



THE NINTH INTERNATIONAL CONGRESS ON CURRICULUM AND INSTRUCTION

THE EFFECTS OF THE PANDEMIC ON CURRICULUM

ABSTRACTS BOOK

4-6 November 2021, Ege University



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Abstracts are arranged according to the parallel sessions and the rooms of the congress.

The Ninth International Congress on Curriculum and Instruction
ICCI-EPOK, 2021 Organizing Committee

PREFACE

Dear Colleagues,

The Ninth International Congress on Curriculum and Instruction (ICCI-EPOK 2021), hosted by Ege University Faculty of Education in collaboration with the Turkish Curriculum and Instruction Association was held online between November 4 and 6, 2021 with the main theme of "The Effects of the Pandemic on Curriculum". The aim of the congress is to reduce and reverse the negative effects of the pandemic on education within the shortest possible time-frame and to contribute to the rapid transformation of educational institutions, educators, and programs in times of crisis.

The programme of the congress includes six keynote sessions, two panels and parallel sessions for oral presentations. The 83 papers of 97 submissions prepared by 167 researchers were presented at the parallel sessions. Prof. Özcan Demirel, the president of The Turkish Curriculum and Instruction Association was honoured for his 60th year in education with a festschrift by his colleagues and students. In addition, COVID-19 Stop Motion Animation and Poster Exhibition can be visited on the website of the congress until December 4, 2021.

We appreciate the contributions of the keynote speakers, panellists, the researchers who presented papers, and audience, the members of the scientific committee and organizing committee, artists who have a piece in the exhibition, and Pegem Academy as the sponsor of the congress.

We expect and wish that the congress would provide support to the improvement of the quality of education for everyone.

Organizing Committee

TABLE OF CONTENTS

PREFACE.....	iv
ORGANIZING COMMITTEE.....	1
SCIENTIFIC COMMITTEE.....	2
LIST OF REVIEWERS.....	4
KEYNOTE SPEAKERS.....	6
PANELLISTS.....	6
INTERNATIONAL PRESENTING PARTICIPANTS.....	6
PROGRAMME.....	7
PARALLEL SESSIONS – 1 ABSTRACTS.....	16
Ephesus.....	17
Pergamon.....	24
Teos.....	31
Erythrai.....	38
PARALLEL SESSIONS – 2 ABSTRACTS.....	45
Ephesus.....	46
Pergamon.....	53
Teos.....	60
Erythrai.....	67
PARALLEL SESSIONS – 3 ABSTRACTS.....	74
Ephesus.....	75
Pergamon.....	82
Teos.....	89
PARALLEL SESSIONS – 4 ABSTRACTS.....	96
Ephesus.....	97
Pergamon.....	102
Teos.....	109
Erythrai.....	116
PARALLEL SESSIONS – 5 ABSTRACTS.....	123
Ephesus.....	124
Pergamon.....	131
Teos.....	138
Erythrai.....	145
PARALLEL SESSIONS – 6 ABSTRACTS.....	152
Ephesus.....	153
Pergamon.....	160
Teos.....	169
Erythrai.....	178
PARALLEL SESSIONS – 7 ABSTRACTS.....	187
Ephesus.....	188
Pergamon.....	197
Teos.....	206

ORGANIZING COMMITTEE

Co-Presidents of Congress

Prof. Hülya Yılmaz <i>Ege University Faculty of Education</i> Dean	Prof. Özcan Demirel <i>Turkish Association of Curriculum and Instruction</i> Chair
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KEYNOTE SPEAKERS

Prof. Hasan Şeker
Muğla Sıtkı Koçman University, Turkey

Dr. Joanne Reid
Brock University, Canada

Prof. Susan Drake,
Brock University, Canada

Prof. Ronaldo Munch
Dublin City University, Ireland

Prof. Serhat Ünal
Hacettepe University, Turkey

Prof. Wee Tiong Seah
University of Melbourne, Australia

PANELLISTS

Panel-1 Panel-2

Prof. Mustafa Özcan (Chair)
University of MEF, Turkey

Alicia Sianes Bautista, PhD.
Universidad de Extremadura, Spain

Prof. Betül Özkan Czerkowski
University of Arizona, USA

Senior Lecturer Neil Taylor
University of Dundee - Scotland, UK

Seyda Subasi Singh, PhD.
University of Vienna, Austria

Özden Ölmez Ceylan, PhD. (Chair)
Teacher, Ministry of National Education, Turkey

İlker Cem Akcan
2nd grade Student

Ahmet Kaan Güzel
3rd grade student

Aleyna Bektaş
6th grade student

Berke Fırat Sarısaltık
9th grade student

Hasan Yasin Basan
11th grade student

Sibel Şenkahveci
*Preschool teacher education undergraduate program
3rd year student*

INTERNATIONAL PRESENTING PARTICIPANTS

Fiorella Operto
Scuola di Robotica, Italy

Jasminka Mezak
University of Rijeka, Croatia

Lucija Jancec
University of Rijeka, Croatia

Maria P. Figueiredo
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University of Maribor, Slovenia

Sibel Akin-Sabuncu
Columbia University, USA



THE NINTH INTERNATIONAL CONGRESS ON CURRICULUM AND INSTRUCTION
The Effects of the Pandemic on Curriculum

PROGRAMME

Time*	November 04, 2021, Thursday (Day 1)
09.30-11.00	Opening Ceremony A Moment of Silence and Turkish National Anthem Ege University Video Screening Ege University Faculty of Education Video Screening Turkish Association of Curriculum and Instruction Video Screening Prof. Hülya Yılmaz, <i>Dean of the Faculty of Education, Ege University</i> Prof. Özcan Demirel, <i>Chair of Turkish Association of Curriculum and Instruction</i> Prof. Necdet Budak, <i>Rector, Ege University</i> Exhibition Opening** Festschrift to Prof. Özcan Demirel
11.00-11.20	Break
11.20-12.20	Parallel Sessions – 1
12.20-13.30	Break
13.30-14.30	Keynote Prof. Serhat Ünal, <i>Hacettepe University, Turkey</i> The pandemic of the last century: COVID-19 Room Ephesus Moderator Assist. Prof. Mustafa Cem Babadoğan, <i>Ankara University, Turkey</i> Language Turkish
14.30-14.50	Break
14.50-15.50	Parallel Sessions – 2
15.50-16.00	Break
16.00-18.00	Panel 1 Curriculum Studies in Pandemic: Policies, Realities and Futures Room Ephesus Moderator Zehra Yedigöz Kara, <i>Doctoral student, Ege University, Turkey</i> Language English Chair Prof. Mustafa Özcan, <i>MEF University, Turkey</i> Constructivist teaching in the pandemic Panelists Şeyda Subaşı Singh, PhD, <i>University of Vienna, Austria</i> Special education at the nexus of pandemic and inclusiveness Alicia Sianes Bautista, PhD, <i>Extremadura University, Spain</i> Education in Spain during the Covid-19 pandemic: Challenges, difficulties and improvement opportunities Lecturer Neil Taylor, <i>University of Dundee - Scotland, UK</i> The impact and aftermath of Covid-19 from Scottish perspective Prof. Betül Özkan Czerkowski, <i>University of Arizona, USA</i> The effects of the global pandemic on U.S. education system: Issues and solutions
18.00-18.20	Break
18.20-19.40	Parallel Sessions – 3

*At local time (İstanbul-GMT +3)

**COVID-19 Stop Motion Animation and Poster Exhibition (The exhibition can be visited for 30 days.)

Time	November 05, 2021, Friday (Day 2)
09.00-10.00	Keynote Prof. Wee Tiong Seah, <i>University of Melbourne, Australia</i> How the pandemic changed the school curriculum: Australia's experience Room Ephesus Moderator Zehra Yedigöz Kara, <i>Doctoral student, Ege University, Turkey</i> Language English
10.00-10.20	Break
10.20-11.20	Parallel Sessions – 4
11.20-11.40	Break
11.40-12.40	Parallel Sessions – 5
12.40-13.30	Break
13.30-14.30	Keynote Prof. Ronaldo Munck, <i>Dublin City University, Ireland</i> The engaged university after the Coronacrisis Room Ephesus Moderator Kadriye Dimici, <i>Doctoral student, Ege University, Turkey</i> Language English
14.30-14.50	Break
14.50-16.10	Parallel Sessions – 6
16.10-16.30	Break
16.30-17.30	Keynotes Prof. Susan Drake & Joanne L. Reid, PhD, <i>Brock University, Canada</i> Designing a new story for education Room Ephesus Moderator Zehra Yedigöz Kara, <i>Doctoral student, Ege University, Turkey</i> Language English

Time	November 06, 2021, Saturday (Day 3)
09.30-10.30	Keynote Prof. Hasan Şeker, <i>Muğla Sıtkı Koçman University, Turkey</i> The pandemic period and its reminders of program outcomes in the context of school attitudes Room Ephesus Moderator Prof. Alper Başbay, <i>Ege University, Turkey</i> Language Turkish
10.30-10.50	Break
10.50-12.10	Parallel Sessions – 7
12.10-13.30	Break
13.30-15.00	Panel 2 Being a Student During the Pandemic Room Ephesus Chair Özden Ölmez Ceylan, PhD, <i>Teacher, Ministry of National Education, Turkey</i> Language Turkish Panelists İlker Cem Akcan <i>2nd grade student</i> Ahmet Kaan Güzel, <i>3rd grade student</i> Aleyna Bektaş, <i>6th grade student</i> Berke Fırat Sarısaltık, <i>9th grade student</i> Hasan Yasin Basan, <i>11th grade student</i> Sibel Şenkahveci, <i>Preschool teacher education undergraduate program 3rd year student</i>
15.00-15.20	Break
15.20-16.20	Closing Remarks

*At local time (İstanbul-GMT +3)

PARALLEL SESSIONS 1 (November 04, 2021 Thursday - 11.20-12.20*)

Room 1 Ephesus Language English Chair <i>Aslıhan Selcen Bingöl</i>	Room 2 Pergamon Language Turkish Chair <i>Bünyamin Yurdakul</i>	Room 3 Teos Language Turkish Chair <i>Alper Başbay</i>	Room 4 Erythrai Language Turkish Chair <i>Gülçin Tan Şişman</i>
18-Instructors vs. New Generation Students and What We Learn From Each Other During the Pandemic <i>Deniz Özbeyli</i>	111-Planning Responsive Evaluation to Evaluate English Interactive Learning Materials for 5th Grade <i>Zehra Yedigöz Kara, Hülya Baysal, & Bünyamin Yurdakul</i>	62-Developing Respect for Diversity Through a Foreign Language Curriculum Supported by Multicultural Education Practices <i>Kadriye Dimici & Alper Başbay</i>	40-The Influence of the “GEMS Supported Science and Mathematics Practices in Preschool Education Project” on Teacher Self-Efficacy Beliefs <i>Şule Erşan, Rahime Çobanoğlu, Gülfem Dilek Yurttaş Kumlu, & Yusuf Argın</i>
57-A Comparison Between Online and Face to Face Courses: The Perceptions of Students and Faculty Members <i>Suat Kaya</i>	19-Evaluation of Human Rights and Democracy Education Course in Elementary Teacher Education Through Action Research <i>Hatice Leblebici & Banu Yücel Toy</i>	44-Culture Jamming Activity for Fostering Critical Thinking Skills of Prospective Teachers During COVID-19 Pandemic <i>Çiğdem Suzan Çardak & Nagihan Yıldız</i>	100-Teachers’ Views and Practices Related to Curriculum <i>Gülçin Tan Şişman</i>
81-Experiences and Expectations of Pandemic Generation in Higher Education <i>Büşra Nur Durmaz, Fatma Çiloğlu Konur, Şeyma Yıldırım, & Feyza Doyran</i>	87-Participants’ Opinions on Basic Stages of the Empowerment Evaluation: A Case Study <i>Erkan Geçitli & Bünyamin Yurdakul</i>	25-Education for Disadvantaged Learners in the Grip of Pandemic <i>İrem Nur Gürsoy & Derya Atik Kara</i>	47-Findings of Qualitative Studies on the Teaching for Understanding, Hunter Model, and Authentic Intellectual Work <i>Ufuk Uluçınar</i>

*In local time (İstanbul-GMT +3)

PARALLEL SESSIONS 2 (November 04, 2021 Thursday – 14.50-15.50*)

Room 1 Ephesus Language English Chair Öner Uslu	Room 2 Pergamon Language Turkish Chair Çiğdem Suzan Çardak	Room 3 Teos Language Turkish Chair Fazilet Karakuş	Room 4 Erythrai Language Turkish Chair Memet Karakuş
20-Teacher Education Reimagined: Teacher Educators' Voices on Preparing Pre-Service Teachers to Educate Immigrant / Refugee Students <i>Sibel Akın Sabuncu</i>	17-The Relationship Between Adaptation to Social Distance and Quality of Life in the COVID-19 Process Among the Candidate Students of the Faculty of Sport Sciences <i>Burhan Parsak & Leyla Saraç</i>	16-Experiences of Primary School Teachers About Online Education in the Process of Coronavirus (Covid-19) Pandemic <i>Bereket Arslan & Özge Maviş Sevim</i>	48-The Evaluation of Foreign Language Learning Barriers by English Teachers <i>Ahmet Egemen Akmençe & Murat Tuncer</i>
11-Examining the Factors That Predict Preservice Teachers' Curriculum Literacy <i>Fatma Özüdoğru</i>	107-Examining the Difficulties Experienced by High School Students in Entering University During the Global Pandemic <i>Süleyman Alpaslan Sulak & Işıl Sönmez</i>	21-An Investigation of Teacher Perspectives About the Distance Education Delivered During Covid-19 Pandemic in Science and Art Centers <i>Halil Bolat & Fazilet Karakuş</i>	54-Examining the Teaching Vocabulary Process With Game in 5th Grade English Lesson <i>Ramazan Demir & Memet Karakuş</i>
43-An Investigation Into the Online Teaching Practice Experienced by Pre-Service English as a Foreign Language Teachers <i>Seda Sivacı & Şeyma Yıldırım</i>	77-A Study on Learning Strategies of Pre-Service Teachers <i>İpek Derman</i>	95-A Study on Mathematics Teaching Anxiety of Elementary Teacher Candidates <i>Yasin Ay & Elif Kübra Demir</i>	91-An Investigation of Primary School English Teachers' Views on Distance Education During COVID-19 Pandemic Process <i>İmren Akmaz Genç, Sibel Günel Şahan, Oğuz Bal, & Erdoğan Köse</i>

*In local time (İstanbul-GMT +3)

PARALLEL SESSIONS 3 (November 04, 2021 Thursday - 18.20-19.20*)

Room 1 Language Chair	Ephesus Turkish Makbule Başbay	Room 2 Language Chair	Pergamon English İlke Evin Gencel	Room 3 Language Chair	Teos Turkish Kamil Arif Kırkıç
97-The Analysis of Primary School Fourth Graders' Reading Skills by Their Use of Reading Strategies <i>Burcu Ay & Bilge Kuşdemir Kayıran</i>		93-ALGOLITTLE: An Erasmus+ Project <i>İlke Evin Gencel, Maria P. Figueiredo, Lucija Jancec, Marta Licardo, Jasminka Mezak, Fiorella Operto, Sibel Yoleri, Nurdan Kavaklı, Marjeta Capl, & Büşra Akyüz</i>		8-The Effect of “Learning Model Based on Democratic Life” on Students' Skills, Values and Attitudes <i>Şeyma Şahin & Abdurrahman Kılıç</i>	
108-Investigation of “Let the Game Begin Again” Project Results and Stakeholders' Opinions <i>Burçak Temel, Makbule Başbay, Fulya Atalay Yalçın, Sıddık Yusuf Çağlayan, Türkan Gümüş, & Hilmi Can Sevil</i>		26-Examining the Learning Styles, Creative Thinking Skills and Academic Success of Eighth Grade Students <i>Özge Yükcü Öztürk & Memet Karakuş</i>		75-Chemistry Teachers' Inquiry Habit of Mind Levels <i>Kamil Arif Kırkıç</i>	
14-The Effects of Extracurricular Activities on the Development of Secondary School Students in Different Fields: We Are Out of the Program! Project Experience <i>Funda Uysal, Nuray Kısa, İmgehan Özkan Elgün, & Gonca Uludağ</i>		96-Algorithmic Thinking Skills Studies in Early Childhood Education: Examples From Turkey, Italy, Slovenia, Portugal, Croatia <i>İlke Evin Gencel, Maria P. Figueiredo, Lucija Jancec, Marta Licardo, Jasminka Mezak, Fiorella Operto, Sibel Yoleri, Nurdan Kavaklı, Marjeta Capl, & Büşra Akyüz</i>		41-Process of Evaluating Prospective Teachers' Performances on Practice Teaching Course During Covid-19 Period <i>Bilge Aslan Altan</i>	

*In local time (İstanbul-GMT +3)

PARALLEL SESSIONS 4 (November 05, 2021 Friday – 10.20-11.20*)

Room 1 Ephesus Language Turkish Chair Oğuz Gürbüzürk	Room 2 Pergamon Language Turkish Chair Berna Aslan	Room 3 Teos Language Turkish Chair Zeynep Ayvaz Tuncel	Room 4 Erythrai Language Turkish Chair Esed Yağcı
24-The Effect of Reflective Thinking Activities on Academic Achievement, Attitude and Retention: Meta-Analysis Study <i>Oğuz Gürbüzürk & Hilal Ünal</i>	32-Role-Playing in an Augmented Reality Environment to Foster Middle School Students' Socio-Scientific Reasoning <i>Gülçin Kaplan, Büşra Kılıç, Esmâ Öksüz, Hasan Zafer Duman, & Bahadır Namdar</i>	72- Examination of In-Service Training for Measurement and Evaluation Provided to Teachers <i>Muhammed Akıncı, Abdulkadir Kurt, & Erdoğan Köse</i>	50-Emergency Remote Education During COVID-19 Pandemic in Turkey: Trends, Opportunities, Challenges and Suggestions <i>Yasemin Karsantık & Esed Yağcı</i>
12-Evaluation of Critical and Analytical Thinking Course: Voices of Teacher Candidates <i>Bülent Alan</i>	34-Examination of Primary School 4th Grade Students' Perspectives on Gender Statements <i>Büşra Kocaman & Memet Karakuş</i>	67-Professional Development of Secondary School Teachers in the Emergency Remote Teaching Process of the COVID-19 Pandemic: A Phenomenological Inquiry <i>Tuğçe Koç & Bünyamin Bavlı</i>	49-Examining the Students' Views on the Participation in the Online Courses During Pandemic <i>Cihat Yaşaroğlu & Furkan Gelmez</i>
31-Investigation of Seventh Grade Students' Metacognitive Awareness of Reading Strategies and Problem Posing Skills <i>Hülya Altun & Melis Yeşilpınar Uyar</i>	52-Evaluation of Diluted Education Practices in the Context of Inclusive Education According to Teachers' Views <i>Nida Eminoğlu & Bilge Çam Aktaş</i>	73-Meta-Evaluation of the Study Titled Evaluation of Measurement and Evaluation in Education Curriculum <i>Muhammed Akıncı & Erdoğan Köse</i>	65-Middle School Teachers Experiences Regarding Online Education Process: What is and Should be <i>Hanife Işık & Meltem Yalın Uçar</i>

*In local time (İstanbul-GMT +3)

PARALLEL SESSIONS 5 (November 05, 2021 Friday – 11.40-12.40*)

Room 1 Ephesus Language Turkish Chair <i>Hakan Türkmen</i>	Room 2 Pergamon Language Turkish Chair <i>İbrahim Tuncel</i>	Room 3 Teos Language Turkish Chair <i>Banu Yücel Toy</i>	Room 4 Erythrai Language Turkish Chair <i>Gürcü Erdamar</i>
28-Teachers' Perspectives on the Use of Magazine/Social Media in Teaching as Informal Learning Environments <i>Hakan Türkmen, Kadriye Türkoğlu, & Esmâ Öksüz</i>	94-A Comparison of Bloom Taxonomies and Marzano-Kendall's New Taxonomy <i>Elif Kübra Demir & Yasin Ay</i>	69-The Hidden Curriculum: In the Case of 1st, 2nd, 3rd Grade Social Studies Course Taught During Covid-19 Pandemic <i>Nida Temiz, Yasemin Erdem, & Burak Cesur</i>	56-English Language Teaching (ELT) Competencies of Instructors in English Preparatory Programs at Tertiary Level <i>Gökçe Garip & Gürcü Erdamar</i>
60-Views of School Administrators About Duties and Responsibilities on Technology Integration in Education <i>Aykut Koyuncuoğlu & Mehmet Taşpınar</i>	90-Emergency Remote Teaching and Null Curriculum During the Global Pandemic <i>Zeynep Ayvaz Tuncel & İbrahim Tuncel</i>	42-Economic and Political Issues in Pre-service Teacher Education Curricula in Turkey; 1998, 2007, 2018 <i>Abdullah Açar & Banu Yücel Toy</i>	80-Cognitive Awareness of Curriculum Development of Pre-Service Teachers Receiving Education During COVID-19 Pandemic <i>Serap Tüfekçi Aşım</i>
29-Teachers' Use of Virtual Informal Environments During the Covid-19 Pandemic <i>Hakan Türkmen, Gülçin Kaplan, & Cansu Sürgit</i>	74-Covid-19 Pandemic and Education in the National and International Press: Instructions for Our National Education System <i>Aybüke Durmuş, Dilan Tanrıverdi, & Hünkar Korkmaz</i>	76-The Relationship Between Teacher Candidates' Perception of Teacher Self-Efficacy and Teacher Personality Traits <i>Serap Yılmaz Özelçi</i>	64-The Reasoning Ways of the Teachers and the Prospective Teachers: In the Pandemic Process <i>Gülün Yakıt & Meltem Yalın Uçar</i>

*In local time (İstanbul-GMT +3)

PARALLEL SESSIONS 6 (November 05, 2021 Friday – 14.50-16.10*)

Room 1 Ephesus Language English Chair Öner Uslu	Room 2 Pergamon Language Turkish Chair Oktay Cem Adıgüzel	Room 3 Teos Language Turkish Chair Hale Sucuoğlu	Room 4 Erythrai Language Turkish Chair Sibel Güzel Yüce
101-Investigating the Psychometric Properties of Online Learning Readiness Scale for High School Students <i>Nil Aykol & Öner Uslu</i>	92-Investigation of Variables Affecting Primary School Teachers' Perceptions of 21st Century Skills Efficacy With SEM <i>Belgin Arslan Cansever, Beril Ceylan, Alev Ateş Çobanoğlu, Pınar Çavaş, & Şengül S. Anagün</i>	38-Determining Teachers' Problems in Education of Philosophy for Children <i>Birsel Aybek & Nurten Kodaz Öcal</i>	45-Classroom Teachers' Views, Efficacy Perceptions and Practices on Sustainable Development <i>Zeynep Aydoğan & Sevinç Gelmez Burakgazi</i>
53-The Search for Effective Curricular Change Adoption in Foreign Language Education: A Meta-Synthesis <i>Zehra Yedigöz Kara & Nilay T. Bümen</i>	33-The Opinions of Students, Teachers and Parents Regarding the Effects of COVID-19 on Disadvantaged Groups <i>Oktay Cem Adıgüzel, Özgür Kürşad Derer, & Nuriye Batmaz Derer</i>	103-Prospective Teachers' Views on Homework and the Role of Homework on Self-Regulatory Skills in the Distance Learning Process <i>Canan Koç</i>	104- Curriculum for Developing a Culture of Thinking: A Qualitative Study on the Experience of Teachers in the Pandemic Process <i>Sibel Güzel Yüce, Ahmet Özkan, Aysel Çekmen, & Mustafa Keser</i>
86-Distance Education Experiences of Visually Impaired Students During the Pandemic Period <i>Serkan Keleşoğlu</i>	13- The Experiences of Teachers Working in the Education of Syrian Students Under Temporary Protection in the Epidemic <i>Mehmet Arif Bozan, Şengül Saime Anagün, & Hüseyin Anılan</i>	109-The Problem Solving Strategies of Teachers in the Global Epidemic <i>Özlem Pehlivanoğlu, Başak Sevmes, & Hale Sucuoğlu</i>	82-Investigation of Acquisitions in Primary School 4th Grade Curriculum in Terms of Higher-Order Thinking Skills and Practise Difficulties in the Period of Global Epidemic <i>Halil İbrahim Özok & Rumeysa Nur Çelik</i>
	79-Adults' Views With Specific Learning Disabilities on Their School Experiences <i>Hasan Hüseyin Şahin & Çiğdem Aldan Karademir</i>	78-A Critical Analysis of the Covid-19 Pandemic in the Context of the Plague Novel by Albert Camus <i>Derya Göğebakan Yıldız</i>	66-A Philosophy Teacher's Curriculum Fidelity and Curriculum Adaptation During the Pandemic Process: A Case Study <i>Sibel Güzel Yüce</i>

*In local time (İstanbul-GMT +3)

PARALLEL SESSIONS 7 (November 06, 2021 Saturday – 10.50-12.10*)

Room 1	Ephesus	Room 2	Pergamon	Room 3	Teos
Language	Turkish	Language	Turkish	Language	Turkish
Chair	<i>Nilay T. Bümen</i>	Chair	<i>Gürcü Erdamar</i>	Chair	<i>Gülşen Ünver</i>
84-Investigation of English Teachers' Approach in Using Curriculum Resources During COVID-19 Pandemic <i>Güniz Çalışkan Kılıç & Nilay T. Bümen</i>		83-Attitudes Towards Distance Education: A Scale Development Study <i>Gürcü Erdamar, Gökçe Garip, Bilgen Kerkez, & Yeliz Abbak</i>		99-Teachers' Opinions on the Professional Development Training Conducted in the Education Informatics Network (EBA) During the Pandemic <i>Yavuz Çetin & Asuman Seda Saracaloğlu</i>	
3-Evaluation of the Project-Based Learning Approach in English Teaching According to Student, Teacher and Manager Opinions <i>Hayal Arkan & Mustafa Cem Babadoğan</i>		39-Development of the Universal Design of Learning-Based Curriculum Evaluation Scale <i>Duygu Sağlam & Ali Arslan</i>		71-Reflections of Teachers' Research Literacy Levels on Professional Development Activities in the Pandemic <i>Nurgül Kendirlioğlu Günhan & Gülşen Ünver</i>	
36-Perceptions of Students, Teachers, Parents and Administrators on Secondary School Online English Course Teaching <i>Fatma Dağdeviren Kirik & Fazilet Karakuş</i>		68-The Validity and Reliability Study of the Cultural Consciousness and Artistic Expression Competences Perception Scale <i>Rukiye Aydoğan & Kerim Gündoğdu</i>		61-Developing the Digital Capabilities of Instructors in Distance Education Process <i>Zehra Sedef Korkmaz & Hilal Bilgin</i>	
15-Teaching Reading and Writing in Distance Education <i>Nazlıcan Güzel & Mustafa Cem Babadoğan</i>		102-Motivational Study Conditions Scale: A Study of Validity and Reliability <i>Öner Uslu</i>		9-Teachers' Lifelong Learning Competencies and Individual Innovation Levels in the 21st Century Axis <i>Yeliz Abbak & Semra Demir Başaran</i>	

*In local time (İstanbul-GMT +3)

PARALLEL SESSIONS – 1
ABSTRACTS

Ephesus

ID-18

Instructors vs. New Generation Students and What We Learn From Each Other during the Pandemic**Deniz Özbeyli***Yaşar University, Turkey*
deniz.ozbeyli@yasar.edu.tr**Introduction**

There is no doubt that instructors are very well-educated group of people in their societies. They learn, know, witness a variety of things. Besides, the whole world invests an immeasurable budget into educational systems. However, no one denies that such efforts cannot lead to the desired level of learning. It may be the tragedy of teachers or the dilemma going on. In this proposal, firstly, it is stated that there is a very critical truth in the whole process of teaching and learning: It is the learner who is going to learn and practice the target topics planned in the curricula. The teachers can/will be facilitators, inventors, moderators, companions and role-models only. They should be so. Teachers should be the presenters of new ideas, applications and systems. Socrates said, “Wonder is the beginning of wisdom” (Goodreads Quotes, 2020). It is believed that, without creating wonder and interest, however fantastic buildings and curriculum you design, and however well-educated teachers you hire in the faculty, you cannot include the learner in the learning process. As a teacher at a tertiary level, Özbeyli has tried a great variety of things including micro feedback that contribute to learning (Özbeyli, 2019). Implementation of a variety of things into teaching activity has created fantastic results. Hence, it is suggested that 21st century teachers use various nice and useful contemporary concepts/apps.

