of violent behavior and the reactions of students in the situations where they find themselves in the spectator role of a violent scene. This work is the result of research which serves to empirically confirm the representation of violent behavior of both students and teachers in verified, controlled (part of the School without violence network) and unverified elementary schools of the Rasina District in Serbia, as well as the attitudes of teachers on violence and on personal competence to suppress the aforementioned phenomenon. The beginning results of the research on the problem of violence- in the past and at present, have shown a tendency for the increase in violence in educational institutions. Through a longitudinal consideration of subjective assessments of teachers on violence in the previous and current period, we come to a conclusion that the greatest percentage of teachers points out that the problem of violence today is the same or greater in relation to earlier periods. Further analysis of the results has contributed to the conclusion that the teachers' awareness of the presence of violence is greater in schools which are a part of the School without violence network, which caused the display of a greater degree of violence in these schools.

*Keywords:* violence, victim, bully, aggression, prevention.

ADDRESS FOR CORRESPONDENCE: **Bisera Jevtic**, Serbian, Serbia and Montenegro. E-mail address: [bisera.jevtic@filfak.ni.ac.rs](mailto:bisera.jevtic@filfak.ni.ac.rs)

---

## Evaluate nurses' self assessment and educational needs in term of physical examination of patients in hospitals of Birjand University of Medical Sciences

**Shiva Pejmankhah**, Faculty Member, School of Nursing and Midwifery Zahedan University of Medical Sciences, Iran

### Abstract

Introduction and Objectives : Evaluation is the first phase of the nursing process which can be obtained information from the patient and enables nurses to identify the nursing diagnoses , determine intervention for implementing and also it would be able to measure interventions as being efficient results. In consequence , clearly the nurses require to these skills

and techniques which relate to physical examination and these should be included in their training programs as well as should be retrained them during their period of employment. The purpose of this study was conducted to evaluate and determine the self assessment and the level of training needs of nurses in term of the health assessment of patients in hospitals of Birjand universities of medical science.

**Materials and Methods :** In this descriptive analytical study, the graduated working nurses were selected in hospitals of Birjand universities of medical science by simple random sampling. Tools of data collection were, the questionnaire was consisted of two parts: firstly, demographic characteristics (nine questions) and secondly the questions related to the main objectives of the study (38 items). The responses were arranged in two sections. First part of assessment was related to self assessment into five categories (very good, good, average, bad, very bad) and the second part of that was the educational needs as three categories (advanced, middle and basal). The data were analyzed by using of software SPSS And statistical tests t Pearson correlation coefficient.

**Results :** There were 104 nurses were included (88/5%) females with a mean age  $2/6 \pm 44/30$  and work experience  $35/6 \pm 27/7$ . The most samples were included ICU (15/4%), Internal ward (13/5%), CCU and Emergency (6/10%) respectively . On average, the highest scores of self-assessment was linked to prepare approaches the blood and urine tests, electrocardiogram (ECG) and the lowest score was determined with how use and apply a trans Aylvm Ynatvr. Also the highest level of training needs(8/55% of nurses in the advance level was related to blood , urine - Stools tests and for intermediate level was linked to (51/9%) how to prepare ultrasound of the abdomen and pelvis as well as chest radiography and for the basic level was (30/8%) how use and apply ( MRI ). On average the females had better self-assessment than meals but there was no significant statistic relationship for that. Also there was no relationship between age, work experience with self-assessment.

**Conclusions :** According to one of the main factor for efficient implementation of care is a systematic approach, but the results of this study revealed that the nurses' knowledge to meet these needs was insufficient and the promotion of them seems to be essential by retraining during work.

**Keywords:** Nurse, health status, self-assessment, learning needs

ADDRESS FOR CORRESPONDENCE: **Shiva Pejmankhah**, Faculty Member, School of Nursing and Midwifery Zahedan University of Medical Sciences, Iran, *E-mail address:* [shivapejmankhah@yahoo.com](mailto:shivapejmankhah@yahoo.com)

---

## The Effects of Tutoring an Adult with Child-Incurred Brain Injuries in order to Develop Reading Skills

**Pamela M Owen**, Department of Education, Mount Vernon Nazarene University, 800 Martinsburg Road, Mount Vernon, Ohio, 43050

### Abstract

It is problematic that adults, who did not learn to read as children, suffer illiteracy. Teaching adults experiencing illiteracy is difficult. Adult learners, especially those with special needs, often pose educational challenges to educators. The purpose of this study was to investigate the effects of one-on-one reading tutoring with an adult experiencing illiteracy because of brain injuries received as a child. This is a qualitative purposive case study using phonetic instruction as the intervention to answer the question: Can tutoring increase the reading skills of an adult with a lifelong brain injury? The naturalistic setting gave holistic results revealing the factors that enabled the participant to increase personal reading skills. Themes were identified: success was experienced because the tutor was willing to spend half the tutoring session building a relationship with her, the tutor searched for materials that were both meaningful and consistent with phonetic instruction, and the tutor used was flexible teaching methods. Pre and post-tests were used to quantify reading gains. It has been concluded that adults can learn to read. The recommendation is to democratically work with adults; give them power and control.

**Keywords:** tutoring, brain injury, reading, adult education;

ADDRESS FOR CORRESPONDENCE: **Pamela M Owen**, Department of Education, Mount Vernon Nazarene University, 800 Martinsburg Road, Mount Vernon, Ohio, 43050, *E-mail address:* [powen@mvnu.edu](mailto:powen@mvnu.edu)

---

## A Journey To Tales Land By Drama

**Esin Pekin**, Teacher. Gazi Mağusa Meslek Lisesi. Famagusta –TRNC.

**Emine Bayram TOPDAL**, Lecturer. Atatürk Teachers Academy. Nicosia –TRNC.

### Abstract

Various definitions of tales compromise on some points that they are created by the folk, they are usually told to kids and they are supernatural. They are the best narrators of the language and culture of their times. However, the tales narrated



by grandparents have been replaced by cartoons and technology. This study focuses on protection and survival of Cyprus culture by adapting tales to current circumstances. Besides, the study aims to introduce the adapted Cyprus tales to pre-school kids and to use tales in different ways in instruction process. For this reason, Cyprus tales have been examined and seen that many tales exist in the TRNC but they haven't been integrated into instruction. The working team comprises 20 volunteer parents, 16 high school students, 44 pre-school students, 20 kindergarten teachers and 1 nurse. During the project, a face to face interview was conducted with 8 kindergarten teachers, 427 people filled in a survey and the participants' verbal and written perceptions were collected about the activities in the project. In accordance with the collected data, many tales were compiled with the participation of the grandparents, families and volunteer nurse and narration studies were conducted by creative drama methods. Besides, with the participation of high school students, puppet stage and puppets were developed in harmony with tale narration techniques. "A journey to tales land", a history of tales themed activity, was performed. Participation of 360 people to this activity was found significant. Cyprus tales should be adapted in accordance with current circumstances and they should be introduced in terms of the needs of kids by using technology.

*Keywords:* Drama, Cyprus Culture, Tales Land, Creativity

ADDRESS FOR CORRESPONDENCE: **Esin Pekin**, Teacher. Gazi Mağusa Meslek Lisesi. Famagusta –TRNC.  
Tel.: +0542-853 57 73, E-mail address: [esin.pekin@hotmail.com](mailto:esin.pekin@hotmail.com)

---

## STUDENT-CENTERED TEACHING: AN EXPERIENCE AT THE BUILDING ENGINEERING SCHOOL IN VALENCIA, SPAIN

**Andrea Salandin**, Universitat Politècnica de Valencia, c/Vera s/n, 46022 Valencia, Spain.

### Abstract

During the 2nd semester of the academic year 2012-13, with the aim to improve the learning process, to develop competences and skills and to maximise the opportunities for interaction between students and lecturers, and among students themselves too, several active learning strategies have been set up in the course of "Energy efficiency in building", a specialisation course of 12 ECTS points with a interdisciplinary teaching staff.

The pedagogical and didactical approach must face different external conditions such as the duration of each lecture, the predictable drop of paying attention and the resulting necessity of different kinds of activities. Several actions have been introduced in our lectures, as oral presentation of a self-chosen topic, intensive use of TICs, case studies, production of a poster, specific seminars on IR thermography, conference about energy classification, field trips, one minute papers. All these activities not only focus program-specific and professional competences, related to the academic discipline and a better knowledge and understanding of physical, thermodynamic laws or construction elements, but also want to train core and cross-cultural competences such as communication, management of information, teamwork, continuous learning, strategic thinking, cross-cultural behaviour, with a view to the final project presentation.

The final results of the course showed the importance of the active learning actions in order to create a better learning and teaching environment and enhance the engagement of the students with the course. Despite the fixed seating and class size we could introduce many active learning activities in order to foster core competencies, learning and discussion.

*Keywords:* student-centered teaching, competences, strategic thinking;

ADDRESS FOR CORRESPONDENCE: **Andrea Salandin**, Universitat Politècnica de Valencia, c/Vera s/n, 46022 Valencia, Spain.  
Tel.: +34-963877526, E-mail address: [ansa@upv.es](mailto:ansa@upv.es)

---

## Global Awareness and Perspectives in Jordanian History Textbooks

**Fakhri Rasheed Khader**, Dept. of Educational Sciences University of Petra Amman, Jordan.

### Abstract

The paper examined the global awareness and perspectives in the Jordanian history textbooks for grades 5-10 of the basic cycle. The purpose of this paper is threefold: (1) to determine the degree by which the content of history textbooks in the basic cycle maintain the concepts of global awareness and perspectives, (2) to identify a range of methods which will be used to implement the global dimensions, and (3) to discuss how history textbooks can help students critically consider their own perspectives and connections at the local, national and global levels.

The paper explored the grade level the global concepts are introduced, the percentage of these concepts at each grade level, and at which level the global concepts are introduced.

To achieve the purpose of this study 20 concepts related to global awareness distributed in four main global dimensions were developed. The main four global dimensions were: global systems, global issues, global values, and global history.

This study has adopted a typology that may prove useful to teachers who confront provision of instructions about global concepts. A tool for analyzing the textbooks was prepared. The content was analyzed to examine the repetition of the global dimensions. The validity and reliability of the tool were verified.

It was concluded that the Jordanian history textbooks are biased and the global dimensions are almost ignored for grades 5-10 of the basic cycle. The study recommended that Jordanian history textbooks be studied, reviewed and restructured in order to inculcate global dimensions.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Fakhri Rasheed Khader**, Dept. of Educational Sciences University of Petra Amman, Jordan.  
E-mail address: [fakhrik@hotmail.com](mailto:fakhrik@hotmail.com)

---

## Lifelong learning as a part of training in the field of civil engineering

**Darja Kubečková \***, VŠB-Technical University Ostrava, Faculty of Civil Engineering, L. Poděšť 1875, Ostrava 708 00, Czech Republic

### Abstract

The contribution focuses on the issue of lifelong learning in the field of civil engineering. Current trends in architecture show that another systemic training of civil engineers is essential and necessary. Lifelong learning is currently focused on the area of sustainable development, which includes a number of aspects such as cultural and socio-economic aspects, structural design of buildings and the life cycle of buildings. Technical universities and professional chambers have their role in the process of lifelong learning. In connection with these two entities, special courses can be focused on lifelong learning that contribute to the extension of the knowledge of a civil engineer, on the one hand, and to increasing the supply of professional specialization in the labour market on the other hand

*Keywords:* university, civil engineering, lifelong learning, knowledge;

ADDRESS FOR CORRESPONDENCE: **Darja Kubečková**, VŠB-Technical University Ostrava, Faculty of Civil Engineering, L. Poděšť 1875, Ostrava 708 00, Czech Republic Tel.: +420-059-699-1306, E-mail address: [darja.kubeckova@vsb.cz](mailto:darja.kubeckova@vsb.cz)

---

## The Use Of Museums For Educational Purposes Using Drama Method

**Latife Ruso**, Student. Ataürk, Teachers Academy. Nicosia-TRNC

**Emine Bayram Topdal**, Lecturer. Atatürk Teachers Academy. Nicosia-TRNC

### Abstract

Museums with rich artefacts inside them set the stage for understanding culture, art and history, therefore contribute for education. Instead of visiting like a spectator only, museums should be reviewed as locations to interact with items in display. Museums as being buildings rich in historical and cultural items where a community can display its past, culture and way of life, are new places that can be used for educational purposes in Turkish Republic of Northern Cyprus (TRNC). The goal of our research project is to draw attention to the importance of teaching by using drama-methods in museums, to emphasize the effective and diverse use of museums for education. In our applied activities, we followed a methodology where personal observations, interviewing individuals and the review of documents were used. For this reason our study can be categorized as a factual study rather than a conceptual one. Within the framework of our study, in order to gather our data we used review- of- literature. In addition to this, our study was also based on the interviews made with people in activities. We also followed a keen observation of the performed activities and tried to make an accurate evaluation of them. We believe, the information gathered in our study and in our sample activities would especially be useful for the teachers. Greater importance should be attached to school-museum relationship. Greater education should be provided to the teachers about importance of the museums. We should make better use of our museums for educational purposes with more sample activities about their importance and there should be a greater support for museum-education. The teachers should go through an applied-education to learn and to understand the use of museums in education.

*Keywords:* Creative drama, culture, methodology, museum, museum education.

ADDRESS FOR CORRESPONDENCE: **Latife Ruso**, Student. Ataürk, Teachers Academy. Nicosia-TRNC, Tel.: +0 533 8690191,  
E-mail address: [latife\\_ruso@hotmail.com](mailto:latife_ruso@hotmail.com)

---

## Studying motivation of students of international university of Ghazvin in learning Persian language

**Azam Azhand**, M.A.,teaching persian language,Payamnur university of Tehran, Tehran, Iran  
**Dr Hossein Ghasempour Moghaddam**, Assistant Professor of educational planning and research organization, Iran.  
**Ehteram sadat Tavakoli**, M.A.,teaching persian language,Payamnur university of Tehran, Tehran, Iran

#### **Abstract**

Motivation is supposed to be a key factor in promoting human activities including learning in fact motivated learners are more successful in learning a second language than those who are not motivated. The goal of this study is describing and studying the motivation of students and Persian learners of international university of Ghazvin in learning Persian language. In this research we used descriptive method. 57 students in B.A, M.A and PHD level as samples of this study. According to Persian language learners' responses to motivation questions, men are more positive than women. The average of integrative motivation is 3/88, instrumental motivation is 3/77, extrinsic motivation is 3/06 and intrinsic motivation is 3/78. According to the results men are more motivated in learning Persian than women.

*Keywords:* learning, International University of Ghazvin, Motivation, Persian language

ADDRESS FOR CORRESPONDENCE: **Azam Azhand**, M.A.,teaching persian language,Payamnur university of Tehran, Tehran, Iran  
*E-mail address:* [azam\\_ajand1365@yahoo.com](mailto:azam_ajand1365@yahoo.com)

---

## **A Framework for Integrating Cooperative Learning and Creative Problem Solving in Engineering Mathematics**

**Hamidreza Kashafi**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310, Johor, Malaysia

**Fariba Mirzaei**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310, Johor, Malaysia.

**Zaleha Ismail**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310, Johor, Malaysia.

**Yudariah Mohammad Yusof**, Department of Mathematics, Faculty of Science, Universiti Teknologi Malaysia, UTM Skudai, 81310, Johor, Malaysia

**Nourooz Hashemi**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310, Johor, Malaysia

#### **Abstract**

Creative problem solving (CPS) is a multi-steps method for solving problems in various disciplines that can support students in the learning of mathematics. Although CPS is cooperative in nature and is most productive when it is done as a team still CPS cannot utilize the full potential of teamwork to connect and share ideas among groups in the process of solving problems. Cooperative learning (CL) has the added elements to develop groups into functional learning teams. Both CL and CPS results are combined in a cooperatively of creative problem solving framework to guide students through the CPS cycle according to CL principles and to develop the whole class into a learning community. The main objective of this study is to design the cooperatively creative problem solving (CCPS) framework in supporting students' problem solving in engineering mathematics. The designed framework can encourage students to learn in their teams and may support their problem solving skills.

*Keywords:* Cooperative learning, cooperatively creative problem solving, creative problem solving, engineering mathematics;

ADDRESS FOR CORRESPONDENCE: **Hamidreza Kashafi**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310, Johor, Malaysia , Tel.: +0542-853 57 73,  
*E-mail address:* [hamidreza@utm.my](mailto:hamidreza@utm.my)

---

## **The Importance of Generalization in Teachers Lesson Plan For Integral Concept**

**Mohd Salleh Abu**, Department of Science and Mathematics Education, Faculty of Education, Universiti Teknologi Malaysia, Skudai 81310 Johor, Malaysia

**Nourooz Hashemi**, Department of Science and Mathematics Education, Faculty of Education, Universiti Teknologi Malaysia, Skudai 81310 Johor, Malaysia

**Hamidreza Kashafi**, Department of Science and Mathematics Education, Faculty of Education, Universiti Teknologi Malaysia, Skudai 81310 Johor, Malaysia

**Khadijeh Rahimi**, Department of Science and Mathematics Education, Faculty of Education, Universiti Teknologi Malaysia, Skudai 81310 Johor, Malaysia

#### **Abstract**

The main goal of this study is to demonstrate the quality of using generalization techniques among undergraduate mathematics educators in teaching of integral concepts based on teachers' lesson plan which have been analyzed. Results revealed that most teachers do not pay attention to the role of generalization in their lesson plan and it is much oppressed in mathematics teaching and mathematical education processes regard to integral concept. Interviews from teachers have been highlighted that most of teachers are not informed the role of generalization in the teaching process, and for most of them the real meaning of generalization is not cleared enough.

*Keywords:* Generalization, Integral, Lesson plan, Mathematics teachers;

ADDRESS FOR CORRESPONDENCE: **Mohd Salleh Abu**, Department of Science and Mathematics Education, Faculty of Education, Universiti Teknologi Malaysia, Skudai 81310 Johor, Malaysia. Tel.: +6-019-752-3500; fax: +6-075-534-280.

*E-mail address:* [salleh@utm.my](mailto:salleh@utm.my)

---

## **Assessing and Improving Reflective Thinking of Experienced and Inexperienced Teachers**

**Fariba Mirzaei**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310 Johor, Malaysia

**Fatin Aliah Phang**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310 Johor, Malaysia

**Hamidreza Kashafi**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310 Johor, Malaysia

#### **Abstract**

Observation, communication, team working, judgment, and decision making skills are important reflective thinking skills for teachers. The main purpose of the present paper is to identify the ways of improving teachers' reflective thinking skills. To achieve this goal reflective thinking skills between experienced and inexperienced teachers are compared in different levels of reflective thinking. The Profile of Reflective Thinking Attributes (PRTA) Instrument and Reflective Thinking Attributes (RTA) Instrument are introduced to identify teachers' reflective thinking levels.

*Keywords:* Experienced and Inexperienced Teachers, Reflective Thinking Levels, Reflective Thinking Skills;

ADDRESS FOR CORRESPONDENCE: Fariba Mirzaei, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310 Johor, Malaysia

, Tel.: +6-017-747-7480, *E-mail address:* [mhfmirzaei@yahoo.com](mailto:mhfmirzaei@yahoo.com)

---

## **Measuring Teachers Reflective Thinking Skills**

**Fariba Mirzaei**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310 Johor, Malaysia

**Fatin Aliah Phang**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310 Johor, Malaysia

**Hamidreza Kashafi**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310 Johor, Malaysia

#### **Abstract**

Observation, communication, team working, judgment, and decision making are important teaches reflective thinking skills that are required for teachers if they want to be reflective thinker. This paper proposes two instruments which are Reflective Thinking Open-Ended Questionnaire and Interview Questionnaire to measure teachers' reflective thinking skills. The Reflective Thinking Open-Ended Questionnaire allows teachers to answer the questions in their own words in explaining the meaning of reflective thinking and understanding the gaps if there are between teachers' reflective thinking skills and the reflective thinking skills that they need in their teaching. The interview questions are used to support depth

understanding the skills that teachers use in their teaching. Measuring teachers' reflective thinking skills by these instrument help to identify teachers' reflective thinking weakness and strength and find the ways for improving their reflecting thinking.

*Keywords:* Interview questionnaire; reflective thinking; reflective thinking open-ended questionnaire; reflective thinking skills; teachers' reflective thinking skills;

ADDRESS FOR CORRESPONDENCE: **Fariba Mirzaei**, Department of Science, Mathematics and Creative Multimedia Education, Faculty of Education, Universiti Teknologi Malaysia, UTM Skudai, 81310 Johor, Malaysia,  
*E-mail address:* [mhfmirzaei@yahoo.com](mailto:mhfmirzaei@yahoo.com)

---

## Cure of the Soul in Graduate Education

**Thomas St. James O'Connor**, Teacher. Gazi Mağusa Meslek Lisesi. Famagusta –TRNC. Professor, Wilfrid Laurier University Waterloo, Ontario, Canada

**Elizabeth Ann Marie Meakes**, Teacher. Gazi Mağusa Meslek Lisesi. Famagusta –TRNC. Professor, Wilfrid Laurier University Waterloo, Ontario, Canada

### Abstract

Cure of the soul is a concept used in Christian pastoral care and counselling through many centuries starting with the Hebrew Scriptures. It involves healing, guiding, sustaining and reconciling. Other world religions such as Islam and Judaism have a similar concept. Graduate education in spiritual care and psychotherapy involves learning, guiding and occasionally healing. These are part of the cure of the soul. The workshop will explore the cure of the soul in a graduate educational setting. The workshop answers the question: How does graduate education facilitate the cure of the soul?

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Thomas St. James O'Connor**, Teacher. Gazi Mağusa Meslek Lisesi. Famagusta –TRNC. Professor, Wilfrid Laurier University Waterloo, Ontario, Canada, *E-mail address:* [toconnor@wlu.ca](mailto:toconnor@wlu.ca)

---

## Learning to Lead for Malay Women in Higher Education

**Norseha Unin**, Norseha Unin, PhD. English Lecturer, Academy of Language Studies, Universiti Teknologi MARA (UiTM) Sarawak, MALAYSIA.

### Abstract

This study examined how Malay women learn to lead using the informal learning framework. Six women deans from public universities in Malaysia were interviewed to gain an understanding of how they learn to lead within a Malaysian socio-cultural context. The findings demonstrate the paradoxical contexts that these women faced, and how they learned to navigate the multiple tensions and contradictions they faced in assuming leadership positions. Central to the processes by which these women learn to lead was their commitment to learning to learn. They learn to lead by living through and learning about paradoxes that characterize their roles as leaders within the particular social context - described by the participants as largely patriarchal and quite hierarchical. This emphasis on learning to learn contributed to their ability to navigate the complex social roles in which they found themselves as leaders in a male-dominated and hierarchical society. While much research and theory regarding informal learning has been focused on explicit structures and functional processes, this study supports greater attention to the more tacit and paradoxical qualities of everyday experiences, and the importance they play in our learning from and through these experiences.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Norseha Unin**, Norseha Unin, PhD. English Lecturer, Academy of Language Studies, Universiti Teknologi MARA (UiTM) Sarawak, MALAYSIA.  
*E-mail address:* [nseha@yahoo.com](mailto:nseha@yahoo.com)

---

# Taking Computer Science and Programming into Schools: The Glyndwr/BCS Turing Project

**Vic Grout**, Department of Computing, Glyndŵr University, Plas Coch Campus, Mold Road, Wrexham, LL11 2AW, UK  
**Nigel Houlden**, Department of Computing, Glyndŵr University, Plas Coch Campus, Mold Road, Wrexham, LL11 2AW, UK

## Abstract

2012 and 2013 have been challenging years for Computer Science (CS) education in the UK. After decades of national neglect, there has been a sudden impetus to reintroduce CS into the 11-16 age school curriculum. Immediate obstacles include a generation of children with no CS background and an estimated need for 20,000 new CS teachers - existing UK IT teachers being insufficiently qualified and experienced. The Computing At School (CAS) movement has been instrumental in this quantum transition from an IT to Computing syllabus, as have the British Computer Society (BCS), leading UK universities and a number of major international technology companies, including Microsoft, Google, IBM, British Telecom and Facebook.

This paper discusses the background to this position and the progress being made to address these challenges. It describes, in particular, the work of the BCS-funded Glyndwr University 'Turing Project' in introducing Welsh high-school students and staff to high-level programming and 'computational thinking'. The Turing Project uses an innovative combination of Lego NXT Mindstorm robots, Raspberry Pi computers and PicoBoard hardware together with the Robot C and Scratch programming platforms. The paper discusses initial objectives and the general approach, describes focused delivery across different age groups and ability ranges and presents results and analysis demonstrating the effectiveness of the programme. Lessons learnt and future directions are considered in conclusion.

*Keywords:* Computer science, programming, computing curriculum, teacher training, British Computer Society (BCS) Academy, Computing At School (CAS), Council of Professors and Heads of Computing (CPHC), Lego NXT Mindstorm, Raspberry Pi, Robot C, Scratch, Picoboard;

ADDRESS FOR CORRESPONDENCE: **Vic Grout**, Department of Computing, Glyndŵr University, Plas Coch Campus, Mold Road, Wrexham, LL11 2AW, UK, Tel.: +44-1978-293203, E-mail address: [v.grout@glyndwr.ac.uk](mailto:v.grout@glyndwr.ac.uk)

---

# Evaluation of Primary Teacher's didactic-mathematical knowledge when teaching probability

**Claudia Vásquez**, Pontificia Universidad Católica de Chile  
**Angel Alsina**, Pontificia Universidad Católica de Chile, Spain.

## Abstract

To provide information to transform teaching practice through improved primary school mathematics teacher training (6-12 years), a tool to assess the mathematical knowledge for teaching didactic probability has been designed. For its preparation the model of category analysis of the mathematical-didactic knowledge of the teacher was considered. This model includes four categories of fundamental knowledge: a) content knowledge, b) knowledge of the contents in relation to students, c) content knowledge in relation to education, and d) knowledge of curriculum and intra- and interdisciplinary connections. These categories can identify, classify, analyze and evaluate both the knowledge teachers need for teaching and the knowledge teachers actually implement when teaching a particular content, in this case the one related to the teaching of probability in elementary education. These skills have been being widely investigated in recent years in future teachers. Nevertheless, in Chile, there is very little data concerning current teachers.

The analysis of the data will allow, first, to describe the strengths and weaknesses of the various categories of teacher knowledge involved in the teaching of probability, and secondly, relevant information to guide the initial and constant training of teachers in relation to the knowledge needed for the teaching of probability.

*Keywords:* mathematical and didactic knowledge of teacher training to teach probability, primary education, teacher training.

ADDRESS FOR CORRESPONDENCE: **Claudia Vásquez**, Pontificia Universidad Católica de Chile  
E-mail address: [cavasque@uc.cl](mailto:cavasque@uc.cl)

---

# Early educational activities in Czech Republic

**Lucie Grůzová**, Faculty of education of Masaryk University v Brno, Czech Republic

## Abstract

This paper presents a summary of the results of the qualitative analysis of data that are obtained from current offer of early education in the Czech Republic. Phenomenon of early education became a Czech policy priority and there is a



curriculum reform in progress. We focused on one part of preschool education: early education and care for children 0-3 years old. The results of the analysis are to describe the current situation and also to clarify activities for these children, processes and outcomes.

Key words: pre-primary education, curriculum reform, early educational policy, social policy supporting families, educational activities for children zero-to-three, pedagogical quality, grounded theory.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Lucie Grůzová**, Faculty of education of Masaryk University v Brno, Czech Republic

E-mail address: [luciegruzova@seznam.cz](mailto:luciegruzova@seznam.cz)

---

## Recognize working student competence in the University educational path. A model from an experimentation

**Patrizia Sposetti**, "Sapienza" University of Roma, Via Carlo Fea 2, 00161 Roma, Italy

**Anna Salerni**, "Sapienza" University of Roma, Via Carlo Fea 2, 00161 Roma, Italy

**Pietro Lucisano**, "Sapienza" University of Roma, Via Carlo Fea 2, 00161 Roma, Italy

### Abstract

In this paper a model of recognition of working student competences is presented.

The model has been worked out by the first and second level degree courses in "Education and Training" at the "Sapienza" University of Rome. The results coming from the experimentation of the model are discussed.

The basis of the model here tested is the belief that a careful consideration on personal and work experiences facilitates the professional development and guides towards the acquisition of new knowledge and competences.

*Keywords:* working student competences, narrative writing, evaluation, experience, theory, practice

ADDRESS FOR CORRESPONDENCE: **Patrizia Sposetti**, "Sapienza" University of Roma, Via Carlo Fea 2, 00161 Roma, Italy

Tel.: +39-0649917283, E-mail address: [patrizia.sposetti@uniroma1.it](mailto:patrizia.sposetti@uniroma1.it)

---

## How Much is Much? Using Smartphones to assess student (and course) performance.

**Joaquim Pérez-Losada**, Physics Department, Universitat de Girona, Edifici P2, Campus Montilivi, 17071 Girona, Catalonia, Spain

**Joaquim Fort**, Physics Department, Universitat de Girona, Edifici P2, Campus Montilivi, 17071 Girona, Catalonia, Spain

### Abstract

Physics 101 can be challenging for undergrad students enrolled in Engineering. As instructors of many courses, we frequently were answered to the "how much did you study?" question with a sincere "a lot" from baffled freshmen confronted with a bad grade, trying to appeal to the sensibility of the instructor to soften him. This question lingered on the back of our minds for many years, as it was difficult to properly track down the student performance. Recent advances on mobile technology had completely reversed the situation: powerful smart phones are ubiquitous; we are seeing a tremendous growth of applications (apps) for virtually every conceivable task or purpose. We propose the use of one of such applications, originally designed to track work performance, tricked to specifically track the study dedication.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Joaquim Pérez-Losada**, Physics Department, Universitat de Girona, Edifici P2, Campus Montilivi, 17071 Girona, Catalonia, Spain, Tel.: +34-972-419758, E-mail address: [joaquim.perez@udg.edu](mailto:joaquim.perez@udg.edu)

---

## An example of interaction in foreign language between the students of scientific fields for the realization of interuniversity research projects

**Elena Petrea**, “Ion Ionescu de la Brad” University of Agricultural Sciences and Veterinary Medicine , 3, Mihail Sadoveanu Alley, Iași 700490, Romania

**Elena Velescu \***, “Ion Ionescu de la Brad” University of Agricultural Sciences and Veterinary Medicine , 3, Mihail Sadoveanu Alley, Iași 700490, Romania

### Abstract

Our work presents an activity which aimed to make the students interact with their peers in a foreign language in order to increase their participation level in the research field, to enable them to use the specialized language in written and oral communication and to make them acquire scientific communication skills. The activity was carried out in several phases, starting with the establishment of the topics by the teachers members of the project and the constitution of the teams (according to the students' choice). The activity itself included three important phases: the establishment of contacts between the students, the on-line communication between the students of every team, in order to build the work plan and to fix the deadlines and finally, the presentations of the projects. Five projects were presented in one of the sections of the International symposium “New strategies in language teaching in a multidisciplinary perspective”, on March 29th, 2013, at the “Alecu Russo” State University of Bălți, Republic of Moldova. The domains of the projects were: food legislation; ecology and environmental protection in international humanitarian law; animal ethics and animal well-being. The activity involved 21 students and 6 teachers as coordinators from the five partner universities from three countries (Romania, Moldova and Croatia) and constituted a possible approach for the scientific research teamwork, by integrating the information and communication technologies in the context of the intercultural communication.

*Keywords:* inter-university partnership, research projects, science students, ICT.

ADDRESS FOR CORRESPONDENCE: **Elena Petrea**, “Ion Ionescu de la Brad” University of Agricultural Sciences and Veterinary Medicine , 3, Mihail Sadoveanu Alley, Iași 700490, Romania

E-mail address: [ela\\_petrea@yahoo.fr](mailto:ela_petrea@yahoo.fr)

---

## Need for closure and cognitive inhibition of unwanted or irrelevant information

**Ioana Todor**, “1st December 1918” University of Alba Iulia, 510009 Alba Iulia, Romania

### Abstract

Need for cognitive closure is a dispositional and latent variable that influences the way people perceive the world and act in new situations, their motivation to learn and their performance in a wide range of tasks. According to Webster and Kruglanski (1994) the need for closure is manifested through several different aspects namely desire for predictability, preference for order and structure, discomfort with ambiguity, decisiveness and close-mindedness. In educational context, the students with high need of cognitive closure are often the prisoners of their past beliefs or misconceptions and low motivated to allocate cognitive resources toward learning new information. At the same time, they seem to succeed to ignore or to actively inhibit irrelevant information in demanding conditions (Kossowska, 2007). The general aim of this paper was to investigate a hypothetic correlation between the cognitive need of closure and cognitive inhibition abilities, in a sample of university students. The Need of Closure Scale (NFCS; Kruglanski, Webster & Klem, 1993) has been used for assessing the students' need of closure and an item-by-item directed-forgetting task has been used to assess their abilities to voluntarily inhibit/forget certain information. The results indicate that the individuals with high needs of cognitive closure (vs. low need of closure ones) are more able to manage the irrelevant or unwanted information and update their knowledge in memory.

*Keywords:* need for closure; cognitive inhibition; directed-forgetting

ADDRESS FOR CORRESPONDENCE: **Ioana Todor**, “1st December 1918” University of Alba Iulia, 510009 Alba Iulia, Romania Tel.: +40 258806274; fax: +40 25806274. E-mail address: [ioana.todor@uab.ro](mailto:ioana.todor@uab.ro)

---

## Preference Based on Reasons of Vocational and Technical Secondary Schools in Turkey

**Gurcan ATAKOK**, Marmara University-Technical Education Faculty, Istanbul 34722 TURKEY

**Menderes KAM**, Marmara University-Technical Education Faculty, Istanbul 34722 TURKEY

**Mustafa KURT**, Marmara University-Technical Education Faculty, Istanbul 34722 TURKEY

### **Abstract**

It is considered that choosing a career is one of the most important decisions in human life. Because of many reasons such as family, environment, school etc. Industry and technical occupation high school to be preferred by students' educational system is very important to adoption of developments in the world, catch up with information society and develop its international competitiveness. The education system must train qualified manpower in order to decrease unemployment and increase social welfare. Policy of educational system is important at this stage. Industry technical occupation high schools educate qualified manpower and various non formal education institutions continuously give the employers the skills needed by sector. A survey was done among the 503 students of 10th classes in industry and technical high school in Uskudar, Istanbul, Turkey. The data was collected with survey method. It is understood that the students of educated in industry technical high school choose their school according to their own wishes abilities and gender. They also think they couldn't get enough points for university entrance exam. In addition industry technical occupation high schools give them a chance to find a job easily. It is the shortest way for job opportunities and they bring off in their life.

*Keywords:* Vocational and Technical Education, School Choice, Occupational Preference.

ADDRESS FOR CORRESPONDENCE: **Gurcan ATAKOK**, Marmara University-Technical Education Faculty, Istanbul 34722 TURKEY. Tel.: +90-216-336-5770, E-mail address: [gatakok@marmara.edu.tr](mailto:gatakok@marmara.edu.tr)

---

## **BIM – The process of modern civil engineering in higher education**

**Jan Fridrich**, VŠB-Technical University of Ostrava, Department of Structure, Faculty of Civil Engineering, L.Poděšť 1875, Ostrava 708 00, Czech Republic

**Karel KUBEČKA**, VŠB-Technical University of Ostrava, Forensic Institute, Faculty of Civil Engineering, L.Poděšť 1875, Ostrava 708 00, Czech Republic

### **Abstract**

BIM (Building Information Model) as a process is known from the seventies, but with increasing pressure from investors to reduce construction costs we can assume its massive use. On large construction sites, it could not be managed without it in the future. This contribution analyses the current situation of the use of BIM in teaching resources, streamlining its use in modern architecture with sufficient education of all participants and also indicates which methods streamlines the current design activity.

*Keywords:* BIM, Building information modelling, CAD, 3D model, Process;

ADDRESS FOR CORRESPONDENCE: **Jan Fridrich**, VŠB-Technical University of Ostrava, Department of Structure, Faculty of Civil Engineering, L.Poděšť 1875, Ostrava 708 00, Czech Republic Tel.: + 420 597 321 925, E-mail address: [jan.fridrich@vsb.cz](mailto:jan.fridrich@vsb.cz)

---

## **Ethical Leadership in the Academe using Emmanuel Levinas' Ethical Maternity**

**Alma S. Espartinez**, Associate Professor, St. Scholastica's College 2560 Leon Guinto St. Manila, Philippines

### **Abstract**

The present study calls for a philosophical analysis of ethical leadership in the academe in light of Levinasian ethical maternity. It investigates the intersections between, and the re-conceptualization of, leadership and maternity. This research begins with a philosophical analysis of Levinas' framework of disinterested responsibility, making it the basis of ethical maternity which is then woven into the discussion of ethical leadership. The maternal sacrifice suggests a crucial lesson about educational leadership: those whom people place in positions of responsibility in the academe are to approach the task with the single-minded, wholehearted, ultimate self-sacrifice of a mother. Prenatal experience is restless, painful, vulnerable, open to the demands of the Other. Academic leaders should wield power in a way that is Levinasian, in a way that is ethical, in a way that is maternal.

*Keywords:* ethical leadership, ethical maternity, responsibility, academic leaders;

ADDRESS FOR CORRESPONDENCE: **Alma S. Espartinez**, Associate Professor, St. Scholastica's College 2560 Leon Guinto St. Manila, Philippines, E-mail address: [almasantiago@gmail.com](mailto:almasantiago@gmail.com)

---

# The investigation of Metacognition Awareness and Academic Achievements about Simple Machine Subject in 7th Grade Students in Primary Education

**BÜŞRA AYAZGÖK**, Firat University, Faculty Of Education, Department Of Science Education, Elaziğ, Turkey 23100, Turkey  
**NECATİ YALÇIN**, Gazi University, Faculty Of Education, Department Of Science Education, Ankara, Turkey 06500, Turkey

## Abstract

The aim of this research is to determine the level of metacognitive awareness and level of academic achievement about simple machine which is a basic subject in Primary Education Science and Technology Course and to assess correlation between metacognitive awareness and academic achievement about simple machine. The study was conducted in the second semester of 2010-2011 education year with 7th grade students of ten schools chosen randomly and located in Çankaya, Ankara. The quantitative data obtained from the Metacognitive Awareness Inventory (MAI) and Academic Test about Simple Machine were analyzed using quantitative analysis. In the quantitative analysis, frequency, mean, standard deviation, percentage, independent sample t-test and multiple linear regression were used. In addition, the most convenient methods for each of the data were applied. At the end of the research a significant difference was detected in many variables. The analysis of data and diagnoses revealed the following;

- The significant difference was found between both the academic achievements of girl students and boy students about simple machine which is basic subject in primary education science and technology [ $t(412) = 3.08, p < .05$ ]. However the significant difference was not found between girl students metacognition awareness and boy students metacognition awareness [ $t(412) = .708, p > .05$ ].
- The positive and medium level correlation was established between academic achievement about simple machine and metacognitive awareness ( $r = .353, p < 0.05$ ).
- According to analysis of multiple linear regression, Metacognitive awareness clarify approximately %13 of cumulative variance of academic achievements ( $R = 0.353, R^2 = .126, p < .05$ ).

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **BÜŞRA AYAZGÖK**, Firat University, Faculty Of Education, Department Of Science Education, Elaziğ, Turkey 23100, Turkey, *E-mail address:* [bsrtwn@hotmail.com](mailto:bsrtwn@hotmail.com)

---

## Comprehensive Assessment of Medical Education Teaching

**Maria Esther Urrutia**, Faculty of Medicine, Universidad Nacional Autónoma de México.

**Rosalinda Guevara Guzmán**, Faculty of Medicine, Universidad Nacional Autónoma de México.

**Melchor Sánchez Mendiola**, Faculty of Medicine, Universidad Nacional Autónoma de México.

**Adrián Martínez González**, Faculty of Medicine, Universidad Nacional Autónoma de México.

## Abstract

**Introduction:** Assessing teaching performance is important for students' learning. **Objective:** Assess teaching performance in a medical school, using three strategies. **Method:** 288 Teachers were studied. The three assessment strategies were: students' academic achievement measured with validated exams, teachers' evaluation by students' opinion (2,656 students) with a validated instrument, and a self-assessment tool. **Results:** There were significant differences ( $p \leq 0.001$ , ANOVA) among the three assessment strategies. Four different teacher categories were obtained using students' opinion. **Conclusion:** We identified high-performance teachers, those requiring faculty development and those who do not fulfill appropriately their teaching responsibilities.

*Keywords:* teaching evaluation; self-assessment; academic achievement; undergraduate medical education.

ADDRESS FOR CORRESPONDENCE: **Maria Esther Urrutia**, Faculty of Medicine, Universidad Nacional Autónoma de México.  
*E-mail address:* [mariau@unam.mx](mailto:mariau@unam.mx)

---

## The role of feedback in The Bologna Process, according to Goal Setting Theory: An exploratory study of students' perceptions in the University of Girona

**Miriam Puig Terron**, Universitat de Girona (Catalonia, Spain), Spain.

**Jordi Balagué i Canadell**, Universitat de Girona (Catalonia, Spain), Department of Business Administration, Management and Product Design, Spain.

Joan Solé Pla, ONIT Research Group - Universitat de Girona (Catalonia, Spain), Department of Economics, Spain.

#### Abstract

Europe is living a reform process of the different Higher Education Systems of European countries towards the European Higher Education Area (EHEA), a reform called The Bologna Process. One of the main features of such process is the Lifelong Learning (LLL), introduced in order to improve student learning by emphasizing the role of feedback. Goal Setting Theory of Motivation (GST) considers feedback a mechanism to enhance performance. Starting from this theoretical framework, our objective with this work is to analyze whether, for those students with specific and challenging goals, feedback enhances student motivation to perform high. We have used a qualitative methodology, specifically, interviews, a research tool supported by The Grounded Theory. The interviews have been conducted to students of the Bachelor's Degree in Business Administration and Management who have experienced both the Bologna and the non-Bologna learning. The sample is constituted by students of the Faculty of Business and Economics of the University of Girona. The main finding of this study has been that for those students with specific and challenging goals, a little increase in feedback has meant a slight or no increase in their average score, whereas students with much general goals or no goals have seen their average score greatly increase. This finding follows a different direction that the scope of the GST, and so needs further empirical evidence. Future research could analyze the relationship between the increase in performance and the increase in motivation to perform high.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Miriam Puig Terron**, Universitat de Girona (Catalonia, Spain), Spain.

E-mail address: [miriampuig15@hotmail.com](mailto:miriampuig15@hotmail.com)

---

## The Module Teaching as a Combination of Practical and Theoretical Ways of Teaching. The Case Study of the Intercultural Competence Class

**Dr. Kinga Gajda**, The Institute of European Studies of Jagiellonian University, ul. Jodłowa 13, Kraków 31-221, Poland.

**Katarzyna Suszkiewicz**, The Institute of European Studies of Jagiellonian University, ul. Jodłowa 13, Kraków 31-221, Poland.

#### Abstract

The article is presenting the result of the project "The Class of Intercultural Competence" conducted at the Jagiellonian University in Kraków, Poland. The project's goal was to provide the knowledge as well as soft skills to the group of students from one high school in Kraków. The monthly meeting were combined from both lecture and workshop. The participants had an opportunity to study the issues on various aspects (political, economical, cultural and social) of the European Union and topics related to the history and culture of Europe. In order to teach intercultural competence there was created new way of teaching, called by authors module teaching.

*Keywords:* Education; teaching; module teaching; experience; discussion; tolerance; knowledge; profession; high school; university; intercultural competence.

ADDRESS FOR CORRESPONDENCE: **Dr. Kinga Gajda**, The Institute of European Studies of Jagiellonian University, ul. Jodłowa 13, Kraków 31-221, Poland. E-mail address: [gajdaka@wp.p](mailto:gajdaka@wp.p)

---

## Competence Development Assessment in Teacher Education: Design and Evaluation of Portfolio Exams

**Thomas Prescher**, Kaiserslautern, Erwin-Schrödinger-Str. 57/477a, Kaiserslautern, 67663, Germany

**Frederick Schulz**, Kaiserslautern, Erwin-Schrödinger-Str. 57/477a, Kaiserslautern, 67663, Germany

#### Abstract

Teacher education should be oriented toward competency development. The constructive alignment of the assessment and learning processes is necessary in consequence of existing contradictions among institutional, professional and self-expectations in pedagogical performance. Competency development and certification should not be limited to professional output, which is often based on knowledge reproduction, as in classical tests. Rather, the portfolio examination project presented in one module of the teacher education program at the Technical University of Kaiserslautern combines formative and summative assessment as a holistic Competency-Development Assessment. This kind of assessment adopts the idea of a change in learning culture driven by a learner-centered pedagogy. The core of this concept is a junction of self, peer and training staff assessment in a variety of situations. The main purpose of the assessment approach is to achieve an ability to perform in occupational contexts. The portfolio exam attests to the completeness, profundity and logical conclusiveness of self-reflection. Students must examine the complex criteria of the curricular standards in teacher

education released by the Ministry of Education, in order to reflect on their own development toward becoming a teacher. Thus, dialogic action research (expert interviews as SWOT-Analysis and analysis of artifacts) was conducted in order to ascertain whether the teaching was indeed competency-based and whether the portfolio examination is a valid tool to present and assess competency development. To this end, the categories of a content analysis are presented.

*Keywords:* portfolio, competence development, assessment, teacher training, assessment method;

ADDRESS FOR CORRESPONDENCE: **Thomas Prescher**, Kaiserslautern, Erwin-Schrödinger-Str. 57/477a, Kaiserslautern, 67663, Germany.  
Tel.: +0049 0631 2054791, *E-mail address:* [thomas.prescher@sowi.uni-kl.de](mailto:thomas.prescher@sowi.uni-kl.de)

---

## TOWARDS A BETTER UNDERSTANDING OF FACTORS INFLUENCING INSTRUCTORS' SATISFACTION IN DISTANCE LEARNING COURSE: A TECHNOLOGY PERSPECTIVE

**Ibrahim Almarashdeh**, National University of Malaysia, Selangor, Malaysia.

**Nur Fazidah Elias**, National University of Malaysia, Selangor, Malaysia.

**Ghaith Jaradat**, National University of Malaysia, Selangor, Malaysia.

### Abstract

Using technology in education such as the learning management systems (LMS) become an imperative. It would be crucially useful to understand how instructors become experts in using such technology which lead to high level of satisfaction. This study presents the results of an instructor's satisfaction survey of 110 instructors involved in a distance education course. In this paper, the researchers used the User Satisfaction Evaluation Model (USEM) to examine the factors affecting the instructor satisfaction. Results from the data analysis using the SEM (Structural Equation Model) found that the service quality, perceived usefulness, system quality and information quality has a significant effect on user satisfaction which mediate the influence to the net benefit of using the LMS. Also, the results found that perceived ease of use has no influence on instructor satisfaction. The finding concludes that perceived usefulness and service quality have the largest share on affecting the instructors' satisfaction among all tested hypotheses. Future researchers need to investigate the service quality of the LMS in details which we believe it will affect the perceived usefulness of using the LMS and the instructor's satisfaction as well

*Keywords:* Information quality, system quality, service quality, perceived ease of use, perceived usefulness, learning management system, distance learning, user satisfactions, net benefit.

ADDRESS FOR CORRESPONDENCE: Ibrahim Almarashdeh, National University of Malaysia, Selangor, Malaysia.  
*E-mail address:* [ibrahim\\_78us@yahoo.com](mailto:ibrahim_78us@yahoo.com)

---

## Evaluation Of Blended Learning Approach In Computer Engineering Education

**Tuncay Yigit**, Department of Computer Engineering, Suleyman Demirel University, Isparta ,32260, Turkey

**Arif Koyun**, Department of Computer Engineering, Suleyman Demirel University, Isparta ,32260, Turkey

**Asim Sinan**, Yuksel, Department of Computer Engineering, Suleyman Demirel University, Isparta ,32260, Turkey

**Ibrahim Arda Cankaya**, Department of Computer Engineering, Suleyman Demirel University, Isparta ,32260, Turkey

### Abstract

Blended Learning is a learning model that is enriched with traditional learning method and online education materials. Integration of face-to-face and online learning with blending learning can enhance learning experience and optimize seat time. In this paper, we present the teaching of Algorithm and Programming course in Computer Engineering Education via blended learning approach. Since 2011, Computer Engineering education in Süleyman Demirel University Computer Engineering Department is taught with blended learning method. Blended learning is achieved through Learning Management System (LMS) of university by using distance education technology. LMS comprises of course materials supported with flash animations, student records, user roles, evaluation system such as surveys and quizzes that meet SCORM standards. In this paper, performance evaluation of students in traditional and blended education for Computer



Engineering is provided. Applied blended learning model presented and evaluation of students who are taking programming courses is done. Therefore, it is aimed the adaptation period of students in blended education is shortened. Our results show that algorithmic thinking abilities of students who took the Algorithm and Programming course in blended and traditional education are close.

*Keywords:* Blended Learning, E-Learning, Distance Education, Computer Engineering Education;

ADDRESS FOR CORRESPONDENCE: Tuncay Yigit, Department of Computer Engineering, Suleyman Demirel University, Isparta ,32260, Turkey. Tel.: +90-246-211-1378 , *E-mail address:* [tuncayyigit@sdu.edu.tr](mailto:tuncayyigit@sdu.edu.tr)

---

## Multi Criteria Decision Making System for Learning Object Repository

**Tuncay Yigit**, Suleyman Demirel University, Department of Computer Engineering, Isparta 32200, Turkey.

**Ali Hakan Isik**, Mehmet Akif Ersoy University, Department of Computer Engineering, Burdur 15030, Turkey.

**Murat Ince**, Suleyman Demirel University, Vocational School of Technical Sciences, Isparta32200, Turkey.

### Abstract

Sustainability and reusability of learning objects are important. In addition, reusability and effective use of learning object are provided by metadata. There are massive multimedia materials in learning object repository (LOR). Therefore, selection difficulty of appropriate learning object (LO) issue is emerged. In this context, effective and reliable method has to be found to select reliable and suitable LO. In addition, searching and using a learning object in learning object repository (LOR) may take too much time. Generally, this searching process is done through metadata from LOR. If the selection criteria do not exactly match metadata values, it may not possible to obtain the appropriate LO. Analytic Hierarchy Process (AHP) which is a multi-criteria decision making (MCDM) method for addressing complicated problems reduces the waste of time and improves the accuracy of decision making. For these reason, AHP can meet the requirements of LO selection. In this study, the SDUNESA LOR software has been developed for selection of suitable LO by using AHP. This web-based software stores, shares and also selects most appropriate LO in the SDUNESA LOR. AJAX, XML and SOA Web Services are used in this software which is especially developed for computer engineering education. Criteria of AHP are defined according to the computer education priorities. Obtained results show that AHP supported SDUNESA LOR software selects the most reliable and appropriate LO that meets defined criteria.

*Keywords:* Learning object selection software, web-based learning, analytic hierarchy process.

ADDRESS FOR CORRESPONDENCE: **Tuncay Yigit**, Suleyman Demirel University, Department of Computer Engineering, Isparta 32200, Turkey. Tel.: +090-246-211-1378, *E-mail address:* [tuncayyigit@sdu.edu.tr](mailto:tuncayyigit@sdu.edu.tr)

---

## The role of youth organization in the development of humanistic value orientations of higher educational institutions students

**Roza A. Valeeva**, Kazan (Privolzhsky) Federal University, Mezhlauka str. 1, Kazan 420021, Russia

**Laysan A. Rybakova**, Kazan (Privolzhsky) Federal University, Mezhlauka str. 1, Kazan 420021, Russia

### Abstract

The goal of this research is to ground theoretically and test experimentally pedagogical conditions of humanistic value orientations development of students in youth organization.

205 students of the 1-2 academic year of the Institute of Pedagogy and Psychology of Kazan federal university, Russian Federation took part in the empirical research (103 students are members of Kazan Youth Korczak society "The sun for Children" (KYKS "Sch"), 102 students are not the members of the society). The complex of diagnostic techniques to research students' humanistic value orientations development in the youth organization has been applied in the work. Statistical data processing of the empirical research has been carried out by means of standard methods of mathematical statistics (Student's t-test differences).

*Keywords:* values, value orientations, humanistic value orientations, youth organization

ADDRESS FOR CORRESPONDENCE: **Roza A. Valeeva**, Kazan (Privolzhsky) Federal University, Mezhlauka str. 1, Kazan 420021, Russia

## The Effects of the Student-centered Clinical Nursing Practice Mode based on the Action Research for Clinical Practicum of Undergraduate Students in Beijing, China

**Jun-E Liu\***, School of Nursing, Capital Medical University, No.10 Xitoutiao, You An Men, Beijing 100069, P.R. China.

**Ji-Hong Sun**, Education Department, Beijing Chao-Yang Hospital Affiliated to Capital Medical University, 8 Gongren Tiyuchang Nanlu, Chaoyang District, Beijing, 100020, P.R.China.

**Ying Wu**, School of Nursing, Capital Medical University, No.10 Xitoutiao, You An Men, Beijing 100069, P.R. China.

**Shu-Jia Li**, Xuanwu Hospital, Capital Medical University, No.45 Changchun Street, Xuanwu District, Beijing 100053, P.R. China.

### Abstract

This article discusses the application effect of the 'student-centered, teacher-led' practice mode. Using the frame of constructivist theoretical perspective and Lewin's action research, we selected the 'student-centered, teacher-led' practice mode, and the data sources included the interviews, the students' practice records and questionnaires from the students and the teachers. The results can be summarized in four aspects as follows: Self-regulated learning ability of students can be improved; students' clinical thinking can be advanced; the profession can be further understood by students; a professional affection can be fostered. The mode embodies the 'student-centered, teacher-led' teaching ideology, and inspires their self-regulated learning interest, development of their clinical thinking capacity, arousal of their professional emotion while it improves their professional qualities. Action research promoted changes in 'student-centered, teacher-led' practice mode and the mode is worth broader application.

*Keywords:* Action research, education innovation, clinical practicum, intervention, evaluation.

ADDRESS FOR CORRESPONDENCE: **Jun-E Liu**, School of Nursing, Capital Medical University, No.10 Xitoutiao, You An Men, Beijing 100069, P.R. China., E-mail address: [liujune66@163.com](mailto:liujune66@163.com)

---

## Learning Environments for Children in Outdoor Spaces

**Habibe ACAR\***, Department of Landscape Architecture, Faculty of Forestry, Karadeniz TechnicalUniversity, 61080, Trabzon/Turkey

### Abstract

Learning continues permanently from the start to the end of life. During this period, there are many factors that help learning. Considering the learning process in the childhood, play is the best communication and the most natural learning environment for children. Play recognizes and develops child's talents and creative potential; increases linguistic, mental, social, emotional, and motor skills; provides learning opportunities through trial knowledge and experience that will be required throughout their lifetime. In this way, learning can be realized permanently. Outdoor spaces are the best play environments for children. These areas offer opportunities that are not found in indoor spaces and physical environment contributes to children's learning with owned affordances. Thus, outdoor spaces designed for children are very important. These outdoor spaces will be more meaningful and useful when they contribute to children's learning.

This paper primarily focuses on the concept of child-environment relationships, learning environments, and discusses the contributions of the physical environment to children's learning. It describes with examples what a learning environment is, how to provide children with physical environments for learning, and which environmental characteristics contribute to learning. In addition, the paper explains the importance of designing learning environments and the design of these environments. In this way, the paper will give clues to the designers who design outdoor spaces for children that are of higher quality and that will contribute to the learning process of children. Consequently, it will show the importance of outdoor environments for children in education and point out the issues of learning with play and learning environments

*Keywords:* Learning environments, child, affordance, physical environment, outdoor spaces;

ADDRESS FOR CORRESPONDENCE: **Habibe ACAR**, Department of Landscape Architecture, Faculty of Forestry, Karadeniz TechnicalUniversity, 61080, Trabzon/Turkey, Tel.: +90-462-3774052, E-mail address: [habibeacar@hotmail.com](mailto:habibeacar@hotmail.com), [habibe@ktu.edu.tr](mailto:habibe@ktu.edu.tr)

---

## Comparison Of The Proficiency Level Of The Course Materails (Animations, Videos, Simulations, E-Books) Used In Distance Learning

**Hakan KÖR\***, Lecturer, Hitit University, Sungurlu Vocational School, Departman of Computer Technology, 19300 Çorum, TURKEY

**Hamit AKSOY**, Lecturer, Hitit University, Sungurlu Vocational School, Departman of Computer Technology, 19300 Çorum, TURKEY

**Hasan ERBAY**, Professor, Kırıkkale University, Faculty of Engineering, Departman of Computer Engineering, 71451 Kırıkkale, TURKEY

### Abstract

Activities in the field of distance education have shown a significant improvement in the world and Turkey in parallel with the technology. Activities in this field started through newspapers and letters and they were improved by using printed material, radio, television and internet. Recently, as well as the use of computer and internet have become widespread in the world, web-based distance education systems have been used more than the other teaching tools. In Turkey, departments of distance education attached to the Council of Higher Education were opened in large number and they are still continued to be opened. In this paper, in terms of quality and interactivity it is aimed to evaluate the course materials used by the institutions of distance education. Through the surveys applied to the institutions of distance education determined by choosing from the different regions of Turkey, it was aimed to find out the faults and defects of the course materials in terms of quality and interactivity. By sharing the obtained outputs with related institutions, formation of more efficient distance learning materials will be possible.

*Keywords:* Distance Education, E-learning, Teaching Materials

ADDRESS FOR CORRESPONDENCE: **Hakan KÖR**, Lecturer, Hitit University, Sungurlu Vocational School, Departman of Computer Technology, 19300 Çorum, TURKEY. *E-mail address:* [hakankor19@gmail.com](mailto:hakankor19@gmail.com)

---

## The Precautions To Be Taken On The Faculties Of Education To Improve Teacher Quality And Employment

**Haydar ATEŞ\***, Faculty of Education, Institute of Educational Sciences

**Gülsün Atanur BASKAN**, Hacettepe University, Faculty of Education, Institute of Educational Sciences, Head of Education Management, Supervising, Planning, and Economics Department, Turkey.

### Abstract

The purpose of this study is to examine the Turkish education faculties on the areas of quantity and sufficiency of faculty members, student numbers, physical capacity, and the cultural environment to find the better and cost-effective solution to increase teacher's quality and their employment opportunity. One of the most important factors that affect teacher quality and employment opportunity is the national policy of education faculty and to raise teacher. The quality and quantity of education faculties have close relationship with implementation of teacher's education and employment policies. The management system of education faculties, the quality and quantity of faculty members, curriculum, the campus structure and cultural level of environment, the image formed by the faculty in terms of the teaching profession, and employment opportunities are key issues for the success and sustainability of the faculties. The most appropriate way for using the allocated faculty members, staff, and financial resources and to create the cost-effective system are important factors to improve academic success. In this research, it is aimed to be reached some solutions, some steps to be taken, and proposals about the quantity of Turkish education faculties, the effective usage of faculty members and financial resources, student capacities, the environment affects on teacher's training and quality to increase teacher's employment opportunity.

*Keywords:* Education Faculty, Teacher Quality, Teacher Recruitment

ADDRESS FOR CORRESPONDENCE: **Haydar ATEŞ**, Faculty of Education, Institute of Educational Sciences . Tel.: +90-533-084-7992, *E-mail address:* [ates.haydar@yahoo.com](mailto:ates.haydar@yahoo.com)

---

## Generalized self-efficacy and well-being in adolescents with high vs. low scholastic self-efficacy

**Maria Elvira De Caroli\***, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95124 Catania, Italy

**Elisabetta Sagon**, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95124 Catania, Italy

#### **Abstract**

The aim of this investigation was to analyze the relationship between generalized self-efficacy and psychological well-being in highly vs. lowly efficient Italian adolescents from 14 to 18 year-olds. We used the Generalized Self-efficacy Scale and the short version of Psychological Well-Being Scales. Results showed positive relationships between GSES and PWB, especially with mastery, personal growth, and self-acceptance. For age, except for the autonomy, the highest scores of personal growth, relations with others, purpose in life, and self-acceptance were obtained by 16yrs. adolescents, while the lowest scores were reached by 14yrs. and 18yrs. ones. Boys expressed greater GSES and PWB than girls –specifically, mastery and self-acceptance. Additionally, highly efficient adolescents expressed higher scores in PWB, especially in mastery, personal growth, and self-acceptance, than lowly efficient ones. Conclusion: educational trainings, centred on the effects of self-efficacy on psychological well-being, could be useful to empower personal resources during the adolescence.

*Keywords:* Psychological well-being, self-efficacy, school context, adolescents;

ADDRESS FOR CORRESPONDENCE: **Maria Elvira De Caroli**, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95124 Catania, Italy Tel.: +39-095-2508021, *E-mail address:* [m.decaroli@unict.it](mailto:m.decaroli@unict.it)

---

## **Divergent thinking in children with Down syndrome**

**Maria Elvira De Caroli \***, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95125 Catania, Italy

**Elisabetta Sagone**, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95125 Catania, Italy

#### **Abstract**

The present study was focused on comparing the factors of divergent thinking between children with Down syndrome and children with typical development. The sample was composed by 63 children, divided in 30 typically developed and 33 disabled children. We used the Test of Divergent Thinking (Williams, 1994) to analyze creative performances and Logical Operations Tasks (Vianello & Marin, 1991) to measure the cognitive level of children. We matched the two groups in relation to cognitive levels. Results showed that, at the pre-operational and intermediate cognitive level, children with Down syndrome scored equally on fluency, flexibility, originality, and elaboration than children with typical development. At the concrete operational cognitive level, significant differences between the two groups emerged only for creative verbal production: children with Down syndrome scored lower than typically developed ones. These findings could be used for educational programs focused on creativity in the school-context and useful both for disabled and typically developed children.

*Keywords:* Down syndrome, cognitive levels, divergent thinking, Italian children;

ADDRESS FOR CORRESPONDENCE: **Maria Elvira De Caroli**, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95125 Catania, Italy *E-mail address:* [m.decaroli@unict.it](mailto:m.decaroli@unict.it)

---

## **Relationships between psychological well-being and resilience in middle and late adolescents**

**Elisabetta Sagone \***, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95124 Catania, Italy

**Maria Elvira De Caroli**, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95124 Catania, Italy

#### **Abstract**

The aim of this investigation was to examine the relationships between the dimensions of psychological well-being (according to the Ryff's perspective) and resilience (in relation to the Wagnild and Young's model) in a sample of 224 middle and late adolescents. We used the Psychological Well-Being Scales with 18 items grouped in six dimensions (autonomy, environmental mastery, purpose in life, positive relations with others, personal growth, and self-acceptance) and the 10 item-version of Resilience Scale. Results showed positive relationships between PWB (environmental mastery, personal growth, and self-acceptance) and resilience: the more the adolescents were able to choose contexts suitable to personal needs, to see themselves as growing and expanding, and to perceive themselves as self-satisfied, the more they

were resilient. Boys expressed a greater well-being (environmental mastery and self-acceptance) than girls and late adolescents showed a greater well-being (personal growth and purpose in life) than middle ones. Future researches could deepen the relationships between self-efficacy and psychological well-being.

*Keywords:* Psychological well-being, resilience, adolescents;

ADDRESS FOR CORRESPONDENCE: **Elisabetta Sagone**, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95124 Catania, Italy. Tel.: +39-095-2508021, *E-mail address:* [esagone@unict.it](mailto:esagone@unict.it)

---

## Are special needs teachers more burned-out than volunteers with disabled people?

**Elisabetta Sagone \***, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95125 Catania, Italy  
**Maria Elvira De Caroli**, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95125 Catania, Italy

### Abstract

This study was focused on the comparison between special needs teachers and volunteers in contact with disabled people in relation to levels of burnout and representation of self and disabled people (students or users). The sample was composed by 106 special needs teachers serving in two Public Junior and Senior High Schools, and 70 volunteers in contact with disabled people attending Rehabilitation Centres in Catania (Sicily, Italy). Measures: We used the 22-items version of the Maslach Burnout Inventory and two Semantic Differentials referred to Self-image and disabled students/users. Results showed that teachers were more burned-out than volunteers. For teachers, the more the self-image was positively judged, the more the levels of emotional exhaustion and reduced personal accomplishment were low. Also for volunteers, the more the self-image and disabled users were positively assessed, the more the levels of emotional exhaustion and reduced personal accomplishment were low; finally, the more the self-image was positively valued by volunteers, the more the levels of depersonalization were low. Future researches could deepen the factors which affect burnout syndrome, such as self-efficacy, self-competence, self-acceptance, and other psychological dimensions of self.

*Keywords:* Burnout syndrome; self-image; special needs teachers; volunteers;

ADDRESS FOR CORRESPONDENCE: **Elisabetta Sagone**, University of Catania, Department of Educational Sciences, via Casa Nutrizione, 95125 Catania, Italy. Tel.: +39-095-2508021, *E-mail address:* [esagone@unict.it](mailto:esagone@unict.it)

---

## Wikis for collaborative learning: A case study of knowledge management and satisfaction among teacher trainees in Malaysia

**Dorothy DeWitt \***, Faculty of Education, University of Malaya, 50603 Kuala Lumpur, Malaysia  
**Norlidah Alias**, Faculty of Education, University of Malaya, 50603 Kuala Lumpur, Malaysia  
**Saedah Siraj**, Faculty of Education, University of Malaya, 50603 Kuala Lumpur, Malaysia

### Abstract

Wikis have been shown to be beneficial for collaborative learning. The knowledge management processes required during collaborative writing develops higher level cognitive skills. These processes are important for sustaining collaboration and innovation in the online learning environment. However, there does not seem to be many studies in the use of online collaborative workspaces or wikis among teacher trainees in Malaysia, and even less on the analysis of knowledge management processes. In this study, the knowledge management processes of teacher trainees is analysed and determined from a survey and interviews after completion of several collaborative tasks over a period of four weeks. A content analysis of the written documentation of the tasks on the wiki was done to verify the findings. In addition, a survey of the trainees' satisfaction of the wiki tool and the use of the materials is determined. The results indicate that the knowledge management processes were used during the collaborative writing process, and that they were satisfied with the use of the wiki for learning. This study is significant as it is important for teacher trainees to develop knowledge management skills and to encourage the use of these skills while teaching in school.

*Keywords:* Wiki, collaborative learning, student satisfaction, knowledge management

ADDRESS FOR CORRESPONDENCE: **Dorothy DeWitt**, Faculty of Education, University of Malaya, 50603 Kuala Lumpur, Malaysia. Tel.: +6-010-226-6271, *E-mail address:* [dorothy@um.edu.my](mailto:dorothy@um.edu.my)

---

## VIEWS OF SCHOOL MANAGERS, PARENT-TEACHER ASSOCIATION BOARD MEMBERS AND PARENTS ON WHY PARENT-TEACHER ASSOCIATIONS FAIL TO RAISE DONATIONS

**Necmi GÖKYER \***, Firat University, School of Educational Sciences, Department of Educational Management, Inspection, Planning and Economy

**Mehmet ALPİNANÇ**, Firat University, School of Educational Sciences, Department of Educational Management, Inspection, Planning and Economy

### Abstract

This study aims to identify the reasons why parent-teacher associations are not able raise donations according to the views of school managers, parent-teacher association board members and parents. The financing of kindergartens, primary schools and secondary schools occur through parent-teacher associations. It is a well-known fact that as the sources listed by item 15 in the Parent-Teacher Association Regulation are not enough to meet the needs of schools, they try to raise donations and this creates many problems. This study intends to reveal these problems. The population of the study comprises 6,078 parents and 63 managers and parent-teacher association board members from 7 schools selected from among the school located in central Elazığ by considering the socioeconomic level of parents and the cultural environment of the schools. The sample included 833 parents and the above number of school managers and parent-teacher association board members who were selected randomly. The study used questionnaires to collect data.

*Keywords:* Parent-teacher association, donations, parents, board members.

ADDRESS FOR CORRESPONDENCE: Necmi GÖKYER, Firat University, School of Educational Sciences, Department of Educational Management, Inspection, Planning and Economy *E-mail address:* [ngokyer@firat.edu.tr](mailto:ngokyer@firat.edu.tr)

---

## Narratology as an interpretative model, and a narrative analysis as an interpretative key of basic teaching tools in textbooks and in data-video presentation – static visual texts

**Jiri Pavelka\***, Faculty of Management and Commerce, South Eastern University of Sri Lanka, Oluvil. 32360. Sri Lanka

**Mohamed Nainar Abdul Salam**, Faculty of Science, Technology, Engineering and Mathematics, International University of Malaya-Wales, Kuala Lumpur. 50480. Malaysia

### Abstract

Media texts can be analyzed and interpreted from different theoretical resources and using different methodological tools. The starting theoretical frameworks of a qualitative research and the associated methodological tools, and in a broader context, individual communication competencies, including the items such as faith or prejudices, determine and define how to interpret media texts. The postmodern concept of a social reality as a product of narrative activities and narrative analysis represent promising interpretative models and keys to media texts. The aim of the study is to explain these resources and methodics of interpretation of static visual image texts – photos, fine-art paintings, illustrations, and posters that have become the basic teaching tools in textbooks or video dat presentation, from these viewpoints.

*Keywords:* narratology, methodics of interpretation, teaching tools, media text, static visual text

ADDRESS FOR CORRESPONDENCE: **Jiri Pavelka**, Faculty of Management and Commerce, South Eastern University of Sri Lanka, Oluvil. 32360. Sri Lanka *E-mail address:* [pavelka@fss.muni.cz](mailto:pavelka@fss.muni.cz)

---

## Making explicit and adding value to the work on horizontal competences in an Electronic Engineering Degree

**Joaquin Portilla\***, Department of Electricity and Electronics. Faculty of Science and Technology. University of the Basque Country - UPV/EHU, Barrio Sarriena s/n, Leioa 48940, Spain

**Amparo Varona**, Department of Electricity and Electronics. Faculty of Science and Technology. University of the Basque Country - UPV/EHU, Barrio Sarriena s/n, Leioa 48940, Spain

**Nerea Otegi**, Department of Electricity and Electronics. Faculty of Science and Technology. University of the Basque Country - UPV/EHU, Barrio Sarriena s/n, Leioa 48940, Spain



### Abstract

In the European higher education landscape, Dublin descriptors indicate that qualifications are awarded to students who have demonstrated knowledge and understanding in a field and can apply it in a “professional” way. In this context, “professionalism” must be interpreted as getting along in a working scenario context and this implies to manage some horizontal skills. The subjects taking part of the program of a given degree focus on achieving knowledge in a given discipline. The day-to-day work in each subject is fundamentally oriented to get such knowledge, but, simultaneously, diverse horizontal competences or skills are implicitly acquired on the way. Graduate programs have to organize the activities building evidence of the achievement in acquiring such skills and competences. This adds value to the education process and helps to highlight the academic qualification. The implication is organizing the educational activity that allows developing competent persons. In this paper, we describe the horizontal competences in the Electronic Engineering degree, at the University of the Basque Country (UPV/EHU), and we deal with an analysis of the current situation and the development of a working-plan. The aim is to make explicit the work on horizontal skills that is already done in an implicit way and to propose actions to better coordinate and fill the gaps in the process. A simple and illustrative example to make explicit this work by means of a typical activity is provided.

*Keywords:* Horizontal Competences, Electronic Engineering, Skill Development, Learning Outcomes, Indicators;

ADDRESS FOR CORRESPONDENCE: **Joaquin Portilla**, Department of Electricity and Electronics. Faculty of Science and Technology. University of the Basque Country - UPV/EHU, Barrio Sarriena s/n, Leioa 48940, Spain.

*E-mail address:* [joaquin.portilla@ehu.es](mailto:joaquin.portilla@ehu.es)

---

## Teachers of Polish Vocational Schools vs. Changes in the Model of Employment and Organization of Work. Study Report

**Aleksandra Kulpa-Puczyńska\***, Kazimierz Wielki University in Bydgoszcz, Faculty of Pedagogy and Psychology, Chodkiewicza 30, 85-064 Bydgoszcz, Poland

### Abstract

One of the main reasons standing behind today’s organizational and substantial changes that have affected vocational education in Poland concerns continuing changes in the field of employment and organization of work – which is the consequence of technological and scientific development, globalization of economy, European integration processes, geographical and professional migrations and the development of multicultural and information society.

In order to align vocational education with the challenges of modern civilization, several efforts have been made, e.g. encouraging specialists (reflective practitioners) to get employed at vocational schools and substantial training for vocational school teachers. The purpose of this paper is also to answer the following questions: What is the opinion of vocational school teachers regarding the changes at the modern labour market and its increasing flexibility? How do they judge vocational school students in terms of their readiness to deal with the dynamic model of employment? How do they see their role in this sort of preparation? What kind of challenges do modern teachers have to face?

The conclusions from theoretical analysis, supported by the results from the study (MNiSW grant), have shown, among other things, that modern teachers function in the environment of unique, open situations and dynamic changes in educational contents. Thus, they should be characterized by creativity and good intuition in noticing bonds between knowledge, technology and demands of the labour market. Another important attribute is innovativeness, understood as a specific kind of thinking, organizing knowledge, perceiving the world and creating new perspectives.

*Keywords:* vocational school teachers, vocational education, preparation to flexible forms of employment and organization of work

ADDRESS FOR CORRESPONDENCE: **Aleksandra Kulpa-Puczyńska**, Kazimierz Wielki University in Bydgoszcz, Faculty of Pedagogy and Psychology, Chodkiewicza 30, 85-064 Bydgoszcz, Poland. Tel.: (+48)608 067 258, *E-mail address:* [olakulpa@ukw.edu.pl](mailto:olakulpa@ukw.edu.pl)

---

## Media literacy and Marketing Consumerism Focused on Children

**Blandina Sramova\***, Comenius University in Bratislava, Faculty of Education, Račianska 59, 813 34 Bratislava, Slovak Republic.

### Abstract

The paper points out the importance of developing media literacy with children, who are more and more becoming the focus of contemporary marketing. The aim of these marketing efforts is to put more pressure on children’s parents in order

to influence their decision-making process and shopping behaviour towards buying the products being advertised. The study is divided into three parts. The first part is focused on marketing targeted at children, whose cognitive ability to recognize the persuasive intent of advertising is not sufficient until the age of eight. Our views are based on Piaget's theory of cognitive development. Pursuant to this theory, we explain the development of consumer behaviour patterns among children, going through four developmental stages (from birth to the age of 12 and beyond). We point out that understanding commercial content depends on how mature the cognitive processes of an individual are. The same thing is essential for the development of consumer behaviour and for the ability to distinguish between commercialism and reality in advertisements. The second part of the paper deals with the negative impact of commercialization on children's development, as the high levels of materialism found in advertisements negatively influence children's self-esteem, value orientation, habits and attitudes. The third part of the paper emphasizes the importance of increasing media literacy both within families and in schools by means of media literacy education. Developing media literacy is just the thing that may help children understand marketing messages and so improve their ability to recognize commercial messages.

*Keywords:* media literacy; marketing consumerism; advertisement; consumer competency; children; consumer behaviour

ADDRESS FOR CORRESPONDENCE: **Blandina Sramova**, Comenius University in Bratislava, Faculty of Education, Račianska 59, 813 34 Bratislava, Slovak Republic. Tel.: +421- 2- 502-223-48, *E-mail address:* [sramova2@azet.sk](mailto:sramova2@azet.sk)

---

## Prospective English teachers' usage and ownership of mobile devices as m-learning tools

**Huseyin Oz\***, Hacettepe University, Faculty of Education, Ankara, 06800, Turkey

### Abstract

Mobile learning is an emerging field of research and practice across educational institutions and workplace. More and more students have access to smartphones, tablets and other mobile devices. This study was aimed to better understand how student teachers of English language teaching (ELT) use mobile technology for learning and how they want to use mobile devices for teaching in the future. A total of 144 student teachers enrolled in an ELT department at a major state university participated in the study. Based on descriptive statistics, the findings revealed that a great majority of the participants currently own and use phones, particularly internet capable ones, MP3 players, and tablets. Nearly four in ten prospective English teachers planned to buy a tablet (e.g., iPad), three in ten intended to purchase smartphones (e.g., iPhone), and one in ten was likely to purchase an e-book reader (e.g., Kindle.) over the next year or two. Further, nearly all the participants stated that despite the impediments, they wanted to use mobile devices in their English lessons and teaching regularly in the future. They believed that the biggest barriers that might moderate on the appropriate application of mobile devices in ELT included the great versatility in device types, pedagogical justifications, administrative factors, lack of training, and lack of devices due to financial restrictions. Some pedagogical implications are also provided.

*Keywords:* mobile learning; prospective English teachers; mobile devices; usage; ownership; purchase intent;

ADDRESS FOR CORRESPONDENCE: **Huseyin Oz**, Hacettepe University, Faculty of Education, Ankara, 06800, Turkey. Tel.: +90-312-297-8575, ext. 128 , *E-mail address:* [hoz@hacettepe.edu.tr](mailto:hoz@hacettepe.edu.tr)

---

## DIFFICULTIES ENCAUNTERED IN VISUAL ARTS AND GIVEN IN HIGH- SCHOOL EDUCATION IN TURKEY AND SOLUTION PROPOSALS

**TAMER KAVURAN \***, Firat University, Faculty of Communication, Visual Communication Design Department, Turkey.  
**Bayram Dede**, Ondokuz Mayıs University, Institute of Education Sciences, Fine Arts Education, Turkey.

### Abstract

In todays societies in future oriented Education Visual Arts has a gradually improving priority and importance in Turkey from declaring of Republic uptill now, Visual Arts Coming with perpetual changing, confront us as the lesson of which aim hasn't become clear. Even nowadays, uncertainty of aims of art training in high schools helps us to understand the hardship of the Issue, is Visual Arts a free time activity that put in the high School Corricula. Or an activity that has many acguisitions in which it harbors its aims.

What's the actual aim of Visual Arts? These questions have unfortunately been unanswered. This question's answer is; most or people from the ones who prepare the Visual Arts Training Curricula to the teachers who teach the lesson don't actually know the functions and aim of Visual Arts Because of this and because of not being understood by students parents and directors the Visual Arts lesson hasn't reached its aim. Besides, the students, squeezed among the scholarship

exams, level setting exams, school and courses, slide over or make up excuses that it is a talent. In any case in schools that have many problems, visual arts has become a big matter's skein that come from the past and can't be solved.

*Keywords:* Education, Art, Visual Arts Education.

ADDRESS FOR CORRESPONDENCE: **Tamer Kavuran**, Firat University, Faculty of Communication, Visual Communication Design Department, Turkey. *E-mail address:* [tkavuran@firat.edu.tr](mailto:tkavuran@firat.edu.tr)

---

## DETERMINING VALUE ORIENTATION OF TEACHER CANDIDATES

**Handan Asûde Başal\***, Uludag University Education Faculty Preschool Education Department, Turkey.

**Merve Avdar**, Uludag University Education Faculty Preschool Education Department, Turkey.

**Meral Taner Derman**, Uludag University Education Faculty Preschool Education Department, Turkey.

**Pinar Bağçeli Kahraman**, Uludag University Education Faculty Preschool Education Department, Turkey.

### Abstract

**Purpose:**The purpose of this study is to determine the value orientation of teacher candidates that study in faculty of education. **Method:** This study was carried out with 220 female and 220 male, a total of 440, teacher candidates who study in various undergraduate programs of Faculty of Education in 2012-2013 Academic Year. In this research Portrait Values Questionnaire, which was developed by Schwartz and adapted into Turkish by Demirutku (2004), has been applied. "T" test and "Variance Analysis" has been used to analyze the data acquired as a result of the research. **Findings and Results:** According to the findings acquired from at the end of the research, "Universalism" is the most important and "Stimulation" is the least important value among teacher candidates in first and fourth grades of eleven different departments of faculty of education. When value orientation of teacher candidates was analyzed by grades, it was seen that there was a significant difference in favor of those in fourth grade. Significant differences have been determined in power, hedonism, benevolence, security values according to gender factor and in achievement, stimulation, security values according to department factor. It has been determined that females place importance on power value and males place importance on hedonism, benevolence and security values. As a result, the very fact that females and males place importance on different values, for example females care about power value more than males whereas males seek hedonism and security values, can be considered as a reflection of parents' values about raising female and male children. **Key Words:** Faculty of education, value, gender, grade level, department

*Keywords:* Faculty of education, value, gender, grade level, department

ADDRESS FOR CORRESPONDENCE: **Handan Asûde Başal**, Uludag University Education Faculty Preschool Education Department, Turkey. *E-mail address:* [asubasal@uludag.edu.tr](mailto:asubasal@uludag.edu.tr)

---

## THE IMPACT OF EMPATHY EDUCATION PROGRAMME WHICH WAS PERFORMED ON 10-11 YEAR OLD CHILDREN FROM DIFFERENT SOCIOECONOMIC LEVELS ON THE AGGRESSION LEVEL

**Meral TANER DERMAN\***, Uludag University Faculty of Education, Bursa, 16059, TURKEY

**Handan Asude BAŞAL**, Uludag University Faculty of Education, Bursa, 16059, TURKEY

### Abstract

The aim of this research is to determine the impact of empathy education programme which was performed on 10-11 year old children from different socioeconomic levels on the aggression level. Through this aim, the research is carried out as an experimental work based on one of the effective trial models, "pretest-posttest model with placebo control group". 3199 children going to 10 different schools from different socioeconomic levels in Bursa were subject to Aggression Scale (Şahin, 2004) and 28 girls, 62 boys, a total of 90 students with high aggression points were chosen from among these 3199 children. As data gathering tools; Aggression Scale was used to measure the aggression levels of children, Empathy Scale was used to measure the empathy skills of children. Analysis of Covariance (ANCOVA), variance analysis and t-test were used during the process of analysing and interpreting the data gained from the research. At the end of the research, it was determined that the empathy education programme makes difference on the aggression levels of children by decreasing it. It was ascertained that, at the end of empathy education programme, students from low socioeconomic levels are affected more positively than the students from higher socioeconomic levels.

*Keywords:* aggressiveness, empathy, empathy education programme, socioeconomic level.

ADDRESS FOR CORRESPONDENCE: **Meral TANER DERMAN**, Uludag University Faculty of Education, Bursa, 16059, TURKEY

---

## The role of Old Turkic place names in teaching history

**Nakhanova Lyazzat Ayanovna\***, Ph.D. candidate, Gumilyov Eurasian National University, Department of Turkic Sciences, Astana 010000, Kazakhstan

### Abstract

Since Kazakhstan achieved independence, it has become necessary to reconsider the national history. Historians have been charged by the government with revising the history from ancient times up to independence. The problem is that the many modern history books overwhelm readers with bare statistics such as dates and numbers, without significantly increasing their level of substantive knowledge. In this respect history should not be limited to the presentation of dry facts concerning historical events, but should also inform the reader about the ethnos' world-view; it should be regarded as a course, diachronically observing and showing the development of ethnos mentality. The purpose of this qualitative study is to develop additional systematically selected information about mental peculiarities of Turkic people and show its historical development through analysing the functionality of place names in ancient Turkic period. The linguistic and general scientific methods (comparative, descriptive, component analysis, etymological analysis) we have applied gave us: 1) the comprehension of the ancient Turks' mentality, world-view through the prism of place names in which they put the important information; 2) the picture of historical events linked with the given place names. The sources (Orkhon-Yenisei written monuments, historic, linguistic, ethnographic, geographic works and scientific literature on toponyms) we used are completely related to the content of the given research. This research can be useful for the group of scholars developing new historian books and contribute to the further study on the ancient Turkic place names.

*Keywords:* Turkic Studies; history; history teaching, Toponymy, Onomastics;

ADDRESS FOR CORRESPONDENCE: **Nakhanova Lyazzat Ayanovna**, Ph.D. candidate, Gumilyov Eurasian National University, Department of Turkic Sciences, Astana 010000, Kazakhstan. Tel.: +7 702 2828647, E-mail address: [nilia86@mail.ru](mailto:nilia86@mail.ru)

---

## Parents' Opinions On Preschool Education Program With Enriched Parental Involvement Dimension

**Pinar Bağçeli Kahraman\***, Uludag University Education Faculty Elementary Education Department, 16059 Nilüfer, Bursa.  
**Handan Asûde Başal**, Uludag University Education Faculty Elementary Education Department Preschool Education Programme 16059 Nilüfer, Bursa

### Abstract

The purpose of the research is to analyze "Education Program with Enriched Parental Involvement Dimension", which is being developed to realize the goals of Preschool Education Program, according to parents' opinions. With this purpose in mind, researchers developed "improved parental involvement activities" and tried to create new program ideas. Recommended Program with Enriched Parental Involvement Dimension has been applied to parents and assessments have been made by asking their opinions about activities. Two questionnaires with open ended questions have been used in order to learn about families' opinions on the program at the end of the year. The opinions have been analyzed by using content analysis, which is one of the data analysis techniques in qualitative research. Study group of the research comprises parents of 2" children that receive preschool education in two different preschools in Bursa. When the opinions of parents, who participated in Preschool Education Program with Enriched Parental Involvement Dimension, were utilized, it was discovered that they could see changes such as improvement in children's attentiveness, speaking skills and self-confidence. Mothers also reported in the assessment at the end of the year that children showed tendency to do more homework and became more attentive, patient and responsible. It has been also determined that homework activities promote children's development and unity within the families, families has the opportunity to be more active and spend quality time with their children with parental involvement activities. In short, all parents, who participated in the study, stated that parental involvement studies are necessary and rewarding and that parental involvement would contribute to children's transition to preschool education and primary school.

*Keywords:* Parental involvement, preschool education, age of 5-6, transition to primary school, preschool education program.

ADDRESS FOR CORRESPONDENCE: **Pinar Bağçeli Kahraman**, Uludag University Education Faculty Elementary Education Department, 16059 Nilüfer, Bursa. E-mail address: [pinarbag@uludag.edu.tr](mailto:pinarbag@uludag.edu.tr)

---

## AN INTERCULTURAL COMMUNICATION TRAINING TEST IN A SPECIAL CASE OF EUROPE (AN APPLIED FIELD STUDY THROUGH THE INSTRUMENT OF VIRTUAL CONDUIT)

**Emrah ARĞIN \***, Firat University, Faculty of Communication, Elazig / Turkey.

**Mustafa YAĞBASAN**, Firat University, Faculty of Communication, Elazig / Turkey.

### Abstract

In the social life, social behaviours can undoubtedly carry different features based upon such as genetic, hereditary and so on reasons. Theological, geographical, environmental factors and family environment can be shown as an example that affect the cultural-oriented individual learning process. For example, "violence" is a second learnt pattern of behavior and social environment can directly affect this learning process (living environment, family or local media, etc.) On the other hand it seems possible to say the same thing for many of the cultural achievements.

Societies, even if they live on different regions can meet in virtual and real environment in case of 21st century conditions. Communicating obligation has emerged via social channels on today's "global village" with regarded as the "enemy" or "other" cultures until recent history. Therefore, recognizing each other's culture better ( learning) and the digesting are important for a more livable world order. Because oriental and occidental trends have reached the condition of threatening the entire world. The main problem here is whether intercultural communication is possible with education or how to overcome a bias.

European countries constitute the system of this study that reference to the basic hypothesis; in a globalized world conditions intercultural communication can be carried out on a virtual environment. MSN, Facebook, or Twitter as a media channels used in this study, a random sample (random) selected by the students studying in twenty European countries in the field of social sciences (communication and closeness with the demand) and tried to reach the questionnaire and were asked to answer the questions. In this study, it was tested that youngsters in European countries are positive or open to virtual friendship with the Turks and possibility of intercultural communication education through virtual channel. Important findings were concluded as a result of the study.

*Keywords:* Remote Intercultural Communication, Intercultural Education, Intercultural Virtual Environment.

ADDRESS FOR CORRESPONDENCE: **Emrah ARĞIN**, Firat University, Faculty of Communication, Elazig / Turkey.

E-mail address: [emrahargin@hotmail.com](mailto:emrahargin@hotmail.com)

## EVALUATION OF SCHOOL DEVELOPMENT APPROACHES BY ADMINISTRATORS AT TRNC STATE PRIMARY SCHOOLS, ACCORDING TO ADMINISTRATORS, TEACHERS, AND PARENTS

**Elçin Nuri\***, Head Teacher. Şht. Salih Terzi Primary School. Famagusta –TRNC.

**Gökmen Dağlı**, Near East University, Nicosia –TRNC

### Abstract

The basic aim of this thesis is to look into the various dimensions of School Development Approaches used by Administrators in Turkish Republic of Northern Cyprus (TRNC) State Primary Schools, from the perspectives of Administrators, Teachers, and Parents. Both qualitative and quantitative data was collected for the study and the research pattern was set as "content analysis" and "general scanning model". Interview technique, one of the qualitative research methods, was used in the study. Random sampling technique of probability based sampling methods was used in order to establish the study group. A total of 57 participants were included in the research, of which 17 were administrators, 20 were teachers, and 20 were parents. Questions were prepared for the interview forms used in gathering data, taking into consideration the factors affecting school development. Administrators, teachers, and parents were asked the same questions. The researcher personally contacted all of the participants and answers to the questions were obtained through interviews. The findings of the research are summarized below: The number of female participants was larger. The largest age group of participants is 41-45. Among administrators and teachers, the participant group with the highest years of service has been working for 21 years or more; the participant group with the longest period of time in the same school have been working for 11-15 years. As for parents, the participant group has been parents at the same school for 1-3 years at the most. In answering questions in the interview form, concerning the school development approaches used by administrators, participants stated in a high percentage that; student performances in relation to education and training services are often evaluated; administrators pay attention to creating a positive organizational climate and culture with teachers and parents. Among the school development approaches used by administrators, participants stated that the least implemented areas of school development were lack of a library meeting the educational and training needs of the school, and not organizing in-service training for professional development of teachers. Parents form the largest group of participants who have the least amount of knowledge about the school development approaches implemented by

administrators. It is observed that, according to the majority of participants, in relation to school development approaches by administrators, the school has a vision, individual training of students is given importance, student performances are often evaluated, the works to create a positive organizational climate and culture with teachers, students, parents, and close environment are given importance, in-service training of teachers is encouraged, and activities are designed for the awareness of students that they need.

According to the majority of participants, in relation to the school development approaches implemented by administrators, there is no library to meet the educational and training needs of the school, and activities for the professional development of teachers are not designed. According to the majority of participants, in relation to the school development approaches implemented by administrators – although the percentages show variety and not in the highest percentage – it can be seen that new projects are produced at school, educational activities are carried out based on drama, and awareness created for parents that they need. As for having a building and yard suitable for educational and training works, getting feedback from graduates, other sections of the society joining the works in creating a positive organizational climate and culture at school, the administrators supporting teachers in creativity and innovativeness, organizing training activities aimed at the society, differences were observed in the approaches of administrators, teachers, and parents. In general, it can be seen that administrators and parents are in accordance with the school development approaches used by administrators.

*Keywords:* TRNC, Education Management, School Administrator, School Development, Primary Education.

ADDRESS FOR CORRESPONDENCE: **Elçin Nuri**, Head Teacher. Şht. Salih Terzi Primary School. Famagusta –TRNC. Tel. 0533 863 85 85, *E-mail address:* [elcinnuri@yahoo.com.tr](mailto:elcinnuri@yahoo.com.tr)

---

## Related Aspects to Formative Effects of Collaboration in Virtual Spaces

**Crinela Dumitrescu \***, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania

**Luminița Drăghicescu**, Valahia University of Targoviste, Teacher Training Department, 5 Moldovei Str., 130093 Targoviste, Romania

**Ana-Maria Petrescu**, Valahia University of Targoviste, Teacher Training Department, 5 Moldovei Str., 130093 Targoviste, Romani

**Gabriel Gorghiu**, Valahia University of Targoviste, Faculty of Electrical Engineering, Electronics and Information Technology, 18-24 Unirii Blvd., 130082 Targoviste, Romania.

**Laura Monica Gorghiu**, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania

### Abstract

The collaborative learning - that can be put in practice in a real classroom or using virtual environments - becomes the way for stimulating both individual and group strategy. The paper proposes to demonstrate the formative effects of collaboration in virtual spaces, emphasizing on its impact on the development of creativity and tries to put in evidence possible group creativity hinder factors. The support of the research is provided by the European LLP-KA3 project: “CoCreat - Enabling Creative Collaboration through Supportive Technologies”, centered on the promoting of creative collaboration, using innovative teaching models based on virtual reality, social networks and/or mobile technologies.

*Keywords:* creative collaboration, web environments, virtual spaces, meanings formative;

ADDRESS FOR CORRESPONDENCE: **Crinela Dumitrescu**, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania, Tel.: +40-245-213382, *E-mail address:* [dumitrescucrinela@yahoo.com](mailto:dumitrescucrinela@yahoo.com)

---

## A perspective on E-Learning and Cloud Computing

**Ştefan Aureliu Rădulescu \***, University Politehnica of Bucharest, Splaiul Independentei nr. 313, sector 6, Bucuresti, 060042, Romania

### Abstract

Computer based laboratories are an important component of the e-learning environment. With the introduction of Cloud Computing technologies more and more laboratories move into the cloud, known as virtual laboratories. While there are many benefits for using virtual laboratories, there is also an increase complexity regarding the usage of them. There are many cloud management systems (Cloud MS) which add an extra layer of complexity to the e-learning experience both from the perspective of the teacher and of the student. The purpose of the study is to identify ways to improve the learning process through the use of cloud computing technologies, while reducing the complexity associated with these technologies. The main focus is about the requesting, creation, deployment, monitoring and management of virtual laboratories using Cloud Computing. IBM Tivoli Service Automation Manager and VMware Hypervisor are used for building



a private cloud. Moodle is used as the Course Management System (Course MS). The proposed Virtual Laboratories Cloud System (VLCS) offers one possible way to improve the learning process by using Cloud Computing to offer Virtual Laboratories as a Service (VLaaS). The VLCS has the main goal of offering virtual laboratories while increasing the cloud resources utilization. The proposed VLCS creates a new link between cloud computing and e-learning by providing virtual laboratories as a service to as many users as possible while increasing the utilization of private cloud resources. This approach offers the opportunity to enhance the e-learning experience with new ways of teaching.

*Keywords:* cloud computing, e-learning, virtual laboratories, virtual laboratories as a service.

ADDRESS FOR CORRESPONDENCE: **Ștefan Aureliu Rădulescu**, University Politehnica of Bucharest, Splaiul Independentei nr. 313, sector 6, Bucuresti, 060042, Romania. *E-mail address:* [stefan.radulescu@cimr.pub.ro](mailto:stefan.radulescu@cimr.pub.ro)

---

## Working in the Second Life Environment - A Demarche Dedicated to Enhance Students' Collaboration

**Radu Lucian Olteanu\***, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania,

**Mihai Bizoi**, Valahia University of Targoviste, Faculty of Electrical Engineering, Electronics and Information Technology, 18-24 Unirii Blvd., 130082 Targoviste, Romania

### Abstract

At present, virtual world environments have a huge potential on changing the manner in which people can interact, navigate on Internet, and make business. Due to the fact that the virtual world environments become more pervasive, it is important for the researchers to be deeply involved in the understanding of those spaces. The paper describes the main aspects met by tutors and students on working in the Second Life environment, during the on-line course "Designing Technology-Enhanced Learning", organized in the frame of the European LLP-KA3 project: "Enabling Creative Collaboration through Supportive Technologies" (code 511733-LLP-1-2010-1-FI-KA3-KA3MP). Second Life was chosen due to the fact that provides a strong collaborative environment equipped with modern features: voice interactions, chat and instant messenger, expanding the ways of communication and the possibilities for collaboration. For many Romanian students who participated to the course, it was a unique experience - they were involved in the collaborative work, together with their colleagues from Finland, Estonia and Norway, but also engaged in learning processes that enhanced creative collaboration.

*Keywords:* technology-enhanced learning, creative collaboration, virtual environments, student's profile, on-line course, KA3-ICT project;

ADDRESS FOR CORRESPONDENCE: **Radu Lucian Olteanu**, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania. Tel.: +40-245-213382, *E-mail address:* [raduolteanu110@yahoo.com](mailto:raduolteanu110@yahoo.com)

---

## Working in the Second Life Environment - A Demarche Dedicated to Enhance Students' Collaboration

**Radu Lucian Olteanu\***, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania,

**Mihai Bizoi**, Valahia University of Targoviste, Faculty of Electrical Engineering, Electronics and Information Technology, 18-24 Unirii Blvd., 130082 Targoviste, Romania

### Abstract

At present, virtual world environments have a huge potential on changing the manner in which people can interact, navigate on Internet, and make business. Due to the fact that the virtual world environments become more pervasive, it is important for the researchers to be deeply involved in the understanding of those spaces. The paper describes the main aspects met by tutors and students on working in the Second Life environment, during the on-line course "Designing Technology-Enhanced Learning", organized in the frame of the European LLP-KA3 project: "Enabling Creative Collaboration through Supportive Technologies" (code 511733-LLP-1-2010-1-FI-KA3-KA3MP). Second Life was chosen due to the fact that provides a strong collaborative environment equipped with modern features: voice interactions, chat and instant

messenger, expanding the ways of communication and the possibilities for collaboration. For many Romanian students who participated to the course, it was a unique experience - they were involved in the collaborative work, together with their colleagues from Finland, Estonia and Norway, but also engaged in learning processes that enhanced creative collaboration.

*Keywords:* technology-enhanced learning, creative collaboration, virtual environments, student's profile, on-line course, KA3-ICT project;

ADDRESS FOR CORRESPONDENCE: **Radu Lucian Olteanu**, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania. Tel.: +40-245-213382, *E-mail address:* [raduolteanu110@yahoo.com](mailto:raduolteanu110@yahoo.com)

---

## **A FIELD STUDY FOR THE CORRELATION ANALYSIS AMONG EDUCATION LEVEL AND MEDIA ALONG WITH FOOTBALL FANATICISM (Elazığ Province Case)**

**Mustafa Yağbasan \***, Firat University, Faculty of Communication, Elazığ / Turkey

**Emrah Arğın**, Firat University, Faculty of Communication, Elazığ / Turkey

**Özge Arğın**, Ministry of Education, Necip Güngör Kısaparmak Trade Vocational High School, Elazığ / Turkey

### **Abstract**

Education is one of the fundamental social institutions and can be defined as the process that individuals develop their ability, attitudes and positive behaviours in society. In a broad sense, education is the social process which helps individuals to establish social and cultural background and to gain the routines of life.