Next, the focus is on the online education process and how to optimize this new trend of educational journey. Speaking about pros and cons of an activity, a system or even a recent phenomenon like pandemics is the usual and regular way. Analysing both aspects is like writing an essay to pass an exam. It is like trying to finish a writing or speaking task given by your teacher. It is highly advised that teachers and students stop spending energy for considering both sides! The truth, in fact, lies in the very simple notion of the saying “A bird in the hand is worth two in the bush.” All the world is experiencing a new era; we all are obliged to be a part of online education. Talking about the difficulties, failures and unpleasant aspect of online teaching will lead to minimum benefit in teaching activity. This is the reality. Focus on what you have! Whining and finding excuses about the technology or claiming that online teaching is unpleasant, impractical and even useless will not help the learning process. Instead, it would be a more practical and meaningful approach to understand the new educational concept, adapt to that, develop it and get the maximum benefit. As there are prerequisites for some classes and levels when you are learning a subject, there are also some minimum, basic, must-have standards for online education: Basic standards for teachers and basic standards for students.

It is also discussed that teachers and students are a team in a classroom rather than a group of students and an instructor working in a hierarchical structure. This also initiates equality, autonomy and self-directed learning (Gibbons, 2002). It would be getting away from the core of education otherwise. In an ideal classroom, everyone respects each other and more importantly, all learn from each other. This makes the learners feel comfortable and open to learning. To illustrate, one of the three major principles of The Natural Approach, one of the ELT approaches by Stephen Krashen (Krashen, 1983), is lowering the affective filter. This principle is that the activities done in the classroom must foster a lowering of the affective filter of the students. Another point is about the classification of generations. When different age groups and generations are mentioned, various definitions and classifications can be heard in the terminology. Generation Z, generation gap, lost generation and so forth. When it comes to education; to the noble efforts of teaching and learning, it would be the best approach to believe in, care and expect the possibility and opportunity of learning from every member of the class. It is an ongoing, endless and dynamic flow of knowledge from everyone to the others. Students learn from their instructors. That’s the nature of the education. And instructors’ main objective and aim is to teach them. However, it would be wise and logical not to underestimate the students but see the whole picture since students also may give us endless opportunities of insights, thinking ways and trying new concepts. “Video watching speed preference” is just one right example in this sense.

All the abovementioned classroom dynamics and students’ profiles discussed made it mandatory to question a profoundly critical point: As most people would associate the so-called Z generation students with a high expertise level in and adaptation to the new technological developments, the question is whether those students are really qualified enough and equipped well for the new distance/online education concepts.

Methodology

In order to provide data on the discussed matter, two basic data gathering methods were used. Firstly, some observation process was carried out. Following that process some interviews were conducted with the students in the sample group. Secondly, a questionnaire was prepared and given to the selected group of students. For this, in 2020-2021 academic year, right in the middle of the hectic pandemic days, the students who were taught English in three different tracks in the prep class at a foundation university were taken into consideration for the research. The selected group consisted of 60-65 students during each track. Including the extracurricular activity clubs, it was possible to reach to about a hundred students each track. Therefore, the total number of students in the whole research group was 300 during the whole academic year. The selected students were asked to fill out some info forms and the questionnaire in each track and answer the questions regarding online education, their generation and to what extent they were aware and capable of technological/digital world material and concepts, which most might assume that they must be way better than their teachers. Consequently, it was possible to gather some data about their preparedness and readiness before online (and face to face) education, which should be seen and admitted as a prerequisite in an educational process.

Results / Expected Outcomes

The data/results gathered in the end surprisingly showed that a great deal of students, contrary to the assumption that Generation Z and this millennium student type are very well equipped, did not have the right and enough (90% percent negative in some cases) qualifications that could be considered as a must/prerequisite before starting online classes. However, there are things that teachers stay a bit behind the students in the fields like “video watching speeds” or grasping the given topic and concept unbelievably quickly, of course, as long as they really demand those topics.

Consequently, it would be possible to say that the whole online teaching experience has taught both teachers and students two major things. Firstly, as the buzzword of the past months, online education has been “a part of our lives” due to the pandemic; however, even when the pandemic vanishes one day, the future will not be much different from now in terms of online/distant teaching activity. Secondly, everyone has learnt that students and teachers all together must always be open to new understandings, concepts and paradigm, and they must be ready to learn those. After all, even the evil virus itself has taught them to be always open to and ready for learning new things.

Keywords: benchmarking, digital, online, optimization, standard

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ID-57

A Comparison Between Online and Face to Face Courses: The Perceptions of Students and Faculty Members

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Introduction

As the COVID-19 pandemic, which started in China in late 2019 and spread to all around the world, restricted face to face education, most of the educational institutions were obliged to continue their education through online education, which was utilized mainly as an alternative or complement to face-to-face education in the recent past in the mode of blended learning (Kaya, 2021). Online education has allowed all education organizations including universities to reach their students who otherwise would not be able to attend classes or work toward a degree due to the COVID-19 pandemic. The shift towards online instruction influenced both the faculty members and the students. In transferring their practice from face-to-face to online environments, the faculty members were required to teach in an online format with various levels of professional development, while the students had to take all of their courses online. The pandemic has not come to an end, yet, so education administrators from all around the world seek ways to deliver education in the healthiest and most effective way possible. Recent trends in higher education indicate an increased emphasis on alternative content delivery methods that may be used to either enhance or replace the traditional lecture-based pedagogy found in many college classrooms. Council of Higher Education (CEH) in Turkey, set the universities free to choose between face to face, online and hybrid education models in 2021/2022 education period. In this respect, the students will have the opportunity to take both online and face to face courses at the same time. The perceptions of students and faculty members regarding online and face to face courses are assumed to be important highlighting the beliefs they have developed since the pandemic. Their perceptions might be important when determining course offerings even after the pandemic as well.

The differences in perceptions are assumed to influence a student's decision to participate in online or face to face instruction and faculty member's willingness to invest effort and time creating online and face to face instructional resources, so it is aimed in the present study to compare students' and faculty members' perceptions of face to face and online courses directly. One of the major components of every course, regardless of mode of delivery, subject area, or institution, is that each has a set of learning outcomes that define what a student should be able to do upon successful completion of the course. Another purpose, in this respect, was to examine whether differences in student course outcomes as defined by course grades existed between two content delivery methods (face to face and online) at a public university.

Methodology

In this survey, the sample will include senior the students from various fields and the faculty members who have experienced both face to face and online courses. A questionnaire which was developed by Otter et al. (2013) and adapted to Turkish by Kanik (2021) will be used to gather data. The adapted version will be pilot tested to measure its validity and reliability. Data will be collected at the end of the first semester. Data will be analyzed using descriptive and inferential statistics.

Results / Expected Outcomes

As found by Ferreira and Santoso (2008), student performance is influenced by perceptions; negative perceptions lead to negative performance and positive ones result in positive performance. More concretely, people's behaviors are influenced by their perceptions. The outcomes are expected to offer some insight into what perceptions the faculty members and students have developed with respect to online courses compared to face to face courses. These findings are also expected to shed light on their attitudes towards both courses. Overall findings will indicate whether the delivery method has an influence on student outcomes as well.

Keywords: face to face courses, faculty members, online courses, perceptions, outcomes

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ID-81

Experiences and Expectations of Pandemic Generation in Higher Education

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Introduction

In response to growing concerns about the spread of COVID-19 and demands to constrain the Coronavirus, an increasing number of higher institutions throughout the world have suspended face-to-face classes. The Coronavirus has exposed new flaws in educational systems all throughout the world. As we face uncertain futures, it is apparent that society requires flexible and versatile educational systems.

Various legislative efforts are being made by governments and postsecondary institutions around the world in response to the COVID-19 outbreak to maintain teaching activities in order to constrain the virus. There is, however, ambiguity and dispute concerning what to teach, how to teach, teacher and student workloads, the teaching environment, and the implications for educational equality (Zhang, Wang, Yang, & Wang, 2020). During the COVID-19 pandemic, large-scale, nationwide attempts to use technology to promote remote learning, distance education, and online learning are sprouting and evolving swiftly. Certain flaws have been identified in the literature, such as the inadequacy of online teaching infrastructure, teacher inexperience, the knowledge gap, the complex home environment, and so on (Murgatroid, 2020). Different teaching strategies were used in higher education institutions, including direct online courses, audio and video recorded classes, provided online materials, and hybrid learning (Favale, Soro, Trevisan, Drago, & Mellia, 2020). They also used online evaluation techniques like online exams, quizzes and projects (George, 2020). The shifting to online learning by higher education institutions during COVID-19 Pandemic impacted learners, educators and learning performance (Üstün, 2020). Many educational institutions, professors, and students, unfortunately, were not prepared for this new experience.

In order to make studying smoother, educational institutions used a variety of online learning platforms with varying capabilities and tactics (Carter, Rice, Yang, & Jackson, 2020). Despite these constraints, the current situation necessitates action to ensure that learners' education is not jeopardized in any way. Similarly, students are confronted with an increasingly ambiguous future, in which financial and health downturns (for instance, inadequate resources to finish their studies or the worry of becoming gravely ill), as well as the shift to online learning, may have influenced their academic success, educational plans, existing labour financing and insurance, and expectations about future employment. Therefore, understanding the students' experiences and expectations when confronted with such a significant transition is critical in assisting educational and teaching authorities in allocating adequate resources and reorienting university education for university students. It is vital to learn from these experiences and describe the strong and weak aspects in order to be able to manage this issue in the near future. In light of the above mentioned concerns, this study seeks to focus on the COVID-19 pandemic's influence on university students by examining their experiences and expectations of higher education during the pandemic.

Methodology

The study is a qualitative study in phenomenological design which aims to reveal experiences, perceptions of individuals about a certain phenomenon (Yıldırım & Şimşek, 2016). In this study descriptive/hermeneutical phenomenology, the study of personal experiences that necessitates a description or interpretation of the significance of phenomena encountered by participants in a study, was used (Padilla-Diaz, 2015). The data were collected through two focus group and individual face-to-face interviews. In phenomenological studies, interviews with those who experience the '*phenomenon*' can be used in order to have a deeper understanding (Creswell, 2007). The sample of this study consists of second-grade pre-service teachers in the Department of English Language Teaching, who studied online in their first year of university and now have to adapt to face-to-face instruction. A total of 20 students were included in the sample. The research questions are as follows;

1. What are the students' experiences in the first year of university with the pandemic regulations?
2. What are the students' expectations regarding face-to-face instruction?
3. What are the things that students find challenging in this adaptation process?

Content analysis method was used to analyze the data with an aim to reveal codes and themes about the experiences and expectations of the students related to the change in the means of instruction. Three field experts took part in the analysis process in order to ensure reliability.

Results / Expected Outcomes

The preliminary results show that most of the students felt at a disadvantage since they spent their first year of university at home and didn't get a chance to explore campus life or interact with other students. Therefore, they are glad to be able to spend time with their friends and instructors face-to-face and feel more connected to the lessons. While some still feel at risk even though the necessary precautions, such as vaccination or PCR tests, have been taken. What they all have in common, at this point, is the feeling that everything is going to get better in time.

Further analysis of the data will be conducted with content analysis and the themes and codes will be discussed in light of the literature. The results are expected to guide instructors and students in relation to the online and face-to-face instruction before and after the pandemic regulations.

Keywords: face-to-face instruction, online instruction, phenomenology, pre-service teachers

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ID-111

Planning Responsive Evaluation to Evaluate English Interactive Learning Materials for 5th Grade

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Introduction

The written curriculum has turned into the lived curriculum with the interactions of contextual factors such as teachers' implementations, curriculum resources, and students' activities. Evaluating all the factors contributing to the curriculum-in-use might assist to plan betterment activities as well as uncovering the balance between the curriculum-in-use and the written curriculum. Curriculum resources reflecting the scope and sequence of the curriculum might enhance the validity of the curriculum as they manifest the match between the performance and outcomes (Hewitt, 2006). Today's curriculum resources are no longer associated with textbooks, but also include information and technology (van den Berg, Blijleven, & Jansen, 2004). Hence, digital curriculum materials cannot be left outside of the curriculum discourse and its resources.

Ranging from a single video to interactive lesson materials, digital materials are educational resources developed by individual teachers or academic publishers adopting the specific standards (Xie, Di Tosto, Chen, & Vongkulluksn, 2018). Even if effective use of them depends on teachers' techno-pedagogical knowledge (Xie, et al., 2018), they should be developed based on some design principles and models such as technology acceptance model, flow theory, and media richness theory (e.g., Balliel-Ünal & Hastürk, 2019; van den Berg et al., 2004). However, the cost of their development is really high, and more comprehensive studies are needed to search for their effectiveness in learning (e.g., Klopfer, Osterweil, & Salen, 2009; Riopel et al., 2020). As stated by Fitzpatrick, Sanders, and Worthen (2011), evaluation is essential in determining the worth of an object. Otherwise, the lack of study on the quality of resources might block the balance between the performance and the product. Therefore, aiming to both reveal the qualities of these materials and reach the results contributing to their development, the current study will be conducted to evaluate the interactive learning digital materials for the 5th grade English language teaching (ELT) by adopting the participant-oriented approach, the responsive evaluation. Focusing on the concerns and responses of the primary stakeholders rather than the predetermined objectives, responsive evaluation provides qualitative evidence on the curriculum-in-use (Stake, 2003). Furthermore, responsive evaluation addresses the stakeholders by both giving feedback and getting feedback from them (Spiegel, Bruning, & Giddings, 1999).

Thus, including the developers of the 5th-grade interactive learning materials in the evaluation, it is intended to enhance the acceptance of the evaluation results. Besides, the evaluation studies on the ELT curricula for basic education are mostly conducted with students and teachers, and they are away from the intended audience who will use the results for any improvement (e.g., Başaran, Can, & Özdemir, 2020; Cihan & Gürlen, 2013). Consequently, an evaluation serving the audience, who has the power for a change, might contribute to not only the evaluation studies but also the development of these materials. For this purpose, a primary evaluation question was raised in the planning of the study: How do the evaluation results affect the improvement process of the 5th-grade English interactive learning digital materials as well as the development process?

Methodology

In this responsive evaluation study, an embedded single case study has been utilized as a research design. The case is the 5th-grade English interactive learning materials created based on the curriculum. Accordingly, they comprise materials for each theme of the curriculum. Hence, the materials developed for each theme are accepted as the unit of the analysis.

The study was designed in three phases. In the first phase, the evaluation needs and expectations of the materials' developers were addressed. Therefore, an online focus group interview including 10 questions and some probes was undertaken with the English Digital Content and Material Development Team. In the team, there are seven teachers who have specialized in graphic design, computer-generated imagery, music, and English. The interview data was analyzed by using content analysis. Thus, the evaluation questions, the instruments, the participants, and the needed evaluation results were revealed. Then, the second and third phases of the study were planned, in which the data will be collected from the teachers and students selected through the maximum variation sampling method. When reaching the evaluation results, the study will end with a panel in which the evaluation reports will be shared with the team. By doing this, it is intended to get feedback from

the team as recommended in the responsive evaluation. However, in this paper, the results obtained from the interview in the first phase were displayed.

Results

The interview with the team uncovered three categories. They are *characteristics of the team*, *development process*, and *descriptions and expectations by the team*. For instance, under the category of *descriptions and expectations by the team*, four themes emerged. As one of them, the theme of *expectations* includes two sub-themes as *students' and teachers' responses* and *in terms of infrastructure*. Additionally, the codes under each sub-theme were formed. For instance, three codes emerging under the theme of *in terms of infrastructure* are *convenience for the technology infrastructure in all educational institutions*, *accessibility*, and *the ability to update*. The team members expressed their expectations about whether each school provided the necessary infrastructure for the use of interactive materials at school. Zhen (2016) states that it is essential to have infrastructure in schools. Moreover, the team members wanted to learn about students' accessibility to the interactive materials. Riopel and others (2020) note that the accessibility of interactive materials easily affects the dissemination of materials in a positive way. Lastly, the materials' developers mentioned their concerns about the availability of the update for the materials.

Keywords: digital curriculum resources, English language teaching, participant-oriented evaluation, program evaluation

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ID-19

Evaluation of Human Rights and Democracy Education Course in Elementary Teacher Education Through Action Research

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Introduction

Human Rights, Citizenship and Democracy (HRCD) course has been taught at the 4th grade level of elementary school since 2015-2016. The most critical problem regarding this lesson is how classroom teachers will teach this lesson (Balbağ, Bayır, & Ersoy, 2017). Studies in the field reveal that teachers should be qualified in human rights and democracy education (HRDE). In this respect, in-service training programs related to this issue such as human rights, democracy, and children's rights has been arranged by the Ministry of National Education (MEB) (Gömleksiz & Çetintaş, 2011; Özen, 2012; Karaman Kepenekçi, 2006). However, these programs do not show continuity (MEB, 2019).

In addition to Turkey's ethnic and cultural diversity, the increasing number of refugee students in recent years raises the need for HRDE (Aslantürk, 2018). Considering that in-service training programs are not sufficient for teachers, it is crucial to acquire professional knowledge and skills related to HRDE during preservice teacher education. In this way, when teacher candidates start their teaching profession, they would be able to create democratic classroom environments based on human rights (Doğanay & Sarı, 2006; Elkatmış, 2007; Gündoğdu, 2011).

Prior to 2018, there were either courses directly related to HRCD or simply courses covering a topic related to HRDC in preservice teacher education programs. When these courses have been examined, it was seen that these courses or topics are theory-based. On the other hand, it is essential to equip teacher candidates with knowledge and skills required to teach human and child rights and democracy to children in practice. In 2018, the course title was changed from HRCD to HRDE and it was included in teacher education programs as an elective and theoretical course (YÖK, 2018). Since this course had been taught theoretically until that time, there was a need for a program involving pedagogical knowledge and skills.

In light of this information, the HRDE course was designed and implemented so as to teach teacher candidates professional knowledge and skills in practice. The study aims to evaluate formatively and summatively the effectiveness of this program on prospective teachers' professional knowledge, skills, and performances. Research questions guiding the study are given below.

1. How was the course implemented, and what actions were taken regarding problems arising during the implementation?
2. At the end of the course, what were the opinions of teacher candidates regarding the effectiveness of the course?

Methodology

In this study, action research was used because, in action research, researchers, instructors, and participants critically evaluate the process, intervene in the implementation process to make it better, and take precautions in situations requiring regulation. It is especially preferred in curriculum development, classroom practices, and teacher training (Berg & Lune, 2012).

The HRDE course was applied in Elementary Teacher Education Program at the Faculty of Education of a public university in Istanbul, Turkey. The participants were 19 teacher candidates (three males and 16 females) who enrolled to this course in the 2019 academic year. The six teacher candidates were selected for the interviews by the criterion sampling method.

The descriptive analysis method was used to analyze qualitative data obtained from the reflection notes of the teacher candidates and field notes of the researcher. Reflection and field notes were read. Their feelings and thoughts about the progress of the course were examined to take action. The findings were summarized descriptively. In analyzing the data obtained from the interviews, content analysis was used. The transcripts of the interviews were transferred to the NVivo11 analysis program. After scrutinizing the transcripts, codes were determined. Then related or similar codes formed categories and themes.

Results / Expected Outcomes

This study revealed that the HRDE course, which is practice-based and enriched with active teaching and learning environment, contributed to the development of the teacher candidates cognitively, affectively, pedagogically, and professionally in a variety of ways. The practice-oriented aspect of the course was expressed as a main factor affecting the teacher candidates' professional knowledge and skill development. Concerning the teaching-learning process of the course, it was uttered that a variety of teaching methods and techniques, and activities used in the course was effective in changing negative attitudes of the teacher candidates towards the course due to the contributions of the course to their pedagogical and professional development. They stated that lesson activities contributed to effective and permanent learning. In addition, they indicated that they gained professional experience while preparing lesson plans and formative assessment tools. Another remarkable finding of the study was that HRDE issues to which the teacher candidates previously had not paid attention attracted their attention more and increased their awareness regarding these issues.

Keywords: action research, elementary teacher education, evaluation, teacher candidates

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ID-87

Participants' Opinions on Basic Stages of the Empowerment Evaluation: A Case Study

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Introduction

Problems often come up in program evaluation at such points as the lack of theoretical knowledge, failure to transfer the outcomes into practice, evaluation that is not based on a model and evaluator competencies (Kürüm Yapıcıoğlu, Atik Kara, & Sever, 2016). It is more difficult to obtain functional results especially from studies that are conducted without basing on a model.

Empowerment Evaluation (EE) among participant-oriented evaluation approaches gives the responsibility of the evaluation to the participants with the evaluator acting as a coach, supports the autonomous use of concepts and techniques to foster improvement and self-determination; and evaluation also encourages the participants to work in collaboration as well as exhibiting a flexible structure (Fetterman, 1994, 2019; Fitzpatrick, Sanders, & Worthen, 2011). In this evaluation, the participants to be empowered through the evaluator as the critical friend and the evaluation practice specify the definitions of the mission or vision of the program in the first step, describe the existing situation in the second, and draw a route for the future by setting goals and strategies and agreeing upon reliable evidence or documents in the final step (Fetterman, 2002).

The aim of the present study is to examine the opinions of the participants who took part in the evaluation of the curricular practices of the Turkish Language and Literature (TLL) course considering the basic steps of the EE. In this respect, it was aimed to contribute to the literature with findings concerning the functioning of the EE and the experiences in practice. To this end, the study sought answers to the following questions: what are the participants' opinions about the EE in relation with a) the establishment of the mission or vision of the curriculum, b) taking stock of the current state of affairs of the program, c) planning for the future and d) program evaluation and EE?

Methodology

In the study carried out in the holistic single case design, the case was taken as the curriculum practices of the TLL course and the unit of analysis as the basic steps of the EE. The participants who were selected using the typical case sampling method included four female teachers implementing the TLL curriculum in a high school in the spring semester of the 2018-2019 academic year.

Two separate meetings were held in the *mission establishment* step of the evaluation study. The meetings were intended to answer the question “*What are the key words or expressions of the curriculum?*”, the key words specified by the participants were put into a text of missions by a volunteer participant. In the second meeting, discussions were held over the text of missions and it was finalized. The *taking stock* step was completed in three stages. In the first stage, 19 important features and activities of the curriculum were discussed and listed with the participants. Later, each participant was given 10 colored stickers and 11 features to be focused by the curriculum were specified as well as their activities. Finally, these features were rated to see how well the program was doing in each of the activities scoring on a 1 (low) to 10 (high) scale, the ratings were discussed and tables were created displaying the total and mean scores of each one. Three meetings were organized in the *planning for the future* step. In these meetings, goals were set to improve the pre-determined 11 features and activities, strategies were compared for each goal and possible sources of evidence were defined through discussions. In the first (fall) semester of the following academic year, strategies for the established goals were put into practice, however, the intended work was not completed due to the effect of the pandemic outbreak at the beginning of the second (spring) semester.

The participants' opinions about the steps of the EE were obtained through the semi-structured interview form consisting of eight questions and field notes. Field notes were used to interpret the data obtained from the interviews. The data were subjected to content analysis. Defining the evaluators' roles clearly, spending a long time in the field, sharing the data with the participants for confirmation and conducting the process in cooperation with the internal and external evaluator can be listed among the measures taken to increase trustworthiness in the present evaluation study.

Results

According to the participants, the first step of the EE is easy and productive. This step contributes to the sharing of ideas about the curriculum, coming out of common and different opinions and the culture of discussion. This

result is consistent with the finding that EE helps participants to discover their performances through sharing, cooperation and mutual trust suggested by Hansena, Ardwichai, Sinlarat, Chan-urai, Suphandee, and Siphai (2020). The participants think that having more information about the curriculum before initiating this step would make the process more productive. However, Fetterman (2002) states that stakeholders' information about the curriculum when establishing the mission could contribute to the evaluation, while the existing curriculum should not be restrictive.

In the second step of the EE, the participants could see themselves from outside and were able to criticize themselves. In addition, the instruments used were found as activities that were both enjoyable and thought-provoking. Similarly, Fetterman (1994, 2002) reported that the participants' awareness of what is possible in their own universe raised and the instruments employed in the evaluation process were found exceptionally enjoyable by all the participants.

The participants believe that the participation of the other stakeholders is significant in the last step of the EE. According to Fitzpatrick, Sanders, and Worthen (2011), in the EE as a transformative model, it is important that the participants approach their own actions critically and primarily the participants to be empowered are included in the evaluation. They think that the beneficiaries of the curriculum could be included in the process only if needed. Based on this fact, it could be asserted that the participation of all the stakeholders affected by the curriculum in the process is necessary for putting the plans into practice.

Finally, the participants see program evaluation studies necessary for the improvement of a program and feel positive about the implementation of the EE in the field and in practice.

Keywords: evaluator roles, program evaluation, self-determination, transformative approaches

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Teos

ID-62

Developing Respect for Diversity Through a Foreign Language Curriculum Supported by Multicultural Education Practices*

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Introduction

Multicultural education emerges as an important concept for multicultural societies that arise as a result of the recent migrations and globalization in order to provide social peace and improve respect for diversity. Many societies try to accept multicultural education and apply it in various teaching environments. Developing students' respect for diversity through education could be realized when students are provided with materials and learning environments helping them to be exposed to different cultural groups existing in the society and change their perspectives towards these groups positively.

In the higher education institutions, which bring students from different cultural backgrounds together, providing a learning environment based on the principles of multicultural education bears importance. This is especially important for the first-year university students since students mostly meet people from different cultures for the first time in their lives because of the multicultural atmosphere of the higher education institutions. In this respect, preparatory class, which is offered in most Turkish higher education institutions at the beginning of higher education to prepare students for English-medium departments, seems to be appropriate to arrange the learning environment considering multicultural education. Moreover, foreign language teaching distinguishes as an appropriate subject area for the practice of multicultural education since the content in this field is flexible and is closely related to culture. This study aims at offering suggestions for foreign language curriculum of preparatory class infused with multicultural education practices by developing respect for diversity of students. To meet this purpose, the Content Integration Model developed by Banks (1989) was utilized for the preparation of that integrated program. The additive and transformative approaches in this model were mostly used to prepare the lesson plans focusing on multicultural themes. The themes related to multicultural education selected for this practice could be listed as follows, although not limited to them: diversity in society including race, ethnic background, language, disability, gender, sexual orientation, religion, political opinions, age, social class, life styles; migration, assimilation, cultural imperialism, marginalization, stereotypes, prejudices, human rights. This study has the potential to provide the foreign language teachers with the chance to see the implementation of a curriculum integrated with multicultural education practices. Moreover, it could contribute to the literature because the practices based on multicultural education in Turkish teaching contexts are rare.

Methodology

In this mixed-method experimental design study, an experimental application was designed and applied to students studying foreign language in the preparatory class. In the study, quantitative and qualitative data were collected before, during and after the application to see the effectiveness of it. For the quantitative data, the Respect for Differences Scale was used; qualitative data were obtained through focus group interview form, researcher's diary and student products. Experimental and control groups were determined randomly among the groups of B1 language level in the institution where the researchers implemented the study. A total of 50 students, 24 in the experimental group and 26 in the control group, took part in the study. Quantitative data were analyzed using descriptive statistics and mixed-design ANOVA tests, and qualitative data were analyzed using content analysis.

Results

As a result of the analysis of the quantitative data obtained from the experimental and control groups, it was observed that there was no significant difference between the pre- and post-test scores of the groups. This result might be because of the duration of the study since more time is required for opinions and emotions regarding different groups in society to change. Also, students' approach towards diversity before the practice, the influence of the socio-political context of the country and the world during the application on the students might have had a role in this result. However, the qualitative data obtained from the students in the experimental group

* This study was produced from a part of the PhD dissertation prepared by Kadriye Dimici at Ege University under the supervision of Prof. Alper Başbay.

revealed that the students developed in various aspects through multicultural education practices and that the application had positive effects on the students. It is seen that these contributions are especially in areas such as intercultural skill development, communication, increasing personal awareness, and breaking down prejudices. Qualitative data also show that the content and material discussed within the scope of the themes related to multicultural education are thought to be appropriate by the students in terms of associating them with daily life, increasing motivation in the learning process and positively changing the classroom climate. In line with these results, it is understood that it is important to integrate multicultural education practices into foreign language education, and it is thought that such practices will lead to more positive effects when extended to all learning environments and for a longer time.

Keywords: Content integration model, foreign language teaching, higher education, multicultural education, respect for diversity

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ID-44

Culture Jamming Activity for Fostering Critical Thinking Skills of Prospective Teachers During COVID-19 Pandemic

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Introduction

Critical thinking is identified as an essential skill for the 21st century (Trilling & Fadel, 2009). Correspondingly, there is an increased emphasis on critical thinking skills in educational discourse. Critical thinking is defined by Rahimi and Sajed (2014) as “questioning all assumptions about what is true, is to view arguments as open to debate rather than the last word ... and is one’s ability to distinguish between fact and opinion” (p. 43). In this regard, the global crisis Covid-19 pandemic offers initial insights into the importance of critical thinking during information pollutions. The call for critical thinking skills implies that teacher education programs should include critical thinking experiences to foster these skills of the prospective teachers.

In the teacher education curricula, the “Critical and Analytical Thinking” course is the only course in which the program has learning outcomes mainly related to critical thinking. The course aims to identify basic concepts, definitions, and features of critical and analytical thinking. Among the various activities, which took place in the Critical and Analytical Thinking course, this study addresses culture jamming.

The term culture jamming in a broader sense is defined by Darts and Tavin (2009) as a form of artistic and sociopolitical intervention which involves reveal and subvert dominant structures and inequities in the sociopolitical and cultural realm. Adopting culture jamming into educational context provides rich reference points where scholars can interpret their own strategies to encourage critical thinking (Darts, 2004; Chung & Kirby, 2009; Tavin, 2010; Martinez, 2012; Yıldız, 2020).