It is observed that hooliganism has recently reached its peak in sports competitions as social events. Aggressive motive is defined as a natural reflex developed with safekeeping instinct of human. It can be said that as much biological characteristics as family, culture and ways of life shaped by these play an important role in emergence of a group behaviour partake of violence. Then, fanaticism emergent by the interaction of these factors with each other, can be seen as an act of winning recognition in society and feeling belong to a group.

Football is put in a different place in sports competitions. The most coveted sport is football in many geography of world and because of the fact that it contains more fanaticism. When we examine history of football it is seen that violence and fanaticism trends caused many sad events. Thoughts in the direction that stadiums are no longer safe places, expose the problem has reached alarming proportions. This study was done based on the basic hypothesis that violence events are directly related to media broadcast and education level. Testing the relation among factors affecting football fans and fanaticism, and education level and contribution of media to the process have been studied in sample of Elazığ. Research has been supported with a survey application studied by Random method and has been reached important conclusions supports the basic hypothesis.

*Keywords:* Football, Fanaticism, Hooliganism, Media, Violence

ADDRESS FOR CORRESPONDENCE: **Mustafa Yağbasan**, Firat University, Faculty of Communication, Elazığ / Turkey

*E-mail address:* [myagbasan@firat.edu.tr](mailto:myagbasan@firat.edu.tr)

---

## **Lesson Learned from the Experiences of Small Schools in Thailand**

**Tussatrin Wannagatesiri \***, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus , Nakhon Pathom 73140, Thailand

**Kulthida Nukultham**, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus , Nakhon Pathom 73140, Thailand

**Nantarat Kruea-In**, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus , Nakhon Pathom 73140, Thailand

**Athikiat Thongperm**, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus , Nakhon Pathom 73140, Thailand

### **Abstract**

This research aims to study 1) guideline of consideration for closing, merging, and maintaining of small schools by recognition of views and needs of students and their families, potentials of small schools, support from the local organization administrators and educational ministry's policy; and 2) lessons learned from the experiences of 6 substantial

small schools in the west-central Thailand through lessons distilled process. Conducting the quantitative survey on study small school stakeholders' views on a controversial plan to close/merge small schools and the policy recommendations of school's stakeholders for small school's improvements from 146 school principals, 494 teachers, 1,365 parents and 33 local organization administrators revealed various opinions on the controversial plan depend on their benefits or interests. The parents and local organization administrators reflected that small schools could provide educational opportunity for children to learn near home and small schools develop good habit and well personality of the children, limiting in budget and small number of teachers. The findings of the lesson learned contribute patterns of academic, human resource and budget management within the small schools, and factors affecting the efficiency and limitation in improving quality of small schools. The core knowledge of this lesson learned serves as the guidelines to promote educational quality of small schools.

*Keywords:* lesson learned, small-sized schools

ADDRESS FOR CORRESPONDENCE: Tussatrin Wannagatesiri, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus , Nakhon Pathom 73140, Thailand *E-mail address:* [tussatrin\\_k@yahoo.com](mailto:tussatrin_k@yahoo.com)

---

## Key Competences for Sustainable Development – Aspects Related with SUSTAIN Project Activity

**Crinela Dumitrescu\***, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania

**Luminita Mihaela Draghicescu**, Valahia University of Targoviste, Teacher Training Department, 5 Moldovei Str., 130093 Targoviste, Romania

**Radu Lucian Olteanu**, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania

**Ana-Maria Suduc**, Valahia University of Targoviste, Faculty of Electrical Engineering, Electronics and Information Technology, 18-24 Unirii Blvd., 130082 Targoviste, Romania

### Abstract

SUSTAIN (Sustaining Development in Early School Education 518321-LLP-2011-TR-COMENIUS-CMP) project is focused on developing key competences on children aged 5 to 12 years, required in the context of education for sustainable development. Our investigative approach aim to show that education for sustainable development, inserted into the formal education system - at the various disciplines or as a distinct subject - can generate a change of mindset, can generate the competences needed to create a safer world, a healthy social environment in which quality of life is an essential axiological reference.

*Keywords:* key competences, Education for Sustainable Development, SUSTAIN project;

ADDRESS FOR CORRESPONDENCE: **Crinela Dumitrescu**, Valahia University of Targoviste, Faculty of Sciences and Arts, 18-24 Unirii Blvd., 130082 Targoviste, Romania. *E-mail address:* [dumitrescucrinela@yahoo.com](mailto:dumitrescucrinela@yahoo.com)

---

## Examining the factor structure of writing assessment based on sets of analytical marking criteria

**Daniel Urbach \***, Australian Council for Educational Research, 19 Prospect Hill Road, Camberwell 3124, Australia.

### Abstract

Analytic marking schemes with multiple criteria are used to assess writing scripts based on several aspects of writing skills, such as content, language use, organisation, vocabulary, etc. Analytical marking also aims to ensure reliability and consistency in the marking of writing scripts across raters. The aim of this paper is to examine the dimensionality of the writing construct based on analytical marking schemes applied to the International Schools' Assessment (ISA) and the eWrite writing assessment for potential improvement of the marking schemes. Both are assessment programs of the Australian Council for Education Research (ACER). The ISA writing assessment uses a marking scheme with three analytical criteria. The eWrite program uses a scheme with nine analytical criteria. For each assessment, the dimensionality of writing is investigated using factor analytic techniques. Factor structures involving general and specific factors are explored. Preliminary results suggest that when using the ISA and the eWrite marking schemes, a general writing factor is supported. For eWrite, over and above a general writing factor, with the nine criteria two minor specific factors in the content and language convention area were identified. The results will be described and discussed further.

*Keywords:* Writing assessment, Analytical Marking, General-specific factor model, Dimensionality of the writing construct

## ENVIRONMENTAL KNOWLEDGE OF PRIMARY SCHOOL STUDENTS: ZONGULDAK (TURKEY) EXAMPLE

**Elif Alaydin\***, Bulent Ecevit University, Department of Environmental Engineering, 67100, Zonguldak, Turkey  
**Gulcin Demirel**, Bulent Ecevit University, Department of Environmental Engineering, 67100, Zonguldak, Turkey  
**Sureyya Altin**, Bulent Ecevit University, Department of Environmental Engineering, 67100, Zonguldak, Turkey  
**Ahmet ALTIN**, Bulent Ecevit University, Department of Environmental Engineering, 67100, Zonguldak, Turkey

### Abstract

The number of environmentally conscious individuals in society can be raised by increasing environmental education quality in primary schools. Starting studies about environment in the childhood years is very important. In this study, the knowledge and skill levels of primary school students in Zonguldak about waste recycling was determined, and the participation levels of theirs into recycling activities was measured.

For this aim, the third and fourth grade primary school students were identified as a target group of the study, and a questionnaire assessing the impact of the parents' socio-economic structures and education status on environmental awareness of theirs was prepared. The results were evaluated to determine the strengths and weaknesses of environmental education of the students, statistically. The questionnaire was conducted in three elementary schools having different social and economic levels. These schools were encoded as A, B and C during the application of the questionnaire. School A is located in a neighborhood which has low-income families and the number of students of school A is lower than the others. Parents of the students in School C are situated in the upper income level. In this school, the family education level is also higher than the other two schools. The questionnaire used in the study was consisted of fifteen questions. Questions in the first, second and last parts of the questionnaire relate with the demographic characteristics of students families, the environmental awareness of the students, and the participation of students into recycling activities, respectively. The survey reviews were carried out with a statistical program and differences between the schools were determined by using one way ANOVA test.

As a result of this study, it was determined that environmental awareness and knowledge of waste recycling of school A students were higher than expected. Differences observed in school A may be occurred because of higher environmental education activities taking place at the school than the others. Another important result observed in this study, contrary to expectations, there is a significant relationship between the father's education level and environmental awareness levels of the students. It was also determined that giving the topics related to the environmental problems to students during the courses has very important role in gaining environmental awareness. This positive impact was observed more pronounced in the schools serving mostly to families having low-income and low education level. According to these results, it can be said that environmental education will be a very effective tool in future environmental management strategies of countries. However, it should be noted that environmental awareness experience gained during an individual's life is not limited with the school.

*Keywords:* Environmental education, Environmental awareness, Primary education, Recycling

ADDRESS FOR CORRESPONDENCE: **Elif Alaydin**, Bulent Ecevit University, Department of Environmental Engineering, 67100, Zonguldak, Turkey. E-mail address: [elif.alaydin@gmail.com](mailto:elif.alaydin@gmail.com)

---

## CHARACTER EDUCATION FOR GOLDEN GENERATION 2045 (National Character Building for Indonesian Golden Years)

**Fathur Rokhman\***, Semarang State University, Indonesia.  
**Yuliati Yuliati**, English Department - Semarang State University, Indonesia.  
**Ahmad Syaifudin**, Semarang State University, Indonesia.

### Abstract

Education has been considered as the center of excellence in preparing human's excellent characters. This belief drives every single person to be ready to face the global challenges. This beliefs also becomes the basic foundation for the world to say that Indonesia will be a very strong nation in all sectors in 2045 or 100 years after its independence day. This is supported by Indonesia's economy growth. Already the 16th-largest economy in the world, Indonesia has the potential to be 7th-biggest by 2030 (Oberman et al, 2012). Within this context, the government of Indonesia believe that preparing young generation is the only way to go to be a very strong nation in 2045. Education is considered to be the best place to

prepare the agent of change of the nation that will bring prosperous to others. Education institution is no longer a place to transfer knowledge only, but it is also a place to form youth's attitude, behaviour, character, and leadership. Thus, it is justifiable to reflect some basic value and character of Indonesia and cultivate them to all young generation in the form of national character building through education.

*Keywords:* character education, Indonesia 2045, Indonesian golden years.

ADDRESS FOR CORRESPONDENCE: **Fathur Rokhman**, Semarang State University, Indonesia.

*E-mail address:* [youlee\\_heart@yahoo.com](mailto:youlee_heart@yahoo.com)

---

## Curriculum Development and Design for University Programmes in Rail Freight and Logistics

**Marin Marinov \***, NewRail, Newcastle University, Mechanical and Systems Engineering School, Claremont Road, NE1 7RU, UK

**Anna Fraszczyk**, NewRail, Newcastle University, Mechanical and Systems Engineering School, Claremont Road, NE1 7RU, UK

### Abstract

Influenced by globalisation, internationalisation and different social needs it appears that the higher education is currently changing from an input-output based, professor-led approach towards a more integrated competence-based student-led approach. The necessity to develop deep understanding of multi-disciplinary concepts and orientations for a sustainable future has forced industrial, technological and service sectors to cross boundaries. In this paper we discuss concepts, standards and designs for innovative curricula for an MSc in Rail Freight and Logistics which employs a flexible mobility-based hybrid model integrating subjects, teaching and learning methods from four European Universities.

*Keywords:* Higher Education, MSc, Rail Freight and Logistics, Curriculum, Innovation;

ADDRESS FOR CORRESPONDENCE: **Marin Marinov**, NewRail, Newcastle University, Mechanical and Systems Engineering School, Claremont Road, NE1 7RU, UK, Tel.: +44(0)1912223976, *E-mail address:* [marin.marinov@ncl.ac.uk](mailto:marin.marinov@ncl.ac.uk)

---

## Valorisation of an MSc Programme

**Marin Marinov\***, NewRail, Newcastle University, Mechanical and Systems Engineering School, Claremont Road, NE1 7RU, UK

**Anna Fraszczyk\***, NewRail, Newcastle University, Mechanical and Systems Engineering School, Claremont Road, NE1 7RU, UK

### Abstract

Valorisation in general includes exploitation and implementation of academic activities, results and products and as such takes an important part in every process of university degree programme development and design. For MSc programmes in applied sciences such as rail freight and logistics it is of interest to valorise the programme curricula, learning method, available resources, level of industry support, mobility patterns, avenues for joint ventures and co-operation. In this paper a discussion on valorisation of an MSc in rail freight and logistics is provided; an initiative that paved the way to a joint degree programme.

*Keywords:* MSc programme, Valorisation, Rail Freight and Logistics, Innovation, Co-operation;

ADDRESS FOR CORRESPONDENCE: **Marin Marinov**, NewRail, Newcastle University, Mechanical and Systems Engineering School, Claremont Road, NE1 7RU, UK, Tel.: +44-191-222-3976, *E-mail address:* [marin.marinov@ncl.ac.uk](mailto:marin.marinov@ncl.ac.uk)

---

## Multiple Intelligence Areas of Children According to Different Socio-Economic Levels

**Elvan Şahin Zeteroğlu\***, Uludag University Education Faculty Elementary Education Department Preschool Education Programme, Nilüfer, Bursa-Turkey

#### **Abstract**

The purpose of the study is to investigate multiple intelligence areas of six-year-old children in preschool according to different socio-economic levels. In direction of this general purpose, the sample of the study included a total of 300 children (150 girls and 150 boys) attending preschools in Bursa province. Within the scope of the study, 300 children in study sample were administered Teele Multiple Intelligences Inventory. The findings, which were obtained by applying statistical processes on data, were interpreted.

*Keywords:* Early childhood education, socioeconomic levels, multiple intelligence, kindergarten, children

ADDRESS FOR CORRESPONDENCE: **Elvan Şahin Zeteroğlu**, Uludag University Education Faculty Elementary Education Department Preschool Education Programme, Nilüfer, Bursa-Turkey, *E-mail address:* [eszeteroglu@gmail.com](mailto:eszeteroglu@gmail.com)

---

## **Comparative Study of Distance Learning and Conventional system on the Teachers' Job Performance in Kwara State**

**Anietie Edem Udokang\***, Mathematics and Statistics Department Federal Polytechnic, Offa, Kwara State, Nigeria.  
**Ogundele Olarewaju Micheal**, National Teachers Institute Federal polytechnic, offa, kwara state, Nigeria.

#### **Abstract**

This research study investigated job performance among teachers in Offa metropolis based on the disparity between distance learning program and conventional learning method. It was designed to examine the level of job performance of teachers of distance learning system and those of conventional system. The study involved 300 selected teachers from secondary schools for both private and public schools in kwara state. Two research hypotheses were formulated to guide the study. The research instrument used was Annual Performance Evaluation Report to gather relevant data and the analyses conducted by correlation and t-test analysis at .05 significance level. The result of the data analyzed shows that the distance learning system is complementary institution to the conventional schools system, also that there is no significant different in job performance of teachers of distance learning system and the conventional school system. Following these conclusions, teachers of distance learning should be properly remunerated in line with teaching in conventional school system and increase their wages based on job performance which has to do with experiences

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Anietie Edem Udokang**, Mathematics and Statistics Department Federal Polytechnic, Offa, Kwara State, Nigeria. *E-mail address:* [anietieeu@yahoo.com](mailto:anietieeu@yahoo.com)

---

## **Competence driven methodology for curriculum development based on requirement engineering**

**Jörn Schlingensiepen\***, Technische Hochschule Ingolstadt, Esplanade 10, 85019 Ingolstadt, Germany

#### **Abstract**

Developing a study program always leads to target conflicts of the different stake holders industry, students, state resp. politics and universities. Unfortunately today a lot of new study courses are developed by mixing existing courses (e.g. industrial and commercial engineering or commercial information technology) or adjusting existing courses (e.g. technology of sustainable energy formed from mechanical and process engineering or environmental engineering formed from civil engineering).

In most cases universities try to keep their well known infrastructure and lecture courses based on the expertise of the current staff while using attractive short term hypes to make their course offer more attractive. Since this leads to frustration for the students expecting different content and may not fulfil the expectations from industry; we developed a new approach focussed on skills and competences in RiFLE project. This paper gives an overview how this approach works and how it was used while developing a master program (MSc in Rail Freight and Logistics).

*Keywords:* Education, MSc, Rail Freight and Logistics, Curriculum, Innovation;



## Environmental Awareness Level of Secondary School Students: A Case Study in Balıkesir (Türkiye)

**Ahmet Altin \***, Bülent Ecevit University, Zonguldak Vocational School of Higher Education, 67500, Zonguldak, TURKEY

**Selcen Tecer**, National Education Directorate, Strategy Department, 10100, Balıkesir, TURKEY

**Lokman Tecer**, Namık Kemal University, Department of Environmental Engineering, 59860, Çorlu, Tekirdağ, TURKEY

**Süreyya Altin**, Bülent Ecevit University, Department of Environmental Engineering, 67100, Zonguldak, TURKEY

**Bekir Fatih Kahraman**, Bülent Ecevit University, Department of Environmental Engineering, 67100, Zonguldak, TURKEY

### Abstract

In this study, secondary school students' awareness of environmental issues and problems and the level of their active participation in environmental activities have been identified, and the effects of some factors as family school and media on their environmental awareness and active participation have been investigated.

The study was carried out in Balıkesir city center by conducting a survey on senior students consisting of 6 classes from three secondary schools which have different demographic and socio-economic levels. The results of the study showed a high level of environmental awareness among participant students. However, it is understood that environmental disclosures made in schools are insufficient and the participation level of students to environmental activities is low. Students rather gain experiences in the field of environment from mass media (i.e. audio, printed and visual media). It is revealed that female students have a higher level of environmental awareness and active participation level. In addition, when family income and family education level increases, environmental awareness and active participation level of students also increases.

*Keywords:* Environmental education, Secondary school, Environmental awareness, Active participation

ADDRESS FOR CORRESPONDENCE: **Ahmet Altin**, Bülent Ecevit University, Zonguldak Vocational School of Higher Education, 67500, Zonguldak, TURKEY, E-mail address: [a.altin.16@gmail.com](mailto:a.altin.16@gmail.com)

---

## Personal leadership is a factor of youth social activity

**Marina M. Solobutina\***, Department of general and practical psychology, Kazan Federal University, Kremlevskaya st., 18, Kazan, 420000, Russian Federation

### Abstract

This paper describes the educational leadership politics in Russia (the Kazan city). The program "Youth leadership" aims to develop proactive behavior of young people in Russia and to solve real wicked social and public problems of independent person's education. The main factor of the society developing is a human potential. That is why the necessity of forming a reserve of young leaders who will take responsibility for solving real society problems is evident. A leader has a duty to be in charge not only of himself, his own life, but of the country events too. The youth state politics accents an improvement of human resources. So the human-centered problem in the education environment is connected with creation of psychological conditions and usage pedagogical technologies for personal development of pupils and students.

*Keywords:* Personal leadership, social activity, youth.

ADDRESS FOR CORRESPONDENCE: **Marina M. Solobutina**, Department of general and practical psychology, Kazan Federal University, Kremlevskaya st., 18, Kazan, 420000, Russian Federation. E-mail address: [solomarina82@mail.ru](mailto:solomarina82@mail.ru)

---

## CONSTRUCTION CREW PRODUCTIVITY PREDICTION BY USING DATA MINING METHODS

**Mümine KAYA \***, Adana Science and Technology University, Faculty of Engineering and Natural Sciences, Department of Computer Engineering, 01180 Adana, Turkey

**Abdullah Emre KELEŞ**, Adana Science and Technology University, Faculty of Engineering and Natural Sciences, Department of Civil Engineering, 01180 Adana, Turkey

**Emel Laptalı ORAL**, Cukurova University, Faculty of Engineering and Architecture, Department of Civil Engineering, 01330, Adana, Turkey

## Abstract

Ceramic tiling industry has become one of Turkey's fastest growing industries due to the outstanding achievements of Turkish ceramic producers with respect to producing high quality products with lower costs than their equivalents worldwide. Conversely high costs of the end product of Turkish building industry in general show that there is an important problem with the productivity and quality of construction crews. That's why most construction firms begin to realize the need for a detailed research on the factors affecting construction crew productivity. The purpose of this study is thus to classify the factors that affect the productivity of ceramic tiling crews by using data mining methods. To achieve the purpose of our study, a systematic time study was undertaken with ceramic tiling crews in Turkey. Daily productivity values of ceramic tiling crews were collected together with the information related with the factors like the crew size, age and experience of crew members. Collected data was classified by using Weka program. The outlier values were first removed from the dataset and decision tree method was used to classify the new dataset. Decision tree method was preferred due to its easiness of use and rapidness in classification. Apriori algorithm, which is the mostly preferred association algorithm in previous studies, was also used to highlight the general trend in the dataset.

*Keywords:* Classification, Productivity, Data Mining, Construction Industry;

ADDRESS FOR CORRESPONDENCE: **Mümine KAYA**, Adana Science and Technology University, Faculty of Engineering and Natural Sciences, Department of Computer Engineering, 01180 Adana, Turkey. Tel.: +90-322-455-0000,  
*E-mail address:* [mkaya@adanabtu.edu.tr](mailto:mkaya@adanabtu.edu.tr)

---

## A new senior caregiver for a new millennium- the EduCare project

**Agnieszka Szplit \***, The Jan Kochanowski University, Kielce, Poland

**Agata Chabior**, The Jan Kochanowski University, Kielce, Poland

**Soledad Quero, M.**, Universitat Jaume I, Castellon, Spain

**Ángeles Pérez-Ara**, Universitat Jaume I, Castellon, Spain

**Gianluca Biggio**, Universita Tuscia, Viterbo, Italy

## Abstract

Demographic changes in many European countries show a strong process of ageing societies. The situation proves the urgent need for action to the elderly population, the effect of which would be to improve the senior citizens' quality of life not only by creating a framework for a medical care and support but also through the emotional support and promotion of active ageing. The concept goes beyond the purpose of preventing the disease in the elderly population, it seeks instead to mobilizing and optimizing the functioning of the social group in the physical, psychological and social, as well as technological spheres. Hence, the development of a professional caregiver of an elderly person is one of the challenges of a modern world.

The paper is based on the research conducted by the EduCare Project team in several focus groups from Italy, Poland, Romania and Spain, in order to identify the main competencies, skills and experiences expected from a caregiver and consequently to create a profile of a new carer for a new millennium. The method chosen for the research was focus groups with 6 to 12 participants. The qualitative analysis was conducted on the data gained from about 132 people, put in three groups of interest: trainers of elderly caregivers, elderly caregivers and elderly people. The focus groups interviews were conducted with use of a set of open-ended questions that explored the perception of all the groups in relation to research objectives. The paper defines and exemplifies what is expected from the "new carer", describes main difficulties in taking up and performing the role of a carer and presents a strategy of creating a proper relation on the "new carer" - "new senior citizen" level. The authors describe the favourable competences and skills needed for the carer's role. The research revealed the need of creating professional courses for "new carers", and also creating and using community forms of caregivers' support.

*Keywords:* active ageing, elderly, professional elderly caregiver;

ADDRESS FOR CORRESPONDENCE: **Agnieszka Szplit**, The Jan Kochanowski University, Kielce, Poland. Tel.: +48-41- 793250871,  
*E-mail address:* [Agnieszka.szplit@gmail.com](mailto:Agnieszka.szplit@gmail.com)

---

## Structure and performance assessment in traditional face-to-face and blended learning statistics courses

**Maite Barrios\***, Dept. of Methodology of Behavioral Sciences. University of Barcelona, Barcelona (Spain)

**Aurora Gonzalez-Teruel**, Dept. of Science of History and Documentation. University of Valencia. Valencia (Spain)

**Antoni Cosculluela**, Dept. of Methodology of Behavioral Sciences. University of Barcelona, Barcelona (Spain)

**Albert Fornieles**, Dept. of Psychobiology and Methodology of Health Sciences. Autonomus University of Barcelona. Barcelona (Spain)

**Jaume Turbany**, Dept. of Methodology of Behavioral Sciences. University of Barcelona, Barcelona (Spain)

#### **Abstract**

In recent years the number of higher education institutions offering blended learning courses has increased notably. Blended learning is understood as the combination of traditional face-to-face teaching with online and distance learning. During the 2012-13 academic year, for the first time, the Information and Documentation degree course at the University of Barcelona included a blended learning format in its course in statistics. The blended learning course combined biweekly face-to-face classes and online work between sessions. This study describes the organization of the blended course in comparison with the traditional face-to-face course and presents preliminary data on student assessment, the use of educational resources, and the academic results obtained in the two enrolled groups. A questionnaire was administered to the students attending the face-to-face mode, and semi-structured interviews were conducted with students enrolled on the blended course. The use of teaching resources was assessed on the basis of students' participation in the virtual campus. The results highlight the challenges and opportunities presented by the two approaches; they show that a blended format allows flexible use of time and resources and enhances the teaching and learning process. The data also emphasize the importance of the figure of the teacher in both face-to-face and blended modes.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Maite Barrios**, Dept. of Methodology of Behavioral Sciences. University of Barcelona, Barcelona (Spain), *E-mail address:* [mbarrios@ub.edu](mailto:mbarrios@ub.edu)

---

## **Research on ICT Literacy Education in Primary and Lower Secondary Schools in the Czech Republic**

**Vladimír Rambousek \***, Charles University in Prague, Faculty of Education, Prague, Czech Republic

**Jiří Štípek**, Charles University in Prague, Faculty of Education, Prague, Czech Republic

**Josef Procházka**, Charles University in Prague, Faculty of Education, Prague, Czech Republic

**Radka Wildová**, Charles University in Prague, Faculty of Education, Prague, Czech Republic

#### **Abstract**

The implementation of ICT literacy education as obligatory part of primary and lower-secondary school curriculum is a feature of school systems of developed countries. We may consider a wide spectrum of approaches ranging from limiting ICT literacy education to practising mastering software tools on the one hand, to the approach emphasizing pupils' algorithmic thinking development on the other hand. School educational programmes and teaching in action obviously differ. And yet the method and topical orientation of ICT literacy education definitely have a profound effect on pupils' information technology competencies or digital literacy development. This paper briefly reports on the project focused on the Czech Science Foundation Project - Information Technology Competencies of Children and Their Development in Primary and Lower Secondary Schools examining the current state, structure and trends in development of ICT literacy education in Czech primary (ISCED 1) and lower-secondary schools (ISCED 2). The project involving 1183 participating schools (ICT teachers) provides findings on particular issues including characteristics and thematic units of educational ICT activities, pupils' information technology skills development and implementation of ICT competencies into educational activities.

*Keywords:* Education, ICT literacy education, pupil's ICT skills, teacher's information technology competencies;

ADDRESS FOR CORRESPONDENCE: **Vladimír Rambousek**, Charles University in Prague, Faculty of Education, Prague, Czech Republic. Tel.: +420-221-900-235, *E-mail address:* [vladimir.rambousek@pedf.cuni.cz](mailto:vladimir.rambousek@pedf.cuni.cz)

---

## **A Content Analysis on the Subjects of Hospitality PhD Dissertations in Turkey**

**Dr. Ibrahim GIRITLIOGLU\***, Balikesir University Faculty of Tourism, Turkey.

**PhD. St. Serkan TURKMEN**, Balikesir University Faculty of Tourism, Turkey.

**Prof. Dr. Cevdet AVCIKURT**, Balikesir University Faculty of Tourism, Turkey.

#### **Abstract**

The aim of this paper is to review the evaluation of hospitality dissertations as their subjects and their completed years. To perform on this aim, completed PhD dissertations were reached on National Dissertation Centre website at Turkish Higher Education Institute (YOK). According to study's results, hospitality marketing strategies and organizational behavior in

hospitality industry were the most popular research subjects on the dissertations in Turkey. However, the most completed PhD dissertations at the hospitality area was the year of 2011.

*Keywords:* Hospitality Industry, Tourism Education, PhD Dissertation, Turkey;

ADDRESS FOR CORRESPONDENCE: **Dr. Ibrahim GIRITLIOGLU**, Balikesir University Faculty of Tourism, Turkey.

*E-mail address:* [giritlioglu@balikesir.edu.tr](mailto:giritlioglu@balikesir.edu.tr)

---

## **The Multimodal Literacy Practices of Malaysian Youths in a Digital Environment**

**Tenku Putri Norishah Tenku Shariman\***, Multimedia University, Jalan Multimedia, Cyberjaya 63100, Selangor, Malaysia

**Norizan Abdul Razak**, University Kebangsaan Malaysia, Bandar Baru Bangi 43600, Selangor, Malaysia

**Nor Fariza Mohd. Noor**, University Kebangsaan Malaysia, Bandar Baru Bangi 43600, Selangor, Malaysia

### **Abstract**

The notion of literacy is changing as youths today are living in an environment filled with digital contents that contain diverse multimodal forms. The ability to infer meanings presented and communicated through these diverse multimodal forms is an important factor to strengthen the language learning of marginalised youths as they access and use English language digital contents to support their inclusion in a knowledge based society. Moreover, to increase the access and use of English language digital content, it is equally important to investigate the digital content needs and preferences of marginalised youths. This article explains the use of exploratory factor analysis in extracting factors of personal preferences and perceived influences among marginalised youths in accessing and using digital contents. The quantitative study collected information on the participants' perceptions towards multimodal forms in digital contents as well as uncover their opinions on why they want to access and use digital content. Six factors were extracted about marginalised youths' perceptions of digital contents; these factors will contribute to the investigation of the dimensions of digital contents for English language learning enhancement. Finally, the association between the dimensions of digital contents and multimodal literacy will need to be further examined to strengthen marginalised youths' English language learning.

*Keywords:* Multimodal forms; digital content; marginalised youths; factor analysis; language learning.

ADDRESS FOR CORRESPONDENCE: **Tenku Putri Norishah Tenku Shariman**, Multimedia University, Jalan Multimedia, Cyberjaya 63100, Selangor, Malaysia Tel.: +0-060-383-125533 ; fax: +0-060-383-125554, *E-mail address:* [tengku.norishah@mmu.edu.my](mailto:tengku.norishah@mmu.edu.my)

---

## **'Just do it': Action Learning as a catalyst for Reflective Practice on an MBA Programme**

**Felicity Kelliher\***, Waterford Institute of Technology, Main Campus, Cork Road, Waterford, Ireland.

### **Abstract**

This paper examines the experience and outcomes associated with an applied Change Management Module, completed as part of an executive MBA programme, built on the principles of critical thinking and reflective practice, with a distinct action learning approach to curriculum delivery and assignment completion. The action learning ethos seeks to facilitate executive skill development based on the integration of knowledge gained from experience and that gained from scholarship, and underlined by critical reflection among students engaged in the action learning cycle applied through a year-long project applied in the student/ executive's work environment. Each programme participant is either a senior executive or business owner, tasked with completing a change project in his or her own organisation. The programme ethos is to help these students to improve their professional and business performance through a premeditated intervention, designed and implemented under the tutelage of a research tutor, supported by a tutor panel, and the programme management team. Findings suggest deeper more thoughtful engagement in the research process when of immediate value to the participant's workplace.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Felicity Kelliher**, Waterford Institute of Technology, Main Campus, Cork Road, Waterford, Ireland. *E-mail address:* [fkelliher@wit.ie](mailto:fkelliher@wit.ie)

---

## **Learning styles and web technology use in Business and Economics university students**

**Carlota Lorenzo-Romero\***, University of Castilla-La Mancha, Plaza de la Universidad, 1, 02071, Albacete, Spain.

**María-del-Carmen Alarcón-del-Amo**, University Autònoma of Barcelona, Edifici B (B1-1052), 08193 Bellaterra (Cerdanyola del Vallès) Barcelona, Spain.

**Miguel-Ángel Gómez-Borja**, University of Castilla-La Mancha, Plaza de la Universidad, 1, 02071, Albacete, Spain

#### **Abstract**

New technologies in general, and Web 2.0 in particular, have an important and growing presence in society, both in educational settings and in personal relationships. The main objective of this research is to analyse how 2.0 tools contribute in business strategy offered by the University for the teaching-learning process, from learning styles of students in order to analyze the profiles obtained and thereby implement appropriate learning techniques to each profile. It has carried out an online survey of students in Degree in Business Administration from the University of Castilla-La Mancha (Spain). The results show three different profiles depending on the learning styles of each of the members surveyed and the use of Web 2.0 tools in their teaching-learning process. Each profile will achieve differentiated teaching strategies, seeking aimed at improving the teaching and learning of teachers and students.

*Keywords:* Learning styles, web technology, university education, use of 2.0 tools, profile of university students

ADDRESS FOR CORRESPONDENCE: **Carlota Lorenzo-Romero**, University of Castilla-La Mancha, Plaza de la Universidad, 1, 02071, Albacete, Spain, *E-mail address:* [Carlota.Lorenzo@uclm.es](mailto:Carlota.Lorenzo@uclm.es)

---

## **An educational model for undergraduate psychiatry students to promote clinical diagnostic reasoning**

**Linda Messineo \***, Institute for Educational Technology – National Research Council of Italy, Via U. La Malfa n.153, Palermo 90146, Italy.

**Mario Allegra**, Institute for Educational Technology – National Research Council of Italy, Via U. La Malfa n.153, Palermo 90146, Italy.

#### **Abstract**

In this paper we describe an educational model for undergraduate psychiatry students. In the proposed model, the contents of clinical cases are drawn from patients' clinical data stored in the electronic medical records of the hospital. Teachers can develop a variety of learning materials and tasks based on real clinical cases, related to a variety of specific mental disorders. The clinical cases are presented to the students in an interactive format, to stimulate and enhance self-regulated learning as well as collaboration among students. The training model aims to develop and improve effective clinical reasoning skills in psychiatry students, through practicing the diagnostic skills and the competences of treatment definition of the principal psychiatric disorders previously studied from a theoretical point of view. To reach this objective, a collaborative training environment has been defined to reproduce each phase of the diagnosis process. During each phase, students are guided in carrying out individual and collaborative tasks, and they receive feedback from teachers about their performance. This work is based on the assumption that case-based learning programs represent an effective learning methodology for medical students.

*Keywords:* case-based learning, undergraduate psychiatry students, collaborative training environment, Electronic Medical Records.

ADDRESS FOR CORRESPONDENCE: **Linda Messineo**, Institute for Educational Technology – National Research Council of Italy, Via U. La Malfa n.153, Palermo 90146, Italy. Tel.: +39-091-6809213, *E-mail address:* [linda.messineo@itd.cnr.it](mailto:linda.messineo@itd.cnr.it)

---

## **Students of Commerce needs for information and communication technology in the Tunisian higher education**

**Abdelfatteh Harrabi\***, The Higher Institute of Applied Studies to Humanities of Mahdia, Tunisia

#### **Abstract**

The huge potential of ICT (Information and Communication Technology) in foreign language teaching and learning has become very remarkable. This study aims to highlight the need for ICT in the educational situation of English for Specific Purposes within the Higher Institute of Commerce of Sousse, Tunisia. In order to explore the attitudes of students in this institution, a questionnaire was adopted. Results show a significant percentage of students who favor the use of information and communication technology in the classroom situation. In fact, most of them feel more motivated for learning English in this context. Subsequently, students in this institution suggest the option of virtual learning/teaching of

English once Information and Communication Technology is available. Ultimately, this study aims to improve the teaching/learning situation of English for Specific Purposes in Tunisian higher education.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Abdelfatteh Harrabi**, The Higher Institute of Applied Studies to Humanities of Mahdia, Tunisia, E-mail address: [fethi\\_1@yahoo.fr](mailto:fethi_1@yahoo.fr)

---

## Transition from Open Inquiry to Guided Inquiry Laboratory Environment

**Arzu ARSLAN\***, Marmara University, İstanbul, Türkiye.

### Abstract

Scientific inquiry refers to activities in which knowledge and understanding of how scientists study the natural world. Depending on how much teacher structure is supplied and whether there is an already existing solution to the problem or question, inquiry was classified as confirmation, structured, guided and open inquiry. The research aims at presenting the instance of transition between guided and open inquiry. This study was carried out with 25 pre-service teachers at a state university. Two activities were practiced. During the activities, pre-service teachers designed their own experiments, made researches about their concepts and made argumentation about experiments. When applying open inquiry appeared difficulty, guided inquiry was applied. These difficulties were 1) Absence of science process skills as formulating hypotheses, research questions and defining variables. 2) Pre-service teachers met for the first time with an inquiry based laboratory. 3) When researching about concepts and associating their experiments with works of scientists, they did not know where and how to start research.

*Keywords:* open inquiry, guided inquiry, physics education, pre-service teachers.

ADDRESS FOR CORRESPONDENCE: **Arzu ARSLAN**, Marmara University, İstanbul, Türkiye.

E-mail address: [arzfizik@gmail.com](mailto:arzfizik@gmail.com)

---

## Evaluation of the mathematical processes in the practices of teaching and learning in Childhood education.

**Claudia Coronata \***, Coronata,C . O'Higgins 501, Villarrica .4930000, Chile

**Ángel Alsina**, Alsina,A, Plaça St. Domènec 9. Girona.,17071, España

### Abstract

The contemporary orientations, about mathematical education, indicate the need to favor the acquisition of mathematical competitions from the first ages. It is exposed, besides the fact that in these ages the numerical knowledge is key for other mathematical learnings, and there is emphasized the importance of the mathematical processes to achieve thus a better performance in the daily life. With the intention of analyzing the practices of education of the number of the teachers of the first ages (4-8 years), and to investigate on the presence of the mathematical processes, an instrument has been designed by specific indicators that allow to analyze the presence (or not) of these processes in the above mentioned practices.

The instrument of analysis includes five categories that represent five mathematical processes proposed by the National Council of Teachers of Mathematics (NCTM, 2000): resolution of problems, reasoning and test, communication, connections and representation. For each of the categories there contribute seven indicators of evaluation, elaborated from the contributions realized by the NCTM (2000), Alsina (2011) and the Departament d'Enseymament de la Generalitat de Catalunya (2013).

The analysis of the information is going to allow to describe, first, the strengths and weaknesses in the practices of education learning of the mathematical processes; and secondly, relevant information is going to be obtained to return it to the teachers, to discuss and to give them specific support in relation to the necessary knowledge for the pedagogy of the notion of number in childhood.

*Keywords:* Numeric knowledge, mathematical processes, childhood education, mathematical process assessment.



## Teaching of Science Process Skills in Thai Contexts: Status, Supports and Obstacles

**Nantarat Kruea-In \***, Faculty of Education and Development Sciences, Kasetsart University,Kamphaeng Saen Campus, Nakhon Pathom 73140, Thailand

**Orawan Thongperm**, Faculty of Education and Development Sciences, Kasetsart University,Kamphaeng Saen Campus, Nakhon Pathom 73140, Thailand

### Abstract

Teachers are expected to be experts of science process skills and transfer the skills to students through practical science. It was evidenced that Thai science teachers had proper understandings and performance of most science process skills. Nevertheless, in classrooms, science process skills seemed barely bound to science teaching and learning activities. Five in-service secondary science teachers from the western region of Thailand were previously participated in a professional development workshop based on social constructivism for enhancing their science process skills and teaching. Their performance was assessed after the workshop and revealed their performance ranged from high to highest levels. They also volunteered in a follow-up study conducted to investigate teachers' integration of science process skills into their science teaching. Data were gathered from classroom observations, interviews, and documentation. The results described each volunteer teacher's science classroom practice, which brought to conclude Thailand's status about integration of science process skills into teaching. It could be stated that, in the core science courses, Thai teachers regularly engaged students to practical activities, however, with worries to cover the contents mentioned in the standards. The selective science courses were more responsible to promote student understandings and performance of science process skills. Supports and obstacles in integration of the skills into teaching were also discussed.

*Keywords:* Science process skills, secondary science teachers, professional development, follow-up study, social constructivism;

ADDRESS FOR CORRESPONDENCE: **Nantarat Kruea-In**, Faculty of Education and Development Sciences, Kasetsart University,Kamphaeng Saen Campus, Nakhon Pathom 73140, Thailand, E-mail address: [fedunrp@ku.ac.th](mailto:fedunrp@ku.ac.th)

---

## High school students' value system in the liquid modernity.

**Claudia Castiglione\***, University of Messina, Palacultura Bartolo Cattafi, Via S. Andrea, 239, Barcellona P.G. Messina 98051, Italy.

**Alberto Rampullo**, University of Catania, Department of Educational Sciences, Via Biblioteca n.4 - Palazzo Ingrassia, Catania 95124, Italy.

**Orazio Licciardello**, University of Catania, Department of Educational Sciences, Via Biblioteca n.4 - Palazzo Ingrassia, Catania 95124, Italy.

### Abstract

The complex and articulated process that defines Self-concept structuring is also characterized by the influences exercised by the culture and the values that distinguish one's own life context. The role of the values, as ideal benchmarks that guide a person's life, are of great significance in the adolescence, a phase in which an individual acquires the competences and the necessary requisites to undertake particular responsibilities and to re-organize one's Self. Age, gender and type of school had an impact on values. The sample is made up of 480 students equally distributed by type of school (Grammar school, Technical Institutes and Vocational Institutes) and by gender. Students attributed more importance to satisfaction and personal enjoyment. They perceived themselves as inclined to pro-sociality and openness to change. Conversely, they have given less priority to the values of the conservatism and personal affirmation. Students of vocational schools have given less priority to the values openness to change, pro-sociality and success than students in grammar and technical

schools. Grammar schools students have also perceived themselves slightly more progressive than other students. Females have perceived themselves as more prosocial and open to change, while males have given higher priority to value power, apparently retracing gender stereotypes.

*Keywords:* Representation, Training, Formation, Education ;

ADDRESS FOR CORRESPONDENCE: **Claudia Castiglione**, University of Messina, Palacultura Bartolo Cattafi, Via S. Andrea, 239, Barcellona P.G. Messina 98051, Italy. Tel.: +39-3333908110, *E-mail address:* [ccastiglione@unime.it](mailto:ccastiglione@unime.it)

---

## **A RESEARCH ON SOCIALITY OF LEARNING AND SUCCESS -Istanbul Street Children Case-**

**Somayyeh RADMARD\***, İstanbul Aydın University, Türkiye.  
**Nurettin BELTEKİN**, Mardin University, Türkiye.

### **Abstract**

Education right is one of the fundamental human rights. It is an important opportunity especially for growing children living in disadvantaged social conditions. Education is accepted as a means for social mobility that allows children a better life. However, the number of school dropouts named as “street working children” and “child workers” are increasing in the world. These children at the age of compulsory education are being forced to work instead of spending their times with constructive games and activities. Although some of them are attending school their working life is precluding their school life. Working out of school influences children’s educational performance negatively.

The aim of this study was to investigate the relationship between school attendance, learning, achievement and hard living and working conditions of children working on the streets. This research is a qualitative study and the description of the current situation is aimed. The population of the study is the children working in the streets of Istanbul. The sample includes 78 children. They are selected through convenience sampling method among the children who are working on the streets of Istanbul. In-depth interviews were conducted using a semi-structured interview form. For the analysis of the data, descriptive statistics were calculated and content analysis was conducted for the open-ended questions.

Most of the children working on the streets are at the primary school age and are from the eastern and southeastern regions of Turkey. Generally, they are the children of the uneducated and poor villagers who have been obliged to evacuate their villages because of the war. The children are working as bagel sellers, shoe shiners, tissue paper sellers, plaster sellers, water sellers and some of them were picking waste paper. School dropout and absenteeism are a high rate and the success rate is quite low. Most of them don’t enough motivation for continuing with their education.

Street-working children are in families that haven't got enough social, economic and cultural capital. So they can't benefit from the basic education right. The most important result of this study, learning and success are not only school-related process but is also a social process. Therefore, in order to use the right to education and the achievements, the children’s families living conditions must be improved and children’s security must be ensured.

*Keywords:* Street Children, Education, Learning, Sociality

ADDRESS FOR CORRESPONDENCE: **Somayyeh RADMARD**, İstanbul Aydın University, Türkiye.  
*E-mail address:* [somayyeh92@yahoo.com](mailto:somayyeh92@yahoo.com)

---

## **Learning styles and gender differences of USM distance learners**

**Siti Hajar Halili\***, Lecturer University of Malaya , Faculty of Education, Kuala Lumpur, 50603 Malaysia  
**Zahra Naimie**, Senior Lecturer University of Malaya , Faculty of Education, Kuala Lumpur, 50603 Malaysia  
**Saedah Siraj, Dean**, Faculty of Education ,University of Malaya Kuala Lumpur, 50603 Malaysia  
**Rana AhmedAbuzaid**, Researcher/Senior Lecturer in library and informatin scince ,Saudi Arabia  
**Chin Hai Leng**, Senior Lecturer University of Malaya , Faculty of Education, Kuala Lumpur, 50603 Malaysia

### **Abstract**

This study is aimed at identifying the learning styles of School of Distance Education USM distance learners and the differences based on gender with the usage of videoconferencing technology. The theoretical foundation for this study is the Grasha-Reichmann learning styles model such as independent, dependent, competitive, collaborative, avoidant and participative. A total of 394 respondents answered the questionnaire distributed to them and collected data were analyzed using chi-square test and t-test. The SPSS software version 17 was utilized for data analysis. This study showed that

significance differences existed between the students' learning styles with the usage of videoconferencing technology based on gender. The researchers recommend that further studies explore other learning style theories with other delivery methods besides including a larger sample from different institutions.

*Keywords:* learning styles, adult education, videoconferencing technology

ADDRESS FOR CORRESPONDENCE: **Siti Hajar Halili**, Lecturer University of Malaya , Faculty of Education, Kuala Lumpur, 50603 Malaysia. *E-mail address:* [siti\\_hajar@um.edu.my](mailto:siti_hajar@um.edu.my)

---

## **Critical reflections on teaching ESP through constructivist, communicative and collaborative technological integrated procedures**

**Dra. Soraya García Esteban\***, Universidad de Alcalá, C/ Trinidad, 1. Alcala de Henares, 28801, Spain

**Dra. Cristina Tejedor Martínez**, Universidad de Alcalá, C/ Trinidad, 1. Alcala de Henares, 28801, Spain

### **Abstract**

According to the constructivist approach, that considers learning an active process of construction in which the student occupies a central position, this paper is an attempt to critically reflect on the approaches of teaching English for Specific Purposes (ESP) carrying out real practices in internet and using different multimedia tools. Taking into account that the acquisition of a foreign language implies training in real contexts and social interaction, this study analyzes the use of new pedagogical tendencies such as the Web 2.0. (Wikis, Blogs, Blackboard, etc.) and internet (online dictionaries, YouTube, Google search, etc.) as effective resources to carry out communicative and task-based activities for teaching ESP. This study, based on the impressions and experiences of developing constructive real tasks related to a professional subject using new technologies, reviews not only current language teaching paradigms related to social participation, but also how the technical integration of the different linguistic skills promotes communicative learning in real contexts. The findings from this exploratory study provide a better understanding on the efficiency of technology in teaching English for Specific Purposes.

*Keywords:* teaching ESP with technology; constructivist, communicative and collaborative learning.

ADDRESS FOR CORRESPONDENCE: **Dra. Soraya García Esteban**, Universidad de Alcalá, C/ Trinidad, 1. Alcala de Henares, 28801, Spain. Tel.: +34-949 49 11 77, *E-mail address:* [soraya.garciae@uah.es](mailto:soraya.garciae@uah.es)

---

## **Innovation in Distance, E- and Blended Learning in Educational Mass Production using inverted class room model (icm)**

**Jörn Schlingensiepen \***, Technische Hochschule Ingolstadt, Esplanade 10, 85019 Ingolstadt, Germany

### **Abstract**

Due to cutbacks in universities budgets and growing numbers of students in the industrialized countries and the emerging economies lecturers often are facing the problem teaching huge numbers of students, which causes a lack of supervision and personal support. This so called educational mass production is lamented by both students and lecturers. This field report gives an overview on the authors experience while developing and testing an E-Prototype of a Distance Learning system that was developed on the basis of the course room and learning content management system Moodle and tested during winter semester 2012/13 at the University of Applied Science Ingolstadt (today Technische Hochschule Ingolstadt). The set up followed the methodology of Inverted Class Room Model and was tested with two student groups (part time students and regular students). In total 440 students, four tutors and four professors were involved in this test case.

*Keywords:* Innovation; inverted classroom model; distance learning; e-learning; blended learning;

ADDRESS FOR CORRESPONDENCE: **Jörn Schlingensiepen**, Technische Hochschule Ingolstadt, Esplanade 10, 85019 Ingolstadt, Germany. Tel.: 49 - 8 41 93 48 39 70, *E-mail address:* [joern@schlingensiepen.com](mailto:joern@schlingensiepen.com)

---

## Retrospective Vision of a Long Term Innovative Experience

**Jose Manuel Lopez-Guede\***, Dept. of Systems Engineering and Automatic Control, University College of Engineering of Vitoria, Basque Country University (UPV/EHU), Vitoria, 01006, Spain.

**Manuel Graña**, Dept. of Computer Science and Artificial Intelligence, Faculty of Informatics, Basque Country University (UPV/EHU), San Sebastian, 20018, Spain

**Fernando Oterino**, Dept. of Electronics, University College of Engineering of Vitoria, Basque Country University (UPV/EHU), Vitoria, 01006, Spain

**Jesus Maria Larrañaga**, Dept. of Business Management, University College of Engineering of Vitoria, Basque Country University (UPV/EHU), Vitoria, 01006, Spain

### Abstract

The purpose of this paper is to look back on a long term informal innovative experience carried out during the last nine years until the present one, and try to discern, with a retrospective and a long time vision, whether it has been as beneficial as expected once it has concluded. This experience has taken place in the University College of Engineering of Vitoria (Basque Country University, Spain) since the year 2004, and it has been accomplished in the subject Company Networks of Technical Engineering in Management Computing. After the analysis of a number of data collected along these years, we found that we have reached the initial objective of increasing the enrollment in the subject that has driven the project, and other unexpected ones that are more important from a long time point of view. Once that nine years have lapsed and the project is going to be finished, we conclude that it is a very positive experience and we recommend doing the same with the new degrees of the European Higher Education Area (EHEA), as we plan.

*Keywords:* Company Networks, Active Learning, Educational Innovation Project, Cooperative Learning

ADDRESS FOR CORRESPONDENCE: **Jose Manuel Lopez-Guede**, Dept. of Systems Engineering and Automatic Control, University College of Engineering of Vitoria, Basque Country University (UPV/EHU), Vitoria, 01006, Spain. Tel.: +0034-945-014084,

*E-mail address:* [jm.lopez@ehu.es](mailto:jm.lopez@ehu.es)

---

## The Impact of the Comprehensive Teaching the History of the Medieval Turkic People on National Education

**Nurbolat BOGENBAYEV\***, L.N. Gumilyov Eurasian National University, Turkology Department, Astana/Kazakhstan.

### Abstract

This article aims at demonstrating the impact of the integrated teaching of History, specifically in the field of Turkological science and its impact on national education; at schools, colleges and the universities. The main reason for teaching the history of the Turkic people is closely connected with the need for reviewing the history of Kazakhstan. National historical traditions, culture and edifying education of a nation are concerned with the educational process. Consequently, the main problems, which arise here, are firstly – national education, and secondly – the teaching of history.

*Aim:* The main goal of this research is to aid in the development of the national education system through teaching ethnic composition, ethnography, customs and traditions and the national crafts of the medieval Turkic people. This is designed to develop a patriotic spirit and a sense of self-worth among the younger generation through scientific data and historical epics about their ancestors' efforts to establishing a Great Khanate and to defend their motherland and people heroically.

*Methods of Research:* The thorough teaching of the historical data, chronicles and dynastic genealogies, and illustrating this with Old Turkic monuments, stelas, petroglyphs, burial mounds and Runic writings using the modern techniques of teaching in order to create an integrated course study of the old Turkic history and ethnography.

*Sources:* All sources such as scientific literature, archeological, ethnographical and historical works related to the content of the research

*Keywords:* History, teaching, archeology, umai, Turk, God

ADDRESS FOR CORRESPONDENCE: **Nurbolat BOGENBAYEV**, L.N. Gumilyov Eurasian National University, Turkology Department, Astana/Kazakhstan. *E-mail address:* [nurik198080@mail.ru](mailto:nurik198080@mail.ru)

---

## Moving from rock-throwing in circular cul-de-sacs to shared responsibility for organizational renewal

Joan Van Tassel, \*, National University, 5245 Pacific Concourse Drive, Los Angeles, CA, 90045, USA

Joseph A. Schmitz, Western Illinois University (Professor Emeritus), 1130 Ashland Avenue, CA, 90405, USA

### Abstract

The present manuscript demonstrates how a large U.S. university changed from a culture of self-destructive stakeholder strife—toward collaborative, shared governance. It offers a case study using archival records, interviews with organizational informants, and participant-observation as university insiders. The change gradient in higher education, coupled with widespread introduction of online learning, creates daunting challenges for university leaders. The authors identify preconditions to transform cultures of institutional conflict into inclusive cultures wherein administration and faculty leaders stress mutual interdependencies and advance common interests—by using best shared governance practices to foster transformative organizational cultural change via private/public trust-building and integrative problem-solving.

*Keywords:* Higher educational administration; e-administration; shared governance; online learning; information and communication technology; stakeholder conflict, diffusion of innovation; organizational change and development; collaboration and partnership

ADDRESS FOR CORRESPONDENCE: **Joan Van Tassel**, National University, 5245 Pacific Concourse Drive, Los Angeles, CA, 90045, US, E-mail address: [jvantassel@nu.edu](mailto:jvantassel@nu.edu)

---

## Preserving the Right to a Healthy Environment: European Jurisprudence

Lucretia Dogaru \*, Petru Maior” University, N. Iorga Str., Targu-Mures, 540088, Romania

### Abstract

At global and european level as well it is the necessity to recognize a new fundamental human right, that is the right to a healthy and balanced environment, has only gradually developed.

From a human rights point of view, the right to a healthy and quality environment is a fundamental right whose nature and characteristics do not change over time passage or as a consequence of circumstance changes.

The right to a healthy environment was recognized through an extensive interpretation of the applicability domain of certain rights, expressly provided for in the provisions of the European Convention of Human Rights.

Although there are no provisions in the Convention or its additional Protocols, that expressly refer to the right to a healthy and ecologically balanced environment, the European Court of Human Rights has recognized in its case-law and that of the European Commission, that certain types of deteriorations of the environment with serious consequences for the individuals or even the failure of the public authorities to provide information regarding the ecological risks that individuals are exposed to can constitute breaches of certain rights protected through the provisions of the Convention, such as right to life, right to private and family life or right to property .

The European Charter of Fundamental Rights provides, concerning the environmental protection, that a high level of environmental protection and of environment quality improvement must be integrated in the EU politics and be guaranteed according to the principle of sustainable development.

*Keywords:* European Charter of Fundamental Rights, right to a healthy environment, public authority, lack of action;

ADDRESS FOR CORRESPONDENCE: **Lucretia Dogaru** , Petru Maior” University, N. Iorga Str., Targu-Mures, 540088, Romania.

Tel.: +04-074-511-2816, E-mail address: [dogaru\\_lucretia@yahoo.com](mailto:dogaru_lucretia@yahoo.com)

---

## Macrolinguistic Errors in Arab EFL Learners’ Essays

Shehdeh Fareh \*, University of Sharjah, Sharjah, UAE

### Abstract

This study attempts to identify the errors that Arab EFL learners commit in writing English essays at the macrolinguistic level. It also tries to determine the causes of these problems and propose remedial strategies. More specifically stated, the study seeks answers to the following questions: (1) What errors do Arab learners of English commit in writing English

essays at the pragmatic and discoursal levels? (2) What are the possible causes of these errors? (3) How can such problems be minimized? and (4) To what extent do English language textbooks contribute to such problems? Five hundred essays and the contents of eight EFL textbooks were analyzed for the purpose of this study. The findings revealed that Arab learners of English encounter major macrolinguistic problems in writing English essays, including coherence problems, cohesion problems, unawareness of logical relations between sentences, run-on sentences, poor paragraph development, and violation of the maxims of the cooperative principle. It was also found that teaching materials and the writing activities used in teaching English do not adequately develop students' pragmalinguistic competence. Finally, the study identified a few potential causes of these problems and proposed a number of strategies that may help learners and teachers overcome such difficulties.

*Keywords:* Arab EFL learners, macrolinguistic errors, discoursal and pragmatic problems, role of textbooks

ADDRESS FOR CORRESPONDENCE: Shehdeh Fareh, University of Sharjah, Sharjah, UAE

E-mail address: [shfareh@sharjah.ac.ae](mailto:shfareh@sharjah.ac.ae)

---

## Special Education Tools, Concepts and Design for Children in Need

**Cristina-Maria Povian \***, Polytechnic University from Timisoara, Faculty of Architecture , Traian Lalescu Street, No 2/A, Timișoara 300223, Romania.

**Vlad Gabriel Gurza**, Polytechnic University from Timisoara, Faculty of Architecture , Traian Lalescu Street, No 2/A, Timișoara 300223, Romania.

**Cristian Dumitrescu**, Polytechnic University from Timisoara, Faculty of Architecture , Traian Lalescu Street, No 2/A, Timișoara 300223, Romania.

### Abstract

One of the main aims of the modern world is the education of children, maybe because they represent the hope of our future. Giving a special attention to the way we educate and form our children, we are responsible for the future generation achievements or failures. Nowadays, researchers from different fields (psychology, education, sociology, architecture, urbanism, politics, economics, etc.) are paying a special attention to the situation of children in need. Unfortunately, we can distinguish a special category, with bigger problems- the street children. In 1989 UNICEF estimated the number of the children who live on the streets at 100 million; fourteen years later UNICEF reported: "Latest estimates raise the number of street children at over 100 million". (UNICEF 2002) Nowadays estimations are not optimistic at all: "The precise number of street children is almost impossible to quantify, but this number comes close to tens of millions worldwide and is very likely that this number will still increase"(UNICEF 2005). Unfortunately this children have a really low percent of recovery, under 1%. Based on the assumption that it is easier to prevent the appearance of other street children than to recover them, this article aims to analyze the situation of children with special education needs, from Lugoj, a city in Timis county, Romania. For a better understanding of the situation and the solutions found for the education of these children, this paper presents the project, the premises and the results of a center, under construction since 2012, dedicated to the children in need from Lugoj

*Keywords:* Special education, children in need, day center, Lugoj;

ADDRESS FOR CORRESPONDENCE: **Cristina-Maria Povian**, Polytechnic University from Timisoara, Faculty of Architecture , Traian Lalescu Street, No 2/A, Timișoara 300223, Romania. Tel.: +4-074-076-7795 ,

E-mail address: [cristina.povian@arh.upt.ro](mailto:cristina.povian@arh.upt.ro)

---

## Explaining students' satisfaction and continuance intention toward e-learning: An extension of the expectation–confirmation model

**Wing S. Chow** , School of Business, Hong Kong Baptist University, Waterloo Road, Kowloon Tong, Hong Kong

**Si Shi**, School of Business, Hong Kong Baptist University, Waterloo Road, Kowloon Tong, Hong Kong

### Abstract



E-learning has received a considerably research attention recently because it becomes part of learning patterns for many tertiary educations. Recently, Lee (2010) examined the users' satisfaction (SAT) with, and continuance intention (CI) of e-learning based on the expectation-confirmation model (ECM), and reported that the ECM factor of post-adoption expectation (PAE) (i.e., perceived usefulness of e-learning) can be explained by TAM and TPB models. This paper examines the ECM factor of PAE be explained by students' post-adoption experiences in e-learning. Four key quality assurance factors (i.e., learning process, tutor interaction, peer interaction, and course design) are proposed to expand the understanding of students' experience in e-learning. The proposed research model is validated empirically using survey method including a sample of 100 university students in Hong Kong. Structural equation modeling using Smart PLS 2.0 is conducted to examine the research model. The results demonstrate that students' confirmation of using e-learning has a direct impact to our proposed four factors. Of these four factors, learning process and course design are the only two factors that have a direct influence on both SAT and CI. It is, however, interesting to note that tutor interaction and peer interaction do not play a role to predict students' SAT with and CI of e-learning. The academic and practical implications of this study are discussed.

*Keywords:* E-learning, continuance intention, expectation-confirmation model, post-adoption expectation;

ADDRESS FOR CORRESPONDENCE: **Wing S. Chow**, School of Business, Hong Kong Baptist University, Waterloo Road, Kowloon Tong, Hong Kong, *E-mail address:* [vwchow@hkbu.edu.hk](mailto:vwchow@hkbu.edu.hk)

---

## Active Learning attributes of Wii Peripherals in CS Education

**Veljko B. Petrović \***, Faculty of Technical Sciences-University of Novi Sad, Trg Dositeja Obradovića 6, Novi Sad 21000, Serbia

**Dragan Ivetić**, Faculty of Technical Sciences-University of Novi Sad, Trg Dositeja Obradovića 6, Novi Sad 21000, Serbia

### Abstract

The Wii console and its attendant peripheral hardware (Wii Controller, the "Nunchuck" expansion, the WiiMotionPlus, and the Wii Balance Board) are dropping in price, and are easily available. This makes it an ideal choice for CS laboratories looking for affordable sensors. This paper describes the hardware and embedded software of the relevant peripherals, as well as the software support available on PC in light of the use of said sensors in CS education. The paper's conclusions stem in part from the technology examined, and in part from a four-year experience with using Wii peripherals to enable active learning in CS courses. All of the peripherals communicate using the Bluetooth protocol, and the nature and structure of messages thus exchanged are considered. The sensor subsystems of the devices are considered and described. These include the accelerometer of the Wii Controller and the "Nunchuck", the gyroscopes of the WiiMotionPlus, the button input of the Wii Controller, "Nunchuck," the four weight sensors of the BalanceBoard, and the IR camera of the Wii Controller. The controller also possesses feedback mechanisms: indicator LEDs, a vibration motor, and an audio playback system, and the paper discusses how these mechanisms operate and how they may be utilized. Special attention is paid to the data format, precision, and range of the accelerometers, gyroscopes, and weight sensors, as well as the data format, precision, and sensitivity of the IR camera. The construction of auxiliary hardware intended to fully utilize the IR camera is discussed with reference to the sensitivity of the camera to various wavelengths, and to the limited field of view of the camera. The impact of all of the attributes of the hardware/software thus identified on its use in education is discussed, with special reference to the opportunities they open and the limitations they impose.

*Keywords:* Wii, Wiimote, education, sensors, virtual reality

ADDRESS FOR CORRESPONDENCE: **Veljko B. Petrović**, Faculty of Technical Sciences-University of Novi Sad, Trg Dositeja Obradovića 6, Novi Sad 21000, Serbia. Tel.: 381-064-852-6007, *E-mail address:* [pveljko@uns.ac.rs](mailto:pveljko@uns.ac.rs)

---

## Planning for Impact: Transfer of Training Audit

**Lex McDonald\***, Victoria, University of Wellington, Po Box 600, Wellington 6012, New Zealand

### Abstract

Transfer of training refers to the on-going application in the work setting of knowledge, skills, and attitudes acquired via a training/PD (professional development) programme. However, lack of transfer is recognised as an important factor in the literature, for not only is it unproductive training for the individual and the employing organisation but vast amounts of money are being squandered. The strategic planning for transfer has been recognised as a means of overcoming this concern. In this paper, consideration will be given to the development of a transfer of training audit (TOTA) to assist training and PD facilitators to effectively develop a plan to promote transfer in professional settings. Consideration will be

given to a range of elements that are related to the promotion of effective transfer planning including roles of key players, learner characteristics, programme delivery, learning context, implementation development, strategies choice, and evaluation processes. An evidence-based approach using research findings, clinical experience, and contextual considerations will be used to identify important factors associated with successful transfer of training. It is anticipated that the development of TOTA will be a formative process with modifications and additional ideas added over time.

*Keywords:* Transfer of training, training, professional development, transfer of training audit.

ADDRESS FOR CORRESPONDENCE: **Lex McDonald**, Victoria, University of Wellington, Po Box 600, Wellington 6012, New Zealand, *E-mail address:* [Lex.Mcdonald@vuw.ac.nz](mailto:Lex.Mcdonald@vuw.ac.nz)

---

## Have Computer – Will Travel: A Discourse Analysis of 1:1 Initiative in Upper Secondary School

**Anton Gustafsson \***, University West, Gustava Melins gata 2, Trollhättan 461 86, Sweden

**Göran Lassbo**, University West, Gustava Melins gata 2, Trollhättan 461 86, Sweden

**Signild Risenfors**, University West, Gustava Melins gata 2, Trollhättan 461 86, Sweden

### Abstract

The purpose of the presented study is to investigate how teachers and students renegotiate their positions within a pedagogical discourse where problems and possibilities are manifested through the new artifact, the personal computer. The sample consists of teachers and students at an upper secondary school in Sweden where all students have been provided with a personal laptop by their school. Information has been collected by the use of semi-structured interviews. The analysis mainly draws on Laclau & Mouffe's theories of how subjects create discourses through articulations and then investigate qualitative differences between interviewees. The results indicate that teachers actively include some specific meanings of the computer while others are excluded. A recurring feature of this was the conflict of old and new practices with the introduction such as the perceived conflict between computers and textbooks. This relation remained controversial among teachers. The students had to negotiate the teachers' definition of the computer because of the power relations. This even though they could account for a far wider and more reflexive stance towards the potential of the computer.

*Keywords:* Discourse analysis, ICT, power relations, school development, discipline, computers, 1:1

ADDRESS FOR CORRESPONDENCE: **Anton Gustafsson**, University West, Gustava Melins gata 2, Trollhättan 461 86, Sweden  
*E-mail address:* [angu0011@gmail.com](mailto:angu0011@gmail.com)

---

## Massive Online Open Courses and Language Learning: the case for a beginners' English course

**Rubén Chacón-Beltrán \***, Dpto. Filologías Extranjeras y sus Lingüísticas, UNED, Senda del Rey, 7, Madrid 28040, Spain.

### Abstract

Massive Online Open Courses have recently burst onto the scene in Spain and may well prove to be a good way to teach and learn foreign languages. The course analysed in this presentation was part of the first large-scale experience with MOOCs as a tool for English language learning in Spain. This course was designed so that absolute beginners could quickly learn the meanings of the thousand most frequent English words and start to read short texts. A comprehensive questionnaire was given to participants to gather qualitative and quantitative information related to their background and previous learning experiences, as well as methodological aspects related to their experience of massive online open learning. Methodological issues in this new language teaching/learning resource explored in this presentation are: crowdsourcing, explicit learning, distance teaching/learning, learner autonomy, materials design, and the development of learning strategies.

*Keywords:* MOOC, Language Learning, beginners English course, vocabulary learning

ADDRESS FOR CORRESPONDENCE: **Rubén Chacón-Beltrán**, Dpto. Filologías Extranjeras y sus Lingüísticas, UNED, Senda del Rey, 7, Madrid 28040, Spain. Tel.: +34-91-395-2835, *E-mail address:* [rchacon@flog.uned.es](mailto:rchacon@flog.uned.es)

---

# THE DANCE OF CYPRUS TURKISH FOLK LITERATURE WITH THE SOIL AND FIRE

**Aysem Tombak\***, Teacher. OsmanTurkay Nursery School. Ozanköy –TRNC

**Emine Bayram Topdal**, Lecturer. Ataturk Teachers Academy. Nicosia-TRNC

## Abstract

The aim of this study is to give examples about how to use tales, myths, epics, poems and riddles from the types of Cyprus Turkish Folk Literature in education with drama by unifying them with the art of pottery. Both arts of pottery and literature which are as old as the history of civilization give information about the lifestyle, tradition, culture, economy and education of the era they were created. Literature is the art of composition of thoughts, feelings and dreams, by oral or nominal ways. Pottery is the name given to the item or the act of making this item, which is made by mixing soil and water. With this project, it is planned to compose pottery artworks and create new tales, myths, epics, poems and riddles by benefiting from the tales, myths, epics, poems and riddles and to associate them with lessons. In the Project, firstly Cyprus Turkish Folk Literature and pottery history were examined and specialist people were interviewed. It has been exemplified how to get pottery and literature together to do an activity by drama method with a group of teachers, in a pottery factory. As a result of the researchers, it was observed that the motives in the art of pottery had a story and the stories were not being used with a relation with the types of Cyprus Turkish Folk Literature. Because of this, examples about what kind of activities could be done by working with the drama method, together with Cyprus Turkish Folk Literature and pottery were given. With the teachers that participated to the education, existing and newly created tales, myths, epics, poems and riddles were used to do drama based activities with students at schools. It is being thought that this project will help the values of Cyprus Turkish Folk Literature to be carried from past to the present and from present to the future. It has been planned for the artworks which were created at the end of these activities to be exhibited in an exhibit hall or a studio, with the theme of "Kneading Literature With Clay". In this study, nine teachers and fifty students were reached, and it is pointed out in the project action plan that it is planned to reach a hundred more people. By these, both artistic and educational activities were exemplified, and it was assured to reflect cultural values to the future.

*Keywords:* Cyprus Turkish Folk Literature, culture, pottery, dance, drama.

ADDRESS FOR CORRESPONDENCE: **Aysem Tombak**, Teacher. OsmanTurkay Nursery School. Ozanköy –TRNC

*E-mail address:* [aysemtombak@hotmail.com](mailto:aysemtombak@hotmail.com)

---

## Transgenerational Transmission of the Beliefs of Competent Parenting

**Jelisaveta Todorović \***, Faculty of Philosophy University of Niš, Ćirila i Metodija 2, 18000 Niš, Serbia

**Marina Matejević**, Faculty of Philosophy University of Niš, Ćirila i Metodija 2, 18000 Niš, Serbia

## Abstract

Transgenerational transmission of family values and beliefs in upbringing children is performed continuously from generation to generation. Family system of values is determined by emotional relationships, attitude towards the family goals, principles, distribution of authority, and the preferred method of parenting style. In this regard, we wanted to investigate whether there were significant positive correlations between the assessment of parenting style in the primary student's family and their beliefs about the competent parenting. We examined 584 students of the University of Nis. The survey used the following instruments: Index of family relations (IFR, author of Hudson 1982) and the Parenting Styles and Dimensions Questionnaire (PSDQ, Authors: Robinson, Mandleco, Olsen, & Hart, 2001). We also used vignettes which present a parenting styles of father and mother: authoritarian, authoritative, permissive, inconsistent and uninvolved. The results showed that authoritarianism in the student's primary family contributed to their favorable assessment of those families where a parent manifest was authoritarian and indifferent parenting style and student's primary family was consistently less favorable in the assessment of corrective actions within the authoritative, permissive, and inconsistent parenting style. Coercion and Non-Reasoning as authoritarian style features contributed to a better assessment of indifferent parental style. The reference literature (Baumrind, 1966, 1991; Rohner, 2009; Teti, Candelaria, 2002), this parenting style is recognized as the most dysfunctional, because of its negative impact on the child development outcomes. This implies that influence of dysfunctional parenting is transferred transgenerationally, which confirms the systemic approach to the family and its transgenerational analysis of patterns of functioning.

*Keywords:* Transgenerational transmission, parenting style, authoritarian, , authoritative, permissive, inconsistency, uninvolved, competence parenting.

ADDRESS FOR CORRESPONDENCE: **Jelisaveta Todorović**, Faculty of Philosophy University of Niš, Ćirila i Metodija 2, 18000 Niš, Serbia, *E-mail address:* [hristicjelisaveta@gmail.com](mailto:hristicjelisaveta@gmail.com)

---

## HAND IN HAND WITH INSPECTORS FOR DRAMA

**Esen Bahadır\***, Education Inspector. National Education, Youth and Sports Ministry. Nicosia – TRNC

**Emine Bayram TOPDAL**, Lecturer. Atatürk Teacher Academy. Nicosia- TRNC

### Abstract

This study has been prepared based on data obtained from the opinions of administrators, teachers and scout leaders working in National Education, Inspection Assessment and Orientation Committee and in primary schools of National Education, Youth and Sports Ministry. This study emphasizes the role and importance of drama activities in education-teaching processes and findings have been made on the issue. From these findings a project entitled "Hand in Hand with Inspectors For Drama " has been prepared. In the framework of this project plan, administrators, teachers and scout leaders working in National Education, Inspection Assessment and Orientation Committee and in the primary schools of National Education, Youth and Sports Ministry, will be given training about "drama" in order to enable them use these activities more frequently in education processes and prepare the ground so that this will be used as a mandatory course. The sustainability of this project will be assured by the administrators of National Education, Inspection Assessment and Orientation Committee. As a result administrators of the National Education, Inspection Assessment and Orientation Committee and many teachers and scout leaders working in primary schools of National Education, Youth and Sports Ministry will spread and raise the awareness for drama practices in our education processes.

*Keywords:* Education Inspector, drama, educational activity, sustainability.

ADDRESS FOR CORRESPONDENCE: **Esen Bahadır**, Education Inspector, National Education, Youth and Sports Ministry. Nicosia – TRNC, Tel.: 0533- 854 80 61, E-mail address: [es\\_civisilli@hotmail.com](mailto:es_civisilli@hotmail.com)

---

## THE ROLE OF EDUCATION AND RESEARCH INSTITUTIONS IN THE DEVELOPMENT PROCESS OF INNOVATION CLUSTERS IN CLUJ COUNTY - ROMANIA

**Szilard Lazar \***, Faculty of Economic Science and Business Management, Babeş-Bolyai University, Cluj-Napoca, Romania

### Abstract

Education and research institutions, especially universities have played a crucial role in the development of the knowledge-based society. These institutions have fulfilled a significant role in the launching process of innovative cluster initiatives in Cluj County. According to Michael E. Porter's reference definition (1998), clusters are geographic concentrations of interconnected companies and institutions, in a particular economic sector. In innovation clusters, the education and research institutions stimulate innovative activity and contribute to the supply of innovative products, processes and services, through knowledge and information dissemination, sharing of facilities, expertise and experience, research and development activities, cooperation projects with the enterprises of the clusters, contributing to the building of networks and human resources development. The paper will analyze the development process of universities from primarily teaching institutions into the basic research and development and human resource supplier. It will be presented the concept of the entrepreneurial university, which is an institution that further develops previous academic models and maintains close links with the realities of the market economy. The paper will consider the structuring role of the Technical University Cluj-Napoca and of the Babeş-Bolyai University Cluj-Napoca in the development process of the Cluj IT Innovation Cluster and of the Transylvania Furniture Cluster, formed by enterprises and institutions located mainly in the metropolitan area of Cluj-Napoca, with an emphasis on the cooperation projects which exist between these universities and the enterprises of the two clusters.

*Keywords:* cluster initiative, university, ICT, furniture industry

ADDRESS FOR CORRESPONDENCE: **Szilard Lazar**, Faculty of Economic Science and Business Management, Babeş-Bolyai University, Cluj-Napoca, Romania, E-mail address: [szilard.lazar@ubbcluj.ro](mailto:szilard.lazar@ubbcluj.ro)

---

## Link of knowledge and teaching expertise in physical and sporting education - The case of a teacher novice -

**Hejer BEN JOMAA HSOUNA**, UMR EFTS Toulouse II, France Syfacte (LR03es07), Tunisia

**André TERRISSE\***, UMR EFTS Toulouse II, France Syfacte (LR03es07), Tunisia

### Abstract

In this study, the peculiarity of the teacher of physical and sporting education (PSE) is examined (Terrisse, 2003; Carnus and Terrisse, 2013). In fact this paper focuses on the impact of personal and subjective resources on the teaching expertise and aims to identify the traces of the personal (sports) expertise of a teacher novice in his teaching (Berliner, 1986). In this context, we analyze the differentiation of didactic abstract reference tables and teaching practices according to the personal expertise of education and sporting teacher. The didactic and clinical analysis (case study) of the teacher verbatim (six sessions of physical and sporting education, four interviews) supported the arguments regarding the importance of the subjective foundations of knowledge transmission act.

*Keywords:* teaching expertise, clinical didactic, physical and sporting education, link to knowledge, case study.

ADDRESS FOR CORRESPONDENCE: **André TERRISSE**, UMR EFTS Toulouse II, France Syfacte (LR03es07), Tunisia

*E-mail address:*

---

## Maximum Expectation from Pupils - One of the Characteristic Features of Inclusion

**Jiří Havel \***, Jiří Havel, Poříčí 31, Brno 625 00, Czech Republic

**Jana Kratochvílová**, Jana Kratochvílová, Poříčí 31, Brno 625 00, Czech Republic

### Abstract

We perceive communication, cooperation, application of differentiation and individualization, maximum expectation from pupils and respect among participants of education as characteristic features of inclusive education. In this paper we carry out qualitative and quantitative analysis of data gained from six selected indicators relating to the maximum expectation from pupils in the Czech primary schools, which we perceive as a necessary condition for inclusion. As a research tool we used the Czech version of the questioner Framework for self-evaluation of conditions of education 2007 from which we have selected criteria specifying the characteristics of cooperation and analysed them.

*Keywords:* primary education, special educational needs, inclusion, maximum expectation from pupils.

ADDRESS FOR CORRESPONDENCE: **Jiří Havel**, Jiří Havel, Poříčí 31, Brno 625 00, Czech Republic, Tel.: +420-549-491-674

*E-mail address:* [havel@ped.muni.cz](mailto:havel@ped.muni.cz)

---

## Effect of Cationic exchange Capacity of Soil on Strength of Stabilized Soil

**Daoxin Wei\***, Stabilized Soil, Soil Strength, Cationic Exchange Capacity, Pore Solution, Ionic Concentration.

**Baolin Zhu**, China Academy of Transportation Sciences 617, Huixinli 240#, Chaoyang District, Beijing, China

**Tong Wang**, China Academy of Transportation Sciences 617, Huixinli 240#, Chaoyang District, Beijing, China

**Miaomiao Tian**, China Academy of Transportation Sciences 617, Huixinli 240#, Chaoyang District, Beijing, China

**Xin Huang**, Beijing University of Aeronautics and Astronautics, Department of Civil Engineering, Beijing, China

### Abstract

Consumption of  $\text{Ca}^{2+}$  and  $\text{OH}^-$  in soil may cause the pore solution in the stabilized soil  $\text{Ca}(\text{OH})_2$  unsaturated, and thus reduces the amount of cementitious hydrates generated by the cement hydration, which impedes strength growth of the stabilized soil. It is not clear that what kinds of factors have influence on  $\text{Ca}(\text{OH})_2$  saturation in the stabilized soil. In this research, a set of soil samples with different cationic exchange capacity were selected, stabilized soil specimens are prepared by mixing the soil samples with different proportions of cement and  $\text{Ca}(\text{OH})_2$ . The influence of soil cationic exchange capacity on the strength of the stabilized soil are investigated by means of measuring the concentrations of main ions in the pore solutions squeezed from the stabilized soil specimens and the strength of the stabilized soil. It is revealed that: cationic exchange of the soil samples depresses the  $\text{Ca}(\text{OH})_2$  saturation of the stabilized soil. When the cationic exchange capacity of the soil samples is high enough, the  $\text{Ca}(\text{OH})_2$  concentration of the pore solution in the stabilized soil cannot get saturated, under these conditions, further cationic exchange depletes  $\text{Ca}^{2+}$ ,  $\text{OH}^-$  which shall be used to generate calcium silicate hydrate, so the amount of calcium silicate hydrate decreases, which results in the poor strength of the stabilized soil.

*Keywords:* Stabilized Soil, Soil Strength, Cationic Exchange Capacity, Pore Solution, Ionic Concentration.

ADDRESS FOR CORRESPONDENCE: **Daoxin Wei**, Stabilized Soil, Soil Strength, Cationic Exchange Capacity, Pore Solution, Ionic Concentration. *E-mail address:* [wdx2008@163.com](mailto:wdx2008@163.com)

---

## Research and Application of Calculation Method for Energy Consumption and Carbon Emissions in the Process of Highway Construction

**Jing Chen\***, China Academy of Transportation Sciences, Huixinli 240#, Chaoyang District, Beijing, China

**Li Bian**, China Academy of Transportation Sciences, Huixinli 240#, Chaoyang District, Beijing, China

**Baolin Zhu**, China Academy of Transportation Sciences, Huixinli 240#, Chaoyang District, Beijing, China

**Tong Wang**, China Academy of Transportation Sciences, Huixinli 240#, Chaoyang District, Beijing, China

### Abstract

Either in China or other countries, there are highway construction ordinances. These ordinances require contractors to make evaluation system and submit report of construction impact on environment. It is also required that contractors need to forecast and analyze air quality in construction and operation process. However, detailed analyze method and numerical requirements. There are few articles reported that about energy consumption and carbon emission calculation either in China or other countries. This article calculates energy consumption and carbon emission of highway construction by analyzing service condition of construction equipment.

**Keywords:** Highway construction, Carbon Emission Calculation, Energy Consumption Calculation, Standard Coal Equivalent, Construction Norm.

ADDRESS FOR CORRESPONDENCE: **Jing Chen**, China Academy of Transportation Sciences, Huixinli 240#, Chaoyang District, Beijing, China, *E-mail address:* [cjtransport@163.com](mailto:cjtransport@163.com)

---

## Technology-Integrated Instruction: A Qualitative Study of Iranian EFL Students' Opinions on Web.2 Tools

**Fatemeh Behjat\***, Department of English Language, Islamic Azad University, Abadeh Branch, Abadeh, Iran

**Mortaza Yamini**, Department of Foreign Languages, Shiraz University, Shiraz

**Mohammad Sadegh Bagheri**, Department of English Language, Islamic Azad University, Abadeh Branch, Abadeh, Iran

### Abstract

Since the advent of Web 2.0 tools, technology has well found its way into language classes in the last few years. The present study is an investigation of the extent to which Iranian EFL students have the tendency and confidence to use the Internet in general, and Web 2.0 tools in particular, for language learning purposes. To this aim, 156 university students were selected and were instructed for three and a half months in a hybrid language learning course; then, they participated in a semi-structured interview. The qualitative analysis of the participants' responses revealed they were interested in the integration of Web 2.0 tools in their language classes. The results also indicated that the participants had a strong tendency to use the Internet for their future language learning.

**Keywords:** blended learning; Internet-integrated instruction; Web 2.0 tool; foreign language learning

ADDRESS FOR CORRESPONDENCE: **Fatemeh Behjat**, Department of English Language, Islamic Azad University, Abadeh Branch, Abadeh, Iran. *E-mail address:* [fb\\_304@yahoo.com](mailto:fb_304@yahoo.com)

---

## How are university students' strengths associated with those necessary to achieve an optimal academic and professional performance?

**Omar Saldaña \***, University of Barcelona, Department of Social Psychology, Spain.

**Jordi Escartín**, University of Barcelona, Department of Social Psychology, Spain.

**Luis Torres**, University of Barcelona, Department of Social Psychology, Spain.

**Ana Varela-Rey**, University of Barcelona, Department of Social Psychology, Spain.

**Javier Martín-Peña**, University of Barcelona, Department of Social Psychology, Spain.

**Álvaro Rodríguez-Carballeira**, University of Barcelona, Department of Social Psychology, Spain.

**Yirsa Jimenez**, University of Barcelona, Department of Social Psychology, Spain.

**Tomeu Vidal**, University of Barcelona, Department of Social Psychology, Spain.

### Abstract

At university level, the awareness and the use of personal strengths (defined as forms of behaviour, thoughts and emotions that are associated with optimal performance), can enhance students' learning process, and their future professional performance. However, there is little research on this topic, especially research framed within the social psychology field.



The present descriptive study analyzed (a) the students' signature strengths, (b) the signature strengths for an optimal professional performance, and (c) the signature strengths related to the academic performance. Participants were 83 students enrolled in an "Applied Social Psychology" course following an ongoing assessment in the degree of Psychology (University of Barcelona). To assess the students' personal strengths, the "Values in Action" Inventory of Strengths was used (VIA-IS; Seligman, Park & Peterson, 2004). To evaluate the academic performance, a total score was calculated from the weighted average of a: (1) test, (2) individual work and (3) teamwork. The strengths needed for an optimal professional performance were discussed until a consensus was reached (individually and collectively) during a session conducted by the professors. The signature strengths more commonly encountered in the sample were in this order: gratitude, teamwork, fairness, perspective and kindness. The signature strengths related to the professional practice were: curiosity, social intelligence, perspective, hope and self-regulation. Finally, the strengths showing a greater relationship with the academic performance were: perseverance, teamwork, prudence, honesty and self-regulation. Overall, it should be noticed that teamwork was one of the students' signature strengths related to optimal academic performance, and perspective was one of the students' signature strengths related to optimal professional performance. However, the majority of strengths related to academic and professional domains did not coincide. This lack of relationship represents an opportunity to develop learning practices that enhance those participants' signature strengths that are more related to an optimal performance in the professional and academic fields.

*Keywords:* personal strengths, signature strengths, academic performance, professional performance, positive psychology, applied social psychology

ADDRESS FOR CORRESPONDENCE: **Omar Saldaña**, University of Barcelona, Department of Social Psychology, Spain.

E-mail address: [omar.saldana@ub.edu](mailto:omar.saldana@ub.edu)

---

## ASPECTS REGARDING CLASSROOM MANAGEMENT AND ITS PART IN MAKING THE EDUCATIONAL PROCESS MORE EFFECTIVE

**Tatiana Dobrescu \***, "Vasile Alecsandri" University of Bacau, 157, Calea Marasesti Street, Bacau, 600115, Romania  
**Emilia Florina Grosu**, "Babes-Bolyai" University of Cluj, 7Pandurilor Street, Cluj – Napoca, 400376, Romania

### Abstract

The management of a classroom of pupils involves the orchestration and coordination of the entire learning process, so that it would be as effective and productive as possible. This complex process merges with the action of creating a positive learning environment, both as the physical space is concerned, and through the totality of the essential elements of the pupils' personalities. Starting from the premise that the pupils' opinions can provide us clues regarding how to promote a top managerial process in schools, we conducted, over the course of the academic year 2012-2013, an inquiry in a target group formed of middle-school-aged pupils. Managing a group of pupils is a practical expression of the actions taken to improve the educational act, both from an institutional standpoint, and from the perspective of creating the framework and conditions for a more productive activity. The change in the pupils' position, from mere "receivers" of dispositions and orders, to collaborators does not exclude the teacher's authority, which must be based on competence, freshness of view, originality, imagination, opportunity, and pertinence of reflections and solutions (Albu, 1998, p. 171).

*Keywords:* classroom management, pupils, effective, educational process;

ADDRESS FOR CORRESPONDENCE: **Tatiana Dobrescu**, "Vasile Alecsandri" University of Bacau, 157, Calea Marasesti Street, Bacau, 600115, Romania, E-mail address: [tatianadobrescu2002@yahoo.com](mailto:tatianadobrescu2002@yahoo.com)

---

## THE FORMATIVE POSSIBILITIES OF MOVEMENT GAMES AS PERCEIVED BY THE MIDDLE SCHOOL TEACHING PROCESS PARTICIPANTS

**Tatiana Dobrescu \***, "Vasile Alecsandri" University of Bacau, 157, Calea Mărășești Street, Bacau, 600115, Romania  
**Amalia Mihaela Petrovici**, "Vasile Alecsandri" University of Bacau, 157, Calea Mărășești Street, Bacau, 600115, Romania

### Abstract

Considering the fact that the movement games present, through their form, content, and effects, real formative possibilities that can be used in the teaching process for the motor contents, this theme was chosen aiming to analyze the way in which this means is integrated for reaching the goals of the middle school physical education lesson. Through its content and rules, being subordinated to the didactic goals, the game is a means, a method, and an instruction framework. The game can become a source of knowledge, of information, and the attractive, competitive ambiance will stimulate the process of assimilation of experiences, and the development of cognitive skills. The research hypothesis assumes that the identification of the middle school teaching process participants' perception of the formative possibilities of movement games can change the approach of the middle school physical education lesson. The research was conducted over the course of the academic year 2012-2013, through an inquiry addressed to middle school pupils and teachers. The

questionnaire comprised 10 items and was applied to a group of 150 pupils and 40 teachers, from 5 Bacau schools. The analysis of the results showed that, according to the respondents, the movement games have multiple possibilities, but "there is a dominant theme for which they are selected" to reach a certain goal set for the physical education lesson, or for the leisure time activity conducted with the pupils. The selection of the games is done also according to the location, material and weather conditions in which the physical education lessons are to be performed.

*Keywords:*: movement game, formative possibilities, teaching process, middle school

ADDRESS FOR CORRESPONDENCE: **Tatiana Dobrescu**, "Vasile Alecsandri" University of Bacau, 157, Calea Mărășești Street, Bacau, 600115, Romania. *E-mail address:* [tatianadobrescu2002@yahoo.com](mailto:tatianadobrescu2002@yahoo.com)

---

## Surveying And Comparing Stress And Marital Satisfaction Level Between Parents Of Hearing-Impaired Children And Those Of Normal

**Karim Gharashi**, Chief of Audiology Dept, Behboud Hospital, Artesh Ave , Tabriz , Iran, Postcode: 5163963483, Country

### Abstract

Aim and context: stress is the source of variety of problems that always concerns our life. The presence of hard hearing children in family can cause not only stress but also influence spousal life of parents. The study stands to compare stress and marital satisfaction level between parents of hearing impaired children and those of normal. The current study is based on causal-comparative style. 80 parents of hard hearing children and 80 parents of normal ones of rehabilitation houses and nursery school of Tabriz metropolis were selected by available and cluster random sampling. All selected subjects filled in Friedrich stress questionnaire and Enrich spousal satisfaction questionnaire. Results showed that Parents of hearing-impaired children tolerate a higher stress level than parents of normal children ( $p < 0.001$ ). They also enjoy a lower spousal satisfaction level than parents of normal children ( $p < 0.001$ ). As a conclusion, The presence of hard hearing children can cause stress and lessen spousal satisfaction level and requires a thorough program to lower stress level in parents of disabled children.

*Keywords:* stress, spousal satisfaction, parent, Hearing-impaired, children

ADDRESS FOR CORRESPONDENCE: **Karim Gharashi**, Chief of Audiology Dept, Behboud Hospital, Artesh Ave , Tabriz , Iran, Postcode: 5163963483, Country, Tel.: +98 411 336 5773, *E-mail address:* [saba\\_475@yahoo.com](mailto:saba_475@yahoo.com)

---

## Applying Virtualization Technology in Security Education

**Wenjuan Xu \***, Frostburg State University, Frostburg 21532, USA  
**Kevin Madison**, Frostburg State University, Frostburg 21532, USA

### Abstract

This paper describes how to use the network virtualization technology to facilitate the teaching of different security courses. We introduce how to build and play a virtual network with virtual machines or using the network virtualization supported by the cloud computing. We present and compare the results of using these two different kinds of technology in security courses from aspects such as acceptance, convenience, cost, performance and security.

*Keywords:* First keywords, second keywords, third keywords, forth keywords;

ADDRESS FOR CORRESPONDENCE: **Wenjuan Xu** , Frostburg State University, Frostburg 21532. USA. Tel.: 001-301-687-4042, *E-mail address:* [wxu@frostburg.edu](mailto:wxu@frostburg.edu)

---

## Reflections on the implications of Globalization of Education for Graduate Research Supervision

**Rashida - Qureshi**, Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology (SZABIST), Islamabad Pakistan

### Abstract

In Pakistan the educational landscape is not homogeneous. There are enormous differences in skills, knowledge, and practices of the graduating students from different school systems. These differences tend to promote sub-cultures among

students when they come to the institutions of higher learning. Initiation of these students into the 'mono' culture of the global community of researchers is an uphill task to be carried out by graduate research supervisors. The heartaches and rewards of this journey may simulate the experiences of a sojourner in foreign lands. In this reflection paper the perspectives of both supervisees (through interviews) and supervisors (through informal collegial discussion, personal experiences and observations) are taken for understanding the issues that facilitate and/ or hinder the initiation process. The findings imply the use of acculturation theories for understanding students' experiences rather than conventional learning theories.

*Keywords:* Research supervision, Academic culture, Pakistan, student experiences, acculturation theories

ADDRESS FOR CORRESPONDENCE: **Rashida - Qureshi**, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST), Islamabad Pakistan, E-mail address: [rashidaqureshi\\_sm@yahoo.com](mailto:rashidaqureshi_sm@yahoo.com)

---

## **The Native English Speaker Mentors: A Qualitative Study on Novice Teachers' Professional Development**

**Fatiha Senom**, Faculty of Education, University of Malaya, Kuala Lumpur, MALAYSIA

### **Abstract**

Mentoring is a professional development strategy for helping novice teachers adjust to the challenges of teaching and develop into quality educators. It offers a bridge between teacher preparation and the remainder of an educator's career (Wang and Odell, 2002). In the context of English as a Second Language (ESL), much research has gone into the benefits of mentoring particularly on the novice teachers, the relationship of mentor and the novice teachers as well as the impacts of mentoring on the novice teachers. However, what is lacking is research that examines the influences of pairing native English speakers mentors with non-native novice teachers on the novice teachers' learning experience.

This study explores the influences of a mentoring programme, the "Native Speaker Programme" on Malaysian novice ESL teachers' professional development. The "Native Speaker Programme" aims at enhancing the capacity of non-native English teachers by placing Native English Speaking (NES) mentors to train non-native English Language teachers in primary schools. Employing a multiple case study, the data collection techniques of this study include semi-structured interview, observations and personal document analysis.

Drawing on the construct of Furnished Imagination by Kiely and Askham (2012), the findings of the study discuss novice teachers' professional development through the exploration of the influences of the programme on the novice teachers' knowledge construction, professional practice and identity formation. The results of the study suggest the importance of teacher Independent Professionalism (Leung, 2009) as an essential component that informs future professional development for beginning teachers.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Fatiha Senom**, Faculty of Education, University of Malaya, Kuala Lumpur, MALAYSIA.  
E-mail address: [fatihhasenom@gmail.com](mailto:fatihhasenom@gmail.com)

---

## **Personal Responsibility and Academic Performance: The Mediating Role of Academic Stress and Life Satisfaction**

**Chuchai Smithikrai**, Chiang Mai University, Chiang Mai, 50200, Thailand.

### **Abstract**

The purposes of this study were to (1) investigate how personal responsibility is related to individuals' academic performance; and (2) to examine whether individuals' academic stress and life satisfaction act as mediators between personal responsibility and academic performance. The research sample was comprised of 300 undergraduate university students of a public university in the north of Thailand. The main contribution of this study pertains to the results of the path model, which indicate that academic stress and life satisfaction not only have direct relationships to academic performance, but also they fully mediate the relationship between personal responsibility and academic performance.

*Keywords:* personal responsibility, academic performance, academic stress, life satisfaction.

## LEARNING SOLUTION QUALITY OF HARD COMBINATORIAL PROBLEMS BY KERNEL METHODS

**Mahmoud ZENNAKI\***, Computer Science Department, University of Science and Technology of ORAN (USTO MB) ALGERIE

### Abstract

This paper describes a new approach which uses kernel methods to learn and then predict solution quality of hard combinatorial optimization problems. Decision rules, learned from a corpus of various solutions of randomly generated instances, are repeatedly used to predict solutions quality for a given instance of the combinatorial problem when solved by a metaheuristic. This predicted solution quality can be used to fine tune and also guide the metaheuristic to more promising search regions during the course of its execution by avoiding local optimums. Results from extensive experimentation on a wide range of hard combinatorial optimization problems ranging from the knapsack problem to the well known travelling salesman problem (TSP) show very satisfying prediction results and high generalization ability. However, the process of building the corpus and extracting the classification rule is still time consuming but we think it is worth the effort given the fact that this corpus is built only once, and also, can provide quick and quality solutions for a stream of instances of the combinatorial problem.

*Keywords:* Machine Learning, Combinatorial optimization, Kernel methods, Supervised learning, Support Vector Machines, Metaheuristics.

ADDRESS FOR CORRESPONDENCE: **Mahmoud ZENNAKI**, Computer Science Department, University of Science and Technology of ORAN (USTO MB) ALGERIE, E-mail address: [mzennaki@yahoo.fr](mailto:mzennaki@yahoo.fr)

---

## Math Teachers' Geometry Learning and Teaching with Dynamic Geometry Programs

**Jale Ipek\***, Aegean University, Faculty of Education, Izmir and 35040, Turkey  
**Sevil Orhan-Ozen**, Usak University, Faculty of Education, Usak and 64000, Turkey  
**Ruya Akbasoglu**, Usak University, Faculty of Education, Usak and 64000, Turkey  
**Serkan Kaplan**, Aegean University, Faculty of Education, Izmir and 35040, Turkey

### Abstract

The Geometer's Sketchpad (GSP) is interactive computer software that can be used to help students visualizing mathematical concepts and to make these concepts be learnt by students in a meaningful way. The GSP give a chance to have guidance for teachers for student-centered approach in education and at the same time it provides student to explore geometrical shapes easily. The purpose of this study is to prepare a computer-based instructional material that can be used to help the teachers explore, gain and visualize the geometric concepts with learning and teaching process in the GSP learning environment. It facilitates to integrate the technology into geometry courses. The Sketch pad activities are configured through the gains in the secondary school mathematics program prepared by National Ministry of Education in Turkey. Preparation of these activities in GSP environment is explained using Captivate 5.0 program step by step. It is hoped that this teaching material will help teachers provide learning opportunities for GSP at their own learning speed which are independent for time and space. It will also encourage teachers to use technology in geometry teaching. Besides, it is expected to help teachers to prepare own Sketchpad activities which configured by GSP.

*Keywords:* Geometry teaching, geometer sketchpad, teacher education;

ADDRESS FOR CORRESPONDENCE: **Jale Ipek**, Aegean University, Faculty of Education, Izmir and 35040, Turkey  
E-mail address: [jale.bintas@ege.edu.tr](mailto:jale.bintas@ege.edu.tr)

---

## A Design of Hybrid Processes Control for Education

**Theeravadee Thangkabutr**, Department of Educational Technology and Communications Faculty of Education, Chulalongkorn University, Thailand

#### **Abstract**

The purpose of this paper is to explore the fundamentals of Balanced Scorecard and Six Sigma, that its use in education. Balanced Scorecard, their basic idea is that the evaluation of an organization. Six Sigma is a set of methodologies used by businesses to achieve extremely low failure rates in any process. Similarly it can be used to achieve overall excellence in the field of education. The strategy that has to be applied in today's educational arena is improving the overall performance of the instructional design. This paper is in two parts. First, the proposed standard Balanced Scorecard links with education through the educational contribution perspective. Second, how Six Sigma can be applied in educational field to participate in today's competitive world. A design of hybrid processes control (HPC) is a combination of concepts that can be used for administration within the institution to make the organization more efficient and responsive to the satisfaction of the learners.

*Keywords:* Balanced Scorecard, Six Sigma, Measurement, Control and Performance

ADDRESS FOR CORRESPONDENCE: **Theeravadee Thangkabutr**, Department of Educational Technology and Communications Faculty of Education, Chulalongkorn University, Thailand, *E-mail address:* [pisuth.w@hotmail.com](mailto:pisuth.w@hotmail.com)

---

## **Evaluating the impact of restructuring secondary education in East Timor – a study in the context of international cooperation**

**Patricia Albergaria Almeida**, Research Centre for Didactics and Technology in Trainers Education, University of Aveiro, 3810-193 Aveiro, Portugal

**Mariana Martinho**, Research Centre for Didactics and Technology in Trainers Education, University of Aveiro, 3810-193 Aveiro, Portugal

**Isabel Cabrita**, Research Centre for Didactics and Technology in Trainers Education, University of Aveiro, 3810-193 Aveiro, Portugal

#### **Abstract**

The Timorese Government has embarked upon several approaches to empower national education, namely through the restructuring of the secondary education. Due to the lack of skilled professionals in education, East Timor has resorted to the support of international cooperation with institutions such as the University of Aveiro, in Portugal. In this paper, we present a starting project that aims at investigating how the new curriculum of secondary education in East Timor is being implemented, through its monitoring and short-term exploratory evaluation. At its core, this project seeks to provide constructive feedback both to the authors of the curriculum, as well as to Timorese stakeholders. Furthermore, this project constitutes a unique opportunity to closely follow, in the context of international cooperation, the process of the restructuring of an education system in a developing country, boosting the relationships between the researchers, the authors of the restructuring and the Timorese stakeholders.

*Keywords:* East Timor, Secondary Education, Curriculum Restructuring, International Cooperation.

ADDRESS FOR CORRESPONDENCE: **Patricia Albergaria Almeida**, Research Centre for Didactics and Technology in Trainers Education, University of Aveiro, 3810-193 Aveiro, Portugal, *E-mail address:* [patriciaalmeida@ua.pt](mailto:patriciaalmeida@ua.pt)

---

## **Bringing professionalism into supporting first year students**

**Ana'dhavelli Naidoo**, University of Pretoria, Pretoria 0002, South Africa.

#### **Abstract**

Student success at higher education institutions is reliant on support provided. If such support is not integrated into the curriculum it stands outside of the programme and becomes optional for students. Instead of blaming the school system for the products that arrive at the doors of higher education we needed to determine how we could work with the students to achieve the goals that we set for success. The result was an institutional decision to offer an extended academic orientation.

This paper will discuss how the programme mutated to the present proposal of a compulsory module to be taken by prospective students as part of an extended academic orientation over the first semester in 2014. It looks at the impact of promoting an extended academic orientation, on the curriculum and hence on staff members.

Academics will be responsible for developing their “extended academic orientation” curricula for their faculties within a stipulated institutional framework. Addressing teaching quality and professionalism (Schuck, Gordon and Buchanan, 2008) will be an aspect of ensuring that academic integration becomes a means to enable the student to succeed. For the programme to reach fruition, lecturers need to treat their teaching as a professional activity in addition to the professionalism that they give their particular disciplines.

*Keywords:* Student success, First-year students, Professionalism, Support;

ADDRESS FOR CORRESPONDENCE: **Ana'dhavelli Naidoo**, University of Pretoria, Pretoria 0002, South Africa.

*E-mail address:* [ana.naidoo@up.ac.za](mailto:ana.naidoo@up.ac.za)

---

## THE IMPACT OF LEADERSHIP STYLES ON TEACHING QUALITY: EVIDENCE FROM CHILE

**Emilio Rene Rodriguez-Ponce\***, Instituto De Alta Investigacion, Universidad De Tarapaca, Chile.

**Liliana Marina Pedraja-Rejas**, Escuela Universitaria De Ingenieria Industrial, Informatica Y De Sistemas, Universidad De Tarapaca, Chile.

### Abstract

The aim of this research consists to evaluate the relationship between leadership styles, organizational culture and quality of teaching in universities. To this purpose we work with a sample of 45 Chilean universities.

The results show that transformational leadership style has a positive impact on the competitive culture and the culture of innovation which, in turn, have a positive effect on the quality of teaching. On the other hand, transactional leadership style has a positive impact on the bureaucratic culture which negatively affects the quality of teaching in universities.

In conclusion, in the sample analyzed transformational leadership style has a positive and significant impact on the quality of teaching, whereas the transactional leadership style impacts negatively on the quality of undergraduate teaching.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Emilio Rene Rodriguez-Ponce**, Instituto De Alta Investigacion, Universidad De Tarapaca, Chile.

*E-mail address:* [erodrigu@uta.cl](mailto:erodrigu@uta.cl)

---

## THE INVESTIGATION OF INSTRUCTORS' VIEWS ON USING TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

**Murat İnce**, English Language Instructor, Turkey.

### Abstract

Technology enhanced education, provided many opportunities in language learning. The main purpose of this study is to investigate instructors' views and perspectives on using technology in English Language Teaching. This study was designed within a phenomenological framework. The experiences of four English Language instructors at different universities in Turkey during the using of technology into language classroom practice were studied through a qualitative in-depth interview. These instructors were selected based on maximum variation sampling method. A semi-structured interview schedule was designed by the researcher to determine how instructors perceive using technology and implement it in the classroom. A qualitative content analysis approach was used to analyze the data obtained. The descriptive qualitative analysis resulted in five themes. The main themes were the institution's view of technology, students' and instructors' background knowledge of technology, technological equipment used, information and communication technologies and professional experience. The results showed that widespread use of technology in language teaching is one of the necessities which our constantly developing world presents us.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Murat İnce**, English Language Instructor, Turkey. *E-mail address:* [muratince20001@hotmail.com](mailto:muratince20001@hotmail.com)

---

## QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA



**İlker KEÇETEP**, Candidate at Hacettepe University / Turkey and Teaching Staff at Bulent Ecevit University / Turkey  
**İdil ÖZKAN**, Teaching Staff at Bulent Ecevit University / Turkey

#### **Abstract**

The concepts of quality and quality assurance day by day gain importance and become more popular in the world especially in developed countries about products and services.

Bologna process aims to set up European Higher Education Area and one of the most important goals of this process is to make European Higher Education competitive, transparent, diversified and leader in the world by having high quality higher education which produce sustainable socio-economic developments in the area and in the world. It is certain that developing a good working Quality Assurance system in the European Higher Education Area will make European Higher Education more competitive and strong in the world because Quality Assurance provides and guarantees high quality in teaching & learning, research etc. and it also leads to increase of student mobility by mutual degrees recognition and comparability thus it is obvious that Quality Assurance in the European Higher Education is a must and it should not be performed just as a mandatory technical work to comply with the resolutions of the Area.

This essay first of all will look into the concepts of quality and quality assurance then it will provide necessary and deeper understanding and information on quality assurance in European Higher Education Area and will talk about how to develop quality assurance system and effects of quality assurance on European Higher Education Area.

*Keywords:* Quality , Quality Assurance, Accreditation, EHEA ( European Higher Education Area) , Bologna Process.

ADDRESS FOR CORRESPONDENCE: **İlker KEÇETEP**, Candidate at Hacettepe University / Turkey and Teaching Staff at Bulent Ecevit University / Turkey, E-mail address: [ilkerkecetep@yahoo.com](mailto:ilkerkecetep@yahoo.com)

---

## **WHY MATHEMATICS ARE ESSENTIAL IN BIOMEDICAL SCIENCES DEGREES?**

**Concepcion Arenas**, Department of Statistics, University of Barcelona, Av. Diagonal 643, Barcelona 08028, Spain.

**Francisco Mestres**, Department of Statistics, University of Barcelona, Av. Diagonal 643, Barcelona 08028, Spain.

#### **Abstract**

It is necessary to improve mathematics education and to motivate the student in the mathematics' area. What can be done? We present some ideas to generate the student's interest for mathematics, because they often have some difficulties in appreciate the relevance of mathematics and its role in the health sciences. We consider that a cornerstone in the strategy to attract the students' interest is linking the mathematics with real biomedical situations. We proceed in the following way: First, we present a real biomedical situation to produce interest and to generate curiosity. Second, we ask some questions to students as: Which is the biomedical problem presented? Which is my knowledge on this situation? What could I do for trying to solve this biomedical situation? Do I need some new mathematical concepts and procedures? Then, the teacher explains the mathematical concepts necessary to solve the case presented, providing definitions, properties and tools for graphical display and/or mathematical calculations. In this learning methodology, ICTs were cornerstones for reaching the proposed competences. Furthermore, ICTs can be also used in the evaluative task in its two possible aspects: formative and for obtaining a qualification. The students' comments about this new mathematics teaching indicate that the use of real biomedical case studies kept the lessons in mathematics' interesting.

*Keywords:* Mathematics program, biomedical sciences, competences, ICT;

ADDRESS FOR CORRESPONDENCE: **Concepcion Arenas**, Department of Statistics, University of Barcelona, Av. Diagonal 643, Barcelona 08028, Spain. Tel.: +34-934020950, E-mail address: [carenas@ub.edu](mailto:carenas@ub.edu)

---

## **AS AN APPROACH TO IMPROVING CREATIVITY IN DESIGN EDUCATION; ART OF PAINTING**

**Aysel Yavuz\***, Karadeniz Technical University, Faculty of Forestry, Department of Landscape Architecture, Trabzon 61080, TURKEY

#### **Abstract**

Not just watched, a work of art can be experienced in transforming spaces. Living in concrete works of abstract art, also strengthens the link between the past and the present. Thus, while the art works are introduced to people, everyone will be informed about the works and the artist. Everyone, including those who can't afford art Works will be provided spaces transformed into them. This approach is applied for three hours a week in the 14-week Design Detail course at KTU, Department of Landscape Architecture. 16X3 works by Paul Klee, Wassily Kandisky and Johannes Itten were selected by the instructor. Every student selected one of them to study. The basic approach required from the students was to design

functionally suitable and sensitive spaces just in accordance with the design elements of these works. Firstly, a space reading was conducted with each student. Later, transitions began from two-dimensional works to three-dimensional spaces. At last, starting with the works of art, the students designed children's play grounds, festival areas, coastal parks, urban open spaces, rural open spaces, labyrinths and walls. The study provided all students useful knowledge about Bauhaus school of art and architecture and philosophy, its three distinguished artists, and their forty-eight works and understanding of art. Therefore, this approach interpreting art works and the art is considered to be important for the education of qualified landscape architectures and the creation of a qualified and livable environment.

*Keywords:* Design education, painting, creativity, Bauhaus;

ADDRESS FOR CORRESPONDENCE: **Aysel Yavuz**, Karadeniz Technical University, Faculty of Forestry, Department of Landscape Architecture, Trabzon 61080, TURKEY, Tel.: +90 462 377 4082, *E-mail address:* [ayavuz75@gmail.com](mailto:ayavuz75@gmail.com)

---

## Efficient Communication and Physical Exercise – Means of Psycho-Social Recovery

**Constantin Ploesteanu**, Associate Professor PhD, ConstantinPloesteanu, University Dunarea de Jos Galati, 800003, Romania

**Barna Iuliana\***, Lecturer PhD.Iuliana Barna, University Dunarea de Jos Galati, 800003, Romania

### Abstract

Human personality can be positively moulded through efficient communication when rules that can be accepted in day-by-day behaviour apply. By interiorising a behaviour code induced by practising sports and learning pre-existent norms, one may psycho-socially build or rehabilitate an adult or a child. The present paper proposes a programme adapted in accordance with the individual's peculiarities, which may successfully lead to psychic and social recovery. This programme has been elaborated after applying questionnaires in various social environments to adults that had been socially recovered through different means, which provides a bigger picture of the structure of human personality.

*Keywords:* human personality, communication, physical exercise, psycho-social recovery

ADDRESS FOR CORRESPONDENCE: **Constantin Ploesteanu**, Associate Professor PhD, ConstantinPloesteanu, University Dunarea de Jos Galati, 800003, Romania, *E-mail address:* [iuliabarna@yahoo.com](mailto:iuliabarna@yahoo.com)

---

## Forensic science in higher education

**KarelKubečka**, VŠB-Technical University of Ostrava, Forensic Institute, Faculty of Civil Engineering, L.Poděšť 1875, Ostrava 708 33, Czech Republic.

**Zuzana Trawinská**, VŠB-Technical University of Ostrava, Department of Languages, Dr. Malého 17, Ostrava 708 00, Czech Republic.

**Jan Fridrich**, VŠB-Technical University of Ostrava, Department of Structure, Faculty of Civil Engineering, L.Poděšť 1875, Ostrava 708 33, Czech Republic.

### Abstract

The paper is focused on the issues of forensic science in civil engineering and the importance of forensic science in civil engineering education, especially in the Master's degree level three-stage system of education. Emphasis is placed on the importance of risk analysis in civil engineering and its practical applications. The importance of risk analysis and use in education is based on the platform of knowledge of forensic activities. The issue is documented in a case study.

*Keywords:* Forensic Science,Civil engineering, Education in the Master's degree level three-stage system;

ADDRESS FOR CORRESPONDENCE: **KarelKubečka**, VŠB-Technical University of Ostrava, Forensic Institute, Faculty of Civil Engineering, L.Poděšť 1875, Ostrava 708 33, Czech Republic. Tel.: +420 596 991 343, *E-mail address:* [karel.kubecka@vsb.cz](mailto:karel.kubecka@vsb.cz)

---

## THE REVIEW OF ACADEMIC PERCEPTION, LEVEL OF METACOGNITIVE AWARENESS and REFLECTIVE CONSIDERATION SKILLS OF SCIENCE AND MATHEMATIC UNIVERSITY STUDENTS

**Büşra AYZAGÖK**, Faculty of Education, Firat University, Elazığ 23100, TURKEY.

**Hatice ASLAN**, Faculty of Science, Firat University, Elazığ 23100, TURKEY

### Abstract

The aim of this study is to determine science and mathematic university students's academic perception, level of metacognitive awareness and reflective consideration skills and to ascertain connection between them according to age, gender, level of class. The sample of the study consist of university students choosen by random. To analyze the data we handle technique of statistics such that mean, standard deviation, t test, analysis of variance (ANOVA) and multiple regression. The results will be interpreted according to science and mathematic students, science and mathematic education and then provided suggestions for students.

*Keywords:* Science education, mathematic education, metacognitive awareness, reflective consideration.

ADDRESS FOR CORRESPONDENCE: **Büşra AYZAGÖK**, Faculty of Education, Firat University, Elazığ 23100, TURKEY.

E-mail address: [bsrtwn@hotmail.com](mailto:bsrtwn@hotmail.com)

---

## Surveying And Comparing Stress And Marital Satisfaction Level Between Parents Of Hearing-Impaired Children And Those Of Normal

**Karim Gharashi**, Chief of Audiology Dept, Behboud Hospital, Artesh Ave , Tabriz , Iran, Postcode: 5163963483, Country

### Abstract

Aim and context: stress is the source of variety of problems that always concerns our life. The presence of hard hearing children in family can cause not only stress but also influence spousal life of parents. The study stands to compare stress and marital satisfaction level between parents of hearing impaired children and those of normal. The current study is based on causal-comparative style. 80 parents of hard hearing children and 80 parents of normal ones of rehabilitation houses and nursery school of Tabriz metropolis were selected by available and cluster random sampling. All selected subjects filled in Friedrich stress questionnaire and Enrich spousal satisfaction questionnaire. Results showed that Parents of hearing-impaired children tolerate a higher stress level than parents of normal children ( $p < 0.001$ ). They also enjoy a lower spousal satisfaction level than parents of normal children ( $p < 0.001$ ). As a conclusion, The presence of hard hearing children can cause stress and lessen spousal satisfaction level and requires a thorough program to lower stress level in parents of disabled children.

*Keywords:* stress, spousal satisfaction, parent, Hearing-impaired, children

ADDRESS FOR CORRESPONDENCE: **Karim Gharashi**, Chief of Audiology Dept, Behboud Hospital, Artesh Ave , Tabriz , Iran, Postcode:

5163963483, Country, E-mail address: [karimgarashi@yahoo.com](mailto:karimgarashi@yahoo.com)

---

## CLASSROOM SPACE DESIGN AND PROBLEM-BASED LEARNING IN AN INTERNATIONAL EGYPTIAN UNIVERSITY

**Ted Purinton**, American University in Cairo, Egypt.

### Abstract

Prior to implementation of two high-tech "interactive" classrooms, a low-tech trial course was instituted in order to understand the perceptions students in an Egyptian international university have about learning in a semester-long group-based project. The interactive classrooms are designed to discourage lecture to the most minimal level possible. Thus, the low-tech trial included nearly no teacher-led instruction. Evaluation of the trial focused on perceptions of learning and peer interaction. Results indicate that significant instructional and socio-cultural aspects, aside from the actual utilization of the "interactive" features of the new classrooms, will need to receive significant attention in instructor training and coaching.

*Keywords:*

## Psychological profile of children from social institutions prone to computer dependency

**Albina R. Drozdikova-Zaripova**, Kazan (Privolzhsky) federal university, Kazan, Russia, Kremlevskaya str. 18, 420008 Kazan, Russia

### Abstract

The aim of the present research is to expose a psychological profile of children from children's homes and social orphanages prone to computer dependency. 302 teenagers at the age from 11 to 16 from children's homes and social orphanages of the Republic of Tatarstan, the Russian Federation, took part in the empirical research, 80 of them were identified by the selected methods as computer dependent and inclined to get into a risk group. Besides, there were recruited 30 educators, social workers and teachers of these institutions.

There has been applied the complex of diagnostic techniques to diagnose the level of teenagers' computer dependency, to study their personal qualities and specific character of social intelligence, social and psychological adaptation, interpersonal relations, value-motivational, communicative and emotional spheres, self-assessment.

On the basis of the results obtained by the research there has been defined a psychological profile of inclined to computer dependency teenagers brought up in children's homes and social orphanages. Empirical research statistical data processing was carried out by means of standard methods of mathematical statistics (Student's t-criteria of differences, methods of correlation data analysis).

*Keywords:* computer dependency, Internet addiction, game computer dependency, teenagers brought up in social institutions, personality qualities of teenagers inclined to computer dependency.

ADDRESS FOR CORRESPONDENCE: **Albina R. Drozdikova-Zaripova**, Kazan (Privolzhsky) federal university, Kazan, Russia, Kremlevskaya str. 18, 420008 Kazan, Russia. E-mail address: [bina1976@rambler.ru](mailto:bina1976@rambler.ru)

---

## Developing university governance indicators and a weighting system of the indicators using Delphi method

**Quyen Thi Ngoc Do**, CSHE, The University of Melbourne, Melbourne Graduate School of Education, Australia.

### Abstract

The need to evaluate and benchmark university governance practices at institutional level has been growing while there is a lack of a comprehensive framework and indicator system to facilitate the process. This study develops a set of university governance indicators and their weighting system using three-round Delphi - expert survey method. Discussions, a questionnaire, and interviews were used in round one to three, respectively, to collect experts' opinions to construct the indicator list and indicator weights, and to shed light on the divergence of expert judgements on some aspects. Non-parametric statistical techniques were applied to analyze the survey data. Ninety-one indicators grouped in five dimensions of university governance, namely Management and Direction, Participation, Accountability, Autonomy and Transparency, were proposed and rated in terms of their importance. The preliminary results show relatively high levels of importance for all of the proposed indicators, thus none were excluded. The weighting of the indicators and factors vary remarkably. Among the five dimensions, Participation is found to be the least important; experts' consensus is found to be low in Participation and Transparency. The study results also provide important implications to researchers and practitioners in university governance.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Quyen Thi Ngoc Do**, CSHE, The University of Melbourne, Melbourne Graduate School of Education, Australia, E-mail address: [dongocquyen@gmail.com](mailto:dongocquyen@gmail.com)

---

## A STUDY ON THE EFFECTIVE USAGE OF APPLIED COURSES IN FURNITURE AND DECORATION PROGRAMS

**Hikmet Yazici,**  
**Ayşe Öcal,**

### **Abstract**

Skilled manpower is considered as one of the basic factors that contributes for productive, production-based, and growth-oriented economies. For this reason, in 21st century, skilled manpower is accepted as one of the factors that carries the businesses one step ahead in a competitive environment. Maximizing the skilled manpower is possible with the systematically planned, applied and industry-indexed vocational technical education. One of the basic sectors of developing economies is furniture sector and applied training has a vital importance in terms of providing skilled manpower.

Vocational technical education in Turkey at the level of higher education is carried by vocational schools in associate degree, and also carried out by high schools and technical education faculties in bachelor degree. With the furniture and decoration programs in vocational schools, it is intended to train skilled intermediate staff (furniture technician) needed by the sector.

In this study, the current status of the vocational technical education at the level of higher education is analyzed and especially the problems experienced in applied training are intended to present. In conclusion part some suggestions are presented which will contribute the development of workshops, practice laboratories, and technical conditions. In addition, it will also present some suggestions concerning increasing the skill level of the entire working and ready to work population. Furniture sector is preferred as base sector of this study therefore the study is carried out on effective usage of applied courses in furniture and decoration departments in associate level.

*Keywords:* Vocational Technical Education, Furniture and Decoration Program, Applied Training

ADDRESS FOR CORRESPONDENCE: **Hikmet Yazici**

*E-mail address:* [ayanoglu72@hotmail.com](mailto:ayanoglu72@hotmail.com)

---

## **How do teachers interpret the term constructivism as a teaching approach in Saudi primary school context?**

**Khalid Alsharif**, King Saud University, Saudi Arabia.

### **Abstract**

This paper report on a study designed to investigate the application of constructivism in Riyadh primary mathematics classes. A survey was conducted to find out how teachers in Riyadh interpret the term constructivism as a teaching approach. Altogether 136 responses, 98 for mathematics teachers, and 38 for pre-service teachers participated in the survey. The instrument used to collect data is a published questionnaire called "The Constructivist Learning Environment Survey (CLES)" with three additional scales added taken from "What Is Happening In this Class Questionnaire". In this study and after analysing the data, it is apparent that all correlation coefficients have statistical significance at level 0.01, which indicates very satisfactory internal consistency for all scales, and were fluctuated from 0.57 to 0.84. The results found were that primary mathematics teachers in Riyadh are concerned with helping students learn and like working with students. However, often demanding silent classrooms, they have limited understanding of constructivism class control. Furthermore, teachers do not seem to have confidence in a classroom environment where student prior knowledge is evaluated and built on.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Khalid Alsharif**, King Saud University, Saudi Arabia.

*E-mail address:* [kalsharif@ksu.edu.sa](mailto:kalsharif@ksu.edu.sa)

---

## **PLANNING –DESIGN TRAINING AND UNIVERSAL DESIGN**

**Yelda Aydın Türk**, Karadeniz Technical University, Faculty of Architecture, Department of City and Regional Planning, 61080, Trabzon.

### **Abstract**

In its broadest term, Universal Design (UD) is "design for all people". Design training should train individuals that design suitable spaces for all kinds of needs and users so that designers who are aware of this could adopt the notion of "universal design" more. To achieve this, the notion of "universal design" should be incorporated into all departments that offer planning and design training. The aim of the study is to identify the place and nature of the notion of "Universal Design" in the design and planning training in Turkey, and to discuss the insufficiencies and proposals for solutions in the design training. In line with the above-mentioned aims of the study, the data that were obtained through a literature review will be evaluated and the syllabi of the planning- and design-related departments in the universities will be examined. The number and contents of the compulsory and elective courses in the syllabi that incorporate the "notion of universal

design” will be probed into. As a result; the study will present some conclusions and recommendations in order to evaluate and improve the notion of “Universal Design or “Design for All People” in the syllabi of the master’s and doctoral programs on design and planning in Turkey.

*Keywords:* Design and planning training, universal design, design for all people.

ADDRESS FOR CORRESPONDENCE: **Yelda Aydın Türk**, Karadeniz Technical University, Faculty of Architecture, Department of City and Regional Planning, 61080, Trabzon, *E-mail address:* [aydinturkyelda@gmail.com](mailto:aydinturkyelda@gmail.com)

---

## Higher Education System in India

**Dr. R. S. Meena**, Assistant Professor, Faculty of Commerce, Banaras Hindu University, Varanasi-221005 (India).

### Abstract

The Indian education sector has been recognized as a “Sunrise Sector” for investment in the recent past. This recognition stems from the fact that the sector offers a huge untapped market in regulated and non-regulated segments due to low literacy rate, high concentration in urban areas and growing per capita income. The Government has also been proactively playing the role of facilitator in this sector.

The higher education sector, owing to its huge potential, holds very promising prospects. With an estimated 150 million people in the age group of 18-23 years, the sector offers one of the most attractive yet highly complex markets for the private/foreign players. Despite some inherent concerns with respect to choice of entity, not for profit character and foreign investment in formal education space; the industry does offer various innovative business opportunities, which can be explored for establishing a presence.

The Government of India has recently reignited its reforms agenda by opening up certain sensitive sectors to foreign investment such as retail and civil aviation, which should ideally result in increased economic activity and employment generation. In order to capitalize on this huge employment opportunity, we believe the Government should take such a positive step in the higher education sector also by reducing the complexities governing foreign investment. This should also help the Government in achieving its aggressive goals of access, equity and excellence in higher education. The Planning Commission in its approach paper to 12th Five Year Plan (2012-17) had suggested that the current “not-for-profit” approach in the education sector should be re-examined in a pragmatic manner so as to ensure quality without losing focus on equity – we believe that the Government should seriously consider this suggestion to attract private/foreign investment in this sector. This Report provides an overview of the higher education sector in terms of sub-segments, market size and latest trends, regulatory framework, sectoral challenges and present/future opportunities for investment. The primary finding of our analysis is that the opportunity for investment and capital appreciation being offered by the Indian higher education sector is unparalleled. However, one needs to be wary about the various complexities in terms of structuring of investment, market offering, entity options and tax implications.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Dr. R. S. Meena**, Assistant Professor, Faculty of Commerce, Banaras Hindu University, Varanasi-221005 (India). *E-mail address:* [rsmeenabhu@gmail.com](mailto:rsmeenabhu@gmail.com)

---

## Value Education and Leadership Quality in Indian Higher Education

**A. A. Ansari**, Faculty of Commerce, Banaras Hindu University-221 005(INDIA)

### Abstract

India aspired to build a clean, cohesive, creative, constructive, compassionate and committed machinery of governance, but, we found around us corrupt, callous and conflict-ridden machinery which is unable to cope with any of the serious challenges that confront the nation today, be they in the area of subversion of terrorism or dispensation of social and economic justice. Many today are shocked at how the leaders behave and think that the British were better. It is all the more pathetic that for the last 67 years of independence, we have been ruling the country and made a mess of everything. It is that our intellectual and moral landscape is so barren today and we are no longer producing great reformers and conscience-keepers of the nation, such as Vivekananda, Aurobindo, Tagore, Gandhi and Ram Mohan Roy. The hallmarks of a good leader are integrity, equanimity, courage, confidence and impartiality. A leader must be a partner, a teacher as well as a student. The universities should train minds to bring together material resources and human energies.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **A. A. Ansari**, Faculty of Commerce, Banaras Hindu University-221 005(INDIA)  
*E-mail address:* [ansari\\_asghar@yahoo.co.in](mailto:ansari_asghar@yahoo.co.in)

---



## Teaching of Science Process Skills in Thai Contexts: Status, Supports and Obstacles

**Nantarat Kreua-In**, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus, Nakhon Pathom 73140, Thailand

**Orawan Thongperm**, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus, Nakhon Pathom 73140, Thailand

### Abstract

Teachers are expected to be experts of science process skills and transfer the skills to students through practical science. It was evidenced that Thai science teachers had proper understandings and performance of most science process skills. Nevertheless, in classrooms, science process skills seemed barely bound to science teaching and learning activities. Five in-service secondary science teachers from the western region of Thailand were previously participated in a professional development workshop based on social constructivism for enhancing their science process skills and teaching. Their performance was assessed after the workshop and revealed their performance ranged from high to highest levels. They also volunteered in a follow-up study conducted to investigate teachers' integration of science process skills into their science teaching. Data were gathered from classroom observations, interviews, and documentation. The results described each volunteer teacher's science classroom practice, which brought to conclude Thailand's status about integration of science process skills into teaching. It could be stated that, in the core science courses, Thai teachers regularly engaged students to practical activities, however, with worries to cover the contents mentioned in the standards. The selective science courses were more responsible to promote student understandings and performance of science process skills. Supports and obstacles in integration of the skills into teaching were also discussed.

*Keywords:* Science process skills, secondary science teachers, professional development, follow-up study, social constructivism;

ADDRESS FOR CORRESPONDENCE: **Nantarat Kreua-In**, Faculty of Education and Development Sciences, Kasetsart University, Kamphaeng Saen Campus, Nakhon Pathom 73140, Thailand, *E-mail address:* [fedunrp@ku.ac.th](mailto:fedunrp@ku.ac.th)

---

## Training Primary School Teachers – Issues and Trends Republic

**Radka Wildová**, Charles University in Prague, Faculty of Education, Prague, Czech Republic

### Abstract

Training teachers of all school levels has been a long-term fundamental issue in the Czech Republic. Significant attention is paid to training primary school teachers as primary school has undergone a vast transformation recently. As a part of this transformation, training primary school teachers is being innovated in terms of current trends emerging in other European countries. Along with these innovative steps, a number of issues have come up, such as which form of teacher training for this level of the school system is the most appropriate. Among the most frequent issues belong the following: to what extent the training should be academic, what should be the ratio of practical training to theoretical training, whether this training should be provided by universities or individual institutes, what should be the length of the study and final graduation. Broad discussion is held on the content of the study programmes as such, on the extent of their variability leading to prospective teacher's personal development and a high level of competence. The paper will present the basic design of teacher training in the Czech Republic including the issues connected thereto. It will also show current trends in the European context. Central to this will be a presentation of the research carried out with graduates in primary school education and practising primary school teachers. The findings will be assessed and used for drawing conclusions and making recommendations for the innovation of teacher training of the target school level.

*Keywords:* Teacher education, primary school, trends in education, primary school teacher;

ADDRESS FOR CORRESPONDENCE: **Radka Wildová**, Charles University in Prague, Faculty of Education, Prague, Czech Republic. Tel.: +420-221-900-224, *E-mail address:* [radka.wildova@pedf.cuni.cz](mailto:radka.wildova@pedf.cuni.cz)

---

## WHAT KIND OF CONTACT IS NEEDED TO PROMOTE INTEGRATION? A STUDY WITH PRIMARY SCHOOL TEACHERS

**Daniela Damigella**, University of Messina, Department of Human and Social Sciences, Via T. Cannizzaro 278, Messina, 98121, Italy.

**Orazio Licciardello**, University of Catania, Department of Educational Processes, Via Biblioteca 4, Catania, 95124, Italy.

**Oriana Bisicchia**, University of Catania, Department of Educational Processes, Via Biblioteca 4, Catania, 95124, Italy.

#### **Abstract**

Contemporary multiethnic contexts lead to focus on the processes that are at the basis of integration and of mutual respect and social recognition.

Simple contact is not a guarantee of harmonious intergroup relationships, but it could be if inspired by the Contact Hypothesis (Allport, 1954) and if mediated by empathy (Batson et alii, 1997; Stephan & Finlay, 1999; Voci & Hewstone, 2007). Focusing on school as a 'potential place' to a positive contact, teachers' attitudes become relevant. This issue involves the need of professional training for teachers based on "how to be" in addition to the "know", questioning, first, themselves (Licciardello, 2001:136). The aim of our study was to explore the attitudes that a group of primary school teachers has on migration processes and on North-African immigrants. Our hypothesis is that empathy is associated with a reduction of prejudices and that the EU innovative intercultural Comenius project affects the representations of those teachers involved in it in terms of attitudes more oriented to integration. Results seem to delineate a complex framework. Even though our sample expresses positive attitudes towards immigrants, on an implicit level an aversive form of racism (Dovidio & Gaertner, 2000) seems to emerge. The data also seem confirm the first hypothesis and not the second.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Daniela Damigella**, University of Messina, Department of Human and Social Sciences, Via T. Cannizzaro 278, Messina, 98121, Italy. *E-mail address:* [ddamigella@unime.it](mailto:ddamigella@unime.it)

---

## **IDENTITY DEVELOPMENT PROCESSES AND SOCIO-CULTURAL CONTEXTS. A STUDY WITH SECOND GENERATION ADOLESCENTS**

**Daniela Damigella**, University of Messina, Department of Human and Social Sciences, Via T. Cannizzaro 278, Messina, 98121, Italy.

**Orazio Licciardello**, University of Catania, Department of Educational Processes, Via Biblioteca 4, Catania, 95124, Italy.

#### **Abstract**

The increasing presence of second generation adolescents should impose a reflection on acculturation (Redfield, Linton & Herskovitz, 1936; Liebkind, 2001) and on identity development processes. The first concept refers to that bidirectional change that occurs when two different ethno-cultural groups come into prolonged contact, influencing each other and leading to cultural changes that involve individuals, groups and socio-cultural contexts. Regarding identity, a relevant question is related to social identity (Tajfel, 1981) as the self image that derives from group belonging, combined with the value and the emotional meaning associated with that membership. Indeed, the second generation's cultural systems of reference may represent very different realities: from those to which they feel suspended (Baumann, 1999) to foundations upon which they could develop models of biculturalism (Hong, Morris, Chiu, & Benet -Martinez, 2000). In this framework, the aim of our study was to explore the attitudes that a sample of second generation adolescents has on: integration processes; the culture of origin; the Italian culture. Our hypothesis is that these representations are affected by the specific socio-cultural context in which the subjects of the sample live. Specifically, we compared a city in northern Italy (which would seem characterized by a substantial institutional opening to the recognition of the regular immigrants' civil rights and for critical social relationships) to a Sicilian town (which would seem characterized by the positive relationships between immigrants and natives and by an inadequate institutional interest towards immigrants). Results seem to delineate an articulated framework oriented to biculturalism and dual membership. The data also seems to confirm our hypothesis concerning the influence of the socio-cultural life context.

*Keywords:* Intergroup relationships, identity, prejudices, acculturation

ADDRESS FOR CORRESPONDENCE: **Daniela Damigella**, University of Messina, Department of Human and Social Sciences, Via T. Cannizzaro 278, Messina, 98121, Italy, *E-mail address:* [ddamigella@unime.it](mailto:ddamigella@unime.it)

---

## **Investigation of Graduate Students' Academic Self-Efficacy Beliefs at the Faculty of Education**

**Tuba Gökçek \***, Fatih Faculty of Education, Department of Primary Mathematics Education, Karadeniz Technical University, Trabzon, 61100, Turkey.

**Duygu Taşkın**, Fatih Faculty of Education, Department of Primary Mathematics Education, Karadeniz Technical University, Trabzon, 61100, Turkey.

**Cemalettin Yıldız**, Fatih Faculty of Education, Department of Primary Mathematics Education, Karadeniz Technical University, Trabzon, 61100, Turkey.

### Abstract

The aim of this study is determining academic self-efficacy beliefs of students pursuing graduate study and revealing their needs and shortcomings from the graduate education. Case study method was used and data were collected by a form developed by the researchers from 92 students receiving masters and Ph.D's in different programs. As a result of data analysis, it was determined that 35% of participants were sufficient in understanding the studies written in English while 29% of them were competent in benefitting these articles. Besides, 71% of participants stated that they were sufficient in preparing assignments, presentations, projects; 66% of them were in obtaining and reviewing the literature, 57% of them were in using the databases. While the ratio of participants feeling themselves sufficient in determining thesis subject was 28%, this ratio was 35% in writing thesis or proposal. Finally, while 38% of participants stressed that they were sufficient in analyzing, understanding and interpreting the results of the qualitative findings while this ratio was 37% for quantitative data. At the end of the study, implications for graduate students and higher education institutions are discussed.

*Keywords:* Scientific research, higher education, graduate students, academic self-efficacy

ADDRESS FOR CORRESPONDENCE: **Tuba Gökçek**, Fatih Faculty of Education, Department of Primary Mathematics Education, Karadeniz Technical University, Trabzon, 61100, Turkey. *E-mail address:* [tgokcek@gmail.com](mailto:tgokcek@gmail.com)

---

## Enhancing vocational training effectiveness through active labour market policies

**Lisa Sella\***, CNR-Ceris, Via Real Collegio 30, 10024 Moncalieri, Italy.

### Abstract

Italian vocational training policies are effective in strengthening the human capital of the weak subjects. In fact, they are principally targeted towards school drop-outs, low educated adults, migrants, and other groups characterized by social exclusion. Nevertheless, such result does not automatically translate into increased employability and higher integration into the labour market. This paper explores the synergic effect of vocational training and other active labour market policies to enhance the employment of the disadvantaged targets. It is based on the results of a CATI survey on a representative sample of vocational training students in Piedmont (North-West Italy), including a proper comparison group. The net impact evaluation provides a positive impact of the training courses on individual's employability, and it suggests a sort of "multiplier effect" whenever the trainees experience a well-designed set of active labour market policies downstream the training. Hence, it is strongly recommended that policy makers design a conjoint strategy to accompany more disadvantaged targets, overcoming the customary departure between education and labour market policy, and embracing a global programming idea centred on the individual and his multiple needs.

*Keywords:* vocational training policy, employability, active labour market policy, net impact;

ADDRESS FOR CORRESPONDENCE: **Lisa Sella**, CNR-Ceris, Via Real Collegio 30, 10024 Moncalieri, Italy.  
*E-mail address:* [l.sella@ceris.cnr.it](mailto:l.sella@ceris.cnr.it)

---

## The Effects of the Project "Be My Hope" On Disadvantaged Children's School Burnout Levels

**Gönül Onur Sezer\***, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

**Ömür Sadioğlu**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

**Asude Bilgin**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

**Aynur Oksal**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

**Hatice Çağlar Özteke**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

### Abstract

The purpose of this study is to determine the impact of University-Sector Cooperation Project between Uludag University Faculty of Education and Bursa Provincial Security Directorate's Child Branch on disadvantaged children's burnout levels.

In line with this objective Secondary School Burnout Scale (SSBS), which was developed by Aypay (2011) to determine burnout levels of students in secondary education institutions, was utilized. High scores from sub-dimensions show that the burnout levels are high and low scores from sub-dimensions show that the burnout levels are low. 36 boys and 6 girls total 42 children, who were selected after organizing interviews with counselors and directors of four schools decided by Bursa Provincial Security Directorate's Child Branch, were included into the scope of the research.

The impact of "Be my Hope" project on the School Burnout Levels of children of the study was determined by using Paired Samples T- Test. As a result of this study, it was determined that Project "Be My Hope" caused a significant difference on children's school burnout levels and a decrease in students' school burnout levels was observed by the end of first semester. When sub-dimensions of the scale was analyzed, a significant difference was seen in students' school burnout in terms of Inadequacy and Burnout based on Family. When points of both dimensions were analyzed, it was observed that this difference was in favor of the final test. No significant difference was found in sub-dimensions Loss of Interest in School and Burnout based on School Activities.

*Keywords:* Disadvantaged children, school burnout, project "be my hope".

ADDRESS FOR CORRESPONDENCE: **Gönül Onur Sezer**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey. *E-mail address:* [gonulonur@uludag.edu.tr](mailto:gonulonur@uludag.edu.tr)

---

## The effects of the project "Be My Hope" on Disadvantaged Children's Commitment to School and Dependence on Teacher Conditions

**Gönül Onur Sezer\***, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

**Ömür Sadioğlu**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

**Asude Bilgin**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

**Aynur Oksal**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

**Hatice Çağlar Özteke**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey.

### Abstract

The purpose of this study is to determine the impact of University-Sector Cooperation Project between Uludag University Faculty of Education, Bursa Provincial Security Directorate's Child Branch on disadvantaged children's commitment to school and dependence on teacher conditions. In line with this objective a four-point likert type scaling with 10 articles, which was developed by Özbay and Özcan (2006). Cronbach alpha internal consistency coefficients for commitment to school and dependence on teacher dimensions of the scale, which was applied by combining two forms, was reported to be .70 and .78 respectively. As a result of negotiations which were made with manager and guidance counselors of four schools students who were included in the research scope were determined as 42 in total, 36 male and 6 female students in 6-8th grades. However, number of students who replied to questionnaire was determined to be 32. The effect of the project "Be My Hope" on commitment to school and teacher levels of students who had replied to scale articles included within the scope of project was determined by using Paired Samples T- Test for related samples. As a result of this study, it was determined that the project of "Be My Hope" did not cause a significant difference in the levels of commitment to school of students participated into the project. When sub-dimensions of the scale were analyzed, significant difference in the dimension of Commitment to Teacher was determined.

*Keywords:* disadvantaged children, commitment to school, dependence on teacher conditions, project "be my hope".

ADDRESS FOR CORRESPONDENCE: **Gönül Onur Sezer**, Uludag University Education Faculty Department of Primary Education, Görükle Campuse Bursa 16059, Turkey. *E-mail address:* [gonulonur@uludag.edu.tr](mailto:gonulonur@uludag.edu.tr)

---

## Pre-Service Teachers' Views on Simulations in Education: An Interdisciplinary Instructional Development Experience

**Zehra Ozdilek \***, Uludag University, Gorukle, Bursa, 16059, TURKEY

**Semiral Oncu**, Uludag University, Gorukle, Bursa, 16059, TURKEY

### **Abstract**

The aim of this study is to determine pre-service teachers' views about the process of designing and developing simulations, and contribution of the methodology on their educational experience in an interdisciplinary group work. The sample included 15 Science Education (SE) and 23 Computer Education and Instructional Technology (CEIT) students of 2013 in the 5-weeks summer school. The students were required to design undergraduate level, chemistry-based simulations in a computer simulation environment in interdisciplinary teams. Qualitative data were collected by having participants respond in writing to open-ended questions. Results showed that students not only were satisfied about studying with students from the other department, but also about designing simulations in an interdisciplinary teamwork environment, as they found it an effective instructional method.

*Keywords:* Simulations; Teacher Education, Interdisciplinary teamwork

ADDRESS FOR CORRESPONDENCE: **Zehra Ozdilek**, Uludag University, Gorukle, Bursa, 16059, TURKEY.

*E-mail address:* [zozdilek@uludag.edu.tr](mailto:zozdilek@uludag.edu.tr)

---

## **PERCEPTION OF PLAY IN TURKISH FATHERS**

**Nimet HAŞIL KORKMAZ**, Uludag University Education Faculty Department of Physical Education Teacher, Bursa, 16059, Turkey.

**Meral TANER DERMAN \***, Uludag University Education Faculty Department of Elementary School Teacher, Bursa, 16059, Turkey

### **Abstract**

The main purpose of this study is to investigate the opinions of Turkish fathers about plays. The population of the study is composed of 183 fathers and 214 mothers who have 4-5 year old children. The responses given by fathers for each play-related question were evaluated by using frequencies and percentages. It is seen as a result of the research that fathers have positive opinions about plays and they consider them beneficial to communicate with their children. They also stated that their children were more eager to play with them. However, in contrast to the ideal way, fathers don't play the games they used to play when they were young..

*Keywords:* play; father's opinions.

ADDRESS FOR CORRESPONDENCE: Meral TANER DERMAN, Uludag University Education Faculty Department of Elementary School Teacher, Bursa, 16059, Turkey. Tel.: +90-535-814-0894, *E-mail address:* [mtaner@uludag.edu.tr](mailto:mtaner@uludag.edu.tr)

---

## **Study on Professional Guidance on Teaching Settings**

**Hamit AKSOY \***, Lecturer, Hitit University, Sungurlu Vocational School, Department of Computer Technology, 19300 Çorum, TURKEY

**Hakan KÖR**, Lecturer, Hitit University, Sungurlu Vocational School, Department of Computer Technology, 19300 Çorum, TURKEY

**Hasan ERBAY**, Professor, Kırıkkale University, Faculty of Engineering, Department of Computer Engineering, 71451 Kırıkkale, TURKEY

### **Abstract**

Vocational guidance activities have an important role during the learning process. The happiness of individuals in their career is directly related with their love of the job they do. As a consequence, the importance should be paid to the vocational preference in the early stages of educational life.

In this study, a research has been carried out about the secondary school students in Turkey. In the first step of the study students are asked which profession they will prefer. In the second step "Personality Inventory" Holland test is applied to students in order to see which profession field they tend to. In the last part of the research, the findings that are gathered by comparing the profession that each student in the sample would like to choose and the profession or professions that the student is apt to as a result of the test will be interpreted and suggestions will be offered to student him/her self, his family and to the institutions that is thought to be suitable.

*Keywords:*

## The stage is yours: Students as actors

**Sezai Kalafat \***, Bülent Ecevit University Faculty of Education, Zonguldak, Turkey

**F. Duygu Bora**, Bülent Ecevit University, The School of Foreign Languages, Zonguldak, Turkey

**Pelin Balka**, Bülent Ecevit University, The School of Foreign Languages, Zonguldak, Turkey

### Abstract

Role-play has been one of the most preferred techniques in language teaching, especially for practicing it. However, the ways that technique is integrated with the teaching process are varied. Because the development of technology and its contributions to foreign language teaching cannot be ignored, it was underlined for the students who took part in the study to make use of technology. The application of the study included choosing certain topics from the coursebook, which is the part of the curriculum of Bülent Ecevit University Foreign Languages Compulsory Preparatory Program, and the groups from each classroom were assigned with one of these topics. The groups were 30 in total. The number of the students in the groups ranged from 2 to 7. As the assigned topics required using daily life speech, the students were asked to write a conversation including the topic and perform it in an appropriate environment. Moreover, these students were asked to record what they performed. This has been achieved by uploading those video records to the computers of school laboratories and the website of Preparatory School. The participants were allowed for 2 weeks to write their dialogue and prepare the video. At the end of the study, a questionnaire was applied to the participants to clarify their motivation. Therefore, all of the students in prep class were both eager about using the language and learned the topics in a more effective way by witnessing using English in daily life and taking the advantage of technology.

*Keywords:* technology, role-play, conversation, mobile devices.

ADDRESS FOR CORRESPONDENCE: Sezai Kalafa, Bülent Ecevit University Faculty of Education, Zonguldak, Turkey. *E-mail address:* [duygu2004@gmail.com](mailto:duygu2004@gmail.com)

---

## Workshop on Rail Education: "Academia, Industry, Research, School Engagement, Promotion, Co-operation"

**Dr Marin Marinov \***, NewRail, Newcastle University, Mechanical and Systems Engineering School, Claremont Road, NE1 7RU, UK

**Anna Fraszczyk**, NewRail, Newcastle University, Mechanical and Systems Engineering School, Claremont Road, NE1 7RU, UK

### Abstract

A collaborative effort including academia and industry is needed to equip the railway industry with an excellent workforce. Degree programmes and courses in railways should incorporate an innovative flexible structure to meet the industry imminent needs for qualified personnel. Research, engagement, promotion and co-operation are vehicles of innovation and modernisation in higher education, which could be better explored to design and implement rail-orientated curricula of excellence, leading to successful university programmes and courses. In this paper we call upon rail academics and stakeholders to participate in a workshop on railway education to discuss the industry imminent needs for improvements in rail education. To stimulate discussion and knowledge sharing a number of examples on teaching and learning initiatives are presented followed by suggestions for future activities and joint ventures strengthening co-operation and outcome

*Keywords:* rail education, workshop, academia-industry cooperation, MSc programmes, intensive programmes, engagement, promotion

ADDRESS FOR CORRESPONDENCE: **Dr Marin Marinov**, NewRail, Newcastle University, Mechanical and Systems Engineering School, Claremont Road, NE1 7RU, UK, *E-mail address:* [marin.marinov@ncl.ac.uk](mailto:marin.marinov@ncl.ac.uk)

---

## Effects of stochastic movement variations versus movement repetition during motor skill acquisition in gymnastic handspring



**Anna Bachelier \***, Johannes Gutenberg-University Mainz (Germany) Institute of Sport Science, Germany.  
**Hendrik Beckmann**, Johannes Gutenberg-University Mainz (Germany) Institute of Sport Science, Germany.  
**Patrick Hegen**, Johannes Gutenberg-University Mainz (Germany) Institute of Sport Science, Germany.  
**Wolfgang I. Schöllhorn**, Johannes Gutenberg-University Mainz (Germany) Institute of Sport Science, Germany.

### Abstract

**Problem statement:** Closed motor skills like the gymnastic handspring are realized under stable environmental conditions. In contrast to result-oriented open (e.g. tennis-forehand) and closed skills (e.g. longjump) the similarity with a contemporary technique paradigm is rated. Therefore a coherent practice schedule seems to reduce movement variability during skill acquisition and to copy the preferred model. On the other hand recent learning approaches using variable practice conditions (contextual interference effect; Shea & Morgan, 1979) or stochastic variations in the movement execution (differential learning; Schöllhorn, 1999) have shown benefits in acquiring and learning result-oriented motor skills.

**Purpose of study:** The present study compares the effects of differential learning and repetitive learning in a shape-oriented closed skill.

**Methods:** After a pretest 20 novices were parallelized in two experimental conditions (1,2) during skill acquisition. 1) Stochastic movement variations and 2) movement repetition with nearly none variations for 7 training sessions in 4 weeks. In pre- and posttest every subject performed two handsprings under simplified environmental conditions. In the transfertest two handsprings has to be performed under environmental conditions similar to competition. All handsprings were rated by three experienced competition judges (Cronbachs-alpha=0.994). The best handspring from each subject in each test was selected for data analysis.

**Findings and Results:** An ANOVA with repeated measurement showed significant effect on factor time ( $F[1,43;25,77]=17.585$ ;  $p=.000$ ) but no significant effect on factor time x group ( $F[1;18]=2.167$ ;  $p=.146$ ) and factor group ( $F[1;18]=1.044$ ;  $p=.320$ ).

**Conclusions and Recommendations:** Results are consistent with previous studies that stochastic movement variations (differential learning) results in at least equal acquisition and learning phenomena compared with less variable movement repetitions. However, for physical education practioners this might be an additional – maybe more motivating – way of teaching motor skills.

**Keywords:** Motor Learning, Differential Learning, Physical Education, Self-organized Learning

ADDRESS FOR CORRESPONDENCE: **Anna Bachelier**, Johannes Gutenberg-University Mainz (Germany) Institute of Sport Science, Germany..  
E-mail address: [annabach@students.uni-mainz.de](mailto:annabach@students.uni-mainz.de)

---

## Foreign language acquisition: the role of subtitling

**Patrícia Albergaria Almeida \***, Centre for Research on Lifelong Learning, Unit of Econometrics and Applied Statistics, Institute for the Protection and Security of the Citizen, Joint Research Centre, European Commission, 21027 Ispra, Italy  
**Patrícia Dinis Costa**, Centre for Research on Lifelong Learning, Unit of Econometrics and Applied Statistics, Institute for the Protection and Security of the Citizen, Joint Research Centre, European Commission, 21027 Ispra, Italy

### Abstract

The European Commission's policy aims to foster a language-friendly living environment, where different languages are heard and seen, and where speakers of all languages feel welcome and language learning is encouraged. However, the European Survey on Language Competences reveals that Europeans still need to improve their knowledge of foreign languages and there is a wide range of ability across European countries. Besides the formal language learning, there are several informal approaches that can contribute to foreign language achievement. Several studies suggest that foreign language acquisition may be facilitated by watching subtitled television programmes and movies. In this paper we present and discuss the main advantages of subtitling regarding foreign language acquisition, as well as outline suggestions through which foreign language achievement may be enhanced. A bibliographical review about the effects of subtitling on the learning of foreign languages was conducted. Furthermore, some results from cross-national surveys, such as the European Survey on Language Competences (ESLC) will be presented.

**Keywords:** Language, foreign language, subtitling, informal learning

ADDRESS FOR CORRESPONDENCE: **Patrícia Albergaria Almeida**, Centre for Research on Lifelong Learning, Unit of Econometrics and Applied Statistics, Institute for the Protection and Security of the Citizen, Joint Research Centre, European Commission, 21027 Ispra, Italy  
E-mail address: [patricia.de-almeida@jrc.ec.europa.eu](mailto:patricia.de-almeida@jrc.ec.europa.eu)

---

## Effectiveness evaluation of training programmes for disadvantaged targets

**Ragazzi Elena \***, CNR-Ceris, Via Real Collegio 30, 10024 Moncalieri (TO), Italy.

#### **Abstract**

When evaluating vocational training programmes, increasing restrictions in funding opportunities and growing difficulties for young people and other disadvantaged groups to enter the labour market are arousing the evaluators' attention from human capital accumulation to effectiveness in terms of employability. Notwithstanding the growing interest, net impact evaluation is not very diffused in placement analysis for the difficulty to produce reliable estimations within a quasi-experimental evaluation design. In fact, it is generally very hard to identify a proper comparison group, for the decision to participate to a VT course is influenced by unobservables affecting employability as well. This task is particularly difficult in the case of disadvantaged people, as shown in many evaluation exercises affected by negative selection bias and resultant negative net impact estimates. This paper presents an evaluation experience of VT policies in Piedmont (North-West Italy), discussing the identification of a proper counterfactual group. Gross and net impact evaluation strategies are examined, drawing out a collection of practical suggestions for VT evaluators and also for training policy design.

*Keywords:* Training policies, policy evaluation, selection bias, net impact

ADDRESS FOR CORRESPONDENCE: **Ragazzi Elena**, CNR-Ceris, Via Real Collegio 30, 10024 Moncalieri (TO), Italy.

*E-mail address:* [e.ragazzi@ceris.cnr.it](mailto:e.ragazzi@ceris.cnr.it)

---

## **THE RELATIONSHIP BETWEEN LEADERSHIP BEHAVIORS OF SCHOOL PRINCIPALS AND THEIR ORGANIZATIONAL CYNICISM ATTITUDES**

**Mahmut POLATCAN \***, Karabuk University, Turkey.

**Osman TİTREK**, Sakarya University Turkey.

#### **Abstract**

One of the problems in improving process of the schools is "cynicism". Cynicism is an attitude in which individual benefits are the foreground and is described as scepticism, negativism and being pessimistic about facts. In schools, what is expected from the school principals is to realize the change and mutation depending on the improvements. Leadership is a process that manages people affecting towards organizational aims. Leadership has two dimensions: to organize a structure and tolerance in organization (culture and climate).

In this study, it is tried to determine correlations between teacher's organizational cynicism and leadership skills of school principals. The analysis of the data was made by using SPSS 15.0 and in order to determine whether some demographic features (e.g., sex, marital status, educational status) show a meaningful difference on the lower dimensions of organizational cynicism and leadership behavior, Whitney-U and Kruskal Wallis-H tests were used; and a meaningful difference was not observed. Furthermore, Pearson correlation and regression analysis were used to measure the level of relation and being predictable between the organizational cynicism and lower dimensions of leadership behavior. In accordance with the result of the research's findings, it was found a negatively directed and medium-level relation between cynicism and leadership behavior.

*Keywords:* cynicism, leadership, organizational cynicism, school principal, teachers' views

ADDRESS FOR CORRESPONDENCE: **Mahmut POLATCAN**, Karabuk University, Turkey. *E-mail address:* [mpolatcan78@gmail.com](mailto:mpolatcan78@gmail.com)

---

## **Preschool teachers' ideas about practices to promote peer relations: Using Q methodology to determine viewpoints**

**Ana Madalena Gamelas \***, Faculty of Psychology and Education Science- University of Oporto, Alfredo Allen Street, 4200-135 Oporto, Portugal.

**Cecília Aguiar**, Faculty of Psychology and Education Science- University of Oporto, Alfredo Allen Street, 4200-135 Oporto, Portugal.

#### **Abstract**

An internationally accepted definition of early childhood inclusion includes the right to achieve a sense of belonging and membership, positive social relationships, and friendships. Although Portuguese preschool curriculum guidelines value child-child interactions as an outcome by itself and as means to achieving other development and learning outcomes it does not explicitly mention social participation indicators. Additionally, information is lacking on Portuguese preschool teachers' beliefs, priorities, and practices specifically related to the support of peer relations. This study was developed in

the scope of the project Enhancing peer relationships: Preschool teachers' ideas and practices. One of its goals is to understand Portuguese preschool teacher's ideas about what is important in supporting peer interactions, relationships, and group membership, for children with and without disabilities. To pursue this goal Q methodology was applied. We developed a Q sample consisting of 74 items that reflect a range of possible interventions targeted at enhancing social inclusion and peer interactions and relationships. The P sample was composed by 43 preschool teachers and their individual Q sorts were subjected to principal components analyses (PCA) followed by varimax rotation. A seven-component solution, explaining 55.5% of the variance, was considered the starting point for the decision-making process on the number of components to be considered as the best solution. Both statistical and conceptual criteria are being used to determine the final number of viewpoints. This presentation describes this decision-making process and the results will be discussed according to their implications for the global project.

*Keywords:* Inclusion, peer relationships, ideas, Q methodology.

ADDRESS FOR CORRESPONDENCE: **Ana Madalena Gamelas**, Faculty of Psychology and Education Science- University of Oporto, Alfredo Allen Street, 4200-135 Oporto, Portugal. *E-mail address:* [agamelas@fpce.up.pt](mailto:agamelas@fpce.up.pt)

---

## IN TURKISH MAQAM MUSIC DETERMINING THE STYLES OF VOCAL PERFORMANCE AND USING THEM IN REPERTOIRE TRAINING LESSON

**Özge ZEYBEK \***, Sakarya University, Sakarya 54055, Turkey.

### Abstract

Concept of style (üslup) is used to express the way of singing or playing on performer's part has an abstract meaning and so it is hard to determine it. Proverbially in Turkish maqam music, transfer of verbal repertoire is continued with "meşk" which is based on master and apprentice. Nowadays number of mastertrainers are decreasing fastly and due to the difficulties of our era it is hard to have possibility for meşk with master. At this point by the help of listening phonograph records, radio, tape and cd records repeatedly, student can learn the composition and the style of performer. In this study it has been analyzed 7 mutual compositions performed by three important vocal performers of Turkish maqam music; Münir Nurettin Selçuk, Alaeddin Yavaşca and Bekir Sıtkı Sezgin. Every compositions are notated again with ornaments and nuances which the performer did and it has been tried to make an identification personel styles in the decisiveness of general styles as classic style, radiostyle, fasıl style, choir style and hafız-gazelhan style. These three performers are also evaluated up to the era they live and the meşk chain they are related to. In this study it is aimed to determine personel styles of performers and using them as a key or chose in repertoire lessons and by this way prevent corruption in vocal performance.

*Keywords:* Style (Uslup), Turkish Maqam Music, Meşk Chain, Repertoire Lessons.

ADDRESS FOR CORRESPONDENCE: **Özge ZEYBEK**, Sakarya University, Sakarya 54055, Turkey, Tel.: +90 0264 295 6571, *E-mail address:* [ozeybek@sakarya.edu.tr](mailto:ozeybek@sakarya.edu.tr)

---

## Intercultural Comparison of Preschool Children's Perceptions of People in Different Cultures: Poland-Tunisia-Turkey Investigation

**Nalan Kuru Turaşlı \***, Uludag University Education Faculty Elementary Education Department Preschool Education Programme, Nilüfer, Bursa-Turkey

### Abstract

For many years, lots of different cultures have been getting together in the same school and classroom environments. Education world has been emphasizing that peace and tolerance education should start in earlier ages. Therefore, necessary methods have been being searched in recent years. The ability to consider differences as richness lies at the bottom of peace and toleration. Little children can easily identify people as "we" and "them". The aim of this research is to investigate factors affecting the "foreigner" perceptions of 5-6 year old children who live in different countries (Tunisia-Turkey-Poland) and to make an intercultural comparison. Accordingly, it has been discovered that elements affecting perceptions of children on people living in different cultures are age, gender and some common points in preschool education periods.

*Keywords:* Early childhood, multicultural education, child perception of different cultural, intercultural comparison.

## A STUDY OF RELATIONSHIP BETWEEN PERSONALITY TRAITS AND WORK ENGAGEMENT

**Ozgun Ongore \***, Ankara University, Labour Economics and Industrial Relations Department, Ankara, 06600, Turkey.

### Abstract

The purpose of this study is to determine the relationship between job engagement levels and personality traits of the university personnel. A self-administered survey was applied to Kastamonu University academic and administrative personnel. A relevant data was collected from 118 personnel. The results of the study indicate that there are significant relationships between job engagement and personality traits. Extraversion, Agreeableness, Conscientiousness and Openness to Experience are positively related but Neuroticism is negatively related with physical, emotional and cognitive engagement. Results of this study suggest that the five factor model is a useful for examining the dispositional source of job engagement.

*Keywords:* Personality, Engagement, Well-being;

ADDRESS FOR CORRESPONDENCE: **Ozgun Ongore**, Ankara University, Labour Economics and Industrial Relations Department, Ankara, 06600, Turkey. *E-mail address:* [ozgurongoretr@yahoo.com](mailto:ozgurongoretr@yahoo.com)

---

## Cognitive web-based vocabulary learning system: the results of a pilot test of learning Greek as a second or foreign language

**Yiouli Kritikou \***, University of Piraeus, Department of Digital Systems, 150 Androutsou Str, Piraeus, 18534, Greece.

**Maria Paradia**, School Advisor in Secondary Education, 75 Damagitou Str, Athens, 11632, Greece.

**Panagiotis Demestichas**, University of Piraeus, Department of Digital Systems, 150 Androutsou Str, Piraeus, 18534, Greece

### Abstract

In this paper we present cognitive mechanisms (applied and validated at various levels of the protocol stack) for supporting smart applications and services towards users. More specifically, we introduce the results of a pilot test that took place as an application of web-based learning systems. The instance used was the example of linguistics and more specifically the cognitive vocabulary learning system. In the context of this pilot the aim was to test if and how a web-based vocabulary learning system may indeed improve the learning process. More specifically, the focus was put on detecting the student's performance after taking a personalised course and a set of exercises/ activities. The learning styles, the vocabulary level of each student and his/her technical background have been taken into consideration in developing the learning material. In the paper we showcase the results of this pilot test, when taking activities fully dependent on the environment. The statistical analysis of the results shows that the final success rate of the students in the exercises referring to the form, the meaning and the use of the vocabulary increases significantly

*Keywords:* Cognition, e-learning, pilot-test, vocabulary

ADDRESS FOR CORRESPONDENCE: **Yiouli Kritikou**, University of Piraeus, Department of Digital Systems, 150 Androutsou Str, Piraeus, 18534, Greece. *E-mail address:* [kritikou@unipi.gr](mailto:kritikou@unipi.gr)

---

## THE ROUTINES OF HIGH SCHOOL STUDENTS HOMEWORK PREPARATION PROCESS WITH THE USAGE OF INTERNET SOURCES

**Mustafa DEMİR \***, Lecturer, Firat University Communication Faculty, Elazığ /Turkey

**Aydın KARABULUT**, PHD Student, Atatürk University Social Sciences Institute Erzurum /Turkey

**Ali ÇETİNKAYA**, MA Firat University Social Sciences Institute Elazığ /Turkey

### Abstract

With the technologic developments, the usage of internet and gathering information have become easier and this process is naturally eventuated with high use of internet by students during preparing their homework. Especially online libraries like wikipedia and homework preparation themed web sites help to the students to prepare their home works. Aim of the study is to investigate high school student's homework preparation process with the usage of online and offline internet sources

The internet sources used by students, their opinions and routines of internet usage have been investigated with the study. According to this purpose; survey method is used to collect data. Data was collected administering a questionnaire contained Closed-Ended questions. Descriptive analyses technique was administered on the collected data.

*Keywords:* Internet, Homework, Secondary Education

ADDRESS FOR CORRESPONDENCE: **Mustafa DEMİR**, Lecturer, Firat University Communication Faculty, Elazığ /Turkey .  
*E-mail address:* [mfdemir@firat.edu.tr](mailto:mfdemir@firat.edu.tr)

---

## The Right to a Fair Trial. Aspects of Criminal Law

**Antonia Dogaru \***, Mures County Bar Association, Targu-Mures, 540088, Romania.

### Abstract

The present paper, entitled "The right to a fair trial. Aspects of criminal law" is the result of a thorough study and is based on a variety of bibliographic sources, both foreign and domestic as well as a wide range of jurisprudence collections. I consider that the study of this subject requires an exhaustive analysis, as it represents an ongoing and contemporary concern, although its interpretation has undergone frequent changes. Therefore, I used frequent references to the ECHR's resolutions and decisions given the continuous evolution and transformation of the jurisprudence and legal practice in Europe.

The right to a fair trial is a relatively new legal institution within the procedural system of Romania that is currently part of the Western democratic states. As the foundation of any democracy is built upon the notion of "state of law", it is essential to eliminate uncertainty. The rule of law is crucial, especially since it is inconceivable for such a system to exist and persist without the security of citizens' rights and freedoms. The notion of rule of law is one of the fundamental pillars of the European constitutionalism, whose influence cannot be denied.

We frequently assert that the right to life, liberty and security, freedom of thought, conscience and religion are essential to any model of social and legal development, but we simply must realize that such a system would be incomplete and totally ineffective should these rights be unaccompanied by appropriate safeguards. I am confident that the right to a fair trial is a basic premise of the Rule of Law. Therefore, it is sure to say that a lack of general safeguards and upholds within the judicial system would make the upholding and respect of the Fundamental Human Rights a truly difficult exercise.

Having pointed the above mentioned aspects out, I strongly believe that in order to effectively protect the human rights there is a need for enforcement of the general and special guarantees that are unequivocally provided in the text of the Convention and its additional protocols, along with a series of implied warranties established by law. My paper analyses the guarantees stipulated by the 6th article of the European Convention of Human Rights in an effort to synthesize the manner in which these legal provisions are applied internally by the Romanian judicial institutions in matters concerning the criminal law.

*Keywords:* rule of law, right to a fair trial, European Charter of Fundamental Rights, presumption of innocence;

ADDRESS FOR CORRESPONDENCE: **Antonia Dogaru**, Mures County Bar Association, Targu-Mures, 540088, Romania.  
*E-mail address:* [antonia\\_diana@yahoo.it](mailto:antonia_diana@yahoo.it)

---

## Exploring executives' views on future higher education

**Jungwoo Lee \***, Yonsei University, 50 Yonsei Ro, Sudaemun Gu, Seoul, 120-749, Republic of Korea

### Abstract

This study explores executives' perceptions of cross-disciplinary knowledge in coming era of smart work and smart businesses. An instrument was developed, asking questions about future of higher education specifically related to the cross disciplinary knowledge. Findings indicate that executives maintain very high opinions concerning the value of cross-disciplinary knowledge as a critical contributor to the successful cross-disciplinary operation of their businesses. They seem to understand clearly that science and technology may not benefit their businesses unless it is applied in a cross-disciplinary manner. Executives' priorities on cross-disciplinary knowledge domains are revealed and discussed in detail with implications and further research issues.

*Keywords:* Higher education, executives' views, interview, cross-disciplinary education, science technology society.

ADDRESS FOR CORRESPONDENCE: Jungwoo Lee , Yonsei University, 50 Yonsei Ro, Sudaemun Gu, Seoul, 120-749, Republic of Korea  
*E-mail address:* [jlee@yonsei.ac.kr](mailto:jlee@yonsei.ac.kr)

---

# A Sample Application of Web Based Examination System for Distance and Formal Education

**Burcu Yılmaz Kaya \***, Industrial Engineering Department, Faculty of Engineering, Gazi University, 06570 Maltepe Ankara.  
**Gökhan Kaya**, Computer Engineering Department, Faculty of Engineering, Gazi University, 06570 Maltepe Ankara  
**Metin Dağdeviren**, Industrial Engineering Department, Faculty of Engineering, Gazi University, 06570 Maltepe Ankara

## Abstract

Preparing tests is a difficult to handle and a time consuming process for teachers, in which they have to prepare both fair and consistent ones for each class. Besides this, even if the teacher can prepare a sufficient exam, it is difficult prevent students from cheating, and if the teacher can not prevent them to do this injustice occurs again. In this point of view, the purpose of this study is to develop a system for both distance and formal education types, which composes unique quizzes or midterm exams or final exams for each student simultaneously and instantly. Through this, it will be easy as clicking a button to develop sufficient exams and to incorporate equity between the students, who will have to answer the unique questions of the exams on their own. These tests include the same amount of questions, and difficulty level of all of the questions are similar for each type of test. This system is developed signed with C# .net 4.5 Framework, in two platforms; web and Windows form. SQL Server Express 2008 is used as database in our application. A realworld application of this trustable examination system is carried out and the operation of the system is explained via this presentation, at the end of the study.

*Keywords:* Distance and formal education, Web based examination, Web based evaluation, College student education, Educational informatics

ADDRESS FOR CORRESPONDENCE: **Burcu Yılmaz Kaya** , Industrial Engineering Department, Faculty of Engineering, Gazi University, 06570 Maltepe Ankara. *E-mail address:* [burcuyilmaz@gazi.edu.tr](mailto:burcuyilmaz@gazi.edu.tr)

---

# Visual image of continent in the Russian textbooks on geography (1825-2013)

**Olga Fedotova\***, Southern Federal University, Faculty of Psychology, Nagibina street, 13, Rostov-on-Don, 344038, Russia University "Synergy", Leningradsky Avenue, Moscow, 125190, Russia.  
**Wladimir Latun**, Southern Federal University, Faculty of Psychology, Nagibina street, 13, Rostov-on-Don, 344038, Russia University "Synergy", Leningradsky Avenue, Moscow, 125190, Russia.

## Abstract

Research objective is identification of dynamics and a ratio between figurative and rational way of representation of a visual material on the example of didactic illustrations in the Russian textbooks on geography (1825-2013). As an example the concept "image of Australia" as not adjoining on Russia the far country-continent is used. Results of the content analysis showed that in pre-revolutionary textbooks Australia is shown as economically unpromising exotic country occupied by flows of convicts and savages natives. The Soviet and Post-Soviet period are characterized by radical change of ideas of a role of socio-political factors of development of society, about types of a sociality, about a place and a role of the person in a professional life, about development of productive forces.

During the Soviet period the geography as a subject passed a difficult way of development – from its denial before recognition as the subject forming outlook.

The principles of teaching and systematization of a training material changed. In all cases a visual row is presented mainly by a map.

Map as a visual representation of a territory is important for understanding of symbolic depiction highlighting relationships between elements of that space such as regions, economic structures, activity of the population, condition of natural resources. Authors of textbooks, using schemes and numerous charts, expand limits of the symbolical image of information. They actively use various receptions of graphic visualization. We can see a tendency to reduction of an visualization by means of art-based drawings and to growth of the figurative row in favor of rational representation of a training material.

During the Post-Soviet period textbooks on geography actively expand ideas of the integral global world in which questions of environmental management and a sustainable development are very important.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Olga Fedotova**, Southern Federal University, Faculty of Psychology, Nagibina street, 13, Rostov-on-Don, 344038, Russia University "Synergy", Leningradsky Avenue, Moscow, 125190, Russia. *E-mail address:* [fod1953@yandex.ru](mailto:fod1953@yandex.ru)

---



## Determination of treatment groups' behavioral-recognition effect and examining the amount of self-imagination in infant's social stress disorder treatment

**Majid Shafiei Amiri\***, Islamic Azad University & Young Researchers Club, Roudehen Branch, Iran.

**Seyed Mohammad Mokhtari**, Head of Agriculture and Natural Resources, Mazandaran University Counseling Center

**Samane Panahian**, Islamic Azad University & Young Researchers Club, Sari Branch, Iran.

### Abstract

The present research has a goal to study self-imagination level and to determine the effectiveness of group cognitive behavioral therapy and self evaluation in the treatment of social anxiety disorder in children(Teen-agers).This research is of sub-empirical plans (designs) which were performed as pre-testing, past-testing and three-month (quarterly) pursuance. And two experimental and control groups are used in it. Group CBT therapy (treatment) is independent variable which was performed during 12 sessions weekly and the scores of anxiety symptoms in the patients developed by social anxiety disorder were considered as dependent variable. Statistical population of this research includes 1135 11-14 year-old girl students in state schools of Babol city which among this series , 368 students were randomized , clustered , stage- based selected during second academic (educational) semester of 2011-2012 as the sample group by the mean of 12.8 year-old and standard deviation of 4.05 .the scores difference of two experimental and control groups in social anxiety is meaningful in two stages (steps) of pre-mediation (before manipulation) and after it based on Mann-Whitney Yu test. The analysis of results in the scales of evitable behaviors and fear from negative evaluation (assessment) of social anxiety test has shown that cognitive-behavioral therapeutic group has meaningfully (reduced) the level of evitable behaviors and fear from negative evaluator (assessment).

*Keywords:* Cognitive-behavioral therapeutic group, self-imagined, social anxiety

ADDRESS FOR CORRESPONDENCE: **Majid Shafiei Amiri**, Islamic Azad University & Young Researchers Club, Roudehen Branch, Iran.

E-mail address: [shafeim@yahoo.com](mailto:shafeim@yahoo.com)

---

## The development of rational qualimetric characteristic of progressive method the estimation of reproduction quality of topographic and map production.

**Bastabayeva Zheniskul Zhumahanovna**, The Candidate of Technical Sciences, Dozent of KAZNU Named After Al-Farabi

**Ospanov bekbolat Sekenovich**, Candidate of Technical Sciences, Dozent of KATU Named After Seifullin

**Beristenov Alimbek Tainigazievich**, Senior Teacher Of KATU Named After Seifullin

### Abstract

This article is about the development of qualimetric characteristics and effective methodology for assessing the completeness of the reproduction of topographic and cartographic products. The paper explains the possibility of rational choice and modification of the characteristic exponents of the completeness of topographic mapping of terrain surface. Put forward the conceptual provisions qualimetrization reproduction completeness display topographic surface.

*Keywords:* Information, content, completeness, accuracy, reliability, geodesy, topography, topographic and cartographic products, mine surveying, morphometry.

ADDRESS FOR CORRESPONDENCE: **Bastabayeva Zheniskul Zhumahanovna**, The Candidate of Technical Sciences, Dozent of KAZNU

Named After Al-Farabi E-mail address: [zhanat\\_2006@mail.ru](mailto:zhanat_2006@mail.ru)

---

## Interdisciplinary aspects of studying social problems of modern Russian youth

**Sorochinskaya Elena N. \***, Southern Federal University,105/42 Bolshaya Sadovaya Street, Rostov-on-Don, 344006, Russia

### Abstract

Russian society as the society of risk existing in the epoch of globalization puts forward the problem of social anomie as value and normative basis for individual life regulation. The gap between values of a young person and values of the society leads to certain delays in social development processes. The given paper is devoted to the above mentioned issues and deals with the concept "youth" in the interdisciplinary context. Over the last 20 years, the number of researches in the field of social studies of youth in Russia has grown significantly. Several youth concepts have been created. As for the most prominent ones, let us mention studies of the phenomenon of youth subcultures, studies of various deviations in the youth environment, displays of extremism, involvement of modern young people in gaming activities and some others. The purpose of the given study is to analyze interdisciplinary approaches and specific aspects of the researches into social problems of modern Russian youth.

*Keywords:* youth; interdisciplinary research, social problems of youth;

ADDRESS FOR CORRESPONDENCE: **Sorochinskaya Elena N.** , Southern Federal University, 105/42 Bolshaya Sadovaya Street, Rostov-on-Don, 344006, Russia. *E-mail address:* [fod1953@yandex.ru](mailto:fod1953@yandex.ru)

---

## **The patriotism education content at the present stage.**

**Sahipzhamal Askarovna Uzakbayeva \***, Kazakhstan

**Sholpan Abilovna Zhalgasova**, Kazakhstan

**Altynai Abdikhanovna Beisembayeva**, Kazakhstan.

**Gaziza Nuralievna Kosherbayeva**, Kazakhstan

### **Abstract**

The patriotism problem from early time has huge value in personality development as citizen. Without patriotism formation feeling personal and public importance is impossible.

The potential patriotism feeling possibilities extend and go deep together with society development. At the same time certain society development depends on patriotism of people making it. A striking example of such interaction can be the example of the multinational states. Such countries quantity are increasing with society development. Therefore interest to problems research of relationship in the multiethnic state is always topical and patriotic education questions studying constantly grow. Feeling of patriotism, rallying people together, spiritualizes, promotes bigger output and participation in state and society affairs.

In new market conditions Kazakhstan patriotic debt and responsibility feeling formation at younger generation has to consider also the strengthening cultural and economic power of the Republic of Kazakhstan. Pedagogical potential of the Kazakh literature and the Kazakh heroic epos, in particular, as means of younger generation patriotic education haven't been used and updated yet by our time requirements.

*Keywords:* patriotism, Kazakhstan patriotism, patriotic education, patriotic feeling, ethnic unity, ethnos, cultural heritage, Kazakh folklore, heroic epos, Kazakh literature, multiethnic education.

ADDRESS FOR CORRESPONDENCE: **Sahipzhamal Askarovna Uzakbayeva**, Kazakhstan. *E-mail address:* [zhanat\\_2006@mail.ru](mailto:zhanat_2006@mail.ru)

---

## **Studies the Relationship between Organizational Intelligence and Organizational Knowledge Management Development**

**Saeid Moradi-Rekabdarkolaei\***, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN

### **Abstract**

This article, Studies the relationship between organizational intelligence and organizational knowledge management development. Statistical universe of the research is Mazandaran Province schools staff and for collecting data and information, questionnaires are used. Research findings, show a statistical significance between organizational intelligence and organizational knowledge management and also states the significance relationship between much of the organizational intelligence indexes and organizational knowledge management, particular knowledge application that has the most important role. Statistical results also show that how is the relationship between staff demographical features and organizational intelligence.

*Keywords:* Intelligence, Organizational intelligence, Organizational knowledge management, Development

ADDRESS FOR CORRESPONDENCE: **Saeid Moradi-Rekabdarkolaei**, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN. *E-mail address:* [m\\_saeid\\_2007@yahoo.com](mailto:m_saeid_2007@yahoo.com)

---

## **Effects of Computer Supported Education on the Success of Students in Teaching and Learning**

**Saeid Moradi-Rekabdarkolaei\***, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN

### Abstract

In this study, it has been focused on proving technology is necessary for education and learning finding hard-proofs on that and how technology would be used effectively on this area. Samples of this research were Mazndaran Payam Noor University Education Faculty, Scientific Department of the first year's students who have not any specific education. To get an acceptable result, two experimentation groups were compared to control group shaped students educated with traditional methods. This method is experimented first in scientific literature. Research results proved that ones who are members of experiment group were more positively progressed than control group members.

*Keywords:* Computer Based Education, Computer Assisted Teaching, Teaching, Learning, Student.

ADDRESS FOR CORRESPONDENCE: **Saeid Moradi-Rekabdarkolaei**, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN. *E-mail address:* [m\\_saeid\\_2007@yahoo.com](mailto:m_saeid_2007@yahoo.com)

---

## Assessment of ICT Literacy and Digital Divide in Educational Organization

**Saeid Moradi-Rekabdarkolaei\***, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN

### Abstract

The major goal of the research is assessment of ICT literacy and digital divide in education. Information and communication technology (ICT) Literacy which is fostered in a fast growing international movement is defined as The Essential Digital Literacy Skills for the 21st Century Global Citizen. Find out more on the ICT Literacy Web site which represents a global partnership among leading business, education, and public policy stakeholders to promote universal ICT Digital Literacy. New computer and communications technologies are penetrating the home, the workplace, the marketplace, government, and the community. This is changing the fundamental requirements for the life skills of citizens and, over the last ten years, has created a new political debate on global digital divide issues-issues which challenge world leaders, industry and educators to address a growing gap between societies and individuals with access to technology and those people still isolated from technology and information.

*Keywords:* ICT literacy; Digital divide; Initiative ICT literacy; Cognitive Skills; Assessment of ICT literacy.

ADDRESS FOR CORRESPONDENCE: **Saeid Moradi-Rekabdarkolaei**, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN. *E-mail address:* [m\\_saeid\\_2007@yahoo.com](mailto:m_saeid_2007@yahoo.com)

---

## INSPECTION OF TECHNO-PEDAGOGICAL EDUCATIONAL QUALIFICATIONS OF MATHEMATICS TEACHER CANDIDATES

**Jale İPEK**, Computer and Instructional Technologies Training Dept. of Faculty of Education, Aegean University, Izmir, Turkey.

**Melih KARASU**, Computer and Instructional Technologies Training Dept. of Faculty of Education, Aegean University, Izmir, Turkey.

**Selcan KAYAHAN**, Ministry of National Education, Izmir, Turkey.

**Esma ÇUKURBAŞI**, Private İzmir SEV Elementary School, Izmir, Turkey.

**Erkan YEŞİL**, Buldan Occupational High School of Pamukkale University, Denizli, Turkey.

### Abstract

In this study, it is aimed to inspect qualifications and attitudes of mathematics teacher candidates regarding application of techno-pedagogical knowledge in mathematics lessons. 26 (21 Female and 5 Male) teacher candidates from Pedagogical Formation Group of Education Faculty of Aegean University in spring semester of 2012-2013 Educational –Training year have participated to the study. 9 hours of training in total was provided for 3 weeks, 3 hours per week was provided on using Geogebra Application software, which is one of the utility programs to enable mathematics teachers to integrate technology to the lessons. Computer Aided Mathematics Teaching Questionnaire was performed to the participants both before and after trainings consisted of 30 Clauses as five point Likert scale. The results of conducted survey are analyzed using T-test. According to the data obtained, it is understood that participants who received computer training have a more positive attitudes towards applying techno-pedagogic knowledge in their lessons than those who did not received

computer training. At the same time, it is observed that the participants who are more interested with computer use have a more positive attitude towards applying techno-pedagogic knowledge in their lessons than those who have less interested with using computer. The ideas of participants are obtained on the training provided by researchers and on Geogebra software by submitting an semi-structured interview form consisted of three questions prepared by researchers along with the survey. Reliability formulation developed by Miles and Huberman (1994) is used for the reliability of the analysis of qualitative data obtained from semi-structured interview form. Data gathered from semi structured interview form are interpreted by separating them into three subjects. It is concluded that provided training was enhanced techno-pedagogic qualifications of candidate mathematics teachers.

**Keywords:** Mathematic Education, Geometry Education, Computer Assisted Mathematic Education, Computer Assisted Geometry Education, TPACK (Technological Pedagogical Content Knowledge), Geogebra

ADDRESS FOR CORRESPONDENCE: **Jale İPEK**, Computer and Instructional Technologies Training Dept. of Faculty of Education, Aegean University, Izmir, Turkey. E-mail address: [jale.ipek@ege.edu.tr](mailto:jale.ipek@ege.edu.tr)

---

## The Use and Perception of ICT among Educators: the Italian Case

**Giulia Mura \***, Università degli Studi di Milano-Bicocca, Piazza Ateneo Nuovo 1, 20153 Milano, Italy.

**Davide Diamantini**, Università degli Studi di Milano-Bicocca, Piazza Ateneo Nuovo 1, 20153 Milano, Italy

### Abstract

When observing the impact of ICT on education, it's possible to distinguish two main areas of interest: how the ICTs are integrated in the educational strategies by teachers and students and how they are used by the students in activities that interfere with the educational process.

The purpose of this study was to investigate the school-related uses, perceptions and representations of ICTs among primary and secondary school educators. More specifically, the research focused on the differences in ICT usage among the educators and their opinions on how ICTs are employed by the students, and what is the diffusion of problems connected with ICT misuse among their students.

A sample of 796 educators from all over Italy answered to an online questionnaire composed of three parts, assessing their ICT skills, their perception of ICT use in school and their perception of the risks connected with ICT use.

Four patterns of ICT use are found among the educators, going from highly skilled users to insecure users. These groups differ in their propensity to using ICTs in their teaching. On the whole, the sample highlighted a request for additional training on ICT use, and a wide diffusion of problems such as Internet addiction or cyberbullying in all the school levels, primary, middle and upper-school.

**Keywords:** ICT, education, teacher's perception, cyberbullying, primary school, secondary school

ADDRESS FOR CORRESPONDENCE: **Giulia Mura**, Università degli Studi di Milano-Bicocca, Piazza Ateneo Nuovo 1, 20153 Milano, Italy, E-mail address: [giulia.mura@unimib.it](mailto:giulia.mura@unimib.it)

---

## WHICH MEDIA SERVICES DO STUDENTS USE IN FACT? RESULTS OF AN INTERNATIONAL EMPIRICAL SURVEY IN SPAIN AND IN CANADA

**Rita Berger \***, University of Barcelona, Spain.

**Gerd Gidion**, Karlsruhe Institute of Technology, Germany.

**Michael Grosch**, Karlsruhe Institute of Technology, Germany.

**Marina Romo**, University of Barcelona, Department for Social Psychology, Spain.

### Abstract

The dissemination of online information services into higher education has led to constant changes in students' learning behaviour. Nowadays they use services like Google and Wikipedia most often during free time as well as for studying. At the same time, traditional information media such as the textbook or the printed hand-out still are part of their learning environment. This study aims at getting knowledge about how students use media for study from an international perspective at the University of Barcelona and the Western University. The survey uses a standardized questionnaire measuring acceptance of media services (Google search, library catalogues, e-learning-services, virtual class, Wikipedia, bibliographic software etc.), learning behaviour, study success, media usage during free time, sociodemographic factors. Data was collected online from 1000 participants in each University using an established survey provider. Similar tendencies could be observed in both Universities as an intense use of a broad variety of media. Not all media services

were accepted equally: while external services, such as Google web search or Wikipedia were used by every student, other media, e.g. virtual learning services were used on a very low level. Cultural differences, such as a non-social learning behaviour and less usage of social media among Spanish students were found compared to students from Western University. Factor and cluster analysis revealed that text related media seem to have a positive effect on the learning success. This knowledge shall be used to develop recommendations for university media strategy, make prognosis for future media trends in higher education.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Rita Berger**, University of Barcelona, Spain. E-mail address: [ritaberger@ub.edu](mailto:ritaberger@ub.edu)

---

## **The Relationship between the Knowledge of Information and Communications Technologies (ICT) and Creativity among the Staff of Imam Khomeini Hospital in Sari – North of Iran**

**Ali Sorayaei \***, Faculty member and Assistant Professor of Islamic Azad University of Babol and Ghaemshahr – Iran.  
**Mohammad Taghi Motamedi Talavaki**, Student of PhD Educational Administration, Islamic Azad University of Sari – Iran.  
**Gholam Ali Golafshani Joybary**, Department of Education, Mazandaran University of Medical Sciences – Iran.  
**Jalal Mirian**, Student of Government Management B of Islamic Azad University of Ghaemshahr- Iran.

### **Abstract**

With ever-increasing advances in sciences and technology and the spread of information, our society today will need skills to keep pace with the development of science and technology. This research is seeking to answer the question of whether there is a relationship between the knowledge of information and communications technologies (ICT) and creativity among the staff members of Imam Khomeini Training and Medical Center in Sari. The research method was descriptive-correlative and the study sample was all the staff of Imam Khomeini Hospital in Sari which was 230 persons. According to Morgan and Korjeski (Kurtosis) tables, 140 subjects were selected through simple random sampling. Torrance Verbal Creativity test was used to gather information. This test consists of 60 questions that assess kinds of creative capabilities (innovation, flexibility, elaboration and fluidity). The data collected have been analyzed using SPSS19 software. According to the results, there is a positive relationship between the knowledge information and communications technologies (ICT) and creativity among the of Imam Khomeini Training and Medical Center staff members in Sari. Therefore, understanding the relationship of information technology on employee creativity, necessity justifies this study. Seems to be the basis for planning and policy research in the field of information and communication technology in hospitals Hospital, Imam Khomeini) is a sari. It also aims to investigate the relationship of information technology on the creative staff of Imam Khomeini Hospital was Sari. And, the result is that there is a positive relationship between ICT knowledge and the capacity for flexibility, elaboration, and innovation fluidity of the staff.

*Keywords:* ICT, Information Technology, Creativity, Elaboration, Fluidity, Flexibility.

ADDRESS FOR CORRESPONDENCE: **Ali Sorayaei**, Faculty member and Assistant Professor of Islamic Azad University of Babol and Ghaemshahr – Iran. E-mail address: [a.sorayaei@gmail.com](mailto:a.sorayaei@gmail.com)

---

## **Leadership in School-Community Partnerships**

**Linda VALLI \***, University of Maryland, 2311 Benjamin Bldg, College Park, MD, 20742, USA  
**Amanda STEFANSKI**, University of Maryland, 2311 Benjamin Bldg, College Park, MD, 20742, USA  
**Reuben JACOBSON**, Coalition for Community Schools, 4455 Connecticut Ave NW, Suite 310, Washington DC 20008, USA

### **Abstract**

Over the decades, a wide variety of educational reforms have attempted to improve schools and student outcomes. School-community partnerships are among the currently popular reform initiatives. In these initiatives, schools expand the traditional educational mission of the school to include health and social services for children and families and to involve the broader community. Such partnerships have been found to support student learning, strengthen schools and families, and help neighborhoods flourish. Although the research on these partnerships indicates a variety of models, strategies, and purposes, it is clear about one thing: the vital role of leadership. Through a close review of the literature, we developed a typology of four types of partnerships, ranging from least to most comprehensive in purpose and design: Family and Interagency Collaboration, Full-Service Schools, Full-Service Community Schools, and a Community Development Model. These categories provided the framework necessary to comparatively analyze the role of leadership in each of these

models. Our analysis indicates the importance of leadership, across all four models, at all levels of the organization. The more comprehensive the model, the more important “cross-boundary” leadership became.

*Keywords:* leadership, school improvement, school-community partnerships.

ADDRESS FOR CORRESPONDENCE: **Linda VALLI**, University of Maryland, 2311 Benjamin Bldg, College Park, MD, 20742, USA  
E-mail address: [LRV@umd.edu](mailto:LRV@umd.edu)

---

## **Investigation Into Problems Which Administrators Of Preschool Educational Institutions In Turkey Live Most Frequently**

**Nalan Kuru Turaşlı \***, Uludag University Education Faculty Elementary Education Department Preschool Education Programme, Nilüfer, Bursa-Turkey.

**Elvan Şahin Zeteroğlu**, Uludag University Education Faculty Elementary Education Department Preschool Education Division Nilüfer Bursa-Turkey

### **Abstract**

A lot of quite important duties fall to administrators in preschool educational institutions. However, administrators not only perform the job of educational leadership, which is their permanent duty, at schools, but they are also obliged to deal with works requiring knowledge and skills in many different areas such as financial and purchasing works of the institution, recruiting personnel, following cleaning and maintenance works, etc. And this prevents them from focusing on the work of education, which is their actual work. The purpose of this study is to determine problems which administrators giving service at preschool educational institutions in Turkey face most frequently and make a situation analysis. For this purpose, the administrators giving service in 58 cities of Turkey were reached and the most frequently lived problems were examined in the dimensions of administration, student parent and teacher. Hence, it was tried to make a Turkey analysis. The obtained data was analyzed through using appropriate statistical methods and various findings were reached.

*Keywords:* Early childhood education, educational leadership, preschool management, school administrator, principalship.

ADDRESS FOR CORRESPONDENCE: **Nalan Kuru Turaşlı**, Uludag University Education Faculty Elementary Education Department Preschool Education Programme, Nilüfer, Bursa-Turkey. E-mail address: [nalanturasli@gmail.com](mailto:nalanturasli@gmail.com)

---

## **CONTEMPORARY POLITICS OF RUSSIAN UNIVERSITIES IN THE DEVELOPMENT OF HUMAN CAPITAL: THE NEW ORGANIZATIONAL PLATFORM AND ROLE OF THE INITIATIVE**

**Olga FEDOTOVA \***, South State University (Rostov-on-Don), Russia.

### **Abstract**

The concept of higher education changed at the present time in Russia. The situation is as follows: there are vacant places, but many young people graduated from university could not find a job under university diploma. Purpose of Study is to analyze contemporary politics of Russian universities in the development of human capital.

Methods: interview, content analysis, comparative analysis, interpretation, analogy.

Findings and Results. It is dominated by three trends: 1. Education ceases to be a social elevator; 2. The new strategy aims at the development of Russia is moving away from exports and aims at the development of high technology. Now there are new organizational platforms of Russian Universities as a tool of human capital development and students/graduates employment (under the new legislation and initiated by the universities); 3. Students associations are activated as social actors. There is a phenomenon of a misbalance of the orientations of the development within one institutional unit (Southern Federal University as a model of an innovative institute).

Conclusions. The measures of regulation of supply and demand on the labor market and the educational market are the following: a) To refuse from the concept of “over-education” for the system of higher education; b) To develop the institutes of state and private partnership in the system “institute- employer”; c) To diverse and ‘personify’ professional training courses; d) To create adaptive forms of entrepreneurial innovative activity of the institute to help graduates to get employed.

*Keywords:* New organizational platform, students associations, higher education, youth employment



## Task analysis informs nurse licensure in Botswana

**Leah Johanna Hart \***, Jhpiego - An affiliate of Johns Hopkins University, United States.

**Phelelo Marole**, Jhpiego-Botswana.

**Khumo Modisaeman**, Ministry of Health-Botswana.

### Abstract

The Nursing and Midwifery Council of Botswana (NMCB) is responsible for evaluating the competence of practicing nurses. As part of an ongoing effort to strengthen regulatory processes, the NMCB, with the support of Jhpiego, conducted a task analysis to develop a licensure examination that is based in the current reality of nursing in Botswana.

Task analysis is an applied research method that helps identify what tasks a certain professional group performs on the job. A nursing task list was compiled by reviewing relevant national documents regarding nursing tasks performed in Botswana. The resultant list was validated by a national panel of nursing experts. The validated list was then used as a data collection tool to gather responses from a population of recently graduated nurses with 6 months to four years of work experience. Nurses gave feedback on four areas of each task: frequency, criticality, performance, and location trained. Data collection was based on an interactive card game.

Results were compiled in February 2013. A nurse licensure exam blueprint was developed based on the task analysis data. Nurse educators worked with NMCB to create a bank of test questions and design the examination. A pilot test has been developed and this year the first group of nursing graduates in Botswana since 1984 will take a licensure examination to ensure competency to practice.

Task analysis studies will be repeated in Botswana approximately every five years, with appropriate updates made to the licensure examination accordingly.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Leah Johanna Hart**, Jhpiego - An affiliate of Johns Hopkins University, United States.

E-mail address: [leah.hart@jhpiego.org](mailto:leah.hart@jhpiego.org)

---

## School Entry Age: 66 Months of Age for Literacy Skills

**Nehir Sert\***, Baskent Universitesi Egitim Fakultesi Baglica Kampusu, EskisehirYolu, 20. Km., Ankara 06530-Türkiye

### Abstract

The new Compulsory Education Law enacted in 2012 lowered school entry age from 72 months to 66 in Turkey. The interaction among age, schooling, and early literacy has been issue of interest. The aim of this study was to examine literacy development of first graders in terms of school entry age and pre-schooling. This qualitative case study was conducted at three primary schools in Ankara. One of them was a private primary school in which children of high income families attended. The other two were state primary schools; in one of which children of middle -income families attended, and in the other, children of low-income families attended. The data were collected through semi-structured interviews. The participants of the study were nine first grade teachers to give implications from classroom settings via their experiences. The curriculum guide and annual/daily lesson plans of grade 1 Turkish course were also analyzed. The findings indicated that age and pre-schooling were important factors in literacy development. Effective literacy training at pre-school stage had positive influence on the literacy development of the first graders. These findings are argued with specific reference to school entry age.

*Keywords:* Primary education; school entry age, early literacy; phoneme awareness; word recognition.

ADDRESS FOR CORRESPONDENCE: **Nehir Sert**, Baskent Universitesi Egitim Fakultesi Baglica Kampusu, EskisehirYolu, 20. Km., Ankara 06530-Türkiye, E-mail address: [LRV@umd.edu](mailto:LRV@umd.edu) [nsert@baskent.edu.tr](mailto:nsert@baskent.edu.tr)

---

## Affective Tutoring System based on Extended Control-Value Emotional Agent and 3x5 RLO Matrix

**Horațiu Moga \***, Faculty of Mechanical Engineering, Department of Automotive and Transport Engineering, Transilvania University of Brașov, 1 Politehnicii Street, Brașov 500024, Romania

**Csaba Antonya**, Faculty of Mechanical Engineering, Department of Automotive and Transport Engineering, Transilvania University of Brașov, 1 Politehnicii Street, Brașov 500024, Romania

**Răzvan Gabriel Boboc**, Faculty of Mechanical Engineering, Department of Automotive and Transport Engineering, Transilvania University of Brașov, 1 Politehnicii Street, Brașov 500024, Romania

### Abstract

The present research aims to present the general framework of an affective teaching system (affective tutoring system - ATS) oriented to engineering education. ATS system is equipped with an emotional agent inspired by the psycho-pedagogical researches of control-value theory that try to estimate the student's emotion during a reusable learning object (RLO), having as a stimulus the ability evaluated by means of item response theory. To present a lesson the RLO model was improved, being organized in a matrix form with five columns and three rows. Each objective of teaching is assigned to a RLO array. The five columns cover a theoretical concept, its properties, relationships between concepts, the involvement of the human factor in these relationships and conclusions. The three lines cover the following aspects of teaching: theoretical teaching of the five concepts from the columns, teaching practical examples or typical experiment for each column, and on the last line specific exercises that must be solved for each column separately. The RLO matrix object with three rows and five columns has also, besides teaching objective, verification tests associated to each element in the array. Evaluation of matrix tests is performed by item response theory, which links estimated student emotion with the type of teaching objective by Extended-Value Emotional Control Agent.

*Keywords:* ITS, ATS, emotional agent, RLO;

ADDRESS FOR CORRESPONDENCE: **Horațiu Moga**, Faculty of Mechanical Engineering, Department of Automotive and Transport Engineering, Transilvania University of Brașov, 1 Politehnicii Street, Brașov 500024, Romania  
E-mail address: [moga.horatiu@unitbv.ro](mailto:moga.horatiu@unitbv.ro)

---

## A Humanoid Laboratory Tour Guide Robot

**Răzvan Gabriel Boboc \***, Faculty of Mechanical Engineering, Department of Automotive and Transport Engineering, Transilvania University of Brașov, 1 Politehnicii Street, Brașov 500024, Romania.

**Moga Horațiu**, Faculty of Mechanical Engineering, Department of Automotive and Transport Engineering, Transilvania University of Brașov, 1 Politehnicii Street, Brașov 500024, Romania.

**Doru Talabă**, Faculty of Mechanical Engineering, Department of Automotive and Transport Engineering, Transilvania University of Brașov, 1 Politehnicii Street, Brașov 500024, Romania.