Culture jamming activities in the course focuses on the methods of subverting commercial advertising to unveil their hidden messages or underlying intentions. Subvertisement involves both critical analyses of the cultural text and deconstruction of the advertisements, taking action by recreating the cultural text to challenge the general perception by expressing counter ideas.

Although educators of arts are exploring culture jamming in their classrooms as a critical entity, in the existing literature there is no such study that has been conducted in teacher education programs other than the art education context. Indeed, the research also proposes an example of how such activities can be conducted during the Covid-19 lockdown as part of an emergent online distance education process.

The purpose of the research is to reveal the application process of culture jamming in the course and investigating the prospective teachers’ views regarding the culture jamming process, and present recommendations for future practices.

Methodology

This study is designed as a holistic case study to describe the “Online Culture Jamming Activity in ‘Critical and Analytical Thinking’ Course” and investigate the views of the participants.

The course was started as a face-to-face formal course in the 2019-2020 academic year spring term at Anadolu University. Because of the global alert for the COVID-19 pandemic, the Senate of the university decided on emergent distance education on 23 March 2020. The teaching staff of the course “Critical and Analytical Thinking” adapted the course program to an online setting emergently. The Culture Jamming activity was applied during the “emergent distance online education” period. Participants of the study were the prospective teachers of pre-school education attending the course. 24 students agreed on using their products and their views regarding the culture jamming activity for scientific purposes. Three types of data comprise the data set of the study; culture jamming visuals created by the participants, participants view on the visuals and the messages of the prospective teachers sent to the forum discussion on culture jamming. Thematic analysis was conducted on the data of the study, and two researchers coded the data into themes to ensure reliability.

Results

According to the results of the thematic data analysis, four main themes were revealed as reflecting the personal experiences, challenging the invisible, transforming the discourse, and views regarding the culture jamming activity.

The theme reflecting the personal experiences involves the motivation of the prospective teachers to inspire and critically interpret from their daily life experiences or social relatedness. The theme challenging the invisible emphasizes the underlying objectives of the prospective teachers' subvertising. They aimed to reveal seductive techniques, manipulation, and other subtexts, which are embedded in the commercials. The theme transforming the discourse addresses prospective teachers' subvertising process. The productions of subvertising by prospective teachers address issues relating to fair-trade, cruelty-free, stereotypes, recycling, e-commerce, and the food industry. Prospective teachers' views regarding the activity reveal active involvement in the learning process and highlight their enjoyable and critical meaning-making experiences.

It can be said that online culture jamming activity leads the participants to question and make connections from their everyday life beyond school. The culture jamming as a playful educational practice is not only engaging the prospective teachers with critical thinking and creative self-expression but also shifting the traditional cognitive teaching into the hands-on learning experience.

Keywords: Active learning, higher-order thinking skills, online learning, subvertising, teacher education.

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ID-25

Education for Disadvantaged Learners in the Grip of Pandemic

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Introduction

The COVID-19 pandemic has dramatically affected the world in terms of economy, health, trade, tourism and, especially education. After the pandemic started, schools around the world closed their doors to learners and made transitions to distance education gradually. In this period of change, it was revealed in many studies that inequalities deepened, and the disadvantaged learners faced many problems in their social and educational lives. Some of them were not able to join the classes, and others completely got lost in the process (Yıldız & Vural, 2020). This situation was because learners and their families lacked social, cultural, and economic opportunities (Alasuutari, 2020; Bozkurt et al., 2020; Doyle, 2020; Frohn, 2021), and the education system has intensified this situation.

During the pandemic, the education system that already addressed a specific group ideologically has limited its scope to the learners who are accessible. Kaya-Osmanbaşıoğlu (2020) explained this limitation based on socio-economic opportunities. Learners with low socio-economic status experienced connection and communication problems. They were unable to access technological devices and did not know how to use them as well. Therefore, the experiences of learners and their families varied in this period and examining the situation deeply came into prominence. Considering all, this study aims to reveal the problems of disadvantaged learners and their single mothers about the learning and teaching process during the pandemic by interpreting their experiences. This study confines the disadvantage to socio-economic status and gender.

Methodology

This research was designed as an interpretative phenomenological study, one of the qualitative research designs. In this research, this design was preferred since the experiences of the participants would not only be defined but also focused on the meanings underlying them. The snowball sampling technique, one of the purposeful sampling techniques, was used to reach people who were difficult to reach under normal conditions. The participants consisted of seven single mothers and seven secondary school children living in four different provinces of Turkey. The participant information form and the semi-structured interviews were used to collect data from the participants. The interviews were recorded with the permissions obtained from them. Data analysis was carried out through the MAXQDA 2020 program. All transcriptions of the interviews were coded using in-vivo codes at first, and then all in-vivo codes were gathered to form descriptive codes, categories, and themes at the end. During the research process, one of the researchers also kept a diary about the steps they took. Besides, both researchers followed the research process and shared their ideas. Thus, credibility, transferability, dependability, and confirmability were tried to be ensured.

Results / Expected Outcomes

The experiences of both mothers and the learners regarding the distance education and pandemic were examined. The mothers expressed that workload increased in distance education; learning losses were mostly experienced; the learners became alienated from the school, the teachers ignored their children; the learners became irresponsible, and the technology harmed their children. The learners had similar ideas to their mothers. They thought that they were not able to make use of educational opportunities, had technical and digital connection problems; the social presence decreased; they missed their school and friends, had some belonging problems; the evaluation/assessment brought them fake success, and they had to adapt to the new routine. In addition, both mothers and the learners preferred face-to-face education to distance education in terms of discipline, motivation, effective communication, care, peer learning, socialization, and especially access to opportunities. TEDMEM (2021) also revealed the situation in a report as follows: “The magnitude of learning losses varies according to the socio-economic level of the family, access to distance education, the quality of distance education, family support and the interaction level.” During the pandemic, single mothers had to work or live on a minimal amount of money. They were not able to buy computers, laptops, or tablets. They also had a low educational level, which affected the learners’ educational experiences negatively. Demir and Kale (2020) also stated that the learners have difficulties accessing distance education due to the lack of internet, hardware tools, digital literacy of parents. All in all, both mothers and learners stated that they had educational, social, and technical problems during this period.

Keywords: digital divide, distance education, inequality, parenting, social divide

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Erythrai

ID-40

The Influence of the “GEMS Supported Science and Mathematics Practices in Preschool Education Project” on Teacher Self-Efficacy Beliefs

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Introduction

The literature reveals that various teacher-related problems are encountered in the implementation of science and mathematics activities in preschool education. For instance, Karademir, Kartal, and Türk's findings (2020) based on classroom observation demonstrate that preschool teachers often implement science activities in a boring and uninteresting way. Alat (2019), on the other hand, notes that early childhood mathematics education is an area where there is a significant gap between theory and practice. Great attention has been paid to integrated curriculum to enhance the effectiveness of children's science and mathematics education. Integrated curriculum helps students transfer the knowledge they learn at school to their lives (Kim & Cho, 2015). In addition, this approach contributes to eliminating the gap between courses, one of the most important problems of schools (Furner & Kumar, 2007). Considering the professional development needs of preschool teachers in science and mathematics education and the increasing importance of integrated approach for science and mathematics education, the “GEMS Supported Science and Mathematics Practices in Preschool Education Project” was carried out in Sinop with the support of TÜBİTAK 4005 Innovative Practices in Education Program. This project aimed at improving the competencies of preschool teachers regarding the major principles to be followed in science and mathematics education and the use of different methods and techniques in science and mathematics education through a five-day practice-oriented education. Specifically, the activities based on GEMS (GEMS: Great Explorations in Mathematics and Science) curriculum, which teach science and mathematics in an integrated way and with an active learning-based approach (Çam, 2013), and the activities that were developed in light of current national preschool education curriculum were implemented. The present study focuses on the influence of this education on the self-efficacy level of the participating preschool teachers. The main research questions are like the following: 1. Is there a change in the scores of the preschool teachers regarding their self-efficacy beliefs for science education after completing the project education? 2. Is there a change in the scores of preschool teachers regarding the self-efficacy beliefs for mathematics education after completing the project education?

Methodology

The study involves 28 volunteer preschool teachers working in eight different districts of Sinop at Turkey. All participants are women. The professional experience of the participants ranged from 4 years to 19 years, with an average of approximately 11 years ($SD = 3.27$). In the study, one-group pretest-posttest research design was used. Data on teachers' self-efficacy beliefs for science and mathematics education were collected before and after training. The “Science Teaching Efficacy Belief Instrument”, revised for pre-school education by Tekkaya, Olgan, and Güner (2010), was used to measure teachers' self-efficacy beliefs for science education. This 5-point Likert-type scale consists of two dimensions with 23 items: Personal Self-Efficacy Beliefs and Outcome Expectancy Beliefs. The “Self-Efficacy of Preschool Teachers towards Mathematics Education Scale”, developed by Şeker and Alisinanoğlu (2015), was used to measure teachers' self-efficacy beliefs for mathematics education. This 5-point frequency scale with 36 items consists of two factors, Self-Efficacy for Preparing Mathematics Activities and Self-Efficacy for Implementing Mathematics Activities. Since the sample size was less than 30 and the normality of the distribution could not be met in the data, the Wilcoxon Signed Rank Test was performed to address research questions.

Results / Expected Outcomes

Descriptive analysis for self-efficacy beliefs for science teaching show that the preschool teachers' post-test scores for both personal self-efficacy beliefs and outcome expectancy beliefs are higher than the pre-test scores ($M_{pre-test} = 3.96$, $SD_{pre-test} = .45$, $M_{post-test} = 4.14$, $SD_{post-test} = .73$ for personal self-efficacy; $M_{pre-test} = 3.70$, $SD_{pre-test} = .57$, $M_{post-test} = 3.91$, $SD_{post-test} = .83$ for outcome expectancy). The Wilcoxon Signed Rank Test findings revealed that this difference between pre-test and post-test scores for both dimensions was statistically significant ($z = -2.62$, $p = .009$ for personal self-efficacy beliefs; $z = -2.29$, $p = .022$ for outcome expectancy).

beliefs). The results regarding self-efficacy beliefs for mathematics education show that the post-test scores of the preschool teachers are higher than their pre-test scores for both the self-efficacy for preparing mathematics activities and the self-efficacy for implementing mathematics activities ($M_{pre-test} = 4.09$, $SD_{pre-test} = .55$, $M_{post-test} = 4.64$, $SD_{post-test} = 1.20$ for self-efficacy for preparing mathematics activities; $M_{pre-test} = 3.82$, $SD_{pre-test} = .54$, $M_{post-test} = 4.28$, $SD_{post-test} = .90$ for self-efficacy for implementing mathematics activities). The Wilcoxon Signed Rank Test demonstrates that this difference between pre-test and post-test scores for both dimensions is statistically significant ($z = -3.19$, $p = .001$ for self-efficacy for preparing mathematics activities; $z = -3.16$, $p = .022$ for self-efficacy for implementing mathematics activities). It can be concluded that the five-day training within the scope of the project has a positive impact on the self-efficacy beliefs of preschool teachers, even if this effect is not very large.

Keywords: GEMS curriculum, integrated science and mathematics education, preschool mathematics education, preschool science education, teacher efficacy

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ID-100

Teachers' Views and Practices Related to Curriculum**Gülçin Tan-Şişman***Hacettepe University, Turkey*gulcintans@gmail.com**Introduction**

Education, beyond being a constitutional right, is one of the fundamental aspects of the today's modern era that play a crucial role in the economic, social and technological development. Considering the educational contexts, students are the subjects of; teachers are the backbone of, and curriculum is the framework of education system and process. Thus, how well these primary aspects of the education system are elaborated in an effective, harmonious and efficient manner is considered as important clues for the long-term welfare production of the countries. Indeed, teachers are "the most important factor affecting learning in schools" (World Bank, 2018; p.10), curriculum directs what and how teachers will teach as well as what and how students will learn. Regardless of how well-designed a curriculum is on paper, its effectiveness mostly depends on the professional knowledge and skills of teachers. So, teachers should understand the structure and approach of the curriculum to be implemented, adopt the roles assigned in the curriculum, and act with the awareness that s/he should make the necessary arrangements according to the students, school/classroom environment and other factors (Demirel, 2020; Oliva & Gordon, 2013; Tan-Şişman, 2021; Ünver, 2021). In order to reflect the pedagogical transformations as intended in the curriculum to teaching-learning process, teachers should be aware of meaning, function and elements of curriculum. According to Taylor (2013), the implementation of the curriculum as intended depends on the teacher's engagement and experiences with the curriculum. There is no doubt that it is very important for teachers to understand and adopt the curriculum that they are legally obliged to implement, and to put into practice by making the necessary pedagogical transformations that allow to achieve the goals of the educational processes. In this respect, the present study aimed to portray the teachers' views and practices related to curriculum. The following research questions guide the study:

1. What is the teachers' awareness of the concept of the curriculum?
2. What are the teachers' views and practices regarding the implemented curriculum?
3. What are the teachers' views about the current curriculum development studies done by the Board of Education?

Method

In line with the research questions, survey design was employed in the present study. Through convenience sampling, totally 236 teachers from different branches, such as pre-school, primary, elementary science, Turkish, elementary mathematics, foreign language education, etc., were voluntarily participated to the study. The main data collection instrument is the Curriculum Questionnaire developed by the researcher. Before data collection process, the expert opinion was taken from three faculty members working in the department of Curriculum and Instruction and then, pilot study was conducted with 59 teachers to improve the clarity of the questions. The questionnaire consists of two parts. In the first part, the teachers were asked eight questions related to the demographic information. Including four open-ended, six multiple-choice questions, the focus of the second part is on the teachers' views and practices related curriculum. Due to the pandemic, the format of the questionnaire was changed to online form and shared in the social media, teacher groups, and forums.

Results

The findings revealed that the teachers in the study defined curriculum in different degrees of emphasis to objectives, content, instruction, and evaluation. Almost all of the teachers ($n=228$) acknowledged that a curriculum is important and needed to follow systematic, planned, and organized pathway for teaching-learning process ($n = 114$); to control quality and consistency in a national level ($n = 67$) and to be aware of the requirements of teaching profession ($n = 55$). The results also indicated that the crucial elements of curriculum, as stated by the teachers, were aims/objectives, content, teaching-learning process, measurement-evaluation, and curriculum design and process. Among them, teaching-learning process ($f = 116$) was the mostly-emphasized element of curriculum following content ($f = 76$), aims/objectives ($f = 58$), measurement-evaluation process ($f = 57$), and curriculum design process ($f = 28$). In the study, the findings showed that most of the teachers frequently ($n = 104$) or always ($n = 60$) needed for the subject-specific curricula for reviewing objectives ($f = 80$) and content ($f = 64$); planning teaching-learning process ($f = 104$) and assessment process ($f = 27$); and administrative issues ($f = 23$). Further, the strengths of the subject-specific curricula were stated by the teachers as emphasis on student-centered approach and the importance of 21st century competencies, and reduction of

curriculum overload. For the weaknesses, the teachers mentioned such issues as inadequate time devoted to lessons, lack of spiral design, unclear objective statements, lack of guiding explanations or examples about the implementation and evaluation process, inadequacy of philosophical and psychological foundations, insufficient stakeholder participation, far from to reflect the realities of the country, etc. Regarding the current curriculum development studies done by the Board of Education, a majority of the teachers in the study believed that the changes and/or updates are generally politically-driven in nature, not successively planned, not based on systematic needs analysis, inadequate to satisfy the needs of local schools and students, and far from the contemporary scientific and technological developments.

Keywords: aspects of curriculum, curriculum practices, teacher education, views of teachers

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ID-47

Findings of Qualitative Studies on the Teaching for Understanding, Hunter Model, and Authentic Intellectual Work

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Introduction

An education in quality undoubtedly focuses on the outcomes of the educational program. For this reason, there is a need for a curriculum development process that is evaluated with strong evaluation approaches as a result of the reflective applications of plans that are designed effectively in line with certain design principles. As Varış (1996) stated, all of the studies carried out to get the best results in the implementation of educational programs are actually within the scope of curriculum development. According to Varış (1996), curriculum development is not a written document, but it is to ensure that students gain the desired behaviors by constantly improving the existing curriculum with an inquiry approach. An efficient curriculum development process begins with the design phase, in which dynamic relationships are established between the program's objectives, content, learning-teaching process and evaluation components (Demirel, 2011).

Singer (2014) stated that there are various methods or models of designing a program or unit. In historical perspective, there are classical program design models such as the Franklin Bobbit's (the curriculum, 1918) model, William Kilpatrick's project method (the Project method, 1918), Harold Rugg's Twenty-Sixth Years (1926-1930) and Ralph Tyler's (1942) rational planning (logic) model. Apart from this, Medaline Hunter's Model (1982), "The Teaching for Understanding Framework" model developed by David Perkins et al. (1992), authentic intellectual work (authentic instruction) of Fred Newmann and Gary Wehlage (1993), and Grant Wiggins et al. Jay McTighe's (1998) backward design model (or Understanding by Design) is included. In this study, it was aimed to synthesize the qualitative data of unit studies designed with Hunter model, the Teaching for Understanding Framework and authentic instruction models. By comparing the qualitative findings obtained from these three design models, it is aimed to reveal the situations encountered in the design and implementation processes of the models and to create an integrity between the specified models.

Research questions:

1. What are the understandings and experiences about the Teaching for Understanding Model?
2. What are fundamental findings obtained by the Hunter Model?
3. What are the main results about the Authentic Intellectual Work Model?
4. What are the similarities and differences seen in the effects and reflections of these three models?

Methodology

This research aimed to bring together systematically and synthesize the findings of qualitative research based on the Teaching for Understanding, Hunter model and Intellectual Authentic Work design models. While performing a qualitative meta-synthesis study, the following steps were followed (Soyat & Ay, 2016):

- (a) posing the research problem,
- (b) locating and obtaining resources from databases using keywords,
- (c) reviewing and identifying resources,
- (d) developing criteria for inclusion and exclusion of resources,
- (e) selecting and analyzing resources in line with relevant criteria,
- (f) creating common themes and sub-themes of these themes, revealing their similarities and differences, by analyzing the selected studies,
- (g) making inferences by synthesizing the findings obtained within the framework of the themes, and
- (h) reporting the process and findings in detail.

As a result of the search, a total of 81 studies were accessed from 6 databases. Elimination criteria were designed to evaluate these accessed studies in terms of their suitability for the purpose and scope of this current study. These metrics are designed as follows:

Pre-criterion: No duplication in other databases.

Criterion 1. Having a unit design or example based on the relevant program design model.

Criterion 2. The program was designed in the design model; testing on a study group.

Criterion 3. The program was designed in the design model; applied; qualitative evaluation of application results with data.

Results / Expected Outcomes

The results of this multiple meta-synthesis study, in which the qualitative findings of three different models were synthesized, are briefly summarized as follows.

Teaching for Understanding

Since the model consist of high-level readings and projects, an application-oriented learning and teaching approach, classroom discussions and independent projects, it allows them to think about basic questions and them understand depth the content. It has been seen that providing experiences, asking effective questions and developing thinking habits, critical thinking and participation.

Hunter Model

It has been observed that the people who apply the model are primarily inadequate in educational terminology, teaching model and cooperative learning techniques. It has been found that the curriculum design model acts as a guide and contributes to the success of the teaching. It also provides less complex exercises in the model teaching process, the success of the model can be measured in the minimum time required for teaching the content.

Authentic Intellectual Work

It comes to the fore that peer evaluation and cooperation are effective factors in the functioning of the authentic intellectual work model. In terms of the effects of this model, it is seen that the model provides out-of-school learning and the transfer of what has been learned, the products provide criterion-based evaluation, the authentic projects affect the thinking processes and encourage the participation of the students. It has also been found that the model has the features of providing cognitive support to students, exploring the quality of the learning process of students, and considering students' prior knowledge and interests.

The findings of three different models were first analyzed separately; then, some inferences were made by making use of the similarities or differences observed in the findings. Comparative analysis results show that findings of The Teaching for Understanding and Authentic Intellectual Performance model mostly contribute to conceptual development, high-order thinking and developing authentic independent projects in students. It has been also observed that it has come to the forefront that it includes the strategies that make the student active. In this respect, the Authentic Intellectual Performance model, which is an evaluation-oriented program design model, is thought to strengthen the measurement and evaluation component of the Teaching for Understanding model. In this respect, it is recommended to work on eclectic designs in which the components of these two models can be used together.

Keywords: curriculum, curriculum design, meta-synthesis, unit template, qualitative research

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PARALLEL SESSIONS – 2
ABSTRACTS

Ephesus

ID-20

Teacher Education Reimagined: Teacher Educators' Voices on Preparing Pre-Service Teachers to Educate Immigrant / Refugee Students

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Introduction

The current coronavirus pandemic has made a substantial impact, not only people's health, but also on school-based education at all levels as schools in 191 countries, encompassing around 91% of enrolled learners worldwide (Cerna, 2020), abruptly shut down in the face of the crisis to restrain the spread of the virus. As the pandemic persisted, schools in some countries reopened for in-person teaching, whereas they have remained closed in many countries with learning taking place online and remotely. School closures have a profound impact on all students, however, this massive disruption to children's education has especially made a disproportionate impact on the most vulnerable and disadvantaged learners (Giannini & Grant-Lewis, 2020), particularly including immigrant and refugee students, who are often excluded from education systems and are likely to experience additional barriers deepened by multiple and intersecting forms of discrimination (Human Rights Watch, 2021). While many countries have been developing and implementing digital pedagogical tools to deliver education in response to the pandemic, immigrant/refugee students might have little or no access to such tools due to their socio-economically disadvantaged backgrounds, and therefore require further support. Those students usually feel isolated in the class and lag behind their non-immigrant peers – even before the pandemic, as illustrated by the latest PISA survey of 2018 that non-immigrant students in Turkey outperformed their immigrant peers in reading, even when controlling for socioeconomic status (Organisation for Economic Co-operation and Development [OECD], 2019). Thus, immigrant/refugee students are at larger risk of being excluded since they suffer by being deprived of physical learning opportunities, social and emotional support, and the extra services provided at school (OECD, 2020), which has been exacerbated in times of pandemic.

Considering that Turkey has the largest refugee population, nearly 4.1 million, in the world (United Nations Refugee Agency [UNHCR], 2020), in an effort to address the prevalence of the opportunity gap faced by immigrant/refugee students that has been widening during the pandemic, this study aims to gain insight into the world of teacher educators regarding how they are preparing prospective teachers in pre-service teacher education to teach immigrant/refugee students in Turkey for educational equity and social justice. To do so, the study builds on Cochran-Smith's (2004) theory of teacher education for social justice, and specifically asks the following research question: Using social justice as a lens, what insights do teacher educators offer on preparing pre-service teachers to teach immigrant/refugee students?

Methodology

The study employed phenomenological research as it sought to investigate the perspectives of teacher educators about preparing prospective teachers to teach immigrant/refugee students, by uncovering the commonalities or the essence in their lived experiences (Creswell, 2013). Utilizing criterion, maximum variation, and snowball sampling strategies (Patton, 1990), the participants included 18 teacher educators whose research interests and experiences center on preparing teachers to teach immigrant/refugee students. The data were collected by in-depth interviews as they yield rich descriptive information about individuals' experiences from their own frame of reference (Bogdan & Biklen, 2007). To this end, a semi-structured self-developed interview schedule was used, which consisted of both demographical and open-ended questions. After obtaining approval to the study by the Human Subjects Ethics Committee, the individual interviews were conducted on a voluntary basis with the informed consent of the participants. In response to COVID-19 pandemic, each individual interview was conducted online and took 45-55 minutes. Based on the participants' permission, all interviews were audio-recorded. The data were analyzed by content analysis method (Bogdan & Biklen, 2007; Creswell, 2013) using NVivo 10 data analysis software. For trustworthiness, multiple strategies were employed to ensure the credibility, transferability, dependability, and confirmability of the study.

Results

Findings of the study indicated that the teacher educators addressed teacher education for social justice in two themes: a) personal and professional background and b) system-level change.

First, most participants highlighted their personal and professional connection to researching and educating teachers to teach immigrant/refugee students as they had either immigrant backgrounds themselves or

experiences of living across national borders due to their family ties and/or educational/professional backgrounds. Hence, they had experienced what it meant to be “guest” outside national border and be “invisible” in the curriculum. Additionally, their reflections on preparing teachers to educate immigrant/refugee students stemmed from their core beliefs about the role of education with a strong commitment to ending inequalities and addressing the needs of marginalized students due to systemic inequalities, echoing Cochran-Smith’s sixth principle that social justice teaching make[s] inequity, power, and activism explicit. Second, the participants called for system-level change in teacher education, resonating with certain dimensions of Cochran-Smith’s sixth principle, specifically challenging the social, organizational, and structural arrangements of schooling and society. Overall, the study illuminates the need for rethinking teacher education and providing praxis that enables pre-service teachers to engage with immigrant/refugee communities through the interactive shaping of theory and authentic practice.

Keywords: immigrants, pre-service teacher education, refugees, social justice education, teacher educators

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ID-11

Examining the Factors That Predict Preservice Teachers' Curriculum Literacy**Fatma Özüdoğru***Uşak University, Turkey*fatma.ozudogru@usak.edu.tr**Introduction**

Shawer (2010) states that subject and pedagogical content knowledge are of little utility, and teachers cannot effectively teach without solid curricular content knowledge. Teachers need to acquire curriculum literacy during their preservice education because they must accurately implement official curricula in their classrooms in order to meet curriculum requirements. Different researchers have defined curriculum literacy in various ways. Curriculum literacy, according to Bolat (2017), is understanding of the dimensions of a curriculum. Curriculum literacy, according to Nsibande and Modiba (2012), is the ability of teachers to adapt the curriculum to new contexts. Curriculum literacy, according to Pinar et al. (1995), is essential for the efficient implementation of any curriculum. It is critical for teachers to understand and implement the teaching curriculum correctly in order to achieve the curricular goals, depending on the definitions and goals of curriculum literacy. It is thought that preservice teachers' critical thinking dispositions determined as metacognition, flexibility, systematicity, tenacity-patience, and open-mindedness by Semerci (2016) may be a powerful tool in predicting curriculum literacy, because critical thinking is a way of careful thinking that may lead teachers to consider the curricula more carefully and as also stated by Kahramanoglu (2019), curriculum literacy requires high-level mental skills from teachers for their interpretation and analysis of a curriculum. In addition, pre-service teachers' gender, department of study, and taking the Curriculum Development in Education course may all influence their curriculum literacy. Despite its importance, the previous teacher training curriculum only offered the Curriculum Development in Education course in two departments (Council of Higher Education, 2007). As a result, it is crucial to see if the department and taking the Curriculum Development in Education course have an impact on preservice teachers' curriculum literacy. Based on a review of the literature, an increasing number of research targeting curriculum literacy have been found (Erdem & Egmir, 2018; Kahramanoglu, 2019; Keskin, 2020; Nsibande & Modiba, 2012; Shawer, 2010). Despite the fact that earlier research has mostly focused on the level of curriculum literacy in terms of some variables, no study has looked at the various factors that influence preservice teachers' curriculum literacy. Based on this need, the purpose of this study is to look at the characteristics that predict preservice teachers' curriculum literacy in terms of gender, taking the Curriculum Development in Education course, department, and critical thinking disposition.

Methodology

A relational-correlational survey research design was adopted in this study. The study's participants, who were chosen using purposive sampling, were 336 seniors studying in several departments of the Education Faculty at a state university in western Turkey. The research data were gathered during the spring semester of the academic year 2020-2021 via two measurement tools. The first data collection tool was Keskin's (2020) "Curriculum Literacy Perception Scale," which had 38 items and four sub-factors: "Recognizing the curriculum," "Implementing the curriculum," "Querying the curriculum," and "Valuing the curriculum." The other data collection "Critical Thinking Disposition Scale" was developed by Semerci (2016) and included 49 items and five sub-factors, which were 'Metacognition', 'Flexibility', 'Systematicity', 'Tenacity-Patience', and 'Open-mindedness'. Descriptive statistics (mean, standard deviation), Pearson correlation analysis, and Hierarchical Multiple Regression were used to examine the data. This study looked into whether predictor variables could predict the outcome variable. Taking into account the relevant literature, two models were developed for this aim. Gender, attending the Curriculum Development in Education course, and department were all incorporated in the first model. The critical thinking disposition was included in the second model.

Results

According to the research finding, preservice teachers were found to have high and medium levels of curriculum literacy as well as a high level of critical thinking disposition. Besides, total curriculum literacy and total critical thinking disposition score were shown to have a medium level correlation ($r = .56$, $p.01$) The first model explained 8% of curriculum literacy of preservice teachers. As for the critical thinking sub-dimensions comprising the second model, metacognition, flexibility and systematicity were significant predictors of curriculum literacy and explained an additional 25% of curriculum literacy. Furthermore, being a female preservice teacher, taking a Curriculum Development in Education course, and studying in the Primary School Teaching department had a greater impact on preservice teachers' curriculum literacy. Based on the findings, the

Curriculum Development in Education course could be recommended as a required course for all education faculty departments. This study also showed that the second model, which involves critical thinking disposition, is far superior to the first. As a result, it is vital to focus greater attention on enhancing preservice teachers' critical thinking dispositions.

Keywords: critical thinking, curriculum development in education course, curriculum literacy, preservice teachers

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ID-43

An Investigation Into the Online Teaching Practice Experienced by Pre-Service English as a Foreign Language Teachers**Seda Sivaci***Hasan Kalyoncu University, Turkey*
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seyma.yildirim@hku.edu.tr**Introduction**

Teaching Practicum (TP) is a platform where the pre-service English as a foreign language teachers have first-hand “experience to gain knowledge of how teachers go about the many and complex tasks involved in actual classroom practice” (McGee, Ferrier-Kerr, & Miller, 2001, p. 1). In addition, it is where pre-service English as a foreign language teachers use their theoretical knowledge they have gained through the teacher education courses at university into practice in an authentic environment with real learners.

Although theoretical knowledge is necessary to make pre-service teachers get ready for the profession, there might be a discrepancy between the theories they have learned and the classroom practices since learning is context-dependent (Zeichner, 2010). Therefore, most of the pre-service teachers define practicum as the most challenging and difficult course (Huang & Waxmann, 2009) because they do not feel themselves efficient enough to manage the classroom, and acclimate to the school life (Fives, Hamman, & Olivarez, 2007; Hsu, 2005) when they start the practicum. However, they learn how to use instructional strategies in a real classroom and manage the challenges in teaching practice. Throughout the practicum, the students have weekly observations and they have to participate in classroom activities. In addition, they have to prepare at least 4 lesson plans and conduct micro-teachings. They also have the opportunity to get feedback and guidance both from the teachers at the schools who are their mentors and the instructors who are their supervisors at the university during the practicum.

However, the outbreak of COVID-19 affected the delivery of the courses at all of the educational institutions including universities. Because of the shutdown, all of the courses were delivered via online platforms. This situation also affected the implementation of the teaching practice. The students had to experience the practicum in an online environment, which was new and challenging for them. Therefore, this study aims to explore the views of pre-service language teachers about online practicum in terms of strengths, weaknesses, opportunities, and threats for their future profession. With this aim, a SWOT analysis was conducted to answer the following research question:

- What are the views of pre-service EFL teachers about the online practicum in terms of its strengths, weaknesses, opportunities and threats?

Methodology

This qualitative study was conducted to investigate the pre-service English as a foreign language teachers' opinions about online practicum. The study adopted a phenomenological approach to examine the strengths, weaknesses, opportunities, and threats (SWOT) of online teaching practice. It aimed to analyze the views of 25 pre-service English as a foreign language teachers who attended online practicum for 12 weeks, and each of them conducted at least 4 online English lessons using the lesson plans they prepared. All the pre-service teachers who voluntarily accepted to take part in this study were senior students at the department of English language teaching of a foundation university in Gaziantep, Turkey. The data was collected through focus group interviews by the researchers on the Zoom platform. The participants who formed 3 focus groups with 8-9 participants were asked about the strengths, weaknesses, opportunities, and threats of online practicum. The meetings were recorded and transcribed word by word by the researchers. Both researchers went over the data several times for reliability and validity until the results reached saturation (Huberman & Miles, 2002). Content analysis was used for data analyses. Several themes and codes emerged from the qualitative data, and they were explained in detail with the sample statements and experiences of the participants.

Results / Expected Outcomes

The preliminary findings show that even though it was the first time that pre-service teachers experienced online teaching, they managed to overcome their fears and conduct online lessons effectively. They stated that although they felt the fear of disappointment, failure and awkwardness during the very beginning of online practicum, they felt more confident through the end of the process. The reason was that they learned how to use online tools and manage the classroom in online lessons. Also, the teacher candidates believed that they had to update themselves in terms of integrating technology into their teaching to overcome such challenges they might face in

future and easily adapt to different teaching and learning conditions. The results and implications of the study will be discussed in detail.

Keywords: Covid-19, online lesson, practicum, SWOT analysis

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ID-17

The Relationship Between Adaptation to Social Distance and Quality of Life in the COVID-19 Process Among the Candidate Students of the Faculty of Sport Sciences

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Introduction

As is every pandemic in human history, the COVID-19 pandemic that emerged in China at the end of 2019 and spread throughout the world has led to significant changes in all aspects of life; from social life to economy, from education to business life and sport issues as well (Yalnız, Köseoğlu, Kaplanoğlu, & Altun, 2020). One of these changes is social distance. The concept of social distance, which appeared as a means of protective measure against the pandemic along with the spread of COVID-19, is used in the sense that two or more people are to communicate at a certain distance in order to protect themselves from the transmission of the virus (Özşenler, 2021). However, it is noted that this is a difficult personal control case to beware of, especially for individuals who prefer establishing a close-distance relationship or for those who have to act as such on a mandatory basis (Soysal, 2020). Additionally, it is believed that changing social habits with the COVID-19 pandemic have also some effects on the life quality of individuals. How the social distance rule in changing life conditions with the pandemic affects the life of individuals. On the other hand, is a matter of curiosity. It has been deduced that there are hardly any studies on this subject in the literature; as a result, it is thought that it will be of high significance to determine the relationship between social distance adaptation levels and quality of life of the candidate students of the Faculty of Sports Sciences during the COVID-19 process. Proceeding from this, the purpose of this study is to examine the relationship of social distance adaptation and quality of life of prospective students of the Faculty of Sports Sciences according to their gender, whether they are licensed athletes or not, and whether they are individual athletes or team athletes.

Methodology

A total of 1083 candidates aged 18 and over, who registered for the Special Talent Exam held for the admission of students to the undergraduate programs of the Faculty of Sports Sciences, Physical Education and Sports Teaching, Coaching Education, Sports Management and Recreation, participated in the study. 33.6% of the participants were female and 66.4% of the participants were male. 36.2% of the participants were licensed athletes and 63.8% of the participants were unlicensed athletes. 29.87% of the participants were individual athletes and 70.13% of the participants were team athletes. The mean age of the female candidates was 18.96 ($SD = 1.16$), and the mean age of the male candidates was 19.27 ($SS = 1.38$). The Social Distance Scale in the COVID-19 Period, developed by Oral and Günlü (2021), was used in order to reveal how much the candidates participating in the study paid attention to the rules of social distance during the COVID-19 period. The Impact of COVID-19 on Quality of Life Scale, developed by Repisti et al (2020) and adapted into Turkish by Sümen and Adıbelli (2021), was used in order to determine the level of impact of COVID-19 on the life quality of the candidates participating in the study. In addition, the Personal Information Form created by the researchers was used in the research, which includes questions about the gender and the age of the candidates, whether they are licensed athletes or not and their branches. Mann Whitney-U test and Spearman's Correlation Coefficient were used in the analysis of the data obtained in the study.

Results

As a result of Mann Whitney-U test, it is determined that there is no statistical difference between male and female candidates applying for the Special Talent Exam of the Faculty of Sports Sciences in adaptation to social distance in the COVID-19 process ($U = 128940.50$, $p = .69$) and impact level of COVID-19 on quality of life ($U = 123449.00$, $p = .13$). It is determined that there is a statistically significant difference ($U = 121983.00$, $p = .006$) between the level of compliance with social distance in the COVID-19 process of the candidates who are licensed athletes and those who are not that applied for the Special Talent Exam. However, it is found that there is no statistically significant difference ($U = 134341.50$, $p = .83$) between the level of impact of COVID-19 on the quality of life of licensed athletes and non-licensed athletes. It is found that there is no statistical difference between the social distance compliance level of the licensed individuals and team athletes who applied to the Special Talent Exam during the COVID-19 process ($U = 23234.00$, $p = .94$); It is found that there is no statistical difference between the level of impact of COVID-19 on the quality of life of licensed individual and team athletes ($U = 21640.00$, $p = .21$).

Spearman's Correlation analysis has been used to reveal the relationship between the social distance adaptation level and life quality of the candidates participating in the Special Talent Exam during the COVID-19 process. Before the analysis, the data of the two groups were analyzed separately, as there was a difference between the social distance compliance levels of the licensed athletes and non-licensed candidates. The results of the analysis showed that there was no statistically significant relationship between the level of adaptation to social distancing and the quality of life of licensed athletes in the COVID-19 process $r_s = -.96, p > .056$. However, it is revealed that there is a statistically negative and low level relationship between social distance and quality of life in the COVID-19 process of licensed athletes and unlicensed candidates as a result of the analysis, $r_s = -.217, p < .001$.

Keywords: COVID-19, social distance, sports, student, quality of life

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ID-107

Examining the Difficulties Experienced by High School Students in Entering University During the Global Pandemic

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Introduction

A novel infectious disease of coronavirus family was identified in Wuhan, China in late December 2019, which was later named as COVID-19 or coronavirus (Muhammad, Long, and Salman, 2020). It grew in January, and over time cases of the virus were reported from various countries in Europe, North America and the Pacific. On March 11, 2020, it was declared a global epidemic by the World Health Organization (Saqlain et al., 2020)

The coronavirus pandemic, which is spreading worldwide, was first announced by the ministry of health in Turkey on March 11, 2020 (Ali et al., 2021).

On March 16, 2020, schools closed across the country and distance education activities started at all levels of education. As of March 23, education was started at the primary and secondary level through the EBA (Educational Information Network). In addition, synchronous and asynchronous education has been introduced at all levels from primary school to university.

Although face-to-face education was started at some class levels after this date, full face-to-face education was started on September 6, 2021 at primary, secondary and high school levels, and again after September 6, 2021 at universities.

Many setbacks have been encountered during the distance education process. One of them was the difficulties in accessing the internet. Students have difficulties accessing tools such as computers, tablets and phones. Throughout the country, solutions to these problems were quickly produced and the MEB identified specific schools for students who had difficulty accessing them. Students were directed to these schools to ensure that they did not fall behind in their education.

The fact that the schools were closed for approximately 18 months had different effects, especially on the students who will take the exam in the final year. In 2021, students in their senior year of college were almost never able to attend school from the spring importance of the third year of high school to the end of high school.

Students studying their courses with distance education, having difficulty learning some subjects and some problems. The possibility that students may learn the subjects incompletely and not be able to answer the questions that may arise in the exam has raised different concerns.

With this research, the concerns of first-year students who have won Necmettin Erbakan University and Ahmet Keleşoglu Faculty of Education in the 2021-2022 academic year will be investigated.

Methodology

This research was carried out with Necmettin Erbakan University, Faculty of Ahmet Keleşoglu Education. The research is designed to determine the opportunities of the university first graders in the last two years of high school lives and their concerns to enter university.

In the study, mixed pattern has been used. In the study, the phenomenology pattern of the qualitative research patterns were used. Phenomenology is the study of human experience and of the ways things present themselves to us in and through such experience (Sokolowski, 2000). The participants will be applied to the questionnaire designed by researchers.

Research will be made according to voluntary participation and the data will be collected within the first 3 weeks after the university is opened. The data collection tool will be given to participants by the researchers and will be given enough time for the participants to answer. The appropriate environment will be formed for the participants to answer the questions in full neutrality. The data will be analyzed because the data is collected.

%, Frequency, arithmetic mean for quantitative research in the analysis of data; The findings of introducing participants will be examined using descriptive analysis techniques for qualitative research.

Results / Expected Outcomes

The research will be carried out on Necmettin Erbakan University Ahmet Keleşoğlu Educational Faculty in 2021-2022 education-teaching period. The effects of schools closing for about 18 months with research will be investigated.

The results obtained in the studies are expected to be reached. These results are:

- Feeling extreme fear was the most significant risk factor for psychological distress, followed by short sleep durations, being in their graduating year (4th year) and living in severely afflicted areas (Tang et al., 2020).
- The implementation of online learning during the pandemic has been problematic and challenging for families (Dong and Li, 2020).
- Students have been facing various problems related to depression anxiety, poor internet connectivity, and unfavorable study environment at home (Kapasias et al., 2020).
- The most important factors behind the students' dissatisfaction during online learning are a distraction and reduced focus, psychological issues, and management issues (Maqableh and Alia, 2021).
- Students generally prefer face-to-face training. Teaching the lessons as live as possible positively affects the attitudes of the students towards distance education (Doğrukök et al., 2021).

Keywords: pandemi, stress, student anxiety, university, university exam

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ID-77

A Study on Learning Strategies of Pre-Service Teachers**İpek Derman***Hacettepe University, Turkey*ipekderman@gmail.com**Introduction**

The ability to learn is the most important mechanism for human beings to survive in the face of changing environmental conditions. Many changes encountered throughout life can be easily adapted with the ability to learn,. However, when it comes to school learning, this innate mechanism is interrupted for various reasons. Teachers are the guides of the students in dealing with the learning difficulties they experience in this process. They can transfer their learning paths to their students as role models. It is among the primary duties of teachers to guide their students in discovering the ways of reaching to information. In this context, one of the main goals of teachers should be to raise individuals who can use learning strategies effectively, that is, who have the ability to learning to learn.

Learning strategies are cognitive plans oriented toward successful task performance (Weinstein & Mayer, 1986). Knowing which learning strategy to use for which task avoids unnecessary wasting of time and makes individuals effective learners (Vanderstoep, & Pintrich, 2008). Students' success largely depends on their awareness of their own learning paths and their ability to direct their own learning (Senemoğlu, 2018). It is also found in the results of many studies that the academic achievement of students who can use learning strategies effectively is higher than other students (Bidjerano & Yun Dai, 2007; Buluş, Duru, Balkıs, & Duru, 2011; Dweck, 1986; Vanderstoep & Pintrich, 2008)

During the global epidemic, which has caused a break in face-to-face education since 2020, children and teachers who were away from their schools could not access the educational occasions offered at an equal level due to the differences in opportunities. It is emphasized in national and international reports that the effects of this process will be felt negatively in social and economic dimensions in the coming years (TEDMEM, 2021).

In this context, it is thought that students who have the organized learning ability to learn will be able to get through the process of being away from schools due to the global epidemic or any other reason, with less loss. As a matter of fact, even if these students stay away from the guidance of their teachers, they will have the capacity to organize their learning processes with the teaching materials they have. This situation reveals once again the importance of raising individuals who can use learning strategies effectively.

The aim of this research is to determine the learning strategies used by the pre-service teachers. Learning strategies used by the pre-service teachers will be determined by revealing their current abilities and the points of them that need to be improved. It is thought that the results of this research will shed light on the training of pre-service teachers who can use learning strategies effectively and who can provide qualified guidance to their students' learning difficulties when they start their profession.

Methodology

This research is a descriptive study in the type of survey. The research tried to determine the learning strategies preferred by the pre-service teachers in different major fields at the Faculty of Education and the reasons for preferring these strategies. Survey model is a research approach that aims to describe a past or present situation as it is (Karasar, 2009). The study group of the research consists of 144 2nd year students who continue their education in different major fields at the Faculty of Education in Hacettepe University in the 2020-2021 academic year. Students were asked to explain the learning strategy that they used the most in the process specific to their teaching field through an example and to indicate why they used this strategy during the data collection process of the research. The descriptive analysis method was used in the analysis of the obtained qualitative data. In the descriptive analysis, the conceptual framework in the literature is based on the classification of the data. Intercoder reliability was calculated using the formula of Miles and Huberman (1994) by examining the descriptive analysis.

Results / Expected Outcomes

Result of the research will reveal which learning strategies are used more and which ones less by pre-service teachers from various fields who continue their education at the faculty of education. In addition, it will be determined whether the learning strategies used by the pre-service teachers who continue their education in distinct fields differ from each other. The results of the research are considered important in terms of being aware of the learning strategies that are thought to be not used adequately and taking the necessary precautions

accordingly. The findings to be obtained may shed light on the processes of restructuring and developing the education faculty curriculum. It is thought that the importance of raising individuals with self-regulation skills who can easily access information with the acquisition of learning strategies and usage of the information through the technology, will be supported with the findings obtained in the research.

Keywords: faculty of education, learning to learn, qualitative research

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Teos

ID-16

Experiences of Primary School Teachers About Online Education in the Process of Coronavirus (Covid-19) Pandemic*

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Introduction

From past to the present, the world's communities have struggled with various disasters. One of them is named as pandemic and it described as the common occurrence of a disease on a continent or several countries at the same time (Develi, 2020). The current new type of coronavirus (COVID-19) pandemic is one of these disasters. COVID-19 is transmitted between people quickly and easily (Demirel, 2020). For this reason, methods that can minimize the interaction of people with each other, such as social isolation, use of personal care such as masks and adjusting social distance as necessary, have gained importance in order to prevent contagiousness (World Health Organisation, 2020). Countries where the virus has spread thought that it would be safe for people to isolate themselves by staying at home (Tümen-Akyıldız, 2020). In this context, the schools were closed, people were asked to stay at home and isolate themselves, and the mobility in the public places was reduced (Balaman & Hanbay Tiryaki, 2021).

In order to reduce the impact of COVID-19, more states closed schools at all levels of education, made some changes and revised their educational policies. As the internet infrastructure of many countries has developed, they have used distance education via using internet connection, while some countries have tried to provide distance education to students through television channels (Yılmaz, Güner, Mutlu, Doğanay, & Yılmaz, 2020). In Turkey, as of March 23, 2020, TRT EBA TV channels for students have been determined as tools used for distance education. After April 6, 2020, online education applications were carried out in pilot schools in Ankara and Istanbul, and after the positive data obtained from the pilot application, online lessons have started (Canpolat & Yıldırım, 2021). When the literature is examined, it is found that there are studies about the attitudes (Moçoşoğlu & Kaya, 2020), and opinions of the teachers regarding the distance education process put into practice due to the COVID-19 (Balaman & Hanbay-Tiryaki, 2021; Çakın & Külekçi-Akyavuz, 2020; Kavuk & Demirtaş, 2021). However, since the global epidemic process is an unexpected situation, more studies on this issue are needed. Especially since primary school teaching requires working with younger students, it is thought that revealing the experiences of these teachers, the difficulties they have experienced and proposed solutions for these difficulties will contribute to students, teachers, administrators, experts in the fields of distance education and curriculum studies. For this reason, the aim of this research is determined to reveal the experiences of primary school teachers about online education in the process of pandemic.

Methodology

Quantitative research method and descriptive survey research design was used in the research. As it is known, the descriptive survey research design aims to "reveal the existing situation as it exists and with an objective approach" (Karasar, 1999, p. 77). In this study, it was thought that the descriptive survey research design would be appropriate since it was aimed to reveal the experiences of primary school teachers during the distance education process in the pandemic. 157 (85 female, 72 male) primary school teachers who gave lessons with distance education in 2020-2021 academic year participated in the study. Majority of the participants have 1-5 years of seniority. 50% of them graduated in bachelor's degree. In order to reveal different experiences from different groups, teachers of different ages and seniority in different provinces of Turkey were reached. In the study, the "Online teaching process experiences questionnaire" developed by the researchers was used as a data collection tool. In the survey development process, 43-item survey questions were formed by using the literature and taking expert opinions on the items written. The data were analyzed using descriptive statistics.

Results / Expected Outcomes

As a result of the research, it is seen that the majority of the teachers found the online course hours and course duration appropriate for the students. However, many teachers stated that most of their students were not willing to participate in online classes and the majority of students did not participate the online education sessions. It is considered that the reasons for not being able to participate in classes were that the students did not have

* This study is derived from Bereket Arslan's non-thesis master's project entitled "Experiences of Primary School Teachers About Online Education in the Process of Coronavirus (Covid-19) Pandemic" conducted under the supervision of Assist. Prof. Özge Maviş Sevim.

sufficient technical equipment (tablets, computers, etc.) and that they did not have sufficient internet access. Teachers thought that constantly looking at the screen due to online lessons would have negative effects on both their own health and the health of students. In the study, almost all teachers agreed that online education was more difficult than face-to-face education. They also thought that students were more successful in face-to-face education. Teachers stated that there were distracting events in the homes of the students while teaching online lessons, group work cannot be done in these lessons, and it was difficult to control homework. It can be said that such problems are among the reasons that reduce student success and course efficiency. Based on the results of the study, it can be recommended to carry out studies to raise awareness of teachers about activities that increase participation and success in online education. Teachers and students can be informed about what can be done to minimize the negative effects of being in front of the computer for a long time. In addition, it is possible to say that students and parents should be informed about online education system and what can be done to increase success in this system.

Keywords: Coronavirus (COVID 19), distance education, online education, primary school teachers.

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ID-21

An Investigation of Teacher Perspectives About the Distance Education Delivered During Covid-19 Pandemic in Science and Art Centers

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Introduction

By the end of 2019, the world entered into an unexpected course due to the new type of coronavirus, also called COVID-19 and countries were caught unprepared for this process. The pandemic significantly affected educational activities at the national and international levels (Qureshi & Khawaja, 2021). On average, 79 school days were suspended in low, middle, and high-income countries in 2020. Countries that suspended education, continued educational activities in different ways, for instance, solely through distance education or hybrid education via TV, radio, and online platforms. In addition, 41% of countries extended the academic year, and 42% prioritized certain discipline areas or skills (UNESCO, 2021).

Turkey was also one of the countries that suspended education due to COVID-19. Distance education platforms of EBA and TRT EBA TV came into prominence in Turkey. However, these platforms were prepared for students involved in formal education (MoNE, 2020a; MoNE, 2020b), which means that the gifted students were ignored during the pandemic.

An examination of the existing literature showed that Some studies existed on distance education, carried out with gifted students during the COVID-19 outbreak (Aboud, 2021; Türksöy & Karabulut, 2020; Yıldız, Alkan, & Çengel, 2021). In this study, the data were obtained through student interviews. This situation shows that there is a limited number of studies regarding the distance education carried out with gifted students during the COVID-19 outbreak in the literature, and the existing studies address teacher opinions. Therefore, it sounds essential to explore the lived experiences and problems of teachers in this process, the contribution of the process to the teachers and their views on educational activities to be conducted in Science And Art Centers (SAC) after this process, the face-to-face and distance education activities to be conducted after this process, and their views about the education programs to be prepared in this regard.

The main purpose of this study is to determine teacher perspectives about the distance education carried out during the COVID-19 process in SACs. In line with this purpose, answers were sought to the question ‘What are the teacher perspectives about the distance education implemented in SACs during the COVID-19 outbreak?’ According to this main question, answers were sought to the following sub-questions.

1. Have you ever received training in distance education? Do you feel competent in distance education?
2. How was the education process in SACs affected during the COVID-19 outbreak?
3. What kind of differences do you see in which aspects when comparing distance and face-to-face education applied in SACs?
4. What do you think about what education will be like at SACs after the COVID-19 period?
5. What are your expectations and suggestions about the education in SACs?

Methodology

Of qualitative research designs, a phenomenological design was employed in the study. Interviews were conducted with SAC teachers at the end of the 2019-2020 school year to determine. In this study, the distance education activities carried out in SACs during the COVID-19 process were considered as the phenomena and the teachers who experienced this phenomenon as the data source, and the data were collected through interviews.

Of purposive sampling methods, criterion sampling was employed in the study to determine the study group. In determining the study group, the criteria set were that teachers are permanent teachers who are working in science and art centers and carrying out distance education activities during the COVID-19 process. In this context, a total of 41 teachers, 22 females and 19 males, from 20 different SACs working in 17 fields participated in the study. A semi-structured form prepared by the researchers was used as a data collection tool. Questions directed to teachers were prepared to use in the study and sent to two experts in curriculum and instruction. After receiving feedback from the experts, revisions were made to the questions in the form. Pilot interviews were conducted using these questions with two teachers. The teachers were interviewed on the phone with a video call program. Interviews were recorded on a voice recorder device, transferred to a computer, and

transcribed. The interviews conducted with teachers lasted for 27 minutes on average. A content analysis method was employed in analyzing the data collected from teachers. The obtained from teachers were read and coded one by one, and then relevant themes were created. Furthermore, the coding reliability was determined after 10% of teacher responses were randomly selected and recoded by an expert in curriculum and instruction. The inter-coder reliability was 0.86.

Results / Expected Outcomes

The study concluded that most SAC teachers have no training on distance education. A vast majority of teachers having no training on distance education also felt inadequate in distance education and wanted to receive training.

Teachers utilized tools and applications such as Zoom, Teamlink, WhatsApp, e-mail, Web 2.0 tools, virtual classrooms, social media, and PowerPoint. It was concluded that there were problems with the internet infrastructure, failing to complete activities, and failing to provide activity-based education. However, teachers also experienced improvement in educational technology and teaching profession knowledge and skills.

Furthermore, the study concluded that teachers find face-to-face education more effective than distance education. In this context, the findings showed that student-student and student-teacher interactions declined during the Covid-19 process, insufficient materials were used, student participation was low, and there were problems in providing feedback or revision and doing observation-based measurement and evaluation.

Expectations concerning the post-Covid-19 process included taking health measures, developing distance education curriculum, providing in-service training, providing part-time distance education at SACs, and using it for students having transportation problems.

Teachers' expectations and suggestions concerning the SAC education included increasing the in-service training provided for teachers, including all students in SAC student selection process, reducing the attendance days of the SAC students, enriching the ateliers in terms of materials, improving the physical conditions, turning SACs into full-time schools, and giving importance to the individualized education by reducing the number of students.

Keywords: distance education, science and art center, teacher perspectives

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ID-95

A Study on Mathematics Teaching Anxiety of Elementary Teacher Candidates**Yasin Ay***Ege University, Turkey*
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elif.kubra.demir@ege.edu.tr**Introduction**

The anxiety of mathematics is a negative emotional state of not only students have when learning it, but also that teachers have when teaching it (Peker, 2009). Some research revealed that the most important reasons behind maths anxiety are perceived teacher characteristics, family, courses taken before (Mehmetlioğlu-Demirkan, 2016), and prior school experiences (Borko et. al., 1992). Mathematics Teaching Anxiety (MTA) is defined as the sense of tension and anxiety that pre- and in-service teachers feel while teaching mathematical concepts, theories, formulas and problem-solving skills (Peker, 2006). Teaching anxiety might cause serious problems on the effectiveness of teaching (Bernstein, 1983). This type of anxiety can lead to developing inappropriate, ineffective and damaging behaviors which harm instructors' health. The individuals who have teaching anxiety may increase hostile interactions with students (Ameen, Guffey & Jackson, 2002). Therefore, mathematics teaching anxiety of pre- and in-service teachers is an issue that needs to be investigated.

Studies on the reasons behind MTA have shown that they take several forms. For instance, the results of a study conducted by Hoşşirin Elmas (2010) demonstrated that pre-service teachers' MTA was derived from mathematics anxiety, apprenticeship, lack of self-confidence and lack of content knowledge. Brown et al. (2012) qualitatively analyzed the statements of pre-service elementary teachers after the field experience of mathematics teaching and revealed the pre-service teachers' anxiety-related events depending on mathematics teaching experiences. Thus, they reached ten themes which result in pre-service elementary teachers' anxiety towards teaching mathematics: Resources, curricular structure, classroom management, supervision, observing other teachers, practice, reflection, preparation, emotional impact and previous experiences with mathematics.

The purpose of the present study is to investigate the MTA of teacher candidates, specifically pre-school teachers and primary school teachers. In this study, we try to investigate whether mathematics teaching anxiety of pre-service teachers differ in terms of gender, department and grade level. Accordingly, the research questions to be answered are as follow:

1. What level of MTA do pre-service teachers have?
2. Is there any significant difference between the MTA scores of pre-service teachers in terms of gender?
3. Is there any significant difference between MTA scores of pre-service teachers in terms of department?
4. Is there any significant difference between mathematics teaching anxiety scores of pre-service teachers in terms of grade level?

Methodology

Survey research design was used in order to determine MTA of teacher candidates. Since the researchers collected data at one point in time, a cross-sectional survey design was conducted in the study (Creswell, 2009). The subjects consist of 282 pre-service elementary teachers who were enrolled in one of the Education Faculties in a public university in İzmir. In the study, the data were collected through "The Mathematics Teaching Anxiety Scale" which consists of 23 items in four factors: Content knowledge (10 items), self-confidence (6 items), attitude towards mathematics teaching (4 items), and teaching knowledge (3 items). The Cronbach Alpha coefficient of the scale was found .91 (Peker, 2006). The scale was applied 282 pre-service teachers by the researchers. The researchers conducted descriptive statistics, independent samples t-test and one-way ANOVA with $\alpha = 0.05$ when analyzing the data. While interpreting descriptive statistics, interpretations were made by dividing 1 to 5 points into 5 equal parts.

Results

The pre-service teachers have a low level of anxiety ($\bar{X} = 2.08$). When the averages of the sub dimensions are examined, it is seen that MTA is mostly related to self-confidence ($\bar{X} = 2.34$), followed by content knowledge ($\bar{X} = 2.02$), teaching knowledge ($\bar{X} = 2.01$) and attitudes towards mathematics teaching ($\bar{X} = 1.91$), respectively.

t-test results revealed that there was no significant difference between MTA scores of pre-service teachers, in terms of their gender, $t(280) = 1.36$, $p > .05$; and in terms of their departments, $t(280) = 1.76$, $p > .05$. The findings of several studies contradict the results of this study related to gender (Hacıömeroğlu, 2014; Hoşşirin-Elmas, 2010), while there exists consistent findings in some studies (Atnafu, 2014; Peker & Ertekin, 2011).