### Abstract

In this research we intend to use a robot as a tool to offer a tour guide to the Industrial Informatics and Robotics Laboratory from Research & Development Institute of Brașov. In this laboratory there are a lot of devices used for research and every time when new visitors or students come to see them, an operator must explain what each device is used for. Therefore, we decided to use one of the robots (namely Nao robot from Aldebaran Robotics) to welcome new visitors and make them a tour of the lab, giving explanations about the research that take place in this laboratory. Nao is very versatile and therefore is suitable for this purpose, being able to walk, to make gestures with its arms and hands, to speak and also to interact with peoples. We have used Choregraphe, a graphical interface where are used drag and drop boxes that can be interconnected one with other to create simple behaviours. The robot will stay in a fixed position, at the entrance in laboratory and whenever a visitor will come, it will be ready to make a tour.

*Keywords:* tour guide, humanoid robot, education, laboratory

ADDRESS FOR CORRESPONDENCE: **Răzvan Gabriel Boboc**, Faculty of Mechanical Engineering, Department of Automotive and Transport Engineering, Transilvania University of Brașov, 1 Politehnicii Street, Brașov 500024, Romania.  
E-mail address: [razvan.boboc@unitbv.ro](mailto:razvan.boboc@unitbv.ro)

---

## Using of computer games in supporting education

**Monika Simkova \***, University of Hradec Kralove, Rokitanskeho 62, 50003 Hradec Kralove, Czech Republic

#### **Abstract**

The article describes the effect of using computer games in education process and has a important impact to its effectiveness based on the analysis of the results of recommended procedures and methods for effective use of computer games. The result of the analysis and definition of correlation of computer games and education on the basis of the learning game play design was created educational computer games. Attaching selected games were evaluated benefits by the introduced new element was evaluated as very beneficial. This learning process can be for some students considered most suitable learning style.

*Keywords:* modern education, education games, learning style;

ADDRESS FOR CORRESPONDENCE: **Monika Simkova**, University of Hradec Kralove, Rokitanskeho 62, 50003 Hradec Kralove, Czech Republic, E-mail address: [monika.simkova@uhk.cz](mailto:monika.simkova@uhk.cz)

---

## **What Makes children Want to Learn? Working with Street Children at a University**

**Ozden Bademci \***, Maltepe University Research and Appl,cation Centre for Street Children

#### **Abstract**

Street children are one of the most highly traumatised groups of children. They have experienced really inadequate containment do not introject parental figures interested in them. In the face of overwhelming feelings children erect defensive structures to protect themselves. Although these defensive strategies often protect them from anxiety impede their learning. As a result many of them academically do quite poorly.

SOYAC (Maltepe University Research and Application Centre for Street Children), the only centre at a university to study issues facing street children. A more fluid and client directed program has been created for street children: Together with Children (TCP). TCP is run since 2010. A range of strategies are used to engage boys ages 11-17 in different phases of state care, including peer-based interventions and art, photography, and theatre to create a 'safe learning environment'.

Undergraduate as well as post-graduate psychology students are involved in the project along with the youngsters. They join in the workshops with the boys. Besides their actual physical presence their mental presence has been ensured as they act as a container for boys' anxieties by giving them substantial help in thinking about and making sense of their experiences of the world. In this way boys have the experiences of being thought about. In the psychoanalytic perspective this is what primarily is needed for learning. Difficulties in learning and thinking are central preoccupations for psychoanalysts as well as for teachers. In this paper detailed observation reports have been used to discuss the importance of considering emotional factors in learning and teaching. By creating such an emotionally safe environment for street boys at a university have been awakened the boys desire to learn and 'hold onto' the life.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ozden Bademci**, Maltepe University Research and Appl,cation Centre for Street Children  
E-mail address: [ozdenbademci@maltepe.edu.tr](mailto:ozdenbademci@maltepe.edu.tr)

---

## **Task Cognitive Complexity, Planning Time & L2 Learners' Written Task Production**

**Asghar Salimi Amirghayeb\***, University of Maragheh Islamic Republic Of, Iran.

#### **Abstract**

Over the past decades, there has been an attempt to find out the role of "task" in second and foreign language teaching and learning. A growing body of research in the past decade has been devoted to the investigation of various aspects of Task-based language teaching (TBLT). A review of the studies conducted on tasks revealed that there is a gap in the literature on the joint effects of task complexity and different types of planning time on L2 learners' oral and written performance. Therefore, the present study set out to investigate the effects of strategic pre-task planning and task complexity on L2 learners' written performance. To this end, 50 English language learners, both male and female, were chosen from Iran National Language Institute in Miandoab, West Azerbaijan, Iran. The collected data were obtained and quantified in terms of measures of accuracy, fluency, and complexity introduced by Ellis (2008). T-test was employed as the statistical means of analysis to compare the means of accuracy, fluency, and complexity. The findings of the study revealed that pre-task strategic planning time in both simple and complex task led to more accuracy and fluency. However, it did not

have any significant effect on complexity in both tasks. The results carry significant implications for syllabus and task designers, language teachers, and SLA researchers.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Asghar Salimi Amirghayeb**, University of Maragheh Islamic Republic Of, Iran.

*E-mail address:* [asgharsalimi356@gmail.com](mailto:asgharsalimi356@gmail.com)

---

## The Role of Technology Faculties in Engineering Education

**Murat Sonmez \***, Mechanical Engineering Program, Middle East Technical University Northern Cyprus Campus

### Abstract

Today, engineering applications require engineers to develop and update their knowledge in professional life in a continuous manner since the technology is rapidly changing and becoming more complex. Unfortunately, trial and error method is widely used in most of the applications by technical staff. However, this method could be a cause of huge economic losses, and undermines occupational safety and health at work. At present, in most of the countries, Bachelor of Sciences education in engineering is a four-year program. There is however a trend in recent reforms towards 3-year Bachelors in EU countries after Bologna Declaration. Today, engineering activities require high level education giving theory and the related applications in detail on different, interrelated branches of science and technology. Engineering education should be more scientifically oriented. For such an education 3 even 4 - year is not a sufficient time for the graduates of general high schools. There is today a consensus that the professional engineering degree should take totally five years in a two-tier structure following secondary school. In this paper, it is proposed that the period of engineering education in the first cycle should be 3-year for the graduates of technical high schools and be minimum 4-year for the ones of other schools. It is discussed the role of technology faculties and they are proposed as graduate schools for the engineers who selected technical track for being a professional engineer.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Murat Sonmez**, Mechanical Engineering Program, Middle East Technical University

Northern Cyprus Campus, *E-mail address:* [sonmez@metu.edu.tr](mailto:sonmez@metu.edu.tr)

---

## Bullying in School among Iranian Teenagers: Evaluation of Effectiveness of shame management training based on PEGS model

**Parvaneh Alaie \***, PhD Candidate in Educational Psychology, Tabriz University, Tabriz, Iran

**Mansour Dr. Bayrami**, Associate Professor of Psychology Group, Department of Psychology and Educational Sciences, Tabriz

**Mansour Dr. Bayrami**, Associate Professor of Psychology Group, Department of Psychology and Educational Sciences, Tabriz

### Abstract

Bullying in school is a low violence that has been attended lately by educational psychologists and researchers. Bullying is a form of verbal, physical or social aggression that consists of repeated use of force against peers over extended periods of time. It includes name-calling, threatening, teasing, hitting and exclusion. Multiple researches have shown that rate of bullying is increasing between teenagers in through world. The goal of this research was to investigate the effectiveness of shame management training based on program of psychosocial educational group for students (PEGS) in reducing of Iranian female 8th- grade students' bullying; so non-equivalent pretest-posttest control group design was used for achieving this goal. As, 132 8th grade students of two female public middle schools in Tabriz-Iran were chosen by multistage-cluster random sampling method and were screened. Finally, 15 ones per school were selected by purposeful random sampling and results of bullying questionnaire, observation in during of screening and grading by instructional assistants of schools. The schools were randomly designed for experimental (N=15) and control (N=14) groups. Two educators presented educational package and placebo to experimental and control groups. Data analyzed by SPSS statistical software. One-way analysis of covariance, after examination of its presumptions, indicated that intervention was effective ( $F=14.87$ ,  $P<0.001$ ), and 75 minute training sessions of shame management for eight weeks predicted 36 % bullying variances. It means that shame management training based on PEGS model reduced significantly rate of bullying in experimental group. Due to research findings and confirming of training package validity, attention to bullying problem

between adolescents recommended and also, considering the research limitations, it was suggested applying present package in target groups for decreasing of bullying, especially for Iranian female 8th- grade students.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Parvaneh Alaie**, PhD Candidate in Educational Psychology, Tabriz University, Tabriz, Iran  
*E-mail address:* [P.alaie@yahoo.com](mailto:P.alaie@yahoo.com)

---

## ProjectLibre vs MS project

**Konstantin Tsvetkov\***, VUARR, Bulgaria.

### Abstract

Certainly one leading company in writing software for project management desktop is Microsoft. To her greatest regret OpenProj project based on open source software has been reopened after 08.2.012 . The new developing is said ProjectLibre with new options and aspirations, in the opinion of the author could replace it, especially since it offers almost the same customer service without paying a cent. And its advantages and disadvantages are discussed by the author of this article.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Konstantin Tsvetkov**, VUARR, Bulgaria.  
*E-mail address:* [scvetkov@mail.ru](mailto:scvetkov@mail.ru)

---

## Quantitative and qualitative aspects of L1 (Swedish) and L2 (English) idiom comprehension

**Monica Karlsson\***, Halmstad University Sweden.

### Abstract

According to the Dual Idiom Representation Model, the number of idiom entries created in a learner's mental lexicon depends on the decomposability and frequency of the idiom and the time of exposure to the language in question. This is especially pronounced in a person's second language. When the idiom is comparatively opaque, the frequency relatively low and/or little time has been spent on acquiring/learning the language, i.e. little lexical information is available, the learner, when trying to interpret idioms, instead resorts to conceptual metaphors that exist across languages. L2 learners also make use of context to a greater extent than native speakers. L2 idiom comprehension thus appears to entail a more heuristic approach than L1 idiom comprehension.

In the present investigation 15 first-term university students were faced with 80 context-based idioms in English (L2) and Swedish (L1) respectively (30 of which focused on the source domain of animals which is commonly used in both languages) and asked to explain their meaning. The idioms were of varying frequency and transparency. Three main research questions were thus addressed.

- 1) How well do students master idioms in their L2 as compared to in their L1?
- 2) How do a) degrees of transparency, b) idiom frequency and c) the choice of source domain affect students' comprehension?
- 3) To what extent is context used when interpreting idioms?

Native speaker results were used as a point of reference.

Preliminary results indicate that while the frequency of an idiom does not appear to play a part in whether it is comprehended or not in either language, the degree of transparency is of great importance in the students' L2 and to a lesser degree in their L1. Also the students make extensive use of context in their L2, while there is little use of this in their L1.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Monica Karlsson**, Halmstad University Sweden.  
*E-mail address:* [mica.karlsson@localnet.net](mailto:mica.karlsson@localnet.net)

---

## Metadiscourse Use in Thesis Abstracts: A Cross-cultural Study

**Neslihan ÖNDER\***, Uludağ University, Turkey.  
**Bernadette Longo**, New Jersey Institute of Technology, United States

#### **Abstract**

Metadiscourse refers to linguistic clues which help the reader to organize, interpret and evaluate information provided in a text (Crismore, Markkanen & Steffensen, 1993). These clues could be realised by a variety of linguistics forms and used as an effective interpretation of the written discourse (i.e., such as, means). The present study aims to investigate cultural variations in the use of metadiscourse between Turkish and US postgraduate students' MA thesis abstracts, using taxonomy borrowed from Hyland (2005). The corpora in the present study comprise a total of 52 thesis abstracts written in English from departments of English Language Teaching: 26 theses from US students and 26 from Turkish students. Both qualitative and quantitative methods were employed to analyse the texts in the corpora. The analysis revealed that there were cultural differences between the two groups in the amounts and types of metadiscourse. The distribution of evidentials, endophorics, code glosses, boosters, attitude markers, self-mentions and interactional were fewer in Turkish students' abstracts. However, metadiscourse transitions, interactives and hedges were used more than US students. Pedagogical implications were provided in light of empirical data.

Keywords: academic writing, metadiscourse, cross-cultural study, MA thesis

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Neslihan ÖNDER**, Uludağ University, Turkey.  
E-mail address: [neslionder@uludag.edu.tr](mailto:neslionder@uludag.edu.tr)

---

## **An Integrated Teaching and Learning Model for a unique, special purpose 21st Century University**

**ALLAN CAHOON \***, Royal Roads University, Canada

#### **Abstract**

RRU was created by the Government of British Columbia to offer programs solely in applied and professional fields. 70% of its student are graduate students and 75% of its students complete their degrees utilizing a blended learning model. After 17 years, 18,000 graduates and over 5,000 current students, it has developed a unique, integrated teaching and learning model that is the basis for all its program offerings. It is based upon:

Five Pillars of learning (to know, to do, to live together, to be and to transform oneself and society).

A Social Constructivist Framework

A RRU teaching philosophy built on 11 components.

Our success: Ranked #1 in Academic Challenge and #1 in Active and Collaborative Learning in Canada by NSSE

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **ALLAN CAHOON**, Royal Roads University, Canada  
E-mail address: [allan.cahoon@royalroads.ca](mailto:allan.cahoon@royalroads.ca)

---

## **Unrealistic optimism and perceived invulnerability in a group of young people**

**Gioacchino Lavanco \***, Department of Psychology, University of Palermo Italy

**Carolina Messina**, Social Empowerment Association Italy

**Valentina Petralia**, Department of Psychology, University of Palermo Italy

#### **Abstract**

The Chair of Community Psychology within the University of Palermo has produced a series of studies on behavioral styles and the perception of risk during the adolescent.

The emo (or emo-core) culture born within the punk rock, as a growing trend in musical reality able to mix sounds and patterns at first sight close to the punk area, but instead highly differentiated.

Over the last decade, the emo culture has aggregate a lot of people, united by life styles and psychological traits, such as narcissism and self-harm, and influenced by the screamo and power violence culture.

This research focuses on understanding the relation between the risk perception, the health perception and the risk behavior in a sample of 406 youths, ranged in age from 13 to 25 years (M: 19.93, SD: 3.58).



Results show that perceived invulnerability is related with some risk behaviors, such as alcohol abuse and self injury.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Gioacchino Lavanco** , Department of Psychology, University of Palermo Italy  
E-mail address: [comunicazioni@gioacchinolavanco.it](mailto:comunicazioni@gioacchinolavanco.it)

---

## **Identifying and prioritizing factors influencing e-teacher's performance Based on Fuzzy Analytic Hierarchy Process (AHP)**

**Somayeh Borjalilu \***, PHD candidate OF educational psychology Iran, Islamic Republic Of  
**NAIMEH Borjalilu**, PHD candidate OF educational psychology Iran, Islamic Republic Of  
**Aeen Mohamadi**, PHD candidate OF educational psychology Iran, Islamic Republic Of  
**Rita Mojtahedzadeh**, PHD candidate OF educational psychology Iran, Islamic Republic Of

### **Abstract**

**Introduction:** By the advent of information and communication technology in recent century the change in all areas are evident. This change is also observed in educational system services that in turn has changed the traditional role of teacher and student. So in this study a decision-making model was designed to identify factors influencing e-teacher's effective performance

**Methods:** At first we extracted five effective factors on e-teacher's performance from relevant studies and TUMS experts' opinions. Then Fuzzy Analytic Hierarchy Process decision making was used to examine the prioritizing and weighting of the factors.

**Result:** The results showed that professional knowledge with the most weight and technology knowledge (skills) with the least weight affected e-teacher's performance.

**Conclusion:** It is obvious that the result from prioritizing these factors can be used for effective decision making in selection, empowerment and evaluation of e-teacher.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Somayeh Borjalilu**, PHD candidate OF educational psychology Iran, Islamic Republic Of  
E-mail address: [s\\_borjalilu@sbu.ac.ir](mailto:s_borjalilu@sbu.ac.ir)

---

## **Constructions of Multicultural therapeutic training in the post-Apartheid South African context.**

**Ilse Ruane \***, University of Pretoria South Africa

### **Abstract**

The purpose of training at a Masters level is to train psychologists so they will be capable of effective counselling with culturally different clients. This training philosophy cannot be more appropriate within a country such as South Africa. Within the South African population, as is the case further a field, client needs are becoming more diverse and non-western. A review of literature shows evidence of a number of studies illustrating the multicultural diversity of the South African society, but little has been researched in terms of universities and training institutions adequately preparing students to work within a culturally diverse country. Training programmes must produce graduates committed to a South African, not American, future. The focus of paper is to explore some of the findings of my PhD research and to further engage with academics and professions to contribute towards contextually relevant knowledge about the discourse/s around multicultural training at a Masters level at tertiary institutions in South Africa. Through this research many challenges that exist with regards to multicultural training at South African universities have been highlighted. These include integrating multicultural training in counselling and clinical programmes, differences in defining multicultural competence, programme barriers, and a lack of agreement on effective teaching, the study proposes to explore these. The paper hopes to explore suggestions, including addressing racism, expanding staff involvement and purposefully providing multicultural opportunities in practicum and internship.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ilse Ruane**, University of Pretoria South Africa  
E-mail address: [ilse.ruane@up.ac.za](mailto:ilse.ruane@up.ac.za)

---

## **Professional development of Teacher Educators - a Unique Institute and Distinct Roles:**

**Naomi Weiner-Levy\***, Head of department of Adult Education David yellin Academic College. Mofet Institute, Israel.

#### **Abstract**

Teachers, who are supposed to study and develop throughout their lives, have various options available to enhance their instructional abilities and consolidate their professional identity. Similarly, teacher educators require specialized programs providing them with the professional knowledge and skills essential for effective work in the profession (Lunenberg and Willemse, 2006), but these appear to be lacking. Consequently, in 1998, the Mofet Institute of Research, Curriculum and Program Development for Teacher Educators established a School of Professional Development. At this school, the only one of its kind in Israel and throughout the world, the teacher educator community is offered an opportunity for professional development and study, including updates on the constantly-occurring changes affecting teaching content and methods.

There are four areas of specialization at the School of Professional Development: Research and Evaluation; Mentoring and Instruction; Management in Academic Institutions and Information and Communication Technologies in Teacher Education. Studies in the various specialties consist of classroom lectures, workshops, group sessions and personal mentoring, all aimed at updating teachers about rapidly and constantly changing knowledge and skills. The instructors are third-order practitioners[1] – teacher educators specializing in teaching their colleagues. Collegial guidance by teachers' college staff members is no simple task: Tutors must be expert in their field of specialization, as well as in instruction. Moreover, although colleagues, they have to position themselves within the group as authoritative figures in terms of instruction and knowledge. To date, the role and professional identity of these third-order practitioners, that transcend their varied areas of expertise, has not been studied.

To understand the nature and development of professional identity, a qualitative study was conducted in which 12 tutors of various subjects were interviewed and observations were conducted during instruction. The interviews and observations were then analyzed by categorical content analysis.

The tutor's role is not structured and no formal training or apprenticeship is required. Furthermore, tutors must refresh their specialized knowledge constantly. The findings, that assessed professional identity through a post-modern prism, assess the influence of personality on the shaping of this identity. The study also examines the interplay among events that tutors experienced, the knowledge they acquired and the structuring of their professional identity.

Understanding the function and identity of tutors facilitates comprehension of the unique training process for teacher educators, that equips them with up to date professional knowledge, while elucidating the unique conception of third-order practitioners.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Naomi Weiner-Levy**, Head of department of Adult Education David yellin Academic College. Mofet Institute, Israel. *E-mail address:* [naomi\\_weiner@yahoo.com](mailto:naomi_weiner@yahoo.com)

---

## **Teachers, who are supposed to study and develop throughout their lives, have various options available to enhance their instructional abilities and consolidate their professional identity. Similarly, teacher educators require specialized programs providin**

**Naomi Weiner-Lvy \***, Head of department of Adult Education David yellin Academic College, Mofet Institute Israel.

#### **Abstract**

Teachers, who are supposed to study and develop throughout their lives, have various options available to enhance their instructional abilities and consolidate their professional identity. Similarly, teacher educators require specialized programs providing them with the professional knowledge and skills essential for effective work in the profession (Lunenberg and Willemse, 2006), but these appear to be lacking. Consequently, in 1998, the Mofet Institute of Research, Curriculum and Program Development for Teacher Educators established a School of Professional Development. At this school, the only one of its kind in Israel and throughout the world, the teacher educator community is offered an opportunity for professional development and study, including updates on the constantly-occurring changes affecting teaching content and methods.

There are four areas of specialization at the School of Professional Development: Research and Evaluation; Mentoring and Instruction; Management in Academic Institutions and Information and Communication Technologies in Teacher Education. Studies in the various specialties consist of classroom lectures, workshops, group sessions and personal mentoring, all aimed at updating teachers about rapidly and constantly changing knowledge and skills. The instructors are

third-order practitioners[1] – teacher educators specializing in teaching their colleagues. Collegial guidance by teachers' college staff members is no simple task: Tutors must be expert in their field of specialization, as well as in instruction. Moreover, although colleagues, they have to position themselves within the group as authoritative figures in terms of instruction and knowledge. To date, the role and professional identity of these third-order practitioners, that transcend their varied areas of expertise, has not been studied.

To understand the nature and development of professional identity, a qualitative study was conducted in which 12 tutors of various subjects were interviewed and observations were conducted during instruction. The interviews and observations were then analyzed by categorical content analysis.

The tutor's role is not structured and no formal training or apprenticeship is required. Furthermore, tutors must refresh their specialized knowledge constantly. The findings, that assessed professional identity through a post-modern prism, assess the influence of personality on the shaping of this identity. The study also examines the interplay among events that tutors experienced, the knowledge they acquired and the structuring of their professional identity.

Understanding the function and identity of tutors facilitates comprehension of the unique training process for teacher educators, that equips them with up to date professional knowledge, while elucidating the unique conception of third-order practitioners.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Naomi Weiner-Lvy**, Head of department of Adult Education David yellin Academic College, Mofet Institute Israel. *E-mail address:* [naomi\\_weiner@yahoo.com](mailto:naomi_weiner@yahoo.com)

---

## **Demotivating Factors Influencing Bandar Abbas High School Students' Speaking Skill: A Study of Language Learners' and Teachers' Perceptions**

**Tahereh Afrough \***, Department of English, Science and Research Branch Islamic Azad University, Hormozgan, Iran  
**Ali Rahimi**, Bahcesehir University, Istanbul, Turkey

### **Abstract**

Demotivation is a recent issue in the field of second language (L2) learning and teaching and it can negatively influence learners' attitudes and behaviors. This study seeks first to investigate Iranian teachers' and learners' ideas about demotivating factors with regard to practicing speaking skill. More precisely, this study is mainly carried out to get the perspectives of two groups who are involved in the teaching and learning process namely, language teachers and learners. Their opinions on the parameters which may negatively influence the speaking performance of language learners are elucidated. Second, the study is an attempt to see the similarities and differences between students' and teachers' perspectives on the subject of the study. To achieve this goal, 404 Iranian male and female EFL learners and teachers are selected to fill in the two developed questionnaires (One pertaining to students and one for teachers) on the topic. To analyze the data, and to come up with the relevant findings, the researchers employ SPSS. Some internal and external factors like teachers' competence and teaching styles, students' perceptions, inadequate school facilities, classroom environment, and materials may negatively affect the speaking skill.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Tahereh Afrough**, Department of English, Science and Research Branch Islamic Azad University, Hormozgan, Iran  
*E-mail address:* [t.afrogh@yahoo.com](mailto:t.afrogh@yahoo.com)

---

## **The role of English as a lingua franca in academia: The case of Turkish postgraduate students in an Anglophone-centre Context**

**Neslihan ÖNDER \***, Uludağ University, Turkey.

### **Abstract**

As a medium of scholarly publication English is considered the language of science in academia (Crystal, 1997). Lillis and Curry (2010) conducted comprehensive research on the scholars outside Anglophone-centre contexts who encounter various challenges while writing for publication in English. Although a majority of scholars improve their English in the local contexts in peripheral countries, some of them benefit from the opportunities to study in an Anglophone-centre context such as the United Kingdom. Previous studies explored practising scientists and other scholars concerning their attitudes towards English as an international language (e.g., Flowerdew, 1999). To the best of my knowledge, there is little research on the next generation scientists (but see Tardy, 2004). Following Tardy (2004), this preliminary study aims to investigate the perceptions of Turkish postgraduate students who have been studying in the United Kingdom and United States of

America with regard to the use of English as an international language of science. The data were collected through interviews (n=32). Participants' perceptions regarding language and scientific communication, including the benefits and negative aspects of English as the primary language of communication in scientific fields as well as their opinions whether they feel at a disadvantage or an advantage when participating in professional activities were investigated. The main findings revealed that the benefits outweigh the negative aspects with a focus on English as a universal communication to share the research and meet the professional needs. The negative aspects included being unable to use native language in international publications and potential cultural imperialism. The participants discussed the advantages and disadvantages when participating in professional activities. They stated the effort they put to learn English as a foreign language and challenges they face while they writing an academic paper as a non-native speaker. Pedagogical implications of the outcomes are discussed in light of relevant literature.

*Keywords:* English as a lingua franca; Turkish postgraduate students; academia

ADDRESS FOR CORRESPONDENCE: **Neslihan ÖNDER**, Uludağ University, Turkey.

*E-mail address:* [neslionder@uludag.edu.tr](mailto:neslionder@uludag.edu.tr)

---

## **E- Public Relations: Impact and Efficiency. A Case Study**

**Petrovici Mihaela Amalia\***, Vasile Alecsandri University of Bacau, Romania.

### **Abstract**

**Problem Statement:** Online public relations may constitute a unique way of promoting an organization, its products or services, enhancing visibility in the virtual environment. **Purpose of Study:** The purpose of this research is twofold: a presentation of the concept of online public relations, which may seize their defining dimensions and applicative nature, respectively identification, in the next stage, of their impact and efficiency upon the public, based on a case study of online campaigns. **Methods:** Methodologically speaking, we have applied the questionnaire-based inquiry, on a sample of 60 subjects, students from the specialization Communication and Public Relations. **Findings and Results:** The results obtained reveal the fact that online campaigns have an impact upon the public to the extent in which they succeed in "challenging" the audience, prompting it to take action. In this case, the trumps of the campaigns analysed consisted of their creative and inciting concept, which generated interactivity inside the audience, an increase in the number of online users, as well as a much better segmentation of the public and a clear measuring of the audience. **Conclusions and Recommendations:** We believe that public relations may prove their efficiency to the extent in which they succeed in optimizing their communication with the public, generating feedback from the latter. The final purpose of online public relations should be bidirectional communication, with an impact upon the audience, the attraction of audience segments which are more difficult to reach and the identification of win-win situations.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Petrovici Mihaela Amalia \***, Vasile Alecsandri University of Bacau, Romania.

*E-mail address:* [amalia.petrovici@yahoo.com](mailto:amalia.petrovici@yahoo.com)

---

## **The effect of self-esteem on general health by mediating of emotional intelligence in college girl students**

**Sara Parsafar\***, University of Isfahan, Iran, Islamic Republic Of

### **Abstract**

**Introduction:** The purpose of this study is to determine The effect of self-esteem on general health with emotional intelligence as a potential mediator in students. **Method:** The sample consisted of 247 girl college students selected randomly. three questionnaires were used to collect data included: emotional intelligence (Bar-on, 1997), general health (Goldberg & Hillier,1979) and self esteem (Copper Smith, 1967) questionnaire. **Results:** The results of the hypothesized CFA indicated that relationships between each indicator variable and its respective latent variable were statistically significant. SEM analysis supported model also fitting with data. Following goodness-of-fit indices were used to assess the model-fitting: A chi-square of 2/84 on 25 degrees of freedom, GFI= .95, CFI= 0.96, NFI= 0.94, RFI= 0.91, TLI= 0.94 and RMSEA= 0.08. Also, Findings indicated that indirect effect of self-esteem on general health by mediating emotional intelligence was 0.59 (P= 0.0001). As expected, emotional intelligence serves as one of the mechanisms through which self-esteem influence general health.

*Keywords:* Emotional intelligence - self-esteem- general health

ADDRESS FOR CORRESPONDENCE: **Sara Parsafar**, University of Isfahan, Iran, Islamic Republic Of  
E-mail address: [saraparsafar@gmail.com](mailto:saraparsafar@gmail.com)

---

## TEACHING PERFORMATIVE VERBS IN EU MARITIME REGULATIONS: POSITIVE AND NEGATIVE POLITENESS STRATEGIES IN WRITTEN INSTITUTIONAL DISCOURSE

**Silvia Molina\***, Universidad Politécnica De Madrid, Spain.

### Abstract

The study of politeness strategies in written discourse (Trosborg 1995, Ng and Bradac 1993, Wilson 1990), especially in institutional and professional settings, is not as frequent as the study of speech acts in oral discourse. This paper is concerned with the language used in 380 regulative institutional speech acts in the field of EU legislation (<http://eur-lex.europa.eu/>)

The central object of study is the performative speech act in fisheries resolutions with a particular view to relating the semantic analysis of directive and expressive speech act verbs to politeness strategies. In particular, the analysis focuses on speech-act strategies used in fisheries resolutions for the management of positive and negative face.

The performative verbs used in directive and expressive speech acts are illocutionary verbs and belong to the semantic domain of communication verbs. The directive verbs occurring in the material are: appeal, authorize, call upon, conclude, invite, promise, request, urge and warn while the expressive verbs are: congratulate, convey/ express (gratitude), pay (tribute) and thank.

The semantic analysis of directive verbs draws on Leech's framework for illocutionary verbs analysis (Leech 1983: 218). The analysis suggests that the choice of directive and expressive speech act verbs and their co-occurrence with particular addressees are motivated by the socio-pragmatic situation. 30 Naval Engineering students from the Technical University of Madrid also learned how these speech act verbs are used in real communicative contexts in the subject English for Professional and Academic Communication (2011-2012).

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Silvia Molina**, Universidad Politécnica De Madrid, Spain.  
E-mail address: [silvia.molina@upm.es](mailto:silvia.molina@upm.es)

---

## Learning styles and strategic thinking, Is there any relationships?

**Samaneh Azarpour \***, University of Tehran, Iran.

### Abstract

People learn in different ways. There are various models describing learning styles existing in the literature of management. One of the most popular models is Kolb's learning styles that is a framework to evaluate individual learning styles. Several strategy theorists including Switzer (2008) and Casey & Goldman (2010) believe that strategic thinking is a process in which it can be learned as a skill. Although there are some researches indicating that the personality factors and learning styles have link to strategic thinking but the relationship between learning style and strategic thinking skills are not explored clearly. To explore this relationship, we carried out a survey on supervisors (executives) of Iranian magazines from different disciplines. The purpose of the study is to analyze how learning styles are related to strategic thinking skills and explain the mechanism of the relationship among different dimensions of the two constructs. Learning styles of managers are evaluated using Kolb's model and for the strategic thinking we have used Pisapia's STQ (2011) consist of 25 items.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Samaneh Azarpour**, University of Tehran, Iran.  
E-mail address: [azarpour.s@gmail.com](mailto:azarpour.s@gmail.com)

---

## Leadership in the academy – collegiate methods to achieve corporate goals

**Judy Nagy \***, University of South Australia - Centre for Regional Engagement, Australia.

### Abstract

In Australia, the Office of Learning and Teaching (formerly Australian Learning and Teaching Council) has funded many projects concerning academic leadership that involve both formal and informal roles. The projects have recognised that online learning has changed the interactions between colleagues and that emerging roles require engagement in discretionary tasks that are beyond the strict bounds of job requirements and not directly rewarded.

Corporate process workers in industry have tightly constructed work contexts and key performance indicators (KPI's) to promote efficiencies and attain financial rewards. In the academy, increasingly similar working conditions engender little in

the way of goodwill for broader tasks not aligned with KPI's, have impacts on the time available for academic collegiality and contribute to a rising sense of isolation.

The OTL have also funded research that recognises the value of collaboration utilising communities of practice (CoP) methodologies to re-invigorate collegiality, share good practice and promote boundary crossing. CoPs often work across discipline boundaries and can serve to prevent 'reinventing the wheel' by sharing practice in environments that are not enmeshed in work unit politics and hierarchical structures. Those who lead such communities require particular capabilities to promote member consensus, inspire forward momentum, to protect the collaborative space and to protect members from external pressures. For members, evidence confirms that staff who engage in CoPs feel more valued, less isolated and more positive in their work attitudes.

Within the bounds of contemporary academic freedom academics have a degree of choice about how well they engage with formal and informal roles. This paper will consider how the re-invigoration of a form of collaborative, academic collegiality fostered by CoPs has the capacity to inspire engagement with discretionary and elective tasks that are important to broader institutional goals and objectives.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Judy Nagy**, University of South Australia - Centre for Regional Engagement, Australia.

E-mail address: [judy.nagy@unisa.edu.au](mailto:judy.nagy@unisa.edu.au)

---

## **Working memory or task sequencing: which one is crucial in L2 development of spatial expressions?**

**Mayya Levkina \***, Department of English and German Philology, University of Barcelona, Spain.

### **Abstract**

This paper focuses on the so far underresearched area of task sequencing together with working memory capacity in relation to the effects they may produce on L2 development of spatial expressions in English. Several scholars claimed the importance task sequencing plays in L2 development (Long 1985, Skehan 1996, Robinson 2005). On the other hand, many researchers came to an agreement that individual differences (such as working memory capacity) in many occasions are responsible for the quality of L2 development (Robinson 2001, 2005). The present study aims to analyze which factor, task sequencing or working memory capacity, has a decisive role in L2 development of spatial expressions, or alternatively, they both are equally important in the present context. As far as task sequencing is concerned, the study has been designed on the basis of Robinson's Cognition Hypothesis and its predictions regarding the effects of task sequencing on L2 development (Robinson, 2008, 2009). In terms of working memory capacity, Baddeley's model has been adopted to the purposes of the present study. The experimental design consists of a pre-test, a post-test and a delayed post-test which included a descriptive task and a two-part vocabulary test and also a treatment session based on tasks. A between-subjects design is applied with the participation of 24 learners' of English as a foreign language. Participants in the experimental group undergo a task sequence from cognitively simple to cognitively complex along spatial reasoning dimension involved in the task. Working memory capacity is measured by means of Automated Operation Span Test (Unsworth et al., 2005). The results are discussed in the light of Robinson's Cognition Hypothesis, as well as with reference to models of working memory (Baddeley, 1999; Cowan, 1999).

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mayya Levkina**, Department of English and German Philology, University of Barcelona,

Spain. E-mail address: [mayya.levkina@ub.edu](mailto:mayya.levkina@ub.edu)

---

## **New Methodologies in Foreign Language Teaching: Training Teachers to Use Subtitles in the Classroom**

**Alberto Fernández Costales \***, Universidad de Oviedo, Spain.

### **Abstract**

This paper explores the use of subtitling as a teaching resource in Foreign Language Teaching and focuses on the training of language teachers in order to include this tool in the classroom.

The use of audiovisual translation and subtitling as a teaching resource in foreign language learning has been approached by a small number of scholars, and it is a field to be further explored and investigated. In fact, there is a lack of empirical data reporting on experiences, user satisfaction, methodological issues or possible learning outputs in courses in which subtitling has been used as a teaching tool. Beyond the clear implications of using subtitles in order to improve students' motivation and contribute to reinforce the idea of new learning environments (where students also work outside the



classroom using ICTs), the application of audiovisual translation and technology in foreign language teaching can render positive results as long as vocabulary acquisition is concerned.

This paper reports on data from an innovation project developed in the University of Oviedo in the academic year 2012 / 2013. This proposal, led by the author of this paper, is intended to assess the application and use of subtitling and dubbing in several language subjects (at both, undergraduate and graduate courses), including not only English but also French and Spanish. Students taking these subjects subtitle and dub audiovisual materials in order to complete several activities and projects.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Alberto Fernández Costales**, Universidad de Oviedo, Spain.

E-mail address: [fernandezcalberto@uniovi.es](mailto:fernandezcalberto@uniovi.es)

---

## **The Sequential Organisation of Classroom Discourse at an EFL Kindergarten Classroom**

**Eda Ustune\***, Mugla Sitki Kocman University, Turkey.

### **Abstract**

This study examines the micro-analytic sequential organisation of classroom discourse at a kindergarten EFL classroom in Mugla, Turkey. The participants are 16 Turkish trainee teachers of English who have no formal teaching experience. The data is collected through classroom observation, questionnaires, interviews and artifacts. Conversation analysis methodology is adopted to analyse the classroom interaction of 6 hours. This study looks closely into the openings and closing of lessons, turn-taking organisation, the sequencing of adjacency pairs and the repair mechanism. The main implication of this research is to suggest that the micro-analytic approach to classroom discourse should be adopted in order to train non-native English language teacher trainees' classroom language use to reach a more efficient learning environment.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Eda Ustune**, Mugla Sitki Kocman University, Turkey.

E-mail address: [eda.ustunel@gmail.com](mailto:eda.ustunel@gmail.com)

---

## **Retrospective verbal reports in written speech act data collection**

**Alicia Martínez-Flor \***, Universitat Jaume, Spain.

**Vicente Beltrán-Palanques**, Universitat Jaume, Spain.

### **Abstract**

Verbal reports (VRs), initially employed in psychology, have been recently applied to different areas of second language acquisition, such as interlanguage pragmatics. Particularly, this tool has been employed in combination with different eliciting instruments such as role-plays (Félix-Brasdefer, 2008a, 2008b; Hassall, 2008) and discourse completion tests (DCTs) (Woodfield, 2008, 2010, 2012). As Cohen (2004: 321) states, by means of VRs "we may learn what the respondents actually perceived about each situation (e.g. what they perceived about the relative role status of the interlocutors) and how their perceptions influenced their responses". Hence, it seems that this tool allows researchers to better understand the factors that affect participants' production of speech acts.

Taking these aspects into account, this study attempts to explore the use of retrospective VRs in combination with written elicitation data instruments, particularly DCTs. The pragmatic aspect selected is that of apologies, since performing this speech act appears to be complex for learners of English as a second/foreign language when selecting appropriate utterances, assessing what an offense involves and its severity (Bergman and Kasper, 1993). The study involved 26 female adult learners of English as a foreign language whose proficiency level was upper-intermediate. Participants were arranged in pairs and each dyad was involved in different scenarios in which apologies were elicited and VRs were conducted immediately after the completion of each situation. Findings revealed that VRs provided researchers with insights concerning participants' production of apologies. Specifically, this study aimed to identify participants' cognitive processes when apologising regarding their language of thought, their attended aspects, their pragmatic knowledge and their evaluation of politeness issues. Results from this study evidenced therefore the potential of using VRs in written speech act data collection to gather more information concerning participants' pragmatic processing. Finally, conclusions are presented and future directions on the area of designing research methodologies are suggested.

*Keywords:*

## Understanding Architectural Detailing

**Ana-Maria Dabija\***, 'Ion Mincu' University of Architecture and Urbanism, Bucharest, Romania

### Abstract

Buildings represent shelter as much as they are sculptures. In the recent years architects emphasized on the “sculpture” feature, especially as the famous Mies van der Rohe “less is more” was transformed by postmodern Robert Venturi into “less is bore”. From the applied principles of nature to the decorations that dare nature, the world of the buildings expanded with facets unknown decades ago. On the other hand, the need to preserve the world as we inherited it led us to rediscover old principles.

Architecture is very much about rediscovering the forgotten principles while challenging nature.

Mario Salvadori said that everything can be negotiated except the laws of nature.

The paper presents the experience of the author with two twin-courses that are being held at the Ion Mincu University of Architecture in Bucharest: the design of nonbearing architectural finishing components (facades, floors, stairs, roofs etc) as well as what happens in real life with the same components, when mistakes due to poor design, poor execution and maintenance occur, once the constructions are built.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ana-Maria Dabija\***, 'Ion Mincu' University of Architecture and Urbanism, Bucharest, Romania. E-mail address: [am.dabija@uauim.ro](mailto:am.dabija@uauim.ro)

---

## Tablet-Based Communication and Children with Disabilities: Giving ALL Children a Voice

**Ann Orr \***, Associate Professor of Special Education, Eastern Michigan University, United States

### Abstract

The advent of tablet-based augmentative alternative communication systems afford children with disabilities greater opportunity for inclusion and education. This case study explores how clinicians introduced one such system to five children with disabilities, and follows the childrens’ progress toward greater communication. Strategies for therapeutic and educational implementation are reported.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ann Orr**, Associate Professor of Special Education, Eastern Michigan University, United States, E-mail address: [aorr@emich.edu](mailto:aorr@emich.edu)

---

## Using iPads and Apps to Meet Behavioral, Communication and Learning Goals in Special Education

**Ann Orr \***, Associate Professor of Special Education, Eastern Michigan University, United States

### Abstract

This case study follows one teacher and five students with cognitive impairment as they learn to use the iPad and various apps to reach Individualized Education Plan goals. Three out of the five students made significant gains after targeted, app-based intervention. Implications and strategies for classroom teachers are reported.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ann Orr**, Associate Professor of Special Education, Eastern Michigan University, United States, E-mail address: [aorr@emich.edu](mailto:aorr@emich.edu)

---

## Perceptions of Educators in Higher Education regarding Educational Affordances of Virtual Worlds in Turkey

**Sevil ORHAN ÖZEN \***, Computer and Instructional Education Technologies, Usak University, Usak, 64000, Turkey  
**Ridvan ATA**, Computer and Instructional Education Technologies, Anadolu University, Eskisehir, 26470, Turkey  
**Ömer UYSAL**, School of Education, University of Sheffield, Sheffield, S10 2JA, UK

#### **Abstract**

The primary aim of this study is to develop a deeper understanding of educators' perceptions and feelings in using virtual worlds (VWs) for their teaching in Higher Education. VVs have been used by a great numbers of the institutions across the various disciplines in developed countries, yet few implications can be seen and there is still lack of awareness amongst the educators in Turkey. Likewise, the literature is well established around teaching and learning within VVs, this study seeks to find out teaching approaches and methods specifically used in their practices from the educators perspectives. Therefore, in our work, we specifically examine whether educators perceive any significant pedagogical advantages of VVs as an educational environment. This study includes 15 educators from different universities and disciplines. In-depth semi-structured interviews were conducted into SL to gather the data. We analyse the data collected through chat logs by using the thematic analysis approach in order to construct emerged themes. We draw the conclusion by discussing educational benefits and limitations of VVs in Turkey context and by recommending how educators could adopt VVs in their teaching practices.

*Keywords:* Education in virtual worlds, second life, virtual worlds, teaching-learning;

ADDRESS FOR CORRESPONDENCE: **Sevil ORHAN ÖZEN**, Computer and Instructional Education Technologies, Usak University, Usak, 64000, Turkey. *E-mail address:* [sevil.orhan@usak.edu.tr](mailto:sevil.orhan@usak.edu.tr)

---

## **Differences Between Language Learning Self-efficacy and Academic Achievement in Face-to-Face and E-learning Environments**

**Mahdie Laeh**, Iran, Islamic Republic Of

#### **Abstract**

E-learning increases motivation of learners and motivation is necessary for language learning especially foreign language learning. The purpose of this empirical study was to examine the influence of the e-learning environment on EFL learners' language learning self-efficacy and academic achievement.

Two groups of college students (21 in face-to-face course as control group and 21 in e-learning course as experimental group) participated in this study. Before the intervention and after the sixteen-week intervention the students were asked to fill a language learning self-efficacy questionnaire and took a placement test.

Students in e-learning environment achieved significantly better academic achievement scores. The results showed that there was a significant difference in language learning self-efficacy total scores between the control and the experimental group.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mahdie Laeh**, Iran, Islamic Republic Of  
*E-mail address:* [m.laeh@yahoo.com](mailto:m.laeh@yahoo.com)

---

## **The effect of cognitive behavior management training on happiness of Khorasgan university's students**

**Azar Kazemi \***, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Aza University, Isfahan, Iran.  
**Asghar Aghaei**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.  
**Hamid Atashpour**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.  
**Roya Fallahian**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

#### **Abstract**

The cognitive behavior management (CBM) states that difficulties in functioning occur as a result of the way people think, behave and feel in reaction to life event and meanwhile more emphasis on student rather than instructor, as well as teach how behavior affects academic and behavioral outcomes. The purpose of this study was to determinate the effect of cognitive behavior management on happiness of Azad Khorasgan (Isfahan) university's students.

The method of this study was quasi-experimental in post and pretest model with control group. The research's statistical populations were all of the khorasgan university's students in fall of 2012. The samples were 40 people which selected in convenience way and were assigned randomly in two group of 20 people. The measurement instrument was Oxford

happiness inventory (OHI) which was introduced in 1989 by Argyle & Lu. In 10 sessions (each session was 1:30 minutes) cognitive behavior management training was performed on experiment group but control group didn't receive any intervention.

The results of multivariable analysis variance (MANCOVA) showed that cognitive behavioral management training made a significant difference ( $p < 0.01$ ) in student's happiness.

On the basis of this study it is clear that through cognitive behavior management group training can promote happiness meanwhile cognition training and mental condition's perception.

**Keywords:** Cognitive behavior management training (CBM), Happiness, oxford happiness inventory.

ADDRESS FOR CORRESPONDENCE: **Azar Kazemi**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran. E-mail address: [kazemiazar@yahoo.com](mailto:kazemiazar@yahoo.com)

---

## The effect of psychological well-being on mental health of Azad Khorasgan university's students

**Roya Fallahian\***, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

**Asghar Aghaei**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

**Hamid Atashpour**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

**Azar Kazemi**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

### Abstract

The purpose of this study was to determine the effect of psychological well-being on mental health of Azad Khorasgan (Isfahan) university's students. The method of this study was quasi-experimental in post and pretest model with two groups of experiment and control. The statistical populations of this study were all of the students of Islamic Azad university of Khorasgan in fall of 1391 which among them 40 people in accessible way were selected and were assigned randomly in two groups of 20 people in control and experiment. The measurement's instrument was mental health's questionnaire (SCL-90-R). The experiment group was received psychological well-being training in 10 sessions (in 5 weeks, each week 2 sessions which each session was 90 minutes) that was derived from Ryff's model but control group didn't receive any intervention. The results of multivariable analysis of variance (MANCOVA) showed that psychological well-being training made significant difference in all of the aspect of mental health (Somatization, Obsessive-Compulsive, Interpersonal Sensitivity, Anxiety, Hostility, Phobic Anxiety, Paranoid Ideation, Psychoticism, Global Severity Index, Positive Symptom Distress Index, Positive Symptom Total) in experiment group than control group but did not observe any difference between experiment and control groups in depression ( $p > 0.05$ ). At last is concluded which psychological well-being can effect on student's mental health developing.

**Keywords:** Psychological well-being, mental health, mental health questionnaire (SCL-90-R)

ADDRESS FOR CORRESPONDENCE: **Roya Fallahian**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran. E-mail address: [royafallahian@yahoo.com](mailto:royafallahian@yahoo.com)

---

## The effect of cognitive behavior management training on quality of life of Khorasgan university's students

**Azar Kazemi\***, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

**Asghar Aghaei**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

**Hamid Atashpour**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

**Roya Fallahian**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

### Abstract

The purpose of this study was to investigate the effect of cognitive behavior management on quality of life of Azad Khorasgan (Isfahan) university's students. The method of this study was quasi-experimental in post and pretest model with control group. The research's statistical population were all of the Khorasgan university's students in fall of 2012. The samples were 40 people which selected in convenience way and were assigned randomly in two groups of 20 people. The measurement's instrument was quality of life (SF-36) questionnaire that was introduced in 1992 by John Ware. In 10 sessions (each session was 90 minutes) cognitive behavior management training was performed on experiment group and control group didn't receive any intervention. The results of multivariable analysis variance (MANCOVA) showed that cognitive behavior management training made a significant difference ( $p < 0.01$ ) in five dimensions of quality of life contain fatigue or vitality, mental health, social function, bodily pain, general health, but didn't observed any significant difference ( $p > 0.05$ ) in three dimensions of quality of life (physical function, role physical and role emotional). On the basis

of this study is clear that through cognitive behavior management group training can promote some aspect of quality of life (fatigue or vitality, mental health, social function, bodily pain, general health) meanwhile cognition training and mental condition's perception.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Azar Kazemi**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran. *E-mail address:* [kazemiazar@yahoo.com](mailto:kazemiazar@yahoo.com)

---

## **The effect of psychological well-being group training on happiness of Azad Khorasgan university's girl dormitory**

**Roya Fallahian\***, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

**Asghar Aghaei**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

**Hamid Atashpour**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran.

**Azar Kazemi**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran

### **Abstract**

One of the most important center in education is universities and the psychological well-being of the students who are studying in this field is so important, therefore, this study aimed to investigate the effect of psychological well-being group training on happiness of girl's dormitory. The statistical population of this study was all of the students of girl's dormitory of Islamic Azad university of Khorasgan in fall of 2012 that among them 40 people in accessible way were selected randomly and were assigned in two group of control and experiment that each group contained 20 subjects. The method of this study was semi-experimental in post and pretest model with 2 group of experiment and control. The measurement's instrument was oxford happiness questionnaire the results of multivariable analysis of variance (MANCOVA) suggested that psychological well-being training significantly developed happiness of girl's dormitory.

*Keywords:* Psychological well-being, Happiness, Oxford happiness questionnaire

ADDRESS FOR CORRESPONDENCE: **Roya Fallahian**, Department of psychology, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran. *E-mail address:* [royafallahian@yahoo.com](mailto:royafallahian@yahoo.com)

---

## **Differentiated didactic approaches for multiple intelligence valuing within educational psychology seminars**

**Mihai STANCIU \***, The University of Agricultural Sciences and Veterinary Medicine "Ion Ionescu de la Brad" Iași, Romania.

**Otilia CLIPA**, "Stefan cel Mare" University, Suceava, Romania

**Adina-Aurora Colomeischi**, "Stefan cel Mare" University, Suceava

### **Abstract**

The human being has „many intellectual competencies relatively autonomous” named by H. Gardner „human intelligences” (H. Gardner, 1993), relatively independent from each other. To be intelligent means upon Gardner „to be able to solve problems or to create problems valued by one or more cultural frames”. Gardner established eight criteria for intelligence selection: brain localization; the existence of the „savant” idiots; the identification of the specific operations for information processing; valued performance within different cultures; psychometric determinations; experimental psychology researches; encoding possibilities of the symbolic systems. Based on that he proposed eight intelligence types (talents): verbal /linguistic; visual / spatial; bodily / kinesthetic; logical/ mathematical; intrapersonal; interpersonal; musical/rhythmic; naturalistic. We consider that the existential intelligence could not be considered as a new type of intelligence, its area being subscribed to the intrapersonal intelligence. We add to this image also the emotional intelligence (D. Goleman).

Presenting his view compared with other intelligences views (classic theories, Piaget, cognitive psychology, Chomsky), Gardner make his own theory critique. For some social functions realization there are involved „intellectual and symbolic competences”. „Education is essential within all cultures; it is also the best area to observe the intelligences”. It is necessary a general strategic decision: it will be emphasized the valuing of one's superior intelligences, will be strengthened the weaknesses of them or it will be an action toward the both directions?

This paper suggests some methodic approaches for turning to good account the intelligence potential of the freshmen students from the multiple intelligence theory (TIM) perspective. We present preliminary results from a research project on the metacognitive competencies development (PNCDI II – Partnerships, 2008)

We proposed to turn to good account the multiple intelligences within the seminars of educational psychology, during the academic years 2007-2008, 2008-2009, 2009-2010 and 2010-2011. After the presentation of the general theoretic frame, it was established a list of possible topics to be developed within each seminar. Through brainstorming it was chosen one

topic (youth moral-religious values, valuing the traditions, mentalities change, youth dress, games theory, future professions, sustainable development, etc). The students made groups considering the intelligence types and they thought upon the general approach. They presented using the specific tools for each intelligence type the conclusions of the group work. They could try also the area where they feel they are novice, but also the areas where they could express themselves better.

TIM (Gardner, Goleman) gives an important theoretical background for the teachers' effort to promote a students centered didactic approach, to offers differentiated and individualized approaches to the students, in order to develop to the adults the five key competencies in Gardner's vision (the Disciplined Mind, the Synthesizing Mind, the Creative Mind, the Respectful Mind, the Ethical Mind), which could allow the solving of the extremely complex problems of postmodern society.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mihai STANCIU**, The University of Agricultural Sciences and Veterinary Medicine "Ion Ionescu de la Brad" Iași, Romania. *E-mail address:* [stanciuped@yahoo.fr](mailto:stanciuped@yahoo.fr)

---

## Practice based doctorates

**Mehmetali Dikerdem \***, Institute for Work Based Learning, Middlesex University, The Burroughs, LONDON NW4 4BT, United Kingdom

### Abstract

The growth of practice based doctorates and their transdisciplinary varieties has been a significant feature of new developments in doctoral education during the past two decades across the English-speaking world. The UK Council for Graduate Education has participated in the organisation of international conferences in practice based doctorates, and has within its ranks a thriving International Association of Professional and Practice-led Doctorates (IAPPD) attracting colleagues from continental Europe exploring the possibilities offered by the Bologna process, as well as academics from North America, Australia and the Pacific Rim.

The paper will take the Doctorate in Professional Studies (DPS) developed at the Institute for Work Based Learning (IWBL) since 1997 as a model and explore its pedagogical underpinnings. These roots are partly in decades of developing work based learning programmes for adult learners and curricula for people in work and independent studies. This tradition accepts that knowledge can be produced outside academia and can be formalised and codified through different modes of systematic reflection on practice, tacit knowledge and other forms of practical reason shared by communities of practice.

A second important influence has been the approaches explored in the Charter of Transdisciplinarity launched by the First World Congress of Transdisciplinarity held in Portugal in 1994, which further developed the early OECD formulations of 1970 associated with Jean Piaget and Claude Levi-Strauss. Finally, in the past twenty years or more the Quality Assurance Agency and HEFCE have been involved in formulating generic Level Indicators and Learning Outcomes to match work-based academic degrees, including Level 8 or doctoral level indicators which have facilitated design and assessment of practice based and professional doctorates.

This 'generic' or transdisciplinary programme is open to all professional areas and the content of each programme is defined by that candidate's particular work / organisational / professional context embedding her/his professional practice. Another key and distinctive feature is that the DPS programme incorporates a significant element of accreditation of previous experiential (APEL) or credit-rated learning (APL) in its structure. The intention here is to explore the professional "I", how that "I" is positioned as an insider researcher. The relationship between 'theory' and 'practice' takes new and interesting forms, as the insider researcher is asked to 'theorise' her/his 'practice' in a way and at a level which will involve 'doctoral level' (Level 8) outcomes and impact upon professional practice which can be disseminated in the relevant communities of practice. The implications of this for 'knowledge transfer' should be fairly clear, so too its implications for the creation of new forms of knowledge transgressing the traditional 'top down' models of the academy.

This in turn leads to acquiring the appropriate methodological tools to frame, scope and design real life, real time and real world research with impact and outcome built into it. The candidate is given the simultaneous roles of the 'insider-researcher' and 'change agent'. The programme is firmly based on 'R & D' with a rigorous doctoral level research element wherein the 'R' component is decanted into the 'D' element in such a way that it is close but not necessarily identical with forms of 'applied research' based doctorates. The 'D' or programme outcomes can and frequently do include concrete 'products' such as artefacts, publications, course design and other professionally relevant and suitably (as defined by Level 8 impact criteria of the QAA) impactful outcomes in wider or professional public contexts.

There are clear relationships between work based learning as a 'field' of study and some conceptions of what has been called Mode 2 knowledge. The latter has been described as being contextual, problem-focused, multi-disciplinary and taking into account the interests of the various 'actors', 'subjects' 'stakeholders' / 'collaborators' increasingly involved in contemporary projects. The argument is that these new contexts require a reflexive approach whereby the status and value of 'knowledge' itself is negotiated with 'producers', 'collaborators', 'users' and so on. (This does chime with Habermas's early notions of "communicative rationality").

An argument will be made that the IWBL DProf programme synthesises these elements into a concept of transdisciplinarity which can lead to knowledge that is produced in practice situations with the purpose of application to



practice and is primarily judged by its purposefulness and by social and ethical criteria. Transdisciplinarity and interprofessionalism imply taking a practical context as the starting point and a point of reference for the doctoral work so that knowledge, insights and theories are developed out of a context and applied back into the same or parallel contexts. Transdisciplinarity draws ideas from different disciplines but its logic is contextual and expert practice based.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mehmetali Dikerdem**, Institute for Work Based Learning, Middlesex University, The Burroughs, LONDON NW4 4BT, United Kingdom, *E-mail address:* [m.dikerdem@mdx.ac.uk](mailto:m.dikerdem@mdx.ac.uk)

---

## MOTHER TONGUE INFLUENCE IN LSP AND CLIL

**María Luisa Carrió-Pastor \***, Universitat Politècnica de València, Spain.

**Inmaculada Tamarit-Vallés**, Universitat Politècnica de València, Spain.

### Abstract

Content and Language Integrated Learning (CLIL) is considered to motivate students, improve language and content learning in much of the published research (Nikula, 2005; Dalton-Puffer, 2005; 2007; Marsh, 2009; Carrió Pastor, 2009; Coyle, Hood and Marsh, 2010; Bruton, 2011). CLIL is sometimes considered as an extension of or an alternative to the communicative approach, but we should also remember that Languages for Specific Purposes (LSP) was also seen as an alternative approach to communicative teaching more than forty years ago. Nowadays it seems that only specific language learning is not of interest for researchers and the integration of language learning with specific content is promoted. The aim of this paper is not to question these aspects; we would rather contrast the role that language development and subject mastery play in LSP and CLIL contexts. Further aims are to gain an understanding of the outcomes of students, to evaluate the position of the mother tongue in an LSP subject and in a CLIL subject. We do not make an evaluative assessment of which one is a more adequate language-learning environment; we rather analyze the differences and similarities of both environments and suggest aspects that may benefit the subjects involved. To answer these purposes, we analyzed the writings performed by students whose second language level was B2, following the Common European Framework (CEF). We selected the writings of three subjects at Universitat Politècnica de Valencia. Two of them were LSP subjects and the third one was a Mathematics subject taught in a foreign language. We compiled a corpus composed of thirty assignments written by the LSP students and thirty written by the CLIL students. The results of the analysis of the corpus evidenced that the teachers involved in CLIL subjects taught in a foreign language but the students used the foreign language and their mother tongue to answer their writing assignments and exams. On the contrary, the students enrolled in the LSP subject always used the foreign language in their writings. We also observed that in the assessment of the subjects, CLIL teachers consider most important content mastery, on the contrary, language teachers took into consideration language development. Finally, we detected that CLIL methodological implications were not fully developed in both subjects and students could not obtain a global perception of the benefits of language and content integrated learning. As a consequence of this study, we concluded that it would be beneficial to train content teachers and language teachers about the methodological implications of CLIL.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **María Luisa Carrió-Pastor**, Universitat Politècnica de València, Spain.  
*E-mail address:* [lcario@idm.upv.es](mailto:lcario@idm.upv.es)

---

## Collaborative learning and communication technologies in teaching English for business purposes

**Hanna Skorczynska \***, Universitat Politècnica de València, Spain.

**María Luisa Carrió-Pastor**, Universitat Politècnica de València, Spain.

### Abstract

Collaborative learning has acquired a new dimension with the widespread use of information and communication technologies (McCafferty, Jacobs and Dasilva Iddings, 2006). Email, videoconferencing, chats or blogs have allowed for an easy and instant exchange of information between students themselves, and students and teachers, but they have also enabled new forms of collaboration and group work. Although some students could report negative experiences, most appear to be positive about the incorporation of communication technologies in their classes (Taylor & Hitsaki, 2004). The main advantages of using technology for language learning are because it facilitates greater exposure to authentic language, access to a wide range of sources of information and to different varieties of language, opportunities for

interaction and communication and greater learner participation (Carrió Pastor, 2009a, 2009b). The practical case presented in this study shows the collaborative learning experience in two English for business subjects, taught at the undergraduate and postgraduate levels. The assignment set for students consisted in conducting a small research project, writing a Power point (ppt) presentation and giving an oral presentation of the results. Throughout the whole process the students were working in small groups in a computer lab. They were using a chat room to negotiate the project topic, to assign and report on specific tasks, and communicate about the progress in writing a ppt file, which in turn was shared through Google docs. The activity was intended to simulate a real-life situation, in which members of business organizations are required to collaborate on projects in geographically distant locations. It has provided many opportunities for written interaction through a chat, in which students had to refine their communicative skills in English in order to successfully collaborate in the assignment set. The survey conducted after the assignment revealed that students felt more motivated and found the online collaboration an enriching context in learning business English.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Hanna Skorczynska** , Universitat Politècnica de València, Spain.

*E-mail address:* [hskorczy@idm.upv.es](mailto:hskorczy@idm.upv.es)

---

## **What Are Students' Attitudes towards Different Management Strategies: A Cross-Regional Study**

**Yuanshan Cheng \***, National Institute of Education, Nanyang Technological University, Singapore

### **Abstract**

Previous studies have revealed that Singaporean students seemed to show many disciplinary and behavioural problems in schools. Many teachers think their students are becoming harder and harder to deal with. Thus the strategies of managing disciplinary and behavioural problems have become a crucial factor in determining teachers' success in their careers. Two previous studies (Cheng & Tan, 2000; 2002) reported Singapore teachers' favourite management strategies and students' attitudes towards these strategies. A big discrepancy was found in these two previous studies. Students showed very negative attitudes towards most of the management strategies which the teachers thought were very effective. The present study seeks to learn if students in different regions of China have similar attitudes towards these strategies. The attitudes of students from three regions, a big modern city, a middle size city and a remote mountain area of China were compared. There were almost no attitude difference between Singaporean students and the students in the cities of China. However, a significant attitude difference was found between the students from the remote mountain area of China and students in cities. The students in remote mountain area showed more positive attitudes towards these management strategies, they seemed to care more about their teachers' intention. The results of the present research will help the teachers in different regions to understand their students' better and to consider using different and appropriate management strategies.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Yuanshan Cheng** , National Institute of Education, Nanyang Technological University,

Singapore, *E-mail address:* [yuanshan.cheng@nie.edu.sg](mailto:yuanshan.cheng@nie.edu.sg)

---

## **THE PREPARATION OF SPECIALISTS FOR TOURISM SPHERE**

**Maia meladze \***, Grigol Robakidze University, Ivane Javakhsishvili Tbilisi State University, Georgia

**Maka Piranashvili**, Grigol Robakidze University, Georgian Technical University, Georgia

### **Abstract**

As tourism developed and became an integral part of a modern life its international value increased, and the national governments have started to play more and more important role - their activity covered a wide range of problems from an infrastructure before functions of regulation. One of the major directions in the role of the government of Georgia to develop tourism in the country should be the introduction of the modern educational system in the field of tourism and promotion of its development. We think, preparation of specialists for tourism sphere leaves on qualitatively new boundaries in the developed countries of the world, therefore the system analysis of functioning of the given didactic system will be extremely useful to Georgia which possesses significant tourist potential and can become in the long term to one of the most developed in the tourist attitude the country.

The preparation of tourism specialists and rising the preparation of their quality must be based on the technological progress made in this field and the specifics of labor spent.

Following the above-mentioned, we can conclude that the present level of the tourism education and staff training in the tourist sector of Georgia fails to meet the international demands of tourism industry either quantitatively, or qualitatively.

The present situation on the market of tourist service education needs urgent measures, particularly to improve its qualitative indicators.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Maia meladze**, Grigol Robakidze University, Ivane Javakhishvili Tbilisi State University, Georgia. E-mail address: [maia\\_meladze@yahoo.com](mailto:maia_meladze@yahoo.com)

---

## **Peer influences, learning experiences and aspirations of Romanian high-school students in their final school year**

**Agnes David-Kacso \***, Faculty of Sociology and Social Work, Social Work Department, Babes-Bolyai University Cluj-Napoca Romania

**Paul-Teodor Haragus**, Faculty of Sociology and Social Work, Department of Social Work, Babes-Bolyai University Cluj-Napoca Romania

**Maria Roth**, Faculty of Sociology and Social Work, Department of Social Work, Babes-Bolyai University Cluj-Napoca Romania

**Sergiu Raiu**, Faculty of Sociology and Social Work, Department of Social Work, Babes-Bolyai University Cluj-Napoca Romania

**Mihai-Bogdan Iovu**, Faculty of Sociology and Social Work, Department of Social Work, Babes-Bolyai University Cluj-Napoca Romania

**Anna Bernath**, Faculty of Sociology and Social Work, Department of Social Work, Babes-Bolyai University Cluj-Napoca Romania

**Csaba Degi**, Faculty of Sociology and Social Work, Department of Social Work, Babes-Bolyai University Cluj-Napoca Romania

**Cristina Faludi**, Faculty of Sociology and Social Work, Department of Social Work, Babes-Bolyai University Cluj-Napoca Romania

### **Abstract**

As social cognitive career theory point out, the contextual factors influence the learning experiences of adolescents which, in turn, determine their outcome expectations and goals (Lent et al, 2000), negative school related experiences being connected with lower aspirations (Ogbu, 1991). On the other side, family influences children engagement and performance in achievement related activities (Eccles 2007, Marjoribanks, 2004), siblings' school experiences and parents' educational level being family factors with influence on school outcomes of the students (Eccles,2007). As the influence of peers increases, the peer group becomes an important socialization factor: shared collective norms influence the adolescents' attitudes and behaviors, and also their aspirations (Berzin, 2010, Bukowski et al 2010). Neighborhood also influences educational attainment of adolescents by the norms of peers (Sampson et al, 1997).

The objective of this study is to follow the way the school experiences of siblings and peers influence the school related attitudes of high school students as well as their aspirations in a Romanian nationally representative sample which is composed from 3524 high school students in their final school year (12th grade). These adolescents were surveyed in the first wave of the survey "Outcomes of Adolescence. A longitudinal perspective on the effect of social context on successful life transitions". Two social contexts of peer systems with possible influence on the adolescents' attitudes will be considered: the peers from neighborhoods and the friends. The influence of family will be considered through the school experiences of siblings and parental educational level. In the study will be examined the way the school related experiences and attitudes of siblings, friends and peers form neighborhood are linked to school engagement, achievement, and perceptions regarding the school-work relatedness of the high-school students before graduation. The study follows the relations between school related attitudes and future aspirations as well.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Agnes David-Kacso**, Faculty of Sociology and Social Work, Social Work Department, Babes-Bolyai University Cluj-Napoca Romania. E-mail address: [kacso\\_agnes@yahoo.com](mailto:kacso_agnes@yahoo.com)

---

## Portfolio: Student–Teacher Involvement in Learning and Assessment of Writing

**Afaf Zaghoul Mishriki \***, English Language Senior Instructor at the English Language Institute - The American University in Cairo, Egypt.

**Amani Shawky Demian**, English Language Senior Instructor at the English Language Institute - The American University in Cairo, Egypt.

### Abstract

Assessing student learning over a term of study, especially in academic writing, has often been based on summative assessment, with the common outcome of a single score or a set of scores used to promote or retain the student or to place him/her in a subsequent level. Such assessment, however, may not gauge the intended learning outcomes or reflect students' progress. It may also be biased against students who have acquired the skills but could not master test-taking. One-shot tests have also been accused of not contributing to the learning process since they do not focus on formative assessment. Hence, the idea of using portfolio has been gaining ground in the last few decades as a fairer, more reflective, and more comprehensive tool. O'Malley and Pierce, in their book *Authentic Assessment for English Language Learners* (1996, p. 5), defined portfolio as: "... a systematic collection of student work that is analyzed to show progress over time with regard to instructional objectives." The researchers of the present study have been successfully using portfolio in their writing classes with their first year university students at the American University in Cairo for many years and would like to give it more weight in their assessment framework. They will administer two surveys to teachers and students to investigate their reaction towards the use of portfolio, hence the decision to enlarge its usage.

The purpose of this presentation is to provide a brief overview of the literature on the issue of portfolio assessment in writing, pointing out its advantages and the possible challenges encountered while using it, as well as the best way to incorporate it in an English language learning context. In addition, it will report on the results of the above mentioned surveys and the conclusions and the recommendations drawn from them.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Afaf Zaghoul Mishriki**, English Language Senior Instructor at the English Language Institute - The American University in Cairo, Egypt. *E-mail address:* [afaf@aucegypt.edu](mailto:afaf@aucegypt.edu)

---

## A case study showing the cognitive benefits of (meta-) action research

**Luis S. Villacañas \***, University of Valencia, Department of Language and Literature Education, Spain

### Abstract

The object of this presentation is to present a report of a collaborative case action-research (AR) I undertook in the context of a module belonging to a Masters programme in Teacher Training, organized by the University of Valencia (Spain). The originality of this projects resides in that, due to the quality of the obstacles encountered —students found issues of educational research and pedagogy extremely foreign—, I conceived of AR as the most appropriate method to analyze and mend the pedagogical problems that this group of 50 students and I stumbled upon. Ironically, AR was carried out in an academic setting which, among other educational goals, pursued the teaching and learning of AR. This is the circular logic that I attempt to capture through the term meta-action research. Our research progressed through 3 months (from November 2012 to January 2013) during which a single circle of inquiry was completed. Monitoring strategies were originally employed to assure triangulation. The situation in the course improved very significantly as a result of the action steps we decided to implement after our analysis. Actually, not only did the students gain a practical acquaintance with this type of inquiry (since they had the opportunity to develop it in a real situation: to overcome a real problem), but key pedagogical variables such as teacher-student interaction and trust in the teacher also improved, in an inversely proportional way to the level of anxiety felt by the students. This rapid recovery led me to conclude that AR may have important cognitive benefits. Together with the foreign quality of the ideas in the course, anxiety had been blocking cognitive understanding of the contents in the course; as soon as AR started, however, all students displayed a much rapid understanding towards the ideas in the course, even towards those that were not conceptually related with AR.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Luis S. Villacañas**, University of Valencia, Department of Language and Literature Education, Spain  
*E-mail address:* [luis.villacanas@uv.es](mailto:luis.villacanas@uv.es)

---

## Hearing one's own voice. A Dialogic Reflection Approach in Teacher Education Students

**Manuel Francisco Rábano Llamas \***, Universidad de Alcalá, Spain.

### Abstract

Dialogic reflection is claimed as a goal in many teacher training programs. A variety of approaches has been used in an attempt to encourage reflection in preservice teachers and other professionals. Nevertheless, not everyone seems to be appropriate to stimulate reflection, and there is little research evidence to show how effective they are.

What we mean with "Hearing one's own voice" is to look for alternative solutions or ways to solve problems in a professional situation from a dialogic approach, that is to say to reflect on our own practice both alone (self-assessment), or with another.

In terms of nature of reflection, Dialogic comes from Reflection-on-action (Schön, 1983; Smith & Lovat, 1990; Smith & Hatton, 1992, 1993), and it includes among others, analysis and synthesis, as well as interaction between students and teachers. This has a major impact on the search and information management as a process of knowledge acquisition in a collaborative and dialogic way. From the wide variety of approaches to increase reflection in teacher training programmes we select Microteaching (Cruikshank, 1985; Sparks-Langer & Colton, 1991; Zeichner, 1986; Wallace, 1991) as one of the most important tools to promote professional and communicative competence of preservice English as a second language teachers.

Having discussed these key concepts we describe and analyse an innovation project carried out in University of Alcalá (Spain) during the 2010-2011 academic year, with 298 students and 4 teachers enrolled in the Teacher Training Degree. Finally, we propose some actions to encourage dialogic reflection as a basis for further research development in teacher education.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Manuel Francisco Rábano Llamas**, Universidad de Alcalá, Spain.

E-mail address: [manuel.rabano@uah.es](mailto:manuel.rabano@uah.es)

---

## Evaluating a new doctoral nursing program: A Jordanian case study

**Manar M Nabolsi \***, Clinical Nursing Department Faculty of Nursing The University of Jordan

**Fathieh A Abu-Moghli**, Clinical Nursing Department Faculty of Nursing The University of Jordan

**Inaam A Khalaf**, AlAhliah Amman University, Faculty of Nursing, Amman, Jordan.

### Abstract

Background: Establishing and maintaining a quality nursing doctoral program in a country with limited resources is a challenge to program managers. Continuous evaluation is essential to pinpoint areas of improvement.

Objective: This study aims to evaluate a nursing PhD program from the perspective of its first graduate cohort to provide feedback for improvement.

Design: Qualitative design

Methods : Focus group method was used to collect data from a purposive sample of graduates (N=14).

Findings: Content analysis revealed seven themes: Opportunity to earn a PhD-A dream comes true; A need for peer collaboration and support; Innovative strategies to overcome faculty shortage; A need for improved mentorship; Successfully merging national and international experience; Enhanced professionalism and scholarship; Coping with limited resources.

Conclusion: The study findings suggest reviewing program admission criteria and curriculum content to meet student and marketplace needs. Maintaining national and international partnership, innovative teaching-learning strategies, and developing further strategies to meet resources challenges were recommended.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Manar M Nabolsi**, Clinical Nursing Department Faculty of Nursing The University of Jordan

E-mail address: [manarn@ju.edu.jo](mailto:manarn@ju.edu.jo)

---

## Motivation for reading and literature programme in elementary schools. Pupils and teachers view

**Samaneh Azarpour \***, University of Banja Luka Department of Psychology, Bosnia and Herzegovina  
**Ivana Zečević**, University of Banja Luka Department of Psychology, Bosnia and Herzegovina

### Abstract

This paper is inspired by the data from elementary and high schools which shows that more and more pupils don't read books for obligatory reading. With this study we have tried to analyze and describe both, the way teachers see the problem of motivation linked with increased number of students who read books just for mandatory reasons and also to identify differences of motivation for reading between pupils taking into account gender, grade, parents' education, mark in native language and reading habits at home. The research has been done with the intention to disclose the problem of low reading motivation level and identify the factors that affect the motivation.

The research was qualitative and was performed on a sample of 66 pupils, 35 boys and 31 girls, from seventh, eighth and ninth grade of primary school and 16 teachers of first language in the city Banja Luka. Data is obtained through the depth interviews intended for teachers and pupils which have been created by researchers for the purposes of this study.

Obtained results show general trend in literature classes: traditional teaching methods that neglect an interactive approach and effective motivational techniques eventually producing the students' apathy and lack of reading motivation. Half of interviewed teachers believe that pupils don't read books and that they don't understand the essence of a book. Only one of them think they are motivated fully by grade. However, all of them claim that existing curriculum should be changed. We got statistically significant differences in motivation for reading between boys and girls ( $F=12.936$ ;  $Sig=.001$ ). Also, it is shown that the motivation for reading decreases with age and increases with higher marks ( $F=5.227$ ;  $S=.003$ ) and that pupils who discuss about books with their parents are more motivated to read than pupils who do not ( $F=9.690$ ;  $S=.003$ ).

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Samaneh Azarpour**, University of Banja Luka Department of Psychology, Bosnia and Herzegovina, E-mail address: [leksoni@hotmail.com](mailto:leksoni@hotmail.com)

---

## Conversation in Motion

**Rita María Cristina Granda Fischer \***, Trent University, Canada.

### Abstract

In 2009, I was given a Learning Innovations Grant by Trent University for a project called 'Spanish Conversation in Motion'. Most introductory Spanish courses offer a weekly conversation hour for students to practice their language skills. This project converted the conversation class into a Latin dance class, run completely in Spanish. The driving theory was based on research into multiple learning styles, but focused on incorporating audio and kinesiology into language learning.

As the instructor, I lead the students through basic steps for cha-cha-cha, salsa, cumbia, merengue and bachata. Whenever possible, the song lyrics were related to that week's grammar. As the class evolved, the students were responsible for researching new dance steps and teaching them to the class.

The results were overwhelmingly positive for everyone - students and instructor. Engagement was intensely high as the student's were always focused on what we were trying to achieve. They were very motivated to attend all of the classes and cooperated willingly in teaching others. In conclusion, the level of language use rose for that particular group of students in ways that were not anticipated.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Rita María Cristina Granda Fischer**, Trent University, Canada.  
E-mail address: [rita@ritagranda.com](mailto:rita@ritagranda.com)

---

## A study of pre-service teachers' science teaching efficacy beliefs during the elementary science laboratory course

**Funda Savaşçı Açıklan \***, Istanbul University, Turkey.

### Abstract

The purpose of this study was to investigate pre-service teachers' science teaching efficacy beliefs during the elementary science laboratory course. Seventy-two pre-service teachers enrolled in two sections of the course from two different departments, elementary and gifted education at a large urban university in Turkey participated in the study. The Turkish version of STEBI-B (Hazir-Bikmaz, 2004) was administered twice to the participants at the beginning of the course and at the end of the course. Results indicated that the overall scores of pre-service teachers' self-efficacy beliefs significantly increased during the course. Although pre-service teachers' personal teaching efficacy beliefs



significantly increased, their outcome expectancy beliefs did not change. There was no significant difference in terms of gender on the pre- and post tests but there is a significant difference in terms of department on the posttest. While elementary pre-service teachers' self-efficacy beliefs significantly changed during the course, gifted education pre-service teachers' self-efficacy beliefs did not.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Funda Savaşçı Açıklan**, Istanbul University, Turkey.

*E-mail address:* [fsavasci@gmail.com](mailto:fsavasci@gmail.com)

---

## **The influence of contextual and conceptual rewording on kinds of errors in mathematics word problem solving**

**Majid Haghverdi \***, Islamic Azad University, Arak Branch, Department of mathematics, Iran, Islamic Republic Of

### **Abstract**

This paper aims to show how the Contextual, Conceptual rewording and their combination influence on decreasing the amount of the students' errors in solving mathematics word problems. In this study, eighty students from grade seven (in middle school) were randomly chosen for each of the three types of rewordings; therefore we divided them into three experimental groups plus a control group. First all of the participants answered to a pre-test (T<sub>0</sub>). Then the three experimental groups answered to post-tests T<sub>1</sub>, T<sub>2</sub>, and T<sub>3</sub> after the pre-test; but the control group received the same T<sub>0</sub> as post-test again. The results indicated that rewording, generally effects on decreasing the amount of the students' errors in solving word problems. However; there was no difference among Contextual, Conceptual rewording and their combination, in reducing errors in them. The findings revealed that applying the types of the above mentioned rewording have caused a significant reduction in the amount of students' errors in the second type of Kingfong and Holtan's classification; but these rewordings had no considerable effect on decreasing the types of "Clerical and Computational" errors.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Majid Haghverdi**, Islamic Azad University, Arak Branch, Department of mathematics, Iran, Islamic Republic Of.

*E-mail address:* [majid\\_haghvedi@yahoo.com](mailto:majid_haghvedi@yahoo.com)

---

## **Self-Management or the Illusion of Self-Management in Kindergartens in Unrecognized Bedouin Villages In Israel**

**Omar Mizel \***, Researcher Kaye Education College, Turkey.

### **Abstract**

This study aims to explore the kindergarten teachers' perception of self-management. Interest in the subject follows the move of kindergartens in unrecognized Bedouin villages in the Israeli Negev to this system. In the beginning, the kindergarten teachers had no idea of the principles of self-management as transpired in the interviews, hence the interest in the research topic.

The study attempts to answer the question of how the kindergarten teachers in an unrecognized village cope. To this end I interviewed teachers from the villages who had transferred to self-management five years earlier. The research results indicate the social difficulties facing women in management positions. The kindergarten teachers saw their success as a challenge to prove their abilities in a society that still does not view positively women in administrative positions, and which they saw as a means to professional development and advancement in their societal status.

The study included nine kindergarten teachers from Bedouin tribes for whom this was the 5th year of self-management, and who had previously been associated with the local schools as regards administration. The findings indicate some difficulties in the realm of self-management pertaining to the cultural context and vis-à-vis the local authorities

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Omar Mizel**, Researcher Kaye Education College, Turkey.

*E-mail address:* [omarmizel@hotmail.com](mailto:omarmizel@hotmail.com)

---

# THERMAL ANALYSIS OF WIND TURBINE NACELLE OF 2.5 MW TURBINES AT WINTER CONDITIONS

Tahir Yavuz \*, Mechanical Engineering, Turkey.

## Abstract

A numerical method for analyzing and quantifying the thermal behavior of wind turbine nacelle of 2.5 MW operating in the extreme winter conditions have been presented. The effect of the external environment on the electrical equipment and mechanical components, the air flow and temperature fields within and around the nacelle were computed for the extreme temperatures of -30°C at the design wind speed of 12 m/s. For open system application without the AC system, the temperature level inside the nacelle is about 245K-250 K. With the AC, 5 kg/s at 0°C, it became to the value of 255 K. For closed nacelle application without the A.C. the level of temperature within the nacelle is about 250 K. With the AC, 5 kg/s at 0°C, the temperature level became to the value of 265 K. For closed system applications, increasing the AC capacity, all surface temperatures of components inside the nacelle became to the operational temperature limits of components. At the extreme winter conditions, there are some icing problems inside the nacelle and some operational problems of the components. The simulation results have conformed that, to maintain an acceptable temperature levels inside the nacelle and on the components for typical winter conditions, the air conditioning systems are needed. The air conditioning systems of the nacelle have to be optimized and adjusted properly as functions of wind turbines rated power, external wind velocity and temperatures.

## Keywords:

ADDRESS FOR CORRESPONDENCE: Tahir Yavuz, Mechanical Engineering, Turkey.

E-mail address: [tyavuz@baskent.edu.tr](mailto:tyavuz@baskent.edu.tr)

---

# THE OPTIMUM METHOD OF STUDENTS' EVALUATION IN HIGHER EDUCATION

Nicoleta Acomi \*, Constanta Maritime University, Navigation Department, Romania.

Alina Lucia Bostina, Constanta Maritime University, Romania.

Simona Ghita, Constanta Maritime University, Romania.

## Abstract

The latest trend in evaluating the results of the students at the end of the semester is the questionnaires method. The questionnaires include mainly multiple-choice questions and sometimes extended matching sets questions. There are various syllabuses that include, besides the theoretical subjects, practical activities. For these subjects, the evaluation process of the students' knowledge completing the entire curricula consists in different percentage between the theoretical questions and the case studies.

The purpose of the study is to analyze the techniques of evaluation chosen by the professor in different fields of maritime science and to assess/determine which type of examination leads to the most relevant results. The selected fields include navigation, meteorology and environmental protection sciences. The students' results have been monitored for a period of four semesters for which the professor used different types of examination.

The number of the students attending higher education courses increases and their profiles are various. Trying to adopt an equidistant behavior, the professors are choosing the written exams eliminating by this way any means that could inhibit the student.

Considering that the methods of evaluation should be correlated to the syllabus, the paper aims to develop the criteria to establish the proper process of evaluation.

In order to increase the relevance of the students' evaluation results it is advisable for the engineering sciences to raise the percent of case studies rather than theoretical subjects, while for the other fields the multiple choice questions should be used in a greater percent.

*Keywords:* maritime sciences, students, evaluation techniques, relevant results.

ADDRESS FOR CORRESPONDENCE: Nicoleta Acomi, Constanta Maritime University, Navigation Department, Romania.

E-mail address: [parasca\\_n2000@imc.ro](mailto:parasca_n2000@imc.ro)

---

# Perceptions of Student-Centered Education among Turkish Teachers and Students in the Light of Cultural and Economic Context of the Country

Mehtap Yildirim \*, Turkey.

## Abstract

This study aims to establish an understanding of Turkish teachers' and students' perceptions about the student-centred education with reference to the 2004 curriculum revision. A case study was performed in two lower-secondary village schools. The findings reveal that both teachers and students believe the necessity, and embrace the importance and benefits, of student-centred pedagogy. However practicality of student-centred education and its perceptions are significantly affected by some broader cultural and economic drawbacks as well as the country's national examination system. Power of authority in the class, poor school conditions and family backgrounds, and the atmosphere of competition provoked by national exams arise as the main interfering issues. The paper concludes by arguing that no pedagogic approach can fully succeed without taking into account the country/region specific features.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mehtap Yildirim**, Turkey.

E-mail address: [mehtap.canan@hotmail.com](mailto:mehtap.canan@hotmail.com)

---

## La persona letrada and the complexity of "basic" skills

**Shonna Trinch \***, John Jay College, City University of New York (CUNY), United States

**Valerie Allen**, John Jay College, City University of New York (CUNY), United States

## Abstract

Guided by global scholarship in New Literacy Studies, we seek to redefine literacy as an identity. Our purpose is to devise new practices and perspectives that enable our college students to assume the identity of reader and writer. Our session involves demonstrating and elaborating the following claims:

- That the basic skills of literacy are not basic.
- That sundering the acquisition of literacy skills from the long history of literacy and its technologies results in mystification of those skills.
- That demystifying those literacy skills is achieved by unlearning them and by making them strange.
- That literacy is less a skill or tool than it is a performed and performative identity.

Our proposal arises out of the experience of our interdisciplinary teaching in an urban, Hispanic-serving institution. And, we seek to address an issue noted anecdotally by many educators, but formally by the AAC&U\* and many special reports:\* that first year college curricula often are required to repeat basic skills that were supposed to be acquired by students in high school and earlier. We argue that the assumption that all college students would enter 'prepared' to read and write in ways a university education requires flies in the face of the fact that "...broad knowledge and skills that a liberal education provides must, indeed, be developed from kindergarten through college and beyond" (Humphreys, 2006, 9). Drawing on historical, and linguistic methods as delineated by our particular disciplines, namely, linguistic anthropology and medieval literary studies, we aim to include an anthropological overview and practical analysis of handwritten scripts that will make writing strange.

Current educational theory suggests true mastery of a student's skill equals "unconscious competence" in which she exercises her ability so routinely that she is "no longer consciously aware of what [she knows or does]" (Ambrose et al., 2010, 97). The implication is that students who have achieved mastery in certain basic skills of a complex task can avoid cognitive overload, while devoting their attention to more complex skills. This claim is not wholly wrong, but it is only partially correct for it masks a semantic entailment within the word "basic." Words are the first principles of thought, and flexible mastery of them depends on higher-order reasoning— commonly called "critical thinking." To this extent literacy is "basic" in the sense of foundational (OED, s.v. basic [adj.] 1a). But "basic" also entails the pejorative meaning of the lowest acceptable standard (OED, s.v. basic [adj.] 1b). To the extent that literacy constitutes only minimal requirements it can be exercised automatically while tending to more demanding tasks, but full mastery of a knowledge domain calls on literacy as an elemental first principle that requires continued reassessment.

Our workshop proposal is rooted in two of our larger projects: first, a study of the elementary school (K-5) challenges of teaching literacy and second, ethnographic interviews of university professors and students about their relationship to reading and writing. The intellectual merit of our project contributes to the theory in anthropology, linguistics, cultural studies and history of English language by examining the politics, social rituals and meanings of becoming "lettered". Our

findings may be of use to teachers and policy makers in both secondary and tertiary education, invested in helping students master reading, writing and the art of reasoning.

Our workshop activities include a brief overview—anthropological and historical—of the recentness of literacy for humanity and of the consequences of literacy for categories of thought, technologies of communication, and storage of information. We then turn to one moment in the technological development of literacy and do a simple exercise in medieval calligraphy. The outcome of the exercise is to highlight the ways in which technologies of script affect the acquisition of literacy and the ways in which fundamental literacy is acquired (Goody and Watt, 1963). Together this presentation and practical exercise invite participants to describe how reading and writing have shaped their own identities, to identify particular difficulties their students encounter in acquiring or applying literacy skills, to locate areas where students can be productively challenged to unthink the basic skills they have already acquired and thereby to bring those skills to consciousness, and to provide an ongoing forum for further discussion and collaboration.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Shonna Trinch**, John Jay College, City University of New York (CUNY), United States.

*E-mail address:* [strinch@jjay.cuny.edu](mailto:strinch@jjay.cuny.edu)

---

## **Pre-endowed identity, institutional identity and constructive identity: The status and affecting factors of identity of student teachers**

**Mingren Zhao**, School of Education Northwest Normal University, China.

### **Abstract**

Identity of student teachers is the judgment and recognition from the heart about the learning process, intrinsic value of expected outcome, emotions and future mission to become a teacher. It is the source of meaning of normal school life, and one of important factors to evaluate the quality of pre-service teacher education. Based on a case study implemented in a normal university, the identity of student teachers can be conceptualized into pre-endowed identity, institutional identity and constructive identity. Student teachers identity is superficial and not reached the heart of teacher education from the perspective of teacher professional theory. Most of student teachers believe that they are student at normal university other than student teachers. In other words, institutional identity dominated the identity, this kind of identity is the nominal identity which formulated by institutional distribution and theoretical knowledge transmission instead of active construction during interaction between the self of student teachers and pre-service education.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mingren Zhao**, School of Education Northwest Normal University, China.

*E-mail address:* [mingrenzhao@gmail.com](mailto:mingrenzhao@gmail.com)

---

## **Games And Toys From Traditional To The Future**

**Yeter Ali Yozcu\***, Teacher, Famagusta Vocational High School. Famagusta-CYPRUS

**Emine Bayram Toptal**, Instructor. Atatürk Teacher Academy. Nicosia-CYPRUS

### **Abstract**

Play, the right to health, nutrition and education for each child as a right. Protect the rights of the child, adults and educators prepare and appropriate activities must create an opportunity. Preschool and elementary school education, freedom of expression should be given to the rights of children having the right description should be supported and should be done. Education of pre-school and primary school children can be successful by the positive relations they will form with environment and among themselves. Games; when they are applied in the right method, can improve children to be more qualified for life situations and for the process of gaining life skills. The aim of this project is hosting the traditional games and toys with contemporary values and using them as educational subjects in classes and schools in TRNC with the feedbacks of authorities. This project includes unique game activities that adults and educationists can benefit and perform on children in pre-school and primary school period. In this project, qualitative research method is used that is intended for "usage of games in school development". Open-ended questions are used in order to determine adults' knowledge about traditional games, their thoughts about the way of playing these games today, what they used to play in their childhood and their thoughts about the importance of games for children and adults and development of games. As a result, it is concluded that traditional the adults know just a few games or they forgot the most of it. In adults opinion, games are either never played or rarely played by children now, instead of these games they prefer playing computer games. They underline that traditional games must be played without modification. First of all, a game feast can be organized at villages by the help of housewives and self-employed people. Traditional toy making days can be organized and children can make toys. This way, we can protect the healths' of children by taking them away from computers and

help them to learn something new, develop their personality, be more social; and the most important of all is that they will be amused during this activity.

*Keywords:* Traditionall, Game, toy, Futurek.

ADDRESS FOR CORRESPONDENCE: **Yeter Ali Yozcu**, Teacher, Famagusta Vocational High School. Famagusta-CYPRUS  
*E-mail address:* [yetyozcu@hotmail.com](mailto:yetyozcu@hotmail.com)

---

## Education and religious policy in Kazakhstan

**İlyas erpay**, Kazakhstan

**H. Tursyn**, Kazakhstan

### Abstract

The Republic of Kazakhstan is the secular state in the world community. Confessional variety of the country, which inherited mixture of traditional and new forms of religious, political and social life of the country is related to the reasonable religious policy. Now in religious policy of Kazakhstan the special place is given to religious education. This is important factor influencing formation of Kazakhstan as the secular state, defines significance of structure and the content of religious education.

Main objective of research was the study and analysis of experience of the political mechanism of transition from aggressive atheism to secular state. For definition of religious doctrines inconsistent in position according to the religious relations, research utilized a historical comparative method and the modern advanced methods created in social sciences. For identification of a subject of study the normative and legal documents of religious policy of the government of the Republic of Kazakhstan and materials of the expert analysis of the scientific organizations, public institutions was used as the main source.

The created present religious policy in the country defines future shape of society and the directions of social and political development of the state. In this regard, the problem of religious education taking the main place in religious policy of the secular state has to be studied in a complex with the international practice.

*Keywords:* Republic of Kazakhstan, aggressive atheism, religious policy, secular, religious education.

ADDRESS FOR CORRESPONDENCE: **İlyas erpay**, Kazakhstan  
*E-mail address:* [ilyaserpay@hotmail.com](mailto:ilyaserpay@hotmail.com)

---

## Drama And Music

**Şenay Horoz**,

### Abstract

Today, students in the education system, enabling to share their thoughts, allowing you the opportunity to learn in relation to understanding. Bring out the creativity of individuals, the opportunity to develop it has become necessary to use appropriate methods to prepare provider environments.

Creative drama method allows children to learn both by doing and experiencing. Drama and teeming with game, this is caused by perceptions of children's activities such as a game. Which helps the children to learn the game as a permanent endeavor. Thus, children's activities easier, more effective in their own lives, to establish similarity can be achieved. Thus, giving attention to children learn more effectively occur.

Music is undeniably human life, is as important as indispensable for human training. Music is a universal language. People together, a function that allows people to express themselves more comfortable there. Since the first centuries of music, both in sound, removing the need for a sound by multiplying the objects together and entered into the lives of human beings spread to all areas of life. This human feelings and thoughts of the music is even better than words can express the place when it comes to art.

Preschool education activities, the use of drama, music, children's activities, more meaningful, effective and accurate, to becoming a more effective, more children to enjoy the process of the event, the event will pave the way their lives to have a more permanent place.

As a result of the study and the researcher's observations of events, according to the tables of the children feeling filled activities to ensure the correct and effective use of music for children to participate in the event, more accurately, perform the instructions and most importantly, enjoy the process, they were, and they want to repeat.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Şenay Horoz**,  
*E-mail address:* [music@hotmail.com](mailto:music@hotmail.com)

---

# Perceptions of the Ideal Student by Ethnic Minority Students and Their Teachers in Northwest China

Juan Wang , School of education, Northwest Normal University Lanzhou, Gansu, China

## Abstract

Generally, the quality of basic education in areas populated by Chinese ethnic minority populations has been deemed unsatisfactory. Previous researches have focused on curriculum, administration, and teacher's professional development, etc. However, students' demands are ignored, we didn't know exactly about how students view their school life and whether their teachers have the same perceptions with them.

This research project seeks to examine the possible explanatory factor: students' view of what constitutes an ideal student. We hypothesize that how students conceptualize learning will differ by ethnicity, and differ from their teachers.

The objectives of this study include: a) identifying how students from different minority groups perceive the ideal student, b) do students from different minority groups have different perceptions of ideal student characteristics, c) identifying how their teachers view the ideal student, and d) do perceptions of ideal student characteristics differ significantly between students and their teachers. Results from this study will have implications for identifying unique needs of Chinese ethnic minority students that teachers must address to improve student learning.

We used open-ended questionnaire, asked 328 students and 32 teachers to list the five most important characteristics they felt an ideal student should have in rank order. The samples were from three ethnic autonomous counties, they were Tibetan, Hui and Dongxiang respectively, and one common county in Gansu province Northwest China. Hui and Dongxiang nationalities were Muslims.

The four core categories of the ideal student characteristic were (a) learning well, composed of grade, learning motivation, learning habit, learning competence and smart; (b) high ethical person, composed of moral, kindhearted, sense of responsibility and filial; (c) all-round developed person, composed of confident, disposition, appearance, physical and psychological healthy, brave and strong; and (d) good practitioner, composed of good relationship with others and school behaviors.

The main findings are as followings:

Students perceive that grade is the most important characteristics of ideal student, others are kindhearted, moral, social relationship, school behaviors, learning habit, disposition, learning motivation, appearance, learning competence, brave and strong, filial, confidence, physical and psychological healthy, smart and sense of responsibility.

We compared the perceptions of ideal student between four ethnic groups, the scores of Tibetan students in moral and appearance are significant higher than others; the scores of Hui students in learning competence and physical and psychologist healthy are significant higher than others; the score of Han students in disposition is significant higher than others; and the scores of Dongxiang students in learning motivation, learning habit, confident and brave and strong are significant higher than others, the score of Dongxiang students in grade is significant lower than others. It shows that students with different nationalities have their own needs in terms of school life.

he five most important characteristics of ideal student that teachers felt are moral, school behaviors, social relationship, learning motivation and kindhearted, the score in moral is much higher than other four characteristics. 'Grade' is the sixth characteristic, 'confident' is the last one. No teachers mention that appearance and brave and strong are the important characteristics of ideal student.

Students value grade as the most important characteristic of ideal student, but their teachers rank grade sixth in 16 characteristics. Teachers get higher score in moral, school behaviors, physical and psychologist healthy, but the lower score in kindhearted, zero in appearance, brave and strong. Teachers tend to mention characteristics of ideal student in more general sense, but students focus more on specific expression.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: Juan Wang, School of education, Northwest Normal University Lanzhou, Gansu, China

E-mail address: [gracenwnu@gmail.com](mailto:gracenwnu@gmail.com)

---

## DEVELOPING ORAL SKILLS THROUGH SKYPE: A LANGUAGE PROJECT ANALYSIS

Lidia Taillefer, University of Malaga.

Rosa Munoz-Luna, University of Malaga.

## Abstract

The aim of this paper is to analyse L2 usage in the oral interaction between university students from Hong Kong and Spain. With that research focus on mind, we carried out a Skype-mate Language Project, which purpose was to enhance oral communication skills and cultural awareness of students learning English and Spanish as L2. The qualitative methodology used in this analysis was the observation of a series of conversations between Hong-Kong and Spanish undergraduates through Skype, using English and Spanish as their means of communication. Both Skype mates had the same list of topics



and questions in both languages, what were their conversation scripts. Interactions had a minimum length of 30 minutes, at least 15 minutes speaking in each language. Video recording of conversations on campus was the technique used to keep evidence of these oral interactions. Once the conversations took place, a quantitative stage would come: all students were required to submit an online questionnaire on their difficulties in understanding. Therefore, this study follows a mixed methodology, where quantitative and qualitative methods are employed. Results show that non-verbal communication was key for mutual understanding when L2 level was low; more proficient speakers explained cultural issues and commented on them. Within such communicative complexity, discursive and cultural issues seem crucial and should be considered in the L2 teaching curriculum.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Lidia Taillefer**, University of Malaga.

E-mail address: [ltaillefer@uma.es](mailto:ltaillefer@uma.es)

---

## The transformation of practical teaching focusing on Dialogic Learning

**Laia Vives**, Student in a Universitat de Girona, Spain.

**Àngel Alsina**, Student in a Universitat de Girona, Spain.

### Abstract

In this contribution is presented how a practical advice from Projects Based Learning can influence on the methodology that teachers use in their class.