ANOVA analysis demonstrated that a statistically significant difference was found among the four grade levels of pre-service teachers on MTA, $F(3, 278) = 3.62$, $p < .05$. Post-Hoc Games-Howell tests indicated that significant difference was found in Mathematics Teaching Anxiety between 1st graders and 4th graders ($p < .05$), and between 3rd graders and 4th graders ($p < .05$), in favor of fourth graders. This result might be interpreted as senior students feel more comfortable when they get near teaching profession. In addition, since they complete most of the instructional courses related to teaching of mathematics and school experience courses, they might feel more self-confidence and overcome their anxieties related to teaching mathematics. There exist some studies that support (Sağlam, 2014; Küçük Demir et al., 2016; Hoşşirin Elmas, 2010) and contradict (Yazıcı et al., 2011) this result.

As the results of this study have shown, teacher candidates have less teaching anxiety in the final grade, which might ensue from practice teaching or school experience. Hence, in order to decrease the anxiety of students in from the early grades, courses like practice teaching and school experience could be scattered in all the grades from the beginning, and teacher candidates should be provided to observe experienced teachers in the schools. Additionally, as Mehmetlioğlu-Demirkan (2016) states that teacher educators and other mentor teachers should be aware of the reasons and design effective field practice environments, in order to help pre-service teachers eliminate their mathematics teaching anxiety. Because, within the scope of the general qualifications of the teaching profession prepared by the MoNE (2017), it is expected that each individual doing the teaching profession should have professional knowledge and skills, develop himself and be open to innovations in order to conduct teaching profession properly.

Keywords: elementary education, mathematics teaching anxiety, pre-service teachers, teacher education.

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Erythrai

ID-48

The Evaluation of Foreign Language Learning Barriers by English Teachers

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There are ongoing researches at both the global and regional levels on the teaching of a foreign language, which is the key to open the doors to the world. The problems experienced in foreign language teaching and learning have been a subject that keep educators busy for a long time. The importance of knowing and learning a foreign language in all countries of the world is gaining more and more importance in the face of social and cultural changes and practice-based developments, and foreign language learning activities become even more imperative with the increase of cultural exchange and cooperation opportunities in various fields between countries.

The language teaching process is not a static process based on any method, appropriate, precise rules and procedures that the teacher will blindly adhere to. On the contrary, it is a dynamic, creative process that is shaped according to the characteristics of student groups. Despite all these efforts, the fact that language teaching cannot reach the desired point makes it necessary to continue the studies on this subject.

Undoubtedly, managing the learning and teaching processes well and making progress requires addressing the dynamics of the foreign language. Among the most important of these dynamics are learners' anxiety towards foreign language, their self-efficacy beliefs, attitude and motivation. Whether anxiety is effective in foreign language learning, whether it is positive or negative if it is effective, what level of effect it has have been the focus of educators and linguists for years. When it comes to self-efficacy; it can be said that it is very important to develop self-efficacy beliefs in students for an effective education. Because the student achieves success to the extent that he believes he can succeed (Arslan, 2012). In order for the educational activities to be carried out in the desired direction, the affective characteristics of the students must be taken into account. One of the most important affective characteristics is attitude. According to Bandura and Cervone (1986), individuals who experience the pleasure of success once, make more intense efforts to achieve it, which in turn enables them to have a more positive attitude. Perhaps the most important and least emphasized of these is "lack of motivation". Lack of motivation in the field of education is that individuals cannot be convinced of the necessity of learning a language. It is believed that it will be beneficial to participate in the discussion from the perspective of the teacher.

Methodology

The general purpose of this study is to determine the views of English teachers on the barriers to teaching and learning English. In the research, data were collected through face-to-face interviews with 30 English teachers who were selected by random sampling and working in different school types, including Anatolian High School, Science High School, Vocational High School, Sports High School and Private High Schools in the city center of Elazığ. The highest participation is from Anatolian high schools with 13 English teachers. Moreover, the interview form consists of a total of 14 questions, 6 demographic questions such as age, gender, experience, graduation and weekly schedule and 8 open-ended question about the possible barrier of learning a foreign language. The data obtained through the interviews were evaluated through content analysis. Besides content analysis, t-test, Anova, Mann Whitney U and Kruskal Wallis H tests have been used to analyze the data.

Results / Expected Outcomes

Teachers indicated that the main factors that cause failure in foreign language teaching are motivation, anxiety, teacher competencies and students' negative attitudes towards the English lesson. In addition, according to the teachers participating in the research, motivation and teacher competencies are the most important combinations that will ensure success in English teaching. According to the teachers, the most important reason for the low student motivation is that the students do not have an environment where they can use the English they learned as a foreign language and they regard the English lesson as a lesson that they have to pass, which is part of their school program. Not using the skill has been shown as the biggest obstacle to the development of reading, speaking and listening skills, and insufficiency of vocabulary and grammar.

Teachers are of the opinion that in order to overcome the inadequacy in foreign language teaching, the curriculum should be renewed, the course content should be enriched and learner motivation should be increased. In this context, it was emphasized by the teachers who participated in the research that in addition to practical enriched education programs, it is vital to be tolerant of mistakes made and to give feedback with

constructive criticism in order to enrich the material that can be used in the classroom, to organize activities that will encourage the use of foreign language in and outside the school, and to minimize anxiety.

Keywords: English language teaching, English teachers, foreign language barriers

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ID-54

Examining the Teaching Vocabulary Process With Game in 5th Grade English Lesson

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Introduction

Learning a foreign language has become popular in many parts of the world and language teaching has been seen as an important task. Especially since English is widely used, it has started to be taught as a compulsory foreign language in many countries.

English is taught as a foreign language in Turkey too. However, studies conducted in recent years (Anşın, 2006; Haznedar, 2010) reveal that the desired success in English teaching in Turkey has not been achieved. The main reasons for this are that there aren't interesting, activity-based and educational environments that pay attention to individual differences in English teaching. In addition, ordinary activities based on the textbook, boring grammar teaching, students' decreasing motivation, English structures and words that cannot go beyond memorization and are forgotten in a short time are the reasons for not reaching the desired level in English teaching.

Children are not interested in rules, explanations, and matters that do not concern them or are foreign to them. Games, songs, rhymes, visual and audio materials, dramas in which they are actively involved, and activities related to their imaginary worlds attract their attention (Işık & Semerci, 2016). Children in primary education are still in the play age. Tosuncuoğlu (2013) states, games can be used if they want them to create a rich vocabulary in an active and productive way. As a matter of fact, Butler (2015), Guerrero (2011), Sørensen and Meyer (2007) stated that foreign language teaching through games affects the process positively and increases the motivation of students.

In this context, the general purpose of this study is to examine the process of teaching vocabulary through games in the 5th grade English lesson. Depending on this general purpose, answers to the following sub-problems will be sought.

The experimental group in which the balloon popping game was used and the control group in which the current curriculum was applied;

- Is there a significant difference between the English vocabulary test pre-test and post-test scores?
- Is there a significant difference between the pre-test and post-test scores of the attitude scale towards the English lesson?
- Is there a significant difference between the retention test scores?

Methodology

In this study, in which the process of teaching vocabulary with games in the 5th grade English lesson was examined, the quasi-experimental model with the pretest-posttest control group, which is one of the experimental models, was used.

This study was carried out in a public secondary school and a total of 28 students from two different branches, studying in the 5th grade English preparatory class and participating in online training, participated in the study. One of the classes was determined as the experimental group and the other as the control group by random assignment.

In this study, the English 5th grade fitness unit vocabulary achievement test developed by the researcher and the attitude scale towards the English lesson developed by Orakçı (2017) were used as data collection tools. The vocabulary achievement test consists of 4 parts and 28 questions. The mean difficulty of the test is 0.53, the mean discrimination value is 0.46, and the Cronbach alpha reliability coefficient is 0.87. The attitude scale consists of 2 sub-dimensions, behavioral and affective, and 16 items. The highest score that can be obtained from the 5-point Likert scale is 80, and the lowest score is 16. As a result of the validity and reliability analyzes of the scale, the Keiser-Meyer-Olkin (KMO) coefficient was determined as .872 and the Barlett Sphericity test significance level was determined as 0.01. As a result of the explanatory factor analysis, it was determined that the item-total correlations in the scale were between 0.378 and 0.692. The explained variance was calculated as 58%. The Cronbach Alpha reliability coefficient of the scale was found to be .88 for the behavioral sub-dimension and .91 for the affective sub-dimension (Orakçı, 2017). In the pilot application of this study, the average Cronbach Alpha reliability coefficient for both dimensions of the scale was found to be 0.87.

Results / Expected Outcomes

In this research, the process of teaching vocabulary with games in the 5th grade English lesson was examined with an experimental application and the following results were obtained.

At the beginning, while the achievement levels of the experimental and control groups regarding the English vocabulary achievement test were similar; At the end, it was determined that the method of teaching vocabulary with games increased the success of the students at a statistically significant level. Similarly, in similar studies on vocabulary teaching with games (Taheri, 2014; Işık and Semerci, 2016), it was concluded that teaching with games increased students' success in vocabulary learning.

At the end of the research, it was determined that teaching vocabulary with games did not statistically significantly increase students' attitudes towards the English lesson. However, in this study, it was determined that the attitudes of the students in both groups towards the lesson were quite high. The fact that the results of students' attitudes towards the English lesson were so high before and after the application; it is thought that this may be due to the fact that these students enjoy the English language course in the English preparatory class.

When the results of the research were evaluated in terms of permanence, it was determined that the method of teaching with games increased the permanence of students' English vocabulary learning success at a statistically significant level.

Keywords: online games, teaching English, teaching vocabulary

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ID-91

An Investigation of Primary School English Teachers' Views on Distance Education During COVID-19 Pandemic Process

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Introduction

Changes in the social structure mostly affect the schools, which are the subsystems of the society, and the functioning of the education programs. Finally, the emergence of the worldwide COVID-19 (Coronavirus Disease) pandemic has caused many changes in almost every aspect of life, including education. Due to this global pandemic, which spread very quickly and resulted in many deaths around the world, many serious measures have been taken by countries. In addition, after the declaration of COVID-19 as a pandemic by WHO (World Health Organization), as a result of the increase in the number of cases and deaths, it was decided to close schools locally and in general in many countries (Eken, Tosun & Eken, 2020). As of 07 April 2020, schools were closed in 188 countries and it was determined that approximately 92% of the student population (1,576,021,818 students) through worldwide was affected by this school closure during pandemic (Can, 2020). Thus, it can be said that schools are one of the institutions most affected by this pandemic. In Turkey as well as all over the World the government decided to shift to distance learning in the 23rd March, 2020. The Ministry of National Education (MoNE) started distance education for the students attended in primary and secondary schools on 3 new television channels and the capacity of the Education Information Network (EBA) (MoNE, 2020). It is seen that students and teachers have been faced with some problems during this process (Kurnaz & Serçemeli, 2020). Examining the experiences of teachers and students in the distance education process and taking measures according to the data obtained will contribute positively to the distance education process. Thus, it is important for the quality of education to review whether the curriculum and its components are suitable for distance education. Many studies on distance education have been conducted in the literature (Karadağ & Yücel, 2020; Özdoğan & Berkant, 2020; Kurnaz, Kaynar, Şentürk Barışık & Doğrukök, 2020; Bakioğlu & Çevil, 2020). However, a study on investigation of primary school English teachers' views about English Curriculum implemented during distance education has not been reached. In this study, it was aimed to examine on the opinions of teachers about second grade English curriculum conducted during distance education due to of the COVID-19 epidemic.

Methodology

This study was carried out using a case study, one of the qualitative research designs. Accordingly, through the methods and research designs used in this study, it is aimed to obtain deep and detailed qualitative data about the objectives, content, instruction and evaluation, based on the experiences of English Language Teachers regarding the implementation of the 2nd grade English curriculum in the distance education process. The sample of this study consists of 8 English teachers who teach 2nd grade English lessons in the province of Antalya. The semi-structured interview form created by the researchers for the sub-problems of this research was used as a data collection tool. The interview form consists of two parts. In the first part of the form, there are items for some descriptive information about the participants, in the second part of the form, there are 6 items prepared towards the research questions of the study. Research data were obtained on a voluntary basis from the sample group determined towards the purpose of the research. Due to the COVID-19 outbreak, interviews were conducted through online programs. Qualitative data obtained in the interview were analyzed by the researchers through content analysis.

Results

It is seen that the component of the curriculum that teachers' most of negative opinions in terms of suitability to distance education are objectives. Considering these views under two headings, educational and instructional, it can be said that the intended level of learning-based learning outcomes has not been reached. When the findings are examined in terms of the general objectives of the program, it is seen that the main objectives of curriculum, such as developing a positive attitude towards English and fostering a learning environment in which young learners of English feel comfortable and supported, could not be obtained. According to the teachers' views on content of the curriculum, it has been determined that no content updates for the distance education process were held in second grade English curriculum. Most of the teachers stated that the content of the curriculum was

not revised as distance education. The content for speaking and listening skills was not suitable for distance education, and the course duration was not sufficient for online courses. Most of the teachers also stated that it is not possible to carry out the activities suggested in the program through distance education. Although teachers tried to make online lessons more attractive, they stated that their instruction of the curriculum was not suitable for distance education due to reasons such as students' developmental characteristics, psycho-social readiness and limited interaction. The results of the study show that evaluation studies are mostly insufficient, not suitable for distance education and not objective.

Keywords: curriculum, distance learning, young learners

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PARALLEL SESSIONS – 3
ABSTRACTS

Ephesus

ID-97

The Analysis of Primary School Fourth Graders' Reading Skills by Their Use of Reading Strategies

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Introduction

The period we live in is called the information age in which information is changing rapidly. For individuals to keep up with the times, they need to access information that changes and transforms day by day (Aykaç, 2018). Accessing information will be easier for individuals who have acquired lifelong learning skills. The basis of lifelong learning skills is the reading skill (Bamberger, 1990).

Reading is an individual's making sense of written symbols by using cognitive activities and psychomotor skills together (Demirel, 1990). However, vocalizing is not solely enough for the individual to obtain information during this very process. The main purpose of the reading process is to make sense of the text. The reader needs to know why s/he is reading and where to use it. S/He should be able to understand why the text is written, what it implies between the lines to question the idea to be conveyed and to draw a conclusion (Emre, 2014). Reading strategies have been developed with the expectation that those cognitive processes should be exploited in the reading process. Using reading strategies enables students to see their shortcomings in understanding the text, find out what they need to do to overcome them, and find methods to correct them (Akkaya, 2011). In its simplest term, a good reader should be able to recognize words easily while reading. Afterward, s/he needs to adjust his/her reading speed, make an effort to read without errors, and pay attention to prosodic elements (Akyol, 2006).

The reader follows various behaviours in a certain order in accordance with the reading goal, from before reading to the end. Apart from reaching the goal of a person who succeeds by making his/her own arrangements, the satisfaction of reaching a goal will also make someone's perspective on the event positive. Studies have shown that positive attitudes have an affirmative effect on the process of learning and developing reading (Schofield, 1980).

The literature review indicates that previous studies were on the students' use of reading strategies, the improved achievement in reading and related courses through the use of reading strategies, and its effects on various reading skills (Block, 1986; Emre, 2014; Gelen, 2003; Kuşdemir Kayıran, 2014). The studies concentrated on the use of reading strategies and the effect of reading strategy use on reading comprehension. It has also been established that there are studies to develop the skills of accurate reading, reading speed, and prosodic skills in the scope of reading skills. The studies related to reading strategies were mainly conducted with secondary education students.

As a result, it is believed that determining the use of reading strategies and the level of reading skills of primary school students by their use of skills will contribute to the relevant literature. Therefore, the research question was as follows: "Is there a significant difference between primary school fourth-graders who use reading strategies at a higher level and those with the low level of use in terms of reading skills and reading attitudes?"

Methodology

This study, which examines the reading skills of primary school fourth-graders by their use of reading strategies, is causal-comparative research.

The study group consisted of 160 fourth graders studying in four divergent schools with similar socio-economic status in Gaziantep city centre during the 2019-2020 academic year. Simple random sampling was used in determining the study group. In the first phase of the study, the "Reading Strategies Scale" was administered to 160 students, and in the second phase, groups of 40 students with the lowest and highest strategy scores were identified. Fluent reading skills and reading attitudes of these groups were attempted to be unveiled.

In the first phase of the study, the students were grouped by their use of skills through the "Reading Strategies Scale". Then, the "Reading Comprehension Achievement Test", "Prosodic Reading Scale" and "Attitude towards Reading Scale" were administered to the groups based on the reading text register.

The scores obtained through frequency analysis from the data of the Reading Strategy Scales were sorted. In order to decide the use of reading strategies for the whole group, the mean of the students' scores was estimated; the scores were sorted and divided into lower and upper groups. From then, the data of 80 students, 40 from the

upper group and 40 from the lower group, was used. In data analysis of the groups, mean, standard deviation, and independent groups t-test were employed. The analyses were based on a significance level of .05. Reading speed and accurate reading percentages were computed by the researcher thanks to formulas under expert guidance.

Results

The results of this study, which investigate the reading skills of primary school fourth-graders by their use of reading strategies, were as follows:

1. The fourth graders, who use reading strategies at a high level, also have a high level of reading comprehension achievement. There is a significant difference between the groups in favour of the high-level group.
2. The fourth graders, who use reading strategies at a high level, also have higher reading speeds, and a significant difference was determined between the upper group and the lower group.
3. According to the classification by the use of strategy, the use of prosodic skills, which is among the fluent reading skills, is also high during reading. There is a significant difference between the data of the groups on prosodic skills.
4. The accurate reading level of the upper group with a high level of reading strategies is also higher than the lower group that uses the reading strategies at a low level. No significant difference was detected between the groups.
5. According to the classification by the use of reading strategies, the upper group's reading attitude scores were higher than the lower group. A significant difference was found between the attitude scores of the upper group and those of the lower group.

Keywords: reading, reading attitude, reading comprehension, reading fluency, reading strategies

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ID-108

Investigation of “Let the Game Begin Again” Project Results and Stakeholders’ Opinions*

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Introduction

The traumatic effects of natural disasters on people have been a carefully investigated subject for scientists working these topics, practitioners in the field, and for policy and decision makers on these issues. Although there have been many examples of disasters with effects on large masses in its history, our country still has to cope with deficiencies, difficulties and inadequacies when it comes to preventive mechanisms, practices and post-disaster coordination. The lack of studies on how children can be supported and protected in a post-disaster era is considered as another important aspect of this situation. Unfortunately, there are no child-centered disaster management plans in Turkey (Limoncu, 2018). It is seen that there is a need for action plans that are ready to be put into practice immediately after a disaster, which should be designed by the experts on the subject in cooperation with the central and local governments. Opinions received from stakeholders during and at the end of the implementation of the “Let the Game Begin Again (OYB)” project, which was implemented after the October 30th, 2020, İzmir earthquake to help with aforementioned deficiencies, were evaluated. It is believed that this study would serve as a guide in the development of child-centered disaster management plans featuring what needs to be done before, during and after a disaster for children, and raise awareness and consciousness. The main goal of this project is to help children, who were faced with the reality of earthquakes during a global epidemic, explain, convey, and interpret the negativities experienced by using educational drama techniques (verbal, behavioral and imitation). Studies show that group-based studies reduce children's post-traumatic stress disorder symptoms and anxiety levels (Layne et al., 2008; Jordans et al., 2010). During the applications individual psychological support was provided for children whose needs were specifically recognized. For the education of families, trainings in the subjects of approaching the child, emotion affirmation, emergencies and disasters were organized. With all its aspects, beyond only contacting some children in the field, this study is specifically important for it presents an action plan that can be put into practice in case of a need in the future, and it contributes to the literature with scientific findings. The research question is structured as follows: “What are the views of the stakeholders regarding the experiences within the scope of the LGBA Project and the affective outcomes of the applications?” Within the scope of this question, answers to 4 different questions were sought.

Methodology

In the study, a mixed method that includes both qualitative and quantitative data was used. In the quantitative dimension, pretest-posttest quasi-experimental design with control group was applied. Throughout the process, qualitative data were collected continuously. While the study concentrates on qualitative data, quantitative data is located within the qualitative data. Integration was used in the presentation and discussion of the findings. For children aged 7-12, an eight-week curriculum was implemented in the program. In the activities carried out online, the educational drama method was used for the subjects such as meeting someone new, trust, attention and concentration, emotion and resource development, and communication. After each activity, children were provided to interact with their families at home for a week with "Family Activities" on the subject studied. Within the scope of the project, in addition to workshops with children, five parent training and information meetings were held. Participants consist of 4 educators, 2 academic advisors and 194 children and their parents who were the most affected by the İzmir earthquake. After the children were stratified based on their age, gender, and the level of difficulty experienced in the earthquake, they were assigned to the experiment-control

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groups proportionally. A form that includes demographic information which also determines their status of being affected by the earthquake was applied to the parents. Parents, children, and educators expressed their opinions on the workshops and the general operation through questionnaires, most of which consisted of open-ended questions. Questionnaire and observation forms were developed within the scope of the research. The "Satisfaction with Life Scale" (Alay, Ekşi 2018) was used to determine the level of life satisfaction of the children participating in the study. The "Positive-Negative Emotion Scale" Telef (2013) was used to determine the positive-negative emotional states of the children participating in the study. Children and parents filled out the questionnaires at the end of the study, while the educators did throughout the entire process. During the workshops, 5 observations were made by 3 different observers. Quantitative data scales were applied to the children twice, at the beginning and at the end of the process. The data analysis process was planned separately for qualitative and quantitative data. While for qualitative data descriptive analysis method was used, for quantitative data the independent samples t-test was used.

Results

The data show that children often participate in studies with appropriate tools in a suitable physical environment. Although children participating from an unsuitable outdoor or noisy environment were rarely observed, the educators reduced the problem by communicating with the families. Findings indicate that children are comfortable and enjoy the learning environment. Considering the developmental stages of children, the data obtained indicate that the studies contribute to their emotional, social, and academic development. It has been observed that parents especially consider family activities and parent assemblies as achievements. Findings regarding the coordination of the entire educational process are gathered in two dimensions. In this theme, which reveals the nature of the coordination process regarding administrative affairs and academic studies, both the works carried out effectively and the points that can be improved in future applications emerge. Considering all these findings, following can be stated; important gains have been achieved for the participants with the studies carried out within the scope of the project, and an education program that can support children in possible future disaster situations has been further developed and presented which means the project has achieved its objectives to a large extent. It is expected that this and similar studies can give an idea to practitioners, volunteers, educators, and decision makers in such cases about effective practices that can be done.

Keywords: child-centered disaster management, educational drama, earthquake, family activities, pandemic.

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ID-14

The Effects of Extracurricular Activities on the Development of Secondary School Students in Different Fields: We Are Out of the Program! Project Experience

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Introduction

In addition to the official program, students also encounter the unofficial program (Yüksel, 2002). In this context, one of the ways of providing informal learning in and out of school is extracurricular activities (Brooks, 2007: cited in Keser, Akar & Yıldırım, 2011). Extracurricular activities; consists of organized experiences outside of class time (Posner, 1992: cited in Kocayığıt & Ekin, 2020). It contributes to the development of students' high-level thinking skills such as problem-solving, decision making. In addition to increasing school performance and success, it supports awareness of attitudes and values and their development, caring for the health and personal development. It is based on applied research, communication and creativity, and plays a role in enabling the active citizens of the future to have lifelong learning skills (Keser, Akar & Yıldırım, 2011; Moriana et. al., 2006). Extracurricular activities are not graded, participation is optional (Bartkus, Nemelka, Nemelka, & Gardner, 2012) and they are essential tools in gaining educational experience (Cole, Rubin, Feild, & Giles, 2007: cited in Bartkus, Nemelka, Nemelka, & Gardner, 2012). It allows to development of the interpersonal competence of adolescents.

In the study of Uysal and Kısa (2020), the web pages of secondary schools in Burdur (Turkey) for the 2019-2020 academic year were discussed in the context of extra-curricular activities. It has been determined that there is no homogeneous distribution for activities. Considering this result, a project was prepared by the researchers. The project named "We Are Outside the Program!" with the code 121B829 was supported by The Scientific and Technological Research Council of Turkey. Within the scope of 4004 Nature Education and Science Schools, the project aimed that secondary school students participate in extracurricular activities, which can be listed as discipline clubs, scientific, cultural, sportive, artistic and pro-social activities. Secondary school students who will be active citizens of the future; developing high-level thinking skills such as critical thinking with experiences gained outside the classroom, having learning experiences with different methods with enthusiasm, gaining a scientific perspective on social problems, taking part in applied research, communication skills, creativity, self-confidence and responsibility awareness, positive interaction with peers and adults. It is aimed to contribute to their relationships, entrepreneurship, and in short, their personal development. In this study, Uysal and Özkan Elgün's (2020) classification was taken into account for the classification of extracurricular activities.

In this study it was aimed to reveal the effect of extracurricular activities on the development of secondary school students in different fields.

Methodology

The study is designed in the convergent parallel mixed method. Secondary schools in the center of Burdur having high academic achievement and disadvantaged students were the study sample. Participants were 21 students attending 6th and 7th grades. During a week, methods such as augmented reality, animation/simulation, computational thinking, scientific travel, digital game, nature observation, educational game, gamification, sports, art, STEAM, creative drama, yoga, scientific inquiry, coding, artificial intelligence are used. Activities including augmented reality, science trips and cultural trips were held for six nights and seven days. Questionnaires consisting of open-ended questions were applied at the beginning and end of the process, and the "Permanent Science Learning Motivation Scale" developed by Fortus and Vedder-Weiss (2014) and adapted into Turkish by Erdoğan, Çakır, Gürel, and Şeker (2015) was developed by Pınar and Çiftçi (2020). "Mathematics Belief Scale", Yılmaz and Güven's (2018) "Attitude Scale towards Extracurricular Sportive Activities" were applied as pre-test and post-test, and diary writing, newspaper clipping and observation forms were used. For data analysis, categories and sub-categories will be created for qualitative data obtained from surveys, observation forms, diaries and newspaper clippings. Wilcoxon signed-rank test will be used for quantitative data analysis.

Results / Expected Outcomes

Some part of the findings was presented in this part. Firstly as participants were asked for what kind of activities they do outside of class at school; they mostly mentioned that they participate in sports, discipline clubs and artistic activities. In addition, while one student stated that they did not do any activity, seven students also stated that they played games. Among the activities they want to be done are educational ($f = 4$), fun ($f = 3$), travel-oriented ($f = 2$), adventure ($f = 1$), reading ($f = 1$), artistic ($f = 5$) (painting, music, etc.), sports ($f = 10$) (running, cycling, tennis, etc.), pro-social ($f=1$) (waste collection), competition ($f=1$) activities took place. When asked what their activities contributed to them, and they mostly talked about their affective development ($f=13$) (having fun, being happy, being more self-confident, etc.). When asked what they recommend to make the activities more effective, they mentioned that it is more qualified ($f = 5$). At the end of the activities, they were asked what they did during the whole week, what they contributed to them and what could be done to make them more effective. In this study, both the answers to these questions and the findings related to the scales, newspaper clippings, diary and observation forms will be included. Within the scope of the results, suggestions for researchers and practitioners will be mentioned.

Keywords: artistic activity, extracurricular activity, scientific activity, secondary school, subject area clubs

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ID-93

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Turkey*busra.akyuzb@gmail.com**Introduction**

Algorithms are the ways and steps of action that are designed to solve a problem or achieve a specific goal (Katai, 2014). Algorithmic thinking, which is derived from this concept, is defined as thinking by planning the processing steps in detail in line with the determined goals (Brown, 2015). Algorithmic thinking is considered as thinking about the problem-solving process and includes efficient and process-oriented thinking by evaluating all possible stages on the way to the result (Futschek, 2006). At this point, algorithmic thinking includes a work plan created by planning all the actions to reach the result one by one and evaluating the positive and negative aspects. These work plans are one of the most effective ways to make the solution of a problem clear and understandable. Because determining the order of the steps according to the stated goals and creating the algorithm itself involves a creative process (Futschek & Moschitz, 2010). In this sense, the acquisition of algorithmic thinking skills helps individuals to organize their daily activities appropriately, to become coders of their own cognition by producing more creative and effective solutions to the difficulties they encounter. As a matter of fact, in today's digital transformation era, acquiring algorithmic thinking from early childhood is an important step in preparing them for the future. In this sense, early childhood teacher education appears as a reasonable way to acquire and disseminate algorithmic thinking skills. Moreover, the acquisition of algorithmic thinking skills by preservice teachers will contribute to their use of this skill in their future lessons (Games for learning algorithmic thinking, 2017). In the literature review, it was determined that there is no curriculum for the development of algorithmic thinking skills in early childhood in teacher education institutions. In this context, under the coordination of Turkey, with the partnership of Italy, Portugal, Slovenia and Croatia, a curriculum aimed at developing digital teaching materials and a curriculum aiming to provide preservice teachers with the competence to design and implement teaching/learning activities for the development of algorithmic thinking skills in early childhood has been prepared. The project titled "Algorithmic Thinking Skills through Play-Based Learning for Future's Code Literates" (ALGOLITTLE) was supported by the Turkish National Agency within the scope of Erasmus+ Key Action 2 Higher Education Strategic Partnerships. In this study, it is aimed to introduce the ALGOLITTLE Project and to share the development process of the curriculum and digital teaching materials, which are the main intellectual outputs of the project, with the academy.

Methodology

The ALGOLITTLE project, which aims to provide preschool teacher candidates with the ability to design and implement activities to develop algorithmic thinking skills in early childhood, Turkey (İzmir Democracy University and EduCloud Education Technologies Company), Italy (Robotics School), Portugal (Viseu Polytechnic Institute), Slovenia (It is carried out by researchers from the University of Maribor) and Croatia (University of Rijeka). In the project, a design-based research method was adopted. This method emerged in the 2000s as a research method that facilitates the transition between theory and practice (Anderson & Shattuck, 2012). Later, it started to be used in educational research to structure teaching-learning processes and make learning environments effective (Bakker & Van Eerde, 2015).

* ALGOLITTLE Project (Ref. No: 2020-1-TR01-KA203-092333) is carried out within the scope of Erasmus+ KA2.

Results / Expected Outcomes

In the process of developing the curriculum, which is the first intellectual output of the project, a needs analysis report was prepared, in which the descriptive approach was adopted. In Turkey, Italy, Portugal, Slovenia and Croatia, the processes of acquiring algorithmic thinking skills in early childhood and teacher education, the problems and deficiencies related to the subject were examined, reported and expert opinion on the report was sought. In the five countries where the research was conducted, workshops were held with the participation of 547 educators selected by purposive sampling and teaching in the field of early childhood. In line with the data obtained from the workshops, the situation analysis report and the literature, a preschool undergraduate curriculum was prepared for the development of algorithmic thinking skills in early childhood. The curriculum, which is designed as modular, is in a structure that is suitable for the flipped learning model and includes play-based activities. The assessment and evaluation processes of the seven-module curriculum were structured using contemporary and alternative assessment techniques in line with the learner-centered approach. The developed curriculum is designed to include 28 course hours in accordance with the European Credit Transfer and Accumulation System (ECTS) to be used in face-to-face and online learning environments. Expert opinions on the curriculum were received and suggested arrangements were made. As the second intellectual output of the project, the process of designing digital teaching materials continues. Digital teaching materials: presentations are created using videos, short films or animations. Pilot implementation of the curriculum and digital teaching materials will take place in five project partner countries in April-May 2022.

Keywords: algorithmic thinking, early childhood, erasmus+, design-based research, play-based learning

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ID-26

Examining the Learning Styles, Creative Thinking Skills and Academic Success of Eighth Grade Students

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Introduction

In our age where information is produced, renewed and changed at great speed and in quantities; the interactions of individuals with this information also change. Rather than having so much knowledge, individuals need to use effective ways to access and evaluate this information. Learning styles and thinking skills of individuals play a decisive role in accessing and using the information.

According to Cornett (1983, p.9); “Learning styles are all constructs that determine the general direction of the learning process”.

Raising people who can demonstrate creative thinking skills is among the most significant goals of education. The concept of creative thinking is the focus of attention in many different fields, and today it has become a concept at the top of the list in the personnel selection of many large organizations and at the forefront of national education goals. (Aslan, 2001).

Today, academic success is very decisive in many stages of individuals' lives. According to Güleç and Alkış (2003, p.21): “Academic achievement is an indicator of the extent to which an individual benefits from an academic program in the school environment”.

Students who go through the same educational processes in the same class have different levels of success. This makes it a necessity to investigate the factors affecting or related to success and learning (Arslan & Babadoğan, 2005). Learning level or academic achievement is related to learning styles and there are many studies emphasizing that learning styles should be revealed, and these styles should be considered in education (Cassidy, 2004). According to Sternberg (2003); Creative skills are just as important to success in life as memory and analytical skills. Sternberg developed the suggestion that teaching creative thinking in schools could improve children's academic performance. Since students with different learning styles learn in different ways, it is wondered whether there is a difference between their creativity (Demirtaş & Baltaoğlu, 2010).

Based on all these explanations, this research originates from the problem of examining the factors affecting these two concepts to improve learning and success. The main objective of this research is to examine the academic achievement, learning styles and creative thinking tendencies of eighth grade students. In line with this general purpose, the sub-objectives of the research are to examine the level and distribution of eighth grade students regarding the three variables mentioned, and the relationships between these variables.

Methodology

This research is designed according to the relational survey model, one of the quantitative research methods.

The study group of the research consists of eighth grade students who continued their education in the 2020-2021 academic year of a middle school which has students with low socio-economic background, in the central district of Gaziantep province. The research was carried out with the participation of 71 students.

In this study, Grasha-Reichmann Learning Style Scale (1974); The Torrance Creative Thinking Test (1974); grades and grade point averages (GPA) of the students from e-okul were used as data collection tools. Data collection tools were applied to the participants in two sessions by the researcher. The data collected were transferred to the SPSS 22 program and analyzed using descriptive analysis, Anova and t-test analysis.

To examine the reliability of scoring on Torrance Creative Thinking Test; 15 tests randomly selected from 71 tests were evaluated by a second expert with scoring authority. Pearson correlation coefficients between these two scores were found to be between .81 and .99 ($p < .01$). In addition, according to the internal consistency analysis; The Cronbach Alpha reliability coefficient of the data obtained from this test was found to be .92 ($p < .01$).

Results / Expected Outcomes

According to the findings, it has been observed that learning styles of participants have been listed from the most to the least as: participant, competitive, dependent, collaborative independent and avoidant learning styles.

It has been found that the highest of students' arithmetic means of creative thinking aspects belongs to fluency, followed by originality, and flexibility. It has been seen that arithmetic means of lecture grades of the students have been listed from the highest to the lowest as: English, social studies, mathematics, Turkish and science.

It has been observed that students with participant learning style have significantly higher GPAs than students with dependent learning style. It has also been observed that there are significant, positive correlations between academic achievement and creative thinking scores of participants. It has also been determined that differences between students' creative thinking scores according to their learning styles are not statistically significant.

The results obtained from this research have been interpreted and discussed in the context of related research results and theoretical explanations; in the light of the results, recommendations for the future research and practice have been developed.

Keywords: academic achievement, creative thinking, learning, middle school

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ID-96

Algorithmic Thinking Skills Studies in Early Childhood Education: Examples From Turkey, Italy, Slovenia, Portugal, Croatia

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Introduction

Algorithm is a concept that refers to the way followed to solve a problem using a series of steps. A designed algorithm encompasses a planned set of actions and insights to achieve a specific goal. In this sense, step sequences in algorithms can be reused in another scenario or context (Lockwood et al., 2016). Algorithmic thinking is defined as “the ability to understand, execute, evaluate and create procedures” (Lamagna, 2015). In other words, algorithmic thinking is expressed as “computer thinking ability” (Berland & Wilensky, 2015). This concept was first mentioned in an article published by Wing (2006). In this article, Wing (2006) explained that algorithmic thinking includes “solving problems, designing systems and understanding human behavior by making use of the basic concepts of computer science” (Wing, 2006, p.33). As a matter of fact, algorithmic thinking includes dividing a problem into smaller parts, progressing step by step and finding the most effective solution, and improves logical thinking (Voronina et al., 2016). In addition, the development of algorithmic thinking skills also encourages the development of other skills such as creativity, analogy, decision making and the like. Therefore, algorithmic thinking skills need to be developed from an early age in order to be able to apply them in learning environments and solving problems in daily life situations (Snyder, 2000; Vujičić, 2013). In this direction, it was prepared under the coordination of Izmir Democracy University, with partners from Italy, Portugal, Slovenia and Croatia, and supported by the Turkish National Agency within the scope of Erasmus+ Key Action 2 Higher Education Strategic Partnerships, in order to catch up with the innovations in the increasingly digital world and help the next generations to be prepared in terms of digital competencies and skills. The project titled “Algorithmic Thinking Skills through Play-Based Learning for Future’s Code Literates” (ALGOLITTLE)* is being carried out. The project seeks ways to integrate algorithmic thinking skills into preschool education in order to train future code literates from an early age. In this direction, in this research, it is aimed to examine the algorithmic thinking skills studies in early childhood education carried out in the project partner countries and to reveal the current situation.

Methodology

In this study, it is aimed to examine the studies of algorithmic thinking skills in early childhood education conducted in Turkey, Italy, Slovenia, Portugal and Croatia. In this direction, the survey model was used in the research and it was tried to represent the current situation of algorithmic thinking skills in early childhood education in five different countries. In the study, reports revealing the current state of algorithmic thinking in early childhood education were prepared with researchers from five different countries. In these reports, scientific studies and applications involving algorithmic thinking in early childhood education are discussed. The data obtained as a result of the reports were examined by the partners through online meetings, re-reported, brought together and the study was finalized. In the finalized reports, the current status of algorithmic thinking skills studies in early childhood education in Turkey, Italy, Slovenia, Portugal, and Croatia and the needs in this field are revealed.

* ALGOLITTLE Project (Ref. No: 2020-1-TR01-KA203-092333) is carried out within the scope of Erasmus+ KA2.

Results / Expected Outcomes

Algorithmic thinking in early childhood education basically means gaining the ability to think precisely, clearly and in detail about the steps required to reach the goals set from early childhood. In this sense, it is known that algorithmic thinking has a critical importance in early childhood education. In this study, in which algorithmic thinking skills studies in early childhood education were examined in Turkey, Italy, Slovenia, Portugal and Croatia, it was seen that algorithmic thinking is a fairly new field, has a critical importance in early childhood education, and studies in this field are quite limited.

Keywords: algorithmic thinking, algolittle, erasmus+, early childhood, survey model

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Teos

ID-8

The Effect of “Learning Model Based on Democratic Life” on Students' Skills, Values and Attitudes

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Introduction

Although schools are very important institutions for democracy education, it should not be forgotten that democracy is a system of values that cannot be gained only through teaching. It is not possible to acquire democratic values and behaviors only at the level of knowledge. Democracy must be gained by doing/living. It is not possible to gain awareness of democracy by teaching "democracy and human rights" lessons in schools. For this reason, it is important to adopt the vision of "learning through democracy" rather than "learning democracy" in educational institutions (Okutan, 2010; Şahin, 2020). To add value to children in schools, there is a need to develop a special "educational language" above all the lessons (Hökelekli, 2010). In the same way, to give children the value of democracy, with a holistic approach democratic school culture should be created.

Democratic education aims to provide students with 21st-century skills such as self-efficacy, self-confidence, self-control, self-discipline, autonomy, analytical and critical thinking, problem-solving, and social skills such as communication, entrepreneurship, participation, compromising, and decision-making (Özpolat, 2010). Democratic education guides individuals to have values such as tolerance, empathy, trust, honesty, justice, solidarity, patriotism, respect for human rights, rule of law, responsibility, equality, pluralism, and respect for differences (Botha, Joubert & Hugo, 2016; Özpolat, 2010; Petrova-Gjorgjeva, 2009). Interactive discussion environments, where students can actively participate in learning, express their thoughts freely, and hear different ideas, have a positive effect on students' developing positive attitudes towards the lesson. Highly interactive classroom environments have a positive effect on student satisfaction (Platt, Raile & Yu, 2014).

In line with these principles, there is a “Learning Model Based on Democratic Life” designed by Şahin and Kılıç (2021) to guide creating a learning process based on democratic life in the literature. It was thought that the value of democracy should be gained not only in democracy and human rights courses but also in all courses within the integrity of the education system. In this direction, it is aimed to test the effectiveness of the model by applying it in a different field from the human rights and democracy course, in the "Curriculum Development in Education" course. In this direction, the aim of this research is; To evaluate the effectiveness of the Curriculum Development in Education course organized according to the Learning Model Based on Democratic Life.

Methodology

In the research, a 15-week application was carried out to determine the effectiveness of the Democratic Life-Based Learning Model, and students' opinions about the effectiveness of the model were determined with a qualitative research approach.

The course was organized as group work through distance education and lasted for 15 weeks. The design of the course was structured according to “Learning Model Based on Democratic Life”. The students formed four groups. One of the groups was the ruling group and the others were the opposition group. Each group held the power for 3-4 weeks, and then the other groups came to power in turn. Each group consisted of 1 chairman, 1 secretary and members. Learning activities are organized as a cyclical process consisting of "individual studies", "consultation" and "shura" steps. In order for all students to gain personal experience and come prepared for the consultation, they had individual literature review and reporting tasks before the lesson. All groups carried out the consultation among themselves, at the time and method they had determined before the Shura. After the theoretical discussions in the consultation, some results were reached and reported. Shura was held with the participation of the whole class through the distance education platform. The chairman of the ruling group was responsible to manage the Shura according to the discussion technique such as "opinion development", "opposite panel", "argumentation", "circle technique", "speech ring", "seminar", "socratic questioning", "debate", "case study". After the discussions, some conclusions/decisions were reached and reported.

The study group of the research was determined by the "purposive sampling" method. The study group consists of 15 students who continued to Düzce University, Faculty of Education, Curriculum and Instruction master's program in the spring semester of the 2020-2021 academic year. Ten of the students are female and 5 are male.

The data were collected through the “opinion form”. For the form created by the researchers, opinions were taken from two educational science experts, and the forms were arranged according to the feedbacks. The form included 11 questions to determine the students' views on the design of the course, learning steps, and course

outcomes. The forms were received from the students by e-mail between 09-14/06/2021 at the end of the semester. It was observed that 14 students filled and sent the form.

Data analysis was carried out according to the stages of “organizing the data”, “summarizing the data” and “associating/interpreting the data”. (Kılıç, Aydın, Ökmen & Şahin, 2019) First of all, the data were coded as S1, S2, ..., S14 to be used in direct quotations, and then they were summarized through content analysis. In the content analysis process, firstly the data was coded, then categories were created from the codes according to their similar characteristics. In the association/interpretation phase, tables were created by establishing relationships between categories, and the data were interpreted.

Results / Expected Outcomes

It has been concluded that the “Learning Model Based on Democratic Life” provided students the academic, teaching, personal and social skills. It was determined that the students gained a lot of value at the end of the course. The students found the model effective, interesting, systematic, and democratic in terms of learning. It was concluded that the students generally thought that the learning steps of the model (individual studies, consultancy, shura, and practical studies) were effective and productive.

It was concluded that the students found group works effective in terms of learning and socialization, but they had difficulties in determining common time, and some of them did not take their responsibilities. It was determined that the students found the techniques used in the shura effective and interesting, but some of them thought that the techniques were incompatible with the content and therefore the discussions were not deep enough. It was observed that the students complained that they were not presented with examples/models and detailed explanations were not given in the practical studies. It was concluded that the students thought that their practical work should also be included in the shura.

In line with all the results, it can be said that the effectiveness of the model even in distance education conditions is supported by this study. In this direction, it is recommended that the model can be used in different branches.

Keywords: attitude, curriculum development course, democracy, skills, learning model based on democratic life, value

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ID-75

Chemistry Teachers' Inquiry Habit of Mind Levels**Kamil Arif Kırkıç***İstanbul Sabahattin Zaim University, Turkey*kamil.kirkic@izu.edu.tr**Introduction**

Chemistry is a science with particular characteristics. Not only does it touch on almost every aspect of daily life, it impacts on all areas of inventions and technology (Laszlo, 2014; cited in Sarıtaş & Tufan, 2018, p. 90). The educational process of teaching and learning the science of chemistry naturally has a different structure to other sciences and has unique features. In addition, chemistry education is a field of science that has increased in importance as technology has developed. In particular, the STEM (Science Technology Engineering Mathematics) teaching approach, which has emerged in recent years, has highlighted how chemistry education links with education in other sciences. Rather than seeking solutions within a single discipline, it is becoming more and more critical to recognize and accept interdisciplinary cooperation in solving emerging problems (Aslan Tutak, Akaygün, & Tezsezen, 2017). Various factors contribute to teachers' success in the teaching process, and some of these are individual to the teacher. Mental inquiry skills, a characteristic necessary for teachers, are essential for teachers to be able to carry out effective teaching. The ability to question, which is a way of thinking, is one feature that enables people to live in harmony with their environment (Aldan Karademir & Saracaloğlu, 2017).

The ability of teachers to carry out the profession of teaching is closely related to their skills in questioning and research (Bayır & Köseoğlu, 2013). Trainee chemistry teachers will be the chemistry teachers of the future, responsible for developing their students' research and self-efficacy skills. Ensuring they have advanced skills in these areas will play a vital role in developing students' skills (Ercan, 2019). Research has shown that if trainee teachers receive chemistry knowledge plus research and inquiry-based training, they are better equipped to impart those skills to students than teachers who receive traditional training (Tüysüz, Şardağ, & Durukan, 2017).

This study aims to determine chemistry teachers' inquiry habit of mind levels. The research question that this study addresses is: What is the level of chemistry teachers' inquiry habit of mind levels? Within this framework, the study attempts to determine whether the variables gender, education, STEM knowledge/skill level, and frequency of STEM application use significantly influence chemistry teachers' inquiry habit of mind levels.

Methodology

The study uses the descriptive survey model. The study group consists of chemistry teachers working in high schools at different levels in the provinces of Istanbul and Izmir. The data was collected using the convenient sampling method. A total of 136 teachers participated in the study. The data collection tools were a demographic information form and the Teachers' Inquiry Habit of Mind Scale (T-IHMS) which was developed by Kreijns, Vermeulen, Evers and Meijjs and adapted for teachers working in Turkey by Erdoğan and Kırkıç (2021). The scale consists of three sub-dimensions: taking a range of perspectives and posing increasingly focused questions (TRPPIFQ), valuing deep understanding (VDU), and reserve judgment and tolerate ambiguity (RJTA) subtests. TRPPIFQ consists of six items, VDU consists of three items, and RJTA consists of two items, 11 items in total.

The data collection tools were sent to the chemistry teachers who could be reached by the researcher and those working in the provinces of Istanbul and Izmir, and those who wanted to participate in the study voluntarily answered the questionnaire. The participants' answers were collected electronically. The data were collected in August and September of the 2021-2022 academic year. Descriptive statistics were determined, and since the data was not normally distributed, the differences between the groups were determined by the Mann-Whitney U and Kruskal-Wallis tests.

Results

According to the research findings, chemistry teachers' inquiry habit of mind levels were found to be high. Evaluation of different perspectives subtest, where the highest possible score was 42, was calculated as 36.63 and the standard deviation as 3.90. The second subtest, VDU, had a mean of 17.51 and a standard deviation of 3.37, with the highest possible score being 21; the mean of the Decision Making subtest, where the highest possible score was 14, was found to be 10.17 and its standard deviation was 2.69.

According to the Mann-Whitney U test results, there was no significant difference between the groups in the VDU subtest in terms of the gender variable. This finding is consistent with the results of research conducted by Aldan Karademir and Saracaloğlu (2017). However, according to the Kruskal Wallis H test analysis results,

there was a significant difference between the groups in the T-IHMS subtests, TRPPIFQ, VDU, and RJTA, according to the variable chemistry teachers' STEM knowledge and skill levels.

For further research, other factors affecting chemistry teachers' mental inquiry skills can be studied. By implementing qualitative methods, the reasons underlying the relationship between chemistry teachers' STEM knowledge and skills could be researched.

Keywords: culture of inquiry, teacher education, teachers' inquiry skills, teaching chemistry, T-IHMS

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ID-41

Process of Evaluating Prospective Teachers' Performances on Practice Teaching Course During Covid-19 Period**Bilge Aslan Altan***Muğla Sıtkı Koçman University, Turkey*bilgeaslan@mu.edu.tr**Introduction**

Prospective teachers are required to successfully complete a final-year teaching practice to graduate from their initial teacher education (ITE) programs in Turkey. Practice teaching is prerequisite for teachers-to-be before they start teaching professionally, and faculties of education are responsible to maintain the practice procedure sincerely (Higher Education Council [YÖK], 2018). The procedure is documented in national teacher education policies (Ministry of National Education [MEB], 2017) which outlines basic principles of planning, practicing, involving, and assessing. According to the relevant documents, prospective teachers have to physically be in the practice school, fulfill the appointed tasks, organize and exercise teaching activities in real classrooms, and achieve the intended objectives. Certainly, prospective teachers are not the only collaborator of this procedure. Responsible directorates, associates, and people should work collectively to enable prospective teachers to successfully complete their teaching practice.

Faculty staff, as one of the associates of the procedure, have the authority and accountability of organizing and operating Practice Teaching course which is offered in the final year of ITE programs as an applied course. The course has theory-based contexts supported by instructors' guidance in practice as well as practice-based parts progressed in schools. Here, in theory-based contexts, prospective teachers are empowered in adapting to "reality" in schools, teaching skills, applied pedagogies, and dealing with expected/unexpected challenges (Eti & Karaduman, 2020). In the end, instructors assess prospective teachers' performances according to a rubric which summarizes teaching competencies of content knowledge, pedagogical content knowledge, instruction and classroom dynamics, assessment and evaluation, and other professional competencies (attitudes, professional development etc.).

COVID-19 outbreak, which has been globally influencing human life since the end of 2019, resulted in lockdowns around the world, therefore, teaching activities were carried out online (Telli Yammamoto ve Altun, 2020). Prospective teachers continued their professional training online as well. Senior year prospective teachers had to follow theory-based part of Practice Teaching course in online classrooms, and some of them could accompany to virtual classrooms of practiced schools to experience an essence of practice-based contexts. Eventually, prospective teachers were assessed and evaluated regarding the course expectations by the faculty instructor and the mentor teacher. Leaning on this limited opportunity for practice in real classroom environments, it is wondered how faculty mentors evaluated prospective teachers, who completed practice teaching course, in terms of teaching competencies. Subsequently, this study aims to examine the evaluation criteria and process of faculty mentors in evaluating senior year prospective teachers' practice teaching performances.

Methodology

The study captures a case study of qualitative research designs. The case attempts to profoundly examine the evaluating process of prospective teachers' performances on practice teaching course during pandemic period, yet is limited to faculty mentors of a faculty of education which is located in southwestern city of Turkey. The data will be collected through an online questionnaire, which includes close-ended and open-ended questions developed by the researcher. The participants will be selected through purposive sampling because the study needs responses of faculty members who were responsible for supervising prospective teachers in practice teaching course in the 2020-2021 academic year, which is the primary period of online experiences in practice teaching. The whole data collection procedure is based on online voluntary participation. The collected data will be treated with descriptive and content analysis for close-ended and open-ended questions respectively. The referenced responses will be anonymously illustrated in the findings. The findings will be discussed addressing main purpose of the study, and necessary implications will be offered for ITE programs, teacher educators, and further research contexts.

Results / Expected Outcomes

The expected outcomes are envisaged to assist in understanding, criticizing, and discussing the evaluation procedure of prospective teachers' intended teaching competencies after the completion of practice teaching course. In many applied courses that were adopted in online sessions, studies (Başaran et al, 2020; Er Türküresin, 2020; Kurnaz & Serçemeli, 2020) reflect the dissatisfaction of students and instructors. Similarly,

prospective teachers have been stressed to be unhappy with promoting teaching competencies (Güven & Uçar, 2021). On the other hand, there are studies indicating the satisfaction of faculty mentors in assessing and evaluation process of prospective teachers because they could effectively observe the online practicum (Farid Fakhry Tharwa, 2021) or they could redesign the course according to emergent needs and situations (Kim, 2020). Particular to this study, faculty mentors' responses will share some evidences which will make us reconsider the path in emergent situations (Can, 2020) and necessary program adaptations to strengthen the quality. Although we have experienced extraordinary circumstances that appeared suddenly and vigorously, it is fair to discuss pandemic effects on ITE programs, mentoring processes, program adaptation, and modified instructional designs to achieve better results. To conclude, with the outcomes of the study, suggestions and necessary implications will be proposed to existing literature and initial teacher education contexts.

Keywords: faculty mentors, initial teacher education, practice teaching, pandemic, prospective teachers, teaching performances

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PARALLEL SESSIONS – 4
ABSTRACTS

Ephesus

ID-24

The Effect of Reflective Thinking Activities on Academic Achievement, Attitude and Retention: Meta-Analysis Study

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Introduction

It is important to raise individuals who make up our future equipped with vital thinking skills. For this reason, countries have started to build their education policies on activities that lead to higher-order thinking skills in recent years. Thinking skills have become the most important means of integrating with the world today (Güneş, 2012, p.136). Thinking is a process of making sense of the individual and his environment. All kinds of activities that will support this process also provide the development of thinking skills. In this process, the individual should think deeply about his experiences and the actions he plans to do, be aware of his weaknesses and strengths, have the knowledge of how to overcome the deficiencies in his actions, and try to understand the learning and thinking processes by watching the meaning-making efforts of himself and other individuals around him. The thinking skill that can bring these features to the individual is reflective thinking.

There are many definitions of reflective thinking. Some of these definitions are as follows. Reflective thinking; it is the process of thinking about solving problems by revealing positive and negative situations about the individual's learning or teaching method and level (Ünver, 2003, p.5). Creating hypotheses, working on and testing hypotheses, collecting data by induction, reaching conclusions with a deductive approach and making logical choices, taking responsibility for their choices (Köksal & Demirel, 2008, p. 189). Another definition is the process of making logical decisions on educational problems and evaluating the consequences of these decisions (Taggart & Wilson, 1998:2).

Reflective thinking is developed with various activities. These are action research, mentoring, in-service training programs and peer observation, case study, course, writing and note-taking, reflection diary, document analysis, development file, video or audio recording, audio recording, interview-interview, autobiographies are analysis of strengths and weaknesses (Bakioğlu & Dalgıç, 2014, p. 100-128; Çubukçu, 2011, p. 308-309; Ergen, 2014, p. 285; Tican, 2013, p. 41; Ünver, 2011, p. 145-147).

It is also very important that the study provides the opportunity to see the effectiveness of all existing studies in the literature in a single study, for practitioners and researchers who want to have information about reflective thinking activities that can be a possible solution in education after the global epidemic, as well as improving scientific knowledge with the choice of meta-analysis method. In this research, it is aimed to examine the general effect of reflective thinking activities on academic achievement, attitude and retention by bringing together studies that include reflective thinking activities in lesson plans and individual studies comparing studies in which traditional teaching methods are applied in lesson plans. Within the framework of this main purpose, answers to the following questions were sought:

1. What is the effect of reflective thinking activities on academic achievement?
2. What is the effect of reflective thinking activities on attitude?
3. What is the effect of reflective thinking activities on permanence?

Methodology

This study is based on the survey within the scope of the quantitative research method. In this context, meta-analysis was used to examine the effect of reflective thinking activities on academic achievement, attitude and permanence. "Meta-analysis is the interpretation of similar studies on a subject, theme or field of study by grouping them under certain criteria and combining the quantitative findings of these studies." (Dinçer, 2014, p.4).

The criteria for inclusion in the study were determined as follows:

1. The studies were carried out between 2004 and 2021,
2. Published in Turkish or English in the Higher Education Council Thesis Center, Proquest, Dergi Park, Google Academic databases,
3. Studies examining the effect of reflective thinking activities on academic achievement, attitude or permanence,

4. Studies conducted in experimental design with pretest-posttest control group,
5. In order to calculate the effect size of the study, it contains sample sizes (N) and arithmetic mean (\bar{x}) and standard deviation (SD) values of the experimental and control groups or statistical data that can provide participation in the calculation.

The number of studies included in the meta-analysis study is 39. The information of these studies was coded. The effect sizes of the study were calculated with the help of Comprehensive Meta-Analysis (CMA) statistical program. The significance level (p) for the effect size for the moderator variables was taken as .05.

Results / Expected Outcomes

It was concluded that reflective thinking activities have a very large effect on academic achievement. At the same time, according to the results of the moderator analysis, while the type of publication, year of study and sample size did not make a significant difference in the effect size of the moderator variables, it was determined that the education level created a significant difference in the effect size.

It was concluded that reflective thinking activities mostly had a large effect on attitude. According to the results of the moderator analysis, it was determined that the year of study and sample size of the moderator variables did not make a significant difference in the effect size, while the education level and type of publication made a significant difference in the effect size.

It was concluded that reflective thinking activities have a very large effect on permanence. On the other hand, according to the results of the moderator analysis, it was concluded that the year of study and the type of publication did not make a significant difference in the effect size, while the education level and sample size created a significant difference in the effect size.

Keywords: academic achievement, attitude, meta-analysis, reflective thinking, retention

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ID-12

Evaluation of Critical and Analytical Thinking Course: Voices of Teacher Candidates**Bülent Alan***Anadolu University, Turkey*balan@anadolu.edu.tr**Introduction**

The most significant feature of human beings is thinking skills. A thinker is able to anticipate and design future, be prepared for the probable problems and generate solutions with this cognitive ability (Yılmaz, 2019). When the literature on thinking skills is reviewed, they usually fall under certain headings such as analytical thinking, creative thinking, critical thinking, reflective thinking, problem solving and decision-making skills (Dilekli, 2019; Şahin & Tunca, 2013; Yılmaz, 2019). Generally accepted though, thinking is usually classified into three groups; reflective, creative and critical thinking (Ruggiero, 2019). The thinking skill scrutinized in this study is critical thinking.