This study proposes to investigate the transformation of practical teaching in a Catalan school, connected to the design, implementation and development of Projects Based Learning. Focusing on Dialogic Learning to investigate their limits and possibilities.

It is applied a qualitative methodology and the Design-Based Research (D-B (R) method. This method is based on empirical educational research with the theory-driven of learning environments. D-B (R) is proposed and applied through a practical advice for the teachers of this school. This method can be related with the current Embedding Social Sciences and Humanities in the Horizon 2020 Societal Challenges proposals. This commission defends Social Science and Humanities as the main and basic ideas that treat all the society challenges.

The results of this study show that before the training process, the teachers apply the Dialogic Learning in some precise moments (for example when they speak about the weekend); however, during the process and after the process, they work systematically with Dialogic Learning through the PEPT: they start and finish every activity with a individual and group reflection about their own processes, giving advantage to the motivation, the reasoning and the implication of all the subjectivity participants. These results prove progressive transformations of the teaching practice that benefit a cooperative work in class.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Laia Vives**, Student in a Universitat de Girona, Spain.

E-mail address: [laia.vives.pares@gmail.com](mailto:laia.vives.pares@gmail.com)

---

## Integrating cultural aspects into foreign language classes

**Aliaa Anis Taha**, language instructor at the German University in Cairo, Egypt.

### Abstract

Problem Statement: what is culture and is it important for the foreign language teaching?

The term "culture" encompasses several aspects of a country: the people, their thoughts, their beliefs, their language, their traditions, etc.

Purpose of Study: Proving the importance of culture in the foreign language classes

A dry language course can teach the learners to say what is correct and acceptable only. But the learners also need to know what is appropriate for the target society and what is not. This can only be achieved if they learn about the culture, the traditions and the people, while learning their language.

Methods: Questionnaire to teachers and students

In order to be able to decide on which aspects of the culture the learners mostly need to learn about, two questionnaires have been given out to the learners as well as to their teachers to gather their points of view.

Findings and Results: Pie charts showing the results of the questionnaire

According to these responses, the most important aspects of the target culture, in this case, the Egyptian culture, that the non native learners of the target language (Egyptian Arabic) need to learn were defined and put into order of importance.

Conclusions and Recommendations: Suggesting ways of integrating culture into the foreign language syllabus  
One teaching unit as a guideline for course designers as well as for teachers was designed to suggest how these cultural aspects could be introduced into the language class.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Aliaa Anis Taha**, language instructor at the German University in Cairo, Egypt.  
*E-mail address:* [aliaa.taha@guc.edu.eg](mailto:aliaa.taha@guc.edu.eg)

---

## The impact of the calibration judgements on approach to learning in virtual environments

**Maria de Fátima Goulão\***, Unidade de Investigação e Desenvolvimento em Educação e Formação, Universidade Aberta, Rua da Escola Politécnica, 147, Lisboa 1269-001, Portugal  
**Rebeca Cerezo**, University of Oviedo, Department of Psychology, Plaza Feijoo, Oviedo 33003, Spain

### Abstract

Elearning gives students challenges inherent to the system which are reflected in the way these equate learning tasks. In this system, students need greater self-orientation and self-regulation to achieve their academic goals. Calibration is a measure of the relationship between the degree of confidence in the performance and accuracy in the same.

This study aims to identify the association between the degree of calibration and a real grade in a evaluative task and analyze the causes given by students to their real grade and implications for their learning future

The participation of 62 undergraduate distance learning students of both sexes, with continuous evaluation, occurred in three specific times. After they know their results, they indicated the implications of this exercise according to how close, or not, they were from the real grade.

The results point to a positive correlation between the ratings given by the students after completion of the test and its real grade. The content analysis revealed the existence of two categories - Causality and Consequences. Self-orientation for general or specific objectives, by students, is extremely important. This importance is increased when we are in online contexts where the emphasis is on students as they are responsible for their own learning process. To lead students to reflect on their learning strategy and to adequate their metacognitive strategies to achieve success in the task takes on great relevance.

*Keywords:* Learning, calibration, metacognition, elearning; adult learners

ADDRESS FOR CORRESPONDENCE: **Maria de Fátima Goulão**, Unidade de Investigação e Desenvolvimento em Educação e Formação, Universidade Aberta, Rua da Escola Politécnica, 147, Lisboa 1269-001, Portugal, *E-mail address:* [fatimapgoulao@gmail.com](mailto:fatimapgoulao@gmail.com)

---

## Emotional Intelligence and Learning – How do we Motivate our Students?

**Catalina Radu**, The Bucharest University of Economic Studies, Romania.

### Abstract

As emotions influence learning, the role of a teacher as a facilitator is very important. This paper aims to address a series of issues related to motivating students, by taking into account feelings, relationships and learning styles. The research is mainly descriptive, with examples from my teaching activities in business higher education. By being based especially on observation of classroom activities and behavior of participants, the study is not meant to prove a particular cause and effect relationship, but rather to highlight a series of links, key questions that appear and methods that generally have better results. As expected, use of emotional intelligence leads to many advantages for the whole educational process. There are also some disadvantages related to the efforts to be put, especially in terms of use of time. However, I strongly believe that a student-centered approach and a better communication with students represent a fundamental key to success in the process of knowledge transfer.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Catalina Radu**, The Bucharest University of Economic Studies, Romania.  
*E-mail address:* [kataradu@yahoo.com](mailto:kataradu@yahoo.com)

---

## Student Learning Styles and Performance in Introductory Economics

**David Sabiston\***, Department of Policy Studies, Mount Royal University Calgary, AB Canada

### **Abstract**

Principles of economics courses are taught primarily using a lecture-based format with a strong emphasis on the presentation of visual materials such as graphs and tables. While students with certain learning styles appreciate this particular approach, others find that this style of presentation hampers their ability to grasp the fundamental principles of economics. Evidence suggests that a mismatch between the method used to present course materials and a student's learning style can adversely affect the student's performance.

The purpose of this study is to identify whether different learning styles influence the final grade of students registered in principles of economics courses. Using a sample of students from introductory economics courses taught at Mount Royal University in Calgary, Alberta, we examine the relationship between student learning styles, using the VARK (visual, aural, reading/writing, and kinesthetic) inventory, and their performance in these courses.

Initial results indicate that visual and aural are statistically significant learning styles where a strong preference for aural learning style increases the mark of a student by 6% but a strong preference for visual learning style decreases the mark of a student by almost 7%. These are rather surprising results in that first-year economics courses often rely extensively on graphical tools that are thought to favour students who have a strong preference for the visual learning style.

With a smaller sample size, however, consisting of students with a final grade of 80% and above, the only statistically significant variable is the visual learning style. In this group, students who show a strong preference for visual learning increase their mark by 4.6%. This result is consistent with the research that describes a typical economics course as being lecture-based and relying on the visual presentation of information through graphical analysis.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **David Sabiston**, Department of Policy Studies, Mount Royal University Calgary, AB Canada  
E-mail address: [dsabiston@mtroyal.ca](mailto:dsabiston@mtroyal.ca)

---

## **Taken-for-granted ideas of Work-integrated learning – Some student's thoughts**

**Ville Björck\***, University West, Department of Nursing, Health and Culture, Sweden.

**Kristina Johansson**, University West, Department of Nursing, Health and Culture, Sweden.

**Göran Lassbo**, University West, Department of Nursing, Health and Culture, Sweden.

### **Abstract**

Empirical studies in work-integrated learning, WIL, have primarily focused on improving WIL practices, whereas studies centering the theoretical understanding of WIL are conspicuously absent. The purpose of this small-scaled study is to contribute to the theorization of WIL by problematizing taken-for-granted ideas of the present, e.g. integration of theory and practice fosters reflective understanding of learning. This is done by assembling literature of today's learning theories and policy documents of WIL, as well as by conducting interviews with students engaging in educational programs, comprising explicit features of the WIL-design. The data has been analyzed by the use of particular tools embedded in Foucault's (1977) approach to genealogy; centering the figures of thought that are part of and constructed in learning theories and policy documents of WIL, as well as in students language use. The analysis illustrates various constructions of figures of thought upholding the idea that integration of theory and practice gives added value to individuals learning. Furthermore, the analysis elucidates how significant features of power, in the construction of knowledge, operationalize through these figures of thought. Conclusively, the results highlight the need of further studies contributing to the theoretical understanding of WIL, particularly with the use of a problematizing approach questioning taken-for-granted ideas of the present.

*Keywords:* WIL, learning theories, figures of thought, genealogy, power, knowledge.

ADDRESS FOR CORRESPONDENCE: **Ville Björck**, University West, Department of Nursing, Health and Culture, Sweden  
E-mail address: [ville.bjorck@hv.se](mailto:ville.bjorck@hv.se)

---

## **On Tenuous Ground: From the Margins to the Mainstream?**

**Liza Lorenzetti \***, Faculty of Social Work, University of Calgary, Canada

### **Abstract**

Feminist teaching as a practice of liberation is confronted by considerable resistance within all levels of institutionalized learning. The barriers encountered in attempting to implement feminist critical pedagogy are also replicated within other social spheres, as expert knowledge disempowers citizens, communities, and promotes the passive acceptance of inequality as normative and inevitable. There is an increasingly urgent need to occupy the growing inequality gap with alternative notions of knowledge and knowledge production, a commitment to democratic forms of leadership in educational and community settings, and collectivist tools for critical consciousness. There is a disconnect, however, between academic-generated discourse, and the multiple and often undocumented approaches to liberatory education within the broader community. The feminist community activist/teacher may struggle to uncover relevant frameworks that can be used to centralize this work and rightfully occupy these multiple and often divided spaces. The many tensions in the role of activist academic/teacher overshadows the necessary work required to centralized feminist and anti-oppressive praxis in all spaces.

This presentation explores the tensions of centralizing critical pedagogy and liberatory education while moving beyond the accepted discourse of marginalization. Providing three critical areas of dialogue, our spaces and experiences that we occupy as women, feminist teachers and activists are the lenses and spheres through which this discourse is confronted. Through these lenses we will explore examples of intentionally expanding spaces where the broader community and the university meet to create knowledge together in the pursuit of social justice together.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Liza Lorenzetti** , Faculty of Social Work, University of Calgary, Canada  
E-mail address: [lakloren@ucalgary.ca](mailto:lakloren@ucalgary.ca)

---

## **Differences in problem posing by experts, novices and specialists**

**Eva Patakova\***, Charles University, Pedagogical Faculty, Czech Republic.

### **Abstract**

Problem posing is an important part of Mathematics education. There are two streams of research - problem posing by students and problem posing by teachers. The first one regards problem posing as a didactical activity for students - the problem itself is not the main goal of the activity. The second one looks into the way how professionals pose problems which are used in the classes.

The purpose of the research is comparison of problem posing process of novices, specialists (= people posing problems but not more than teachers' profession requires) and experts (= people posing problems for Mathematical competitions or textbooks). Problem posing is analyzed by various types of analysis – e.g. analysis of written reflections and questionnaires. The article follows my previous study published within WCLTA 2012 - Teachers' Problem Posing in Mathematics - where I show the differences in the problem posing process of the three groups from "idea types" point of view. New findings will be shown here - e.g. the role of final assessment within problem posing process of novices, specialists and experts.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Eva Patakova**, Charles University, Pedagogical Faculty, Czech Republic.  
E-mail address: [eva.patakova@email.cz](mailto:eva.patakova@email.cz)

---

## **Investigating the relationship between online self-regulation and learning approaches**

**Murat Ekici \***, Education Faculty, Department of Computer Education and Instructional Technology, Turkey.

**Halil Yurdugul**, Education Faculty, Department of Computer Education and Instructional Technology, Turkey.

**Husna Irem Coskun**, Education Faculty, Department of Computer Education and Instructional Technology, Turkey.

### **Abstract**

Self regulation have become a point of interest in educational research since individuals have to organize and manage their learning in today's competitive world. Besides learning approaches are taught to be related to this topic. Thus, current study aims to investigate relationship between college students' online self-regulation behavior and learning approaches. Our work group consist of 260 students from University of Usak those attending mandatory common courses via distance education. Research data will be obtained and analysed in the following month.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Murat Ekici**, Education Faculty, Department of Computer Education and Instructional Technology, Turkey. E-mail address: [muratekici83@gmail.com](mailto:muratekici83@gmail.com)

---

## **BUILDING A BLENDED LEARNING COMMUNITY FOR GUIDING PUPILS AND PARENTS – A CASE STUDY**

**Mihaela Gabriela Neacsu\***, University of Pitesti, Romania.

### **Abstract**

Recent research draws attention on the risks youth is exposed to when using the internet, especially in the online activity of using socialization instruments. Although many parents are aware of the potential dangers their children are exposed to when using the internet on their mobile phone, tablet or computer, however, most of the times they fail to take the right attitude and intervene correctly as they are not sufficiently informed of the manners of parental monitoring, control and protection of the online activity of their children.

This study has a double purpose: on the one hand, it explores the perceptions of the young individuals participating in the research, of the interviewed teaching staff and parents on the problem of online aggressiveness and, on the other hand, presents the architecture and functionality of an online and face to face program of parental education and guiding pupils built as a result of the made investigation.

The research design combines qualitative and quantitative methods of collecting data. The used instruments were: the questionnaire for the youth, the online semi-structured interview (for parents) and the focus group method (for teachers). The results of the study provide concrete information on the experiences and practices of certain young individuals (pre-teenagers and teenagers from 4 school units in the Arges County, Romania) on the online socialization activity and the risks they are subject to (more or less aware), and the opinions of parents and the teaching staff on cyber-bullying. As a concrete product of the research activity, an online program of parental education and guiding pupils was initiated, having as its purpose the intensification of becoming aware of the online aggressiveness phenomenon and of making the parents responsible for protecting children in the digital space and creating a safer online environment for them.

*Keywords:* blended learning community, program of parental education, cyber-bullying.

ADDRESS FOR CORRESPONDENCE: **Mihaela Gabriela Neacsu**, University of Pitesti, Romania.  
E-mail address: [mihaela.neacsu@upit.ro](mailto:mihaela.neacsu@upit.ro)

---

## **EFL Teachers Beliefs and Practices about Phonemic Awareness: The Jordanian Case**

**Yousef Mohammad Alshaboul**, The Hashemite University, English Department, P.O.Box 330127, Postal Code 13133, Zarqa-Jordan.

### **Abstract**

Phonemic awareness has won the attention of researchers in the past few decades due to its deep impact on reading development. Burgeoning discussions since then have addressed the substantial relationship between the awareness of the sounds of the language and the ability to read. Research on dyslexic children uncovered stimulating evidence linking reading deficit to lack in phonological awareness (Olofsson, 2000).

Therefore, it is urgent to make sure that our children in schools receive the kind of teaching that helps them to become good readers. Candace (2001) conquers on the important role of phonemic awareness instruction that early readers receive in the early stages of their literacy development and its power on bringing up good readers. A serious concern emerges from this fact; children's literacy skills are subject to teachers' beliefs and practices. The question most pressing becomes: what are the beliefs and practices that teachers of early grades behold to in connection with phonological awareness? Therefore, this paper is concerned in investigating English pre service teachers' beliefs about, knowledge in,

and practices of phonemic awareness when teaching English. English pre service Teachers were asked to fill a Preschool Literacy Practices Checklist (PLPC) that focuses on teachers' beliefs and practices regarding literacy, as well as teachers' and classrooms' characteristics.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Yousef Mohammad Alshaboul**, The Hashemite University, English Department, P.O.Box 330127, Postal Code 13133, Zarqa-Jordan, *E-mail address:* [yshbool@hu.edu.jo](mailto:yshbool@hu.edu.jo)

---

## Language Test Validity in Mexican Universities

**David Martinez Martinez Prieto**, Michigan State University Fulbright, United States

### Abstract

The Benemérita Universidad Autónoma de Puebla (BUAP), founded in 1578, is the main public university in the state of Puebla, México. In 2011, this university had a total student population of 70, 493 students (Agüera Ibañez, 2012). In this context, around 12000 students enroll annually in language courses to they can obtain an A2 certification, which is compulsory requirement towards graduation. Due to the economic and time limitations, the Language Center of this university is the main, if not only, option for students to learn a second language. Because students are expected to finish their programs in four years and that interrupting their language certification process can cause them severe delays in their academic and professional life, obtaining a language certification while pursuing their degree is a priority for them. According to Bonilla (2013), students are expected to pass four levels of instruction (around 200 hours) to be A2 competent in English, German, French, Japanese or Italian. In this way, each of these four levels is assessed with a final exam that accounts for 85% of the final grade. Based on statistical validity (Carr, 2011), social validity (Winke, 2011) and linguistic application validity, this research aims to analyze how valid these tests are. By collecting 500 sample tests, I pursue to analyze the item discrimination, item facility and standard error of measurement of the English, French, German and Japanese tests. Also, I will interview language teachers, students and administrators to obtain an insight of the social consequences of the application of these tests. Finally, I will analyze up to what extent these tests measure recognition and production of language in different pragmatic contexts. This research will be performed during summer 2013, and its results expect to contribute to scarce literature about language assessment within the Mexican context.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **David Martinez Martinez Prieto**, Michigan State University Fulbright, United States  
*E-mail address:* [mart1498@msu.edu](mailto:mart1498@msu.edu)

---

## Application of social media in organizational learning in tourism industry

**Sebastian Kopera\***, Jagiellonian University, Faculty of Management and Social Communication, Department of Management in Tourism, Poland.

**Jarema Batorski**, Jagiellonian University, Faculty of Management and Social Communication, Department of Management in Tourism, Poland.

### Abstract

Contemporary economy is often named a "learning economy", what refers to the importance of knowledge in value creation processes. What is more: effectiveness of knowledge creation and utilization in organizations, institutions, communities and individuals is a key factor for social and economic development. In business context this trend appears in a form of organizational and business learning which can be (and usually is) supported by ICT-based solutions. Recently rising attention of researchers and practitioners in this context draw social media. They represent high potential in creation of open and collaborative environment for organizational and business learning, in both inter- and intra-organizational dimensions. However the cognitive structures for understanding of social media role in learning processes are still underdeveloped what results in many practical dilemmas. The aim of this study is to present and analyze possible applications of social media in different stages and dimensions of organizational learning. As learning processes and their support are industry-dependent, there is nothing like 'one-fits-all' solution. Thus presented paper analyze the subject issues in the context of tourism industry adopting SME perspective. Theoretical propositions will be supported by case studies.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sebastian Kopera**, Jagiellonian University, Faculty of Management and Social Communication, Department of Management in Tourism, Poland. *E-mail address:* [sebastian.kopera@uj.edu.pl](mailto:sebastian.kopera@uj.edu.pl)

---



## TEACHING THE FUNDAMENTALS OF ECONOMICS AND BUSINESS TO VETERINARY STUDENTS.

David C Hall\*, University of Calgary, Dept. Ecosystem and Public Health, Faculty of Veterinary Medicine, Canada.

### Abstract

The fundamentals of economics and business has been taught to undergraduate veterinary students at the University of Calgary Faculty of Veterinary Medicine since it started (Fall 2008). The premise for teaching the course is that unless one understands and communicates the economic and business elements of a veterinary problem, informed decision making is greatly constrained. The main challenges have been teaching concepts in which most students have no background, selecting and teaching use of practical tools for use on graduation, and continuing engagement of students' interest in a primarily medical based curriculum.

The three year course is designed with three key features: 1) topics are selected based on 10 economic principles taught by reference to popular literature and using veterinary examples; 2) the teaching of theory is minimal; and 3) evaluation is by the use of assignments rather than timed written tests.

Assignments require students to develop and use tools applied to an animal related context (e.g., veterinary clinic, dairy farm) generated by the student. Benefits to this approach include: 1) assignments emphasize communication of information for decision making; 2) students apply practical tools to a problem that is of interest to them, increasing interest in new material; and 3) students have the opportunity for quick feedback on errors and may correct and resubmit the assignment, reinforcing learning without penalty. The latter is key in student-teacher communication to develop understanding of material. Response rate from students using this method of communication of errors has been 100% over three years.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **David C Hall**, University of Calgary, Dept. Ecosystem and Public Health, Faculty of Veterinary Medicine, Canada. *E-mail address:* [dchall@ucalgary.ca](mailto:dchall@ucalgary.ca)

---

## Building Ecohealth Capacity in Asia

David C Hall \*, Dept. Ecosystem and Public Health, Faculty of Veterinary Medicine, University of Calgary, Canada.

### Abstract

The Building Ecohealth Capacity in Asia (BECA) project is funded by the International Development Research Centre (IDRC), Ottawa, and the Australian Agency for International Development (AusAID). The three year project, begun in January 2010, is being implemented by Veterinarians without Borders/Vétérinaires sans Frontières-Canada.

The vision of the BECA project is to build an effective network of practitioners in ecohealth within six countries of focus in Southeast Asia. The project contributes to development of ecohealth research capacity aimed at reducing the threat of emerging and re-emerging infectious diseases (EIDs) within SE Asia through: workshop training; focused discussion of and intellectual input to current field research; policy brief development; and input to and coordination with other related initiatives in the region.

BECA activities and outputs have been driven by Principal Investigators (one PI, four Co-PIs), a Project Manager, and six country Focal Points. More than 100 individuals have benefitted from direct participation at BECA activities. Many of these persons have continued to use their new knowledge in teaching, project, and research related activities such as proposal development and applied field research.

Participation at medium sized workshops (40+ participants) has yielded modest results in terms of continued knowledge transfer. Smaller more focused meetings with directed tasks (e.g., development of a policy brief) have been more productive in the short term.

Projects that aim to develop intellectual or research capacity but without tangible outputs such as schools built or laboratories equipped are difficult to evaluate. One of the aims of the BECA project has been to develop a monitoring and evaluation framework to achieve this for ecohealth related projects. The framework is still being refined but initial application shows simple short evaluations draw more information than longer detailed semi-structured interviews, for example.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **David C Hall**, Dept. Ecosystem and Public Health, Faculty of Veterinary Medicine, University of Calgary, Canada. *E-mail address:* [dchall@ucalgary.ca](mailto:dchall@ucalgary.ca)

---

## COMPUTER AIDED ENGINEERING TRAINING

**Gheorghe BACANU\***, University Transilvania Of Brasov, Romania.

### Abstract

The paper describes some easy methods developed and used by the author, as a computerized tutoring tool for, theory and application, computer aided instruction in thermodynamics. But the ideas of these methods are mostly very simple to be generalised in many other fields (not only in thermodynamics).

These methods, mainly based on the appropriateness offered by the familiar softwares as World, Excel and Power Point, are used not only to help the understanding of some specific notions and phenomena that are difficult to explain and understand in the classical teaching but also to check up the accumulated knowledge and solving problems abilities of the students.

In this method the use of computer as a sequential text book is completed by schematic colored images (static and dynamic), real-time construction of diagrams, sounds and analogical schemes.

In order to demonstrate how accessible these methods are, some concrete examples are presented, as case studies.

The theory and applications of thermodynamics and heat transfer, as an important part of the automotive engineer education, have many processes and products which are not so easy to present in a classical manner.

The computerized tutoring tools of proposed methods permits to the user:

- to find the information which he needs, by pursuing a table of contents arranged on chapters, subchapters, etc.;
- to navigate through the text, schemes or diagrams by selecting one or more highlighted words or expressions that he needs more detail about; the new displayed text (in a window) can have also his highlighted words or expressions;

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Gheorghe BACANU**, University Transilvania Of Brasov, Romania.

*E-mail address:* [gbacanu@unitbv.ro](mailto:gbacanu@unitbv.ro)

---

## Teaching with the help of software ChimUniv

**Sorina Gabriela Serban**, Politehnica University Timisoara, Romania

### Abstract

The current trend to globalization and the growing influence of technology on our lives mean that today's students need to acquire different and evolving skill sets to cope and thrive in this changing society. As computers are growing in importance in every aspect of society, many consider that it is better to expose student early to this evolving technology. The next generation of education technologies is facilitating substantial change. Software is creating environments where students can direct the creation of their own knowledge with nearly invisible prompts from teachers. ChimUniv is aimed at developing a software directed towards the learning of chemical processes with a wide scope. ChimUniv is an interactive educational software tool developed for students, teachers and chemists. As a stand-alone product it covers a wide range of topics in the area of chemistry. By the property of interactivity ChimUniv will instantaneously respond to inputs. A popular place for using ChimUniv is in the laboratory, where it functions as a standard calculation tool. This is a place where time consuming and often repeated manual calculations with advantage can be replaced by a tool in which performs efficient and secure calculations. In the classroom ChimUniv is useful for students who after learning to do problems (in which also are included) by hand, can use ChimUniv to verify their results. It can even be used for correcting erroneous calculations and answers in which often are found in the literature. The problems/lessons supplied with this software, are intended and leveled for the first-year university level, many of the lessons are also suitable for high school courses. The thorough understanding of the physical and chemical principles involved in a problem is essential in order to apply intelligently the mathematics used in the solution of the problems. Therefore, it is provided to have some basic chemical and physical knowledge before fully taking advantage of ChimUniv learning.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sorina Gabriela Serban**, Politehnica University Timisoara, Romania

*E-mail address:* [sorinaserban@fh.upt.ro](mailto:sorinaserban@fh.upt.ro)

---

## Examination of Preschool Teacher Candidates' Value Perspectives In Terms Of Different Variables

**Gulhan GUVEN**, Gazi Üniversitesi, Faculty of Education, Turkey.

**Ayşegül AKINCI**, Gazi Üniversitesi, Faculty of Education, Turkey.

**Şeyma Büşra GÜLEN**, Gazi Üniversitesi, Faculty of Education, Turkey.

### Abstract

The aim of the study is to examine the different perspectives of preschool teacher candidates, who attend education faculty, in terms of different variables like "gender, age, grade level, socio-economic status of family and settlement of the more experienced. The sample of the study constitutes 400 college students who are attending first and fourth class at department of Education (Preschool Teaching) in Gazi University, Middle East Technical University and Hacettepe University. "Personal Information Form" which was developed by researchers and "Portre Values Questionnaire" which was developed by Schwart et al. (2001) and was adapted to Turkish by Demirutku (2010) was used as data collecting instruments. Gained data is going to turn statistical data after making necessary analysis using SPSS 20 Program. The research process has gone on. Findings and discussions is going to done after the research is completed.

*Keywords:* Perceived Value, Preschool, Teacher Candidate.

ADDRESS FOR CORRESPONDENCE: **Gulhan GUVEN**, Gazi Üniversitesi, Faculty of Education, Turkey.

*E-mail address:* [gguven@gazi.edu.tr](mailto:gguven@gazi.edu.tr)

---

## English for academic purposes in bilingual Higher Education within the Bologna process

**Miguel Angel Candel-Mora**, Universitat Politècnica de València, Spain.

### Abstract

Within the Bologna Process, Spanish universities face different new challenges regarding the promotion of EFL learning among the university community, from language competence level requirements, content and language integrated learning to the design of resources available in order to meet new objectives and facilitate the promotion of multilingualism, mobility and internationalization.

The objective of this paper is to approach the design of teaching resources and reference materials to facilitate the integration of Spanish-speaking lecturers within university bilingual programs based on a comprehensive needs analysis.

One of the first challenges when designing a course for faculty who teach in English at college level is that although in most cases the lecturers involved in these programs have a sufficient level of English to work proficiently in an academic setting and are also fluent in English in the subject matter they teach, they sometimes lack knowledge to transmit specialized content or to administer a lecture in English in a university setting.

This paper is divided into two sections: the initial needs analysis survey aimed at the detection of common features in teaching such as oral presentations, introductions, summary descriptions of contents, written communications, and identification of functions of a greater linguistic complexity for non-native speakers, and the design of teaching support and reference materials.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Miguel Angel Candel-Mora**, Universitat Politècnica de València, Spain.

*E-mail address:* [mcandel@upvnet.upv.es](mailto:mcandel@upvnet.upv.es)

---

## Video Project Assignments and Their Effectiveness on Foreign Language Learning

**Aynur Akse** \*, Uludağ University, School of Foreign Languages, Turkey.

### Abstract

The aim of this study was to determine the effectiveness of video project assignments on foreign language learning. The subjects of the study were students at School of Foreign Languages, Uludag University. 100 students from elementary (33), pre-intermediate (33) and intermediate (34) level were selected to analyze how their video project assignments contributed to their English language learning process. Following the assignments, the subjects were asked to do a questionnaire which aimed to reflect their points of view on doing video project assignments. The results of the questionnaires were evaluated.

*Keywords:* video project assignment, English language learning

ADDRESS FOR CORRESPONDENCE: **Aynur Aksel**, Uludag University, School of Foreign Languages, Turkey.

*E-mail address:* [akselaynur@hotmail.com](mailto:akselaynur@hotmail.com)

---

## The Levels of Primary 3rd and 4th Grade Students' Emotional Intelligence

**Hadiye Küçükkaragöz**, Assoc.Pr. Dr.DEU. Education Science Institute Elementary School Depart. -Family Counselling Depart., Turkey.

**Burcu Ölgün**, Masters Degree Student DEU. Education Science Institute Elementary School Department, Turkey.

**Tule Özyay**, Masters Degree Student DEU. Education Science Institute Elementary School Department, Turkey.

### Abstract

Emotional intelligence is defined as sub category of social intelligence which includes a person's ability to reflect his/her and other people's feelings and emotions, ability to differentiate them and ability to use this information in dreams and actions. In other words, it can be defined as non-cognitive talents, abilities and competences which influence the ability to achieve success in individual's coping with environmental pressure and demands. Emotional intelligence is thought to be important because of the reasons why children know, understand and accept their and others emotions, bring their emotions under control and interact with other by good relationships and finally recognize the emotions of others, putting themselves into their places.

The aim of this study is to examine levels of primary school students emotional intelligence according to the some psycho-social variables. The universe of the research is consisted of 3rd and 4th grade students took place in the 5 primary school which are in the level of middle socio-economic and 2 primary school which are in a town in İzmir. The sample of the research, in other words, is composed of 167 3rd and 298 4th grade students which study in this so-called school. In the research, to collect the data; "Individual Status Form", "Emotional intelligence Scale (short form)" for 3rd grade students and "Emotional intelligence Scale (long form)" for 4th grade students which are developed by researchers were used. The research was conducted in the beginning of the first and second term in 2012-2013 academic year. The data obtained will be analyzed by SPSS 15.0 package programme. In the analyses of data t and F test will be applied for differences between group and findings obtained will be interpreted in field at issue. The results to be reached at the end of study will be discussed in the light of the literature.

*Keywords:* Primary School, Student, Emotional intelligence, Level

ADDRESS FOR CORRESPONDENCE: **Hadiye Küçükkaragöz**, Assoc.Pr. Dr.DEU. Education Science Institute Elementary School Depart. -Family Counselling Depart., Turkey, *E-mail address:* [hadiye2000@yahoo.com](mailto:hadiye2000@yahoo.com)

---

## Critical reflections on teaching ESP through constructivist, communicative and collaborative technological integrated procedures

**Soraya Garcia Esteban**, University de Alcala, Department of Modern Philology -Universidad de Alcalá (Spain)

**Cristina Tejedor Martinez**, University de Alcala, Department of Modern Philology -Universidad de Alcalá (Spain)

### Abstract

According to the constructivist approach, that considers learning an active process of construction in which the student occupies a central position, this paper is an attempt to critically reflect on the approaches of teaching English for specific purposes (ESP) carrying out real practices in Internet and using different multimedia tools. Taking into account that the acquisition of a foreign language implies training in real contexts and social interaction, this study analyzes the use of new pedagogical tendencies such as the Web 2.0. (Wikis, Blogs, Blackboard, etc.) and Internet (online dictionaries, Youtube, Google search, etc.) as effective resources to carry out communicative and task-based activities for teaching ESP. This study, based on the impressions and experiences of developing constructive real tasks related to a professional subject using new technologies, reviews not only current language teaching paradigms related to social participation, but also how

the technical integration of the different linguistic skills promotes communicative learning in real contexts. The findings from this exploratory study provide a better understanding on the efficiency of technology in teaching English for specific purposes

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Soraya Garcia Esteban**, University de Alcalá, Department of Modern Philology -Universidad de Alcalá (Spain). E-mail address: [sorayagarciaes@hotmail.com](mailto:sorayagarciaes@hotmail.com)

---

## **The Study of Students' Real-Perception Regard to Partial Derivatives and its applications in Iranian University**

**Fatemeh Moradi,  
Parvaneh Amiripour,  
Farhad Hosseinzadeh Lotfi,**

### **Abstract**

The calculus and its applications is difficult for students' perceptions. Teaching calculus has to implement in method so that students can understand really. In fact, teaching calculus needs to particular teaching methods. Often the professors of mathematics have not any efficient methods for teaching calculus. The aim of this research is to recognize the current status of Iranian students in university. Via evaluation method, 45 students are selected in mathematics strand. Some questions are chosen of the calculus book that was written by G.B.Thomas. These questions indicate the level of students' real-perception of partial derivatives and its applications. Through one sample sign test is indicated that students have not any real-perception of partial derivatives and its applications ( $P < 0.05$ ). Then it seems that the professors of mathematics have not particular methods for efficient teaching calculus. Therefore it needs that the teachers and professors of mathematics have to use efficient methods for teaching and learning calculus.

*Keywords:* Calculus, partial derivatives, learning, application, teaching.

ADDRESS FOR CORRESPONDENCE: **Fatemeh Moradi**,  
E-mail address: [f\\_moradi71@yahoo.com](mailto:f_moradi71@yahoo.com)

---

## **THE PROFILE OF THE STUDENT STUDYING AT THE FACULTY OF NAVIGATION**

**Alina Lucia Bostina**, Constanta Maritime University, Navigation Department, Romania.  
**Nicoleta Acomi**, Constanta Maritime University, Navigation Department, Romania.

### **Abstract**

The novelty, the fascination for discovering of new places and a new world, a desire to achieve an above average living standard in a relatively short time compared to other professions and, occasionally, family tradition - are some of the motivations of those who choose to study at Constanta Maritime University, Faculty of Navigation. Every year, their number increases and their provenience areas are more diverse.

The purpose of the study is to identify what changes have occurred over time in students' option. The study is based on surveys and opinion polls filled in by the students from the first year of study, conducted over five years during the pre-economic crisis period (2002-2007), compared with the same type of interview conducted during the economic crisis (2012, 2013.)

During the studies and later during the on-board training period some of the students are confirmed expectations and do this profession with pleasure and success; others, however, note with disappointment that it is more than a pleasure cruise as originally hoped. Obtaining material satisfaction involves a rhythm of work and life quite different from other professions and it takes a certain mental and physical strength to successfully deal with the challenge named "life at sea".

Various opinions of the students related to the curricula, and also to the social life have been noticed by the authors along the study's years. The paper aims to outline the average profile of the student attending courses at the Faculty of Navigation (where he comes from, what he wants, what motivates him) and to find how it changed over the ups and downs of the global economy.

The conclusions of the study show that the economic crisis increases the student's motivations for attending courses at the Faculty of Navigation and also determines them to start their practical on-board training earlier than their colleagues ten years ago.

*Keywords:* professions, expectations, maritime navigation, students, motivation.

## Efficiency evaluation of students and teachers by models of DEA

**Fatemeh Moradi**,

### Abstract

In this essay there has been greater focus on other factors such as students' attempts, endeavors and knowledge, professors' knowledge and degrees, and how significantly these factors can affect student achievement. The question has been raised as to which of the mentioned items have had a greater effect on students' achievements. For this evaluation the DEA method has been used.

*Keywords:* professors' knowledge, professors' records, students' knowledge, evaluation

ADDRESS FOR CORRESPONDENCE: **Fatemeh Moradi**  
E-mail address: [f\\_moradi71@yahoo.com](mailto:f_moradi71@yahoo.com)

---

## Enhancing the Transformative Capacities of the World Café in Social Work Education

**Anna Azulai \***, University of Calgary, Alberta, Canada  
**Liza Anne Lorenzetti**, University of Calgary, Alberta, Canada  
**Christine Ann Walsh**, University of Calgary, Alberta, Canada  
**Jessica Shaw**, University of Calgary, Alberta, Canada  
**Val Heerema**, University of Calgary, Alberta, Canada  
**Cari Cari Gulbrandsen**, University of Calgary, Alberta, Canada  
**Rita Dhungel**, University of Calgary, Alberta, Canada  
**Lynne Radzke**, University of Calgary, Alberta, Canada

### Abstract

The World Café has been utilized as an effective tool to foster dialogue around the world, and shares several tenets with other participatory approaches to community development, research, and, recently, education. This methodological approach, first developed by Juanita Brown, is praised for its capacity to engage participants in collaborative and democratic knowledge exchange processes through the application of a specific series of steps in a certain sequence to facilitate co-creation of knowledge. The World Café has been critiqued, however, for its limited transformative underpinnings due to insufficient attention to power differentials and reflexivity in group dynamics, particularly in relation to the World Café facilitators, or hosts. In this presentation, we discuss our learning experiences as doctoral social work students at the University of Calgary who explored our own aspirations and reservations regarding the World Café as a transformative and emancipatory tool in social work education and research. This process culminated in the creation of the Charter as a new assistive emancipatory tool. The Charter offers thirteen stipulations to foster inter-personal reflexivity of the café hosts as an integral part of the World Café process. The Charter aims to enhance the transformative and emancipatory capacities of the existing World Café methodology and is suggested for use as an educational tool in academic social work program settings.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Anna Azulai**, University of Calgary, Alberta, Canada  
E-mail address: [anna.azulai@gmail.com](mailto:anna.azulai@gmail.com)

---

## A study outlining knowledge construction based on a multimedia, multimodal approach

**Betul Altas\***, Çağ University, Turkey

### Abstract

The study aims to reveal the balance between cognitive and affective learning concerning facts and emotions. 17 participants were given post-tests comprising 3 brief essay questions on characters, plot and theme in order to elicit opinions and values, emotional experiences of participants about the characters of the plays they viewed in audio and



visual media. The main results of the study revealed that participants are able to construct the knowledge at the both cognitive and effective level enhanced through the audio and visual media.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Betul Altas\***, Çağ University, Turkey

*E-mail address:* [betul\\_altas2000@yahoo.com](mailto:betul_altas2000@yahoo.com)

---

## Learning disabilities and inclusion. Factors to promote effective leadership

**Saúl Contreras Palma**, University of Santiago de Chile

**Jorge Torres Ortega**, University of Santiago de Chile

### Abstract

The operating conditions and learning outcomes in professional technical training have been deeply analyzed and criticized. This is important, considering that these are fundamental to all leadership. In this line, the USACH has designed an intervention model to diagnose and improve these conditions, arguing the importance of an effective and inclusive leadership, proposing and improving conditions and opportunities for students from vulnerable context. We present our experience and part of a wider investigation, in which we analyze an important component of the classroom, learning styles of students. We believe that the factors to project changes and achieve better performances are in the classroom. We apply the CHAEA questionnaire to 508 students Technical School LIPPAC of Rancagua (VI Region, Chile), the information was treated quantitatively (mean and variance  $60\% \geq 0.98$ ) and we use a scale of interpretation to categorize styles. The results showed that the most style is active, unlike the reflective style; there also exist differences between teaching levels. Findings indicate that highly vulnerable schools are required intervention processes associated with leadership training high efficiency and effectiveness, which can be transferred (theoretical background) to other similar institutions. Outcome achievement were significant, positioning the institution as the best in the region, with an important increase in standardized test scores in math and language, in addition to that for university selection test.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Saúl Contreras Palma**, University of Santiago de Chile

*E-mail address:* [saul.contreras@usach.cl](mailto:saul.contreras@usach.cl)

---

## How Turkish Middle School Students Use the Word Processing Software to Study Social Studies

**Mehmet Açıkalin\***, Istanbul University, Department of Social Studies Education, TURKEY.

### Abstract

Over the last decades computers become one of the most significant educational tools in schools. The number of the computers has been increasing rapidly in schools and our homes. Today's students have a tendency to study and do their homework or projects by searching on the Internet and using various applications on computers. Along with the Internet, word processing software is one of the most commonly used tools in schools. Student can type and edit, delete, or move any text by using word processing software. Although studies generally showed that word processing software had positive effects on students writing skills, there were limited studies on revealing the ways that Turkish students used this types of software. Thus, the purpose of the study was to investigate how Turkish middle school students used the word processing software to study for social studies classes. An open-ended questionnaire was developed for this study. The data were collected from 71 middle school students (7th grade) in three different schools in one of the metropolitan city in Turkey. The preliminary analysis indicated that almost half of the participants ( $n= 33$ ) indicated that when they were doing their social studies homework or projects, they "copied and pasted" information and/or visuals from the Internet on the word processing sheet almost without any editing. Only few students indicated that they edited and revised the information they gathered from the Internet and wrote their homework on the word processing sheet.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mehmet Açıkalin**, Istanbul University, Department of Social Studies Education, TURKEY.

*E-mail address:* [acikalin@istanbul.edu.tr](mailto:acikalin@istanbul.edu.tr)

---

## From Research to Practice: The Process of Training School Psychologists as Knowledge Transfer Professionals

Kimberly Froese, University of Manitoba, Canada.

Janine Montgomery, University of Manitoba, Canada.

### Abstract

School psychologists, as scientist-practitioners, work to bring an empirically-based approach to educational settings. Knowledge Transfer (KT), the meaningful translation of research into practical settings, is vital to the profession and encompasses a central role in all areas of clinical competency. Although an integral part of practitioner education, few have explored the process of KT training in detail. This presentation reviews the application of KT to the training of and learning process for a class of 8 graduate students in School Psychology at the University of Manitoba in Canada. Students met with new teachers to identify training and/or knowledge gaps for handling challenges in the classroom. Collaboratively, the graduate students narrowed down areas of focus and developed a quick reference manual to address these gaps by promoting knowledge about mental health, providing effective and practical classroom strategies, and equipping educators with additional resources for working with children of special populations. The training process involved a needs assessment with teachers, a synthesis of results to identify the most prevalent challenges encountered by new teachers, an iterative process of editing and revising multiple drafts to create a refined product, the delivery of a preliminary product for teachers and preliminary feedback about usefulness and value, and the creation of a final product designed to meet knowledge needs as identified by educators. KT is inherent to the profession of School Psychology and warrants further exploration about both its training process and how it can be specifically useful in practical applications.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Kimberly Froese**, University of Manitoba, Canada.

*E-mail address:* [kimberly.a.froese@gmail.com](mailto:kimberly.a.froese@gmail.com)

---

## The Teaching of EAP to Native Arabic Literates at Petra University: serious language problems and syllabus design solutions

Nihal Mustafa Umairah\*, Department of English, University of Petra, Amman , Jordan

### Abstract

This paper brings to attention a variety of difficulties in the teaching of English for academic purposes (EAP) in tertiary education. It indicates the growing recognition that students learning English as a means of access to advanced knowledge in the various disciplines at Petra University in Jordan have highly specific language requirements. But equally, the paper reflects the sense of concern felt by language and special-subject teachers at the sheer scale of the problem now posed by students requiring specialist language help. Parallel with this is the increase in the variety and degree of language difficulties which they experience. The paper seeks to provide an overview of students' language difficulties investigated in previous and current research conducted by the researcher. The purpose is to draw these difficulties together and show how the constituents of an appropriately designed syllabus might ease some of the difficulties encountered. Hence, the proposal is for a general pattern for EAP syllabus which will ensure unity by teaching the skills and language that are common components of English for General Academic Purposes (EGAP), and at the same time allow for diversity by building in a range of constituents on a disciplinary basis; thus, teaching some prime linguistic and discourse features that are specific components of English for Special Academic Purposes (ESAP) which must be taken into account in the teaching of EAP to native Arab literates. The paper concludes with some new directions for progress in EAP materials and methodology. Students gain autonomy and a creative problem-solving ability in learning through the use of various technological innovation in EAP teaching.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Nihal Mustafa Umairah**, Department of English, University of Petra, Amman , Jordan

*E-mail address:* [nameira@uop.edu.jo](mailto:nameira@uop.edu.jo)

---

## “Learning (What?) By Doing: Assessing Experiential and Service Learning Programs in Sociology.”

**John R. Mitrano**, Central Connecticut State University, United States

### **Abstract**

Assessment of student learning outcomes has become a major focus of many American departments of sociology. Additionally, there has been an increase in the number and variety of non-traditional learning environments. In this paper, we examine the learning outcomes of sociology students who have participated in two such alternative programs: an internship program (i.e., service learning) and a field studies program (i.e., experiential learning).

#### **Service Learning: The Sociology Internship Program**

Since 1999, the Department of Sociology at Central Connecticut State University (U.S.A) has placed student interns in various organizations throughout the Hartford area. Interns also participate in a service learning-based seminar as well. The goals of this experience have been: 1) to provide students with the opportunity to explore and experience a prospective career path; 2) provide students with an opportunity to hone communication, problem-solving, and leadership skills; 3) help students to become more comfortable with and successfully work within an ever-increasing diverse labor force; and 4) to have students develop a spirit of voluntarism and sense of community in response to increasing social fragmentation and isolation.

To assess learning outcomes, students completed a survey designed to assess student competencies and attitudes: a) before entering the service-learning environment; and b) upon completion of 15 weeks in the environment. Additionally, they completed a self-report of perceived learning outcomes from their internship experience. Finally, their placement supervisors assessed student development within the service-learning environment.

#### **Experiential Learning: The Route 66 Field Studies Program**

In the summers of 2003, 2004, 2005, 2007, 2008, 2010, and 2012 a total of 75 sociology majors participated in a 3-week long field studies program conducted along the 2,400 mile iconic American road known as Route 66, extending from Chicago to Los Angeles. Students were required to conduct interviews and oral histories with business owners, authors, artists, fellow travelers and other stakeholders along the way with the goal of relating concrete experiences on the trip to abstract theories and concepts encountered in previous coursework and readings. Actual learning outcomes-- as articulated by the students—however revealed a variety of unintended, yet no less valuable, learning outcomes including: 1) greater awareness and appreciation for diverse subcultures; 2) greater awareness of the universality of human lived experience; 3) greater maturation and personal growth; 4) creation of life-long friendships and social networks; 5) increased desire to travel; 6) greater appreciation for experiential learning; 7) concretization of knowledge/capstone experience.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **John R. Mitrano**, Central Connecticut State University, United States

E-mail address: [mitranoj@ccsu.edu](mailto:mitranoj@ccsu.edu)

---

## **USING ICTs FOR ASSESSMENT**

**Natalia Martinez Leon**, Universidad Málaga, Spain.

**Elena Jiménez Pérez**, Universidad Málaga, Spain.

### **Abstract**

This paper reports on the uses of ICTs for assessment in the 3rd year of Speciality of Foreign Language Primary School Education Degree.

Studies show the most effective way to bring about the adoption of an innovation in schools is to engage the whole school in a democratic process of planning change (Fullan ,1991). This means all teachers involved should work with the same perspectives, make informed choices relating the pedagogical approach, students' needs, learning objectives... (Strommen & Lincoln, 1992).

We wanted to deepen in the benefits and the issues derived from using ICT in assessment, find out guidelines for integrating these tools in educational programmes, including issues to be considered, and common mistakes to be avoided. We wanted to explore to what extent new technologies can be said to enhance classroom learning and assessment.

The experience began in school year 2012-2013 at the University of Málaga, using different ICT tools and evaluation questionnaires from the students on how they felt about the tools used for evaluation.

The experience involved four teachers and 101 students, tools used: Blog, Diigo, Portfolio.

The results show that some of the tools are relevant to our teaching practice and useful to observe and comment on students' learning process. Students perceived them useful (portfolio). Other tools as Diigo, are found difficult to handle and time consuming.

The majority agreed that using ICT made their learning more interesting and enjoyable. Analysis showed a positive attitude amongst students to using these tools but very much time consuming.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Natalia Martínez Leon**, Universidad Málaga, Spain.

*E-mail address:* [nataliaml@uma.es](mailto:nataliaml@uma.es)

---

## **A SCRUTINY OF THE EDUCATIONAL VALUE OF EFL MOBILE LEARNING APPLICATIONS**

**Cristina Calle-Martínez**, Universidad Complutense de Madrid, Spain.

**Rodríguez Arancón, Pilar**, Filologías extranjeras. UNED.

**Arús-Hita, Jorge**, Filología Inglesa I. UCM.

### **Abstract**

Mobile learning is without any doubt the next step in the evolution of educational technology. It offers modern methods of support to the process of learning through the use of mobile instruments and although there exists a huge number of educational applications in the market, the educational value of many of them is rather questionable.

Our final aim, as part of the SO-CALL-ME1 research project is to design and create EFL mobile applications that successfully combine technical skills and a solid pedagogy. In this light, the present study is the third phase of a line of research which started in 2012. In the first phase 67 MALL applications in the context of EFL were assessed by means of a rubric not on their technical features but on their pedagogic goals. The results gave us an idea of the qualities and limitations of the apps assessed. In the second evaluation phase a quality guide was created as the basis for a more elaborate evaluation rubric. Out of the 63 EFL apps previously evaluated with the first rubric we chose four which fulfilled the features for the apps to be developed. The present study offers the evaluation of a higher number of apps to corroborate the first impressions as a final step before using the quality guide for the creation of EFL applications.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Cristina Calle-Martínez**, Universidad Complutense de Madrid, Spain

*E-mail address:* [cristinacalle@filol.ucm.es](mailto:cristinacalle@filol.ucm.es)

---

## **A Flexible new Effective Method of Teaching Mathematics**

**Ali Mansouri**, Islamic Azad University, Arak branch, Iran, Islamic Republic Of

### **Abstract**

Teaching Mathematics has always faced difficulties consist of local and global problems.

Experts of Mathematics in every country have always tried to solve these problems.

Since there is no master key open all the locks, there isn't any effective method able to solve all these problems and successful under any condition.

My purpose in this article is to produce an effective and comprehensive method of teaching which is not of course a fixed one, but a flexible and effective way of teaching mathematics; this method works like a master key that its shape can change to take the form of any lock and open it.

This effective teaching method can be drawn like a flowchart for which many conditions (if ... then)'s are defined and consists of many ways, special cases, new or particular situations, etc. It also can be expanded by any math teacher due to his special or local conditions; therefore its collectivity is reinforced every day.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ali Mansouri**, Islamic Azad University, Arak branch, Iran, Islamic Republic Of

*E-mail address:* [arakmath2@yahoo.com](mailto:arakmath2@yahoo.com)

---

## **The efficacy and role of ICT in learning mathematics on Engineering students of IAU-Arak**

**Ali Mansouri**, Islamic Azad University, Arak branch, Iran, Islamic Republic Of

### **Abstract**

In This research we investigate the role and efficacy of teaching mathematics by presenting, video projector and using some software's in IAU-Arak by Questionnaire.

*Keywords:*

## What do I want my instructor to be: popular, social, lenient or effective?

**Dorine Mattar**, Notre Dame University- Louaize, Lebanon

### Abstract

University students are regularly asked to complete instructor evaluation forms, but little is known about how students decide to rate their instructors. Because students' assessments of teaching effectiveness are used to make crucial decisions, it is important to understand the factors affecting Lebanese students' overall rating of their instructor. This study aims to examine why students evaluate their teachers favorably or unfavorably, to see the influence extraneous factors and students' personal biases may have on their rating of their instructor in order to weigh the value of using student ratings of professor's teaching effectiveness.

During the 2011-2012 academic year, 330 students from different faculties, different years, and different GPAs filled in a questionnaire where they were asked to provide feedback on twenty-three instructor's characteristics. SPSS was used to code and analyze the data: Factor analysis and T-Test were used. Using factor analysis, four factors were identified: F1: teaching skill; F2: leniency; F3: teachers' personal characteristics; and F4: relationship with students. Results show that relationship with the students received the highest rating, followed by teaching skills, leniency, and personal characteristics. Furthermore, students show highest preference to take courses with instructors who clarify the concepts through referring to real examples as well as with those who encourage participation. Overall, the results suggest that students in Lebanon seemed mature enough to rate the teaching skills higher than other non-academic instructors' characteristics.

Using T-Test, female students rated teaching skills higher and personal characteristics lower than male students, indicating that female students appreciate learning and prefer teachers who stimulate their critical thinking rather than teachers who are beautiful and elegant. Similarly, graduate students rated teaching skills higher than undergraduate students. No statistically significant difference is found between students with different GPAs.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Dorine Mattar**, Notre Dame University- Louaize, Lebanon  
E-mail address: [dhaddad@ndu.edu.lb](mailto:dhaddad@ndu.edu.lb)

---

## Understanding the Nature of Achievement Goals among Chinese University Students: An Attachment Perspective

**Chen Chen**, School of Psychology, Nanjing Normal University, China

**Hui Jiang**, School of Psychology, Nanjing Normal University, China

### Abstract

Achievement goals have been found to influence individuals' achievement-related motivational, cognitive, affectional, and behavioral outcomes in different ways. Researchers have been trying to identify the underlying sources of different goals from both personal and environmental factors. Under the hierarchical model of achievement motivation (Elliot, 1999, 2006), attachment style is considered to be a relationally based variable. However, rare research has addressed the relationship between attachment style and achievement goals. No study has even examined the influence of both parent-child attachment and adult attachment on achievement goals by differentiating father-child attachment from mother-child attachment. In addition, little research has focused on achievement goals under the latest 2 × 2 achievement goal framework (Elliot & McGregor, 2001). Hence, the present research has two objectives. First, it aimed to investigate the best prediction of achievement goals from both retrospective father-child and mother-child attachment. Second, this research tested the different contributions of retrospective parent-child attachment and adult attachment to achievement goals.

One hundred and eighty-seven university students (males = 108 and females = 79) in Nanjing, China, participated in this study. The average age of the participants was 21.66 (SD= 1.24) years. Research results showed that all the measurements had acceptable psychometrical properties. Interestingly, after the demographical factors were controlled, mother-child and father-child secure attachment styles significantly and positively predicted mastery-approach and mastery-avoidance goals, respectively. Mother-child secure attachment and father-child avoidant attachment significantly and positively predicted performance-approach goals. Only father-child anxious and mother-child avoidant attachment significantly and positively predicted performance-avoidance goals. Moreover, compared with parent-child attachment, adult attachment (the anxiety

dimension) only significantly positively predicted two performance-oriented goals. In sum, different goals seemed to have different attachment sources, indicating the different nature of each of the four achievement goals. Implications for education were discussed.

*Keywords:* achievement goals, attachment, adult attachment, Chinese university students

ADDRESS FOR CORRESPONDENCE: **Chen Chen**, School of Psychology, Nanjing Normal University, China  
*E-mail address:* [chenchen@njnu.edu.cn](mailto:chenchen@njnu.edu.cn)

---

## Continuum and Continuity in Learning and Teaching Mathematics

**Batya Amit**, Technion Israel.

### Abstract

One of the challenges educational systems face today is life-long learning and keeping updated with multitude of innovations. Inspired by the saying of the great philosopher, Eric Hoffer (1902-1983): "In times of change, learners inherit the earth.... While the learned find themselves beautifully equipped to deal with a world that no longer exists...."

Considering the fact that in many countries, the high-school mathematics-curriculum does not reflect the current achievements in the domain, I chose to expose high-school students to contemporary mathematics, believing it is most likely to provide school-leaving youngsters with appropriate erudition, while placing teachers in a well-deserved position of representatives of human frontier knowledge, and furthermore, motivate students to consider their future as contributors to the on-going development of human knowledge.

The study took place as an action-research aimed at exploring the feasibility of exposing senior high-school students to contemporary-mathematics without harming the progress in the ordinary-curriculum. The chosen pedagogy was employing 15-20 minutes Mathematical-News-Snapshots.

The data collection was mainly qualitative and was carried out using triangulation tools, data analysis combined qualitative methods with basic statistical procedures.

Findings indicate that: Interweaving MNSs in senior high-school classes on a regular basis is feasible, without endangering the coverage of the mandatory-curriculum and without harming the students' achievements. An impact on students' perceptions of mathematics as an active on-going domain and as an occupation-for-life occurred mainly among students that learnt high-level mathematics. The teacher became more efficient, fostering empathy and a 'learner-for-life' representing the math-community.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Batya Amit**, Technion Israel.  
*E-mail address:* [batyaamit@gmail.com](mailto:batyaamit@gmail.com)

---

## Vocational education, workers and innovation: an exploratory study

**Mikel Olazaran**, University of Basque Country  
**Eneka Albizu**, University of Basque Country  
**Beatriz Otero**, University of Basque Country  
**Peio Ayerdi**, Public University of Navarre

### Abstract

Within the current context of globalization and increasing competition, the relationships between the education system and the production system acquires a critical importance for sustainable development and social welfare. In recent years, different perspectives have emerged which look at those relationships (such as the innovation system, institutional, Triple Helix, Open Innovation, and 'Third Mission' approaches). However, attention has concentrated on university-industry relationships, and the role of other agents such as vocational education and training (VET) institutes remains undertheorized and almost neglected in the recent international literature. In this paper we analyze the relationships between VET institutes and the productive system in two industrial regions of Northern Spain (Basque Country and Navarre). The study is based on 25 qualitative interviews with agents from VET institutes and industrial enterprises carried out in 2012 and 2013. We show that the relationships between VET institutes and firms have great potentialities in the two regions, and that intermediate, technician level workers can play a role in innovation processes. However, at the same time, important barriers remain (institutional, cultural, organizational) which hinder further participation by technical workers in innovation.

*Keywords:*



## Assessing Reform Implementation in Lebanon: A Dynamic Computable General Equilibrium Model

Rock-Antoine Mehanna,

### Abstract

The implementation of reforms in the Lebanese economy is being argued for so long that is very urgent. This paper builds on the Dynamic Computable General Equilibrium Model with debt constraints (Mehanna and Haykal, 2011; Lucke et al. 2007) to simulate the impacts of Paris III reforms on eight major sectors of the Lebanese economy (agriculture, energy, manufacturing, construction, transportation and communication, services, trade, and government administration). These reforms are categorized into four different scenarios: privatization, structural adjustment, social, and growth enhancing, compared to a status-quo scenario, where no reform is undertaken in Lebanon. Simulation results span over a period of 40 years and indicate that, from an overall output perspective, Lebanon would benefit mostly from the structural reform scenario, followed by growth-enhancing, social and privatization programs, respectively. However, if no reforms are undertaken, results show that the impact would be detrimental to the Lebanese economy.

*Keywords:* Dynamic CGE models, Lebanon, economic reforms, sectoral study.

ADDRESS FOR CORRESPONDENCE: **Rock-Antoine Mehanna**,  
E-mail address: [dean-fbaf@uls.edu.lb](mailto:dean-fbaf@uls.edu.lb)

---

## Knowledge-based Economy vs. Creative Economy

**Dagmar Veselá**, Department of Romance Studies in the Faculty of Humanities of Matej Bel University in Banská Bystrica, Slovakia

**Katarína Klimová**, Department of Romance Studies in the Faculty of Humanities of Matej Bel University in Banská Bystrica, Slovakia

### Abstract

Slovakia is not rich in mineral resources, and along with other European countries, it is currently struggling with the financial and economic crisis. One way to get out of the crisis is to stimulate economic growth, for example by supporting the so-called creative economy, which includes all areas of human activity based on original creativity and the value resulting from it. Creative industry, forming the core of the creative economy, consists of industries which have their origin in individual creativity, skills and talent and which have the potential for creating wealth and employment opportunities. Slovakia has great potential for the development of the creative economy, which derives from its cultural, social and geographical context. The aim of this paper is to support the creative industries through education reform. Creative industry in mutual synergy with a knowledge-based economy creates conditions for a strong and sustainable creative economy. It is necessary to remove barriers in science and research, to ensure appropriate protection of intellectual property and to lead towards creativity. Thus, we would like to introduce creative industries into practice through innovative university study programmes designed on the principle of interdisciplinarity and interconnectivity with practice.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Dagmar Veselá**, Department of Romance Studies in the Faculty of Humanities of Matej Bel University in Banská Bystrica, Slovakia, E-mail address: [dvesela27@gmail.com](mailto:dvesela27@gmail.com)

---

## A Comparison of the effects of two education methods on nutritional behavior of elementary school students: A tailored multimedia approach vs. face-to-face, opportunistic education.

**Fazlollah Ghofranipour**, Tarbiat Modares University, Health education department, Iran

**Shohreh Shahmohammadi**, Tarbiat Modares University, Health education department, Iran

**Mahmoud Tavousi**, Tarbiat Modares University, Health education department, Iran

#### **Abstract**

Nutrition is a pillar of healthy lifestyle, and suitable educational methods are required to improve nutritional awareness, attitude, and behavior among people, especially children. This research aims to compare the effects of two educational methods, namely, multimedia-based vs. opportunistic (face-to-face) training, on improving the level of nutritional awareness, attitude, and behavior in primary-school students. This is a quasi-experimental research conducted on two groups of 84 students, selected randomly from two primary schools in Jajrood County, Tehran, Iran. Educational intervention was made in the first group using opportunistic method by the teacher, and in the second group using multimedia educational package. The nutritional awareness, attitude, and behavior were measured at three stages: (Before, immediately after, and three months after trainings using a researcher-made questionnaire). The data were analyzed using suitable statistical tests including Repeated Measures, T-test, and Chi-square. The findings show an average awareness score of 77.3% before intervention in both groups, while it increased to 94.6% and 89.3% respectively for the two groups 3 months after training. The average attitude scores before and after intervention in the two groups, changed from 81.2% and 80% to 90% and 83% respectively. Also, the average behavior scores before and after intervention in the two groups, improved from 50.4% and 51% to 79% and 65.7% respectively, showing meaningful differences in the two method-groups, with  $P < 0.001$ . Overall, the research findings demonstrate higher effect on students' nutritional attitudes and behaviors in opportunistic training than multimedia-based training method. Based on the results of this research, considering teachers' special role and effect on students' training, as well as their opportunity of being in direct contact with the students, it is advisable to make more opportunistic use of teacher-student contact time to improve the students' knowledge, awareness and behavior in health-related subjects such as nutrition.

*Keywords:* Opportunistic Training, Multimedia Training, Nutritional Awareness, Nutritional Attitude, Nutritional Behavior, Students.

ADDRESS FOR CORRESPONDENCE: **Fazlollah Ghofranipour**, Tarbiat Modares University, Health education department, Iran  
*E-mail address:* [ghofranf@modares.ac.ir](mailto:ghofranf@modares.ac.ir)

---

## **Improving EFL Students' Oral and Written Production**

**Hanane Benali**, Universidad de Salamanca, Spain

#### **Abstract**

This is an empirical study that investigates the possibilities of enhancing communicative competence and self-confidence in spoken and written English through the teaching of communicative strategies in a 7 week course of continuous work on various aspects of the oral and written discourse. Although communicative strategies are the center of interest of many second language acquisition researchers (Al-Haj 2011, Flyman 2009, Greg 2012, Mora and Valls-Ferrer 2012), little attention has been given to their teachability. This paper examines this neglected area of oral and written communicative strategies and their implications for research and teaching. The subjects were 116 students from Salamanca University. The participants were divided into two control groups and two experimental groups. The experimental groups received the training that had two principal phases: Preparing the Ground for the Investigation (confidence building and fluency or accuracy), and Teaching Communicative Strategies (e.g., Modified Output Strategies; Energy and Time Saving Strategies. . .), as a practical way to develop the students' fluency and self-confidence. To achieve this goal, the teaching was based on natural conversations introduced inductively and used as basic models to teach a list of communicative strategies that was formulated after the piloting. To investigate the influence of the training on the students' fluency and self-confidence, their performance on a post-training conversation was compared to their pre-training performance through multiple oral and written data collection procedures. The findings were analyzed using the Canonical Biplot Statistical Analysis Program. The results demonstrated the teachability of oral and written communication strategies. This suggests that communication strategies may be a key to enhance learners' communicative skills and their self-confidence while communicating in English. Hence, this study provides a unique contribution to research in this field and brings new evidences that support the importance of the strategy training in the EFL context.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Hanane Benali**, Universidad de Salamanca, Spain  
*E-mail address:* [hananebenalies@hotmail.com](mailto:hananebenalies@hotmail.com)

---

## **Leadership challenges in large-scale implementation of technology in the learning process**

**Giovanni Ferreira de Farias**, Brazilian Association for Distance Education, Brazil

#### **Abstract**

Brazil has launched an ambitious program of introducing computer tablets in its public high school education system. The first stage of the program involves the distribution of 600,000 mobile devices among public high school teachers to make them able to improve their teaching practice with the support of broadband Internet connection and interactive whiteboard classroom. The program aims to speed up the improvement of the basic education learning outcomes, which has been pointed out as one of the factors that will guarantee the maintenance of the country development during next years. This paper presents a survey of some schools that are already using the mentioned technologies in their teaching processes. The survey, based on interviews with teachers and educational managers, highlighted the different types of leadership directly involved in the implementation process. It also presents the challenges to be overcome by these leaders, formally constituted or spontaneously unfold throughout the technological deployment. This shows the factors that influence the implementation of large-scale education policies when it involves the use of technology in teaching-learning process. Especially in with regard to leaders involved in this process. The results can be used as a basis for other processes of technology deployment in large-scale education in educational systems similar to the Brazilian.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Giovanni Ferreira de Farias**, Brazilian Association for Distance Education, Brazil  
E-mail address: [giovanni.farias@gfarias.com](mailto:giovanni.farias@gfarias.com)

---

## **Language of Professional Culture At Textual Criticism Aspect: Theory And Practice**

**Zofija Babickiene**, Mykolas Romeris University, Institute of Humanities Department of Rhetorics, Lithuania  
**Ilona Ciuzauskaite**, Mykolas Romeris University, Institute of Humanities Department of Rhetorics, Lithuania

#### **Abstract**

Language of professional culture is one of the subjects of Humanities, which is successfully delivered in Lithuanian universities, academies and high schools. The State Commission of the Lithuanian Language adopted recommendation on "Language of professional culture program" on 19 September 2003. Language of professional culture program is based on students' professional needs and language function. The main Language of professional culture program parts are as follows: public speaking and academic and professional language which are based on terminology and academic texts creation and writing.

Language of professional culture teaching in universities and other higher educational schools is an important curriculum part of a student's personality education. The language is a fundamental component reflecting features of individual cultural areas, their development stages as well as the maturity of culture. Humanitarian culture is primarily a personal relationship with the world and with another person, and is based on a spiritual communication.

Language of professional culture at the textual criticism aspect is almost unstudied and, therefore, the feasibility of this idea has been taken.

The goal is to formulate and summarize Language of professional culture problems at the textual criticism aspect through provision of methodological insights.

The subject matter – manuscripts and printed micro- and macrottexts of diverse scientific fields (humanitarian, physical, social, technical, etc.) including those for leading edge research technologies (biochemistry, bioengineering, nanotechnology, telecommunications, robotics, etc.).

The origins of scientific research (dimensions): text analysis through theoretical and applied textual criticism with particular emphasis on the language standardization and codification problems. This work provides an overview of terms filing and terminography in diverse fields of science.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Zofija Babickiene**, Mykolas Romeris University, Institute of Humanities Department of Rhetorics, Lithuania. E-mail address: [zofija.babickiene@mruni.eu](mailto:zofija.babickiene@mruni.eu)

---

# Using Problem-Based Learning to Promote Pre-Service Mathematics Teachers' Self-Efficacy

Duanghathai Katwibun, Chiang Mai University, Thailand.

## Abstract

Recently, a problem-based learning approach has been recognized as a potential mean of supporting learners' cognitive learning experiences and skills required in the workplace. Although the acquisition of knowledge and skills make it possible for performance to occur, without self-efficacy the performance may not even be attempted. In teacher education, one of significant motivational constructs that forms teacher effectiveness is teacher self-efficacy. Teachers with a high level of teacher self-efficacy have been shown to be more resilient in their teaching and likely to try harder to help their students to reach their potential. However, teachers with a low level of teacher self-efficacy have been found to be less likely to try harder to reach the learning needs of their students. Therefore, this study aims to investigate the results of using problem-based learning in promoting pre-service teachers' self-efficacy. This study will be carried out for 8 weeks with eight pre-service mathematics teachers who taking a course in analysis of problems in mathematics classrooms, which will be operated during the first semester of 2013 academic year at the Faculty of Education, Chiang Mai University, Thailand. A mixed methods design will be employed in this study. The instruments of this study will be 8 learning activities, the Teacher Sense of Efficacy Scale, classrooms' observation form, post-teaching teacher's notes, student's reflection, and students' interview form. The data will be analyzed by using percentage, means, standard deviation, and content analysis. The findings and discussions will be reported in a full paper.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Duanghathai Katwibun**, Chiang Mai University, Thailand.

*E-mail address:* [duanghathai.k@cmu.ac.th](mailto:duanghathai.k@cmu.ac.th)

---

## L2 Learners' Perceptions of Perception

Leslie Gordon, University of Georgia, United States

## Abstract

The articulatory and spectral differences that exist between English and Spanish have been shown to complicate English speakers' accurate perception of Spanish vowels in a number of studies (Bradlow 1996; Gordon 2011; Morrison 2003 inter alia). However, there is evidence to indicate that adult English speakers' perception of L2 vowels can be tuned (Gordon 2011). However, we still know little about L2 learners' sense of their own perceptual skill. A few studies have elicited confidence ratings from listeners and have found that confidence ratings are not a good index of accuracy (Kyoko, Lim & de Jong, 2003; Ito & Strange, 2007). The current study seeks to add to this line of study by asking the following questions: 1) Does L2 learner confidence correctly reflect perceptual accuracy on target vowels? 2) Does confidence increase with language experience? and 3) Does confidence increase as a result of perceptual training? Adult L2 learners of Spanish (N=180) at three levels of instruction (beginning, intermediate, advanced) participated in a categorical perception task targeting the Spanish vowels /e/, /i/, /o/ and /u/. Immediately following each stimulus in the task, listeners rated their confidence in their response using a 1-7 scale. Results indicate that 1) listeners with lower confidence have significantly lower probabilities of correct identification than do students with higher confidence; 2) listeners are more confident on their ratings of /o/ than the other vowels, and 3) learner level is not a significant predictor of confidence.

The findings of this study have important pedagogical implications, as they suggest that listeners do have the potential to adequately judge their own perceptual skill. The key may be to provide sufficient and focused practice on the categories of interest. As perception is a skill very rarely afforded time in instructional settings, data such as this may provide evidence that perception is a skill that can be modified if targeted directly.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Leslie Gordon**, University of Georgia, United States

*E-mail address:* [gordonls@uga.edu](mailto:gordonls@uga.edu)

---

## ACQUISITION OF WRITTEN PROFICIENCY OF RUSSIAN AS A FOREIGN LANGUAGE IN ADULTHOOD

Anna Denissenko Denissenko, Pompeu Fabra University

### **Abstract**

In the context of Formal Instruction (FI) written proficiency in a foreign language is equally or more important than oral proficiency (Celaya Villanueva et al., 2000), while being often considered the most difficult language skill (Jacobs, Zinkgraf, Wormuth, Hartfiel and Hughey, 1981), is the one in which learners better show their proficiency regarding vocabulary, morphology, syntax, etc. (Verspoor, Xu, Schmid, 2012).

The present study analyses written development by bilingual adult learners (Catalan/Spanish) learning Russian in a FI context in Barcelona (Spain). We focus on the acquisition of vocabulary in narratives, as studies on written narratives produced by FL learners are scarce despite the importance of this genre both in language teaching pedagogy and in the assessment of FL competence (Kormos, 2011).

The study involves six groups of learners (n=350), each following six sequential Russian courses, offered as the official curriculum of the language school where data were collected in January (T1) and December (T2) of one natural year. Analyses were conducted to track the longitudinal development participants made between T1 and T2. Additionally, cross-sectional analyses were also undertaken to track development over six years that is between the start, Course T1, and the end, Course 6 T2. All groups were asked to write a story based on a set of pictures provided by the researcher. Baseline data from a group of native speakers of Russian also collected as a measure to assess the learner's proficiency (n = 25).

The data were transcribed with the CLAN system. Writing proficiency was assessed by analyzing a variety of linguistic variables quantitatively and qualitatively in order to obtain measures in three areas: Fluency, Accuracy and Complexity. Subsequently, statistical analyses will include mixed design ANOVAS, with time as a within-subjects factor (three levels), and group (native/non-native) and learner group (six levels) as a between-subjects factors.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Anna Denissenko Denissenko**, Pompeu Fabra University

E-mail address: [anna.denisenko@upf.edu](mailto:anna.denisenko@upf.edu)

---

## **Conceptions of Learning**

**Ahmet Saban\***, Necmettin Erbakan University, Turkey.

### **Abstract**

The purpose of this phenomenological study was to investigate primary teacher candidates' conceptions of learning. For this purpose, teacher education students attending at one of the Turkish public universities were asked to provide a metaphor that reflected their ideal conception of learning. As a result of this process, participants provided 25 metaphors. These metaphors were later grouped under six conceptual categories, each of which emphasized certain characteristics of the learning process. These categories (and their representative metaphors) included the following: (1) Learning as Exploring (going on an overseas trip, traveling to a mysterious place, a bird's flying in the sky by flapping its wings, a gourmet's checking on the taste of meals). (2) Learning as Active Participation (a master's placing bricks on top of the previous ones to construct a wall, a bee's collecting pollens from different flowers and making honey from them, a spider's spinning its web, a child's trying to walk on his/her own). (3) Learning as Meaning Making (searching for treasure, working as a detective, digesting a big meal, putting together the pieces of a puzzle, interpreting an abstract picture). (4) Learning as Schema Generation (fertilizing a tree, recharging the brain, decorating one's own house, sanitizing the dirty water, the heart's cleaning the dirty blood and pumping the fresh blood into the body). (5) Learning as Social Participation (rafting in a river, playing games with friends). (6) Learning as Self-Actualization (a plant's photosynthesizing continuously, traveling alone with a ship without a captain, shopping, trying to find your way in a maze, learning how to catch fish). The conceptions and characteristics of learning discussed in this study in a way reflect the participants' views and perceptions about how student learning should take place in the Turkish schooling system.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ahmet Saban**, Necmettin Erbakan University, Turkey

E-mail address: [ahmet\\_saban@yahoo.com](mailto:ahmet_saban@yahoo.com)

---

## **APPLICATION OF THE CONSTRUCTIVISM PRINCIPLES IN E-LEARNING**

**Mohsen Roshanianramin**

### **Abstract**

The purpose of this research is study constructivism principles that in the modern century is the dominant approach in teaching and learning. Furthermore, this study makes an attempt to investigated the application principles of this theory in

the e-learning. Constructivism theory is a learner-centered approach with an emphasis on the idea that the learner himself creates the knowledge. Constructivism has four basic principles in leaning including; attendance to the situation, collaboration, Interaction and knowledge creation. this study investigates applications this principles in e-learning. Experts of e-learning attempted to use constructivism principles in instruction and learning, but in this context have some problems that verify in this study. In this study for improving e-learning we suggested some offers for design e-learning that used constructivism principles.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: Constructivism, E-learning, Applications of Constructivist Principles in E-learning

E-mail address: [mohsen.ramin@yahoo.com](mailto:mohsen.ramin@yahoo.com)

---

## Capabilities of Mobile in Learning

**Mohsen Roshanianramin**

### **Abstract**

The purpose of this research is to study the mobile capabilities in learning. Mobile Learning is field that combine of mobile phone and e-learning although the application of the mobile increases in the learning areas, but this speed is low. It means that the cell phone as an instructional medium hasn't high place among this mediums. Through the unique features of cell phone It can introduce as an instructional medium and it can used effectively in learning and instruction. With mobile learning , learning is possible at any time and any place One of the proper areas which we can use the mobile is teaching informal learning. There are some advantages when we Use this medium in the education. This research is going to verify these advantages and successful studies about learning through the cell phone. Cell phone is one of the new technologies to be used in instruction therefor there are some challenges to be discussed in this article.

*Keywords:* Mobile learning, Advantages, Required substructures.

ADDRESS FOR CORRESPONDENCE: **mohsen roshanianramin**

E-mail address: [mohsen.ramin@yahoo.com](mailto:mohsen.ramin@yahoo.com)

---

## Practise of IT Ethics Education Programme intended for Secondary School Students

**Saliha Handan DUYMAZ**, \* Ege University, Computer and Instructional Technologies, İzmir, 35040, Turkey

**Yüksel Deniz ARIKAN**, Ege University, Computer and Instructional Technologies, İzmir, 35040, Turkey

### **Abstract**

This research aiming at evaluating the effectiveness of The IT Ethics Education Programme prepared for 6th grade students and identifying students' attitudes of using IT ethics is a quasi-experimental study including pre-post test design with control group. The research sample consists of 26 girls, 22 boys, totally 48 subjects in one of the secondary schools in Turkey. For this study, five -weeks education programme is prepared. This programme is applied to test group but it is not applied to control group. In the study, 'Scale of the IT Ethichs with real life case scenarios.' and 'The wiews of the students for The IT Ethics Education Programme Scale' which are adapted to Turkish and proved to be valid by researcher, are used to identify the attitudes of the subjects to the ethics usage of IT. The result of the research shows that The IT Ethics Programme has positive effect on the test group students' attitudes towards the ethics usage of IT. There is no difference between the ethics usage of IT and sex. According to the result of content analysis, all the students in test group state that they all enjoy participating the practise of IT Ethics education programme. It comes out that ,in this education programme, the best education techniques for students are group work, videos, role-play and conference.

*Keywords:* IT, IT Education Programme, IT Ethics scale with real life case scenarios.



## School Principals' Perceptions of their Professions: Should I stay or Should I go?

**Deniz Örucü \***, Baskent University, Turkey.

### Abstract

21st century is the "Age of Discontinuity" as Drucker (1969) anticipated long ago in his seminal work. The school principals, in this respect, also need to focus on different forms of tasks and responsibilities in their jobs and professional lives in this chaotic world. The changing roles and responsibilities of school principals require them to not only act solely as managers but also as leaders. Therefore, they are obliged to perform various tasks related with different aspects of their profession. Some of them focus more on technical side of the school, whereas others emphasize more on humanistic and informal side of the school (Bolman&Deal, 1991). In performing their jobs, the problem situations they encounter is an integral part of their lives. A competent school principal is expected to possess various strategies to cope with the problems emerging during his work flow. It is a well-known fact that school leadership and student success are highly related concepts (Marks&Printy, 2003). Therefore, this study aims to uncover and analyze the daily routines, problems that primary and high school principals face and their strategies to cope from their perspectives. While doing so, the research questions are as follows:

1. How do school principals perceive their daily work flow and tasks?
2. What kind of techniques/methods do they utilize while performing their jobs?
3. What are the problems they encounter in their professions?
4. How do they cope with these problems?

The study is in the qualitative realm and semi-structured interviews are currently conducted with 30 school principals from different schools in Ankara, Turkey. Convenient sampling technique was utilized in reaching the participants. The results will be analyzed in NVivo 9 software using content analysis. The results will be presented during the oral presentation.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Deniz Örucü**, Baskent University, Turkey.  
E-mail address: [denizorucu@hotmail.com](mailto:denizorucu@hotmail.com)

---

## Different methods of teaching vocabulary of a foreign language and their representation in textbooks and electronic multimedia resources

**Elena Markina \***, University of Barcelona, Faculty of Philology, Department of General Linguistics, Spain.

### Abstract

**Problem Statement.** The investigations on L2 acquisition have proved that vocabulary knowledge is very important for all practical language skills, and that speakers with a large vocabulary usually perform better on a wide range of linguistic indicators than speakers with a more limited vocabulary. Since the beginning of the XX century various methods of teaching vocabulary have been offered. In spite of a high interest in this issue we do not dispose a complete list of these methods where they would be classified and illustrated. The purpose of this study is to summarize and systematize the methods of teaching vocabulary on the materials of Russian, English and Spanish languages and to find out how they are represented in traditional textbooks and new electronic resources. To fulfill this purpose different methods of research were used. They include general and comparative analysis of textbooks, internet resources, electronic multimedia lexical resources and works of English and Russian specialists connected with vocabulary teaching; monitoring the process of teaching and learning vocabulary at Russian and Spanish universities; teachers' survey. **Findings and Results.** All methods of teaching vocabulary can be grouped according to their aim (introduction of new words, their memorization, activation in speech, repeating and testing) and by the aspect of word knowledge that they develop or check (forms of a word, its meaning, associations etc.). Each method is represented by different exercises including new types of activities that have recently become possible due to development of computer technologies. **Conclusions and Recommendations.** The diversity of lexical exercises should be taken into account while preparing materials for a lesson or writing a new textbook. It will make the process of vocabulary learning more effective and interesting and will help to consider particular features of different groups of words.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Elena Markina**, University of Barcelona, Faculty of Philology, Department of General Linguistics, Spain. *E-mail address:* [eimarkina@mail.ru](mailto:eimarkina@mail.ru)

---

## **Principals' support for teacher leadership: teacher leaders' perspectives**

**Matseliso Lineo Mokhele\***, University of South Africa

### **Abstract**

A large body of scholarship has established the important role of leadership in the improvement of teaching and learning. Unfortunately, much of this research has historically focused on the role of the principal, thereby equating school leadership with the principals. Increasingly through teacher leaders are also recognised as the “other key players” in the school leadership as teacher leadership is essential to change and improvement in a school. When teachers lead, they help to create an environment for learning that has influence throughout the school community and affects students and teachers alike Lieberman and Miller (2005). While we now know more about teacher leadership in general, we still know very little about how this phenomenon plays itself out in much of the developing world, including South Africa. We know even less about what principals think and how they support teacher leaders (formal and informal) in their schools. How teacher leaders negotiate the space to work, including the kind of leadership that does not reside in formal positions. Using qualitative research approaches, I explored the perspectives of selected teacher leaders, in other words, to find out from the teacher leaders themselves, what kind of support they (teacher leaders) get from their school principals.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Matseliso Lineo Mokhele**, University of South Africa  
*E-mail address:* [mokheml@unisa.ac.za](mailto:mokheml@unisa.ac.za)

---

## **The effective development of student employability in higher education: Are we giving students what employers really want?**

**Nick Wilton \***, Centre for Employment Studies Research, University of the West of England, United Kingdom

### **Abstract**

In the context of the greater scrutiny to be applied to graduate employment outcomes in the coming era of increased student contribution to the costs of higher education in the UK, this paper presents the initial findings from a project exploring employer perspectives on student (and graduate) employability. Drawing on detailed qualitative interviews conducted with employers across a range of sectors and occupational groups, the paper explores the multiple facets of employability that are the explicit or implicit focus of recruitment processes for internships and student work placements. The paper also explores the implications for higher education institutions of understanding employability as a construct of both the demand and supply-side of labour market exchange.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Nick Wilton**, Centre for Employment Studies Research, University of the West of England, United Kingdom, *E-mail address:* [nicholas.wilton@uwe.ac.uk](mailto:nicholas.wilton@uwe.ac.uk)

---

## **A Research On Fatherhood Role Perception of Fathers Whose Child Continues Education At A Pre-School Educational Institution, and Problem Behaviour of Their Children**

**Didem Türkoğlu\***,  
**Gülümser Gültekin Akduman**,

#### **Abstract**

During pre-school period, the children whose social and emotional developments are not sufficiently supported may display problem behaviour such as bullying, mocking, aggression at later times of their life. These types of behaviour that cause the child stay out of social environments can reach detrimental dimensions both for himself/herself and his/her environment. One of the most important factors that leads the child to display problem behaviour is certainly family. Hence the child acquires the first basic values such as love, respect, cooperation, sharing in family. While in literature there are a number of researches about the effects of mothers on child's development and socialization, the researches about the effects of fathers are very limited.

This research has been planned to examine the paternity role perceptions of fathers whose child continues education at a pre-school educational institution in accordance with the variables such as gender and age of child, his/her father's profession, the age of progeneration for the first time etc. and to determine the relation between fathers' paternity role perception and problem behaviour of their children. The sample of the study consists of 533 children in total aged 48-72 months who continue pre-school educational institution in central districts of Ankara province, and their fathers.

In the research conducted descriptively, "Personal Info Form", "Paternity Role Perception Scale" whose validity and reliability study has been made by Kuzucu (1999) and "Problem Behavior Scale" adapted by Alisinanoglu and Ozbey to Turkish (2009) have been used as data collection tools. The data obtained are statistically analysed in SPSS 20 packet programme.

The research process continues, when it ends the findings and discussion will be made

*Keywords:* pre-school education, fatherhood role, problem behaviour

ADDRESS FOR CORRESPONDENCE: **Didem Türkoğlu**

*E-mail address:* [didem.0688@gmail.com](mailto:didem.0688@gmail.com)

---

## **The quality of teachers' educational practices: internal validity and applications of a new self-evaluation questionnaire**

**Joan Van Tassel Maria Gaetana Catalano\***, Roma Tre University, Italy

**Joseph A. Schmitz Paola Perucchini**, Roma Tre University, Italy

**Giovanni Maria Vecchio**, Roma Tre University, Italy

#### **Abstract**

Results of decades of research on children's socio-emotional development (Eisenberg, 2006) can be use to promote teachers' awareness and educational practices on these competencies in pupils, in line with the view that teachers should be able not only to ensure effective teaching-learning processes, but also to support a positive school climate. Moreover, as Schon (1993) suggests, the teacher of knowledge society appears as a reflective practitioner: for this purpose, the self-evaluation processes were regarded as relevant for the professional development and for the quality of education system (Perrenoud, 2003; Bubb, 2007).

Several studies have analyzed the quality of educational practices, remarking three main areas: communication (Flanders, 1965; Horpinas & Horne, 2006; Churches, 2010), classroom organization (Weber, 1990; Jones, 2000; Weinstein & Mignao, 2003) and relationships (Pianta et al., 2003; Woolfolk Hoy & Weinstein, 2006; Jennings & Greenberg, 2008). Nevertheless, there are not standardized instruments that consider these areas with a multidimensional approach.

The objectives of this study are to analyze (a) the internal validity of a new self-evaluation instrument, named Teachers' Educational Practices Questionnaire (TEP-Q), aimed to investigate the quality of educational practices in kindergarten and primary schools; (b) the possible use of this instrument in teachers training.

As to the first aim, the TEP-Q was administered to 307 in-service teachers of Northern, Central and Southern Italy. The results of three distinct Principal Axis Factor analysis with Promax Rotation revealed two-factor structure for Communication and Classroom Organization areas and one-factor structure for Relationship. Significant differences emerged for kind of school, type of teachers and years of teaching.

As to the second aim, the TEP-Q was used for different groups of pre-service and in-service teachers training resulting effective through shared reflection on educational practices and improvement of the professional skills' range.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Joan Van Tassel Maria Gaetana Catalano**, Roma Tre University, Italy

*E-mail address:* [mgc85@libero.it](mailto:mgc85@libero.it)

---

## Definition and development of literary competence

Agustín Reyes-Torres\*, University of Valencia, Spain.

### Abstract

The development of literacy at an early stage in the education of young learners turns crucial in order for them to manage, analyze, critique and synthesize multiple streams of simultaneous information. The degree to which students can make use of language to read and understand texts in all formats (books, on-line newspapers, pictures, videos, etc) is a key indicator of their ability to make and communicate meaning. However, because technology has increased the intensity and complexity of literate environments, twenty-first century learners face a multi-literacy landscape in which they must acquire the thinking skills that will enable them to learn on their own and apply their linguistic knowledge to another knowledge base. In this regard, literacy has evolved from a language process to an act of cognition. Under these circumstances, how can teachers ensure that they include the necessary reflective practices to help children learn from their own actions? How can teachers contribute to foster student's growing ability to apply knowledge to new situations and create new knowledge, that is, to think critically? In this paper, literary competence is presented as the key and also the ultimate goal of literacy, one towards which teachers must endeavor in order to provide students with the opportunity to learn to think for themselves and come up with their own interpretations and conclusions. Based on the work of scholars such as Örjan Torell, Signe Mari Wiland, Stephen Kucer, Mihail Bakhtin and Lev Vygotsky, literary competence can be defined as the literacy education that enables a person to control the cognitive, linguistic and sociocultural dimensions of written or spoken language in an effective and dialogical manner. As will be shown, these three dimensions can be developed through the reading and study of literature.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: Agustín Reyes-Torres, University of Valencia, Spain.

E-mail address: [Agustin.reyes@uv.es](mailto:Agustin.reyes@uv.es)

---

## Principals' support for teacher leadership: teacher leaders' perspectives

Matseliso Lineo Mokhele\*, University of South Africa.

### Abstract

A large body of scholarship has established the important role of leadership in the improvement of teaching and learning. Unfortunately, much of this research has historically focused on the role of the principal, thereby equating school leadership with the principals. Increasingly through teacher leaders are also recognised as the "other key players" in the school leadership as teacher leadership is essential to change and improvement in a school. When teachers lead, they help to create an environment for learning that has influence throughout the school community and affects students and teachers alike Lieberman and Miller (2005). While we now know more about teacher leadership in general, we still know very little about how this phenomenon plays itself out in much of the developing world, including South Africa. We know even less about what principals think and how they support teacher leaders (formal and informal) in their schools. How teacher leaders negotiate the space to work, including the kind of leadership that does not reside in formal positions. Using qualitative research approaches, I explored the perspectives of selected teacher leaders, in other words, to find out from the teacher leaders themselves, what kind of support they (teacher leaders) get from their school principals.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: Matseliso Lineo Mokhele, University of South Africa.

E-mail address: [mokheml@unisa.ac.za](mailto:mokheml@unisa.ac.za)

---

## The effective development of student employability in higher education: Are we giving students what employers really want?

Nick Wilton \*, Centre for Employment Studies Research, University of the West of England, United Kingdom

### Abstract

In the context of the greater scrutiny to be applied to graduate employment outcomes in the coming era of increased student contribution to the costs of higher education in the UK, this paper presents the initial findings from a project exploring employer perspectives on student (and graduate) employability. Drawing on detailed qualitative interviews conducted with employers across a range of sectors and occupational groups, the paper explores the multiple facets of

employability that are the explicit or implicit focus of recruitment processes for internships and student work placements. The paper also explores the implications for higher education institutions of understanding employability as a construct of both the demand and supply-side of labour market exchange.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Nick Wilton**, Centre for Employment Studies Research, University of the West of England, United Kingdom. *E-mail address:* [nicholas.wilton@uwe.ac.uk](mailto:nicholas.wilton@uwe.ac.uk)

---

## **The quality of teachers' educational practices: internal validity and applications of a new self-evaluation questionnaire**

**Maria Gaetana Catalano \***, Roma Tre University, Italy.

**Paola Perucchini**, Roma Tre University, Italy.

**Giovanni Maria Vecchio**, Roma Tre University, Italy.

### **Abstract**

Results of decades of research on children's socio-emotional development (Eisenberg, 2006) can be used to promote teachers' awareness and educational practices on these competencies in pupils, in line with the view that teachers should be able not only to ensure effective teaching-learning processes, but also to support a positive school climate. Moreover, as Schon (1993) suggests, the teacher of knowledge society appears as a reflective practitioner: for this purpose, the self-evaluation processes were regarded as relevant for the professional development and for the quality of education system (Perrenoud, 2003; Bubb, 2007).

Several studies have analyzed the quality of educational practices, remarking three main areas: communication (Flanders, 1965; Horpinas & Horne, 2006; Churches, 2010), classroom organization (Weber, 1990; Jones, 2000; Weinstein & Mignao, 2003) and relationships (Pianta et al., 2003; Woolfolk Hoy & Weinstein, 2006; Jennings & Greenberg, 2008). Nevertheless, there are not standardized instruments that consider these areas with a multidimensional approach.

The objectives of this study are to analyze (a) the internal validity of a new self-evaluation instrument, named Teachers' Educational Practices Questionnaire (TEP-Q), aimed to investigate the quality of educational practices in kindergarten and primary schools; (b) the possible use of this instrument in teachers training.

As to the first aim, the TEP-Q was administered to 307 in-service teachers of Northern, Central and Southern Italy. The results of three distinct Principal Axis Factor analysis with Promax Rotation revealed two-factor structure for Communication and Classroom Organization areas and one-factor structure for Relationship. Significant differences emerged for kind of school, type of teachers and years of teaching.

As to the second aim, the TEP-Q was used for different groups of pre-service and in-service teachers training resulting effective through shared reflection on educational practices and improvement of the professional skills' range.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Maria Gaetana Catalano**, Roma Tre University, Italy.

*E-mail address:* [mgc85@libero.it](mailto:mgc85@libero.it)

---

## **Definition and development of literary competence**

**Agustín Reyes-Torres\***, University of Valencia, Spain.

### **Abstract**

The development of literacy at an early stage in the education of young learners turns crucial in order for them to manage, analyze, critique and synthesize multiple streams of simultaneous information. The degree to which students can make use of language to read and understand texts in all formats (books, on-line newspapers, pictures, videos, etc) is a key indicator of their ability to make and communicate meaning. However, because technology has increased the intensity and complexity of literate environments, twenty-first century learners face a multi-literacy landscape in which they must acquire the thinking skills that will enable them to learn on their own and apply their linguistic knowledge to another knowledge base. In this regard, literacy has evolved from a language process to an act of cognition. Under these circumstances, how can teachers ensure that they include the necessary reflective practices to help children learn from their own actions? How can teachers contribute to foster student's growing ability to apply knowledge to new situations and create new knowledge, that is, to think critically? In this paper, literary competence is presented as the key and also the ultimate goal of literacy, one towards which teachers must endeavor in order to provide students with the opportunity to learn to think for themselves and come up with their own interpretations and conclusions. Based on the work of scholars such as Örfan Torell, Signe Mari Wiland, Stephen Kucer, Mihail Bakhtin and Lev Vygotsky, literary competence can

be defined as the literacy education that enables a person to control the cognitive, linguistic and sociocultural dimensions of written or spoken language in an effective and dialogical manner. As will be shown, these three dimensions can be developed through the reading and study of literature.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Agustín Reyes-Torres**, University of Valencia, Spain.

*E-mail address:* [Agustin.reyes@uv.es](mailto:Agustin.reyes@uv.es)

---

## **Connecting Curricula to Life Options: Interdisciplinary teaching, changing world of work and transformative experiences of graduate level teachers**

**Grace UC Ukasoanya \***, University of Manitoba, Canada.

**Marlene Atleo**, University of Manitoba, Canada.

### **Abstract**

The purpose of this presentation is to demonstrate how an interdisciplinary course in Career Development instigated transformative learning experiences among graduate level education students. It will demonstrate how teacher educators could assist practicing teachers to re-evaluate teaching and learning as mediums for expanding life options for ALL students and gateways to success in life, school, career and membership in students' own communities.

To ensure 'meaningfulness' of formal and informal school learning activities and enhance academic behavior, learners need to be able to articulate the relevance of school to their future, and be aware of learning and doing things in school which might serve to explain their present life experiences and as precursors to their future lives. Students who are at-risk for failure attain higher academic performance when they are assured about the pay-off of school-based learning (Kazis,2005), and are grounded in knowledge about the steps, strategies and resources needed to translate current learning activities into future opportunities for upward mobility (Yowell, 2002; Mickelson, 1990). These pieces of knowledge are often ignored or minimized in the teacher training agenda.

We will present a metacognitive narrative about the process of the design and delivery of an inter-disciplinary course in Career Development where graduate level students of education were supported and challenged to (1) reflect on the limits of their own 'knowing' about career development, (2) be open to alternative ways of thinking, (3) re-orient their own teaching schema and (4) appreciate the salience of embodying transformative experiences as they continue to practice as teachers. We will present facets of transformational learning and teaching strategies that occurred in this course. Finally, we will talk about the metaphorical re-orientation journey which occurred in our own professional lives through the design and delivery of this course.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Grace UC Ukasoanya**, University of Manitoba, Canada.

*E-mail address:* [Grace.Ukasoanya@ad.umanitoba.ca](mailto:Grace.Ukasoanya@ad.umanitoba.ca)

---

## **Lesson study groups as vehicles for Instructional Leadership: Case studies of mathematics primary school teachers in South Africa**

**Loyiso Jita \***, Faculty of Education University of the Free State Bloemfontein 9300 Republic of South Africa

### **Abstract**

Lesson studies describes a Japanese approach to professional development where groups of teachers sit to plan a lesson(s), execute it and then reflect together on the implementation thereof, with a view to refining and improving the implemented lesson(s). Many researchers have documented the utility of lesson studies in helping teachers to reflect on and improve their classroom practices. Indeed in its original form, the lesson study is a very potent professional development tool for teacher collaboration. In other contexts, however, lesson studies can be viewed as opportunities and vehicles for teachers to exercise leadership on matters of instruction and classroom practice. By their very nature and format, lesson studies lend themselves well to the exercise of teacher leadership on matters of instruction. This paper focuses on the use of lesson studies for instructional leadership in mathematics. By examining case studies on the implementation of lesson studies in 10 primary schools of South Africa, we explore the various ways in which teacher leaders at these schools create opportunities to provide leadership on instructional and instructional matters. Using a qualitative data set that includes interviews, observations and documentary analysis, we develop a portrait of how lesson studies can become vehicles for instructional leadership in mathematics. We do so by examining the discursive practices that emerge from these lesson study groups and the resulting influences on the participating teachers' mathematical conceptions and practices. We conclude the paper by exploring the conditions of practice under which lesson studies can become deliberate vehicles and platforms for instructional leadership by teachers.



*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Loyiso Jita**, Faculty of Education University of the Free State Bloemfontein 9300 Republic of South Africa. *E-mail address:* [jitalc@ufs.ac.za](mailto:jitalc@ufs.ac.za)

---

## **Career Development Education Program Intervention Project: Promoting School Engagement among New Comer Canadian students**

**Grace UC Ukasoanya \***, University of Manitoba, Canada.  
**Phyllis Hydichuk**, Grant Park High School Winnipeg Manitoba, Canada.  
**Valerie Pierce**, Grant Park High School Winnipeg Manitoba, Canada.  
**Bernadette Agpalza**, Grant Park High School Winnipeg Manitoba, Canada.  
**Paul Kambaja**, Grant Park High School Winnipeg Manitoba, Canada.  
**Joseph Fofaneh**, Grant Park High School Winnipeg Manitoba, Canada.  
**Neal Rohne**, Grant Park High School Winnipeg Manitoba, Canada.  
**Carmelie Capiendo**, Grant Park High School Winnipeg Manitoba, Canada.

### **Abstract**

We report the experiences of high school teachers and a university professor during a collaborative school engagement outreach project in one high school. The goal of this project was to utilize the resources and expertise of a university in Canada through the Community Outreach program to offer a career development intervention project which will:

- a) Promote school engagement among academically at-risk new comer Canadian students; and
- b) Sustain their school engagement over the course of one school year.

This project drew from Future-oriented Motivation and Self-Regulation frameworks, which propose that school engagement, is a process that is shaped by the knowledge which learners derive from their own socio-cultural contexts, to construct personal incentive values, generate personally valued distal and proximal goals, and adopt required standards of behavior in order to become engaged in school. Partnerships developed with schools by the Counseling program faculty during a one-year pilot school-based counselor training in a city in Canada highlighted the need for school engagement support for new comer Canadian students. The students often questioned how required school learning will contribute to their desired future lives.

Findings: This project helped to extend the nature and range of the programs and services offered by the Faculty of Education by, a) helping to strengthen the career development courses that are currently offered by the faculty of education at the University and b) expanded access for future field-based pedagogical involvement and connections with the community. The high school personnel reported increase in empathy, patience with group collaborative negotiations, continuities and discontinuities in protecting their 'turf' as well as student-centered sense of community. They also reported the unique extension of their own professional practice through the post-project counselor/teacher-led modification of the intervention in readiness for the next offering.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Grace UC Ukasoanya**, University of Manitoba, Canada.  
*E-mail address:* [Grace.Ukasoanya@ad.umanitoba.ca](mailto:Grace.Ukasoanya@ad.umanitoba.ca)

---

## **Computer-assisted revision in Spanish academic texts**

**Carmen López**, \*Universitat Pompeu Fabra, Spain.  
**Rogelio Antonio Nazar**, Universitat Pompeu Fabra, Spain.  
**Irene Renau**, Universitat Pompeu Fabra, Spain.  
**Sergi Torner**, Universitat Pompeu Fabra, Spain.

### **Abstract**

This paper presents the most important results of a learning project developed at Universitat Pompeu Fabra (UPF-Barcelona) dealing with cooperative and computer-assisted revision of academic texts written by students in the first year of their University studies. We have identified recurrent problems in learner written texts in Spanish in different areas: at the orthographic (diacritic accents), grammatical (gender, prepositions, gerund) and lexical level (fixed expressions). In sum, a group of nine problems in the Spanish language are analyzed in this paper by means of statistically generated language models derived from large written corpora. These models are used in a web-based computer program to automatically correct texts online.

To develop this tool we have worked with two corpora: a learner corpus and a reference corpus. The learner corpus consists of the following texts: 1) written exercises in Spanish used in courses of the Translation degree at the UPF, 2) linguistic competence level exams (2012-2013) at the UPF Faculty of Translation and Interpretation, and 3) exams from the Corpus 92 (Torner & Battaner 2005). The reference corpus, in turn, is composed of 1) Google Books (Lin et al, 2012), 2) a collection of newspaper articles and 3) literature texts from Project Gutenberg (<http://www.gutenberg.org/>).

The methodology is inspired by the ngram language models described in Atserias et al. (2012) and Nazar & Renau (2012). Our model, however, outperforms those proposals since it is not only based on simple ngrams (i.e., sequences of wordforms as they appear in the corpus) but a combination of words and semantic and morphological categories. This method allows for a broader generalization and, consequently, to represent grammatical constructions that are not present in the reference corpus. In addition, in this work we are developing specific algorithms for each type of error, instead of expecting a simple ngram model to solve all kinds of orthographic and grammatical problems.

In addition to the development of an algorithm for orthography and grammar checking, our project aims at integrating its implementation in a web-based application that will also facilitate the evaluation, the feedback and the personal monitoring of learners written competence at the beginning of their University studies. The developed tool is not only a computer-assisted learning method but a pedagogical means to improve the quality of academic texts. On the one hand, it will be used to promote cooperative peer-revision tasks of written texts; on the other hand, it will be proposed as a method for practicing different strategies to increase linguistic accuracy inside and outside the classroom.

*Keywords:* academic texts, written competence evaluation, computer-assisted revision, n-gram language models, peer-assessment

ADDRESS FOR CORRESPONDENCE: **Carmen López**, Universitat Pompeu Fabra, Spain.

E-mail address: [carmen.lopez@upf.edu](mailto:carmen.lopez@upf.edu)

---

## Technology enhanced teacher-learning in a developing country

**Md Golam Jamil \***, Southampton Education School University of Southampton, UK

### Abstract

This conference paper examines the sociological and educational contexts of rural Bangladesh with an aim to explore suitable technology enhanced learning (TEL) approaches for improving its secondary English teachers' professional capacity. Based on the review of a number of technology enhanced teacher development models and the outcomes of their empirical studies this research raises a question whether, or to what extent, these technology-supported approaches are transferable to other educational settings where dissimilar socio-economic and geo-political conditions, diverse professional beliefs and practices, and different states of technological orientations exist. In order to overcome this dilemma, the paper recommends that the research on TEL should not be restricted to the operationalization of technology and the performances of a limited number of participants in a controlled learning environment only; it should rather try to investigate the associated contextual variables along with examining their interplay with technology and learning. In this relation, this paper discusses the feasibility of social constructivist ideologies of learning and critical realist approaches of research for investigating teacher-learning aspects within any particular educational environment. Additionally, it reports the findings of a mixed-method research, recently conducted by this researcher, where a self-completion survey and a series of workshop-led focused groups have been conducted within a critical realist research framework to search for suitable technology enhanced teacher-learning approaches for rural Bangladeshi secondary English teachers.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Md Golam Jamil**, Southampton Education School University of Southampton, UK

E-mail address: [mgj1g11@soton.ac.uk](mailto:mgj1g11@soton.ac.uk)

---

## Culturally Relevant Education as a Means to Revitalize Language and Culture in Indigenous Communities

**Vanessa Simone \***, University of Winnipeg, Canada.

### Abstract

Knowledge is power. This statement has been embedded into the minds of academics for good reason, as it only through education and experience where we can expand our minds and perceptions. The Western perceptions of knowledge, education and research do not offer any acceptance or compatibility of the Indigenous perspective. This narrow-minded

approach limits the success of Indigenous peoples through the state mandatory educational system that is not culturally appropriate. Forbes, a Native American educator, believes that “knowledge without the spiritual core is a very dangerous thing” (Curwen 2003: 146). The westernized educational system does not benefit Indigenous peoples in the same way as it does non-Indigenous peoples. In fact, Indigenous scholars discovered that when they tried to use European knowledge to unravel challenges faced by their own peoples, they were met with contradiction and failure (Battiste 2009: 6). The research questions which focuses this paper is not “What are the benefits of a westernized education for Indigenous peoples?” but rather “How can an education based on Indigenous knowledge benefit Indigenous peoples?” Articles 14 and 15 of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) affirms the right of Indigenous peoples to establish and control their educational systems and institutions (Turpel-Lafond 2010: 177). From a Human Rights perspective, language immersion programs operate in conjunction with the UNDRIP, which offers Indigenous peoples the right to work within their own education structures (Harrison 2005: 68). Westernized education causes the greatest harm for Indigenous peoples as it is entrenched in colonialist discrimination and therefore further subjugates them. Alternatively, Indigenous knowledge and education promotes self-identification through wholistic education, which in turn revitalizes the language and culture.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Vanessa Simone**, University of Winnipeg, Canada.

---

## **Communicative skill and/or communication competence?**

**Constanta Dumitriu\***, University "Vasile Alecsandri" of Bacau, Romania.

**Iulia Cristina Timofti**, University "Vasile Alecsandri" of Bacau, Romania.

**Gheorghe Dumitriu**, University "Vasile Alecsandri" of Bacau, Romania.

### **Abstract**

**Problem Statement:**

The paper intends to investigate the role of communicative skill and/or of psycholinguistic competence in making the educational process more efficient.

**Purpose of Study:**

From a theoretical perspective, we present a synthesis of different paradigms focused on understanding the personality of a dedicated teacher, with an interest on two models: the one that has as central dimension the interaction attitudes-aptitudes, and the operational model for developing the communication competencies. From a methodological perspective, the results of two applicative researches are being used.

**Methods:**

- a. Experimenting and validating the model focused on determining the correlation between the pedagogical attitudes and the aptitudes of the teacher;
- b. Investigating the efficiency of a training programme centred on the operational model upon developing the communication skills of the beginning teachers.

**Findings and Results:**

The statistical data confirmed the research hypothesis and showed significant differences regarding the results obtained by the participants at the evaluation from applied at the end of the training stage, compared to those obtained at the initial evaluation.

**Conclusions and Recommendations:**

The data of our research developed within the didactical communication area opened new fields for continuing the approach from a triple perspective:

- a) theoretical, for finding the psychological explanation of the internal factors that determine the efficient communication within the didactic activity;
- b) methodological, regarding the enrichment of research procedures and techniques of didactical discourse when reported to the efficiency criterion;
- c) praxiological, of identifying certain psychic traits that ensure an outstanding capacity of didactical communication, suggesting scientific and empirical modalities of its diagnosis and practice/development.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Constanta Dumitriu**, University "Vasile Alecsandri" of Bacau, Romania

*E-mail address:* [dumitriucostanta@yahoo.com](mailto:dumitriucostanta@yahoo.com)

---

## The influences of locus of control and decision-making capacity

**Constanta Dumitriu**, \*, University "Vasile Alecsandri" of Bacau, Romania.

**Iulia Cristina Timofti**, University "Vasile Alecsandri" of Bacau, Romania.

**Elena Nechita**, University "Vasile Alecsandri" of Bacau, Romania.

**Gheorghe Dumitriu**, University "Vasile Alecsandri" of Bacau, Romania.

### Abstract

Problem Statement:

The aim of this research is to investigate the influence of locus of control and that of decision-making capacity upon the leadership style (orientation towards tasks versus orientation towards human relations), from the perspective of organizational psychology.

Purpose of Study:

In order to develop the research, we set up the following objectives: assessment of the leaders' level in decision-making process; determination of locus of control (internal, external or ambivalent); determination of the leadership style (focused on human relations or on tasks).

Methods:

As research methods we used: the T-P Leadership Questionnaire (McDougall), the scale "locus of control" (Rotter), a questionnaire concerning the capacity of decision-making and critical reasoning, and statistical methods.

Findings and Results:

Statistical data gathered during the research reveal the influence of locus of control and that of decision capacity upon the leadership style within organizations. Several differences of psychological nature between men and women with managerial positions are also highlighted.

Conclusions:

The results of this research proved the role of the personality (decision capacity, critical reasoning, locus of control) over the leadership style, the reciprocal leader-subordinate relationship influencing both the performance at individual level and the organizational performance.

*Keywords:* leadership, locus of control, decision-making capacity, leadership style, organizational psychology.

ADDRESS FOR CORRESPONDENCE: **Constanta Dumitriu**, University "Vasile Alecsandri" of Bacau, Romania

*E-mail address:* [dumitriucostanta@yahoo.com](mailto:dumitriucostanta@yahoo.com)

---

## Study on relationship coach - athlete at a youth basketball team

**Ducu Alexandru Muresan\***, Babes Bolyai University, Romania.

### Abstract

Purpose of study: The study investigates the coach-athlete relationship a junior basketball team.

Aspects investigated are: 1. Psychosocial climate references interpersonal group cohesion; sociometric status. February. Relationship coach - the team with references to: leadership style, communication, collaboration, coach-athlete relationship problems.

Methods: December research methods: sociological survey based on interview for athletes. Questionnaire coach. The Sociometric test.

Findings and results: The results are influenced by the quality of interpersonal relationships.

Conclusion: athletic performance are influenced by specific situations group

Data analysis is a qualitative analysis investigated the relationships between coaches and athletes.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ducu Alexandru Muresan**, Babes Bolyai University, Romania.

*E-mail address:* [ducumuresan@yahoo.com](mailto:ducumuresan@yahoo.com)

---

## The New dimension of educational leadership - Modelling Excellence through Neuro –Linguistic Programming techniques

**Grosu Emilia Florina**, Babes - Bolyai University, Romania

**Grosu Vlad Teodor**, Babes - Bolyai University, Romania

**Dobrescu Tatiana Tatiana**, Babes - Bolyai University, Romania

#### **Abstract**

Purpose of study: Through this study we want to show the specific notion of leadership in sports training. Modelling of the training process in sport training can be achieved by applying the techniques of Neuro - linguistic, which are also mental training techniques.

Methods: Application test methods used were: MA-observant; A.P2 - focusing attention, AD-distributive attention, MA-sense of observation, EMAS-scale multidimensional anxiety assessment; PDE - emotional distress.

Findings and results: The study takes place in groups of junior practitioners of skiing. Tests were applied to participants Ski Clubs Championship of Romania in April 2013, aged 11-15 years.

The main objective of mental training through techniques neuro - linguistic is to support individual and group sporting activity in any situation: workout or competition in order to increase performance capacity. Other mental training objectives pursued in this study are: increasing attention and concentration, reduce anxiety and stress.

Conclusion: the results show the profile of junior skier. It will determine how we apply neuro-linguistic programming techniques for each skier..

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Grosu Emilia Florina**, Babes - Bolyai University, Romania

E-mail address: [emiliaflorina.grosu@gmail.com](mailto:emiliaflorina.grosu@gmail.com)

---

## **Monitoring system for modeling the heat transfer for a hot plate working on the heat pipe principle**

**Mihaela Dudita**, Transilvania University of Brasov, Romania.

#### **Abstract**

An original program was developed to study the heat transfer in the case of a hot plate working on the flat heat pipe principle. The hot plate was designed to be used for thin films deposition. In order to obtain uniform and homogenous films, the substrate heater must have a uniform temperature distribution, with variations less than  $\pm 5^{\circ}\text{C}$ . If the temperature difference is higher, non-uniform films or other crystalline compounds can be obtained. A practically isothermal surface can be obtained using heat pipes.

In order to control and model the heating process it is important to monitor the temperature in different points of the hot plate: on the top surface, inside and in the resistors area. Knowing the temperature values in 3 points from a surface, a bi-dimensional estimation of temperature variation could be realized. The software application presents graphically the temperature distribution. The values can be further used to model the heat transfer inside the heat pipe. The software has a friendly graphical user interface and it can be a very useful tool to learn about heat transfer in the case of heat pipes.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mihaela Dudita**, Transilvania University of Brasov, Romania

E-mail address: [mihaela.dudita@unitbv.ro](mailto:mihaela.dudita@unitbv.ro)

---

## **THE THERAPEUTIC WRITING WORKSHOPS WITH MENTALLY ILL: BENEFITS & CHALLENGES**

**Zuzana Kucharová**, Faculty of Social Sciences Masaryk University Brno Czech republic

#### **Abstract**

The paper will focus on creative writing as a tool of therapeutic change, empowerment and active learning among persons with mental illness. There is a large research evidence that creative writing improves both physical and psychological well-being (Pennebaker, 1997, Bolton, 2004). Principles and methods of creative writing and poetry therapy has been used in the therapeutic creative writing workshops which I facilitate in the League for Mental Health in Slovakia. For evaluation of the workshops practice qualitative method of action research was used. In particular, following aims were set: increase of active involvement of participants in planning, realizing and evaluating of sessions, empowerment of participants, increase of facilitation strategies that are effective in meeting participant's needs and expectations and development of creativity. Findings provide evidence that these goals were fulfilled and creative writing is an efficient and beneficial tool of psychotherapy and education of persons with special needs. References: Bolton, G. (ed.) (2004). Writing Cures:

An Introductory Handbook of Writing in Counselling and Psychotherapy. London: Routledge. Pennebaker, J. W. (1997). *Opening Up: The Healing Power of Expressing Emotions*. New York: Guilford Press.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Zuzana Kucharová**, Faculty of Social Sciences Masaryk University Brno Czech republic  
E-mail address: [anazuzk@gmail.com](mailto:anazuzk@gmail.com)

---

## **Analysis of the impact of social feedback on written production and student engagement in MOOCs**

**Elena Barcena\***, Filologías Extranjeras Facultad de Filología UNED

### **Abstract**

This paper analyses the impact and implications of the incorporation of a social feedback mechanism in the first ever second language MOOC (Massive Open Online Course) in Spain on Professional English, which was launched in January 2013 in the Aprendo platform of the Spanish national distance university, UNED. Feedback is claimed to be one of the elements in the foreign language learning process which has most attracted experts' attention in the last decades, hence a number of modalities, best case scenarios, etc. have been identified and analysed to date (XXXXX), such as traditional teacher-learner unidirectional feedback and automatic feedback in CALL environments. Social feedback, mainly delivered through Web 2.0 and social networks, is gaining relevance as an efficient form of informing others on how they are doing in their efforts to reach a goal. It is based on the belief that individuals are strongly influenced by society's reward and punishment systems, and model their behaviors according to the group's trends. As such, social feedback is being increasingly used in technology based collaborative and cooperative learning, such as mobile assisted language learning (MALL).

The "Professional English" MOOC focused on the development of language communicative competences needed in the standard western work place and their related social life. It was structured in six two-week units, with video and audio input combined with written individual closed activities and open forum interaction on sociocultural topics. The social part of the course was reinforced by a Facebook (FB) group, created by the teaching team and voluntarily formed by course participants. In this group, topics related to business and economic news were raised on a weekly basis by the teaching team using different media (text, images and videos) as a trigger to elicit participation. Participants were encouraged to share their views on those discussion topics and comment not only about the content but also on the expression in their peers' messages (for which style guidelines were provided from the start).

In order to analyse the impact of the social interaction and feedback module of the course, that is, the conversational responses and observations participants provided in the FB group, a quantitative research was carried out. An analysis of the record of the FB group interaction made it possible to analyse language students' behaviour (comparatively with a previous edition of the same course without such a module) and find out: firstly, whether social feedback had an influence on subsequent messages, and secondly, whether the whole social learning experience increased student engagement.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Elena Barcena**, Filologías Extranjeras Facultad de Filología UNED  
E-mail address: [mbarcena@flog.uned.es](mailto:mbarcena@flog.uned.es)

---

## **Student Generated Contents in Online Instruction**

**José Carlos del Ama**, Central Connecticut State University, United States

### **Abstract**

Online education is spreading vertiginously around the world. Digital communication technologies neutralize the importance of the factor space and open, no doubt, new educational horizons. Still, the rapid growth, supported by continuous technological software development, does not keep pace with a theoretical reflection about the potential and limitations of the new educational trend. Online instruction is fashionable and profitable, but is it also effective?

The Department of Communication at Central Connecticut State University has been pioneer in both the introduction of the subject new digital communication technologies in the curriculum and the implementation of such new technologies in the regular courses.

One of the explorative techniques implemented in some of the online courses offered by this department deserves special attention: the use of student generated contents. Two related courses were selected to implement this technique: an introduction to mass communication and an advanced course on principles and processes of mass communication. It was important that both courses had a strong theoretical component, since this had proved to be the most delicate subject to



teach online. The novelty of this technique was that the corpus of course contents of was generated by students working in virtual groups on a series of readings and audiovisual material. The groups were provided with a basic structure to generate online lectures. Those interactive and dynamic online lectures were supposed to become the backbone of the course and the reference for individual assignments and exams. This paper critically analyzes the positive and negative learning outcomes of this series of online courses.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **José Carlos del Ama**, Central Connecticut State University, United States

E-mail address: [delamaj@ccsu.edu](mailto:delamaj@ccsu.edu)

---

## Online Portfolios: The Integration of New Technologies in the Communication Curriculum

**José Carlos del Ama\***, Central Connecticut State University, United States

### Abstract

New Communication technologies are growing rapidly and changing the paradigm of communication in all possible contexts. Interpersonal communication, professional and organizational communication, mass communication are going through a revolution that not only affects the channels, but also the contents and the nature of the whole communication process.

Digital technologies, no doubt, represent a serious challenge for communication scholars and communication programs. They make obsolete some of the contents of the established courses in the curriculum, above all in professional and mass communication, and demand the creation of new ones that cover the – in some cases – revolutionary features of the new media. In addition to this, the new technologies evolved at such a pace that new discoveries – or the increased performance of established technologies – allow the creation of new soft- and hardware that once again might introduce novelties and changes in the communication dynamics.

This paper explores the challenges that the integration of new technologies in the communication curriculum constitutes for scholars, students and schools. Finally, the concept of the online portfolio is presented as an effective way to help students understand the nature of the new communication dynamics, and also acquire the necessary skills to produce and publish messages through the new channels.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **José Carlos del Ama**, Central Connecticut State University, United States

E-mail address: [delamaj@ccsu.edu](mailto:delamaj@ccsu.edu)

---

## Enhancing language teaching training for intercultural mediation through film

**Carmen Herrero Herrero\***, Carmen Herrero Herrero, United Kingdom

**Manuel Rabano**, Universidad de Alcalá

### Abstract

Background: FILTA (Film in Language Teaching Association) [[www.filta.org.uk](http://www.filta.org.uk)] is an association of language teachers, film educators and researchers, formed for the purpose of providing a shared space for communication and collaboration related to the use of film and media in language teaching, led by academic members of the Manchester Metropolitan University. Since its launch in 2010, FILTA has attracted over 1200 language teachers and researchers who have joined us worldwide. FILTA membership provides access to a network (<http://filtacommunity.ning.com>), a social space intended for teachers to collaborate and share ideas. This area also contains a bank of resources; currently we have almost 100 study guides for Arabic, Chinese (Mandarin), English (as a Foreign Language), French, German, Italian, Spanish and Urdu in addition to other resources.

Purpose of study: Communicative and intercultural competences have been promoted at European institutional level both in the training of students and in that of language teachers. However, the need to promote the intercultural dimension of language learning remains one of the areas that should be further developed, as noted by Michael Kelly (2011) in "Strategic issues for language teacher education in Europe", who points out how 'the intercultural dimension does not always sit well with the methodologies of language teaching, many of which are in fact monocultural'. This paper presents the first part of the qualitative evaluation of a project based on a pedagogical model that uses film in foreign language classes to enhance multilingualism and intercultural learning and to enhance the role of the language teacher as intercultural mediator. Its purpose was to explore whether film could be used as a language teaching tool to improve attitudes towards the languages

being studied as well as developing intercultural understanding and community cohesion through activities relating to foreign language film (Chan and Herrero, 2010; Herrero and Valbuena, 2011).

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Carmen Herrero Herrero**, Carmen Herrero Herrero, United Kingdom  
E-mail address: [c.herrero@mmu.ac.uk](mailto:c.herrero@mmu.ac.uk)

---

## FOREIGN LANGUAGE ASSESSMENT IN A COMPETENCE-BASED MODEL

**Alicia Victoria Roffé Gómez**, Universidad de Granada, Facultad de Ciencias de la Educación, Spain.

### Abstract

This article examines competencies assessment within the European Space for Higher Education (ESHE). To that end, various dimensions and constituent elements are considered: meaning of competences in this context, their assessment, methods and tools. Among them, rubrics are the most didactic and serve to self-assess.

After describing the characteristics of assessment of competencies, the author explains how to assess and self-assess a Foreign Language (FL) by rubrics with criteria not included in The Common European Framework of Reference for Languages (CEFR).

This study is based on the theories exposed by Guillén Díaz et al. in *Porta Linguarum* (2009), which almost complete the rubrics for the criteria of assessment of the CEFR, and it is also based on the author's own theories which complete the criteria of assessment missing in the CEFR and in Guillén Díaz et al. referred to intercultural and linguistic mediation.

The author bears in mind the need for the homogeneity of the languages competences assessment in order to get the homologation of the certifications, and the need to include in rubrics all the competences of the CEFR.

The final aim of the aforementioned actions was that of promoting self-assessment, autonomous learning and reflective skills amongst trainees in order to help them to manage their own learning, their linguistic competence, and their handling of linguistic resources so that they will become responsible for their own development.

*Keywords:* Competence-based model, foreign language assessment, characteristics of competences assessment, assessment criteria for linguistic mediation, self-assessment, metacognition.

ADDRESS FOR CORRESPONDENCE: **Alicia Victoria Roffé Gómez**, Universidad de Granada, Facultad de Ciencias de la Educación, Spain. E-mail address: [aliciar@ugr.es](mailto:aliciar@ugr.es)

---

## Assessing second language development through e-journaling in a study abroad experience

**Silvia Peart\***, "United States Naval Academy", United States

### Abstract

Recent investigations about study abroad have explored different aspects of this experience in order to understand it better, and to be able to design studies that capture the elements that improve language development under these conditions. The present study reveals possible connections between students' language development while studying abroad and their social networking outside of class. Fourteen participants in this investigation traveled abroad to Salamanca for a period of four weeks. While on-site, students completed an e-journal and a set of questionnaires about their goals in studying abroad, living situation, difficulties adjusting to Spain, and initial impressions of the Spanish culture. These same questionnaires were administered when they returned to the U.S. Pre and Posttests on listening, reading and oral skills were administered to assess language development. Conclusions and recommendations for study abroad experiences in Spanish will be presented as a result of this research.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Silvia Peart\***, "United States Naval Academy", United States  
E-mail address: [peart@usna.edu](mailto:peart@usna.edu)

---

## The students and teachers mobility in the context of education

**Dorota Anna Jedlikowska\***, Jagiellonian University, Poland.

### Abstract

The main statement of this paper is a relation between mobility and education both students and teachers. In the context of the society based on knowledge, the life long and permanent education, accessibility of the sources of knowledge and changing role of teachers on the multicultural background, popularity of migration, the students and teachers exchanging programmes seem to be important to increase the competitions called soft and hard (of course it is depend also on the area of study). We can assume that the mobility has a positive influence both on the processes of integration (exchanging ideas, results of findings) and increase effectiveness of science (transfer of good practices, recognition of the new areas of research, standards of science, access to the new literature). Exploration will include: analysis of the range of exchanging programmes which are available for each level of study, statistics connected with teachers and students – case of Poland on the background of other European and non-European countries. We can observe the trend of growing number of departure students and teachers but in Poland actually is non-proportional low in relation to the whole number of students and teachers. The presentation is aimed to compare statistics data on this field and put questions about flexibility students and teachers, also show the factors which can shape students and teachers' choices (socio-economical background, some kind of psychological fear associated with for example languages skills).

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Dorota Anna Jedlikowska\***, Jagiellonian University, Poland.

E-mail address: [d.jedlikowska@gmail.com](mailto:d.jedlikowska@gmail.com)

---

## Revolution Evolution The Dilemma of Educational Leadership Programs in the 21st Century

**Genie Bingham Linn\***, Department of Educational Leadership and Policy Studies, University of Texas at Tyler

### Abstract

Educational leadership preparation are facing three major structural challenges: 1) Questions as to the rigor and appropriateness of the program 2) Pressure to increase enrollment as state dollars that fund higher education decrease, and 3) Competition from radical innovations in the delivery models of the program.

It is the third challenge, the entry of innovative delivery methods that is shaking the very foundation of traditional university programs. Research suggests there are four approaches a department or program may take in response to a radical innovation: 1) focus on one's own program and invest in it, 2) ignore the new delivery model if it is not a threat, 3) disrupt the radical innovation, 4) keep your own program but start a new program in competition with the innovation (Charitou & Markides, 2003).

Behind each of these issues is the 1st order change in structure. Structures and systemic change are planned and implemented in order to address the mandates of survival with and against innovation. But second order change, the changing of beliefs, vision, and consequent behavior will sustain meaningful and significant evolution and forward progress. Change is personal. University leadership and faculty must re-invision themselves and their role in the program.

For many leadership programs, online delivery has been the major innovation for this decade. "Traditional" face-to-face delivery has made an abrupt evolution to a "revolutionary" online computer-to-computer classrooms. Programs with a clear foundational model of leadership preparation will survive, but the greatest challenge will be the personal changes in belief, vision and behavior.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Genie Bingham Linn**, Department of Educational Leadership and Policy Studies, University of Texas at

Tyler, E-mail address: [glinn@uttyler.edu](mailto:glinn@uttyler.edu)

---

## Sex in the City: Sexuality Education in Singapore

**Warren Mark Liew\***, National Institute of Education, Nanyang Technological University

### Abstract

Much public debate has surrounded the introduction, implementation, and interpretation of the Singapore Ministry of Education's (MOE) Sexuality Education Curriculum over the last decade. Apart from reflecting the classic tensions between abstinence-only and comprehensive approaches to sex education, these debates point to the ideological struggles of Singapore's nation-building efforts amid the forces of "local" conservatism and "cosmopolitan" liberalism. One way of contextualizing these struggles is to examine the vexed relationship between the official script of state-authored curricula and policy, and the enacted curriculum of teacher- and student-authored practices in and outside the classroom. Drawing on curriculum documents and in-depth interviews, this article explores how three teachers and two students interpret and negotiate the official discourses of sex(uality) education in relation to their personal lives and political beliefs. This study explores not only at the tensions between the formal and informal curricula of sexuality education in Singapore schools, but also at the wider tensions characterizing Singapore's educational reform ambitions in an age of cultural and economic globalization. It aims to draw insights from the local and international scholarship on sexuality education in order to offer recommendations for educational policy and practice.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Warren Mark Liew**, National Institute of Education, Nanyang Technological University  
E-mail address: [warrenliew@gmail.com](mailto:warrenliew@gmail.com)

---

## Narrative, Art and Music in the Adolescent Psychology Course:

**Yuling Liu\***, Taiwan, Province of China

### Abstract

Training for secondary education teachers should involve putting teaching theory into practice (Clandinin & Connelly, 1995); however, the transfer of theory to practice is often minimal (Korthagen, 2001). Few beginning teachers are ready for the broad non-academic skills that are needed in a classroom (Nasree, 2000; De Lang, 2000) or the specific preparation to guide students through affective processes. This research explores the effects of incorporating narrative inquiry and art therapy into an adolescent psychology course so that student teachers are led through a transformative experience (Liu, 2011; 2012). These activities allow students to express their own emotions and share them with others in the class, resulting in a new appreciation for the affective needs of the adolescents they will encounter as teachers. Sixty-five students in an adolescent psychology class in a northern Taiwanese university participated in this qualitative study in which they created a narrative about their own adolescent experience to explore the importance of empathy and affective support in the classroom. Qualitative results demonstrate that students were able to make connections between their own experiences and the potential classroom issues that they will face as teachers. They are able to share deep experiences with one another in the class and apply what they experience to the goals they have for their own classroom teaching. *Keywords:* Narrative, art therapy, Adolescent Psychology, Transformative Experience

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Yuling Liu**, Taiwan, Province of China.  
E-mail address: [yuling@mail.mcu.edu.tw](mailto:yuling@mail.mcu.edu.tw)

---

## The improvement of reading comprehension through mobile-assisted language learning

**Seyyed Hassan Seyyedrezaei \***, Aliabad Katoul Branch, Islamic Azad University, Aliabad Katoul, Iran  
**Serrollah Damavandi Kamali**, Aliabad Katoul Branch, Islamic Azad University, Aliabad Katoul, Iran

### Abstract

Mobile-assisted language learning (MALL) can be an effective tool for teaching and learning among different classes, also students are able to access learning materials at anytime, anywhere. Today, due to the growth of technologies, MALL can be easily available all over the world and in different educational systems. This study investigated the effect of MALL on the Iranian students' reading comprehension. As using mobile phones are widespread and fashionable among students, electronic books of mobile phones are one of the best ways that could be available for them. For this study, a mobile phone application of an English lesson of the national high school books in Iran was designed and published. Through an experimental design, the subjects were divided into two groups of experimental and control groups. Both of them were given pre-tests. As the pre-test, their reading comprehension was assessed. An AMTB questionnaire was also distributed to assess their attitude toward language learning. One group was asked to use the mobile phone application for one month in their free time outside of the school for more practice. In the end, the post-test was administered to both groups. An

implication of this study is the workability and success of MALL in increasing language learner's motivation. This study also supports the use of MALL in teaching reading.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Seyyed Hassan Seyyedrezaei**, Aliabad Katoul Branch, Islamic Azad University, Aliabad Katoul, Iran. *E-mail address:* [Tefish@yahoo.com](mailto:Tefish@yahoo.com)

---

## Student Teachers and Classroom Discipline

**Bushra Naoreen,**

### Abstract

Classroom discipline is one of the most universal problems faced by novice teachers. Teaching practice during pre-service education is the most important phase for practicing classroom management skills. The purpose of this study is to investigate the strategies used by the student teachers to maintain effective classroom discipline. The study is qualitative in nature. There are three research questions i.e 1) Which strategies student teachers use to maintain classroom discipline? 2) Which strategies used by them prove to be effective in dealing with discipline problems? 3) Which strategies used by student teachers prove to be ineffective in dealing with discipline problems? Participants of this study are 30 student teachers of GC University Faisalabad. Duration of teaching practice is 45 days. They will submit written narratives to answer the above mentioned questions after their teaching practice session. Thematic analysis will be conducted using NVIVO 8 software. Educational implications will also be discussed.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Bushra Naoreen,**  
*E-mail address:* [bushra.naoreen@gmail.com](mailto:bushra.naoreen@gmail.com)

---

## HOW ELEMENTARY SCHOOL PRINCIPALS' CHANGE TENDENCIES ARE RELATED WITH THEIR OPINION ABOUT CURRICULUM CHANGE

**Sadegül Akbaba Altun,**  
**Şener Büyüköztürk,**

### Abstract

Leadership is important in change process and change management. Turkish educational system is undergoing a constant change. One of those changes was the change of the primary school curricula, which had been accepted in the 2004-2005 academic year. Therefore, it is important to understand how school principals, as the persons who are in charge of this change, handles this process. This study aims to solicit school principals' tendencies toward change as well as understanding their perceived roles, their understanding of change and their management of change process.

### Methods

This study is designed with a mixed methodology. In order to understand school principals' tendencies toward change, a change tendency scale, developed by Akbaba-Altun and Büyüköztürk (2012), was utilized. In addition, school principals were asked to narrate their opinions regarding the changed curricula and its reflections on practice. The quantitative data were analyzed through descriptive and interpretive analysis whereas the qualitative data were analyzed through content analysis. A total of 179 primary school principals joined the quantitative part of this study, out of which 154 of them participated in the qualitative one.

### Findings

It was observed that school principals were generally homogenous in their change tendencies. In addition, their relatively highest mean score was on the belief about the benefits of change subscale ( $M=4.2$ ,  $SD=$  ). Overall, school principals' scores in four subscales are generally high. However, in addition to the beliefs about the benefits of change and entrepreneurship subscales ( $M=3.94$ ,  $SD=$  ) it is noteworthy to mention that keeping up with the status quo subscale ( $M=3.96$ ,  $SD=$  ) was also found high. School principals usually find the new curriculum positive ( $n=101$ , 65%), followed by those with neutral ( $n=29$ , % 18.8) and negative ( $n=24$ , %15.5). Within this context, this finding was supported by the qualitative data, as well.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sadegül Akbaba Altun**  
*E-mail address:* [akbabas@baskent.edu.tr](mailto:akbabas@baskent.edu.tr)

---

## Primary teacher's thinking about nature and culture

Petra Vystrčil Marková\*, Czech Republic

### Abstract

In this paper I describe the theoretical framework focused on teacher's thinking. The other terms - nature and culture - are described in the whole global context as I understand them. The second part of my paper is given to the methodology based on the teacher's thinking. This research is a case study. I used interview and a technique of structuring concepts. It means I present the qualitative research about primary teacher's thinking about nature and culture and criteria for analyzing. The results show to the high level of teacher's thinking about nature and culture.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Petra Vystrčil Marková**, Czech Republic

E-mail address: [markova.pet@hotmail.com](mailto:markova.pet@hotmail.com)

---

## Bringing Relevance, Applicability and Engagement into 1st Year B.Com Curricula

Susan Benvenuti \*, University of the Witwatersrand, Johannesburg, South Africa

Mitchell Hughes, University of the Witwatersrand, Johannesburg, South Africa

Linda Spark, University of the Witwatersrand, Johannesburg, South Africa

### Abstract

Most B.Com degrees, recognising the fundamental role of information and communication technology (ICT) in business and society, require students to take an introductory course in Information Systems (IS).

However, the majority of IS courses offered to first year B.Com students are simply introductory courses originally designed for intended IS majors. These provide a broad, but arguably superficial introduction to the various elements of ICT, failing to situate technology within the modern business world or everyday life of the average B.Com student. Students inevitably treat the course simply as a necessary requirement for graduation, and take little of value with them either into their university or working life.

Taking accessibility of content, relevance and real world application as a departure point, an introductory IS course was radically redesigned, moving away from chapter-based textbook content coverage. Instead, an integrated theme-based approach guiding students from engaged reflection on personal information systems towards an understanding of the impact of ICT in business and society has been developed. With typical enrolment ranging between 550 and 750 students, a learning management system with forum participation and online quizzes, small group tutorials, guided self-study tasks and informal social networking was central to the redesign.

This paper examines the motivation and rationale behind the course redesign. Preliminary data analysis of course evaluations, lecturer interviews and focus groups from the first action research cycle is presented.

Early results and anecdotal evidence suggest higher levels of student participation, deeper engagement with concepts and content, and increased interest in IS as a major.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Susan Benvenuti**, University of the Witwatersrand, Johannesburg, South Africa

E-mail address: [susan.benvenuti@wits.ac.za](mailto:susan.benvenuti@wits.ac.za)

---

## Experiment curriculum revolution for professional basic courses

Xiaoling YUAN\*, College of Energy and Electrical Engineering, China.

### Abstract

During higher education, it is important to teach and learn professional basic courses for teachers and students. Experiments are part component of the basic course, some existing experiments for the basic course are replication experiments which cannot inspire students' innovation ability. With development of science and technology, these existing experiments are not fit for the course. As simulation toolboxes are widely used in higher education, some replication experiments can be realized through virtual experiments. Some comprehensive experiments should be designed for students to complete using IC or microprocessor. This paper studies experiment curriculum revolution for



professional basic courses. Practical experiments are designed according to the requirements of theoretical courses and some practical application. In this paper, program of curriculum revolution is proposed, design objective is studied, curriculum contents are planned and evaluation method of the experiment design is proposed.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Xiaoling YUAN**, College of Energy and Electrical Engineering, China.  
E-mail address: [lingx@hhu.edu.cn](mailto:lingx@hhu.edu.cn)

---

## **An Investigation of Student Faculty Evaluation (SFE): A Look at Faculty Members' Perspective**

**Sahail Asassfeh \***, Department of Curriculum and Instruction Hashemite University, Jordan.

### **Abstract**

The evaluation of faculty members by students (Student Faculty Evaluation or SFE), a major source about faculty member's (FMs') teaching performance and a sound basis for suggesting more effective interventions when appropriate, has gained much attention during the last few decades. Almost three decades ago, Whitman and Weiss (1982) raised several concerns about the SFE evaluation that seem to be still valid. First, despite the claim that SFE is theoretically aimed at FM's professional development, many FMs view it as a source of pressure, and professional development is no more than a lip service by administrators. The second concern amounts to what aspects of the FM's role are to be evaluated. An FM's responsibilities typically include teaching, research, and service. Since the latter usually receives the least attention and research can be more easily and objectively assessed, the decision maker is left to find the best method for assessing the teaching performance. An assessment of the teaching dimension is of paramount significance especially in teaching-oriented, compared to research-oriented, academic institutions where student learning is the ultimate goal of the institution. Addressing SFE from a FMs' Perspective is motivated by the understanding that even though students are the ultimate recipients of the outcomes of SFE, FMs' beliefs, perceptions about the entire process are of no less importance since they are the ones who should directly benefit from these outcomes to make the modifications deemed necessary in their teaching performance. In line with this, this study addresses this topic from FMs' perspective at a major Jordanian public university using a questionnaire developed for this purpose and distributed to a representative sample of those FMs. The study addresses FM's perceptions of the SFE process in terms of: (a) their paper-based vs. online-format preferences; (b) the standards they believe students adopt in the evaluation; (c) the fruitfulness of SFE outcomes; and (d) their opinions about the evaluation instruments currently used at their institutions. The findings of this study and their implications are very useful pointers for faculty and higher education administrators towards further improvement at this and comparable academic institutions. Key words: evaluation instruments, evaluation outcomes, faculty evaluation, faculty perceptions It is noteworthy that the author of this paper has already completed a research project (being reviewed for publication) on the same topic from a student's perspective. Following are the references used.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sahail Asassfeh**, Department of Curriculum and Instruction Hashemite University, Jordan.  
E-mail address: [sabash@hu.edu.jo](mailto:sabash@hu.edu.jo)

---

## **Pedagogical foundation of eLearning**

**Sarka Hubackova \***, University of Hradec Kralove, Czech Republic

### **Abstract**

The contents of the programs within the definition of eLearning and within its concepts in practice shall be focused on language knowledge and practice of the individual and his language experience. What could seem professional from the point of view of language use at first glance remains an occasional component of language teaching both in classical or electronic form.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sarka Hubackova**, University of Hradec Kralove, Czech Republic  
E-mail address: [sarka.hubackova@uhk.cz](mailto:sarka.hubackova@uhk.cz)

---

## Multimedia in Business German Teaching

Sarka Hubackova\*, University of Hradec Kralove, Czech Republic

### Abstract

The foreign language teaching through e-learning often gains ground more slowly than the teaching of technical and natural science subjects. In the foreign language teaching it seems the most advantageous method that of blended learning. It means the combination of the attendance education and the on-line one, because the role of a teacher is especially important in studying any foreign language.

Surmounting the beginning embarrassment and distrust, we made a considerable number of on-line courses of German and English at the Faculty of Informatics and Management, University of Hradec Králové. We have used all the courses in attendance or in combined teaching process. The courses almost always meet with a good response.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sarka Hubackova**, University of Hradec Kralove, Czech Republic.

E-mail address: [sarka.hubackova@uhk.cz](mailto:sarka.hubackova@uhk.cz)

---

## Perspectives of eLearning

Sarka Hubackova\*, University of Hradec Kralove, Czech Republic

### Abstract

Development of eLearning is connected to development, technical improvement and also better affordability of computers. New programs were created not only to teach, but also to allow the communication between the teacher and the student. This new system corresponded already with the today's one, but it got its name just in 1999. The initial concept of eLearning was related with issues in contemporary essays primarily of a technical nature. All essays from initial period repeatedly emphasize the modernity of the device and the first educational outcomes associated with it.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sarka Hubackova**, University of Hradec Kralove, Czech Republic

E-mail address: [sarka.hubackova@uhk.cz](mailto:sarka.hubackova@uhk.cz)

---

## THE ROLE OF REGIONAL GEOGRAPHY FOR THE ROMANIAN STUDENTS IN THEIR TRAINING AS FUTURE TOURISM SPECIALISTS

Jucu Ioan Sebastian\*, West University Of Timisoara, Romania

### Abstract

During the last decade of the Romanian post-socialism the higher education system of Romania has supported many curricular changes in order to adjust the Romanian student's instruction to the international requirements in education. In this respect, new educational contents and subjects were designed and included within the national curriculum aiming to provide both a qualitative learning and a proper instruction related to the real insertion of the students in the labor market. This article unveils some issues connected to a new geographic subject in terms of Regional Geography. It was recently included in the higher education curriculum of the students of the Tourism Geography Program from West University of Timișoara, Romania. The aim of this new subject was to provide a proper knowledge in the field of the regional issues of the world in addition to their future training as tourism specialists. This study illustrates the feed-back of the learning process of the Regional Geography taking into account the major trends in approaching the contents of this new subject. The methodological design of the research is based both on quantitative and qualitative methods. In order to evaluate the instruction progress of the students we sampled two groups of 35 students each. They were separately surveyed using the questionnaires method in 2012 and 2013. To this approach, five in-depth interviews have been applied in order to highlight the personal individuals' opinions concerning the study of Regional Geography. The findings of the research illustrate the student's interest for this discipline using the research projects in their learning process. Furthermore, Regional Geography seems to be a relevant subject in the contemporary student's training as future specialists in tourism.

*Keywords:* regional geography, project research, students, higher education, Romania.

ADDRESS FOR CORRESPONDENCE: **Jucu Ioan Sebastian**, West University Of Timisoara, Romania

E-mail address: [sebastianjucu@yahoo.com](mailto:sebastianjucu@yahoo.com)

---

# The use of simulation modeling as a tool for self-directed learning achieved by testing expected outcomes of varying capital investment structures as influenced by probabilistically distributed macroeconomic cause variables

Robert D. Campbell \*, Hofstra University Hempstead, NY, USA

## Abstract

This paper presents a detailed example of the use of simulation modeling on a standard Excel spreadsheet as a platform for self-directed student learning. Students use the simulation model as a vehicle for Monte Carlo style analysis of the expected outcomes for a typical capital investment as influenced by a probabilistically distributed set of possible future macroeconomic variables. The technique may be used to analyze a wide range of financial decisions, but in this example we use it to inform a decision regarding financing structure in a real estate investment.

We use two cause variables, each with an unknown future value: 1) The rate of price inflation, 2) The market interest rate on fixed mortgages. It's a complex matter to analyze the investment impact of these variables, not only because they interact with each other, but because they have conflicting impacts on the investment: inflation correlates with higher rental income, which is good for investors, but also correlates with higher interest rates, which are bad for investors who use variable rate financing. To make matters more confusing yet, the impacts are different for current annual returns than they are for total returns, which incorporate the capital gain.

Rather than attempt to teach these complex issues in a conventional lecture format, in the proposed structure the instructor requires students to build the simulation model, and then use it to discover for themselves the expected outcomes under each of the possible future macroeconomic environments.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Robert D. Campbell**, Hofstra University Hempstead, NY, USA

E-mail address: [finrdc@hofstra.edu](mailto:finrdc@hofstra.edu)

---

# The use of simulation modeling as a tool for self-directed learning achieved by testing expected outcomes of varying capital investment structures as influenced by probabilistically distributed macroeconomic cause variables

Robert D. Campbell\*, Dept. of Finance, Hofstra Univ. Hempstead, NY, US

## Abstract

This paper presents a detailed example of the use of simulation modeling on a standard Excel Spreadsheet as a platform for self-directed student learning. Students use the simulation model as a vehicle for Monte Carlo style analysis of the expected outcomes for a typical capital investment as influenced by a probabilistically distributed set of possible future macroeconomic variables. The technique may be used to analyze a wide range of financial decisions, but in this example the model is used to inform a decision regarding financing structure in a real estate investment.

In this example we use two cause variables, each with an unknown future value: 1) The rate of price inflation, 2) The market interest rate on fixed mortgages for income properties. It's a complex matter to analyze the investment impact of these variables, not only because they interact with each other, but because they have ambiguous impacts on the investment: Inflation correlates with higher rental income, which is good for investors, but also correlates positively with higher interest rates, which are bad for investors who use variable rate financing. To make matters more confusing yet, the impacts are different for current annual returns than they are for total returns, which incorporate the capital gain.

Rather than attempt to teach these complex issues in a conventional lecture format, in the proposed structure the instructor requires students to build the simulation model, and then use it to discover for themselves the expected outcomes under each of the possible future macroeconomic environments.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Robert D. Campbell**, Dept. of Finance, Hofstra Univ. Hempstead, NY, US

E-mail address: [finrdc@hofstra.edu](mailto:finrdc@hofstra.edu)

---

# Writing retreats in response to the 'incessant demands' of the university

**Jane Castle\***, University of the Witwatersrand, South Africa.

**Susan Benvenuti**, University of the Witwatersrand, South Africa.

**Moyra Keane**, University of the Witwatersrand, South Africa.

### **Abstract**

#### Research Problem

Many universities, including the institution in which we work in Johannesburg, South Africa, have introduced 'structured writing interventions' including writing for publication courses, writing support groups, research writing workshops, and writing retreats to increase research production by academic staff. There is also a host of books on research writing available for academics and postgraduate students. In this paper we turn the spotlight on the possibilities of writing retreats in response to the 'incessant demands' (Grant, 2006) on academics to increase research output. There has been little research on writing retreats as a process to increase both productivity and pleasure in a demanding university context.

#### Purpose of the study

The purpose of the study was to develop a conceptual framework, or continuum, for writing retreats which would orientate the reader to the origins, purpose, structure, pedagogical principles, environment and orientation to identity of writing retreats.

#### Methods

The paper was written in a four-day writing retreat so that the research methodology would mirror the conceptual framework. We employed the same processes and techniques in this retreat that we employ when facilitating or participating in writing retreats. Within this broad methodological approach, we read, analysed, discussed and wrote summaries of published literature which we had marshalled for that purpose.

#### Results

The result of the study is a framework, or continuum, for 'structured' and 'less structured' writing retreats. The framework highlights the diversity of approaches which it is possible to take in writing retreats.

#### Conclusions

A framework for writing retreats was designed to assist readers to design, plan, defend and evaluate writing retreats in a coherent and purposeful way, in response to the 'incessant demands' for increased research production.

#### *Keywords:*

ADDRESS FOR CORRESPONDENCE: **Jane Castle**, University of the Witwatersrand, South Africa.

E-mail address: [jane.castle@wits.ac.za](mailto:jane.castle@wits.ac.za)

---

## **Educational context and value-based leadership model of the adolescents**

**Emiliane Rubat du Merac \***, Department of Pedagogy of the Faculty of Educational Sciences, Roma Tre University, Italy.

### **Abstract**

The subject of my research is the influence of the school context compared to the scouting context on the value-based leadership model of the secondary school students. I have used the Socially Responsible Leadership Scale and a questionnaire, inspired by the GLOBE dimensions of the culture questionnaire, to measure how the adolescents perceive their classroom or scouting environment.

The questionnaires have been submitted to 530 students and 130 scouts, enrolled in upper secondary schools of Rome.

The first analyses support the hypothesis of an influence of the educational context, especially the way in which power and responsibilities are shared, on the eight dimensions of the Social Change Model of Leadership, which are considered the main values necessary for the development of a leadership which "facilitate positive social change at the institution or in the community" (HERI, 1996).

The idea that the leadership skills are developed through experience is found in Dewey's pedagogy (1916, 1938), in the Social constructivist perspectives of Piaget (1932, 1950), Vygotsky (1926, 1930), Kohlberg (1980, 1981, 1984), Erikson (1982) e Gilligan (1980, 1982) and in general in cognitivism and constructivism.

This research addresses the need to reopen the discussion on the educational dimension of school, and not only on the transmission of knowledge or skills at school, where the educational context is likely to contradict the principles enunciated, and only formally shared, of democratic citizenship.

At the conference, the dimensions of the two questionnaires will be presented, along with the research results

#### *Keywords:*

ADDRESS FOR CORRESPONDENCE: **Emiliane Rubat du Merac**, Department of Pedagogy of the Faculty of Educational Sciences, Roma Tre University, Italy. E-mail address: [emirubatdumerac@yahoo.com](mailto:emirubatdumerac@yahoo.com)

---

## **Article use in the compositions by Turkish EFL students**

**Sinem Ürkmez \***, Uludağ University, Turkey.

### **Abstract**

The English article system is one of the most complicated features of English grammar. Learners of English whose first language lacks an article system face an extra difficulty in acquiring the English article system. This study is an attempt to investigate the Turkish students' ability to use the English articles as an example for learners whose first language lacks an article system. The study focuses on the variability of "article use" in Turkish EFL learners' writing ability, and the variability of "errors" these students make in their use of articles.

The present study is based on a learner corpus. Uludağ University English Language Teaching (ELT) Department students were the sample. The first year students of 1999-2000 Academic Year

were required to write an essay in their Writing Skills Final Examination Paper. 106 final exam papers were typed, and saved in plain text format without correcting mistakes of the students, and without making any changes. A concordance program was applied to the essays of the students in order to detach the sentences with the definite article, THE and the indefinite article, A/AN. The

remaining sentences were analyzed individually to encounter  $\emptyset$  articles. An article classification model was formed. The categories in this article

classification model were based on Huebner's (Huebner 1979, 1983, 1985 in Parrish 1987 and in Butler 2002) semantic wheel.

It was found that participants tend to use the definite article THE more frequently than any other articles. Looking at the variety of errors, the participants were aware that definiteness associates with THE, and indefiniteness associates with A/AN. However, they were unaware that the  $\emptyset$  article also associates with indefiniteness. In general, the participants could not decide whether to use THE or the  $\emptyset$  article. However, the participants had no difficulty in distinguishing THE from A/AN. The results indicated that the participants mostly overgeneralized the  $\emptyset$  article, and it was followed by THE, then A/AN.

It was argued that the stated varieties in the article use and errors arise from the task applied for gathering the data, the participants first language, input frequency, and lack of sufficient information on articles in pedagogical materials. Finally it was recommended that more than one task should be applied for gathering data, and these tasks should be selected appropriately to make the participants use all categories of the articles. The

information given on the articles should be designed by considering the learners whose L1 lacks an article system. More attention should be given to the teaching of the  $\emptyset$  article, and genericness, and learners should be encouraged to raise their own learning of the article system.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sinem Ürkmez**, Uludağ University, Turkey.

E-mail address: [Sinemcolak@yahoo.com](mailto:Sinemcolak@yahoo.com)

---

## **The impact of constructivism in a traditional context; the case of social studies student teachers in Jordan**

**Yarmouk Univesity\***, Yarmouk Univesity, Jordan.

### **Abstract**

The aim was to explore the impact of a constructivist approach to learning in a traditional context of passive/receptive philosophies of teaching. The vehicle was the introduction of journal writing to student teachers in Jordan. N=30 students were given a short course in journal writing as a learning tool on their final placement. The schools operated traditional approaches to learning and the students in the sample had experienced this throughout their own schooling. The impact of the course was assessed using semi-structured interviews. Some students had found the experience stressful but 75% had found it fruitful and motivating. The ready impact of the intervention in such unpromising circumstances suggests that 'being thoughtful' is the default mode of human learners but this can be easily submerged by systems and teachers.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Yarmouk Univesity**, Yarmouk Univesity, Jordan.

E-mail address: [nhsamih@yahoo.com](mailto:nhsamih@yahoo.com)

---

## **Aliasing Errors in Engineering Education**

### Abstract

Based on Shannon's theorem, it is well known in signals and systems theory, that a continuous signal could be reconstructed from its sampled version, if and only if the sampling frequency is at least twice as large as the highest frequency of the continuous signal. This critical sampling frequency is called the Nyquist frequency.

If, however, the continuous signal is sampled with a frequency smaller than the Nyquist frequency, signal reconstruction errors may occur, often leading to the reconstruction of the wrong continuous signal. This type of error is called aliasing error and is at the origin of serious misinterpretations relating to the nature and quality of the continuous signal reconstructed from its sampled version, as could be witnessed when a speeding car wheel is shot by a video camera at a small frequency, compared with the frequency of wheel rotation.

The above concept could well be applied in particular to the knowledge signal(s) being delivered in the context of engineering education. When the delivered knowledge signal is sampled (i.e. assessed for retention), it is argued that its sampling frequency should be at least equal to its Nyquist frequency (i.e. twice as large as its highest natural frequency). Otherwise, the effectiveness of the signal delivery process may be at risk, leading to believe that the original knowledge signal has been captured, whereas in reality a different knowledge signal profile could have been acquired.

In order to test the above hypothesis, a short questionnaire is being circulated among various engineering educators working in a number of leading higher education institutions in Lebanon (the Middle East), for the purpose of quantifying the frequency of assessment of the knowledge signals being delivered. The intention is to compare this frequency of assessment to the corresponding estimated natural frequency of knowledge delivery. Towards that end, a number of assessment modes are examined, along with their respective methods. In addition, several factors are taken into consideration, including the perceived level of ethical standards prevailing in the corresponding institutions and the availability of graduate teaching assistants, among others.

Preliminary results of the above questionnaire are beginning to confirm the stated hypothesis. Assuming that the typical engineering knowledge delivery process is cyclic (with a worst-case period equal to the time required to finish one textbook chapter), it is being revealed that the knowledge assessment frequency falls clearly short of the Nyquist frequency of knowledge delivery. Comparable results appear to be applicable to various engineering education domains including circuit analysis, electronics, digital circuits, electromagnetics, and control, and for various modes of assessments, including exams, quizzes, homework assignments, and home projects.

The serious implications of the above results underscore the pressing need for effective solutions, especially for those engineering education institutions that have an insufficient or absent graduate teaching assistantship program. In these institutions, it is suggested to establish Centers of Learning Effectiveness run by distinguished students who, in return for their undergraduate scholarships, provide timely and systematic assessment services for engineering educators in addition to tutoring services for other engineering students. One direct outcome of such centers is the increase in the frequency of knowledge assessment, which has the potential of reducing if not eliminating aliasing errors in engineering education.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **George Hassoun**, Notre Dame University – Louaize, Lebanon

E-mail address: [ghassoun@ndu.edu.lb](mailto:ghassoun@ndu.edu.lb)

---

## Fostering entrepreneurial drive and competence in university students of economics and engineering

**Ioan Moise Achim** \*, "1 Decembrie 1918" University of Alba Iulia, Romania.

**Teodora Popescu**, "1 Decembrie 1918" University of Alba Iulia, Romania.

**Manuella Kadar**, "1 Decembrie 1918" University of Alba Iulia, Romania.

**Maria Muntean**, "1 Decembrie 1918" University of Alba Iulia, Romania.

### Abstract

Problem statement

The global knowledge society nowadays calls for citizens endowed with self-awareness, critical thinking, initiative taking, decision-making capacity and time management skills. It is the role of tertiary education to foster entrepreneurial vision in students, and to develop an entrepreneurial culture amongst young undergraduates. The entrepreneur is above all an innovator, who actively brings forth different innovations in the productive process through using scientific and technological breakthroughs for profit-yielding purposes. Entrepreneurial innovation (Schumpeter 1942) can take many forms, such as the introduction in the market of a new or better quality product, the creation of a new productive process, the opening of a new market or, finally, the creation of a novel form or organization of a company.

Purpose of study

The aim of this study is to investigate the role of tertiary education in the identification and mobilisation of creative talent, enabling students to overcome hesitations based on the fear of failure and transforming the theoretical knowledge on



entrepreneurship into innovative ideas and practical solutions. Courses in entrepreneurship have to foster and encourage self-awareness, critical thinking, initiative taking, decision-making capacity and time management skills.

#### Methods

Our investigation consisted of applying a questionnaire among 208 students of engineering and 130 students of economics. The questionnaire, structured into two main parts: entrepreneurial knowledge and entrepreneurial skills, aimed at identifying students' knowledge and attitudes towards entrepreneurship. A comparison was made between students of economics and of engineering. The results of the questionnaire were processed using the SPSS statistical analysis software. The final analysis of the data obtained comprised both quantitative and qualitative interpretation.

#### Findings and results

The results revealed that the students' entrepreneurial knowledge was rather limited in the case of engineering students, and slightly better in the case of economics students. The analysis of attitudes was relevant for the Romanians' high uncertainty avoidance and low risk-taking predisposition.

#### Conclusions and recommendations

The most relevant conclusion of the questionnaire we carried out among the Engineering students was that they definitely need specific training in entrepreneurship; however, this only would not be sufficient to empower them for the challenges of setting up a small business in Romania. This training in entrepreneurship has to be complemented by courses in business law, accounting, finances, etc.

#### Keywords:

ADDRESS FOR CORRESPONDENCE: **Ioan Moise Achim**, "1 Decembrie 1918" University of Alba Iulia, Romania.

E-mail address: [achimmoise@yahoo.com](mailto:achimmoise@yahoo.com)

---

## Comparison of executive function in bilingual(Turkmen-Persiaon) and monolingual(Persiaon) Mental retardation students

**Masoud Doornavaz\***, Azad University, Iran.

#### Abstract

The overall goal of this research Comparing executive function in bilingual(Turkmen-Persiaon) and monolingual(Persiaon) Mental retardation among 7.5-10.8 students. The research method was Ex post facto method. The sample size have been chosen 30 mono lingual and 25 bilingual between 7.5-10.8 years old high educate Mental retardation students among Golestan Province exceptional schools by Total number sample method who they studied in 2012-2013. The research instruments were Neuropsychological Coolidge tests , Wisconsin Card Sorting Test and Wechsler Memory figures. It has been analyzed with SPSS Software and Analysis of Variance( MANOVA) Inferential statistics. The findings indicate that executive functions in monolingual and bilingual students in both groups were not significantly different. The results showed that executive functions bilingual and monolingual students mentally retarded were not significantly different.

#### Keywords:

ADDRESS FOR CORRESPONDENCE: **Masoud Doornavaz**, Azad University, Iran.

E-mail address: [ynami1354@gmail.com](mailto:ynami1354@gmail.com)

---

## The relationship between executive function with age the mono-and bilingual students among Mental retardation.

**Masoud Doornavaz\***, Azad University, Iran.

#### Abstract

The present study aim is survey the relationship between executive function with age the mono-and bilingual students among Mental retardation. The research method was Ex post facto method. The sample size have been chosen 30 mono lingual and 25 bilingual between 7.5-10.8 years old high educate Mental retardation students among Golestan Province exceptional schools by Total number sample method who they studied in 2012-2013. To assess executive functions(Organization, inhibition, decision-making and flexibility) Neuropsychological Coolidge tests , Wisconsin Card Sorting Test and Wechsler Memory figures were used. Spss software and data were analyzed with Pearson correlation model.Findings: The components of the organization, inhibition and flexibility in both age groups, a significant relationship was found. The deciding factor - Planning a negative relation with age was observed in bilingual group . In Monolingual group there was no significant relationship. Conclusions: Executive functions in monolingual mentally retarded students were not significantly associated with age and the bilingual groups in decision-making components - planning a significant negative correlation with age was observed In other areas there was no significant relationship.

#### Keywords:

## **Classroom Teachers' Technology Pedagogical content of Knowledge in Jordan**

**Aseel Akram Shawareb\***, University of Petra Jordan.

### **Abstract**

Technology has become an important part of teaching and learning within the classroom as well as working with fully online environments. So the rapid and constant pace of change in technology is creating both opportunities and challenges for teaching. The opportunities include greater access to rich, multimedia content, the increasing use of online course taking to offer classes not otherwise available, the widespread availability of mobile computing devices that can access the Internet, the expanding role of social networking tools for learning and professional development, and the growing interest in the power of digital games for more personalized learning.

This study will investigate classroom teachers' Technology pedagogy content knowledge. The findings will provide important data that may help in planning for learning activities and designing appropriate training programs for in service teachers, and in developing preparing teachers programs.

trying to answer the following question:

What is classroom teachers' technological pedagogical content knowledge in teaching?

Do this knowledge different due to: years of experience, level of education, area of Specialization, and having courses in educational technology?

The population will consist of all classroom teachers"first, second and third grade in basic cycle" who used technology at Amman city schools. "Survey of teachers' knowledge of teaching and technology" developed by Denise A. Schmidt, Evrim Baran, and Ann D ,2011.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Aseel Akram Shawareb**, University of Petra Jordan.  
E-mail address: [aseelshawareb@gmail.com](mailto:aseelshawareb@gmail.com)

---

## **Intra/intercultural challenges and management in complex organizations within Public Administration**

**Agnes JENEI \***, National University of Public Service, Hungary.

### **Abstract**

The paper exams the intracultural challenges of „megaorganizations" that have been created due to structural changes in Hungary. The merging of organizations, that were very different in terms of function, number of staff, type of activity, can lead to many conflicts in the cooperation of employees coming from different organizational cultures.

The everyday frictions, the conflicts of interest make the process of harmonization of the different organizational cultures difficult. This is a challenge for the leadership: intracultural problems have influence on the working atmosphere, the motivation, and can obstacle the organizational identification process of the employees. All these factors can influence the performance of every single employees, and finally, the performance of the organization as a whole.

The aim of the presented research in the paper is to explore the methods, technics, and instruments that can be useful during the development of the organizations. Those methods are to be examined, that can redcut the misunderstandings, the frinctions, and can promote the cooperation of the employees coming from different organizational cultural.

The research tries to highlight, in particular, the types of internal communication management that can serve to create a new common culture.

According to the hypotesis, the management of the different organizational cultures within complex organizations in the Public Administration field can be very similar to the methods used in the multicultural or cross-cultural organizations in the private sector.

Consciousness in intracultural management can be useful in raising awareness of intracultural differences, understanding the different behavioral patterns, and in trying to develop new organizational work by developing intracultural competences.

The research method of my contribution: field-work, semi-structured interviews in Hungarian organizations with complex structures

*Keywords:*

## Perceptions of an Embedded Soft Skills Elements Program in College Accounting Courses

**Syed Ismail Mohamad\***, Sultan Idris Education University, Malaysia.

### Abstract

Development of human capital has been on the national agenda in the pursuit of becoming a developed country. As quality human capital has become a need in the global context, steps have been taken by the Malaysian government to ensure the efforts required to fulfill the national agenda are generated at all levels of society. A study was designed to examine the perspective of the student-teachers' on the embedded soft skills program implemented in one of the public universities in Malaysia. The study sought to identify the most frequently learned soft skill elements in accounting courses; the relationship between awareness of the soft skills learned and the soft skills grade-performance evaluation; the most effective strategy used to adapt the soft skill elements; and, finally, to analyze the learning outcome achievement of the soft skills learned through accounting student-teachers' perspective. The researcher surveyed 122 accounting student-teachers from the Faculty of Management and Economics (FME) using an adapted questionnaire from The Effectiveness of Academic Programs at Higher Education Institutions Towards Lifelong Learning by Amaludin, Lee, Pandian, and Sirat (2008) with coefficient alpha 0.92. The findings indicated the most frequently integrated soft skill elements in the accounting courses were critical thinking and problem solving. The relationship between awareness of the soft skill elements and marks of soft skills indicated the existence of a relationship that was statistically correlated at a p value less than 0.05 with  $r = .460$  for the highest relationship that existed between awareness of soft skill in leadership skills and marks of soft skills. Problem-based learning strategy was the most effective strategy used by the lecturers in adapting the soft skills learned, and the accounting student-teachers believed the learning objectives of the embedded 7 soft skill elements were achieved within the range of 57.4 to 88.5%.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Syed Ismail Mohamad**, Sultan Idris Education University, Malaysia.  
E-mail address: [syed.ismail@fpe.upsi.edu.my](mailto:syed.ismail@fpe.upsi.edu.my)

---

## Creating Sustainable Learning Environment In Secondary Schools: A Mental health Approach

**Mary Maluleke\***, University of Venda, South Africa

### Abstract

Problem statement

Recent reports in the media and political formation suggest that there is a crisis in the school education system particularly in some provinces. The recent past discovery that even late in the year, still, some of the schools had not received the learning textbooks, suggesting lack of collaborative efforts between schools and department of education in the province. A secondary school in the District approached the University with a request that the university assist in intervening for improved learning environment. The identified school requests for counselling and academic support as a result of high drop-out rate and high level of learner pregnancies contributing towards the dysfunctionality of the school. The identified school's results in one class showed that the school performed much lower than the provincial results. There are reports from the school that the lower classes are performing much lower than the Grade 12 class each year. Problematic areas include life skills, and academic performance.

Purpose of the study

The overall aim of this study is to develop a community based model that will create a sustainable learning environment and the academic performance, health and wellness of learners in the dysfunctional rural community schools reflecting their diversity and uniqueness.

Methods

The study will use both qualitative and quantitative methods

Findings

In this paper, I will seek to establish the form of counseling and engagement that would enhance the life skills and improve learner academic performances in selected subjects. Working with teachers, we will establish the strategies that teachers can use to enhance learners' life skills and provide effective teaching in the subjects selected and establish the models of community engagement would contribute to the creation of sustainable learning environment for learners.

*Keywords:*

## Teacher training for inclusive classes in rural schools: The dilemma of training for diversity

**Azwidohwi Philip Kutame\***, University of Venda, South Africa

### Abstract

When compulsory public education began near the turn of the century, no public school programs existed for students with disabilities. Schools were expected to be efficient assembly lines, with each class of students moving from grade to grade and, eventually, graduating from high school as productive citizens prepared to enter the workforce. With the advent of time special education public programs become available in many parts of the country, some undesirable outcomes were becoming apparent. Segregated special classes were regarded as not an appropriate educational setting for most students with special needs. In spite of special educational needs and inclusion classes' agendas being driven by national policies, educators in educational institutions in rural areas are inevitably experiencing the effects of interpretations of these policies at classroom level, focusing on achieving holistic outcomes for individual children and young people. However, little is being done to get training institutions to prepare students to effectively manage inclusive classes where there are learners with special educational needs attend.

Purpose of this study

The aim of this study is to identify effective teaching approaches and strategies by training institutions in preparing pre-service teachers to teach learners with special educational needs in inclusive classes.

Methods

The study will use a qualitative and quantitative research approaches in collecting data from respondents in an initial pre-service teacher training institution.

Findings and results

The need for 'high quality' teachers equipped to meet the needs of all learners becomes evident to provide not only equal opportunities for all, but also education for an inclusive society. Training should include knowledge, beliefs and values of the teacher that are brought to bear in creating an effective learning environment for pupils, making the teacher a critical influence in education for inclusion and the development of the inclusive school.

*Keywords:*

## The teacher's perspective on how to delight schools considering the education standards

**Saber Azimi \***, Kharazimi University of Tehran, Iran.

**Porandokht fazelian**, Kharazimi University of Tehran, Iran.

### Abstract

Joy and happiness has always been as one of the most important needs of students and teachers at schools. Studies have shown that physical factors, management, and relationships at school are involved in creating happiness in teachers and students. In the present study, our main focus is on the physical aspect of schools, which should be in accordance with the standards of education, according to the rules of our educational system. In this study we intend to evaluate the teachers' points of view about the impact of design standards of physical spaces, color, facilities and schools' sanitary system in creating healthy environments in schools. To achieve this objective, the study was a descriptive-survey and a self-made questionnaire was used to collect data. The population includes the elementary students of the fourth district in Karaj from which a sample of one hundred people are selected in a cluster sample; afterwards, for the statistical analysis, the average method and one-sample t method were carried out. The results expressed that according to the teachers, the standards related to color and educational facilities of schools have had a desirable effect on teachers' and students' happiness, and conversely, the design standards of physical spaces and schools' sanitary system lead to the reduction of their happiness at schools.

*Keywords:*

# CHEMICAL BOND: A DIDACTIC PROPOSAL FOR SPANISH STUDENTS OF SECONDARY EDUCATION

Constancio Aguirre-Pérez \*, Faculty of Educatio of Cuenca University of Castilla-La Mancha SPAIN

## Abstract

In this work we have intended to develop a didactic proposal for the teaching and learning of the topic of the chemical bonding for students of the third year of the Spanish Secondary Education (ESO). We have worked with three different groups of this level in an Institute of Secondary Education of Albacete (IES No. 1). Following the classical methodology of research in Science Education, one of them has been selected as experimental and the other two as control groups.

Up to the date of realization of this proposal the three groups followed the schedule of the matter Physics and Chemistry alike. Before the study of the subject topic (chemical bond) some questionnaires were passed to the three groups in order to identify alternative conceptions on the subject and see if all the students started from the same level. The topic was taught by a traditional programming method for two control groups and the one chosen as experimental group followed a didactic approach based in an inquiry-based teaching. This methodology assumes to begin from a guideline which is updated every day. This study started studying the mechanism of a car airbag to from which we have tried to reach the concept of chemical bonding. The final results (testing phase) will be presented during the Conference.

## Keywords:

ADDRESS FOR CORRESPONDENCE: **Constancio Aguirre-Pérez** , Faculty of Educatio of Cuenca University of Castilla-La Mancha SPAIN. E-mail address: [constancio.aguirre@uclm.es](mailto:constancio.aguirre@uclm.es)

---

# Performance of Logistic Regression on the Detection Nonuniform Differential Item Functioning

Devrim Erdem Keklik\*, Niğde University, Turkey.

## Abstract

the purpose of the current study was to investigate and compare the performance of the logistic regression procedure in detecting nonuniform differential item functioning (DIF) with dichotomous item responses under a variety of conditions using simulated data.

Two-parameter logistic item response model was used to generate for a 20-item test using WinGen3. The first 17 items were always free of DIF and the last three items were the studied items, and had nonuniform DIF. To simulate nonuniform DIF, the difference in a-parameters between the reference and focal groups was set at 0.10, 0.25 and 0.50. Factors manipulated were ability distributions differences between focal and reference groups [three levels; in all conditions, and , , respectively], sample size (three levels; 600, 1200, 2400) and sample size ratio (two levels; F:R=1:1 and F:R=1:2). Fixed factors were number of groups (reference and focal), number of items, DIF-conditioning (nonuniform DIF), and matching variable. Taken together, 18 conditions were studied. Each condition was replicated 100 times. Each data set was analyzed with logistic regression (LR) DIF detection procedures. Type I error rate of LR procedure was assessed on non-DIF items, and power of this procedure was assessed on DIF items.

Based on the findings of this study, under all the conditions where groups were equal in ability and sample size ratio was 1:1, Type I error rates of LR were at nominal  $\alpha$  (.05) level. Meanwhile, under these conditions power of LR had the lowest level. When groups were equal in ability but sample size ratio was 1:2, Type I error rates of LR exceeded the nominal level and took values between 0.65 and 0.103. When groups were unequal in ability and became more skewed distribution of focal group, inflated Type I error rates were observed. In these conditions Type I error rates of LR procedure ranged between 0.465 and 0.957. Furthermore, Type I error rates of LR procedure increased as sample size increased with the exception of the F:R=1:2 condition when the ability distributions were the same. Finally, results showed that increases in the ability differences between groups corresponded with more inflated and unacceptable Type I error rates.

## Keywords:

ADDRESS FOR CORRESPONDENCE: **Devrim Erdem Keklik**, Niğde University, Turkey.  
E-mail address: [devrimyoyo@gmail.com](mailto:devrimyoyo@gmail.com)

---

## Achievement Goals, Cognitive and Metacognitive Learning Strategies: A Correlational Analysis

Devrim Erdem Keklik \*, Niğde University, Turkey  
İbrahim Keklik, Hacettepe University, Turkey.

### Abstract

Educators and school counselors in the new Millennium are in greater need to acquire detailed-empirical insight into various student variables in order to achieve satisfactory levels of efficacy promoting student learning. Thus, the purpose of this study was to investigate the relationship between types of goal orientation, cognitive and metacognitive learning strategies (Rehearsal, Elaboration, Organization, Critical thinking, Metacognitive self-regulation). Participants of the study were 266 volunteer high school students attending to 9, 10 and 11th grades in a public school in Ankara, Turkey. A Personal Information Form and the Cognitive and Metacognitive Strategies subscale of the Motivated Strategies for Learning Questionnaire developed Pintrich, Smith, Garcia and McKeachie (1991) were used data collection. Pearson correlation analysis was used in analyzing the data. Results of the study showed that students' learning approach and learning avoidance achievement goals were significantly and positively correlated with scores on cognitive and metacognitive learning strategies. However, performance-approach and performance-avoidance goals were not a significantly correlated with cognitive and metacognitive learning strategies scores with the exception of the correlation between performance avoidance and rehearsal. Results, limitations and implications of the study were discussed.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Devrim Erdem Keklik**, Niğde University, Turkey  
E-mail address: [devrimyoyo@gmail.com](mailto:devrimyoyo@gmail.com)

---

## Intercultural Sensitivity in Today's Global Classes: Teacher Candidates' Perceptions

Nihal Yurtseven\*, Yildiz Technical University, Turkey.

### Abstract

As the world is getting more and more globalized, biases about cultural background, ethnic identity, gender, or class hinder the communication seriously in today's educational settings in a worse way. Today's teachers should have a vision that gives a chance to every different identity in the classroom without giving privilege to any group or individual. Only in this way can students have broader perspectives about embracing differences and getting rid of prejudices to function as global citizens. The purpose of this study is to examine candidate teachers' perceptions of intercultural sensitivity and multicultural practices ideal for the classes. The sample of the study consists of 210 teacher candidates from different majors. A mixed method was employed to determine the perceptions of teacher candidates about intercultural sensitivity and curricular practices about multiculturalism in the classes. As data collection tools, Intercultural Sensitivity Scale developed by Chen and Starosta (2000) was used in order to collect the quantitative data. The qualitative data of the study was collected through a questionnaire in which there were three open-ended questions elaborating on curricular practices about multiculturalism in the classes. The quantitative data of the study was analyzed through t-test and ANOVA. T-test was used in an attempt to reveal the differences between male and female students about intercultural sensitivity. To analyze the qualitative data, a content analysis was carried out and emerging themes were identified. The findings of the data was discussed in a detailed way in the discussion section.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Nihal Yurtseven**, Yildiz Technical University, Turkey.  
E-mail address: [nysnihal@hotmail.com](mailto:nysnihal@hotmail.com)

---

## The relationship between parental attitudes and marital satisfaction

Ayşe Yildiz, Fatih University, Turkey.

### Abstract

In this study, the relationship between perceived parental attitude and marital satisfaction was studied and it was investigated whether or not there are significant differences between marital satisfaction levels of participants in terms of their age, spouse's age, sex, educational level, duration of marriage and the number of children.



The participants of this study was composed of 200 married couples (102 Female, 98 male). Participants' marital satisfaction level were measure by Marital Satisfaction Scale (Tezer, 1986) and their perceived parental attitude were measured by Parental Attitude Scale (Kuzgun ve Eldeleklioğlu, 2005). Participants were also administered Demographic Questionnaire which were developed by the researcher.

Data were analyzed with SPSS for Windows 17.0. In quantitative analysis, t-test were used in order to measure the difference between two groups; one-way ANOVA were used in order to measure the difference among more than two groups. Scheffe test were also used to detect the group that made the difference.

Results of the study showed that participants' marital satisfaction levels differed significantly in terms of their educational level and spouses' educational level. As participants' educational level and their spouses' educational level increases, their marital satisfaction level also increases.

There was significant difference between marital satisfaction and type of marriage. Participants who made love marriage had significantly higher marital satisfaction than participants who made arranged marriage.

There were significant relationships of marital satisfaction with perceived democratic parental attitude, perceived authoritative parental attitude and perceived protective parental attitude. As perceived democratic parental attitude increases, marital satisfaction also increases. As perceived authoritative parental attitude and perceived protective parental attitude increases marital satisfaction decreases.

Results of this study has been discussed in the light of the literature and provided the suggestions for the further researches.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ayşe Yildiz**, Fatih University, Turkey.

E-mail address: [ayse\\_kozan\\_06@hotmail.com](mailto:ayse_kozan_06@hotmail.com)

---

## **Courses on Specialized Field in Undergraduate Programs of Translation Studies Departments in Turkey: The Importance of Courses on Specialized Field in the Specialization Process of Translator Candidates**

**Muharrem TOSUN** \*, Sakarya University, German Language and Literature, Turkey.

**Ayla AKIN**, Sakarya University, German Language and Literature, Turkey.

**Fatih SIMSEK**, Sakarya University, German Language and Literature, Turkey.

### **Abstract**

The objective of this study is to reveal to what extent the structure of Translation, Translation&Interpretation and Translation Studies Undergraduate Programs in Turkey, whose numbers have been increasing in recent years contributes to specialization processes of translator candidates in the light of some cases. To this end, the structure of all the undergraduate programs teaching translation in Turkey is studied and a comparative research is conducted on whether courses on specialized fields are available in curricula, if available, are sufficient for specialization in a specific field.

In the study, we first discuss expected qualities of translators and to what extent these are reflected for the translation teaching. The translator, as well as having a vast cultural and world knowledge, is required to be specialized at a specific field. The translation teaching primarily aims to create a translator profile equipped with such a world and specialized knowledge. In order to train translators with these skills, courses on different fields of specialization must be taken from relevant departments, which thus makes translation teaching realistic and concrete. We observe that translation departments are insufficient in this respect and hence it is clear that graduate students face practical difficulties. The curricula followed by translation departments as to specialized courses vary from each other, as a result there is not a comprised model of a scientific translation teaching. A mutual method must therefore be sought. This study attempts to be the first step in this regard.

To confront with universal dimension of a translation teaching, our study puts forward what kind of examinations related to different fields of specialization are designed to recruit translators by governmental institutions. With regard to this, the study also tries to show that course on specialized field has an important position in translation teaching by taking into account both its theoretical dimension and reflection on practice.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Muharrem TOSUN**, Sakarya University, German Language and Literature, Turkey.

E-mail address: [mtosun@sakarya.edu.tr](mailto:mtosun@sakarya.edu.tr)

---

## Notes on the Clinical Education of Aboriginal Nursing Students: A Social Movement

Brenda Lynn Green\*, First Nations University of Canada

### Abstract

Education as a social movement has given voice to those who are often marginalized by society. However, much of the nursing literature on the education of Aboriginal nursing students fails to consider the intersectionality of political, social and racial concepts necessary to meaningfully engage students within clinical experiences. This concept paper examines the weakness of clinical nursing education of Aboriginal students that does not consider the cultural background, geographic location, socioeconomic status, religion, sexual orientation and other categories of difference as necessary considerations that influence clinical competencies.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Brenda Lynn Green**, First Nations University of Canada

E-mail address: [bgreen@firstnationsuniversity.ca](mailto:bgreen@firstnationsuniversity.ca)

---

## SUPPORTIVE INFORMATION CONTRIBUTION TO PROGRESSION OF LEARNERS' MENTAL MODELS

Aubteen Darabi\*, Florida State University, United States

### Abstract

In an instructional experience, 26 engineering students used a computer-based simulation of a chemical plant to acquire the complex cognitive skills of troubleshooting. To examine the progression of their mental models of the complex learning task, the participants' mental models were matched against an expert mental model at five points through the instructional sessions. Using these observations, progressions of learners' mental models were examined before and after three phases of the instructional process: supportive information presentation, problem-solving practice, and performance test. The results indicated a significant change in participants' mental models after receiving the supportive information and almost no change after practice or performance. This paper presents the results of this investigation and discusses the implications of the findings for instruction and training.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Aubteen Darabi**, Florida State University, United States

E-mail address: [adarabi@lsi.fsu.edu](mailto:adarabi@lsi.fsu.edu)

---

## Brain emotional learning based Brain Computer Interface with Independent Component Analysis

Abbas Najafizadeh\*, Department of Computer Engineering, Islamic Azad University, shahr Qods Branch, Iran.

Abdolreza Asadighanbari, Department of Computer Engineering, Islamic Azad University, shahr Qods Branch, Iran.

### Abstract

Brain Computer Interface (BCI) systems measure specific features of brain activity and translate them into device control signals. Thus, a BCI system derives and utilizes control signals to effect the user's intent, and it usually does so by allowing the user to make a selection. Key performance characteristics of BCI systems are speed (i.e., how long it takes to make a selection) and precision (i.e., how often the executed selection is the one the user intended). Current systems allow for one selection within several seconds at a relatively high accuracy. Expressed in bit rate, which combines both speed and accuracy, the sustained performance of typical non-invasive and invasive BCI systems is still modest. The generation performance of a brain computer interface depends largely on the signal to noise ratio and translation algorithms. Current BCIs have low information transfer rates. Artifact and Redundancy with acquired data are two other major reasons for this limited capacity of Current BCIs. Artifacts are undesired signals that can introduce significant changes in brain signals and

ultimately affect the neurological phenomenon. In new BCI systems for increase accuracy, increased number of electrodes. In this case the increased number of electrodes causes a non-linear increase Redundancy. This article used Genetic Algorithm and independent component analysis (ICA) for select The Effective components of EEG signal and Redundancy Reduction. The experimental results show that the proposed approach has the superior performance to the traditional filtering method and is applicable in new BCI systems.

Another major reason for the modest bit rate is translation algorithm. In this paper, we introduce adaptive classifiers for classify electroencephalogram (EEG) signals. The adaptive classifier is brain emotional learning based adaptive classifier (BELBAC), which is based on emotional learning process. The main purpose of this research is to use a structural model based on the limbic system of mammalian brain, for decision making and control engineering applications. We have adopted a network model developed by Moren and Balkenius, as a computational model that mimics amygdala, orbitofrontal cortex, thalamus, sensory input cortex and generally, those parts of the brain thought responsible for processing emotions. The developed method was compared with other methods used for EEG signals classification (support vector machine (SVM) and two different neural network types (MLP, PNN)). The result analysis demonstrated an efficiency of the proposed approach.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Abbas Najafizadeh**, Department of Computer Engineering, Islamic Azad University, shahr Qods Branch, Iran.

E-mail address: [najafizadeh@shahryariau.ac.ir](mailto:najafizadeh@shahryariau.ac.ir)

---

## Academic Instruction in Digital World: The Virtual TAU Case

**Anat Cohen\***, Faculty member, School of Education, Tel Aviv University, Israel.

**Tal Soffer**, Director of Virtual TAU; Faculty member, school of education, Tel Aviv University, Israel.

### Abstract

The Virtual TAU initiative (<http://moodle.tau.ac.il>) was launched in the year 2000, aimed to foster and stimulate a process by which instructors and students would use the Internet to enrich prevailing learning processes and to make traditional instruction more efficient and flexible. After a decade of intensive implementation the center aiming to: Enrich campus-wide academic instruction in Tel Aviv University; Use innovative ICTs in academic instruction to improve the quality of learning and teaching; Promote research in the field of online-learning; Contribute to society by offering open online courses to the general public (MOOCs). The center focuses on three main pillars: Develops and provides conceptual, pedagogical models for online-learning. Provides training and technical support for the instructors and students via: workshops, one-to-one meetings, seminars, help-desk, on-line tutorials, and support web-site. Research and assessment. In the 2012/13 academic year about 2,700 lecturers incorporated about 500,000 web learning items in about 6,000 course sites. The system displays approximately 30 million entries to Virtual TAU of 30,000 students and about 2,000 entries of students at the same time. Research and assessment are ongoing activities within Virtual TAU. The presentation will be described the innovative strategic program of Virtual TAU focusing on elaborating mobile technologies into the academic learning environment; developing innovative pedagogical online academic models using emerging technologies for Tel Aviv University students and for the public (MOOCs: Massive Open Online Courses); Integrating social network application into the learning environment to enrich the learning experience.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Anat Cohen**, Faculty member, School of Education, Tel Aviv University, Israel.

E-mail address: [anatco@post.tau.ac.il](mailto:anatco@post.tau.ac.il)

---

## Perceived Benefits of Participating in Marching Band Competitions

**Shahanum Md Shah\***, Universiti Teknologi MARA Malaysia

### Abstract

The marching band is an increasingly popular co-curricular activity in many Malaysian schools. Every year, the Ministry of Education Malaysia organizes a yearly national marching band competition as a way of providing a platform for bands to perform. The competition acts as a mechanism for bands to improve themselves and benchmark their achievements against other bands. However, band competitions is challenged by many factors, among them the emphasis on academic skills, the examination oriented mindset of parents, the high cost of participating in marching band competitions, and budget cuts to these activities. There is deep concern over the impact of these issues on the future of the marching band as a co-curricular activity. Therefore, research needs to be conducted to examine how students themselves view marching band

competitions which can be used as the basis of supporting band activities. This study investigated the perceived benefits of Malaysian high school students towards their marching band competition experiences. Subjects for the study were secondary band members of school bands who have participated in band competitions within the past three years. The data collecting instrument was a Likert type questionnaire consisting of two categories of questions, i.e., musical and non-musical benefits. Benefits indicated by students included the development of musical skills such as memorization, and learning life skills that are directly relevant to their overall education.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Shahanum Md Shah**, Universiti Teknologi MARA Malaysia  
E-mail address: [shahanum@yahoo.com](mailto:shahanum@yahoo.com)

---

## Peace Education in Higher Education

**Harvey Naji Oueijan\***, Notre Dame University-Louaize, Lebanon.

### Abstract

Peace education has become an important issue nowadays and a major concern for researchers and educators all over the world. Peace education has been introduced into many educational institutions either as separate programs or integrated within the various subject materials. Hoping to cause some positive change, post-war countries started adopting such programs. Research shows that the sooner children get introduced to the knowledge of peace and practice the skills related to it, the greater the chance is that they will become positive change agents in the future. While peace programs are being introduced into schools worldwide, it seems that attempts to do so in higher education are still minimal. Consequently, I believe that school teachers have become more qualified to educate their students for peace than university professors although one cannot deny that many universities are now offering courses or even degrees in peace studies such as conflict resolution and transformation. However, where offered, such programs are by exclusively the departments of political science in some universities. As such, I argue that, as in many schools, peace related student learning outcomes should be introduced into almost every course, if not all, offered by every department at higher education institutions. As a result, learners who do not have the chance to get introduced to such programs throughout their school years will have the chance to do so at the university level.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Harvey Naji Oueijan**, Notre Dame University-Louaize, Lebanon.  
E-mail address: [houeijan@ndu.edu.lb](mailto:houeijan@ndu.edu.lb)

---

## Using Arts-Based Teaching Strategies to Encourage Interaction, Cultivate Social Presence, and Help Develop Community in the Online Graduate Classroom

**Beth Perry\***, Athabasca University, Faculty of Health Disciplines, Canada.

**Katherine Janzen**, Athabasca University, Faculty of Health Disciplines, Canada.

**Margaret Edwards**, Athabasca University, Faculty of Health Disciplines, Canada.

### Abstract

#### Problem Statement

Effective online educators encourage interaction, cultivate social presence, and develop a sense of community in distance classes.

#### Purpose of Study

The purpose of this study was to increase understanding of how artistic pedagogical technologies (APTs) stimulate interaction, create social presence, and help develop community in online graduate classrooms. APTs are learning activities that include literary, photographic, musical, or theatrical elements (Perry & Edwards, 2010).

#### Methods

This descriptive exploratory qualitative study used Social Development Theory (Vygotsky, 1978) as the theoretical foundation. The SITE Model (Janzen, Perry, & Edwards, 2012) provided the analysis and discussion framework. A convenience sample included 33 graduate students who had completed a 16 week online course at a Canadian university. Art-based teaching activities including photovoice, reflective poetry, conceptual quilting, and story-telling were integrated into the course. Participants completed an online survey and focus groups. Thematic analysis was aided by using three points of reference; recurrence of ideas within the textual data; repetition; and forcefulness (Owen, 1984).

#### Findings and Results

The inclusion of APTs had positive effects on students and on the online learning environment. The themes are 1) enhanced interaction, 2) advanced innovation/creativity and risk taking, 3) deepening of rapport, and 4) personalization of the learning environment.

Conclusion and Recommendations

Online teachers and course designers should consider using APTs in online courses.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Beth Perry**, Athabasca University, Faculty of Health Disciplines, Canada.

E-mail address: [bethp@athabascau.ca](mailto:bethp@athabascau.ca)

---

## Evaluation of pre-service teachers' academic self-efficacy levels in terms of some certain variables

**Selen Yazgünoglu Kula \***, Ahi Evran University, Turkey.

**Tal Soffer**, Ahi Evran University, Turkey.

### Abstract

One of the important concepts in Bandura's Social Learning Theory is self-efficacy. Self-efficacy: A person's own judgement about achieving behaviours that will allow that person to reach a desired performance. This perception is also very important for the success of teachers. Because, people with high self-efficacy will also have a high persistence rate and will keep struggling in cases of failure. In this respect, aim of the study is to determine the self-efficacy levels of senior students in Ahi Evran University Faculty of Education (n=315) and to present the differences caused by gender, department and average academic scores. In this research, survey model is used and as the data collecting tool Self-efficacy Scale which was developed by Owen and Froman (1988) and adapted to Turkish by Ekici (2012) is used. Validity and reliability tests of this data collecting tool was also carried out by Ekici (2012). Cronbach Alpha reliability coefficient for the general of the scale was found as .904; it is found as .780 for social status dimension, .863 for cognitive applications dimension and .619 for technical skills dimension. Results of the research showed that the self-efficacy level of the senior students in Ahi Evran University Faculty of Education is above average for cognitive applications and technical skills, on the other hand, it is below average for social status. For social status and technical skills, gender has no effect on the academic self-efficacy level, however; it is seen that for cognitive applications, gender has a significant effect favouring female students. In accordance with the findings of the study, improving students' academic self-efficacy levels by regulation of teaching-learning environment is recommended.

*Keywords:* self-efficacy, academic self-efficacy, pre-service teachers, faculty of education.

ADDRESS FOR CORRESPONDENCE: **Selen Yazgünoglu Kula**, Ahi Evran University, Turkey.

E-mail address: [selenyazgunoglu@windowslive.com](mailto:selenyazgunoglu@windowslive.com)

---

## Do Spanish students “speak to” or “chat” in the foreign language Classroom? Methodology of the Foreign Language section in the Spanish High School Leaving Diploma

**Jesus Garcia Laborda\***, Universidad de Alcala, Spain.

### Abstract

The OPENPAU project intends to address the need to design the future English paper of the Spanish High School Leaving Diploma. This presentation will show current studies on this topic emphasizing the difference between tasks and showing what can be expected in Spain in the future.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Jesus Garcia Laborda**, Universidad de Alcala, Spain.

E-mail address: [jesus.garcialaborda@uah.es](mailto:jesus.garcialaborda@uah.es)

---

## Accountability and Dynamic Assessment in the Spanish University Entrance Examination

Jesus Garcia Laborda\*, Universidad de Alcala, Spain.

### Abstract

An adapted version of Dynamic Assessment (Poehner & Lantolf, 2014) has been proposed as an alternative for the Foreign Language Section. This presentation defines the concept and suggests a DAFO analysis of the different aspects that address it. The talk emphasizes its enormous potential and the applicability to the current financial problem of education in Spain. The talk concludes that although major aspects of accountability are at stake, Dynamic Assessment is probably the best possibility to reduce state tests costs and improve students' performance

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Jesus Garcia Laborda \***, Universidad de Alcala, Spain.

E-mail address: [jesus.garcialaborda@uah.es](mailto:jesus.garcialaborda@uah.es)

---

## GENDER INEQUALITY TOWARDS EDUCATION IN DEVELOPING WESTERN AFRICA: A CHALLENGE TO GLOBAL EDUCATION TARGETS AND GOALS

Solomon Adekunle Akano\*, Foundation for Rural Education, Wildlife and Environment (FOREWENGAM) The Gambia.

### Abstract

Education is a process of learning that cuts across all facets of human life irrespective of age, gender, colour, background, race and ethnicity. The development of any nation to a larger extent depends on the standard, quality and level of education of the citizens. It is a process through which the future of any nation is secured with regards to capacity building.

Over the years, there has been gender disparity towards education of females in the developing nations of West Africa as a result of so many factors; this has in no small measure contributed towards high rate of poverty, abuse, low standard of living and under-development, as against the MDGs and global education targets.

The paper examines factors that hinder female education in this region of Africa, and suggests possible solutions. The research identifies and examines the hindrance caused by Cultural, Economic, Religious, Social, Political and Financial factors towards the education of females, the methodology of finding solutions to the hindrance, as well as possible plans for the implementation of the findings.

The findings of the research, however if implemented by Governments, NGOs, Institutions, and all stakeholders in the education sector, will have both short and long term positive effect on communities in the region through sustainability, which will serve as a measure to alleviate poverty, increase the standard of living, brings about skills acquisition, development, and eventual achievement of global education targets, goals, and MDGs in the region

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Solomon Adekunle Akano**, Foundation for Rural Education, Wildlife and Environment (FOREWENGAM) The Gambia.

E-mail address: [solomonkay.akano@gmail.com](mailto:solomonkay.akano@gmail.com)

---

## Seniors, Learning and Information and Communication Technology

Melina Heather Elliot\*, University of Manitoba, Canada

### Abstract

Seniors have much lower rates of information and communication technology (ICT) than any other age group, and the rates drop significantly as individuals' age. In 2010 60% of Canadian Seniors aged 64-74 went on-line at least once and 29% of those over the age of 75. The rates are much lower than the 94% of individuals under the age of 45 who used the internet at least once in the past month, (Statistics Canada, January 2013). These are worrisome statistics since more and more public and private services are being moved online. Because many seniors are not using ICT, they risk being pushed to the periphery of society and experiencing social exclusion. To date there is no adult learning theory that applies directly to seniors. By combining the learning styles of Kolb's Experiential Learning Theory with the reflective learning from Jarvis' Human Learning Theory, a comprehensive learning model is developed that considers seniors' learning styles in



combination with their past learning experiences, their reflexivity, and the learning environment. This new model is then placed within the concept of communities of practice which can foster independence and feelings of self-confidence, which are key factors to aid in successful aging. I suggest a practical new learning model that applies directly to seniors and supports their use of Information and Communication Technology.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Melina Heather Elliot**, University of Manitoba, Canada.

*E-mail address:* [booell2000@gmail.com](mailto:booell2000@gmail.com)

---

## **Principles and factors of successful program learning outcomes assessment in practice: A faculty perspective.**

**Abdou Ndoye\***, Qatar University, Qatar.

### **Abstract**

With the continuous improvement and accountability movements most universities have implemented learning outcomes assessment plans. A common challenge for these universities, remains the establishment of successful learning outcomes assessment practices that are meaningful to faculty and beneficial to students and programs. Principles and factors that contribute to successful program learning outcomes assessment practices are widely discussed in the literature but, little to no evidence exists on how these principles and factors are translated into practice. This study addresses such issue by investigating principles and factors that faculty members see as contributing to the success of their programs' assessment efforts, as well as .the specific steps and actions they take to translate these principles and factors into practice.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Abdou Ndoye**, Qatar University, Qatar.

*E-mail address:* [abdou.ndoye@qu.edu.qa](mailto:abdou.ndoye@qu.edu.qa)

---

## **The AUC Principals Academy: Destiny via Appreciative Inquiry**

**Stacie Lynn Rissmann-Joyce\***, American University in Cairo, Egypt

### **Abstract**

The role of educational leaders is crucial for the success of educational reform. This is especially true in Egypt as the country is experiencing an era of political and economic instability, Building better schools requires building better principals who play a vital role in setting the direction for successful schools. The American University in Cairo established a Principals Academy to provide professional development and build a network of practicing school leaders. To develop the Academy's program for the 2013-2014 sessions, the Appreciative Inquiry (AI) process was implemented to refine the Academy's program expectations and requirements. Twenty-five school leaders participated in the discovery, dream, and design phases of the AI process. Those outcomes guided the construction of the Academy's destiny. This practical experience allowed school leaders to understand a theory of change through this genuine participatory procedure. This presentation will describe how the AI process guided decision making and enhanced educational leaders' capacity.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Stacie Lynn Rissmann-Joyce**, American University in Cairo, Egypt.