The word “critical” was derived from Greek words “criticos” (judgement, evaluation) and “criterion” (standard) and was borrowed by other languages. Etymologically, “critical” literally means objective evaluation and judgement (Paul & Elder, 2020). Essentially, critical thinking refers to rational and evidence-based evaluation. Critical thinking is systematic evaluation of thinking in order to make it more quality and a range of standards including clarity, integrity, relevance, depth, broadness and reasonableness is used in this process (Paul & Elder, 2020). According to Ennis (1989), critical thinking is a kind of reflective thinking focusing on what to believe and what to do. Ennis (1989) also asserts that critical thinking is an individual disposition and skill used with reflective reasonable skepticism in performing any activity and therefore is used in other higher-order thinking skills, as well.

Thinking is always about something. So, critical thinking should be associated with certain disciplines in curricula. As a matter of fact, the word “critical” is an adjective and it modifies the thinking, which is another reason why it should be directed to a specific subject-matter (McPeck, 2016). There are three main approaches in the literature related to thinking teaching (Dilekli, 2019). The first approach is called “Learning Thinking”, which aims at teaching thinking independent from discipline (Ennis, 1989). However, it is not globally accepted since it decreases the value of knowledge. The second approach “Teaching for Thinking” grounds on structuring subject-matter instruction to scaffold thinking. It is also criticized because it does not allow knowledge transfer among disciplines. The third and widely acclaimed approach is “Diffusion of Thinking to Whole Program”, which has been developed as an alternative to knowledge transfer problem and it entails designing course content in a way to teach thinking. This approach targets diffusing thinking skills to the all fields of curriculum and making it one of the fundamental learning outcomes (Dilekli, 2019).

This research study also focuses on a course called “Critical and Analytical Thinking Course” (CATC), designed by a similar approach and taught as an elective course at a state university in Turkey. Overall, the study aims at revealing the impact of the CATC on teacher candidates’ thinking skills, more specifically how their critical and analytical thinking skills can be developed, how they can apply these skills into their teaching practices and how can the obstacles for thinking be removed.

Methodology

This study grounds on analytical study. Research studies which cannot be classified as qualitative or quantitative are defined as analytical studies (McMillan, 2004). Analytical studies are a kind of research method in which documents, papers, records and other media are examined through cases, opinions, concepts and work of art. Analytical studies involve qualitative and quantitative research features and are classified as historical analysis, judicial analysis, conceptual analysis and mixed-method research studies (McMillan, 2004). This research study also deployed both quantitative and qualitative data.

The participants were 78 teacher candidates who took the CATC in 2020-2021 spring term and volunteered to participate in the study. The Critical and Analytical Thinking Survey (CATS) and Critical and Analytical Thinking Written Interview Form developed by the researcher were sent to all teacher candidates enrolled at the CATC along with the consent form via the internet. Descriptive statistics were deployed in the analysis of the CATS. The written interviews were analyzed through content analysis. The responses of the participants were coded and they were grouped under certain themes (Saldaña, 2009).

Results / Expected Outcomes

The results revealed that the course was liked by the teacher candidates who took it. The teacher candidates thought the CATC carried out online during Covid-19 pandemic and distance education conditions met their expectations, supported their individual and professional development and enabled them to look at the world from different perspectives. The teacher candidates believed that the CATC developed their higher-order thinking skills along with critical and analytical thinking skills. However, they also proposed some suggestions to develop the lesson.

The results suggest that the primary reason why the teacher candidates believed the CATC supported their both individual and professional development is the nature of the course incorporating theory and practice. The teacher candidates deemed the feedback and comments from their instructor and colleagues valuable for their personal development. The teacher candidates were provided with feedback towards their opinions at weekly discussions and also towards the critical and analytical thinking activities they carried out and they did self-reflection and self-evaluation in accordance with these comments and feedback.

Finally, as a result of the findings obtained from this study and the experiences acquired from the lessons, an exemplary CATC is proposed. Although the content might alter, a CATC based on fundamental course subjects, applications and evaluations is supposed to enhance individual and professional development of teacher candidates who share similar features at other education faculties.

Keywords: critical thinking, curriculum, evaluation, reflective thinking, teacher education

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ID-32

Role-Playing in an Augmented Reality Environment to Foster Middle School Students' Socio-Scientific Reasoning

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Introduction

Ill-structured issues with multiple dimensions called socio-scientific issues (SSI), provide an open space for discussion and improve students' reasoning skills by engaging them in decision making processes through argumentation (Sadler & Donnelly, 2006). Informal reasoning is the process in which individuals come to a unique decision by evaluating pros and cons and by considering sufficient and insufficient features of the issues (Kalin, 2019). Informal reasoning plays an important role in developing higher-order thinking skills in the process of examining a SSI that's structured in an argumentation-supported way.

SEE-SEP provides a holistic model that represent the multi-dimensional structure of SSI. It categorizes reasoning modes as; sociology/culture, environment, economy, science, ethics/morality, policy, and also considers students' values, knowledge and personal experience about a given SSI (Chang Rundgren & Rundgren, 2010). Through this theoretical framework, students not only integrate different perspectives into their arguments, but also consider how their values, knowledge and personal experiences will affect their reasoning processes.

SEE-SEP reasoning modes serve as a tool to produce arguments according to SSI. When the literature was reviewed, it was seen that the students produced arguments by adhering to a single mode of reasoning or by using a small number of perspectives and ignoring other perspectives in the argument generation process (Atasoy, Tekbıyık, & Yüca, 2019). Role-playing is one of the teaching techniques that can enable students to use more than one perspective in their reasoning processes. When it comes to SSI-based reasoning processes, role-playing technique provides a space for discussing alternative perspectives from others' point of view (Salih, 2020). This study provides a lesson plan that aims students' use of informal reasoning from different perspectives, engage student in data collection in an augmented reality environment through role-playing, and thus improve their well-informed decision-making skills based on SEE-SEP model.

The purpose of this study is to provide a lesson plan that foster middle school students' socio-scientific reasoning skills through role-playing in an augmented reality environment. Covid-19 vaccines has been a highly-debated SSI recently, due to different data and arguments about whether or not people should be vaccinated or whether the vaccination should be mandatory. This paper presents a lesson plan that was structured based on the SEE-SEP Model. SEE-SEP was implemented in the explore stage of the learning cycle instructional model.

Methodology

The lesson plan was structured following 3E instructional model. In the "Exploration" phase students are asked to examine the previously prepared infographic about COVID-19 and to express their thoughts. Groups are asked to visit a pre-prepared augmented reality environment CoSpaces Edu that involves information in different rooms by using their tablets (or VR Glasses). Data suitable for each of the reasoning modes of the SEE-SEP model are placed in the CoSpaces Edu aiming at constructing students' reasoning from multiple perspectives. In the "Term Introduction" phase students work in groups of 4-5 and asked to role play about the question "Do you think the government should make vaccination mandatory?". Based on the information students gathered in the CoSpaces rooms that they have visited, ask students to write role cards about four different people two against and two for the mandatory COVID vaccination incorporating 6 different SEE-SEP aspects. Then, remind students that their characters' claims should be supported by evidence and rebuttals for counterclaims. After all the group role-play engage students in whole class argumentation. In the "Concept Application" phase, ask students to create an infographic reflecting their final argument and create a gallery walk. Create one final whole class discussion.

Results / Expected outcomes

Literature indicates that students produce a small number of arguments and reason from a single perspective when arguing for SSI. Our main expectation is to develop middle school students' informal reasoning, and thus argumentation skills through role-playing in a technology-enhanced learning environment. The paper argues that this could be achieved by following SEE-SEP theoretical approach in a role-playing setting. The dilemma of mandatory vaccination may also arouse more curiosity in students. This lesson plan could be an initial tool to introduce students to argumentation about SSI from different perspectives and foster higher level of argument creation by exposing students to alternative ideas and counterarguments. In the scenes used in CoSpaces Edu platform, it's aimed to strengthen the students' perceptions and informal reasoning according to the SEE-SEP model. In the next step, this lesson plan will be implemented in grade 8 classroom in the objective Relates Biotechnology and genetic engineering. The changes in students' socioscientific reasoning (Chang Rundgren & Rundgren, 2010) and argumentation qualities (Erduran, Simon & Osborne, 2004) will be evaluated.

Keywords: argumentation, augmented reality, informal reasoning, SEE-SEP model, socio-scientific issues

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ID-34

Examination of Primary School 4th Grade Students' Perspectives on Gender Statements

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Introduction

There are defined roles for men and women in society. With these roles, the behaviors of men and women are shaped by the roles envisaged by the society as a part of the society they live in. These roles are also effective in the formation of gender identities in children. The concept of gender has an important place in human life from the first years of life. There are some characteristics attributed to men and women in society. Women; like doing housework, men going to work and making money. These ideas are accepted in almost every society. Can a person really be interested in cars or math just because he's a man and a woman is naturally better at cooking? Or are men genetically less likely to care for children than women? In fact, just looking at the society and the change of gender roles over time is enough to show that these roles are not innate differences, but are related to the socialized environment and the society in which they live, and are therefore open to change. (Korkmaz, 2014). In the socialization process, from every element around the individual; family, school, mass media, friend groups, etc. As a result of her interaction with herself, she begins to adopt gender roles. In addition to all these factors, while social roles are reinforced through education, the school environment has a critical role in the construction of gender. When schools are thought of as a simulation of society, schools can be seen as places where these roles are taught by society. Students are directly or indirectly affected by everything from the games played in the schools to the materials used, from the seating arrangement to the responsibilities expected from the students. Textbooks, student and teacher attitudes, family members and most of the social elements. This traditional point of view continues to be passed on from generation to generation through textbooks, mass media, language, teacher attitudes and parent attitudes. Studies in the field of education show that students and teachers carry this traditional attitude to the next generations. In societies where gender equality and traditional attitudes do not exist; Problems such as gender inequality in education, violence against women, and exclusion of girls from education constitute major problems. Institutions, textbooks, schools, family and parents in the society enable and assist the transfer and reinforcement of all these stereotypes and gender roles.

Methodology

This research, which aims to examine the perspectives of primary school 4th grade students on gender-based stereotypes, is a descriptive study designed according to the qualitative method. In the research, the students' perspectives on gender were tried to be described qualitatively. "Gender Perception Form (TCAF)" was used as a measurement tool in the research. TCAF, which includes the scenarios prepared for the research, was applied to a total of 38 children, 15 of whom were studying in private schools and 23 of them studying in public schools, in the central districts of Adana province. In the study, descriptive analysis and content analysis were used in the analysis of qualitative data obtained using TCAF. Content analysis was performed for the data obtained from TCAF. The answers given by the students for this; They were grouped into small information boxes, considering features such as how often the words they wrote were used, the words that summarized the answer they wanted to give, and a coherent summary of what they wrote. These groups were tried to be formed based on the expressions that best described the answers given by the students to the questions about the scenario.

Results / Expected Outcomes

As a result of the research, students who applied TCAF, which includes 8 scenarios related to the themes; It has been determined that they are against gender discrimination in the professional sense and they want girls and boys to be free in choosing a profession. It has been determined that there are many students who accept gender discrimination in career choice. Students have a positive perception of gender stereotypes about roles, status and social life. Some students are confused about this. Therefore, it was concluded that students with this understanding tend to balance more on gender discrimination. In terms of gender, students' perspectives on gender stereotypes are close and similar. In terms of school type, students in public schools are slightly more sensitive than private schools. As a result of the research, it was seen that most of the primary school fourth grade students' perspectives on gender stereotypes in the context of profession, role and status and social life were close to the expected level. However, there are also students whose perceptions on this subject can be interpreted as negative. While preparing training programs on these issues, more sensitive behaviors can be made and students can be trained to improve their awareness.

Keywords: children's perception of gender roles, gender, gender roles, stereotypes

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ID-52

Evaluation of Diluted Education Practices in the Context of Inclusive Education According to Teachers' Views

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Introduction

Towards the end of 2019, the Covid-19 virus started to spread from the city of Wuhan in China and began to threaten the lives of people all over the world (Hui et al., 2020, p. 264). The coronavirus, which was labeled as an "epidemic" by the World Health Organization (WHO) on March 11, is estimated to affect the educational life of more than 1.5 billion students and 63 million educators (UNESCO, 2020). In most countries, schools have been closed and they have maintaining education through distance learning platforms (Reimers, 2020). In Turkey, the decision of closing schools was made as of March 16, 2020; In order to establish an effective distance education system, the Ministry of National Education has strengthened the infrastructure of the Education Information Network (EBA), which serves as a digital education platform. As of March 23, it has cooperated with the Turkish Radio and Television Corporation (TRT), enabling children to follow their lessons on TRT EBA TV. Also, after the pilot studies were conducted for the live classroom implementations with 8th and 12th graders and live lessons were made widespread throughout the country (Özer, 2020). In Turkey, starting from September 2020, face-to-face education and distance education applications have been used together. In our country, education was carried out as face-to-face twice a week and distance education as one day in diluted classes. Due to the Covid-19 outbreak, the class size was divided into two in order to continue face-to-face education activities diluted. The duration of the courses was reduced to 30 minutes, and the course hours were reduced from 30 hours to 15 hours per week (MoNE, 2021). It is emphasized that the measures taken to slow the spread of the disease during the Covid-19 epidemic and the practices carried out as an alternative to face-to-face education will enlarge the existing inequalities in the education system and they may have long-term consequences for those who have been discriminated against, and will be exposed to economic difficulties and stress as well as unused learning opportunities (Giannini and Lewis, 2020). In addition, Giannini and Albrectsen (2020) stated that it will have devastating effects on girls and disadvantaged students, especially in areas with low socio-economic status. Learning practices, which are a blend of diluted classroom practices that allow face-to-face education during the epidemic, and distance education, especially at the primary school level; have been applied for the first time in our country and in other countries of the world and its effects and results on education can only be evaluated with the experiences gained at the end of this process. Practices carried out in educational environments were also affected by this process. One of these applications is inclusive education applications. In this study, evaluating the diluted education practices carried out at the primary school level in our country in the context of inclusive education according to the opinions of teachers has been aimed.

Methodology

This study, which was designed with the qualitative research method, is a phenomenology study. The study group of the research consists of 7 classroom teachers working in Gaziantep in the 2020-2021 academic year. Of the 7 classroom teachers in the study group, 4 are male and 3 are female. The study group was formed by the convenient sampling method, one of the purposeful sampling types. A semi-structured interview form developed by the researchers was used in the study. The interview form consists of 12 open-ended questions. Since the study has been carried out during the Covid-19 outbreak, the interviews have been conducted using electronic communication tools and the Zoom program. The data obtained from the research were analyzed by content analysis method.

Results / Expected Outcomes

According to the results of the research, it has been concluded that when teachers divide the classroom into two groups in diluted education applications, they consider academic success and participation in the live lesson, thus creating a homogeneous classroom environment. Additionally, they mostly prefer teacher-centered methods, and the course content is compressed and intense, and finally the course materials are ready / prepared by the teacher. When it comes to distance education applications, it has been concluded that they mostly prefer teacher-centered methods, go out of the program, choose content related to the deficiencies of the students, and prefer to use visual and auditory materials. It has been found out that no changes were made in the education program regarding the limitations of the class size being halved, which is one of the advantages of diluted education applications. It is among the findings obtained as a result of the research that the diluted education has

a positive effect on the applications made with disadvantaged students, such as the decrease in class size, and the opportunity to take care and follow-up. However, the students who cannot participate in distance education do not participate in face-to-face education.

Keywords: Covid-19, diluted education, distance education, inclusive education

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Teos

ID-72

Examination of In-Service Training for Measurement and Evaluation Provided to Teachers

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Introduction

This study aims to examine and evaluate the in-service training for measurement and evaluation presented to teachers online. In-service training is defined as vocational training offered to employees in the public or private sector (Taymaz, 1978). The rapid change in all areas of life and the fact that the information obtained before the service cannot be kept up to date for many years reveals the need to provide in-service training to the employees of various institutions (Kale, 2015). According to Taymaz (1992), the types of in-service training are as follows:

- Orientation Training
- Basic Training
- Development Training
- Completion Training
- Advance Training
- Professional Training

For the purposes stated above, in-service training is also offered to teachers in different contexts from time to time. In-service training of teachers in Turkey is carried out by the Ministry of National Education under the General Directorate of Teacher Training and Development (OYGM, 2018). Among the General Competencies of Teaching Profession determined by this institution, measurement-evaluation is expressed as one of the basic teacher qualifications (MoNE, 2017).

Measurement is defined as determining the size of any quantity with a measuring tool or appraising any property of an object (Morrow Jr, Jackson, Disch, & Mood, 2000; Scriven, 1981). On the other hand, evaluation is expressed as the decision-making process about the measured feature based on the measurement results (Atılgan, 2018; Turgut & Baykul, 2012). Science and technology give the opportunity to develop and update measurement tools and evaluation understanding. In this respect, it would not be wrong to say that measurement and evaluation is an area open to development. This situation also draws attention to the importance of in-service training on measurement and evaluation given to teachers. It was considered important to evaluate these in-service training conducted online, especially due to the Covid-19 pandemic. In this context, it was considered important to evaluate these in-service trainings conducted online, especially due to the Covid-19 pandemic.

Methodology

A case study design, one of the qualitative research methods, was used in the research. The purpose of the qualitative case study design used in the research is to collect in-depth information about a program, event, activity, process, or person (Creswell, 2009). In this context, the in-service training provided to teachers on measurement and evaluation was handled as a single case. In this respect, the research design used was considered as a singular case study design. The type of case study that deals with a situation is expressed as a singular case study (Stake, 2005). The research data were collected through semi-structured interviews with 16 teachers and 8 school administrators determined by criterion sampling and observation of 5-days online in-service training. Expert opinion, participant confirmation, and consistency between coders were taken into consideration to ensure the validity and reliability of the research data. Content analysis was used to analyze collected data.

Results

According to the research findings, teachers and school administrators consider themselves moderately competent in measurement and evaluation. On the other hand, school administrators consider themselves more competent in measurement and evaluation compared to teachers. While teachers do not consider in-service training among the factors affecting their measurement and evaluation competencies, according to school administrators, in-service training is one of the factors that most affect their measurement and evaluation

competencies. In addition, most of the interviewed teachers stated that they do not participate in the in-service training as they believe the in-service training on measurement and evaluation is unsuccessful. On the contrary, school administrators stated that they follow the in-service training to a large extent and found the in-service training on measurement and evaluation useful. Moreover, some interviewees believe that the information they learned during in-service training has no equivalent in the exam-oriented education system. In addition, teachers and school administrators believe that the MoNE should take various steps to plan the in-service training correctly and to carry out the applied training processes effectively. This situation was also noted in the observations made. During the Covid-19 pandemic period, it has been observed that there are problems in the practices of various measurement tools, questions, and item writing in online in-service training. Contrary to the efforts of the instructors who carry out the courses, teachers are mostly passive listeners in applied courses. In addition, it is very difficult to present the determined content effectively within the planned time frame. This situation confirms the opinions that in-service training is not planned effectively in the interviews. In the study, various suggestions were presented that are thought to increase the effectiveness of in-service training presented to teachers on measurement and evaluation.

Keywords: evaluation, in-service training, measurement, program evaluation, teacher training

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ID-67

Professional Development of Secondary School Teachers in the Emergency Remote Teaching Process of the COVID-19 Pandemic: A Phenomenological Inquiry

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Introduction

The COVID-19 Pandemic has affected all countries in health, economic and cultural areas, as well as in the field of education. Although the epidemic affected more than one sector, it also caused mandatory changes in the education sector. Like the countries of the world, in Turkey, too, an emergency remote teaching process has been started at all levels of education. Emergency remote teaching that arises due to any crisis situation is a temporary and alternative teaching offering and is different from distance education that is planned to be online from the beginning (Hodges, Moore, Lockee, Trust & Bond, 2020). In the context of emergency remote teaching, the Ministry of National Education (MoNE) informed that as of March 16, 2020, the weekly course programs in all primary and secondary schools have been restructured and they have switched to distance education in a synchronous and asynchronous manner (MoNE, 2020). The advantages of distance education are that there are no time and space limitations with remote teaching during the pandemic process, that education processes are richer and more flexible, and that they reach large audiences (Demir & Özdaş, 2020). The fact that virtual learning environments have become a temporary classroom has led to disadvantages such as parents taking on the task of supervising students at home and students being deprived of social interaction among their peers (Alea, Fabrea, Roldan & Farooqi, 2020). Teachers have switched to online teaching using new digital tools and learning spaces. However, little or no professional development was offered to teachers in this transition (Cavanaugh & DeWeese, 2020). It is seen that there is a need for a professional development program where professional development activities mostly consist of synchronous publications, and the face-to-face and online components support each other (Doğan & Yurtseven, 2021). When the literature on the professional development of teachers during the pandemic process was examined, it was found that Eti & Karaduman (2020) examined the professional competencies of teacher candidates, but no study was found with teachers about teacher professional development. Therefore, there is no study on how secondary school teachers continue their professional development in the face of changes in teaching practice in the emergency distance education process and the professional development needs that arise in the process. This research is expected to shed light on the difficulties faced by secondary school teachers during the COVID-19 Pandemic emergency remote teaching process and their awareness of the professional development needs that arise in this process.

Methodology

Since emergency remote teaching continues in a global pandemic process, common meanings can be discovered in the experiences of teachers and can be explained as a common value. From this point of view, teachers' experiences of continuing their professional development in this process were determined as a phenomenon in the research. In this research, it is aimed to examine the meaning of professional development in the distance education process, the emerging needs and the experiences in terms of difficulties from the secondary school teachers' own perspectives. For this purpose, an interpretative phenomenology approach was adopted in the research. The study group of the research was determined by the criterion sampling method, which is one of the purposive sampling methods. In this direction, while determining the study group of the research, (1) the presence of secondary school teachers who have experienced the emergency remote teaching process since the beginning of the COVID-19 pandemic process, and (2) the branches that are given jointly in both distance education and face-to-face education during the pandemic process in determining the branches of the teachers, and (3) The criteria for the subjects in the High School Entrance Examination to be branch teachers were taken into account. The study groups were formed by 12 secondary school groups, 3 teachers from English branch, 2 teachers from Turkish, Mathematics, Social Studies and Science branches, and 1 from Education of Religion and Ethics teachers branch, who met these criteria and were working in Istanbul. The data of the study were collected by using the method of interview with 6 teachers and focus group interview with 6 other teachers. While preparing the questions in the interview form, studies in the literature on how teachers provide professional development in the remote teaching process were examined and draft questions were prepared. The draft questions in the interview form were submitted to the expert opinion of 1 doctoral faculty member, 3 doctoral students in the field of Curriculum and Instruction, and 3 teachers who teach distance education in MoNE. In line with the feedback received, the interview form was revised and finalized with 7 main questions. The data were analyzed using the content analysis method. The findings of the research were validated by using one-on-one interviews and focus group interviews, which are among the data collection methods in the research.

The validity of the research was ensured by the use of one-on-one interviews and focus group interviews and peer review. The data were coded separately by the researchers. A peer review was taken from a researcher, who is a doctoral student in the field of Curriculum and Instruction, who followed the process, received expert opinion for the semi-structured interview form, and confirmed the code-category and themes obtained from the data during the analysis process. The codes of the research were confirmed and the final version of the code-category and themes were reported. Yildiz Technical University Academic Ethics Committee was applied for the research on 27.05.2021 and necessary approval was obtained with 24.06.2021 Meeting No:2021/04. In addition, 'Participant Volunteering and Informed Consent Form' and 'Informed Consent Form' were obtained from secondary school teachers who voluntarily participated in the research.

Results / Expected Outcomes

As a result of the analysis of the data, the codes and categories formed were integrated into three different themes. These themes are "Professional Development Needs", "Ways to Meet Professional Development" and "Challenges in Professional Development". Two sub-themes were created from the Professional Development Needs theme, namely "Psychological Support Needs" and "Academic Development Needs". The theme of Ways to Meet Professional Development consists of the sub-themes "Academic Career", "Individual Activity" and "Organizational Support". The theme of Challenges Encountered in Professional Development consists of sub-themes "Need for Institutional Support", "Participation Difficulty" and "Challenges Related to Professional Development Activity". It is one of the results obtained from the findings that teachers need psychological support and academic development in their professional development. Academic development needs of teachers consist of development needs related to providing educational situations, creating learning environments, measuring-evaluation, using instructional technologies and designing materials. In this process, teachers also met their professional development needs individually. Some of the teachers created the opportunity to advance in their academic careers, while others participated in individual activities such as eTwinning projects and regularly followed national and international publications.

Keywords: emergency distance education, pandemic, professional development challenges, professional development needs, teacher professional development

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ID-73

Meta-Evaluation of the Study Titled Evaluation of Measurement and Evaluation in Education Curriculum

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Introduction

This study aims to conduct a meta-evaluation of the program evaluation research titled *Evaluation of the Measurement and Evaluation in Education Curriculum*. Stufflebeam (1999) stated that an effective program evaluation research that focuses on whether the program is successful is a comprehensive and expensive study that considers all questions and criteria. Today, this situation has revealed an understanding that considers the quality of the program evaluation process as well as the quality of the program (Astbury, 2016). This process, called meta-evaluation, is expressed as “evaluation of evaluation” (Scriven, 2009). Meta-evaluation draws attention in terms of determining who evaluates the program by considering which processes. While doing this, it is crucial to take various measures to prevent the standardization problem. Because it is necessary to decide which qualifications a program evaluation study should have through predetermined standards. Joint Committee on Standards for Educational Evaluation (JCSEE) at Western Michigan University conducts various researches to solve this problem. This organization, which has been working on educational standards since the 1980s, has developed the program evaluation standards, the 3rd edition of which has been already published (Fournier, 1994; JCSEE, 2018).

In program evaluation studies, it is appropriate to prefer approach, model, and methodological designs according to the program type and study context. On the contrary different studies examining program evaluation researches conducted in Turkey show that Stufflebeam's Context, Input, Process, and Product (CIPP) Evaluation Model is widely used in the evaluation of both teacher training programs and other programs (Kurt & Erdoğan, 2015; Özudogru, 2018). This may be due to uncomplicated methodological choices in terms of executability in program evaluation studies carried out in Turkey. As a matter of fact, it is known that the CIPP Evaluation Model offers ease of application for different researchers (Stufflebeam & Coryn, 2014). In addition, it was stated that some program evaluation studies conducted in Turkey have various shortcomings (Akıncı & Köse, 2021). In this respect, it was considered crucial to describe all the evaluation procedures followed by the program evaluation study examined and to reveal the level of meeting the program evaluation standards.

Methodology

This study is a meta-evaluation research. Stufflebeam (2000) defines meta-evaluation as the process of identifying, obtaining, and using descriptive and judgmental information about the usefulness, feasibility, relevance, and accuracy of that evaluation to publicly report on its strengths and weaknesses. For this purpose, the program evaluation standards prepared by JCSEE were taken into consideration during the meta-evaluation process. These standards contain thirty statements that define the five dimensions of the quality of program evaluation processes: utility, feasibility, propriety, accuracy, and accountability (JCSEE, 2018). The Program Evaluation Standards Checklist, developed using the relevant standards, was used to check whether the program evaluation research that was meta-evaluated met the required standards. During the preparation of the checklist developed by Akıncı and Köse (2020), opinions from different experts on translation, conceptual relevance, and item structure were obtained. Cohen Kappa coefficient of the agreement was calculated as 0.81 in terms of consistency between experts who examined the items. After these procedures, the final form of 30 items was given to the checklist by the researchers. Finally, an internal and an external evaluator checked whether the study had the right planning, valid and reliable data collection, necessary analyzes, and reporting qualities required for an effective program evaluation research. The descriptive analysis method was used in the analysis of the data collected through the checklist from internal and external evaluators.

Results / Expected Outcomes

The study, which was meta-evaluated according to the data obtained from internal and external evaluators, largely (88.33%) meets the Program Evaluation Standards determined by the JCSEE. According to the evaluators, all standard areas were met at a rate of 75% to 100%. However, experts believe that sufficient information is not provided in the research, especially about the concepts of cultural values, interests, contexts, and conflicts of interest. Akıncı and Köse (2020) stated that evaluation studies for teacher training programs in Turkey have similar shortcomings. The reason for this may be that cultural and contextual features are not considered sufficiently in program development studies carried out centrally in Turkey. Based on the results of the research, various suggestions that are thought to contribute to the quality of the meta-evaluated study and

similar program evaluation studies and future program evaluation studies are presented. In this context, it is considered important that program evaluation studies should be carried out in a design that considers the appropriate approach, model and method choice, and contextual features.