*E-mail address:* [drjstacie@aucegypt.edu](mailto:drjstacie@aucegypt.edu)

---

## **Capitalizing on online language learning resources to enhance digital language learning and teaching**

**Boris Vázquez Calvo\***, Pompeu Fabra University

### **Abstract**

There is an ever growing digitalization in society and the School is not being left out. Classroom digitalization is taking place throughout, yet there is much to explore as to whether and how ICT (Information and Communication Technologies) are actually changing teaching and learning practices. In the field of language learning, there is a pressing need to normalize the technological component as a way towards better pedagogical praxis and learning outcomes, under the umbrella of an

ecological and sociocultural perspective to language learning, which brings to the fore language awareness and conscious learning through mediating tools. The Lexical Approach and the DDL (Data-driven learning) seem to actualize this, particularly because of their view of language as grammaticalized lexis and language learning as the process of focusing on meaning building through grammatical-lexical patterns. The mediating tools to ultimately materialize this may be OLR (Online Language Resources) due to the automation of certain activities; verification, access to lexical and lexical-grammatical patterns information, and translation, allowing for more effective reading and writing in both first/second and foreign languages. In this sense, we hypothesize that an ethnographic-oriented research case study in an ICT-innovative School may yield appropriate answers as to how best to capitalize on OLR and set the path for future language teaching and learning action in other schools.

*Keywords:* Sociocultural and Ecological perspective, ICT, Lexical Approach, DDL, OLR

ADDRESS FOR CORRESPONDENCE: **Boris Vázquez Calvo**, Pompeu Fabra University

*E-mail address:* [boris.vazquez@upf.edu](mailto:boris.vazquez@upf.edu)

---

## **Exploration of Conceptual Understanding and Science Process Skills: A Basis for Differentiated Science Inquiry Curriculum Model**

**Jigger Pagadu-an Leonor\***, University of St. La Salle, Philippines

### **Abstract**

This qualitative study explores the students' conceptual understanding and science process skills through differentiated science inquiry leading to a differentiated science inquiry curriculum model. By way of maximum variation sampling, 10 participants' actual outputs were subjected to data analysis. Through phenomenographic analysis and in-depth interview, the conceptual understanding of students as based on SOLO (Structured of Observed Learning Outcome) Taxonomy Model and DOK (Depth of Knowledge) Levels in Science revealed that as they engaged in DSI activities, they were able to exhibit their conceptual understanding characterized by integrating the different aspects of a concept into a coherent whole and extending it to making connections not only within the given subject area, but also beyond it. They were able to conceptualize at a higher level of abstraction and looking at ideas in a new and different ways. They showed recall of information, made some decisions on how to approach the question of problem, displayed deep knowledge using reasoning, planning, using evidence and selected or devised one approach among many alternatives on how the situation can be solved. Chemistry concepts were strengthened and understood from its basic to complex tenets. These results led the students to achieve a range of accelerated progression as indicated by a positive transition from their prior understanding to a new conceptual improvement. By means of methodological triangulation, which involves the convergence of data from multiple data collection sources utilizing self-assessment of science process skills inventory (SPSI), direct observation, actual performance task assessment (APTA) with in-depth probing interview and document analysis, the science process skills of students are fully displayed, practiced, and applied as they engaged in higher levels of inquiry thereby directing them to a progressive manifestation of the basic and integrated science process skills.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Jigger Pagadu-an Leonor**, University of St. La Salle, Philippines.

*E-mail address:* [jiggerleonor@yahoo.com](mailto:jiggerleonor@yahoo.com)

---

## **An Approach to Assessing a Required Course to Meet AACSB Assurance of Learning**

**Queen Esther Booker\***, Minnesota State University, Mankato

### **Abstract**

World-wide, schools of Business seek accreditation from the Association to Advance Collegiate Schools of Business (AACSB). Once earned, the colleges must continue to achieve certain standards to maintain the accreditation. One of those standards addresses assurance of learning with a focus on learning outcomes developed by the college faculty. These learning outcomes describe the characteristics students graduating from the school's programs should possess upon graduation. This paper presents a methodology for assessing a course required for all majors at a medium sized Midwestern public university, and how the results of the assessment are being used as a form of continuous improvement for both the course and the program as a whole.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Queen Esther Booker**, Minnesota State University, Mankato.

E-mail address: [queen.booker@mnsu.edu](mailto:queen.booker@mnsu.edu)

---

## **On the role of Attitudes and Motivation in students' performance in university entrance exam**

**Mohamad Aliakbari \***, Ilam University, Iran.

**Isar Alhossein**, Ilam University, Iran.

### **Abstract**

The Iranian University Entrance Exam , Konkoor, is a nation-wide exam used as the criteria to enter higher education in Iran. This exam includes almost all subjects of high school, including English language. This study investigates the effect of Iranian students' attitudes toward learning English and motivations in learning English on their performance in "Konkoor ". The samples of the study consist of 383 male and female students of four high schools. A correlational research was designed; and "Attitude/Motivation Test Battery" and, AMTB, measures were adapted as instrument of the study. Results showed that the females were more motivated than males, and their attitude toward learning English was also more positive than males. The study also showed that Juniors students of high school are more motivated than seniors. However, there no significant difference was found between high school students in motivational orientations. Yet they all had positive attitude toward learning English as a second language. Finding, thus, supports the need to motivate students to have a better performance in Konkoor.

*Keywords:* motivation, attitude, Learning English, Konkoor.

ADDRESS FOR CORRESPONDENCE: **Mohamad Aliakbari**, Ilam University, Iran

E-mail address: [maliakbari@hotmail.com](mailto:maliakbari@hotmail.com)

---

## **According to PISA 2009 Data, the Effects of Upper Secondary Schools' School Policies and Practices on Reading Scores of 15-year-olds\***

**MUSTAFA OZMUSUL \***, Turkey.

**Gülsün ATANUR BASKAN**, Hacettepe University, Educational Administration, Supervision, Planning and Economics, Turkey.

### **Abstract**

In this study, the question "To what extent do school policies and practices predict the PISA reading scores of 15-year-olds, at low and high socio-economic degree (SED) upper secondary schools?" was answered. The data were analyzed with Structural Equation Modeling. The study group consisted of 100 administrators and 3215 students at totally 100, which are 50 low and 50 high SED, upper secondary schools. According to the results of study; school policies and practices regarding accountability and school principal's leadership accounted for approximately 10 % for low SED schools and 30 % for high SED schools, of the total variance in the PISA reading scores of 15-year-olds.

\*This study was performed as a part of doctoral thesis of the first author, Institute of Social Sciences, Hacettepe University, Ankara, Turkey.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mustafa Ozmusul**, Turkey.

E-mail address: [mustafaozmusul@yahoo.com](mailto:mustafaozmusul@yahoo.com)

---

## **Ethical Leadership in Light of Emmanuel Levinas' Ethical Maternity**

**Alma Santiago Espartinez**, St. Scholastica's College 2560 Leon Guinto St. Manila, Philippines

### **Abstract**

This paper is a philosophical analysis of Levinas' framework of disinterested responsibility, making it the basis of ethical maternity which is then woven into the discussion of ethical leadership through this Levinasian framework. The maternal sacrifice suggests a crucial lesson about state leadership: those whom people place in positions of responsibility are to approach the task with the single-minded, wholehearted, ultimate self-sacrifice of a mother. For the so many leaders of the that have come and gone, only few have wielded power in a way that is Levinasian, in a way that is ethical, in a way that is maternal.

My methodology is reflective. I argue for a Levinasian model of ethical leadership grounded on ethical maternity. The paper, which is qualitative in its approach, proceeds in this way: First, I present Levinas's ethical maternity as disinterested and asymmetrical. Next, I show the structural correlation that exists between ethical maternity and ethical leadership. Finally, I give my conclusion.

Leadership is hospitality to the Other, a being held in hostage in infinite responsibility, a finding oneself elected to substitution. A leader acts as both a host and, paradoxically, a hostage to the people, signifying the exposure and pain of ethical responsibility. As prenatal experience is restless, painful, vulnerable, open to the demands that the Other might make, so is leadership. That is a crucial moment in which a leader is singled out, rendered irreplaceable, incapable of substitution.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Alma Santiago Espartinez**, St. Scholastica's College 2560 Leon Guinto St. Manila, Philippines. *E-mail address:* [almasantiago@gmail.com](mailto:almasantiago@gmail.com)

---

## The Way We Learn the Knowledge That Dominates All Other Knowledge

**Marie Michelle Geurten \***, Department of Psychology, Cognition and Behavior, Neuropsychology Unit, University of Liège, Belgium

### Abstract

Although much is known about how children use memory strategies, far fewer studies have examined how knowledge of those strategies improves during childhood or which variables are involved in this development. In this experiment, a scale designed to assess three main aspects of metamemory knowledge (internal strategy knowledge, external strategy knowledge, general knowledge) and a battery of executive tasks was administered to a group of 80 children aged 4, 6, and 11. At the same time, variables such as intelligence, vocabulary and parental education level were also taken into account. Stepwise analyses carried out on each of the three metamemory subscales showed that executive functions of inhibition and response monitoring, as well as verbal fluency, were single predictors of internal strategy knowledge for children aged 6 and 11. Only verbal fluency predicted external strategy knowledge. None of the variables included in the analyses could explain the children's general knowledge of memory functioning or the 4-year-old group's performance on any of the three subscales.

Results are discussed in terms of ease of monitoring, access to explicit knowledge and influence of implicit learning.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Marie Michelle Geurten**, Department of Psychology, Cognition and Behavior, Neuropsychology Unit, University of Liège, Belgium. *E-mail address:* [mgeurten@ulg.ac.be](mailto:mgeurten@ulg.ac.be)

---

## The Relationship Between the Intended Uses of Body Language by Classroom Teachers and Its Perceptions by Students

**Sultan Kahyaogulları Aksoy\***, Mehmet AkifErsoy University, Faculty of Education, graduate student, Turkey.  
**Ekber Tomul**, Mehmet AkifErsoy University, Faculty of Education, graduate student, Turkey.

### Abstract

**Purpose of the Study** The study aims at determining for which purposes teachers use body language in class and whether students perceive this language in accordance with its purpose. **Method** The study will be a descriptive research model, as screening and comparison will be performed in order to identify the relationship between the intended uses of body language by classroom teachers and its perceptions by students. **Study Group** Target audience will consist of classroom teachers instructing to 2nd, 3rd and 4th Grades, during the 2013/2014 academic year, in Cihanbeyli, Konya, as well as students receiving education at those grades. The sample of the study will involve 20 classroom teachers instructing at 3 elementary schools and the students receiving education in the classrooms guided by them, in accordance with the easily-accessible sampling method. **Data Collection Tools** In the study, data obtained from teachers and students will be gathered through semi-structured interview form. Firstly, teachers will receive the semi-structured interview form. Another semi-structured interview form will be prepared for students, in line with the results attained upon analyzing teacher views. **Data Analysis** The data obtained will first be analyzed in terms of content and then, the body language used by teachers in classrooms and their intended uses will be determined. Secondly, perception by students of the body language used by teachers at classrooms will be determined. Finally, the relationship correlation between the intended uses of body language by teachers at classrooms and the perceptions of students will be determined.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sultan Kahyaogulları Aksoy**, Mehmet Akif Ersoy University, Faculty of Education, graduate student, Turkey. *E-mail address:* [sultannkahya@hotmail.com](mailto:sultannkahya@hotmail.com)

---

## Is critical thinking scholarship damaging critical thinking ?

**Ian Wells** \*, University of East London School of Psychology, United Kingdom

### Abstract

The development of critical thinking skills is widely accepted as being vital for success in higher education, and yet perversely academics struggle to define exactly what they mean by 'critical thinking'. In this paper I propose that much of the difficulty in teaching for critical thinking development can be traced to this lack of a clear definition and indeed to the very nature of existing critical thinking scholarship. I will go on to suggest that by moving away from the current philosophy-based foundations of critical thinking's literature towards one based in the empirical foundations of science we can overcome many of the issues surrounding critical thinking development, and thus produce the generation of critically thinking students that is so clearly necessary.

Much existing critical thinking scholarship comes from a philosophy tradition (e.g. Ennis (1995), Facione (1990), Fisher (2001), and there is little sign of any attempt to produce a consensus definition that could be successfully measured. Indeed, the literature contains many competing definitions of critical thinking, all with their own associated measures (US Department of Education, 2000). I propose a revised basis for critical thinking scholarship, founded on the simple idea that what we want of students is that they become 'discerning consumers of information'. From this idea one can use the empirical science literature to derive a list of concepts that you would wish a student to grasp, i.e. placebo, falsifiability, control groups along with broader principles such as market forces, natural selection, heuristics and biases and the importance of historical context. All of these points taken together allow one to produce an empirically testable syllabus for a critical thinking course. I will draw on my own experience teaching a large cohort critical thinking class to illustrate how such a syllabus might be implemented.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ian Wells**, University of East London School of Psychology, United Kingdom  
*E-mail address:* [ian3@uel.ac.uk](mailto:ian3@uel.ac.uk)

---

## Mutation-based Learning to Improve Student Autonomy and Scientific Inquiry Skills in a Laboratory Course

**Jinlu Wu** \*, Naitonal University of Singapore, Singapore

### Abstract

Laboratory education can play a vital role in developing learner's autonomy and scientific inquiry skills. In an innovative mutation-based learning (MBL) approach, students were instructed to redesign a teacher-designed standard experimental protocol by a "mutation" method. They could choose to delete, add, reverse or replace certain steps of the standard protocol to explore interested questions in a given experimental scenario. They wrote experimental proposals to address the rationale and the hypothesis for the "mutations", conducted experiments in parallel according to both standard and mutated protocols, then compared and analyzed results to write individual lab reports. Various autonomy supports were provided in the entire experimental process. Systematic analyses of student's work and feedback over three semesters showed that students spent more time to discuss the experiments before and after the laboratory, enjoyed more doing self-designed experiments and exposed more to scientific inquiry skills than they did the experiments following regimented instructions in a conventional cookbook style laboratory, indicating significant improvement of students' autonomy and engagement in MBL. Furthermore, the MBL approach does not incur an obvious increase in labor and financial costs, which makes it feasible for easy adaptation and implementation in a large class.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Jinlu Wu**, Naitonal University of Singapore, Singapore  
*E-mail address:* [dbswj@nus.edu.sg](mailto:dbswj@nus.edu.sg)

---

## A survey on the factors being affected from spectators of basketball players in Turkey

Erdogan Mehmet Özkan\*,  
Ayten Özkan,

### Abstract

The aim of this study was to determine affecting factors from the spectators and their spectator's behaviors of all basketball players in Turkey. All voluntary basketball players in regional leagues and Turkish leagues who aged between 17 and 30 was used in this study. A questionnaire consisting of 11 questions was applied to the study for players as a related "yes-no-no difference" and "positive-negative". The results were commented into tables as a numerical and percent and statistical differences. The conclusion shows that performance of players is being affected from spectator's behaviors.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Erdogan Mehmet Özkan**

E-mail address: [mozkan@yildiz.edu.tr](mailto:mozkan@yildiz.edu.tr)

---

## Form of study of historical psychology - the secret letters writing phenomenon

**Arman Murat Abikey \***, International Kazakh-Turkish University named after A. Yassau, Turkestan, Kazakhstan

### Abstract

The name of the article is the denunciation as an object of the psychology history investigation.

The aim of the article is to estimate the fact of denunciation according to the principles of the psychology history investigation.

Thereafter, as the example in the history of Kazakhstan there is taken a commitment to organizing events in the scientific field as one of the mechanisms of action of a totalitarian society on human consciousness.

By review the content of history as the whole one and interacting, one should determine political and social consequences of denunciation.

The topicality of considered problems in the article regenerates, investigating the subject of the psychology denunciation history, which is the authorities' attraction of higher authorities in a totalitarian society.

The fact of denunciation in the history of Kazakhstan is not considered as the separate plot.

This problem although it is said in the investigation, nowadays has been investigated as a historical and psychological phenomenon and was not evaluated by science.

The main resources of the article are kept in the document archives of the President of the Republic of Kazakhstan (Almaty) and the documents of the state archives of the political and social history of Russia (Moscow).

*Keywords:* Psychology of history, interdisciplinary communication, denunciation, psychological state of the individual, totalitarian society.

ADDRESS FOR CORRESPONDENCE: **Arman Murat Abikey**, International Kazakh-Turkish University named after A. Yassau, Turkestan, Kazakhstan. E-mail address: [armanabikey@mail.ru](mailto:armanabikey@mail.ru)

---

## The place and role of creative leadership in South African schools

**Renier Botha \***, University of South Africa, South Africa.

### Abstract

As countries struggle to transform their education systems to equip learners with the knowledge and skills needed to function in rapidly changing societies, the roles and expectations for school leaders have also changed. School reform initiatives that are continually taking place necessitate new ways of thinking with regard to our concept of educational leadership. Principals can simply no longer lead in the old and traditional ways. This article, based on a descriptive review of the literature, focuses on evolving school leadership within the changing school context. It portrays the South African school context as dynamic and characterised by the interaction of external and internal factors, with the latter dominated



by issues such as school-based management and dysfunctional schools. Understanding this dynamic nature and the enormous challenges that emerge is a prerequisite for understanding the types of leadership approaches suitable for the new environment. A framework for emerging school leadership to indicate leadership's response to the changing context is provided and includes elements of new emerging leadership metaphors such as the school principal as community servant, as organisational architect, as social architect, as moral educator and as visionary leader.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Renier Botha**, University of South Africa, South Africa.

E-mail address: [botharj@unisa.ac.za](mailto:botharj@unisa.ac.za)

---

## **Emotionally Intelligent Leader(ship): An Efficient Approach**

**Petrovici Mihaela Amalia\***, Vasile Alecsandri University of Bacau, Romania

### **Abstract**

**Problem Statement:** Recent studies have shown the fact that leaders are often faced with several potential issues of professional adaptation, for example, the difficulty of setting up a team, building good interpersonal relationships, the impossibility to interact efficiently (Caruso & Salovey, 2004). **Purpose of Study:** The purpose of this research is twofold: to present the concept of emotional intelligence by highlighting its defining dimensions and applicative nature, respectively to evaluate its level of development at leaders. **Methods:** The case study was achieved based on a questionnaire we have applied inside some institutions and organizations from the county of Bacău, which agreed to take part in our research. **Finding and Results:** The obtained results show that emotional intelligence occupies a secondary role in the leading style, its level of development being relatively low, which suggests the need for training in this respect. **Conclusions and Recommendations:** The human capital should represent a leader's main responsibility. The ability to interact efficiently, cultivating a healthy environment, stimulating trust and a responsible conduct constitute a real challenge for a leader. To be successful, a leader should constantly replenish his leadership skills through an efficient use of emotional intelligence. In our opinion, promoting and developing emotionally intelligent leadership represents an opportunity which should be exploited accordingly. In this case, "know thyself!" gains a special signification: that of knowing the others for the benefit of the entire team.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Petrovici Mihaela Amalia**, Vasile Alecsandri University of Bacau, Romania

E-mail address: [amalia.petrovici@yahoo.com](mailto:amalia.petrovici@yahoo.com)

---

## **The importance of the technical universities students' expert knowledge**

**Pavel Vlcek\***, Faculty Of Civil Engineering VSB-Technical University of Ostrava Czech Republic

**Kristyna Vavrusova**, Faculty Of Civil Engineering VSB-Technical University of Ostrava Czech Republic

**Karel Kubecka**, Faculty Of Civil Engineering VSB-Technical University of Ostrava Czech Republic

**Marek Jasek**, Faculty Of Civil Engineering VSB-Technical University of Ostrava Czech Republic

### **Abstract**

Not only in humanities but also in technical fields is very important not only theoretical but also practical knowledge of students, which after the end of university studies facilitate their entry into practice. For this reason, is one of the main universities' goals to arrange maximal possible involvement into professional practice for their students, which in the final result means increase of the graduates' percentage employability on the labor market in their field.

*Keywords:*

## EXAMINING THE EFFECT OF AGILITY EXERCISES AND GAMES ON PROCESSING SPEED AND REACTION TIMES ON 10-11 YEARS OLD CHILDREN

**Mehmet Inan \***,  
**Saime Çağlak Sarı**,

### Abstract

In this study is conducted to analyse games on the reaction times and process speed of children. Working group are 10-11 years old 42 students who continue a primary school in İstanbul, in this study experimental desing. In the study "Academy Reaction Timer" measuring tool that measures Simple, Selective and Distinctive Reactions, "Side Direction Alter", "Short T" and "T" agility tests that measures agility, "WJ-R COG Cognitive Ability Tests" (Test 3: Visual Matching and Test 10: Subtraction by Drawing) that measures process speed are used.

The data were analyzed Non-Parametric Mann Whitney-U Test to show differences, Non-Parametric Wilcoxon Signed Ranks tests to show differences between pretest and posttest. Significant ratio was accepted as  $p < 0.05$ .

Those are the findings of the study:

While there is no significant different in pretest scores of reaction, process speed and agility in experimental and control groups, a significant difference was found in pretest and posttest scores of experimental group in favor of posttests. Another significant difference was found in posttest scores of experimental and control groups in support of posttest scores of experimental group. In the study, agility exercises and plays are proved to develop agility of children and showed positive developments in processing speed; simple, selected and distinctive reaction types.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mehmet Inan**, E-mail address: [scaglak@marmara.edu.tr](mailto:scaglak@marmara.edu.tr)

---

## Skilling the Indian Education- An Action Research for bridging the Critical Gaps

**Swetha Kolluri \***, India  
**Surya Kiran Kolluri**, India

### Abstract

India enjoys demographic edge with 2nd largest young workforce and has a tremendous potential to become global superpower. Paradoxically, the unemployment issues in India are growing at alarming pace. As per McKinsey report,, 80% Indian post graduates are branded unemployable in job markets. Lack of global-competencies, attitude, inability to assess situation and apply appropriate knowledge and contemporary knowledge are found as top reasons for such plight. Indian education system is clearly failing to produce quality workforce with strong character. Outdated curriculum, Ineffective teaching methods, lack of will to innovate, poor institutional capacities are resulting in latent intellectual poverty. Such a situation calls for practical solutions which are innovative, demonstrate impact and are scalable to impact education policy Be the change you want to see!

The action research "Skilling the Education" is an innovative model trying to fill critical gaps present in Indian education. Supported by a social enterprise: SUN Skills training & Research Pvt Ltd., this action research is trying to address the following key questions, find solutions and demonstrate the solution in a practical manner:

- (1)How to bring about true learning?
- (2)How to make learning useful & joyful?
- (3)How to translate young minds from passive listeners to active thinkers & doers?
- (4)How to establish self-confidence and produce individuals with strong character?
- (5) How to imbibe objectives of sustainable development and contemporary knowledge into education?
- (6)How to bring about significant impact to influence education policy?

Striving to find out practical and demonstrable solutions, the Action has begun with SUN Skills collaborating with mainstream education institutions and implementing this new approach on 2,500 students in Warangal (small town in South-India). The salient features of this model are:

- (1) Sustainable Skills Framework which introduces fresh perspective on crucial Life skills & Work skills that are highly valued and most required for strengthening learning capacities of individuals to deal with futuristic world
- (2)100% Application based & experiential learning approach that aims at educating in realistic and interesting manner
- (3) Emphasis on Higher Order Thinking Skills (HOTS) that involves Understanding, Application, Analysis, Evaluation & Creating skills.

(4) Introducing Power learning system of "Learning while Doing" which is considered most suitable process for imparting HOTS

(5) Knowledge: Active engagement of young minds with core concepts as well as contemporary knowledge of sustainable development on the five domains of: Material (Flow of material & energy), Economic (Creating & Managing wealth), Life (Interaction with environment), Social (Social Interactions) & Spiritual (Values & Ethics)

(6) Mode of Delivery: 100% Activity-based involving insightful games, analytics, case-studies, role-plays, practicals etc., thereby transforming students from passive listeners to active thinkers and doers

(7) Large Scale Impact: Collaborations & Partnerships with existing education Institutions to demonstrate impact at large scale and influence the Indian education policy.

This paper discusses in the critical gaps in Indian education system to cope up with changing times and SUN Skills approach to bridge these gaps. The paper further discusses in detail SUN Skills model: Concept, Skills framework, training methodology, impact assessment, collaborations & strategy adopted by this action research.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Swetha Kolluri**, India

E-mail address: [swetha.sunskills@gmail.com](mailto:swetha.sunskills@gmail.com)

---

## **An Investigation of Support Measures for Beginning Teachers in EU Countries and Turkey**

**Hilal BUYUKGOZE\***, Turkey.

### **Abstract**

The common qualification for entry to teaching profession across Europe is a bachelor's degree which generally last between four and five years. Initial teacher education is usually not sufficient for new teachers as they may experience and encounter problems about teaching, assessing and managing the students. Therefore, almost in half of the European countries a structured induction program is carried out or other support measures are provided for new teachers. Few countries do not organize these programs at national level but at the local level or in schools. The structured induction programs are considered as a compulsory phase ending with a kind of overall assessment in most countries, whereas in Estonia and Slovenia it is optional. These induction programs last between several months and 2 years, but the widespread length is about one year. The types of support measures vary across Europe. Mentoring is the most common form among these measures. Accordingly, this paper investigates the support measures for beginning teachers and elaborates on mentoring practices in European primary and secondary education institutions and finally discusses induction practices in Turkey.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Hilal BUYUKGOZE**, Turkey

E-mail address: [hilal.buyukgoze@gmail.com](mailto:hilal.buyukgoze@gmail.com)

---

## **The Use of Intuitive Rules in Interpreting Students' Difficulties in Reading Kinematic Graphs**

**Haim Eshach\***, Ben Gurion University of the Negev, Israel

### **Abstract**

The ability to form and interpret kinematic graphs is an essential skill for students studying physics. The literature, however, details a variety of students' difficulties in this regard. The present article discusses how intuitive rules theory [7] can be applied as a conceptual framework for understanding why some of these difficulties may occur. It suggests, moreover, that explicit teaching regarding students' use of intuitive rules in interpreting kinematic graphs may deepen students' general understanding of graphs in physics.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Haim Eshach**, Ben Gurion University of the Negev, Israel

E-mail address: [heshach@gmail.com](mailto:heshach@gmail.com)

---

## Creating a space for the co-existence of multiple knowledges: Indigenous knowledge in academia

Johannes Seroto \*, Department of Educational Foundations, University of South Africa

### Abstract

Indigenous knowledge systems have long been subsumed by other knowledges and in most instances have not been regarded as viable, reliable and scientific because they do not belong to any scientific theory. This has reduced indigenous knowledges and research to an illogical and contradictory discourse. However, the notion that one knowledge system can justifiably attest to claims of truth is obnoxious. There is a need to create a space where diverse scholars with different knowledge systems may generate knowledge, ideas and material for imagining. In this space, such researchers can synthesise and complement other knowledge systems. The challenge facing academia is on how to create spaces where multiple knowledges can co-exist, especially in the western academy. In this paper, I explore the different kinds of knowledges and the imperative to create a space for their co-existence. To reach this goal, I delve into the indigenous knowledges and explain their role in creating a space for indigenous theorising in order to promote a scholarly enterprise for indigenous people to begin theorizing about their own existence. The paper closes with recommendations that may serve to promote the legitimization and validation of indigenous knowledges in academia.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: Johannes Seroto, Department of Educational Foundations, University of South Africa  
E-mail address: [serotj@unisa.ac.za](mailto:serotj@unisa.ac.za)

---

## The development of an evaluation framework for online educational resources to support international student recruitment, enhance University profile and reputation

William Ashraf\*, Learning and Teaching Unit @ UNSW, Sydney, Australia 2052

### Abstract

The growth of online, social media and Massively Online Open Courses (MOOCs) are a challenge to the current business model for universities. Increasingly, universities will need to build a strong online brand reputation and diversify outside their core markets. Today's technology and marketing savvy students expect more than text only information on prospective university websites. Therefore, we wish to develop a systematic approach - to establish a framework - to be used for the evaluation of online educational resources, which may then be leveraged for promotional purposes. For example, are there significant ethnicity-socio-cultural factors/influences which afford promotional/reputational advantages by embedding short (3-5 minute) animations/talking heads, or for full lectures, seminars, tutorials or laboratory sessions on web and mobile platforms versus printed material to help international students make informed university life changing choices?

The University of New South Wales (Sydney, Australia) has partnered with the University of Nottingham (UK) to develop a project to support the development of best practices in the design and use of OERs before their use and inclusion on institutional websites by:

- (i) designing an evaluation framework for improving design and selection OERs for reputation building and international recruitment
- (ii) devising a survey instrument to assess student perceptions of quality in priority or emerging markets such as India, China and Indonesia
- (iii) analysing survey results to statistically test for differences in perceptions based, on ethnicity-socio-cultural factors, important in the above markets
- (iv) benchmarking UNSW and University of Nottingham's OERs to identify key ethnicity-socio-cultural factors which establish and increase students perception of educational quality.

Surveys have been used to highlight best practice and to demonstrate how a data-driven approach can be leveraged for institutional advantage.

*Keywords:*

## Certain Developed Countries' School Manager Training Models and In The Light Of These Models Suggestions For Turkey's School Manager Training

**Tuğba TURABİK\***, Hacettepe University, Department of Educational Sciences, Division of Educational Administration, Supervision, Planning and Economics Turkey.

**Gülsün ATANUR BASKAN**, Hacettepe University, Department of Educational Sciences, Division of Educational Administration, Supervision, Planning and Economics Turkey.

**Seval KOÇAK**, Hacettepe University, Department of Educational Sciences, Division of Educational Administration, Supervision, Planning and Economics Turkey.

### Abstract

School managers are one of the most important elements of education systems. School managers are charge with to provide smooth functioning of educational activities in schools , the development of the school in all respects and students', teachers' and other staffs' satisfaction. Also they are in charge with guiding and supervising teachers during education activities. School managers are extremely important for carrying out schools' vision and mission. In this case, splendidly training school managers who have such an importance for education systems and bring them in equipment which is required for serving their school well enough have quite importance. Various countries of the World have their own school manager training models which are compatible with the countries' economical, cultural and social features and attuned to the requirements of time or trying to find an ideal model.

In this study, certain developed countries' school manager models are examined and in the light of these models some beneficial suggestions are offered for developing Turkey's school manager training model.

*Keywords:* School managers training, developed countries, Turkey.

ADDRESS FOR CORRESPONDENCE: **Tuğba TURABİK**, Hacettepe University, Department of Educational Sciences, Division of Educational Administration, Supervision, Planning and Economics Turkey.  
E-mail address: [tugbaturabik@gmail.com](mailto:tugbaturabik@gmail.com)

---

## New Education System in Turkey (4 +4 +4): A Critical Outlook

**FEYZA GÜN\***, Hacettepe University, Department of Educational Sciences, Division of Educational Administration, Supervision, Planning and Economics Turkey.

**GÜLSÜN ATANUR BASKAN**, Department of Educational Sciences, Division of Educational Administration, Supervision, Planning and Economics Turkey.

### Abstract

Education systems which are one of the determining factors of countries levels of development in many different areas such as social, economic, scientific and technological etc. are exposed to various changes from time to time for keep pace with requirements of the time, sustain the effectiveness and improve itself. Especially in recent years, in Turkey, various improvement activities have been made in order to make national education system more qualified and reach the standards of developed countries. According to the law number 6287 called "Primary Education and Education Law" and accepted on 30 March 2012, a radical decision was taken and put into effect in Turkish national education system. With this law which is known as the 4+4+4 by the public and leads to a sudden change in the Turkish education system, a lot of discussion has appeared. This study is aimed to examine the effects of 4+4+4 education system constituted for raising duration of compulsory education in Turkey to EU and OECD countries' average and provided qualified educational environment to students from the day when it came up until today.

In this study using the method of literature review, the opinions expressed in media, texts published by universities, trade unions and various organizations, articles reflect the views of the professionalists are examined devoted to new education system. The data collected were evaluated and a critical perspective on the efficacy of 4 +4 +4 system has been developed.

*Keywords:* New education system, 4+4+4, Turkey

ADDRESS FOR CORRESPONDENCE: **FEYZA GÜN**, Hacettepe University, Department of Educational Sciences, Division of Educational Administration, Supervision, Planning and Economics Turkey.  
E-mail address: [feyzagun@hacettepe.edu.tr](mailto:feyzagun@hacettepe.edu.tr)

---

## Participation of creative approaches to teaching in planting design education

Cengiz Acar\*, Karadeniz Technical University Department of Landscape Architecture 61080 TRABZON ,TURKEY

### Abstract

Planting design, undoubtedly, is one of the integral parts of landscape architecture education. However, each design process in landscape architecture which is a professional discipline related to landscape design, planning and management in the open and green spaces along urban and rural areas is often rewarded with planting. Both the professional field as well as in the educational process, and, in the establishment of the quality of open and green landscape, the development of creative and innovative approaches need to be supported and to increase the planting design. Nowadays, in the training and practice of landscape architecture, the similar problems such as unfunctionality, unsustainable, and incompatible sites created by the emergence of the physical structure and human environment are need to be resolved, especially in the planting design education requires an educational approach. Present and future "research by design "and "design by research" approaches to the search for solutions for the assessment of active education of planting design are seen as the need for the institutions related to landscape architecture education. In this article, beyond the traditional approach to planting design, innovative teaching approaches that can be considered planting design education are illustrated. Particularly in the education process, "research and design" approach at the planting stage the urban and rural landscapes is a lot of contribution. In addition, as a result of the findings of this article, a method for process plant design that can be used plantings of urban and rural landscapes has been proposed.

*Keywords:* Planting design, Landscape architecture education, and innovative educational approaches.

ADDRESS FOR CORRESPONDENCE: **Cengiz Acar**, Karadeniz Technical University Department of Landscape Architecture 61080 TRABZON ,TURKEY, E-mail address: [cengiz@ktu.edu.tr](mailto:cengiz@ktu.edu.tr)

---

## INVESTIGATING COMPETENCIES OF UNIVERSITY STUDENTS ACCORDING TO THEIR THE 21ST CENTURY SKILLS

Hasan Bozaslan  
Murat Bozaslan  
Şeyda Çakar

### Abstract

In this research, competencies of university students according to their the 21st century skills, have been investigated. Harran University Education Faculty Students who have received education in Harran University, in the academic year 2012-2013, have formed the universal set of the research. 258 students from Harran University Education Faculty who have received education in the academic year 2012-2013, have formed the sample of the research. Scannig method in the research has been used. Data have been obtained by survey. The survey of determining their skills of the 21st century, which have been used in the research, has been developed by the researchers. Data have been analysed by the program SPSS 16.0 . While the data have been analysed, Chi-square test, Kolmogorov-Smirnov Z test and Pearson Moments' Product Correlation Coefficients, Kruskal Wallis-H, One Way Anova tests have been used. In the result of variance analysis, Scheffe test has been used in order to determine the source of the difference. In the research result, the situations oriented to the 21st century skills of university students have been ascertained.

*Keywords:* 21st century skills

ADDRESS FOR CORRESPONDENCE: **Hasan Bozaslan**  
E-mail address: [hbozaslan@gmail.com](mailto:hbozaslan@gmail.com)

---

## The use of specialised corpora for teaching and learning purposes in the ESP class: the case of English for tourism and COMETVAL

Nuria Edo\*, Universitat Jaume I, Spain.

### Abstract

The benefits derived from the use of corpora in the English for Specific Purposes(ESP) class seem out of question nowadays despite being a challenging task bothfor teachers and learners. Learning through a corpus-based approach or "data-driven learning" (DDL) (Johns 1986,1994) allows students to get used to hands-on learning,thus promoting an inquiry-based



approach leading them to discover patterns in authentic language use and making them linguistic researchers (Johns 2002) able to solve present and future linguistic needs of different nature with ease and autonomy. Accordingly, the main aim of the research presented is twofold: firstly, to show the students of the ESP subject "Introduction to English for Tourism" the multiple applications and benefits that the use of a specialised corpus may have in the learning process of a foreign specialised language. With this aim, the 52 students who took part in the pilot study reported were represented the COMETVAL corpus (Corpus Multilingüe de Turismo de la Universidad de Valencia), a specialised multilingual and multi-genre data base on tourism. In this initial stage, a workshop with different activities was prepared to make students familiar with COMETVAL's functioning, functionalities, and possible future professional applications. Secondly, students responded a questionnaire designed ad hoc to know their perceptions about the use of specialised corpora in class – exemplified with COMETVAL's workshop – and about their potential particular interest in devising, compiling and exploiting a similar specialised corpus in class both for teaching/learning and future professional purposes. Results show that students seem to feel positively motivated by the use of corpora in class, specifically by the fact of having direct access to real, non-biased language samples from different genres; they do also find particularly interesting frequency and collocation-related data as well as linguistic patterns comparison between languages. In addition, students acknowledge the potential of autonomously relying on a specialised corpus for future professional queries.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Nuria Edo**, Universitat Jaume I, Spain.

*E-mail address:* [nedo@ang.uji.es](mailto:nedo@ang.uji.es)

---

## **A Comparison of Estimated Achievement Scores Obtained from Student Achievement Assessment Test Utilizing Classical Test Theory, Unidimensional and Multidimensional Item Response Theory Models**

**Yeşim Özer Özkan \***, Educational Measurement and Evaluation, Turkey.

### **Abstract**

The focus of this research is to test the estimation of achievement measurements in the test battery and to empirically compare the results after applying classical test theory (CTT), unidimensional and multidimensional item response theory (IRT) models to Student Achievement Assessment Test subtests of Turkish and Mathematics. It also tries to put forward the best model that estimates students' achievement with less error as the comparison is being made. Research data was obtained by implementing 25-item Turkish and Mathematics. Firstly, dimensions of the tests were analyzed and found to be multidimensional. Then, factor analysis was applied and sub dimensions were determined for each subtest. The results of this analysis revealed the Turkish test contains two dimensions: "reading comprehensions" and "grammar"; the mathematics test also contained two dimensions: "arithmetic" and "mathematical logic". From the analysis of Turkish test's data results, it is identified that the ability parameters estimated obtained from the whole test under multidimensional IRT, have partially less error scores and reached more precise measurement than ability parameters estimated obtained from unidimensional IRT on the basis of sub dimensions and test scores obtained from CTT. When the reliability of the scores obtained according to CTT, and the ability parameters estimated identified according to the unidimensional and multidimensional IRT are examined, it is noticed that the reliability, obtained from the multidimensional IRT is partially higher. Similar results were obtained in mathematics test results. Finally, it is found that parameters, obtained within the scope of multidimensional IRT, has partially less error scores and reached more precise measurement than ability parameters estimated obtained from unidimensional IRT on the basis of sub dimensions and test scores obtained from CTT.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Yeşim Özer Özkan**, Educational Measurement and Evaluation, Turkey.

*E-mail address:* [yesimozkan@gantep.edu.tr](mailto:yesimozkan@gantep.edu.tr)

---

## **Development of intercultural competence in teaching of Business Russian**

**Lilia Nazarenko \***, Faculty of Education, J.E.Purkyne University in Usti nad Labem, Czech Republic

### **Abstract**

The article focuses on development of intercultural awareness in teaching of professional Russian. The formation of intercultural competence represents one of key elements in professional teaching of specialists. The intercultural competence comprises skills which are vital both for verbal and nonverbal communication with foreign language native speakers, requiring the perception and management of various socially and culturally rooted language phenomena and

consideration of cultural peculiarities pertaining to the country of the language being studied. The need to develop such competence poses new challenges to teachers by requiring from them to develop a new perception of learning goals. The respective article dwells on didactic aspects of learners' adaptation to peculiarities of a foreign culture, as well as on teaching of effective communication to achieve professional goals by considering the intercultural factor. Various didactic techniques are therein analyzed, namely the linguo-conceptual approach in teaching of a foreign language, formation of discourse frames necessary for professional and everyday communication, exercises with texts containing culturological information. The tailor-made system of exercises is targeted at eliminating possible communication failures inflicted by cultural discrepancies. The purpose is to achieve the level of competence which is sufficient for an adequate and correct implementation of communication goals in analyzed situations of everyday and business communication.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Lilia Nazarenko**, Faculty of Education, J.E.Purkyne University in Usti nad Labem, Czech Republic. E-mail address: [li.nazarenko@gmail.com](mailto:li.nazarenko@gmail.com)

---

## **META-ANALYSIS OF PROPOSED FINANCING MODELS FOR TURKISH HIGHER**

**Metin Özkan** \*, Turkey.

### **Abstract**

Finance was a hot topic for scholarship during the early part of the decade, and continues to be an area of intense research within the higher education community. There are arguments regarding the financing of higher education more than other levels of education. Higher cost of services higher education than other levels of education, difficult to decide whether it is fair to public funding because of individual returns and increasing enrollment rate with ever-increasing cost shown among the causes of disputes in higher education. Argued that how to ensure the finance of higher education. Structuralists (welfare state approach) and neo-liberals have to different view from the source of funding in the provision of higher education. While structuralists argue to increase the contribution of the public sector, neo-liberals argue privatization and commercialization. In recent years, mixture of these two ideas became a hot topic in research. Public and private resources cooperation used according this idea. As in other countries, especially in developing countries, the enrollment rate in Turkey is constantly increasing. This ratio is expected to increase continuously. Questioned the current system of financing higher education, the emergence of proposals to create a new source seems to be a necessity for the Turkish Higher Education System. Turkish higher education system in order to solve this impasse intensified in recent years academic studies have been subject to a level of financing model suggestions. In order to solve this problem, financing model proposals have been the subject of academic studies for the most part in recent years. In these studies, constructivist approach, the neo-liberal approach, mostly mixed model approach to the background of the recommendations. Meta analysis of higher education financing models has been the objective of this research.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Metin Özkan**, Turkey  
E-mail address: [ozkan.metin@gmail.com](mailto:ozkan.metin@gmail.com)

---

## **Studying the Relationship between the Effective Factors on Employees' Performance in Iran's University and the Students' Satisfaction with regards to Employees' Performance**

**Morteza Raei Dehaghi**\*, Department of Industrial Management, Mobarakeh Branch, Islamic Azad University, Mobarakeh, Isfahan, Iran

### **Abstract**

Any organization, without careful consideration on the performance of its employees and likewise implementing effective factors on employees' performance in satisfying its client, cannot reach its goals. Therefore, the present study aims at examining the relationship between the effective factors on employees' performance in the Islamic Azad University, Mobarakeh branch and students' satisfaction. The statistical population comprise of 111 employees who had direct contact with students and 450 students from various departments of the university who were selected randomly as research sample. Researcher made, demographic questionnaire, questionnaire of effective factors on employee performance based on ACHIEVE model and questionnaire of satisfaction with employee performance were utilize for data gathering as research tools. Multi-variable regression, variance analysis and t-test with two independent groups as well as Pierson correlation coefficient were applied for data analysis. The results obtained through examining the hypotheses revealed that there is a positive and significant relationship between employees' ability, employees' clarity, degree of organizational support from employees, employees' motivation and willingness, manner of employees' evaluation and generally among the effective factors on employee performance and students' satisfaction ( $p=0.000$ ). But there was no significant relation between the two factors of employees' environmental proportionality and their degree of validity with students' satisfaction. Furthermore, findings of the research exhibited that students with bachelor degree had more satisfaction than

those with master degree, but there was no significant difference among male and female students, students with different majors and students of different academic terms.

*Keywords:* Effective factors, employees' performance, students' satisfaction;

ADDRESS FOR CORRESPONDENCE: **Morteza Raei Dehaghi**, Department of Industrial Management, Mobarakef Branch, Islamic Azad University, Mobarakeh, Isfahan, Iran. *E-mail address:* [dr\\_mraeidehaghi@yahoo.com.ph](mailto:dr_mraeidehaghi@yahoo.com.ph)

---

## Discourse Strategies of Science and Technology Academic Texts:

**Idris Aman\***, Sch. of Language Studies & Linguistics, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, Malaysia

### Abstract

Conveyance of knowledge is a strategic and unique action. It is due to the discourse that is produced which discusses specific discipline of knowledge and targeting a certain group. The process of conveying knowledge not only involves vocabulary, terms, and sentences, but what is more crucial is the discourse strategy. This study discusses the discourse strategy of academic text of science and technology (S&T) written in Malay language as employed and published in high impact journal. This is due to the number of S&T academic publications in Malay is unsatisfactory as a result of the hegemony of English as an international language. The strategy is analyzed from two dimensions, i.e. the discourse properties and textual features. Discourse properties interpret the practice of the text by means of intertextuality and content. Textual analysis describes the main features of text, namely initial adverbial, types of sentences and theme types employed. The study is limited to the introduction section of texts. From the analysis it is found that the strategy adopted by S&T texts is with the inclusion of issue and objective of the study, utilizes static paraphrase technique of intertextuality, situational initial adverbials, prioritizing simple sentence and marked Theme. Identification, description, and explanation of the strategy potentially acts as guidance to the S&T academia in order to write and enhance the number of academic text published in high impact journal in the medium of national language. Indirectly, it would also help to enrich publications and uphold the language as a language of knowledge, besides being useful for local students.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Idris Aman**, Sch. of Language Studies & Linguistics, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, Malaysia. *E-mail address:* [wacana@live.com](mailto:wacana@live.com)

---

## THE WORD and MUSIC RELATIONSHIP IN THE TURKISH FOLK MUSIC EXAMPLE

**Erdem ÖZDEMİR**

### Abstract

The people generating music which is the art of telling thoughts and feelings via sounds have expressed themselves not only with human voice and other natural voices but also with various instruments. The fact that each society has a music shaped within its own cultural structure means that societies' musical feelings have local features like their thought, behavior and expression styles. Along with common music reflecting common feeling and thoughts, local music making sense only within the society where it is generated are also important. That music has the same effect and sensation on the whole or most of the audience is related to that diverse sentence patterns and motifs belonging to the mentioned work or genre, melodic and harmonic formation and such elements as beat and style can have a place in cultural memory of the audience. This situation means that music alone is enough to express thoughts and feelings.

As known, word is the fundamental element that people use to express themselves. Beside one-word lean and flat expressions, expressions in which artistic and aesthetic boundaries are forced are main tools of communication among people. Music which is a means of expression by itself, has taken word with itself in order that this expression get stronger, sharper and to make narration easier and thus a common expression style has been developed.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Erdem ÖZDEMİR**  
*E-mail address:* [erdem@sakarya.edu.tr](mailto:erdem@sakarya.edu.tr)

---

## Using Study Abroad to Teach Comparative Social Policies

Heying Jenny Zhan\*, Georgia State University, United States

#### Abstract

This paper uses the example of a study abroad program, "Global Aging and Social Policies—Study Abroad China" to teach an upper division undergraduate level class in sociology. The paper will discuss syllabus construction for comparative understanding of social policies, readings assigned, preparatory activities taken prior to travel, and activities planned and taken for comparative understanding of policies in the study abroad procedure. The presentation will include actual syllabus for this course, pictures taken at the sites of study abroad, and papers students wrote about the study abroad program. The author argues that in this highly globalizing world, study abroad has its advantage of making knowledge alive, making policies meaningful, making learning fun, and making change possible just by adding a comparative approach in real life learning.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Heying Jenny Zhan**, Georgia State University, United States

*E-mail address:* [heyinzhan@gmail.com](mailto:heyinzhan@gmail.com)

---

## Determination of the Conformity of the Work Miniatures by Necil Kazım Akses with the Objectives of the 2nd Grade Piano Course of Music Teaching Bachelor's Degree Program

**M. Nevra Kupana \***, Sakarya University, Turkey.

#### Abstract

This study aims to determine the conformity of the work Miniatures, composed by Turkish composer Necil Kazım Akses for solo piano in 1936, with the objectives of the 2nd grade piano course of Music Teaching Bachelor's Degree Program. Firstly, to emphasize the importance of the study, the paper provides information about the developments in the field of music in the early years of the Republic of Turkey, first generation composers, called "The Turkish Five", including Necil Kazım Akses, as well as Necil Kazım Akses's life and works. The work, Miniatures, is analyzed using the content analysis method. The findings obtained as a result of the analysis are expressed in frequencies and percentages. At the end of the study, it is found that the characteristics of the work are in conformity with the objectives of the Piano course in the second grade of Music Teaching Bachelor's Degree Program and it is concluded that the work can be used in the second grade of piano education and recommendations are made to that end.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **M. Nevra Kupana**, Sakarya University, Turkey.

*E-mail address:* [nkupana@sakarya.edu.tr](mailto:nkupana@sakarya.edu.tr)

---

## A Model on the Effects of Problems Prevalent in Tourism Education on the Students' Affective Commitment to School

**Mehmet Oğuzhan İlban\***, Balıkesir University, Burhaniye School of Applied Sciences, Turkey

**Mehmet Kaşlı**, Balıkesir University, Burhaniye School of Applied Sciences, Turkey

#### Abstract

This study aims to identify the problems that undergraduates encounter during their studies and the effects on students' level of affective commitment to school, and their intention to continue their studies. To this aim, a questionnaire was applied to a group of 384 undergraduates. The research findings showed that the tourism education problems can be defined as "the acquisition of the qualities required by tourism enterprises", "collaboration with the businesses", and "opportunities granted for students". The relationships as the subject of the study were tested with structural equation modelling (SEM). Finally, tourism education problems influence the intention to continue studies through affective commitment. It was concluded from the findings that the level of affective commitment had a positive effect on the intention to continue studies.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Mehmet Oğuzhan İlban**, Balıkesir University, Burhaniye School of Applied Sciences, Turkey

*E-mail address:* [ilban@balikesir.edu.tr](mailto:ilban@balikesir.edu.tr)

---

# THE COMPARISON OF DINA AND DINO MODELS PARAMETERS ON 2011 MATHEMATICS HIGH SCHOOL ENTRANCE EXAM

**Levent Yakar\***, Hacettepe University Educational Measurement and Assessment Department, Tukey.  
**Metin Odabas**, Hacettepe University Educational Measurement and Assessment Department, Tukey.

## Abstract

The purpose of Cognitive Diagnostic Models is to define performances of students on items with respect to the determined skills. In CDM, the possibility of getting the correct response depends on the students skills. If the students have the necessary skills for items, the possibility of getting the correct response increase.

In this study, mathematics subtest of 2011 High School Entrance Exam (Seviye Belirleme Sınavı) is used. The student sample data used in the study are 49517 and this is selected as randomly from the universe. In the process of preparation of Q matrices, there were 7 content expert. Content experts specify 6 skills for 20 items for using in the Q matrix. For 6 skills, 26 = 64 latent class are formed. Q matrix which has the best fit indices are used in the practice.

In consequence of CDA models can't find difference on g, s and discrimination parameters. Correlation coefficient DINA and DINO models discrimination parameters is .90 ( $p < .01$ ). These results are compatible literature.

In DINA model average of g parameters is 0.19, average of s parameters is 0.22 and average of discrimination parameters is 0.58. In DINO model average of g parameters is 0.21, average of s parameters is 0.23 and average of discrimination parameters is 0.57.

According to latent skills class distributions no observed examinees 9 class in DINA model and 15 classes for DINO model. The biggest class is 111111 (mastery all skills) in DINA model that includes 18% all examinees. Exact opposite of this result is seen in DINO model, the biggest class is 000000 (non-mastery all skills) in DINO model that includes 71% all examinees. Cognitive skills from most seen to least in DINA are 1, 4, 3, 6, 5, 2 respectively, in DINO model are 6, 5, 2, 4, 1, 3 respectively. This result reflects models technical difference.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Levent Yakar**, Hacettepe University Educational Measurement and Assessment Department, Tukey.  
E-mail address: [leventyakar@gmail.com](mailto:leventyakar@gmail.com)

---

# A SURVEY ON WRITINGS OF IRANIAN STUDENTS WHO LEARN TURKISH AS FOREIGN LANGUAGE

**Kayhan INAN \***

## Abstract

Aims of this study are to specify writing abilities of Iranian students who learn Turkish as foreign language, to investigate this success due to different variables and to evaluate students' mistakes.

The current study, which aims to evaluate Iranian students' writings in Turkish, is a descriptive study. Fieldwork method is chosen and descriptive survey model is used in research.

The population of the study consists of 71 students who learn Turkish at B2 level at Tehran Yunus Emre Turkish Culture Center in 2012-2013 academic year.

The scope of current study includes students' writings, personal information forms and gradient scoring key which is developed by Büyükkız (2011) used as measurement tools. First, students' writings were analyzed in descriptive statistic through SPSS 15.0 quantitatively. Pearson product-moment correlation coefficient, t test, Kruskal Wallis, Mann Whitney U has been used in this analysis. Then Students' writings were evaluated through categorical analysis technique qualitatively.

Quantitative results of the study show that Iranian students who learn Turkish as foreign language, have an average success in writings and this success has a significant difference statistically in terms of gender and mother tongue variables.

*Keywords:* Iran, Turkish as a Foreign Language, Writing Skill, Written Expression, Turkish Language Education.

ADDRESS FOR CORRESPONDENCE: **Kayhan INAN**  
E-mail address: [hankayhan@gmail.com](mailto:hankayhan@gmail.com)

---

# An Analysis to Improve Academic Experience of International Higher Education Students in Domestic and International Cohort Teaching Environment

Ergun Gide \*, School of Engineering and Technology Higher Education Division CQUniversity Sydney

## Abstract

Globally, more people than ever before are choosing to undertake an international higher education in an English speaking country for the last 20 years. The large-scale movements of students between education systems means that academics need to consider the learning and teaching implications of the increased numbers of international students in university classes. Most importantly, international students, who have a non-English speaking background (NESB), face many difficulties in the university class rooms comparing domestic students of an English speaking country. Findings of a literature review show that language, social and cultural adjustment, educational expectations, new ways of working and so forth are the key challenges of NESB international tertiary students in a domestic and international cohort teaching environment of an English speaking country. From this context, a research has been undertaken to realise the personalised academic practices that can be smoothen academic experience of international students. Findings of the secondary research show that leveraging various relationship perspectives in a domestic and international cohort teaching environment have a significant impact on improving academic experience of international students. Eleven relationship perspectives are identified from the secondary research from this viewpoint, which can be utilised to leverage various relationship perspectives to improve academic experience of NESB international tertiary students in domestic and international cohort teaching environment. The findings also show that these relationship perspectives can be utilised by higher education institutions to analyse, report and improve international students' experience.

*Keywords:* International students, domestic students, academic experience, relationship perspective, non-English speaking background (NESB)

ADDRESS FOR CORRESPONDENCE: **Ergun Gide**, School of Engineering and Technology Higher Education Division CQUniversity Sydney  
E-mail address: [e.gide1@cqu.edu.au](mailto:e.gide1@cqu.edu.au)

---

# Conceptualization of 'Compassionate Rationalism' as a New Paradigm for the Adult Education Leadership

Eun-Soo Choi\*, Department of Lifelong Education, Soongsil University, Korea

Jusung Jun, Department of Lifelong Education, Soongsil University, Korea

Kiung Ryu, Department of Lifelong Education, Soongsil University, Korea

## Abstract

The study suggested and conceptualized 'Compassionate Rationalism' as a new paradigm for the adult education leadership. The major contents of the study were: characteristics of leaders and the scope of leadership, and criteria values pursued in adult education, the accountability of traditional approaches to adult education leadership, concepts and limitations of rationalism and compassionism, and the logic of generating the concept of compassionate rationalism. Some traditional leadership approaches to adult education, such as individual trait theory, behavior theory, transaction theory, and transformational theory could not sufficiently represent adult education leadership, having their possibilities and limitations. Compassionate rationalism refers to the leadership which offers the necessary compassion to others based on rationalism. As a new emerging paradigm of adult education, it will be able to realize visions of adult education leadership in pursuit of values of ethics, freedom, efficiency, equality, and equity in the field of lifelong education in the 21st century.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Eun-Soo Choi\***, Department of Lifelong Education, Soongsil University, Korea.  
E-mail address: [eschoi@ssu.ac.kr](mailto:eschoi@ssu.ac.kr)

---



## Assessment of ICT Literacy and Digital Divide in Educational Organization

Saeid Moradi-Rekabdarkolaei\*, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN

### Abstract

ICT Literacy which is fostered in a fast growing international movement is defined as The Essential Digital Literacy Skills for the 21st Century Global Citizen. Find out more on the ICT Literacy Web site which represents a global partnership among leading business, education, and public policy stakeholders to promote universal ICT Digital Literacy. The major goal of the research is assessment of ICT literacy and digital divide in education.

*Keywords:* ICT literacy; Digital divide; Initiative ICT literacy; Cognitive Skills; Assessment of ICT literacy.

ADDRESS FOR CORRESPONDENCE: Saeid Moradi-Rekabdarkolaei, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN. *E-mail address:* [dadashi\\_bahar@yahoo.com](mailto:dadashi_bahar@yahoo.com)

---

## An Analysis of Structural Relationships Between Adult English Educators' Instructional Leadership, Adult Students' English Self-concept, Self-leadership, Teacher Efficacy And Education Satisfaction

Shin Seungwon\*, Soongsil University, Korea

### Abstract

The purpose of this study was to analyze structural relationships between adult English educators' instructional leadership, adult English learners' English self-concept, self-leadership, and English teacher efficacy and education satisfaction from the perspective of andragogy. From the perspective of adult education, an adult learner seeks, fosters, and develops a source of self-empowerment and actively leads his or her life. Accordingly, perspectives on the roles of an adult teacher and an adult learner in EFL education have also begun to change: an adult English teacher performs the role of a facilitator, and an adult English learner assumes an active role in promoting self-drive and self-growth, and self-motivation. The sample (N=634) was made of survey questionnaires distributed among 17 EFL teacher training programs at lifelong educational institutions. The primarily analytical tool of this research is structural equation modeling. This research has found the following: 1) instructional leadership has a direct effect on self-leadership; 2) instructional leadership has direct and indirect effects on English teacher efficacy and education satisfaction; 3) English self-concept has direct and indirect effects on self-leadership and English teacher efficacy; and 4) English self-concept does not have a direct effect, yet has an indirect effect, on education satisfaction. Findings from this SEM demonstrate positive relationships between variables – instructional leadership, self-leadership, and teacher efficacy – and education satisfaction. In particular, instructional leadership is revealed to have the most influential effect on education satisfaction, and self-leadership is found to be a significant mediating variable. Although English self-concept is not shown statistically significant in this study, English self-concept is found to be a significant predictor of self-leadership and English teacher efficacy. As the research finds that English self-concept directly affects self-leadership and English teacher efficacy, it can be inferred that enhancing English self-concept would be an effective way of boosting adult learners' education satisfaction.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: Shin Seungwon, Soongsil University, Korea

*E-mail address:* [specia1sw@hanmail.net](mailto:specia1sw@hanmail.net)

---

## ANALYSING TURKISH LESSON BOOKS OF ISTANBUL AS INTERCULTURAL COMMUNICATIVE COMPETENCE

Hatice Vargelen

### Abstract

The changes in the economic and social fields is accelerating with the development of technology and globalization. This has provided people of different cultures to come together more and communicate each other.

At this point language being the most important tool for communication between people has increase the importance of foreign language teaching. Today, countries around the World who want to come to the effective has engaged in an effort to teach their language and culture to the others. In this situation there are many aspects of return for countries like the political, economic, socio-cultural and so on. The transfer of culture has an important role in ensuring a successful learning in teaching Turkish to foreigners. In recent years, intercultural communicative competence approach has come to fore in

relation to transfer of culture in teaching of foreign language. According to this approach, as well as the transfer of language teaching in the target culture, the events that students can express their own culture or the source culture should be included. This will help to provide better quality and lasting learning. No doubt, one of the most important materials used in teaching of foreign language is textbook. Texts in teaching Turkish as a foreign language textbooks should stimulate for students to gain skills related to intercultural communicative competence. It should be transfer of culture in books, the culture of target language and the activities that one can express own culture should be included. Thus, towards the student's own culture, cultural awareness will be gained. In this context, as istanbul foreign language, the assessment of Turkish textbooks in terms of cross-cultural communicative competence approach and by the assessment on textbook while developing the teaching programs, methods, materials,etc.. related with teaching Turkish as foreign language, findings that can be used is targeted.

*Keywords:* cross-cultural communicative competence, foreign language teaching, communication, culture.

ADDRESS FOR CORRESPONDENCE: **Hatice Vargelen**

E-mail address: [haticevargelen@hotmail.com](mailto:haticevargelen@hotmail.com)

---

## **Evaluating Turkish Higher Education System within the Framework of New Higher Education Act Studies**

**Gülsün ATANUR BASKAN**

**Safiye Çiğdem GÖREN**

**Berna NAMANLIDİ YÜNER**

### **Abstract**

The global demand for higher education has been increasing all over the world and universities endeavor to reach international standards. It has been discussed for a long time that it is crucial to restructure the existing higher education system in Turkey to achieve a competitive position in global world. Within this scope, the new higher education act on which studies goes on for 1,5 years, has been shaped and broached to stakeholders.

The aim of this study is to evaluate the existing higher education system in Turkey, in accordance with the new higher education act studies. The weak points of the Law of Higher Education numbered 2547 published in 1981, which cannot meet the needs of today's higher education will be compared with the new higher education act proposal.

*Keywords:* higher education system, restructuring higher education system, global needs, Turkey.

ADDRESS FOR CORRESPONDENCE: **Gülsün ATANUR BASKAN**

E-mail address: [gulsunatanurbaskan@gmail.com](mailto:gulsunatanurbaskan@gmail.com)

---

## **Interdisciplinary education in management at the Technical University**

**Irina Bondareva**, Slovakia

**Juraj Tomlajn**, Slovakia

**Jakub Rečičár**, Slovakia

### **Abstract**

The article deals with the problems of education in the fields of economics and management in the context of technical study programs at university the Slovak Republic. The authors discuss in detail the experience of the past and points to the need to change and innovation in the higher education sector. The paper also follows on the practical experiences of graduates in the labor market. In conclusion, recommendations are formulated to improve and increase the attractiveness of this type of training.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Irina Bondareva\***, Slovakia

E-mail address: [irina.bondareva@stuba.sk](mailto:irina.bondareva@stuba.sk)

---

# Theatre as a Tool For Transferring Culture And Values in Turkish Language Education as a Foreign Language

Müzeyyen ALTUNBAY,

## Abstract

Turkish, the most significant heritage of thousand years of Turkish culture and history, is one of the world's most widely spoken languages in a vast region extending from Central Asia to the Balkans, from Europe to America. But, however, from the past to the present, Turkish language education and training has been neglected and it is a fact that the necessary sensitivity to this issue has not been shown. Thanks to the social and political developments in recent years, being active in world politics, Turkish scientists' and craftsmen's achievements in the fields of science, art and technology etc.. Turkish language has become more attractive. That is why, not only the numbers of people learning Turkish language but also Turkish education centers are improving in number day by day. Besides having a deep history studies on the matter of teaching Turkish as a foreign language has gained importance. The purpose of teaching Turkish as a foreign language is teaching its traditions and socio-cultural values besides its word treasure. While teaching Turkish language, not only the commonly used materials like the structure of language, culture, Turkish literary texts, videos, movies but also various methods and techniques are used. However, among these, there is no emphasis on transferring culture or values by theatre. With the understanding of the changing world, now the most important thing in language teaching is using cross-cultural methods. Because of reflecting the characteristics of society, theatre is accepted as the mirror of a society. Theatre that has been a little emphasis on, but can be direct means of transferring culture and values in teaching Turkish as a foreign language, is so important. In this study, the emphasis is on how to make use of theatre for transferring culture and values while teaching Turkish as a foreign language. Also, it is examined how theatre improves language skills as well as introducing the culture. This study is organized by using document analysis method, one of the qualitative research techniques.

*Keywords:* Turkish as a foreign language, transferring culture and values, theatre

ADDRESS FOR CORRESPONDENCE: Müzeyyen ALTUNBAY,

E-mail address: [altun.bay@hotmail.com](mailto:altun.bay@hotmail.com)

---

# The Use Of Fables In Critical Thinking Skills In Turkish Language Education

Müzeyyen ALTUNBAY,

## Abstract

The main purpose of education is to educate and train qualified people. One of the main purpose of teaching Turkish, which is a skill course, is to create a human type which is questioner, investigator and critical in 21st century. That's why, both the development of language and thinking skills gain importance and all the emphasis is placed on many areas of thought such as creative thinking, reflective thinking, analytical thinking, and critical thinking which are tried to be improved with activities. In connection with the developments in basic skills (listening, speaking, reading, and writing) of students who are in Turkish education program, critical thinking is one of the nine targets those students are expected to reach and use. Thinking which is described as independent and separate from sensations, impressions, and designs is a versatile activity. As we know, literary texts are very crucial for the development of both language and thinking skills. Each literary text provides different skills and learning area for individuals. Those texts, which can only be used as a tool for improving skills in Turkish education, vary depending on the purpose. Fables are the most effective one for the development of critical thinking. The base of the fable, which has been become famous by Aesop and progressed by fable writers La Fontaine and Lessing, is on social criticism. The usage of fables in Turkish lessons give provide students to get to know this type and therefore contribute to develop critical thinking skills. However, in order to ensure that it should be selective, and must be accompanied with activities that take students to the goal. The purpose of this study is to show the role of fables in development of critical thinking. In the study the improvement of the fable is emphasized and it's explained how to use fables in lessons with the help of sample activities. Literature review is used in this study which is also a qualitative research.

*Keywords:* Turkish education, critical thinking, fable

ADDRESS FOR CORRESPONDENCE: Müzeyyen ALTUNBAY,

E-mail address: [altun.bay@hotmail.com](mailto:altun.bay@hotmail.com)

---

## VIEWS OF ELEMENTARY EDUCATION STUDENTS RELATED TO SCIENCE AND TECHNOLOGY TEACHING PROCESS

Gülcan MIHLADIZ, Mehmet Akif Ersoy University, Turkey.

Meltem DURAN, Mehmet Akif Ersoy University, Turkey.

### Abstract

In this study, it was aimed to determine the views of elementary education students related to the science and technology teaching process. The research was carried out with totally 182 students studying at 3 elementary education schools providing training for students in a province in Turkey. In this research in which has survey model descriptive qualities, views of students were collected through a semi-structured form including 4 questions. The first two questions of the interview form were for teaching method, technique and strategies the students like and prefer, the third question was for the experiments conducted during the process, and the fourth question was for the individual and/or group works. The data obtained from the student views were coded, and their descriptive statistics such as percentage and frequency were calculated.

According to the research result, it was determined that the elementary education students enjoyed mostly of the method and techniques performed within the scope of science lesson as experimentation, teaching through Vitamin Program (Turkish e-teaching program), presentation, problem solving, taking the subject notes to a notebook and open expression. The most common of the method, technique and strategies the students want to be actualized during the science teaching process were experimentation, technology-aided teaching, activities out of classroom (in nature) and more joyful methods and techniques according to the order of participation. Furthermore, most of the students shared the troubles they feel from not experimenting as they required. Whereas most of the students mentioned that they preferred working in groups during the activities and experimentations they carried out within the scope of science lesson, there were also the ones who mentioned that they preferred working individually or in groups.

*Keywords:* Science and Technology Education, Teaching Process, Students' Views.

ADDRESS FOR CORRESPONDENCE: Gülcan MIHLADIZ, Mehmet Akif Ersoy University, Turkey.

E-mail address: [gulcanmihladiz@gmail.com](mailto:gulcanmihladiz@gmail.com)

---

## THE IMPACT OF EDUCATIONAL IDEAS OF MAKHMUD KASHGARI ON KAZAKH PEDAGOGY

Miras Kossybayev

### Abstract

Nowadays in the world of technological developments Kazakhstan got a lot of achievements in economics as well as in politics. Nevertheless, there is still a problem of national ideology related to national language and history teaching, education of ethno-cultural values and patriotism. This problem requires the reconsideration of Kazakh pedagogy, which dates back to educational ideas of Eastern sages.

In this article we analyze the pedagogical ideas of Makhmud Kashgari, scholar who lived in 11th century and wrote encyclopedic work about Turkic people "Divan lugat at-Turk (compendium of the Turkic dialects)". The aim of this research is to consider contribution of his educational ideas to the modern Kazakh pedagogy. Through analysis of lexemes, edifying words, phraseology, proverbs and poetry we distinguish the semantic groups related to intellectual, humanitarian, religious, aesthetic, physical, labor and patriotic education met in "Divan lugat at-Turk". The results of this study give us the consciousness of educational values of Medieval Turks and its link with the modern Kazakh pedagogy.

The methods and techniques used in this article are historical-comparative, comparative-pedagogical, classification, descriptive methods and general linguistic methods.

For the analysis we used Makhmud Kashgari's dictionary of 11th century and a historical, philosophical, pedagogical and linguistic scientific literature related to Medieval Turkic period as a sources of investigation.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: Miras Kossybayev

E-mail address: [mirrau13@mail.ru](mailto:mirrau13@mail.ru)

---

# COOPERATION BETWEEN MUNICIPALITIES AND UNIVERSITIES ABOUT PROTECTING OF CULTURAL HERITAGE

**Azize Serap Firat**, Ahi Evran University Faculty Of Economics And Administrative Sciences Head Of Department Of Public Administration

## Abstract

This research presents the common problems related to protection of cultural heritage problems in towns and analyzes the source of the problems and also investigates the role of studies about protecting of cultural heritage whose universities and legal and institutional setup in Turkey. In the research, as the technique of data collection, literature investigation on the subject has been carried out.

Serious organizational transformations have been observed at the high education system of most countries recently. Most universities, perceived as a local development dynamic, have gradually strived to put entrepreneurial principles into practice.

Besides, contemporary scientists reached a consensus on the importance of the approach to interdisciplinary study and its necessity. All in all, it can be concluded that in the period from the past until today, 'interdisciplinarity' in light of its development is gaining importance and its place in today's generation's understanding of different branch of science. For this reason studies of cultur should be cooperate with other disciplines, like history, art, tourism, media, economy and even local administration laws and projects.

'Learning' and 'knowing' the issue is the first step to overcome the immense environmental and cultural problems. 'Education' of the public, about the issues of nature and culture should the main activity of some universities aspiring to raise consciousness for environmental and cultural protection. It starts to take joint 'responsibility' towards nature and cultural richness and get organized for possible solutions. Seminars, discussions, conferences and trips must organize locally and nationally with universities representatives, local administrations, local NGOs, and other related local and national institutions to enhance public awareness about environmental and cultural values.

Every individual has to learn the culture which belongs to nation in order to live an individual of the nation and gain cthe culturel identification which the culture resources to. The carriers of culturel identity are organized education institutions. But the common points of the critiques related to history lesson and history books are being tried to teach chronology and historical phenomena strictly, boring and inaccurate history books, lessons which are teacher-centered and based on teacher's instruction, not leading to research and thinking, and a dominant understanding based on memorization. On the contrary one of the best ways of making connection between past and today and developing a history understanding for the societies like this is possible with using historical places. Historical places are as concrete and real as for people to be able to touch and see, to breathe and hear. They are really efficient in education and teaching as no words can do. It is one of the most important tools to form a sense of history by the people and especially municipality's administrators.

The other important problem is application problems of historical city centers planification. Most of municipality needs technical support this event. Planification that aims preservation or protection has a very complicated content from legal and managerial aspects during its application process. As we can see from the recent changes, decision makers' approach has evolved to become less protector despite the temporary optimism that had been demonstrated for a certain period. Even after the laws 2863/5226, application problems of historical city centers planification are faced due to lack of determination of local administrations, financial issues, insufficient number of qualified personnel, complicated structure and small size of private properties. On top of these, the changes in protective legislation due to benefit expectators' pressure, and modifications aligned with renovative approach has made it even less easy to preserve and protect historical city centers. It is hardly any possible to preserve our historical city centers with the legislative framework of article 5366 and legislative regulations which have financial and participative aspects, which will permit preservation during the preservation habitation balance, which will provide specialisation and will consider property as a legal and social entity are urgently needed.

On the other hand for example, "Union of Historical Towns" is one important usable tool in our country. The European Association of Historic Towns and Regions founded by the Congress of the Council of Europe in October 1999, is a self-governing organisation which groups together twelve associations, such as the Historic Towns Forum of Great Britain, from eleven states, namely the Czech Republic, Finland, Ireland, Malta, The Netherlands, Romania, Russia, Slovakia, Slovenia, Turkey and the United Kingdom, which claims to represent over 1,000 of Europe's historic towns. It defines its principle objective as 'the identification and sharing of experience and good practice in the sustainable urban conservation and management of historic areas through international collaboration and co-operation between towns and cities and other involved organisations'. On the 22 July 2000, the municipalities of 54 historic towns of Turkey that are invited to the foundation meeting in Bursa accepted the Charter of the Union of Historical Towns and signed the "Union of Historical Towns Declaration". Since that date on, the "Union of Historical Towns", a member of the European Historic Towns and Regions Association with its number of members around 250, conducts educational, community organizing, and promotional activities for environmental and cultural protection.

Another important material about this topic is UNESCO's "Text of the Convention for the Safeguarding of Intangible Cultural Heritage". The "intangible cultural heritage" means the practices, representations, expressions, knowledge, skills – as well as the instruments, objects, artefacts and cultural spaces associated therewith – that communities, groups and, in some cases, individuals recognize as part of their cultural heritage. This intangible cultural heritage, transmitted from generation to generation, is constantly recreated by communities and groups in response to their environment, their

interaction with nature and their history, and provides them with a sense of identity and continuity, thus promoting respect for cultural diversity and human creativity.

Of course there is a lot of problem all his concepts, but cooperation between local authorities and universities make possible to solve these problems. Because every projects can involve educational, promotional and community organizing objectives alongside main project goals, protecting every kind of cultural heritage

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Azize Serap Firat**, Ahi Evran University Faculty Of Economics And Administrative Sciences Head Of Department Of Public Administration. *E-mail address:* [serap@serapfirat.com](mailto:serap@serapfirat.com)

---

## **The Examination Of Socialization Level Of College Students Engaged In Sports Activities According To Their Locus Of Control**

**Mehmet İnan**, Marmara University, Turkey.

**Fatih Dervent**, Marmara University, Turkey.

**Bülent Arslantaş**, İstanbul Technical University, Turkey.

### **Abstract**

In this study, "The socialization level of college students who are engaged in sports activities according to their locus of control" has been examined.

It is known that students are engaged in many activities beside class work during the undergraduate years but it is unknown whether the students' participation in these activities is with their own desire or with the encouragement and/or directing of others. The purpose of this study is to investigate the effect of students' locus of control in engaging these activities. Thus within this framework, answers to following questions were sought:

What are self-control levels of university students who are engaged in sports activities?

Is there a relationship between their choice of sports and their locus of control?

Is there a difference between their socialization according to the demographic attributes of university students who are engaged in sports activities?

The sample of study consisted of students who are enrolled Marmara, İstanbul Technical and Halic Universities. The only criterion used in constituting the sample was to be engaged in some kind of sports activities. Data was collected by using Şahan's (2007) "The role of sports activities in the process of socialization of university students' questionnaire ( $r = 0.77$ ,  $r = 0.84$ ) and Dag's (2002), "Locus of Control Scale" ( $\alpha = .92$ ). In analyzing the data, frequency and percentage calculations, variance and t-test techniques have been used. The results show that the male students who are engaged in sports have internal locus of control while female students have external locus of control. In addition to this finding, analysis of data revealed that among all the sports the students are engaged in, only "boxing" and "martial arts" have a significant correlation with each other.

*Keywords:* Socialization, Sports Activities, University Students, and Locus of Control.

ADDRESS FOR CORRESPONDENCE: **Mehmet İnan**

*E-mail address:* [minan@marmara.edu.tr](mailto:minan@marmara.edu.tr)

---

## **Barriers of professional moral From the Viewpoint of shahrbabak copper complex managers: as an educational need.**

**Hossein Shahi Pirjel**

**Mahmood Khodadadi**

**Parvin Mangolian Shahrababaki**

### **Abstract**

Introduction: professional moral, is a process of rational thinking, to organization's values holding and ethics improving. Professional ethic in the areas of industrial is important because it increases productivity. It seems that with the scientific definition ethical barriers and careful planning and proper training prevents the growth of these barriers. Thus, researchers began to study the Barriers of professional moral from the

Viewpoint of shahrbabak copper complex managers: As an educational need.

Methods: This study is a descriptive study, 74 subjects who were given a finite population, the total population census as the sample was taken included 74 subjects. Scale of data collection was a valid and reliable questionnaire, the data analysis using descriptive and inferential statistics were performed using SPSS.



Results: Results showed that attitude to professional moral, the lack of comprehensive systems and Ethical, lack of motivation, lack of trust, factors outside organizations, job dissatisfaction, methods employee orientation, physical and psychological barriers at work and the projection, respectively, are the ethical barriers.

Ethic is a necessary factor for achieving economic growth and development in any organization that we can with proper training programs remove these barriers.

*Keywords:* barriers to growth, professional ethics, education and training needs

ADDRESS FOR CORRESPONDENCE: **Hossein Shahi Pirjel**

*E-mail address:* [Shahi961@Yahoo.Com](mailto:Shahi961@Yahoo.Com)

---

## Attitudes of teachers toward discrimination of children at secondary school

**Valdone Indrasiene\***, Mykolas Romeris University, Lithuania

**Odeta Merfeldaite**, Mykolas Romeris University, Lithuania

**Jolanta Pivoriene**, Mykolas Romeris University, Lithuania

### Abstract

Different social institutions have different sensitivity to the issues of discrimination. Educational system on the one hand is a reflection of a society on the other hand is more vulnerable for discrimination.

The goal of the presentation is to find out attitudes of teachers toward discrimination of schoolchildren on the ground of ethnicity, disability/special needs, and social position in order to prevent discrimination in early stages.

Survey research was done in Lithuania's secondary schools. Two levels representative sample was used. At first, 287 secondary schools were chosen by random probability sample. Secondly, at selected schools all heads of classes (teachers) and helping professionals were questioned. Total sample is 1062 respondents. Conclusions are conceptualized after descriptive and inferential statistical analysis of quantitative data.

Findings and conclusions:

- Teachers allow using dialects at school for schoolchildren of different ethnicity and regions.
- Schoolchildren with ethnical background have fewer possibilities to become a class or school leader.
- Bullying is most prevailing in 5-8 grades and in smaller schools.
- Social position has a big impact to communication among children: they tend to friendship with the children with similar social background.
- During class formation bigger attention to parents' social status is paid in gymnasiums then in general secondary schools.
- Children with disabilities and/or special needs have communication problems at schools. However, classmates don't avoid learning and communicating with followers of different youth subgroups (goths, punks, etc.)
- At schools bigger attention is paid for children with bad achievements than to talented ones. The needs of talented schoolchildren are not fulfilled at schools.
- The biggest possibilities at school is to receive social, social-pedagogical and special pedagogical, the smallest – psychological support. Not every school has an employed psychologist.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Valdone Indrasiene**, Mykolas Romeris University, Lithuania

*E-mail address:* [v.indrasiene@mruni.eu](mailto:v.indrasiene@mruni.eu)

---

## TREATMENTS AND CONVERSIONS IN INTERACTIVE REPRESENTATIONS

**Ozlem Cezikturk-Kipel**, Namik Kemal University- Marmara University, Turkey

### Abstract

In his paper dated 2006 Raymond Duval used the terms treatment and conversion to refer to the most problematic cognitive processes required for understanding mathematical problems. In an interactive representation, these two processes are used and cited many times to ensure interactivity. By his definition, treatment happens within the same register, while conversion asks for changing the registers without changing the objects being denoted. For this study an applet for the diagrams denoted by a given quadratic equation is analyzed for the specific treatment and conversion processes required. Complementary cognitive processes are identified. Not a generalization but a specific case analysis is aimed. By this, it is hoped to see Duval's identification of treatment and conversion processes and possible difficulties they bring to the comprehension of the quadratics subject.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ozlem Cezikturk-Kipel**, Namik Kemal University- Marmara University, Turkey.

*E-mail address:* [ozlemcez@yahoo.com](mailto:ozlemcez@yahoo.com)

---

# Improving a Sample Lesson Plan for Secondary Science Courses within the STEM Education

Sevil Ceylan, Uludag University, Turkey.

Zehra Özdilek, Uludag University, Turkey.

## Abstract

Science, technology, engineering, and mathematics (STEM) literacy is a crucial factor of 21st century education. STEM education often has been called a meta-discipline, the “creation of a discipline based on the integration of other disciplinary knowledge into a new ‘whole’”. This interdisciplinary bridging among discrete disciplines is now treated as an entity, known as STEM (Morrison, 2006, p:4).” It is indicated that to describing what is STEM education based on our education system is a necessity by the Turkish Ministry of National Education. For that purpose, it is needed to investigate the scope, theory, and practices of STEM education in all educational levels and reorganizing the instructional programs accordingly. However, there are not any examples of lesson plans, if not few, in secondary school science teaching program based on the approach. For this reason, a sample lesson plan were developed for the topic of acids and bases which will be an example for our science teaching programme underlying STEM education. In each dimension, specific activities are undertaken:

Science -Students are presented case studies and experiments on acids and bases. In this dimension the aim is to motivate them to engage with learning the topic.

Technology -Students are required to design a slowmation and computer based simulation using the directions of a guide prepared by the researchers.

Engineering dimension-Students are used their new knowledge for designing hand made phmetre and projects for protecting the effects of acid rains.

Mathematics-Students are given study questions about pH calculations and will ask to draw graphics about pH levels of some acidic and basic matters.

It is hoped that this study will be helpful for researchers who study the instructional design of science materials and also will be beneficial for secondary science students and teachers as being a sample for STEM education.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sevil Ceylan**, Uludag University, Turkey.

E-mail address: [ceylansevil87@gmail.com](mailto:ceylansevil87@gmail.com)

---

## VISUAL IMAGE OF CONTINENT IN THE RUSSIAN

**Wladimir Wladimirovich Latun**, Southern Federal University, Russian

**Irina Alekseevna Okuneva**, Southern Federal University, Russian

## Abstract

**Problem Statement.** Globalization and tendency to transition to screen culture instead of the book staticize a problem of adequate visual representation of all continents of the globe in the school textbooks on geography. For research of the educational contents and creation of modern textbooks it is important to consider features of representation of an image of the continent in their genesis and evolution. It will allow to reveal tendencies to representation in the educational book of images of the social world and the nature world.

**Purpose of Study:** Research objective is identification of dynamics and a ratio between figurative and rational way of representation of a visual material on the example of didactic illustrations in the Russian textbooks on geography (1825-2013). As an example the concept "image of Australia" as not adjoining on Russia the far country-continent is used.

**Methods** Content analysis (including statistical analysis of the units), comparative analysis, interpretation, analogy.

**Findings and Results.** Results of the content analysis showed that in pre-revolutionary textbooks Australia is shown as economically unpromising exotic country occupied by flows of convicts and savages natives.

The Soviet and Post-Soviet period are characterized by radical change of ideas of a role of socio-political factors of development of society, about types of a sociality, about a place and a role of the person in a professional life, about development of productive forces.

During the Soviet period the geography as a subject passed a difficult way of development – from its denial before recognition as the subject forming outlook.

The principles of teaching and systematization of a training material changed. In all cases a visual row is presented mainly by a map.

**Conclusions** Map as a visual representation of a territory is important for understanding of symbolic depiction highlighting relationships between elements of that space such as regions, economic structures, activity of the population, condition of natural resources. Authors of textbooks, using schemes and numerous charts, expand limits of the symbolical image of information. They actively use various receptions of graphic visualization. We can see a tendency to reduction of an

visualization by means of art-based drawings and to growth of the figurative row in favor of rational representation of a training material.

During the Post-Soviet period textbooks on geography actively expand ideas of the integral global world in which questions of environmental management and a sustainable development are very important.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Wladimir Wladimirovich Latun**, Southern Federal University, Russian.

E-mail address: [veritas11@mail.ru](mailto:veritas11@mail.ru)

---

## **Examination of Model-Based Inquiry on Students' Outcomes: Scientific Process Skills and Conceptual Knowledge**

**Feral Ogan-Bekiroğlu**

**Arzu Arslan**

### **Abstract**

In spite of the recommendations for using inquiry in science classrooms, research indicates some difficulties during inquiry process. Therefore, the current study suggests embedding of modeling in inquiry. The purpose of this research was to empirically identify the effects of implementation of model-based inquiry on students' scientific process skills and conceptual knowledge. This study was framed theoretically by the Practice Framework which reflects model-based inquiry view of science. True-experimental design using quantitative research methods was carried out for the study. Participants of the research were pre-service physics teachers. They were randomly divided into two groups, one was the experimental group and the other one was the control group. Model-based inquiry was implemented in the experimental group while the control group worked in an inquiry-based environment. Therefore, inquiry was implemented in both groups but the control group did not build a model. The inquiry intervention lasted 12 weeks and was related to dynamics concepts. Data were collected via the Scientific Process Skills Test and Force Concept Inventory. These inventories were administered in the pre- and post-tests. The participants in both groups did not show any difference in their overall scores of scientific process skills and conceptual knowledge after the intervention. However, when their scores of scientific process skills were compared in terms of the five factors in the test, it was found that while the control group increased their performances in identification of variables and forming a hypothesis, the experimental group improved their scores in these two factors as well as in the factors of procedural determination, and interpretation of data and graphs. This study adds to the limited research in the area of model-based inquiry by examining its effectiveness when used in a science classroom.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Feral Ogan-Bekiroğlu**

E-mail address: [feralogan@yahoo.com](mailto:feralogan@yahoo.com)

---

## **SOME SUGGESTIONS ABOUT INSTRUMENT TRAINING and TEACHING MODEL of OUD**

**Hamdi Itil**, Tuncay Turkey

### **Abstract**

Generally, one of the most important aspects of teaching instrument is to be able to provide solid foundation with the theories of type of music which the instrument belongs to. Teaching instrument is extremely important for more permanent and understandable of music education. Nowadays, instrument training which is given in music schools added newly everyday is applied in different ways. It is not right to use only just one method in instrument training. By using different sources, not only music teaching but also theoretic information must be given proportional to the instrument.

Within the scope of the instrument training, oud is one of the most commonly used instrument in the world and traditional Turkish Art Music. Oud training practiced for ages in our country generally is done by master-apprentice method in other words individually. In this system, student has a chance to learn by imitating the trainer's stylistic, comment and attitude. However, in method, a learning process based on memorization in which teachers' array of studies, exercises, finger studies and the repetition techniques of notes written systematically such as survey are highlighted is seen at the forefront rather than learning to play the instrument technically. Generally, instrument training especially by using basic theoretical structure of music type which the instrument belongs to, rules and sample performances with both method technique and traditional master-apprentice technique shortens the teaching process and leaves lasting impression.

*Keywords:*

## ZITHER EDUCATION AND ZITHER METHODS IN TURKISH MUSIC

**Tuncay Kardaş**

### **Abstract**

In this study, from past to present development process of zither education in Turkish music is emphasized and afterwards the methods gaining wide currency at the present time are observed. Suggestions to the educators that want to develop zither methods in the future are put forward by determining the differences between methods.

Instrument training is a significant part of music education. In Turkish music also, the importance of instrument training has subsisted from past to present. However, until quite recently, this education did not pass beyond the ability to be listened to pieces of repertoire of a student to the auditors duly and without delay, much attention to the virtuosity is not paid.

Turkish music education was based on master- apprentice relationship (practice system) in Ottoman Period. Instrument methods were not needed since practice is an education method committing one to one. For this reason, until recent past, understanding of method writing for any instrument in Turkish music is not developed. One of the deficiencies of instrument training in Turkish music is that pieces consisting of technical difficulty respecting any instrument are not found much. The logic of study writing which is removing technical difficulty of an instrument in Western music has not constituted in Turkish music education.

It is occurred after a period of more than a half century that printed resources related to zither education in Turkish music are emerged at the least.

Being able to get new developments of education methods has been difficult for Turkish art music which is able to find opportunity to be taught in formal educational institutions after 53 years, in year 1976 (Establishment of Turkish music conservatory), in the process of restructuring starting with proclamation of the republic (1923). Different education methods usage is began to be seen in addition to partially ongoing practice system.

Method preparation for Turkish music instruments takes on dimension which is more disciplined and more academic with the opening of Turkish music Conservatory.

*Keywords:* Turkish Music, Instrument Training, Zither Method

## AN ANALYSIS FOR THE WORKS OF ESCHER AND THEIR USE

**Gulseren Ildes**, University of Sakarya Faculty of Fine Arts, Painting Department, Turkey.

### **Abstract**

In the Basic Art Education course which is a starter course in Fine Art Education; 'object-subject' analysis from nature, dot, line, colour, surface, form (shape) and elements of space are taught in terms of their contents. The aim of this is to analyse objects in a visual perception and then to create compositions via abstraction which is made real from the nature.

Mauritz Cornelis Escher, who was a 20th century Dutch painter, graphic and authentic printing artist, took the advantage of mathematics to create a world which he wanted to establish in his works. He transformed his works by analysing objects and figures. In his works titled "Metamorphosis" which means the transformation in the nature, he transformed continuously deformed images into each other without interrupting the system in the plane. Escher created contrast effects with lines and white-black areas he used. While he was working on his figures, he composed regular divisions on the surface without any space between them by creating abstractions in one or more patterns. He treated paradox (contradiction) and infinity as the basic subject in his works and created cyclic paradox. Each work of the artist is shown up as a pattern pointing the basic art elements such as dot, line, surface, form, space. In this study, the use of aforesaid elements in Basic Art Education and their relations with the work through the samples from works of Escher.

*Keywords:* Art Education, Works of Escher, line, dot, surface, form, abstraction, metamorphosis, paradox

## INTERDISCIPLINARY ASPECTS TO THE STUDY

Elena Nikolaevna Sorochinskay \*, Southern Federal University, Faculty of Psychology, Head of the Department, Turkey.

### Abstract

Problem Statement. Russian society is the society of risk, existing in the epoch of globalization, puts forward the problem of social anomie as valuable and normative basis for individual life regulation. The gap between values of a person and values of the society leads to delay of social development processes. Purpose of study: to analyze interdisciplinary approaches and specific aspects of the researches of the social problems the modern Russian youth. Methods :content analysis ,comparative analysis, interpretation, analogy. Findings and Results. There are many researches oriented by creation of the a holistic view of the youth through the study of various aspects of social issues, taking into account the specifics of each of science. There are several groups of scientists in the field of the Humanities, which focus on different aspects of the study of social problems of youth. Today, there is theory of macro social approach to youth, humanistic concept of youth, the concept of social development of young people. the concept of risk youth. The idea of studying aggression and terrorism in the social and spiritual life of youth, The social activity of young people is a subject of study in sociology, juvenile psychology and pedagogics. Conclusions. Trends of the contemporary humanitarian knowledge are manifested in the comprehensive approach to the unresolved problems of the youth having in mind the social stratification, the contradictions of the data and interpretations of the problem of the inadequacy of the thesaurus. change research strategy and other.

### Keywords:

ADDRESS FOR CORRESPONDENCE: Elena Nikolaevna Sorochinskay \*, Southern Federal University, Faculty of Psychology, Head of the Department, Turkey. E-mail address: [fodsorochinskayen@mail.ru](mailto:fodsorochinskayen@mail.ru)

---

## Studying the Relationship between Managerial Skills and Efficiency of Educational Organizations

Saeid Moradi-Rekabdarkolaei, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN

### Abstract

Research as "Studying the Relationship between Managerial Skills and Efficiency of Educational Organizations" is performed. In order to study management skills in this research, Katz model is used. Statistical Society of this research is all educational organizations in the Mazandaran province and among these organizations, with cluster sampling method 43 organization randomly selected as example statistical research. We used questionnaire for data gathering managerial skills and also documents extracted in to schools calculate the educational organizations efficiency. This research was formed to investigate a main hypothesis and three sub-hypothesis and in the results section with using the Pearson correlation coefficients of all these hypothesis were confirmed. Results showed that there are directly and positively relationship between managerial skills and efficiency in the organizations and also result of data analysis revealed that there are positively relationships between components of these skills and efficiency ultimately by using lisrel soft ware conceptual model and research suggestions is presented to improve the current situation.

Keywords: Managerial skills, Conceptual skills, Human skills, Technical skills, Efficiency, Educational Organization

ADDRESS FOR CORRESPONDENCE: Saeid Moradi-Rekabdarkolaei, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN, E-mail address: [m\\_saeid\\_2007@yahoo.com](mailto:m_saeid_2007@yahoo.com)

---

## Studies the Relationship between Organizational Intelligence and Organizational Knowledge Management Development

Saeid Moradi-Rekabdarkolaei, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN

### Abstract

This article, Studies the relationship between organizational intelligence and organizational knowledge management development. Statistical universe of the research is Mazandaran Province schools staff and for collecting data and information, questionnaires are used. Research findings, show a statistical significance between organizational intelligence and organizational knowledge management and also states the significance relationship between much of the organizational intelligence indexes and organizational knowledge management, particular knowledge application that has

the most important role. Statistical results also show that how is the relationship between staff demographical features and organizational intelligence.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Saeid Moradi-Rekabdarkolaei**, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN. *E-mail address:* [dadashi\\_bahar@yahoo.com](mailto:dadashi_bahar@yahoo.com)

---

## Effects of Computer Supported Education on the Success of Students in Teaching and Learning

**Saeid Moradi-Rekabdarkolaei**, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN

### Abstract

In this study, it has been focused on proving technology is necessary for education and learning finding hard-proofs on that and how technology would be used effectively on this area. Samples of this research were Mazndaran Payam Noor University Education Faculty, Scientific Department of the first year's students who have not any specific education. To get an acceptable result, two experimentation groups were compared to control group shaped students educated with traditional methods. This method is experimented first in scientific literature. Research results proved that ones who are members of experiment group were more positively progressed than control group members.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Saeid Moradi-Rekabdarkolaei**, Department of Educational Sciences, Payam Noor University, P.O.Box: 19395-3697 Tehran, IRAN. *E-mail address:* [dadashi\\_bahar@yahoo.com](mailto:dadashi_bahar@yahoo.com)

---

## Small Group Dynamics in Cross-Cultural Collaborative Field Research: Voices from the Field

**Karen Arline Freeman**, Elementary Education for Chicago State University, United States

**Athanase Gahungu**, Elementary Education for Chicago State University, United States

### Abstract

The purpose of this study was to examine issues of small group dynamics in cross-cultural collaborative research. During the summer of 2010, 20 researchers and student interns from Ghana Education Service, Chicago State University (CSU-USA), Winneba University of Education, and Cape Coast University took part in a collaborative field study to assess the extent of use and impact of CSU Teaching and Learning Materials Program (TLMP) in Ghana. In small, mixed teams of up to five Ghanaian and US researchers, they were sent to different schools, in all 10 regions, covering up to four school districts per team, in all 14 school districts where the program's teaching and learning materials had been distributed. In teams, they conducted research activities together—observing classroom teaching, interviewing parents and teachers, and collecting end-of-year assessments. They also conducted social activities together—visiting landmarks, shopping, eating, etc. Their collaborative experiences were collected through a review of daily journals that all had to keep, a review of the program assessment reports, and telephone and email interviews with researchers. The factors that influenced positive and harmonious group dynamics in cross-cultural collaboration included careful composition of teams, adherence to clear research procedures, and assignment of research tasks reflective of researchers' backgrounds.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Karen Arline Freeman**, Elementary Education for Chicago State University, United States  
*E-mail address:* [kfreem20@csu.edu](mailto:kfreem20@csu.edu)

---

## Homeschooling: The Rising Parent Entitlement

**Karen Arline Freeman** \*, Chicago State University, United States.

### Abstract

Parents are increasingly assuming the responsibility of teaching their children at home in lieu of sending them to a public or private school. According to the National Center for Education Statistics (December 2008), the number of homeschooled children increased from 2.2% in 2003 to 2.9% in 2007. Several factors influence this increase. These include concerns for



safety, distrust in the ability of public or private institutions to instill the skills their children need to compete academically with other children, and parents' desire for their children's religious and moral instruction. This investigation reviews research on the social economic status of children taught at home, the circumstances under which parents choose to teach their children at home, and the child's ability to socially adjust and assimilate into society at the conclusion of homeschooling. The findings indicate that homeschooled children perform well on achievement tests and are not lacking in social adjustment.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Karen Arline Freeman**, Chicago State University, United States.  
E-mail address: [kfreem20@csu.edu](mailto:kfreem20@csu.edu)

---

## Improving students' writing in psychological science: an interactive digital workbook approach

**Stephen Provost**, Southern Cross University, Australia  
**Frances Martin**, University of Newcastle, Australia  
**Stuart Marlin**, University of Newcastle, Australia  
**Jacqueline Yoxall**, Southern Cross University, Australia  
**Alexander Provost**, University of Newcastle, Australia  
**Carmen Atkinson**, University of Newcastle, Australia  
**Graeme Hacker**, Southern Cross University, Australia  
**Kevin Minotti**, Southern Cross University, Australia

### Abstract

How useful is feedback on students' written work? If a student does not have the skills necessary to write well, it seems unlikely that they will be able to respond to feedback of the kind that one frequently sees (or often, provides). Exhortations to "structure one's argument", "commence paragraphs with a topic sentence", or even "include a verb in all sentences" are unlikely to be successful if the student does not know what a well-structured argument looks like, or what a topic sentence, or even a verb, is. Many academics describe the process of their own skill acquisition as involving intensive one-on-one instruction working sentence-by-sentence, paragraph-by-paragraph through their writing, receiving feedback on the quality of each element and correcting it before moving on. Through this process one develops capacity to distinguish good from poor expression, often in a largely implicit manner. Given the large size of introductory psychology classes, this traditional process is not feasible for the number of students that we would like to assist. The purpose of the "Improving Students' Writing" project is to develop an interactive digital workbook which in some ways mimics the traditional approach by providing students with sets of exemplars of good and poor writing, and training the discrimination between these exemplars. The success of this workbook will be assessed by comparing the academic performance of the students before and after its completion, in comparison with that of individuals who have not completed the workbook. This project is currently being funded by the Office for Learning and Teaching in the Australian Government Department of Education, Employment and Workplace Relations. We will report on the initial outcomes of the implementation of the workbook during Second Semester of 2013, as well as its promise for expansion in to other areas of scientific writing beyond psychology.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Stephen Provost**, Southern Cross University, Australia  
E-mail address: [steve.provost@scu.edu.au](mailto:steve.provost@scu.edu.au)

---

## Low-Performers: Can they improve their exam prediction accuracy?

**Ibrahim Sultan Al-Harthy**, Sultan Qaboos University  
**Christopher Was**, Sultan Qaboos University  
**Abdulhameed Said Hassan**, Sultan Qaboos University

### Abstract

It is well-established in the metacognitive and educational literature that there is a striking difference between high performing and low performing students regarding the ability to accurately predict exam scores. Classroom research in university settings has repeatedly demonstrated this difference. The current study investigated the question "would specific feedback regarding calibration (exam score predictions) and confidence ratings about predictions (second order judgments) improve calibration accuracy?" All participants were administered four educational psychology exams throughout the semester (weeks 5, 10, 14, & 17). Each exam contained a cover sheet that required participants to make

grade predictions and confidence ratings (SOJ). Immediately before each exam, participants recorded a letter grade prediction on a form attached to the front of the exam. These letter grades were converted to numeric values for the analysis using the standard grading. Participants also rated their confidence (SOJ) that their exam score prediction was correct using a Likert-type scale. Throughout the course, students received instructions about the importance of reflection in learning, particularly its importance concerning accurate self-assessments of one's knowledge and performance. To help participants develop accurate predictions and SOJ, after exams 1, 2, 3: exam papers with the form that contained their exam grade, predictions, and SOJ were returned to participants. They were instructed to evaluate their score predictions and SOJ as well as encouraged to use their exam performance as a way to identify strengths and weaknesses in their understanding of the materials. The results demonstrated that low-performing students become able to acquire more knowledge during the semester, correspondingly, showed greater accuracy increases.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ibrahim Sultan Al-Harthy**, Sultan Qaboos University  
E-mail address: [ibrahimh@squ.edu.om](mailto:ibrahimh@squ.edu.om)

---

## TAR TRAINING

Kazım GÜRKAN

### Abstract

In Azerbaijan folk music; it has been known that Kafkas, Middle Asia and Iranian effects are seen. Result of this interaction, Azerbaijan music seemed to get changes much but it didn't have loosed from its traditionalism and it has created an original culture and disciplined musical tradition.

Azerbaijan music, which has an important place in Turkish World with its melodic and form variation has a rooted structure although it looks like sophisticated maqam art. Azerbaijan folk dances are also in variation of instruments used, melodic scales and rhythm features. Tar, which takes an important place in Azerbaijan music is generally used in North-East Anatolian zone. Tar is an plectrum instrument and is playing while holding on chest. Its register is 2,5 octave. Its body part is articulated from middle, double nailed. Because of Azerbaijan music has modal ethnic features and uses a system with comas; in Tar training it is important to announce these because tar has a specific structure that is different from other instruments.

Tar's origin is Azerbaijan and the reason for this it is hard for students to reach resources and do works. This instrument's training must be in method of master-apprentice. Learning period may be long because of it involves a modal structure grounded to sounds with comas.

Mission is not what is teaching to students but it is what the student learnt and which degree he/she is able to applicate learned information. Hence the priority is to imitate the teacher in playing instrument and this is the secret for success. In the course of time as the student becomes skilled he/she gives up imitating and adopts a new style which is specific. Although it seems to be "ability" is a major part of virtuosity, the most important part of it is working with full of discipline consistently.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Kazım GÜRKAN**  
E-mail address: [kgurkan@sakarya.edu.tr](mailto:kgurkan@sakarya.edu.tr)

---

## Why do you use Facebook?

Aydin Karabulut

### Abstract

Social networks have attained a profound place in life of the people with the proliferation of the Internet. Facebook's having a great number of members and those members' using Facebook intensely have made it one of the most important of those social networks. The purpose of this study is to reveal reasons to use Facebook of Facebook users. For that purpose, the open-ended question of "Why do you use Facebook?" has been addressed through Facebook to members and 32 Facebook users answered this question. Research data have been obtained with 32 answers written on the comment part and those data have been analyzed through the content analysis. There has been determined that Facebook users have used Facebook for reasons such as communicating, following their friends, thought broadcast, entertaining, being informed, being known, socializing, meeting with people, advertisement, psychological relief, following their hobbies and establishing business contacts.

*Keywords:* Facebook, Education, Communication

## University image structure and presumptions for its formation

**Greta Druteikiene**, Vilnius University, Lithuania

### Abstract

The article deals with the discussion of the main components of the university image and its creation principles. In particular, we would like to point out that it is impossible to avoid the impact of the image which is formed at the initial contact with a university. However, in some cases the impact is formed due to the university's active control and in other cases spontaneously. In the latter case, the result is usually completely unpredictable because without having any information about a university, a person can create his/her own subconscious subjective impression of the university as conservative or modern, reliable or unreliable, open or closed. It is very difficult to create a university image favourable for all audiences, because usually an organisation is in contact with various groups of society, whose assessment criteria and value systems are different, sometimes even contrasting. Formation of a favourable university image depends not only on a clear understanding of what the image is, what it can be and how it can manifest, but also on the understanding of its structure. Image formation is a certain level of intervention into the socio-cultural reality of an individual in order to change his behaviour and attitudes in respect of the organization. Various researchers highlight the definitions of different aspects of the concept; however, there are insufficient possibilities and facilities to fully analyze the image as a complex phenomenon in terms of modern society. This view suggests that it is important to assess not only a university's strategy, goals of activities, attitudes, but also to pay special attention to a clear perception of the subject matter of the image and the interpretation of its social, cultural, psychological and other characteristics.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Greta Druteikiene**, Vilnius University, Lithuania  
E-mail address: [greta.druteikiene@ef.vu.lt](mailto:greta.druteikiene@ef.vu.lt)

---

## Curriculum Development For Mobile Devices In Distance Learning

**Ömer Faruk Akmeşe**, Hitit Üniversitesi, Turkey.

**Hamit Aksoy**, Hitit Üniversitesi, Turkey.

**Hakan Kör**, Kırıkkale University, Turkey.

**Hasan Erbay**,

### Abstract

Use and capabilities of mobile devices increase day by day in line with the advancement of technology in Turkey and in the world. The need for curriculum to be used in mobile devices has arisen with the concept of M-learning which has become important recently together with the concept of E-learning. However, the education materials developed for mobile devices are insufficient. Accordingly, due to the increase in use of the devices, the curriculum needs to be transferred to digital setting and supported by mobile devices. Interactive curriculum formed in ePub format, which is used widely in the world and is an easy and effective solution for mobile devices, are considered to meet this need. There is an increase in use and development of e-books, which are formed in ePub, a contemporary electronic book format. This study focuses on the stages of curriculum development of a course in ePub format that plays an important role in improving the interaction between users and mobile devices.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ömer Faruk Akmeşe**, Hitit Üniversitesi, Turkey.  
E-mail address: [o.faruk\\_akmese@hotmail.com](mailto:o.faruk_akmese@hotmail.com)

---

# Malaysia Education Blueprint 2013-2025: An Instance of Educational Leadership

Kok Seong Teo, National University of Malaysia

## Abstract

Generally, this paper attempts to provide a brief but comprehensive overview of the recently launched Malaysia Education Blueprint (MEB) (on 6th September 2013). In a nutshell, MEB intends to transform the nation's education system in a period of 13 years, by identifying eleven shifts, ranging from the most basic of providing equal access to quality education, to the foremost of increasing transparency for direct public accountability. Besides the shifts, five aspirations have been recognized for the system, and another six attributes for students. Specifically, this paper seeks to deliberate on the interface of national unity as one of the aspirations of the system, as well as national identity, an attribute deemed necessary to be upheld by students, on one side, with Malay language, (the national language) proficiency on the other. As a multiracial nation, Malaysia places extreme importance on unity and identity, which is to be executed solely by utilizing the national language, to forge a truly united nation as well as to give a distinct identity to both the nation and its people. This interface will be examined from the sociological dimension of educational linguistics, and also from the disciplines of sociolinguistics and sociology of language, where the main thrust of discussion will be language and national unity and identity. It is hoped that the nature, i.e., basic qualities of MEB in general and the interface in particular, can provide instances of educational management that can be exemplified by others.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Kok Seong Teo**, National University of Malaysia

E-mail address: [teokok@ukm.my](mailto:teokok@ukm.my)

---

# INTRODUCTION OF INQUIRY BASED SCIENCE EDUCATION INTO POLISH SCIENCE CURRICULUM - STUDY OF TEACHERS' KNOWLEDGE AND ATTITUDE

Pawel Bernard, Jagiellonian University, Poland.

## Abstract

The new Polish science curriculum was launched in the 2008 [1] and currently is being implemented in upper secondary schools. The new general objectives of education, and students' key competences that should be developed during science classes were defined in that document. Presented competences are in line with competences that might be developed by Inquiry Based Science Education (IBSE) [2]. IBSE is currently a popular instructional method in many countries and it is being strongly promoted by European Union. Unfortunately most of the European Union member countries don't have national strategies in place to support the teachers responsible for implementing IBSE [3].

In the presentation, a program of science teachers training courses which outline the basics of IBSE techniques will be presented. These courses have been developed collaboratively as part of Teachers Education Programme within the ESTABLISH project [4] and have been carried out in Poland by the members of the Faculty of Chemistry of the Jagiellonian University.

The paper presents results of a survey questionnaire that was conducted among Polish science teachers [5]. The aim of the study was to measure the attitude of Polish teachers to IBSE and the impact of the training on the perception of selected aspects of IBSE. Based on the results the current position and degree of implementation of IBSE in Polish schools was estimated. Additionally the positive and negative factors affecting the implementation of IBSE were discussed.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Pawel Bernard**, Jagiellonian University, Poland.

E-mail address: [pawel.bernard@uj.edu.pl](mailto:pawel.bernard@uj.edu.pl)

---

## Predictors of Participation in Faculty Evaluation in a Multicultural Setting

**Katrina Berg \***, Johns Hopkins Bloomberg School of Public Health, United States

**Noreen A. Hynes**, Johns Hopkins Bloomberg School of Public Health, United States

### Abstract

**Problem Statement.** Student evaluations of faculty performance are common throughout universities in North America, Australia, and Europe. Many demographic and personal characteristics influence evaluation outcomes beyond the quality of instruction. However, the use of evaluations is not well established in universities located in low resource settings.

**Purpose of Study.** As part of a comprehensive evaluation of a new course to train physicians in tropical medicine from the Global North and Global South, we sought to identify potential influences in student response rates to course faculty evaluations.

**Methods.** Throughout the 12-week course, one-page evaluations were offered after the completion of all educational activities that assessed the session content as well as the primary instructors. An incentive program was created to encourage participation.

**Findings and Results.** More than 90% of the 131 educational activities offered during the course were evaluated. The response rate for all evaluations completed was 72.13%. There were no differences in response rates by region of medical training or years since completing medical school. Women were more likely than men to complete the evaluations ( $p < .001$ ). Response rates varied by day of the week and week of the course.

**Conclusions and Recommendations.** Students were willing to complete academic evaluations throughout the course, regardless of where they trained or their experience as physicians. More research is needed to increase male participation. An incentive program is recommended to maintain regular participation.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Katrina Berg**, Johns Hopkins Bloomberg School of Public Health, United States

E-mail address: [kberg@jhsph.edu](mailto:kberg@jhsph.edu)

---

## ASSESSMENT OF THE KNOWLEDGE LEVEL OF NURSING STUDENTS ON FORENSIC NURSING

**Işıl Kalaycı**, Suleyman Demirel University, Turkey.

**Sercan Yazıcı**, Mehmet Akif Ersoy University, Turkey.

**Ahmet Küpeli**, Suleyman Demirel University, Turkey.

### Abstract

In our country, the necessity to trained health professionals increases because of the increasing rate of the crime towards one's health. However, the sufficient number of health professionals cannot be trained in this field. Especially, the number of the trained nurses who work in forensic medical field is scanty. The usefulness of trained forensic nurses cannot be denied in areas such as determination and preparation for examination of the forensic cases in polyclinics, collection, storage and sending of samples to laboratory and documentation and record keeping in the correct way.

Nurses trained in forensics medicine are required in departments of Forensic Medicine in universities, Forensic Medicine Institute, and hospitals of Ministry of Health Hospitals (forensic medicine polyclinics, psychiatric clinics). Also, it is obvious that the trained nurses will be needed in Child Monitoring Centers which are planned to be established and expanded in Ministry of Health Hospitals and Child Protection Units and Women Protection Units in faculties of medicine, and the high security forensic hospitals provided for establishment by law.

Forensic medical education does not include in the curriculum prepared for the nursing education. Forensic nursing subjects are shortly addressed in some nursing courses or are provided as elective course in some universities. The current situation in nursing education is far from enough to ensuring to acquire knowledge and experience on approach to the forensic case, concept and responsibilities of forensic nursing. For this reason, nurses mostly make efforts to increase their skills and knowledge in forensic medical field by attending service training courses or gaining experience in their institutions, over time.

This descriptive study was carried out to assess knowledge level of nursing students in Health of School of Mehmet Akif Ersoy University on the forensic nursing concept, legal responsibilities of forensic nursing, and forensic medicine issues.

The data were collected by means of a questionnaire prepared by the researcher. 183 volunteered students attended to this study. The data has been analyzed by "SPSS" program.

The obtained data indicated that students do not have enough knowledge on forensic nursing concept and forensic medicine issues, although legal responsibilities were known sufficiently.

Consequently, forensic nursing training programs should take place in both forensic nursing training course curriculum and service training programs to adapt current conditions and to provide adequate services in the forensic medicine field.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **İşıl Kalaycı**, Suleyman Demirel Universty, Turkey.

E-mail address: [isilkalayci@sdu.edu.tr](mailto:isilkalayci@sdu.edu.tr)

---

## **ANALYSING INFLUENCE OF FAMILY PARTICIPATION ACTIVITIES INVOLVEMENT STATUS OF FATHERS WITH PRE-SCHOOL PERIOD CHILD ON CHILDREN'S EXTERNALIZING, INTERNALIZING, ANTISOCIAL AND SELF-CENTERED BEHAVIORAL PROBLEMS**

**Didem Türkoğlu**

**Gülümser Gültekin Akduman**

### **Abstract**

This study has been made in order to analyze influence of family participation activities involvement status of fathers with pre-school period child on children's externalizing, internalizing, antisocial and self-centered behavioral problems. Sample of the study is composed of 48-60-month and older, in total, 533 children attending the pre-school educational institution in central districts of Ankara province, and their fathers. In the study conducted by using descriptive survey model, "General Information Form" and "Problem Behavior Scale" have been used as data collection tools. As the results of this study, it has been determined that childrens' externalizing and antisocial problem behaviour show a significant difference according to fathers' involvement level in family participation activities.

*Keywords:* Parent involvement, father involvement, problem behavior, pre-school education

ADDRESS FOR CORRESPONDENCE: **Didem Türkoğlu**

E-mail address: [didem.0688@gmail.com](mailto:didem.0688@gmail.com)

---

## **ANALYSIS OF SECONDARY STUDENTS' MOTIVATION, ATTITUDE AND PERCEPTION FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE (Elazığ Province Case**

**Özge Arğın**, Ministry of Education, Turkey.

### **Abstract**

Education is one of the fundamental social institutions and society in general, it can be defined as the development process of individuals' ability, attitudes and positive behaviors. In a broad sense, education is a social process that helps to have social and cultural background and to gain life routines.

In research, questionnaire is used for survey method and accordingly motivation, attitudes and perceptions of the students are tested. It is thought that significant findings will be achieved in the matter of the scales. Hypothesis is that there is a significant relation between learning English and gender. The main objective in this study is to reveal motivation, attitude and perception of high school students for learning English. Data in study has been collected with three separate instruments: Motivation Survey, Attitude Survey and Perception Survey. Descriptive statistical analysis, t tests, simple regression and multiple regression analysis have been used to analyze the collected data.

*Keywords:* Foreign language motivation, Attitude and Perception, The success of English

ADDRESS FOR CORRESPONDENCE: **Özge Arğın**, Ministry of Education, Turkey.

E-mail address: [durmus.ozge@hotmail.com](mailto:durmus.ozge@hotmail.com)

---

## **Perceptions of Persons on Physics**

**Muhammed Sait Gökalp**, Dumlupınar University, Turkey

### **Abstract**

People come across with the concepts of physics in their life many times. Even most of the time they try to explain several daily life events without any formal physics knowledge. Moreover, they deal with many physics related concepts from



primary school to their level of graduation. No matter if they acquire the concepts of physics formally or informally, most of the time they intuitively have the meaning of “physics” even though they do not name that concept as physics. In this study, descriptive research was carried out to explore the meaning of “physics” people held. Several questions such as “what is physics?”, “why do we learn physics?”, “can you give several examples of daily life events which includes physics?”, “what is your favorite topics in physics” were asked to over 700 persons via online survey and around 80 undergraduate students: 49% female and 51% male. The initial analysis of the answers showed that people describe physics in several ways such as nature, study of nature, science, all of the events in the universe, kind of science and technology, life, meaning of the life. Surprisingly, only very few of the persons described the physics with respect to matter and energy. Moreover, in the current study, the meaning of physics was discussed with respect to age, level of graduation, job, and gender. The detailed results of the analysis will be presented and discussed.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Muhammed Sait Gökalp**, Dumlupınar University, Turkey  
E-mail address: [sgokalp@gmail.com](mailto:sgokalp@gmail.com)

---

## **The corpus based approach in teaching Polish Sign Language as a foreign language**

**Piotr Mostowski**, Section for Sign Linguistics, University of Warsaw, Poland.

### **Abstract**

Polish Sign Language (polski język migowy, usually abbreviated as PJM) is a natural visual-spatial language used by the Polish Deaf community. It emerged around 1817, with the establishment of the first school for the deaf in Poland. Genetically it is unrelated to spoken Polish and does not have a written form. Up until recently, the hearing community in Poland devoted very little attention to PJM. However, during the last fifteen years the awareness of PJM has been increasing. More and more hearing people want to learn PJM as their second language. Courses are offered as a part of studies at major Polish universities. Due to the Sign Language Recognition Act (April 2012) all civil servants must know PJM. The aim of this poster is to present corpus based methods in teaching PJM as a foreign language, used at the University of Warsaw.

The PJM corpus project was launched in 2010. The underlying idea is to compile a collection of video clips showing Deaf people using PJM in a variety of different contexts. The PJM corpus is diversified geographically, covering a representative number of Polish cities with significant Deaf populations. The group of signers participating in the project is well balanced in terms of age and gender. Data is collected exclusively from signers who either have deaf parents or have used PJM since early school age. They come from different social and educational backgrounds (respective sociological metadata is an integral part of the corpus).

The poster will present in details, how corpus data can be used in teaching a second language (on the basis of PJM courses). There will be given a few sample corpus-based tasks and a description of useful computer tools. It will also describe the overall benefits of a corpus-based approach in teaching languages — especially minority languages or those without a written system.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Piotr Mostowski**, Section for Sign Linguistics, University of Warsaw, Poland.  
E-mail address: [piotr.mostowski@uw.edu.pl](mailto:piotr.mostowski@uw.edu.pl)

---

## **IDENTIFICATION OF MSC CURRICULUM FRAMEWORK (BASED ON RIFFLE PROJECT FOR DEVELOPMENT OF CURRICULUM IN RAIL FREIGHT AND LOGISTICS)**

**Anna Petrova Dzhaleva-Chonkova**

### **Abstract**

The paper presents the process of identifying the framework of the MSc programme in Rail Freight and Logistics within the project RIFLE (Curriculum Development under LLP/Erasmus programme). Having established that none of the transport-related university courses in Europe and other regions do not entirely cover the freight rail and logistics topics, the first step in framework creation was to reveal the business demands through a field survey. The summary of knowledge and skills required for highly professional performance in the sector helped to apply the requirements of Bologna Declaration about Higher Education for changing the aim from “academic learning” to acquiring competences and compatible degrees based on the ECTS. The framework design employed multidisciplinary approach integrating rail freight with logistics topics enabling flexibility necessary for intra-European cooperation and academic mobility. The six mandatory subjects are

intended to give students the foundation to continue with special courses as a matter of personal choice according to their 'background and future professional profile. The framework innovative nature is in offering sets of optional subjects in five business areas structured according to the needs of practice.

Besides the specific framework identification of the, one of the main project outcomes is the successful application of an innovative five-stage approach: Data collection through a survey on business demands; Summary of the main competences necessary for successful performance of graduates; Definition of parameters in compliance with the MSc programmes within the Bologna process; Determination of curriculum element; Cooperation of universities and business.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Anna Petrova Dzhaleva-Chonkova**

E-mail address: [adzaleva@abv.bg](mailto:adzaleva@abv.bg)

---

## Ethical climate in Spanish Business Higher Education Institutions

**Edurne Aldazabal**, University of the Basque Country UPV/EHU, Spain

**Marcela Espinosa-Pike**, University of the Basque Country UPV/EHU, Spain

**Ana Martín-Arroyuelos**, University of the Basque Country UPV/EHU, Spain

### Abstract

There is a great consensus about the mission and role of universities in improving society. This is possible through a holistic training of students focusing not only in technical contents but developing in them social responsibility and strong ethical values.

The reinforcement of ethical competences on future business professionals as a way to reduce corruption and fraud cases has been highlighted by academic literature. But the improvement of the ethical competence of students does not depend solely on the particular training in ethics and social responsibility received, but also on the ethical atmosphere of the institution in which they are studying.

Ethical climate has received significant attention in business context due to its influence in ethical awareness, reasoning and behaviour. However, literature about ethical climate at universities is very scarce.

This study analyzes the ethical climate of Business Higher Education Institutions. The empirical data are based on a Victor and Cullen Ethical Climate Questionnaire. It has been distributed among the lecturers of Business Spanish Higher Education Institutions.

Our results from more than 600 lecturers reveal the predominance of the instrumental ethical climate. These results pose strong questions on what Universities are really doing. Literature reveals that this ethical climate is the one less favourable for ethical reasoning and behaviour of its members and in addition, it could foster unethical behaviour.

Finally, this study adds significant findings to the body of knowledge about ethical climate, in general terms and, in particular, to university social responsibility.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Edurne Aldazabal**, University of the Basque Country UPV/EHU, Spain

E-mail address: [edurne.aldazabal@ehu.es](mailto:edurne.aldazabal@ehu.es)

---

## MScs in Railway Transport and Logistics: State of the Art and perspectives for a new Programme

**Luca Rizzetto**, Università degli Studi di Roma "La Sapienza" - Dipartimento di Ingegneria Civile, Edile e Ambientale (DICEA), Italy.

**Stefano Ricci**, Università degli Studi di Roma "La Sapienza" - Dipartimento di Ingegneria Civile, Edile e Ambientale (DICEA), Italy.

**Marin Marinov**, Università degli Studi di Roma "La Sapienza" - Dipartimento di Ingegneria Civile, Edile e Ambientale (DICEA), Italy.

### Abstract

The objective of this paper is to discuss results obtained from a Structured Survey on MScs in railway transport and logistics which has been conducted within the RiFLE project. RiFLE stands for Rail Freight and Logistics Curriculum Development and is funded by the Erasmus (LLL) programme of the European Commission. The aim of the project is to develop Master Courses to be delivered in English language by the participating institutions as separate but shared programmes in their Universities. The approach is to analyse, enhance and adapt existing courses already offered by the Universities of the participating institutions within a modern rail freight and logistics environment. Therefore the goal of the Survey was to define the State of the Art of the current Offer of MSc "railway transport and logistics" related courses across the

European and non-European Countries. For the collection of data a questionnaire has been developed. "SuperSurvey" was used to approach intended respondents. SuperSurvey is a user-friendly online platform for collecting information using questionnaires. The target group included professors, lecturers and masters programmes managers in transport and logistics. Existing relevant programmes from European and other Universities and institutions for Higher Education have been collected and analysed. Information collected helped to define a comprehensive framework of transport and logistics curricula, courses and programmes and to understand different levels of learning and structures of Higher Education such as single modules, bachelor courses, master courses, as well as mobility programmes and patterns. For the purposes of this paper a brief description of the questionnaire and a summary of the main findings is presented. In general, the results obtained suggest that most Universities having transport and logistics programmes collaborate with railway-focused companies, while the logistics sector is less active in Academia-Industry collaboration.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Luca Rizzetto**, Università degli Studi di Roma "La Sapienza" - Dipartimento di Ingegneria Civile, Edile e Ambientale (DICEA), Italy.

E-mail address: [luca.rizzetto@uniroma1.it](mailto:luca.rizzetto@uniroma1.it)

---

## ACTIVE LISTENING COMPETENCY IN TEACHER CANDIDATES

**Hilal Kazu**  
**Demet Demiralp**

### Abstract

Active listening is defined as the most effective listening type. Understanding correctly is reached by this listening type. Active listening in the classrooms is effective if teachers have the competency of active listening. Accordingly the teacher candidates who will have to constitute sound communication with students in their career have to acquire active listening competency which is a type of effective listening. This study is made to find out what level of listening competency teacher candidates have in their preservice educations. Scanning method is used in the study which is descriptive. The research has been made on 672 teacher candidates who have been educating in fourth class of 8 departments in Firat University Faculty of Education Sciences. The data of the study is obtained by way of a scale of 18 articles that have been prepared by the researchers. t-test, variance analysis, Scheffe test, KWH and MWU techniques have been used in data analysis.

In the end of the study it has been found out that the teacher candidates have the most of active listening competency in the scale in the level of 'generally'. When the averages of separate articles are taken it is seen that the teacher candidates present their responses as 'every time' to the article of "I make feel that I am listening to the person who talks". When we consider that this article is the main element of active listening we may assess it as positive. However, it has been found out that the teacher candidates give their opinions as 'rarely' to the article of "taking notes while listening", which is an important competency of active listening. On the other hand, to the article of "Communicating by own words what they understand" the teacher candidates give response as 'sometimes'. It is clear that this is not cover the expectations. We may say on this ground that the teacher candidates should develop listening strategies enhancing their efficiencies and they should be encouraged to taking notes while listening.

*Keywords:* Communication, active listening, active listening competency, teacher education

ADDRESS FOR CORRESPONDENCE: **Hilal Kazu**

E-mail address: [hkazu@firat.edu.tr](mailto:hkazu@firat.edu.tr)

---

## Literature and Language Education: Reception Aesthetics Theory

**NÜKET TÖR**, Department of Turkish Education, Turkey.

### Abstract

In Turkey, traditional teaching methods based on transferring information and rote learning still continues to persist in literature and language education. It is necessary to expand the literature and language education by adding "reader" chain to traditional teaching methods that hesitate between writer and literary text. The reception aesthetics theory, raised after 1970, had an impact on teaching literature and language. The theory mainly focused on the reader rather than on the author. According to the theorists of reception aesthetics, transition from passive reader to active, or receptor that produces meanings based on their experiences and backgrounds is essential for criticism of the literary text and the meaning of the text can be enhanced by different readers.

This study aims to discuss the reception aesthetics theory and the changing role of the readers and their perceptions of texts in the literature and language education. In order to gather students' perceptions related to similar literary text, a questionnaire was prepared. As a result of this study, qualitative readers through dynamics and productive meaning skills have more understanding of the literary text.

*Keywords:* Rote learning, literature and language education, Reception Aesthetics Theory

ADDRESS FOR CORRESPONDENCE: **NÜKET TÖR**, Department of Turkish Education, Turkey.

*E-mail address:* [ntor@kastamonu.edu.tr](mailto:ntor@kastamonu.edu.tr)

---

## Reading skill of Turkish Language and Literature Teachers - Expectations, Limits and Recommendations

**Ümmühan Topçu**, Başkent University, Turkey.

### Abstract

Language training covers skills of listening, speaking, reading and writing. The purpose of this training is to systematize applications of those skills in different areas of life, and to train students in this respect. Although literature is an art that is produced by means of language, the dynamics of language and literature training are different. While the language instructor deals with the language through various language applications in more practical terms, the starting point of the literature instructor has to be an aesthetic text. An aesthetic text brings about a different world from the real one which it has borrowed its language, and this world has its own terminology. Like literature, literature education uses reading as a threshold. In brief, one should claim that literature education is hierarchical, and prioritize reading skills. This study aims to investigate the role of the teacher in literature education with specific reference to reading skills. It further aims to analyze the curriculum of Turkish literature for Turkish high schools in this regard. This qualitative study is based on document analysis. The documents to be analyzed are course books and the curriculum of Turkish literature for high school students. Suggestions will be put forth to make literature education more effective.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ümmühan Topçu**, Başkent University, Turkey.

*E-mail address:* [ummuhan.bt@gmail.com](mailto:ummuhan.bt@gmail.com)

---

## Visual preferences and teaching anxiety of preservice mathematics teachers

**Yasemin Sağlam**, Hacettepe University, Turkey.

### Abstract

Calculus courses and the topics like differentiation and integral in these courses are important for secondary mathematics teacher candidates. Because these courses construct both a basis for the following mathematics courses and cover the topics which preservice teachers will teach when they became a teacher. In addition, the visual preferences of preservice teachers are closely related to the teaching methods they use. The aim of this study is to determine the visual preferences of preservice teachers in the content of integral and to determine the relationship between the teaching anxiety about mathematics. Furthermore was determined the effects of grade level and GPA scores on mathematics teaching anxiety and visual preferences of preservice mathematics teachers. The study was carried out in 2012-2013 academic year with preservice mathematics teachers grade level 1-5 in a university in Turkey.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Yasemin Sağlam**, Hacettepe University, Turkey.

*E-mail address:* [ysaglam@hacettepe.edu.tr](mailto:ysaglam@hacettepe.edu.tr)

---

## Using Short Stories in ELT Classes as an Alternative Technique: The Opinions of Language Instructors

**Elif Elyildirim**, Bülent Ecevit University, Turkey.

### Abstract

Helping students to achieve communication skills to use the language fluently is mostly highlighted scope of language teaching process. However, using literary devices is also a necessary part of that process in order to maintain a more familiar atmosphere towards the target language. Moreover, literature is essential to awaken students' motivation and interest for learning the language. Among literary genres short stories are the most popular ones because they are applicable for all skills of a language-reading, listening, speaking, writing- and other sub-skills such as grammar and vocabulary. This study has been designed to reflect the opinions of language instructors about the frequency of using short

stories and the reasons why they prefer or do not prefer it. A questionnaire was applied to 40 English language instructors during the study. At the end of the research, it came out that most of the instructors do not prefer to use short stories to teach sub-skills. They opt to use it to practice reading or writing, as post-reading activity. Another result is that the instructors see using short stories as waste of time.

*Keywords:* Short story, language teaching, teacher attitudes

ADDRESS FOR CORRESPONDENCE: **Elif Elyildirim**, Bülent Ecevit University, Turkey.

*E-mail address:* [elyildirimelif@hotmail.com](mailto:elyildirimelif@hotmail.com)

---

## **Innovation Education for AEC Students: Determination of the Industry Requirements**

**Akın Tolga ILTER**, Istanbul Technical University, Turkey.

**Deniz ILTER**, Istanbul Technical University, Turkey.

### **Abstract**

Innovation is regarded as one of the key issues of competitiveness and economic growth by construction industry. The aim of this paper is to determine whether required attention is being given to innovation in Architecture Engineering and Construction (AEC) programs and develop a model content for Construction Innovation courses. Potential content topics were elicited through literature review, analyses of current construction innovation text books, and in-depth interviews with educators in the area. Targets for competency in these topics were then determined using the methodology developed by Sacks and Pikas (2013), which is based on the cognitive domain of Bloom's taxonomy (1956). The model content is expected to assist educators and higher education management in developing "Construction Innovation" courses in their programs that will meet the industry requirements.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Akın Tolga ILTER**, Istanbul Technical University, Turkey

*E-mail address:* [iltert@itu.edu.tr](mailto:iltert@itu.edu.tr)

---

## **A Study of the History, Problems and Teaching Methods for Attention Deficit Hyperactivity Disorder (ADHD)**

**Murat Konuk**, Kastamonu University, Turkey.

### **Abstract**

Most of classroom has several students who present behavioral problems in three main categories: inattention, hyperactivity, and impulsivity. Children who are diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD), are at risk for academic difficulties and social and emotional challenges unless they receive appropriate interventions. The purpose of this study is to provide an integrated source of information about ADHD, prevention of ADHD and intervention methods in school setting based on the recent researches. People who have ADHD have serious defects which affect negatively controlling of their behaviors. Their problematic behaviors, such as aggression, defiance, resistance to discipline, strong emotions, behavioral inhibitions are need to be minimized by educators and parents.

Results of this study give educators information in order to teach effectively and help their students who are struggling with ADHD. According to this study, there were three main problems: control of behavior, difficulties of education, and ability of working memory are to be minimized by medication, prevention methods, and intervention methods. Recent researchers are developing more effective treatments and interventions, and using new tools such as brain imaging to better understand ADHD and to find more effective ways to treat and prevent it.

*Keywords:* written reflections, professional, identity.

ADDRESS FOR CORRESPONDENCE: **Murat Konuk**, Kastamonu University, Turkey.

*E-mail address:* [mkonuk@kastamonu.edu.tr](mailto:mkonuk@kastamonu.edu.tr)

---

## Learning about future teachers' beliefs concerning their professional identity through reflective writing

Svitlana Burdina\*, Luhansk Taras Shevchenko National University, Ukraina.

### Abstract

Teachers always work under huge pressure of societal expectations, reform demands, administration requirements, parents and students' needs. These should be juggled along with personal aspirations like family duties or other private interests. This research project aimed at empowering students to tackle daily teaching challenges with an increased level of professional awareness characteristic of their identity. This is a qualitative inquiry carried out at the English Philology Department with future teachers of foreign languages. The data was collected from six cohort groups of 109 students in total during the spring and fall semesters in 2011-2013 in the form of written papers. The content analysis of students' reflection papers is employed in this research work to find out students' understanding of their professional identity. In this research work we claim that by reflecting on their understanding of the idea of a good teacher students' vision of teaching becomes clearer and more positive attitude to future professional path is developed. Reflective writing made it visible how students enhance their understanding of their professional identity as future teachers by building on their strengths as individuals and professionals. Students revealed not only their current perceptions of what is expected of them as professionals and whether they can deliver their service with an adequate level of expertise, but also their intent to invest their time and efforts in developing professionally further on. The empowering effect of reflection may be further explored in other settings to elaborate this tool as a pedagogical intervention.

*Keywords:* written reflections, professional, identity.

ADDRESS FOR CORRESPONDENCE: **Svitlana Burdina**, Luhansk Taras Shevchenko National University, Ukraina.

*E-mail address:* [burdina\\_s@yahoo.com](mailto:burdina_s@yahoo.com)

---

## Reading and Writing Methods for Primary Education in Ottoman Empire

Eyüp Akman, Division of Primary Education, Turkey.

### Abstract

The first stage of elementary education and teaching in the Ottoman Empire has been called as Sibyan Schools. From the Ottoman Empire period until the present day, there are many techniques and methods are used to teach primary reading and writing education. Inductive and deductive methods, phoneme (sound) based sentence method, and grapheme based teaching method are most common used in primary education by educators throughout the history. Phoneme based sentence method is used in initial reading and writing teaching that belongs to "Primary School Turkish Curriculum" which used since 2005. Relying on the Ottoman archival documents and state and education registers, this article examines primary education methods. During the Ottoman Empire period, the most effective method was grapheme based teaching that based on the letters. This method consists of serious principles and procedures. This study concludes that analogy and matching alphabet pictures techniques were commonly used in Sibyan Schools. In this paper, we discussed the benefits and drawbacks of analogy and alphabet matching pictures techniques to teach primary reading and writing during the Ottoman period. Results of this study give educators useful information about comparison of different teaching reading and writing methods for primary education.

*Keywords:* Alphabet matching pictures, Phoneme (Sound) sentence based method, grapheme based teaching, analogy

ADDRESS FOR CORRESPONDENCE: **Eyüp Akman**, Division of Primary Education, Turkey.

*E-mail address:* [ekman@kastamonu.edu.tr](mailto:ekman@kastamonu.edu.tr)

---

## The Validation process of a new Msc Programme in Rail Freight and Logistics

**Luca Rizzetto**, Università degli Studi di Roma "La Sapienza" - Dipartimento di Ingegneria Civile, Edile e Ambientale (DICEA), Italy.

**Stefano Ricci**, Università degli Studi di Roma "La Sapienza" - Dipartimento di Ingegneria Civile, Edile e Ambientale (DICEA), Italy.

**Marin Marinov**, NewRail– Newcastle Centre for Railway Research, Newcastle University, UK

**Anna Fraszczyk**, NewRail– Newcastle Centre for Railway Research, Newcastle University, UK

### Abstract

The objective of this paper is to describe the Validation process of a new MScs Programme in railway transport and logistics which has been designed within the RiFLE project. RiFLE stands for Rail Freight and Logistics Curriculum Development and



funded by the Erasmus programme of the European Commission. The innovative idea of RiFLE is that the courses developed will run in the participating institutions, and they will be compatible to allow the students to attend some of their modules in the other universities. The possibility of a joint programme and degree has been also explored. In particular RiFLE developed 26 rail freight and logistics Subjects combined in four Curricula each of them corresponds to the perspective of a student entering the Programme from one of the four participating Institutions. The Validation process of the four Curricula has been carried out against both the European Educational Standards for Mscs and Industry requirements, implementing a stepwise methodology. Validation against Standards has been performed developing an extensive overview of the existing educational standards for Master programmes in Europe and the guidelines on how to meet them. Validation against Industry requirements has been achieved through a Workshop, during which over 30 external experts of Academic Institutions and Companies active in the Rail and Logistic sectors expressed their judgment on the RiFLE Programme and gave suggestions for improvements. In general, the results obtained suggest that there is a the RiFLE programme is very comprehensive in the field of rail freight and logistics and well balanced among engineering and economics subjects in order to provide an opportunity for employers to have staff who have a good balance of technical and commercial skills. Finally, the main issues to be solved are the ones related to student mobility and its funding.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Luca Rizzetto**, Università degli Studi di Roma "La Sapienza" - Dipartimento di Ingegneria Civile, Edile e Ambientale (DICEA), Italy.

E-mail address: [luca.rizzetto@uniroma1.it](mailto:luca.rizzetto@uniroma1.it)

---

## MOBBING : AN INVESTIGATION ON PRESCHOOL TEACHERS

**Fatma Alisinanoğlu**  
**Didem Türkoğlu**  
**Tuğba Özgüven Şeker**  
**Necati Cemaloğlu**

### Abstract

The aim of this study is to determine the level of the mobbing according to some variables on preschool teachers who work public and private preschool educational institution in central districts of Ankara province. The sample of the study consists of 195 preschool teachers. In the research conducted descriptively, the condition of being exposed to bullying, mobbing behaviours was measured by using Negative Acts Questionnaire (NAQ) which contains negative behaviour questions. The data obtained are statistically analysed in SPSS 15.00 packet programme. Independent samples t-test and Mann Whitney U tests are used for pair-wise comparisons of the data, where as one-way ANOVA and Kruskal-Wallis tests are used for multiple comparisons. Research process continues; when it is concluded, findings and discussion will be carried out.

*Keywords:* mobbing, preschool education.

ADDRESS FOR CORRESPONDENCE: **Fatma Alisinanoğlu**

E-mail address: [alisananf@gmail.com](mailto:alisananf@gmail.com)

---

## Improving Mapping Feature of the Pirie–Kieren Model of Understanding

**Nurgül Düzenli Gökalp**, Dumlupınar University, Turkey.  
**Safure Bulut**, Middle East Technical University, Turkey.

### Abstract

The words "I just don't like math", "I'm just not good at mathematics," "I hate mathematics in school", "I don't understand mathematics" are heard throughout the schools corridors many times. Students do not understand the concepts in mathematics and they are far away from actual meaning of those mathematical concepts. In order to have effective mathematics teaching and help students to understand mathematical concepts, the teachers should know more about students' understanding of a concept. Besides knowing the current state of students' understanding at a specific topic, knowing how to understand would be a good start for teaching.

Through the years, researchers have proposed several theories to describe learners' understanding of mathematical concepts. The Pirie–Kieren Theory of Understanding is one of these understanding theories. This theory is not a general theory for understanding; rather, it is a theory for the growth of mathematical understanding of a specific mathematical topic. The current form of the mapping feature does not offer detailed summary for the understanding itself. It is simple but far from giving details. In the current study, attention was given to improve the mapping feature of this theory and the researchers examined how we can further improve the Pirie–Kieren Theory of Understanding with the use of representations. Therefore, the purpose of this study was to improve mapping feature of the Pirie–Kieren Model of

Understanding in the light of use of multiple representations to increase depicting power of the maps produced with the use of this understanding theory.

This study extends the current body of literature using the Pirie–Kieren Theory of Understanding by applying the theory to analyze students' uses of multiple representations. As a result of this study, the researchers proposed a multi-dimensional mapping technique to substitute and improve current mapping feature of the theory.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Nurgül Düzenli Gökalp**, Dumlupınar University, Turkey.

E-mail address: [duzenlinurgul@gmail.com](mailto:duzenlinurgul@gmail.com)

---

## **A structural equation model evaluates pre-service teachers' aspects of Burnout: the case of Greek pre-service teachers'**

**Sofia D. Anastasiadou**, University of Western Macedonia, Greece

### **Abstract**

Burnout syndrome and non-work satisfaction are extremely important in education. Maslach Burnout Inventory (Maslach & Jackson, 1986) was developed to evaluate an employee's aspects of Burnout. Maslach Burnout Inventory has not been evaluated yet on a sample of Greek primary school pre-service teachers. In the current study, a total of 210 primary school pre-service teachers filled in the Maslach Burnout Inventory. The study examines the validity and reliability of SMS (a structural equation model), which records the influential latent factors on the axes of Emotional Exhaustion, Depersonalisation and Personal Accomplishment. Precisely, it evaluates construct validity by estimating both convergent and discriminant validity, while evaluating the internal consistency of the instrument itself, and estimates how the instrument determines the reasonable relations among the latent factors mentioned above, and how it describes the reasonable results and assigns the quality of data fit within it. The results among others verify the Maslach Burnout Inventory latent factors.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sofia D. Anastasiadou**, University of Western Macedonia, Greece

E-mail address: [sanastasiadou@uowm.gr](mailto:sanastasiadou@uowm.gr)

---

## **PUPILS' ATTITUDES TOWARD STATISTICS: THE CASE OF 6TH GRADE GREEK PUPILS**

**Sofia D. Anastasiadou**, University of Western Macedonia, Greece

### **Abstract**

The purpose of this study was to measure 6th Greek pupils' attitudes toward and outcomes about statistics during a statistics class. 120 6th Greek pupils' participated in the study. These pupils filled in the SATS questionnaire in March of the academic year of 2012-13. Results showed that Greek pupils' emotions and opinions about the value of the subject are not in any circumstances negative. It is noteworthy that comprehension level regarding statistical is quite satisfactory. Finally, pupils classified subject' difficulty at a moderate level.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Sofia D. Anastasiadou**, University of Western Macedonia, Greece

E-mail address: [sanastasiadou@uowm.gr](mailto:sanastasiadou@uowm.gr)

---

## **Democracy Perceptions of Fourth Grade Students**

**Sibel Oğuz**

### **Abstract**

Learning and understanding the concepts of democracy, equality, and human rights, then practicing them in daily life, are essential for being a good citizen. It is possible to meet the concepts of democracy, equality, and human rights in family, social life, and educational institutions for every individual. Therefore, every individual in society is responsible for being a role model in terms of practicing the concepts of democracy, equality, and human rights in their life for children. Transferring our knowledge to the next generation is vital for developing and strengthening democracy, equality, and human rights.

The purpose of this study is to gather students' perceptions of the concept of democracy, human rights, and equality.. Research was conducted in selected primary schools within Kastamonu Province during the 2012-2013 academic year. In order to detect students' perceptions related to these concepts, a questionnaire was prepared. The results showed that student's do not have a clear understanding of the concepts of democracy, human rights, and equality. As a result of study, gender, parents' education and perceived socio-economic level have an impact on the perception of democracy for Turkish fourth graders.

*Keywords:* Democracy, Democracy Perception, human rights, equality, Primary school, Education

ADDRESS FOR CORRESPONDENCE: **Sibel Oğuz**

E-mail address: [soguz@kastamonu.edu.tr](mailto:soguz@kastamonu.edu.tr)

---

## **An Investigation into the English Instructors' Awareness and Practices of Critical Thinking**

**Hayriye Ulas Taraf**, Konya Necmettin Erbakan University, Turkey.

### **Abstract**

The purpose of this exploratory study was to examine instructors' awareness and perceptions of critical thinking within the field of ELT and their experiences of teaching English in relation to critical thinking. Thus, the study employed a mixed-methods approach to investigating teacher perceptions and experiences with the participation of 15 instructors working at School of Foreign Languages at two different universities in Konya, Turkey. The data were gathered through a questionnaire which all the participants completed, and semi-structured interviews with four teachers. The findings reveal teachers' optimism for integrating critical thinking into the ELT curriculum, and show that they adopt critical thinking pedagogies and their perceptions of critical thinking influence their practises in the classroom. It has also been found out that although teachers strongly believe that critical thinking should be incorporated into teaching a foreign language, they find it demanding and meet several barriers to teaching critical thinking, mostly set by their learners.

*Keywords:* Critical thinking; ELT curriculum; teacher perceptions; critical language teaching

ADDRESS FOR CORRESPONDENCE: **Hayriye Ulas Taraf**, Konya Necmettin Erbakan University, Turkey.

E-mail address: [hayriyeulas@gmail.com](mailto:hayriyeulas@gmail.com)

---

## **The online repository of teaching materials as a tool of good practices in teaching Polish as a foreign language**

**Emilia Danowska-Florczyk**, University of Warsaw, Poland

### **Abstract**

Polish language as one of five the most difficult languages in the world demands applying various teaching methods during its courses.

The project of the website [dialektora.pl](http://dialektora.pl) is to be present free repository of materials for teachers of Polish language for foreigners. Numerous opinions from teachers teaching Polish language and culture abroad indicate the need for a database of a new tools and promote it among those involved in language pedagogy (including teachers Polonia). The newly created website will provide a free and open online community of resources designed primarily for faculty, staff of higher education from around the world, teaching Polish as a foreign language, to share their learning materials, experience and pedagogy.

The aim of this poster is to present the project of website and encourage teachers and all people interested in teaching/learning Polish to take part in this undertaking. So far the authors of the materials are two students of PhD studies at the University of Warsaw. Our goal is to collect good practices in teaching (multimedia presentations, games, texts etc.) in one place in the Internet. By creating this website we would like to improve the effectiveness of teaching Polish for foreigners and provide especially teachers with a tool to quick and easy incorporating innovative materials and exercises into courses.

The poster will show in detail how the website will look like and what kind of materials will be available there. We will give a few sample of our own materials (apart from grammar and lexical exercise we will show some ideas of teaching Polish culture, for example using Polish songs) and would like to promote the idea of sharing different concepts of teaching Polish all around the world.

*Keywords:*

## LOR based on Ontologies for Virtual Environments in Panamanian Higher Education

**Nicholas Beliz Osoio**, Universidad Tecnológica de Panamá, Panama

### Abstract

There are several factors when searching information on the Web, which can produce a high number of recovered resources that do not meet the specified conditions or expectations. Among these factors, one of the most important is the lack of semantic information so that search engines can retrieve electronic resources more efficiently. The Semantic Web aims to provide the current Web with more powerful search capabilities, better understanding of user requests and more accurate location of relevant resources.

We take advantage of the Semantic Web and Ontologies to contribute to the solution of the situation established above. We propose a project where Service Oriented Architecture (SOA) is utilized for a repository and tools to interact (Authoring Tool, Moodle Platform, and Migration Tool) providing Semantic Web Services and Ontologies for classifying learning objects (LO).

In this paper we describe the contributions this work with semantic web may have for education by making access to content more effective and precise, as well as improve recovery of learning objects according to the needs of agents and educational contexts.

This project will allow students, teachers and researchers to have a new way for constructing learning experiences and do research on those. Knowledge available on the web will be better defined and linked in a way that can be used more effectively for discovery, automation, integration and reuse across applications.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Nicholas Beliz Osoio**, Universidad Tecnológica de Panamá, Panama  
E-mail address: [nicholas.beliz@utp.ac.pa](mailto:nicholas.beliz@utp.ac.pa)

---

## Impact of Interactive Educational Strategies on Responsible Learning of Students

**Caciuc Viorica-Torii**, Teacher Training Department of University of Galati Dunarea de Jos, Romania.

**Alexandrache Carmen**, Teacher Training Department of University of Galati Dunarea de Jos, Romania.

### Abstract

In the context of the knowledge society, the main issue is to form and develop in the new generations the competences of learning how to learn by developing responsible learning. Constructivist model of learning allows students to develop their thinking abilities and professional skills through interaction with colleagues, teachers and physical world. The use of interactive educational strategies in the process of forming the professional skills of the future teachers will allow active involvement in learning process of the pedagogical disciplines, such as increasing responsibility for their own learning and professional career.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Caciuc Viorica-Torii**, Teacher Training Department of University of Galati Dunarea de Jos, Romania, E-mail address: [caciuca@yahoo.com](mailto:caciuca@yahoo.com)

---

## Learning Map of Design and Production

**N. Sule ATILGAN**, Gazi University, Faculty of Architecture, Department of Industrial Design, Turkey.

### Abstract

In this study, online DIY learning activities examine in the case of Art Toys which defined low brow art. Designer toys including design and smallscale production activities which has effect on 21st century not only art and design culture but also consumerist approaches. "Designer Toys" which is also named as "Urban Toys, Urban Vinyls, Art Toys" shaped with small manufacturing workshops or garage manufacturing and has become widespread with the help of Web 2.0.

Participants of the movement are not necessarily designer. Supporting Toffler's third wave societies this design case; cumulative number of designer toys artists achieve small production for individuation. They learn online and also educate others for design and produce their toys in small scale.

Developing since the end of 1990's and defined as artistic/design movement today, as integrative tendency of all design and art fields, occurs with the perception of aesthetic and production-consumption, which improved with DIY culture in the sense of approach and idea.

This article targeted to reveal road map of learning design and production activities with web2.0. by use of Designer Toys paradigm.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **N. Sule ATILGAN**, Gazi University, Faculty of Architecture, Department of Industrial Design, Turkey. E-mail address: [suleatilgan@yahoo.com](mailto:suleatilgan@yahoo.com)

---

## Exploring Diverse Funds of Knowledge through Artistic Methodologies

**Beth Powers Costello**, University of South Carolina, USA

### Abstract

Research indicates that arts increase growth in a wide variety of academic and social areas. In fact, students who participate in arts-based learning experiences demonstrate increased academic performance such as improved scores on standardized tests. This paper documents two projects implemented in diverse educational settings in the Southeastern United States. These projects draw on elements of Literacy Through Photography techniques developed by Ewald et al. (2011) and Photovoice created by Wang and Burris (1997, Palibroda, et al., 2009) to explore ways in which educators can collaboratively explore diverse children and families funds of knowledge (Gonzalez et al., 2005) and to create and implement culturally relevant curriculum. The first author documents her work with racially diverse low income children. The second author documents his work with adjudicated teens in alternative educational program. They also detail their process, methodology, and interpret results of their projects. Implications and recommendations relate to research, teaching, and learning in diverse settings. Findings reveal that Literacy Through Photography and Photovoice provide opportunities to engage in critical conversations, actively participate in meaningful learning experiences, and learn about one's own and others' cultures through creating visual images, dialogue, and writing.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Beth Powers Costello**, University of South Carolina, USA  
E-mail address: [bethpcostello@gmail.com](mailto:bethpcostello@gmail.com)

---

## THE INVESTIGATION OF TEACHERS' MOTIVATION TO REACH ADMINISTRATIVE LEVEL USING PAIR-WISE COMPARISON METHOD

**Gül GÜLER**

### Abstract

This research aims to determine "which one is most important reason of teachers to be director in the schools". The research was done with the 424 teachers who want to be director and they have been working in the different schools of İstanbul as a teacher during the 2012-2013 academic year. The analysis of the data is scaled with the law of comparative judicial Thurstone's IIIrd and Vth. . According to the results of paired comparison, the reasons of to be director were found in an order like this; "to improve the quality of education", "I am thinking that I can be good leader", "I thought that I can be better director than the present directors", "It provides social status", "Directors have many provinces being desion makers related with schools", "flexible working hours of directors", "getting bored about teaching in the class" and "high extra salaries of directors". In addition to these, primary school teachers wanted to be director more than the other teachers to improve the quality of education. But the first reason of other teachers was that "I am thinking that I will be good leader". The reason "high extra salaries" was the last reason of all the teachers because of the belief which was not the solution of socio-economic problems of both teachers and directors. Also, no matter of gender and experience , all teachers need directors having the characteristics of leadership.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Gül GÜLER**  
E-mail address: [gulyuce@aydin.edu.tr](mailto:gulyuce@aydin.edu.tr)

---

# Developing a laboratory activity by using 5e learning model on student learning of “dissolution and factors affecting solubility” and improving science process skills

Fethiye KARSLI\*  
Alipaşa AYAS

## Abstract

The purpose of this study is to develop a laboratory activity based on 5E learning model enriched with different conceptual change methods such as computer animations, worksheet and hands-on activities for eliminating prospective science teachers' (PSTs) alternative conceptions on dissolution, factors affecting solubility and improving their science process skills (SPS). A group of experts was asked to comment on the laboratory activity. Some changes were made based on the comments of experts on the activity. The pilot study of the laboratory activity was carried out with 48 third year PSTs enrolled in 'Science Laboratory' course at the Faculty of Education, Giresun University, Turkey. In this paper, all phases of the activity are introduced in detailed. Also, the applicability of activity was investigated in a pilot study, based on observation by an independent researcher. In-class observations showed that the activity is performed two hours and it is effective to improve the students' motivation and enables them to be active during the learning process. As a result, the laboratory activity can be used as an alternative to activities in the literature. To investigate this and other similar activities' applicability in a comparative manner, further research should be undertaken. In addition, the effect of the laboratory activity based on 5E learning model combining different conceptual change methods should be examined if it helps the PSTs overcome their alternative conceptions and improve their SPS.

*Keywords:* Laboratory Activity, Pre-service Teacher Education; 5e Learning Model, Science Process Skills, Dissolution and Factors Affecting Solubility.

ADDRESS FOR CORRESPONDENCE: Fethiye KARSLI  
E-mail address: [fethiyekarli28@gmail.com](mailto:fethiyekarli28@gmail.com)

---

# The Development of Computer Assisted Instructional Material about Fusion and Fission in Nuclear Chemistry

Necla DÖNMEZ USTA\*  
Alipaşa AYAS

## Abstract

The aim of this study is to develop Computer Assisted Instructional (CAI) material including Conceptual Change Text (CCT) and animations produced by using the Flash programs for the “Fusion and Fission” in nuclear chemistry. Animations about Rutherford' experiment and chain reaction was developed in the aim of explaining the chain reaction concept and making nuclear fission bomb understandable. While developing those animations, both domestic and overseas web pages was searched and while being developed experts' suggestions was taken into account. On the other hand while developing the CCT was determined misconceptions about fission and fusion while being checked on literature. At end of which consist of for main section; CCT based on experts' suggestions was developed.

Lesson plan was development for investigation implement' of developed computer assisted instructional material. Lesson was prepared on four-step model of constructivist learning theory. The pilot study of developed computer assisted instructional material was done with 18 students studying at 11th grade in Görele, Giresun. After the pilot study, the material was finalized by organizing the necessary parts. Considering that 11th grade Chemistry Teaching Program has come into force in 2010-2011 education year, it is believed that CAI material developed in this study and including CCT and animations is an alternative source for the chemistry teachers and students.

*Keywords:* Fusion, Fission, Conceptual Change Text, Animation, Computer Assisted Instructional

ADDRESS FOR CORRESPONDENCE: Necla DÖNMEZ USTA  
E-mail address: [necla\\_donmezusta@giresun.edu.tr](mailto:necla_donmezusta@giresun.edu.tr)

---

# QUESTIONING OF WOMAN IDENTITY IN BODY ART UNDER ANDROCENTRISM AND WORKS OF ANA MENDIETA

Fusun Caglayan\*

## Abstract

'Body Art', which came up thanks to performance works of artists as of 1960, is a period in which both the social, physical and spiritual being of woman was questioned in the sense of their social status by woman artists and the identity of



woman artist was examined. In my opinion, Cuban-born 'Ana Mendieta' who is among these artists and presented highl effective works in her short life has a special place as many other art historian stated. In terms of common characteristics of Body Art, position of identity of woman in male-dominant structure, women exposed to violence, status of woman in traditions and rituals of the society and works and art of Ana Mendieta in other aspects will be examined in this study.

*Keywords:* Ana Mendieta, Body Art, Performance Art, Identity of Woman

ADDRESS FOR CORRESPONDENCE: **Fusun Caglayan**

*E-mail address:* [caglayanfusun@gmail.com](mailto:caglayanfusun@gmail.com)

---

## NEW TECHNOLOGIES AND NEW MODELS OF DISTANCE UNIVERSITY

**Maria Amata Garito\***, International Telematic University UNINETTUNO, Italy.

### Abstract

The convergence of telecommunications and computer science, the realisation of computer-based networks and the integration of languages, by overcoming space and time constraints, gave rise to the globalisation process and to the development of the knowledge society. We are facing a true revolution that is based on the multiplication of knowledge and its corresponding applications, but also on the knowledge codification, memorisation and knowledge transfer.

This is the reason why we need to identify new models of university and psycho-pedagogic theories allowing for the development of new Internet-based teaching and learning models by carrying on research work.

The paper will illustrate the outcomes of the research projects that allowed for concrete applications within a distance university global system.

*Keywords:* e-learning, distance education, globalisation, development

ADDRESS FOR CORRESPONDENCE: **Maria Amata Garito**, International Telematic University UNINETTUNO, Italy.

*E-mail address:* [garito@uninettuno.it](mailto:garito@uninettuno.it)

---

## Assessment of Relationship Among Preservice Teachers' Paranormal Beliefs, Critical Thinking Skills and Attitudes Towards Nature of Science

**Hikmet Surmeli\***, Mersin University, Turkey.

**Mehpare Saka**, Trakya University, Turkey.

### Abstract

The purpose of this study is to investigate relationship among preservice teachers' paranormal beliefs, critical thinking skills and attitudes towards nature of science. 41 preservice science teachers in teacher education programme at one university participated in this study during the 2012-2013 academic year.

For this study three scale were used for data collection. Data related to preservice teachers' paranormal beliefs was collected through Paranormal Belief Scale, data related to preservice teachers' critical thinking skills was collected through California Critical Thinking Disposition Inventory and data related to preservice teachers' attitudes towards nature of science was collected through Nature of Science Scale.

Statistically analysis of the data were carried out by means of SPSS 17 for Windows. Quantitative analysis methods with a significance level of  $p < .05$  were used to analyse the data.

The findings and results of this study under evolution process which aims to display the relationship among preservice teachers' paranormal beliefs, critical thinking skills and attitudes towards nature of science. Suggestions will be made considering the results.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Hikmet Surmeli**, Mersin University, Turkey.

*E-mail address:* [hikmet93@gmail.com](mailto:hikmet93@gmail.com)

---

## Starters of problem posing

**Eva Patakova**, Department of Mathematics and Mathematical Education, Pedagogical Faculty, Charles University in Prague, Turkey.

### Abstract

Four different ways how to start posing the new Mathematical problems will be described and compared: Mathematical topic, Process of problem solving, Variation of a known problem and Context of the problem. These categories arose from the research on the novice – expert comparison of problem posers and their problem posing trajectories.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Eva Patakova**, Department of Mathematics and Mathematical Education, Pedagogical Faculty, Charles University in Prague, Turkey. *E-mail address:* [eva.patakova@email.cz](mailto:eva.patakova@email.cz)

---

## The Effect Of Concept Cartoons On Removing Students' Alternative Conceptions About Celestial Bodies

**Çiğdem Şahin\***, Giresun University, Turkey

**Elif BÜLBÜL**, Giresun University, Turkey

**Ümmügülsüm DURUKAN**, Giresun University, Turkey

### Abstract

The effect of concept cartoons on removing alternative concept related to various science concepts and teaching science are proved in the literature. But the effect of concept cartoons has not been known on removing alternative conceptions about celestial bodies. Also it is known that students have various alternative concepts about celestial bodies. The purpose of this study is to determine the effect of concept cartoons on removing students' alternative conceptions about celestial bodies. The sample comprised of 31 elementary 7th grade students who studied at boarding area elementary school, 2012-2013 academic years. Pre-experimental research design was used in this study. A questionnaire with 12 concept cartoons was used to collect data. The concept cartoons were applied to pre-test before teaching with concept cartoons and post-test after teaching with concept cartoons. Collecting pre and post tests data were analyzed with dependent t-test. Teaching material based on the 5E instructional model enriched with concept cartoons was used in the sample group. The results showed that the teaching with concept cartoons has differentiated the conceptual structures in a desired way and removed the most of the students' alternative conceptions about celestial bodies. In line with these results, are suggested that teachers should be informed about the use of concept cartoons in the teaching process and teaching materials supplemented with the concept cartoons should be used in the different science subjects.

*Keywords:* Alternative concepts, concept cartoons, primary 7th grade students, celestial bodies.

ADDRESS FOR CORRESPONDENCE: **Çiğdem Şahin**, Giresun University. *E-mail address:* [hcsahin38@gmail.com](mailto:hcsahin38@gmail.com)

---

## Use of Reflective Journaling in Educator Preparation

**Carolyn Stone\***, University of North Florida, Education Department of Educational Leadership and Counselor Education, United States

### Abstract

In a recent research project, education majors responded more positively to the use of digital reflective journals over written reflective journals. Candidates cited they were able to bring more depth to digital journaling, the process caused them to self-reflect more intensely, and digital reflecting felt like a safer venue as written grammar was such a paramount concern of written journaling. With the success of using digital reflections in preparation, faculty asked the site supervisors of intern to use digital reflections to comment on their intern's skill and capacity development and the intern candidate was asked to do the same. The importance of reflection is to move candidates toward transformational action and when this is a collective practice such as site supervisors and candidates engaging together in the practice, the candidate's transformational process is enhanced considerably. This interpersonal, transformational process in which both intern and site supervisor make meaning from their experiences is the focus of this research.

*Key Words:*

ADDRESS FOR CORRESPONDENCE: **Carolyn Stone**, University of North Florida, Education Department of Educational Leadership and Counselor Education, United States. E-mail adress: [cstone@unf.edu](mailto:cstone@unf.edu)

## The difficulties of teaching in multicultural classes at the higher education institutions

**Guximtar Rushani\***, General Secretary of International University of Struga, Macedonia, The Former Yugoslav Republic Of

### Abstract

We are living in a time, where students can study and live in different countries, as their opportunities to study abroad give them more quality education than in their land.

But, often comes to some difficulties at their classes as a lot of other students can be foreign students, and this as it can be a good chance for the students to come closer and to react normally as university colleges, it can happen the opposite thing, they could have a lot of difficulties as future students because of their cultural differences, language, traditions, history etc.

For a lot of university professors, and for the universities also, it can be a big problem if this multicultural differences could go in a negative path, so it is very important for this issue to be controlled and to have a professional approach as soon as possible, in order to have a quality higher education for all the students.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Guximtar Rushani**, General Secretary of International University of Struga, Macedonia, The Former Yugoslav Republic Of, E-mail adress: [g.rushani@eust.edu.mk](mailto:g.rushani@eust.edu.mk)

## Re-engaging at-risk youth and children

**Karen Kaur Dhillon\***, Peel District School Board Vice-Principal for the Peel Board Principal for Continuing Education, Canada

### Abstract

Engaging all students is at the centre of student success. If children are interested in what they are learning they will perform much better, considering they are focused, can relate to the teachings, and have a true connection to the learning that is taking place.

When engaging students, educators must take into consideration the many factors that make up the learner (their background/history, socioeconomic status, culture, interests, and the ever changing world we live in). Although student engagement is so important to all students, some students need a lot more attention and care when it comes to keeping them focused and in school; these are what we call our "at-risk students". The at-risk child has many factors that hinder their success rate, however we as educators need to provide them with the tools to stay in school and be successful.

We as educators must encourage resilience and empower our students, where they build their self-confidence and have a love for learning. This can only occur if the entire school is universal in their practice where we provide equitable opportunities for success for all learners (using different approaches, which are unique to each learner). Educators must look at the whole child when providing sound education (socio-cultural, community, schooling processes, interests and family). When investing in learning about the whole child, only then can sound education be delivered to all learners.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Karen Kaur Dhillon**, Peel District School Board Vice-Principal for the Peel Board Principal for Continuing Education, Canada, E-mail adress: [karen.dhillon@peelsb.com](mailto:karen.dhillon@peelsb.com)

## Evaluation of Primary Teacher's didactic-mathematical knowledge when teaching probability

**Claudia Vásquez\***, Pontificia Universidad Católica de Chile, Chile

**Angel Alsina**, Universidad de Girona, Spain

### Abstract

In order to provide information of interest that allows to transform the teaching practice through improving initial and life-long learning education in math primary teachers (6-12 years), we have designed a tool to assess mathematical knowledge to teach probability. Its preparation has considered the model of categories of analysis-mathematical knowledge for teachers (Godino,

2009), which includes the various stages involved in the teaching-learning process and levels of knowledge for each one of them. Thus, allowing to assess, identify, classify and analyze both Knowledge teachers need beforehand and the one they actually implement when teaching a particular content, in this case related to the teaching of probability in primary education. These skills are being widely investigated in recent years, even though there are still few studies on the evaluation of didactic-mathematical knowledge for teaching probability in primary teachers. Through the administration of this instrument, it is intended to analyze in depth the four categories of fundamental knowledge necessary for a teacher to carry out the teaching-learning process: a) common content , specialized and extended knowledge, b) Knowledge of content in relation to students, c) content knowledge in relation to teaching and d) Knowledge of curriculum and intra-and interdisciplinary connections. The analysis of the data will allow, first, to describe the strengths and weaknesses of the various knowledge categories the teacher manages when teaching probability; and secondly, relevant information will be drawn so as to guide the initial and continuous formation of teachers in relation to the knowledge needed for the teaching of probability in primary education.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Claudia Vásquez**, Pontificia Universidad Católica de Chile, Chile, E-mail adress: [cavasque@uc.cl](mailto:cavasque@uc.cl)

## **Studying the Relationship between the Effective Factors on Employees' Performance in Iran's University and the Students' Satisfaction with regards to Employees' Performance**

**Morteza Raei Dehaghi\*** Assistant Professor, Mobarakeh Branch, Islamic Azad University, Department of Industrial Management, Mobarakeh, Isfahan, Iran

### **Abstract**

Any organization, without careful consideration on the performance of its employees and likewise implementing effective factors on employees' performance in satisfying its client, cannot reach its goals. Therefore, the present study aims at examining the relationship between the effective factors on employees' performance in the Islamic Azad University, Mobarakeh branch and students' satisfaction. The statistical population, comprise of 111 employees who had direct contact with students and 450 students from various departments of the university, were selected randomly as research sample. Researcher made, demographic questionnaire, questionnaire of effective factors on employee performance based on ACHIEVE model and questionnaire of satisfaction with employee performance were utilize for data gathering as research tools. Multi-variable regression, variance analysis and t-test with two independent groups as well as Pierson correlation coefficient were applied for data analysis. The results of examining the hypotheses revealed that there is a positive and significant relationship between employees' ability, employees' clarity, degree of organizational support from employees, employees' motivation and willingness, manner of employees' evaluation and generally among the effective factors on employee performance and students' satisfaction. But there was no significant relation between the two factors of employees' environmental proportionality and their degree of validity with students' satisfaction. Furthermore, findings of the research exhibited that students with bachelor degree had more satisfaction than those with master degree, but there was no significant difference among male and female students, students with different majors and students of different academic terms.

*Key Words:* Effective factors, employees' performance, students' satisfaction;

ADDRESS FOR CORRESPONDENCE: **Morteza Raei Dehaghi\*** Assistant Professor, Mobarakeh Branch, Islamic Azad University, Department of Industrial Management, Mobarakeh, Isfahan, Iran, E-mail adress: [dr\\_mraeidehaghi@yahoo.com.ph](mailto:dr_mraeidehaghi@yahoo.com.ph)

## **Investigating 4+4+4 Discontinuous Education System Which Is Implemented In Turkey, According To The Views Of Academicians**

**Hasan Bozaslan\***, Harran University, Turkey

**Özlem Büyükgümüş,**

**Ozan Meşe,**

**Necibe Şeyma Meşe,**

### **Abstract**

In this research, it has been investigated the views of academicians about 4+4+4 discontinuous education system. In the academic year 2012-2013, Harran University Education Faculty's academicians have formed the universal set of the research. In the academic year 2012-2013, forty-five on duty academicians from Harran University Education Faculty, have formed the sample of the research. In the research, scanning method has been used. Data have been obtained by survey. In the research, a survey which has developed by the researcher, in order to determine the views about 4+4+4 discontinuous education system, has been used. Data have been analysed by the program SPSS 16.0 . Chi-square test, Kruskal Wallis-H, One Way Anova tests have been used while the data have been analysed. In the variance analysis result,

Scheffe test has been used in order to determine the source of the difference. In the result of the research, these results have been found: in the transition process of Turkey into information society, it should use 4+4+4 discontinuous education system, this education system could make Turkey as information society, and it will form the human profile suitable to the 21st century.

**Keywords:** 4+4+4 Discontinuous Education System

ADDRESS FOR CORRESPONDENCE: **Hasan Bozaslan**, Harran University, Turkey, E-mail adress: [hbozaslan@gmail.com](mailto:hbozaslan@gmail.com)

---

## **Pollution Levels in Iranian Economy Sectors Using Input-Output Analysis and TOPSIS Technique: An Approach to Sustainable Development**

**Morteza Raei Dehaghi\***, PhD in Business Management, Iran, Islamic Republic Of

### **Abstract**

Sustainable development (SD) is a pattern of growth where the resources being used aims to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for generations to come. One of the most important component of sustainable development is the environmental protection that globally, several actions have been taken by the international community. Their goal was to evaluate the environmental impacts of emissions. Under the Kyoto Protocol, member states are committed to reduce the greenhouse gases to 1990 levels or lower until 2012-2010. Accordingly, this study is to examine the level of pollution in Iranian economy sectors.

Data in this study include six fuels, gasoline, kerosene, fuel oil, LPG, natural gas and gas oil that available in the country's energy balance sheet which is published by the Department of Energy. Input-Output (IO) analysis were used to calculate emissions of five pollutants CO<sub>x</sub>, NO<sub>x</sub>, CO, HC and SPM in distinguishing 20 economic sectors in Iran. Then with TOPSIS technique and Entropy weighted, five pollutants combined and pollution levels has been determined. The results indicate that hotel and restaurant services, real estate and other business services, basic metals and metal products made, textile products, clothing, leather, wood, paper products and machinery and equipment gain the highest level of sustainable development in terms of environmental protection. In terms of economic policy, it is necessary that appropriate strategies to reduce emissions in less developed areas to be considered.

**Keywords::** Pollution levels, greenhouse gases, Input-Output analysis, TOPSIS technique, Iran's economy;

ADDRESS FOR CORRESPONDENCE: **Morteza Raei Dehaghi**, PhD in Business Management, Iran, Islamic Republic Of, E-Mail Adress: [dr\\_mraeidehaghi@yahoo.com.ph](mailto:dr_mraeidehaghi@yahoo.com.ph)

---

## **Evaluating Teaching Curriculum Of 2012 Biology Lesson From The Point Of Various Variables**

**Hasan Bozaslan\***, Harran University, Turkey

**Burcu Yeşilyurt,**

**Duygu Önal,**

**Osman Şahin,**

### **Abstract**

In this research, an evaluation has been done according to the Biology Teachers' views about Biology Lesson Teaching curriculum which has been prepared for the purpose of implementing it, beginning from academic year 2011-2012, in the secondary education institutions, decision numbered 20, having date 25 December 2011 of Turkey Ministry of National Education, Council of Education and Morality. In the research, screening model has been used. Target population of the study has formed with Biology Teachers who have carried out a duty in Şanlıurfa and Gaziantep Provinces. Its sample has formed by 38 Biology Teachers who work in Şanlıurfa and Gaziantep Provinces. Data have obtained by survey. In the research, "Program Evaluation Scale" has been used. Data have analyzed with the program SPSS 16.0 At the result of the research, it has been specified the positive and negative aspects of the program.

**Key Words:** Curriculum of Biology

ADDRESS FOR CORRESPONDENCE: **Hasan Bozaslan**, Harran University, Turkey, E-mail adress: [hbozaslan@gmail.com](mailto:hbozaslan@gmail.com)

---

## Toxicology As A Bridge Between Secondary School And University - Combining Biology With Chemistry

**Małgorzata Krystyna Krzeczowska\***, Jagiellonian University, Department of Chemical Education, Faculty of Chemistry, Krakow, Poland

**Kamil Jurowski**, Jagiellonian University, Department of Analytical Chemistry, Faculty of Chemistry, Cracow, Poland

**Wojciech Piekoszewski**, Laboratory of High Resolution Mass Spectrometry, Regional Laboratory of Physicochemical Analysis and Structural Research, Faculty of Chemistry, Jagiellonian University, Cracow, Poland

### Abstract

Toxicology is an interdisciplinary science dealing with the influence of chemicals on living organisms [1]. A wide range of toxicology area is covered by both biology and chemistry. In connection with the interesting and exciting topics we propose a new subject addressed to the upper secondary school students. This item would fill a gap between the the content of teaching chemistry and biology in Polish schools. Based on the Regulation of the Minister of National Education, the possible destination for 2-3 hours per week (during one year) to create a proprietary subject allows for development of students' interests and needs [2]. Our proposed teaching program (syllabus), student worksheets, and a handbook would provide an attractive and interesting opportunity to transfer knowledge on selected aspects of toxicology. The offered courses are intended for the upper secondary school classes of biological and chemical profile, and for students of the first year of study. It is expected that this work will contribute to the popularization of healthy lifestyle and will also be an education alert to the dangers associated with exposure to chemical substances among young people. It is believed that the project will attract great interest as well as other projects in the European Union (eg EU-dap).

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Kamil Jurowski\***, Jagiellonian University, Department of Analytical Chemistry, Faculty of Chemistry, Cracow, Poland, E-mail address: [krzeczko@chemia.uj.edu.pl](mailto:krzeczko@chemia.uj.edu.pl)

---

## I like the red plants: Children's perceptions of their local natural environments in Australia and Singapore

**Anderson Margaret Robyn**, James Cook University, Singapore

### Abstract

Research has raised concerns that there is a growing disparity between young children and their local, natural environments (Miles, 2008; Louv, 2005). Concerns over environmental issues and children's awareness of their local, natural environment has further prompted education departments to include environmental and sustainability concepts in curriculum documents. In the most recent Australian curriculum, currently in draft form, a major component of the curriculum has included sustainability (Australian Curriculum, Assessment and Reporting Authority [ACARA], 2013). To gain an understanding of children's awareness of their environment, an action research study was conducted between Australia and Singapore with two groups of children aged five to seven years. The study explored children's current perceptions of their local natural environments and whether, if they were offered an authentic, real-life activity such as postcard exchanges with children in another location, their awareness of, and interest in, both their own and others' local natural environment would increase. The study found that while children's awareness of sustainability and their local, natural environment increased through the activity, children in Australia were more aware of, and interacted with, their local natural environment.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Anderson Margaret Robyn**, James Cook University, Singapore, E-mail address: [robyn.anderson@jcu.edu.au](mailto:robyn.anderson@jcu.edu.au)

---

## Training Students in the Field of Standardization, Metrology and Certification on the Basis of Interactive Methods of Teaching

**Zhanat Nikolaevna Bissenbayeva**, Chulanova 129 kv 18  
**Irina Yerakhtina**, Kazakhstan



## Abstract

Kazakhstan joining the world community requires a strict observing of the norms, standards, presence at enterprises and organizations of the introduced certified system of quality management (SQM), which in its turn causes an adequate changing of specialists training system in the field of standardization, metrology and certification (SMC).

All these problems are to be solved at any modern manufacture by SQM specialists, the importance of whose training is put by the State as a prior problem. Besides, an urgent problem of the modern education at a technical higher school is the graduates preparing for the adequate multi-function professional activity.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Zhanat Nikolaevna Bissenbayeva, Chulanova 129 kv 18, E-mail address: [zhanat\\_2006@mail.ru](mailto:zhanat_2006@mail.ru)**

---

## The relationship Between Emotional Intelligence And Defence Mechanism Among Medical Students Of Ahvaz Jondi Shapur University

**Aigin Sh\***, Islamic Azad University Kish International Branch, Iran, Islamic Republic Of

**Mohammadreza Hagh dust**, Professor of Chamran University, Clinical psychology department, Iran, Islamic Republic Of

## Abstract

Emotional intelligence as the ability to manage the emotiona and feelings is important in life and success. Defence mechanism can influence emotion and management of emotions unconsciously and change the level of emotional intelligence. This study examine the relationship between emotional intelligence and defence mechanism in medical students. The emotional intelligence scale and defence style questionnaire were administered to a random selection of 72 ahvaz university medical students. For date analysis, descriptive statistics including mean, standard seviation, maximum and minimum score and inferential statistic including correlation cofficient and multiple regression model, were used. Finding demonstrated that medical students use neuretic defence mechanism more than any other style of mechanisms. Average score for EQ in medical students is the middle score. There was positive relationship between emotional intelligence, and mature and neuretic defence mechanism. But ther was not significant relationship between immature defence mechanism and EQ. So it can be concluded that increase scale of EQ in medical students causes more use of neuretic and mature defence mechanism.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Aigin Sh**, Islamic Azad University Kish International Branch, Iran, Islamic Republic Of,  
*E-mail address: [aigin\\_sh@yahoo.com](mailto:aigin_sh@yahoo.com)*

---

## Evaluation Of Relationship Between Type A And B Personality And Academic Achievement In Medical Students Of Ahvaz Jondishapur University

**Aigin Sh\***, Islamic Azad University Kish International Branch, consuler in clinic, Iran, Islamic Republic Of

**Mohammadreza Hagh dust**, Professor of Chamran University, Golestan Hospital pesonnel, Clinical psychology department, Iran, Islamic Republic Of

**Sirus Pakseresht**, Professor of psychiatry in Golestan Hospital medical sceince, Jundishapur University, Manger of psychiatry department, Iran, Islamic Republic Of

## Abstract

The relationship between type A and B personality and academic achievement in medical students of Jundishapur university. The primary aim of this study was to investigate the variance in academic achievement in two personality type, namely A and B. 68 medical students (45 females and 23 males) at internship level from Ahvaz University of Medical Science were dissociated on the basis of type A and B by type A behavior Questionnaire. Academic achievement evaluate by means of recent five years averages. Data analysis by SPSS software indicated.

1) There are no significant differences in academic achievement in two personality types A and B.

2) There are no significant difference in personality type and gender.

3) Type A personality is more common than type B personality in medical students of Ahvaz jundishapur university of medical science.

*Keywords:*

## Introduction of Inquiry Based Science Education into Polish Science Curriculum - study of teachers' knowledge and attitude

**Ewa Odrowaz\***, Department of Chemical Education, Faculty of Chemistry, Jagiellonian University, Krakow, Poland  
**Malgorzata Krzeczowska**, Department of Chemical Education, Faculty of Chemistry, Jagiellonian University, Krakow, Poland  
**Pawel Bernard**, Department of Chemical Education, Faculty of Chemistry, Jagiellonian University, Krakow, Poland  
**Iwona Maciejowska**, Department of Chemical Education, Faculty of Chemistry, Jagiellonian University, Krakow, Poland  
**Margareta Ekborg**, Malmö University, Sweden  
**Christina Ottander**, University of Umeå University, Sweden  
**Rory Geoghegan**, AG Education Services, Dublin, Ireland  
**Jim Salisbury**, AG Education Services, Dublin, Ireland  
**Odilla Finlayson**, Dublin City University, Ireland  
**Sarah Brady**, Dublin City University, Ireland  
**Eilish McLoughlin**, Dublin City University, Ireland

### Abstract

The new Polish science curriculum was launched in the 2008 [1] and currently is being implemented in upper secondary schools. The new general objectives of education, and students' key competences that should be developed during science classes were defined in that document. Presented competences are in line with competences that might be developed by Inquiry Based Science Education (IBSE) [2]. IBSE is currently a popular instructional method in many countries and it is being strongly promoted by European Union. Unfortunately most of the European Union member countries don't have national strategies in place to support the teachers responsible for implementing IBSE [3].

In the presentation, a program of science teachers training courses which outline the basics of IBSE techniques will be presented. These courses have been developed collaboratively as part of Teachers Education Programme within the ESTABLISH project [4] and have been carried out in Poland by the members of the Faculty of Chemistry of the Jagiellonian University.

The paper presents results of a survey questionnaire that was conducted among Polish science teachers [5]. The aim of the study was to measure the attitude of Polish teachers to IBSE and the impact of the training on the perception of selected aspects of IBSE. Based on the results the current position and degree of implementation of IBSE in Polish schools was estimated. Additionally the positive and negative factors affecting the implementation of IBSE were discussed.

### Keywords:

ADDRESS FOR CORRESPONDENCE: **Ewa Odrowaz**, Department of Chemical Education, Faculty of Chemistry, Jagiellonian University, Krakow, Poland, E-mail address: [odrowaz@chemia.uj.edu.pl](mailto:odrowaz@chemia.uj.edu.pl)

---

## Education Mathematical Game

**Monika Simkova\***, University of Hradec Kralove, Czech Republic

### Abstract

The article describes educational computer game that serves as a further means of promoting education. Interest in creating computer games is initiated by the students on the positive response to the playful supplementary materials. Educational computer game that was created is called full name FRISKYMATH playful and is intended for children in primary schools. It works on the simple principle to be understood by even the youngest. If successful, the game would be released sequel for children in secondary schools, which would be much more sophisticated, genre could be such an adventure game in which students solve a variety of mathematical puzzles. It would be much more complicated story accompanied by an epic video, in order to keep the attention of older pupils.

### Key Words:

ADDRESS FOR CORRESPONDENCE: **Monika Simkova**, University of Hradec Kralove, Czech Republic. E-mail adress: [monika.simkova@uhk.cz](mailto:monika.simkova@uhk.cz)

---

## Access to Universal Grammar in Adult Second Language Acquisition

**Ali Gholami Mehrdad\***, Hamedan Branch of Islamic Azad University, Iran, Islamic Republic Of  
**Mohammad Reza Ahgar**, Hamedan Branch of Islamic Azad University, Iran, Islamic Republic Of

### Abstract

The paper discusses the different views on the availability of UG principles in language acquisition of adult second language learners, and summarizes some of the evidence for or against each position.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Ali Gholami Mehrdad\***, Hamedan Branch of Islamic Azad University, Iran, Islamic Republic Of, *E-mail address:* [ali.gholami.mehrdad@gmail.com](mailto:ali.gholami.mehrdad@gmail.com)

---

## The Investigation Of The Metacognitive Awareness

**Büşra Ayazgök\***, Firat University, Turkey

### Abstract

The aim of this research is to determine the level of metacognitive awareness and level of academic achievement about simple machine which is a basic subject in Primary Education Science and Technology Course and to assess correlation between metacognitive awareness and academic achievement about simple machine. The study was conducted in the second semester of 2010-2011 education year with 7th grade students of ten schools chosen randomly and located in Çankaya, Ankara. The quantitative data obtained from the Metacognitive Awareness Inventory (MAI) and Academic Test about Simple Machine were analyzed using quantitative analysis. In the quantitative analysis, frequency, mean, standard deviation, percentage, independent sample t-test and multiple linear regression were used. In addition, the most convenient methods for each of the data were applied. At the end of the research a significant difference was detected in many variables. The analysis of data and diagnoses revealed the following; The significant difference was found between both the academic achievements of girl students and boy students about simple machine which is basic subject in primary education science and technology [ $t(412) = 3.08, p < .05$ ]. However the significant difference was not found between girl students metacognitive awareness and boy students metacognitive awareness [ $t(412) = .708, p > .05$ ]. The positive and medium level correlation was established between academic achievement about simple machine and metacognitive awareness ( $r = .353, p < .05$ ). According to analysis of multiple linear regression, Metacognitive awareness clarifies approximately 13% of cumulative variance of academic achievements ( $R = 0.353, R^2 = 126, p < .05$ ).

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Büşra Ayazgök**, Firat University, Turkey. *E-mail address:* [bsrtwn@hotmail.com](mailto:bsrtwn@hotmail.com)

---

## The meaning and the historical prerequisites of appearing the "Madina's constitutions"

**Mukhan Isakhan\***, Phd Student, Kazakhstan

### Abstract

In this article the prerequisites of appearing of the Islamic state on the Arab peninsula in the 662nd year and "The book of the agreement of Madina" have been comprehensively scientifically analyzed. Also the various political ideas concerning the reform of moving from Mecca to Madina as well as the steps of formation of the sovereign Islamic state has been analyzed and Mohammed's (s.g.a.) agreements with different religious aspects for achieving this purpose have been reviewed.

Thus, in the article the political situation is comprehensively considered during the acceptance of "The book of the agreement of Madina". In the period of development and enhancement of the Islamic states the "Book of the agreement of Madina" has been identified as well as the origin and the basis of the given legislation documents preparation and its acceptance with the meaning have been concluded.

In this article it is mentioned the states which have been appeared in the Arabic peninsula under the ruling of the prophet as well as its specific features have been discussed. It is obvious that the conditions of the legislation of the prophet ruling

justifications, absolute conditions ( the orders of the god), the low of prophet (sunnas), also the the basis of low decisions of the state council (shura) have been investigated.

**Keywords:** constitution, khizhra, agreement, state, prophet, subject, manuscript, Madina.

ADDRESS FOR CORRESPONDENCE: **Mukhan Isakhan**, Phd Student, Kazakhstan, E-mail adress: [gulbygasho@mail.ru](mailto:gulbygasho@mail.ru)

## **The Role of Instruction in Development of Virtual Marketing Case Study: (Industrial Manufacturing Companies in Sari - North of Iran)**

**Jalal Mirian\***, Student of Government Management of Islamic Azad University of Ghaemshahr  
**Omolbanin Naeimi**, Mazandaran University of Medical Sciences Department of Education, Iran  
**Gholam Ali Golafshani Joybary**, Mazandaran University of Medical Sciences Department of Education, Iran  
**Seyed Fatemeh Fazli**, Mazandaran University of Medical Sciences, Iran  
**Seyad Narjes Hashemi**, Payam Noor University, Education expert, Sari- Iran

### **Abstract**

Electronic Commerce over the Past few Years has been increasingly used by many Human Societies. Companies and Institutions along with the Global Developments in E-Commerce are in an attempt to Change the Logical and Physical Structure of Their Organization in This Area. Everyday Technology Progresses, more quickly have Increased the Knowledge of the Society. Information Technology (IT) Development has created an Opportunity for Institutions and Corporations to Speed up their Business Activities. In such Circumstances, most Organizations Look for a Solution to Adapt to These Conditions. Solution that has been suggested by most Experts is to Improve and Educate Human Resources. Therefore, the Overall aim of this Thesis is to Study the Role of Instruction in the Development of Virtual Marketing in Industrial Manufacturing Companies in Sari. So the Main aim of this Search is to Inspects on the Role of Instruction in Development of Virtual Marketing Industrial Manufacturing Companies in Sari. This Research is Applicable and Descriptive. People on the Research include the High Manager Industrial Manufacturing Companies. Who are about 450 Persons? It is According to Korgsy & Morgan Table (1970) that people are Choose by Random so just 210 Persons are selected for the Search. For Gathering Information there are some Questions that have been Made by the Researcher and it is under the Supervision of the Masters. And also it is Calculated According to Cronbachs Alfa number 95%. the Results of doing one Sample According to Parametric T Test Shows that Formal Education and Practical Computer Training of Human Resources, Marketing Professional Training and IT Experts are Factors that Influence the Development of Virtual Marketing.

**Key Words:** Marketing, Virtual, Managers of Manufacturing Companies

ADDRESS FOR CORRESPONDENCE: **Jalal Mirian**, Student of Government Management of Islamic Azad University of Ghaemshahr, E-mail address: [mirian.jlm1980@gmail.com](mailto:mirian.jlm1980@gmail.com)

## **The Relationship between Coping Strategies and Burnout among the Staff Members of the Headquarters and Faculties Attached to Mazandaran University of Medical Sciences**

**Jalal Mirian\***, Student of Government Management of Islamic Azad University of Ghaemshahr, Iran, Islamic Republic Of  
**Golamali Golafshani Joibary**, Mazandaran University of Medical Sciences Department of Education, Iran, Islamic Republic Of  
**Seyed Fatemeh Fazli**, Payam Noor University, Sari MA in Educational Technology, Iran, Islamic Republic Of  
**Omolbanin Naeimi**, Payam Noor University, Sari MA in Educational Technology, Iran, Islamic Republic Of  
**Seyad Narjes Hashemi**, Payam Noor University, Sari MA in Educational Technology

### **Abstract**

The main objective of the study is to investigate the relationship between coping strategies and burnout among the staff members of the headquarters and faculties attached to Mazandaran University of Medical Sciences. The method used in this study was descriptive- correlative. The study sample consisted of all staff members working in the headquarters and faculties attached to Mazandaran University of Medical Sciences in 2011. The number of the participants was 167, of whom 116 students were selected through stratified sampling. In this study, two standardized questionnaires were used to gather data. To prepare the standardized questionnaires, Lazarus coping strategies and Maslach Burnout Questionnaire have been used. The findings revealed that coping strategies and emotional exhaustion among the staff of Mazandaran University of Medical Sciences and also the lack of personal success and their depersonalization are related. The results have shown that there is a relationship between coping strategies and burnout.

**Keywords:** coping strategies, burnout, emotional exhaustion, depersonalization, lack of personal success

## Barriers and strategies for establishing a comprehensive quality management system (TQM)

**Azin Okazi\***, Strategic Management PhD student, Iran University of Industries and Mines, Iran  
**Gholamali Golafshani Joybary**, Mazandaran University of Medical Sciences, Department of Education, Iran  
**Seyed Fatemeh Fazli**, Payam Noor Universities, Sari MA in Educational Technology, Iran  
**Jalal Mirian**, Graduate Student Of Gaverment Management, Islamic Azad University of Ghaemshar, Iran

### Abstract

Today, along with quality and desirability simultaneously is defined as synonymous with. With this concept in the past that would gather the quality difference is very naturally is that requires thinking and thinking to achieve a better quality production process and finds ways to make it evolve. In industry, quality is always first and most important element is that before the price and yield, sensitivity, and community entrepreneurs to use their focus and made a factor in the selection of goods and services is known. The aim of the comprehensive quality management was performance and style to create change in organizational activities. In order to properly understand the importance of comprehensive quality management and effectiveness in the industry, you must first deep belief than concepts, philosophy and principles underlying it are created.

In this collection with a comprehensive understanding of the importance of quality management in industry appropriate responses to the questions above will be given. Thus, the present study, aimed to assess barriers and offer solutions to establish a comprehensive system of quality management (TQM) in hospitals Fatemeh zahra(SA) model of Sari city concept after reviewing the research literature related to the statistical community of 100 cases managers, supervisors and customers and hospital patients Fatemeh Zahra (sa) in Sari city, the number of 80 cases selected as the sample, then collect the necessary data and information using a questionnaire, in the form of library and field research methods and use SPSS software has been evaluated. The results show the whole hypothesis is confirmed. This means that the total five hypotheses on the effectiveness of comprehensive quality management system is effective.

At the end of the study in the form of conclusions, discussion, conclusions, recommendations related to several real-world applications of these results and also to continue and pursue similar studies in the future are presented.

*Key Words:* barriers, comprehensive quality management, providing solutions, Fatemeh zahra Hospital (SA) Sari city

ADDRESS FOR CORRESPONDENCE: **Azin Okazi**, Strategic Management PhD student, Iran University of Industries and Mines, Iran, E-mail adress: [azin.okazi@yahoo.com](mailto:azin.okazi@yahoo.com)

---

## Immigration And Academic Achievement: Effect Of Socio Cultural And Demographic Factors

**Çağdaş Şirin\***, Bahcesehir University, Turkey  
**Özge Hacifazlıoğlu**, Bahcesehir University, Turkey  
**Selçuk Şirin**, New York University, USA

### Abstract

#### *Background*

Academic engagement during high school years, the period young people go through tremendous change, is one of the key predictors of success for college entrance and later developmental periods. The study is designed to identify social, psychological, and cultural factors that shape academic engagement of first and second generation immigrant students.

#### *Purpose of Study*

This study aims to evaluate the effect of the migration on the academic success of high school students. The participants of the study are students, who are currently attending first, second, third and fourth year at a public high school in Zeytinburnu Region in İstanbul.

#### *Sources of Evidence*

The data is based on a pilot survey conducted at a high school in Istanbul. The data in this study is driven from the preliminary findings of a pilot study collected as a part of Global Researcher Project supported by the Scientific and Technological Research Council of Turkey (Tübitak). The study investigates the extent to which academic achievement differs in relation with the demographic and socio-cultural and demographic variables such as gender, family background, migration status and parents' education. Students' academic achievement was determined through the grades they

received from the previous academic year. Students' grades were calculated as social sciences and fundamental sciences. Non parametric tests were used to determine whether a significance exists between academic achievement and the socio-cultural factors.

#### *Main Argument and Conclusions*

Through the findings from this study, possible positive and negative effects of immigration is examined and new ways to increase positive academic engagement of these young people is proposed. This study provides a general picture about the ways in which academic achievement could be influenced by socio cultural factors. School administrators and authorities are expected to develop strategies to enable these students to harmonize to their school settings and reveal their full potential as successful students.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Çağdaş Şirin**, Bahcesehir University, Turkey, *E-mail adress:* [cagdas.sirin@bahcesehir.edu.tr](mailto:cagdas.sirin@bahcesehir.edu.tr)

---

## **The Corruption of Family State in Faulkner's the Sound and the Fury and Garcia Marquez's One Hundred Years of Solitude**

**Tahereh Mousavi Moghaddam\***, Professor, Iran, Islamic Republic Of

### **Abstract**

This essay attempts to render a sociological reading of the decadence of family state in Faulkner's the sound and the fury and Garcia Marquez's one hundred years of solitude. The two novels will be analysed within a sociological frame, in which the theories of the Romanian sociologist, Lucian Goldman, are taken into account. The main concern of this two is the tragic degradation of the family standards and the modern man lost innocence in contemporary world. Both authors deal with the decline of family condition in their works under the influence of geographical, historical, social, and political condition of their era. Thus the two novels have a lot of stylistic and thematic similarities. Finally it is concluded that family disasters are directly associated with the destructive effects of individualism, loneliness, the absence of true love, and the decline of moral values in the modern world. Furthermore, the emotional gaps created by the decline of morals and the resulting meaninglessness of life cause family members accept the submission to self-absorption, solitude, greed, and sex. *Keywords:* sociological reading, Garcia Marquez, Faulkner.

*Keywords:*

ADDRESS FOR CORRESPONDENCE: **Tahereh Mousavi Moghaddam**, Professor, Iran, Islamic Republic Of, *E-mail address:* [stmousavimoghaddam@yahoo.com](mailto:stmousavimoghaddam@yahoo.com)

---

## **Presenting an Optional Strategy Based on Analyzing the Organization Existing Strategic Plan (Case study: Mazandaran General Office of Education)**

**Seyed Ebrahim Sadati\***, PhD in Strategic Management, Iran

### **Abstract**

Regarding the external changing and transforming trend, modern organizations would not be able to survive and go through an exalted direction except in the light of having accurate and timely information in an internal and external environment. Strategic planning is a tool creating this capability for organizations to mobilize the appropriate equipment and facilities to achieve a certain goal with a view to a bright future. Mazandaran - based general educational department due to its existence sensitivity to promoting general education level and elevating general scientific knowledge level requires an influential and solid plan by which it could realize its predetermined goals and mission. This study has been done in order to subtly analyze the existing strategic plan of Mazandaran province educational department and to study it from different aspects (such as plan overall analysis, its weak and strong points, opportunities, threats and the need for continuous promotion) given in Bryson model. The study general objective is to present an optimal strategic plan based on the organization existing strategic plan analysis. In this study, the views of one hundred and four managers, experts and elites in administrative and educational fields who constituted the population of the present study were surveyed out of which the views of seventy one subjects were analyzed. The descriptive study method in survey type that examines a description of what it is or the researcher presents a report of the existing condition. In such a study, the existing condition and draws objective conclusions without any interference or subjective inference. The research instrument used in the present study was a standard questionnaire including seven parts and survey five items Moghimi's research collection. ACronbach's alpha index of 0.932 showed a high reliability of the questionnaire. Data analysis in SPSS -19 software in various tests like T- test, Friedman tests, Smirnov Kolmogorov test revealed that Mazandaran province general education office strategic plan has major flaws in three areas of weaknesses analysis, plan overall evaluation review and requiring plan continuous improvement that require efforts to be solved by reconsidering and re-engineering of the plan.



## Immigration and Academic Achievement: Effect of Socio Cultural and Demographic Factors

**Çağdaş Şirin**, Assistant Professor. Bahcesehir University

**Özge Hacifazlıoğlu**, Assistant Professor. Bahcesehir University

**Selçuk Şirin**, Associate Professor. New York University

### Abstract

#### Background

Academic engagement during high school years, the period young people go through tremendous change, is one of the key predictors of success for college entrance and later developmental periods. The study is designed to identify social, psychological, and cultural factors that shape academic engagement of first and second generation immigrant students.

#### Purpose of Study

This study aims to evaluate the effect of the migration on the academic success of high school students. The participants of the study are students, who are currently attending first, second, third and fourth year at a public high school in Zeytinburnu Region in İstanbul.

#### Sources of Evidence

The data is based on a pilot survey conducted at a high school in İstanbul. The data in this study is driven from the preliminary findings of a pilot study collected as a part of Global Researcher Project supported by the Scientific and Technological Research Council of Turkey (Tübitak). The study investigates the extent to which academic achievement differs in relation with the demographic and socio-cultural and demographic variables such as gender, family background, migration status and parents' education. Students' academic achievement was determined through the grades they received from the previous academic year. Students' grades were calculated as social sciences and fundamental sciences. Non parametric tests were used to determine whether a significance exists between academic achievement and the socio-cultural factors.

#### Main Argument and Conclusions

Through the findings from this study, possible positive and negative effects of immigration is examined and new ways to increase positive academic engagement of these young people is proposed. This study provides a general picture about the ways in which academic achievement could be influenced by socio cultural factors. School administrators and authorities are expected to develop strategies to enable these students to harmonize to their school settings and reveal their full potential as successful students.

#### Keywords:

ADDRESS FOR CORRESPONDENCE: **Çağdaş Şirin**, Assistant Professor, Bahcesehir University.

E-mail address: [cagdas.sirin@bahcesehir.edu.tr](mailto:cagdas.sirin@bahcesehir.edu.tr)

---