Keywords: curriculum, meta-evaluation, program evaluation, teacher training

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Erythrai

ID-50

Emergency Remote Education During COVID-19 Pandemic in Turkey: Trends, Opportunities, Challenges and Suggestions

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Introduction

COVID-19 pandemic has considerably affected education in all countries throughout the world. The focus of the education during pandemic process was emergency and compulsory remote education. Despite being used interchangeably in many studies, emergency remote education and distance education differentiate to some extent. Emergency remote education is emphasized in extraordinary situations like pandemic or natural disasters (Hodges et al., 2020). Unlike it, distance education is an approach that is planned and systematic, is closely related to lifelong learning, is theoretically grounded and has practical implications (Bozkurt et al., 2020). Emergency remote education is a significant solution to sustainability of education during pandemic (Chick et al., 2020). In Turkey, several arrangements have been made in both K-12 schools and universities during the transition to emergency remote education. To exemplify, instructional activities were maintained with synchronous courses through Educational Information Network (EIN) and with asynchronous courses through EIN TV in compulsory education at K-12 schools. A hybrid educational model, in which students participated in face-to-face courses in two days of the week, has been followed for a while in compulsory education process; however, emergency remote education practices have been returned due to the increase in the number of infection cases (Aslan, Turgut, & Aslan, 2021). Research indicated that although those arrangements and practices created new opportunities for the sustainability of education during pandemic, they brought about new challenges and difficulties. It is evident that the number of studies on emergency remote education during COVID-19 pandemic has been increased both in Turkey and in the world. Research on this issue has addressed the effects of emergency remote education process on different stakeholders, educational practices, psychological conditions, and challenges. However, limited number of studies (e.g., Durak & Çankaya, 2020) analyzed the research regarding which dimensions of emergency remote education were addressed and which conclusions were drawn in general. Since students in the age of compulsory education have been highly affected by the pandemic, effect of emergency remote education on stakeholders of compulsory education was the main issue held in the current study. To this end, the purpose of this study is to examine the studies on emergency remote education practices in compulsory education (primary, middle, and high schools) with methodological trends, opportunities, challenges, and suggestions, and also to enable to see the whole picture of the case in compulsory education.

Methodology

In the current study, which was based on document analysis, 59 studies were examined which were included in the study according to several inclusion and exclusion criteria such as focusing on distance education during pandemic, being conducted in Turkey, being conducted in K-12 schools and not being a review study. To decide which studies to be included in the study, firstly, 174 studies were obtained by using several keywords such as emergency remote education, distance education and pandemic through the databases such as ERIC and Google Scholar. Secondly, 113 studies were eliminated based on exclusion criteria and repetition after reading the keywords, titles, and abstracts of the studies. On skimming through the full text of the studies, 59 studies were decided to be analyzed in the current study. Those studies were read in detail and notes were taken about their methodological trends, results in terms of opportunities and challenges, and suggestions on a classification form developed by the researchers. The data were analyzed with content analysis. With a directed approach to content analysis in which initial codes are based upon research or a theory (Hsieh & Shannon, 2005) sub-themes were identified under the themes of trends, opportunities, challenges, and suggestions.

Results

The results of the current study showed that studies on emergency remote education mostly addressed teachers' and students' opinions; however, issues such as readiness, self-efficacy, and motivation were also investigated. The participants of the studies were mostly teachers. They were followed by students, parents, and school principals. The studies were all descriptive, and majority of them were conducted with qualitative research designs. In those qualitative studies, the participants were mostly selected with maximum variation sampling; semi-structured interview forms were mostly utilized, and content analysis was carried out for data analysis. The studies revealed several opportunities of emergency remote education in compulsory education such as ensuring sustainability of education and developing lifelong learning skills. Challenges were demonstrated as technical

problems, inequality of opportunities in accessing distance education and inadequacy in interaction and socialization in general. The studies indicated that the solutions to those challenges were suggested as improving and enriching distance education platforms and developing a systematic and planned distance education model which was based on the needs of stakeholders, and which established a balance between theory and practice.

Keywords: compulsory education, COVID-19 pandemic, distance education, emergency remote education, K-12 schools

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ID-49

Examining the Students' Views on the Participation in the Online Courses During Pandemic

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Introduction

With the coronavirus (Covid-19) epidemic, all educational institutions were closed, and distance education applications were introduced to ensure the continuity of education. Today, when internet technology has become an indispensable part of life, many applications that were previously impossible have been made possible. The use of technological developments in many areas has become a necessity, and the use in the field of education has also been affected by this situation. The concept of Distance Education has been spreading and developing, especially since the 2000s, as a result of changes in information technologies and information infrastructure.

After the declaration of an epidemic in the world on March 12, 2020, four days later, all schools in Turkey were closed as of March 16, 2020, and as of March 23, 2020, distance education began rapidly at all levels from kindergarten to graduate education. Faced with this sudden situation; kindergartens started education with their own web televisions and web applications; primary and secondary schools started with separate television channels and internet applications called EBA TV, with the cooperation of the Ministry of National Education-TRT, and with internet applications; universities continue instruction with web televisions and video, started training with various internet applications that provide voice participation (Sirer, 2020).

Although the courses are continued with distance education, the motivation of the students in these courses is another issue that needs to be studied. Motivation in distance learning affects what students learn, how they learn, and when they learn (Barak, Watted, & Haick, 2016). Studies show that learners with high motivation in learning environments achieve success in challenging learning situations, enjoy the learning process, perform deep learning, and are determined and creative (Knowles & Kerkman, 2007).

There are many reasons that prevent motivation in distance learning environments. Some of these reasons may be due to the learner, the teacher, the tools used or the content. According to Litt and Moorei (2013), the factors that prevent or reduce the motivation of learners in open and distance learning environments and thus delay their learning are listed as follows: Technology, content, lack of communication and interaction, issues in daily life, the rigidity of the instructor, the lack of personalization/differentiation in teaching.

At the beginning of the pandemic period, students had to attend classes online. However, it is not known whether the students are willing to attend the classes. This research aims to reveal the opinions of students about their participation in distance education and their motivation for the lessons, attending the online courses.

In this study, the answer to the following question was sought: "What are the factors affecting students' participation in online courses?"

Methodology

The study was designed in descriptive survey model. General survey models are survey studies conducted over the entire universe or a sample to be taken from it, in order to make a general judgment about the universe consisting of many elements. Single or correlational researches can be made with general survey models (Karasar, 2012).

The sample of the study consists of 215 primary school 3rd and 4th grade students reached by the convenience sampling method. Easily accessible or convenient sampling is based entirely on items that are available, quick and easy to reach (Baltacı, 2018).

For the purpose of the research, a questionnaire was prepared by the researchers, which included questions to examine the motivation levels of the students in their participation in the lesson and personal information about the students. The questionnaire form prepared by the researchers was converted into an online form and sent to the students via the phones of their parents or by the teachers and they were asked to be filled. The data obtained at the end of the data collection process, which lasted about two months, were analysed descriptively (by looking at the percentage and frequency distributions).

Results / Expected Outcomes

215 students participated in the study. When their demographic information was examined, 54% of the students were male (116) and 46% were female (99). When analyzed by grade level, 51.6% of the students are 3rd grade students and 48.4% are 4th grade. When the status of attending classes in distance education is examined; 74% of the students answered that they attended all the courses (159), while 26% (56) did not attend. When the information about the emotional state of the students regarding participation in the lesson was examined, 83.7% of them stated that they were upset when they did not attend the lesson (180), 4.7% of them were not upset (10), and 11.6% of them were slightly upset. When asked about the means of accessing distance education, 61.4% of the students answered that they attended live lessons in distance education using a phone (166), 27.5% using a computer (74), 11.1% using a tablet (30).

Another finding is that nearly half of the students attended the live classes voluntarily. It is seen that very few of them attend with the anxiety of absenteeism. On the other hand, they stated that factors such as the ability of students to ask their teachers questions, the duration of the lessons, and the fact that the cameras are turned off affect the motivation of the students in participating in online lessons in a positive way.

Also, according to the answers given by the students, it has been found that the objects in the place where the students enter the lesson; entering or leaving another student to the lesson; the behaviors of family members do not negatively affect students' motivation towards the lesson.

Keywords: attending online courses, distance education, distraction, motivation, student success

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ID-65

Middle School Teachers Experiences Regarding Online Education Process: What is and Should be

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Introduction

The aim of this study is to reveal the opinions of the teachers, who have worked in the pandemic process, about what the teachers can do and about the things they think as the shortcomings of this period and how the education should be in the pandemic period.

Due to Covid-19, many health organizations and the World Health Organization have decided that it is an important step to prevent the spread of the virus by maintaining physical distance as the first stage of this situation (Hellewell, 2020), and this has brought important challenges and changes in daily life (Guragai, 2020). For this reason, with the temporary closure of schools, countries have started to adopt the distance education system (Gilani, 2020). This situation has led to the emergence of many educational, economic and social-emotional problems. As in Turkey, in all countries in the world, Covid-19 has directly and indirectly affected the field of education. In this direction, after the first case in Turkey on March 11th, 2020, face-to-face education in preschool, primary school, secondary school, high school and higher education levels was frequently interrupted in long and short terms. For this reason, the formal education process has been and continues to be carried out in virtual environments such as online. In this process, where there was no online education experience before and it was a first, teachers, students, school management and parents faced many difficulties, problems and obstacles. Some of these problems have been revealed with the studies by (Fidan, 2020; Koçyiğit & Uşun, 2020; Eroğlu & Kalaycı, 2020).

This study can help to have information about how the education should be in case of closure of schools during the pandemic process and to work on the measures to be taken according to teachers' opinions. In order to make generalizations, this study can be applied to the teachers who work at different school levels in different regions.

Methodology

In this study qualitative method was used. The data that had obtained as the result of the research was analysed with the qualitative descriptive method and the content analysis. The qualitative descriptive method is a type of qualitative study that includes summarizing and interpreting the data obtained by various data collection techniques according to predetermined themes in the study, easily accessible sampling method, which is one of the purposeful sampling methods, was used. The studying group was consisted of 18 teachers who work in different branches and in the middle school grade of the state schools in İzmir, in the 2020- 2021 education year.

This qualitative study was conducted by using semi-structural interview form. The data of the research were obtained as a result of transforming the sub-problems of the research into open-ended questions. The interview form was consisted of three open-ended questions and also the demographic variables questions. It was submitted to the expert opinion and necessary arrangements were made. During the data collection process, the questions were asked through face-to-face interviews and voice recordings were made with the permission of the teachers.

Results / Expected Outcomes

The findings of the research are described accordingly to the pre- determined themes such as educational experiences of secondary school teachers in the online education process, elements that teachers find lacking, the opinions of the teachers on how to continue the online education-teaching process. According to the findings of the *educational experiences of secondary school teachers in the online education process* using various documents on the Internet, teachers tried to draw students' attention to lessons using online games, digital stories, songs, visuals and reading passages.

According to the findings of elements that teachers find lacking, teachers were faced various problems such as technological impossibilities of students and internet connection problems. These problems caused some students not to be able to attend the classes, so the teacher works overtime to overcome these deficiencies and still fails to complete the education program.

According to the findings of the teachers' opinions on how to continue the online education-teaching process, the teachers suggested that the hours of the lessons should be reduced, the equal opportunity should be ensured

to the students. They also suggested that the obligation for attending the lessons should be applied and parents should be given training on online education.

Keywords: middle school teacher, online education, pandemic.

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PARALLEL SESSIONS – 5
ABSTRACTS

Ephesus

ID-28

Teachers' Perspectives on the Use of Magazine/Social Media in Teaching as Informal Learning Environments

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Introduction

As a human being is a social creature, he constantly needs to learn, and this knowledge gains meaning as long as it is put into practice in his life. Learning is not limited to the information presented within the borders of the school, but continues in every environment where the person is present from birth (Türkmen, 2010). In the light of the studies, researchers defined informal education as lifelong learning and formal education as school environment. According to Alanen's definition, formal educational environments are schools; preschool, primary education, secondary education, colleges, universities. Informal education environments are family, museums, libraries, science centers, planetariums, magazines, the Internet, etc. is accepted as Informal learning environments cover the learning processes that occur spontaneously in daily life. Informal learning environments have been one of the basic education centers that help students and teachers to be aware of thoughts and technological developments in line with the needs of the age, and to spread the impact of scientific knowledge on society (Boisvert & Slez, 1994). With these developments, "social media has recently started to be used for acquiring information, as well as for ordinary activities such as communication, playing games, and shopping" (Demir & Kumcagiz, 2019, p. 24). Well-designed scientific journals are another medium that connects individuals with the real world in their learning. These magazines should contain visual and interesting written texts suitable for the age group they are addressing. With the development of technology, since the magazines can be accessed from the internet, students also have quick access to e-journals, just like the learning that takes place on social media. The nature of student-centered and interactive learning enriched with social media tools can contribute to the development of student-student interactions, enable active student learning, and increase student satisfaction (Redecker et al., 2010).

There are many studies on the educational use of social media in the international literature, but studies on the use of social media and scientific journals in education are limited in the national literature. Therefore, the purpose of study is to determine the views of teachers working in secondary schools on the use of social media and scientific journals as an informal learning environment.

Methodology

This study carried out in pandemic conditions. It is the study of phenomenology, one of the qualitative methods in research. After collecting data from all teachers, it is aimed to present a holistic approach to the experiences and perspectives in the data.

The research was carried out with the participation of 19 teachers from the provinces of Balıkesir / Aydın, who could be reached by the purposeful sampling method. Because of selecting this method, informal learning environments are related all disciplines of school. All branch of teachers could select to use at least one informal environment to teach subject for their students. The study group includes 3 teachers from Science, 3 from Social Studies, 4 from Mathematics, 3 from Religious Studies, 3 from English, 1 from Visual Arts, 1 from Physical Education and 1 from Preschool teacher.

In our research, a semi-structured interview form consisting of 11 open-ended questions was applied to 19 teachers. In this interview, teachers' opinions on the use of social media and scientific journals as an informal environment were taken. About 20-30 minutes with teachers. interview was held.

The similar aspects of the data were noted and coding was done. Main themes and sub-themes were created with similar codes, thus facilitating the analysis of the data. Sub-themes were analyzed descriptively under categories. Direct quotations were made from participant statements. In the quotations, both supportive and opposing views were selected from the participant's views. Evidence citations are included.

Results / Expected Outcomes

With this research, it was determined that the teachers participating in the study did not have enough knowledge about informal learning environments. All brunch of teachers has not enough experienced and taken any lesson and/or seminar about how to use informal learning environment in their lessons. According to Türkmen's (2015) study, the reason for this inadequacy in teachers is due to the fact that the theoretical knowledge during undergraduate education is not put into practice.

When the expressions of the teachers are examined, magazine/social media is not among the out-of-school learning environments defined by teachers. When asked about social media tools and scientific journals teachers use for teaching purposes, social media can be the rapid access to information and give opportunity to share content and the cooperation between the groups through online groups; At the same time, it supports the views of teachers that these environments are interesting and increase permanence. They think that the contribution of social media to teachers' technological-pedagogical content knowledge mostly helps them in their professional development and especially in social media groups created with branch teachers, presentations about course content are shared and it contributes to providing better teaching environments to students. So it contributes to teachers' catch-up and adaptation to the changing technological world. Computer and internet access problems, teachers' value and desire for the use of technology in the learning-teaching process (Aksoy, 2020; Hamutoğlu, Yılmaz Özden, & Elmas, 2020), insufficient pedagogical information, and their lack of knowing how to integrate the necessary technology into education (Koehler, Mishra, & Cain, 2013), the problems of stemming from student families (Hamutoğlu, Yılmaz Özden, & Elmas, 2020) show parallelism with the problems expressed by the teachers participating in our research.

In today's pandemic conditions, the constant closure of schools has caused disruptions in education and pushed teachers to produce alternative solutions. For this reason, teachers stated that informal learning environments should be included in education. They stated that this transformation in educational environments can be realized through areas such as social media.

In line with the answers given by the teachers, it was concluded that they viewed the use of social media positively as an informal learning environment. It has been determined that teachers are very willing to use the informal learning environment and they have problems in practice. These have been generalized as the problem of accessing the internet and the problem of the student's secure access to the internet.

Keywords: informal learning, scientific journals, social media

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ID-60

Views of School Administrators About Duties and Responsibilities on Technology Integration in Education

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Introduction

Informational communication technologies (ICT) support students in the educational field by giving them hearing vision and documental support. In this time being, the productive use of technology shows the use of technological interrogation (Arslan, 2016; Kaya & Koçak- Usluel, 2011; Özdemir & Kılıç, 2007). People are expected to adapt to the world as it constantly changes. As the socially, culturally, and economically whole society tries to catch up with these changes, they are also expected to develop and renew themselves in the academic field (Alkan, 2005). The revolution and development provided by the informational communication systems are expected to be included in the educational system for uses such as teachers' education, management and structural systems, and as a tool to be able to communicate with parents and teachers. Technology integrations are continuously used in different fields, with that, they are also being used in the educational field (Şeyhoğlu, 2005). For technology integration to be used productively in the educational field, there has to be a good plan, system, and ratings, after that it could be said that there is a good use of technology (Arslan, 2016; Erel, 2019). ICT separates into two different categories being equipment and software. The equipment part of ICT provides various tools to be used while the software part is used to software education and applications technology integration especially emphasis academic directors. It is thought that the research is important in terms of determining the knowledge and skill levels of school administrators on technology integration in education and revealing the role of administrators in this regard, as well as contributing to the literature.

The general purpose of the study is to determine the views of school administrators on their own duties and responsibilities on technology integration in education. Accordingly, answers to the following questions were sought:

1. What is the level of knowledge of school administrators about technology integration in education?
2. What are the tools that school administrators use in technology integration in education?
3. What are the opinions of school administrators about the effectiveness of technology integration in education in their schools?
4. What are the expectations of school administrators from their institutions regarding technology integration in education?

This research is limited with 2019-20 educational term, private and state schools in the districts of Seydişehir and Meram located in Konya province, school administrators interviewed, predetermined interview duration, prepared semi-structured interview form and the given answers.

Methodology

Qualitative research model was used in the research. Qualitative research offers advanced inquiry and understanding of situations (Yıldırım & Şimşek, 2013, p. 45). Based on the phenomenology pattern, one of the qualitative research methods, school administrators' views on education-technology integration; competencies, knowledge, practices, opportunities and expectations regarding technology integration in education were determined (Lincoln & Guba, 1985, p. 47-52). The phenomenological pattern focuses on situations that have knowledge but do not have an in-depth understanding (Baş & Akturan, 2013).

The study group of the research consists of 40 school administrators working in different school levels and types affiliated to MoNE in the districts of Konya, Meram and Seydişehir. Maximum diversity sampling model was used in the selection of the participant group. The purpose of this sampling method is that the number of participants is small, but the participant group includes different characteristics and diversity (Yıldırım & Şimşek, 2013).

Research data were collected with a semi-structured interview form. In order to increase the validity of the interview form, the opinions of five experts were taken. In line with expert opinions, the literature review was conducted and interview questions and subquery were formed. In the analysis of the qualitative data obtained from the research, descriptive and content analysis methods were used. The data detailed with descriptive analysis were made ready for content analysis for a more in-depth analysis.

Results

According to the data obtained, school administrators stated that technology integration in education has positive effects in terms of teacher, student, educational institution and school-parent relationship, and they use multiple educational technologies in hardware and software dimensions in their institutions. Also, they stated that their priority in ensuring technology integration is the infrastructure of the institution and, depending on its elimination, different sizes of technology-integrated classroom environments can be created. In addition to the need for technology integration in many courses, it has been determined that the demand for numerical and applied courses is higher and there is a need for in-service training on technology integration. With the differentiation of the expectations of the administrators regarding technology integration, they commonly concentrated on the supply of tools, personnel demand and providing equal opportunities to all institutions.

Studies on active use of web 2.0 tools, measurement and evaluation tools, augmented reality applications and simulation programs should be carried out. Studies should be conducted to include the opinions of teachers on whether the opportunities provided by school administrators are sufficient.

Keywords: educational technology, school administrator, technology integration

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ID-29

Teachers' Use of Virtual Informal Environments During the Covid-19 Pandemic**Hakan Türkmen***Ege University, Turkey*
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cansusurgit9798@gmail.com**Introduction**

The Covid-19 Pandemic, which engulfed the whole world in a short time, has shown its effect in many areas of life, especially in health, along with the economy, socio-culture and education. As in the rest of the world, teachers have found themselves in an education process that they don't have a command of and have tried to use distance-education effectively so that the education of the students are not disrupted. There is a need for student-centered teaching activities in order to make distance-education activities efficient. "Teaching in Informal Environments" activities, which focus on student-centered teaching, are an appropriate option to meet this need. It is the education that starts with the birth of the person and continues throughout his/her life, occurring spontaneously in a natural area, regardless of a specific learning environment, where professionalism isn't sought in the trainer and everyone can be a trainer (Eshach, 2007; Hofstein & Rosenfeld, 1996). Informal Environments (IE) are powerful mediators of memory, fun and learning (Anderson, Piscitelli, Weier, Everett & Tayler, 2002). There are numerous evidences that we can find in literature that IEs creating positive effects on such as; academic achievement of the students (Bozdoğan & Yalçın, 2006; Türkmen, 2018), their interest in the lesson/science, scientific thinking-questioning skills, attitudes (Dori & Tal, 2000; Lin & Schunn, 2016; Sasson, 2014).

There are also virtual alternatives to IEs. Virtual Informal Environments (VIE) (virtual zoos-museums-planetariums- etc.) can be considered as alternatives to known and existing informal learning environments that can be visited with a 360° virtual tour. The use of VIEs as a reflection of the integration of technology into education is useful and efficient in many ways.

In the light of all this information, it is clear that it can be definitely said that the use of these VIEs, is important during the Covid-19 Pandemic process, since teaching activities in IEs have many positive effects on students. Teachers can achieve countless gains by integrating VIEs into lessons and realizing student-centered teaching. After literature review, no study found to examine the processes of teachers' use of VIEs during the Covid-19 process and this study's expected to fill this gap. The purpose of the research is to examine the teaching processes of teachers using VIEs during the Covid-19 Pandemic process and to make a general idea in the context of teaching using VIEs according to their status of taken or not taken training on teaching in IEs.

Methodology

In the research, "Descriptive Research Design", one of the qualitative research methods, was used. 93 teachers participated in the research. Participants were determined using the "Easy Access Sampling" method, one of the "Purposeful Sampling" methods. A form consisting of 8 open-ended questions applied to the participants. The data collection tool presented to the opinion of 3 experts, and it revised-finalized in the light of the feedbacks received. Thus, the content validity of the data collection tool ensured. The open-ended question form prepared for this research transferred to the "Google Forms" application and delivered to the teachers via social media. The application time of the data collection tool takes approximately 8 minutes for each participant. When the data of the teachers who answered the open-ended question form (101) were analyzed, systemic errors were detected in 8 answers and the data of 93 participants were analyzed. In this study, the data collected from the participants were evaluated by using the "Content Analysis Method", and the calculated frequency distribution (*f*) and percentage (%) values were tabulated. The intercoder reliability value calculated with the Miles and Huberman formula was 87% and the reliability condition was met. Researchers re-evaluated the coding and reached full consensus.

Results / Expected Outcomes

In this descriptive study, it was seen that the participants thought that virtual informal learning environments should be used during the Covid-19 Pandemic process and that these environments qualitatively met their educational needs. At this point, it can be mentioned that teachers have high positive perceptions.

Participants adopt the principles of "Fun", "Hands-On" and "Self-Directed", which are among the requirements of a student-centered informal class. Some of the untrained teachers think that it isn't important to use VIEs. It's been seen that the most used VIE's "Virtual Museums" and they follow a "Curriculum-based" path in their lessons. Participants include VIE by using platforms such as "EBA-Zoom", and the method-evaluation techniques they used the most was "Question-Answer". For evaluating, they didn't care about learning process.

Additionally, the most difficult challenge faced by the participants in this process is “Internet Access”. It’s been observed that teachers who taken training on teaching in IEs use VIE way more consciously than those who don’t. At this point, it was concluded that training is important. Teachers planned the use of VIE by focusing on the aims in the curriculum, and in this process, they integrated VIE into their lessons by adopting a student-centered approach.

Keywords: Covid-19 pandemic, teaching in informal environments, virtual informal learning environments

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ID-94

A Comparison of Bloom Taxonomies and Marzano-Kendall's New Taxonomy

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Introduction

Original Bloom Taxonomy (OBT) is widely used by being translated into many languages. However, it is stated to have some deficiencies and criticized by several researchers. One of the most common of these criticisms is that cognitive processes are classified in a one-dimensional way from simple to complex. Researchers have considered the rule of providing lower-level skills for a higher-level skill as a strict point of view in this context (Bloom et al., 1956). Another common criticism is that the evaluation step is not more complex than the synthesis step, so the synthesis step should be accepted as the top step (Fursl, 1994; Ormell, 1974). In the Revised Bloom Taxonomy (RBT), some regulations and additions were made. It has transformed into a two-dimensional taxonomy in terms of cognitive process dimension (remember, understand, apply, analyze, evaluate, create) and knowledge dimension (factual, conceptual, procedural, meta-cognitive). The cognitive process dimension is expressed with verbs, not nouns. The place of creation (synthesis) and evaluation steps has been changed (Anderson et al., 2001).

Marzano and Kendall's New Taxonomy (MKNT) was developed since OBT and RBT had some problems. One of these problems was that the levels of taxonomies were based on the degree of difficulty. According to Marzano and Kendall (2007), even if a task is complex, it can become easy when familiar enough. Therefore, they argue that cognitive process abilities and difficulty level are not directly related, and although mental processes cannot be ordered hierarchically in terms of difficulty, they can be ordered in terms of control. Marzano and Kendall primarily determined a behavioral model in the new taxonomy. When the student is faced with a decision regarding a new task, the decision and subsequent actions will be determined by the interaction of the student's self, metacognitive and cognitive systems, and knowledge. Specifically, first the self system, then the metacognitive system, and finally the cognitive system come into play. All three systems use the student's knowledge repository. In this study, Original Bloom Taxonomy and Revised Bloom Taxonomy, which are widely used all over the world, are compared with Marzano and Kendall's New Taxonomy.

Methodology

In this study, conceptual review was conducted in order to investigate the similarities and differences between OBT, RBT and MKNT. Conceptual reviews are the type of reviews in which the researchers aim to provide an overview of the literature in a given field, including main ideas, models and debates (Petticrew & Roberts, 2006). For this purpose, the literature about the previously mentioned taxonomies was reviewed and these taxonomies were compared in line with the findings.

Results

The most obvious common feature of MKNT and RBT is that both taxonomies consist of two similar dimensions. In MKNT, the dimensions are named as Knowledge Dimension (information, mental procedures, psychomotor procedures) and Levels of Processing Dimension (retrieval, comprehension, analysis, knowledge utilization, metacognitive system, self system). The most important point that draws attention in the dimension of knowledge is the inclusion of psychomotor processes in MKNT. Although OBT aimed to include cognitive, affective, and psychomotor domains, since the first published study was on the cognitive dimension and it was a remarkable one, its focus remained on the cognitive dimension. RBT aimed to directly revise the cognitive dimension (Anderson et al., 2001). Marzano and Kendall states that since learning has cognitive, affective and psychomotor domains, taxonomy should cover all these domains. Another difference is the positioning of metacognition in taxonomy. It is included in the metacognition information dimension in RBT. On the other hand, Marzano and Kendall states that metacognition is not only a field of knowledge, but also a field related to affective characteristics. At the same time, they placed metacognition as a system above cognitive processes, as goals are determined by the metacognitive system and can affect one's openness to a particular learning situation. Therefore, metacognition represents a kind of processing procedure applied to the subject content. Another difference that distinguishes this taxonomy from Bloom's Taxonomies is the existence of the Self System. This system refers to the individual's own system and is at the top of the hierarchy.

OBT, RBT and MKNT have many similar features as well as important differences that distinguish them from each other. When the literature and applications are examined, the first striking situation is that the vast majority of the studies are related to OBT, which was developed approximately 65 years ago. The reason for this

situation might be that some educators and researchers are not aware of RBT and MKNT. Conducting studies on these taxonomies can provide students with richer educational opportunities, as well as revealing more clearly what advantages and disadvantages will be encountered in their use in evaluation. Because, in tests developed on the basis of OBT and RBT, cognitive process skills and determining the difficulty level of the item are often confused with each other. In MKNT, it was emphasized that cognitive process skills and item difficulty levels may not always be related to each other. While it is possible to develop items with different difficulty levels at the same cognitive level, it is also possible for an item at the analysis level to be more difficult than an item at the evaluation level. Another remarkable point is that the psychomotor dimension is considered together with the cognitive dimension in MKNT. It is important that the psychomotor dimension is used together with the cognitive dimension in student learning (Ornstein & Hunkins, 2014). However, in many curricula, there is no acquisition corresponding to the psychomotor domain in the knowledge dimension. For instance, Çelikkaya et al. (2021) analyzed the secondary school biology, physics, chemistry and science courses programs in Turkey according to Marzano Taxonomy and did not detect any objective in the psychomotor domain within the knowledge dimension of Marzano taxonomy in any discipline. Additionally, the metacognitive processes emphasized in RBT and especially MKNT need to be investigated further. Similarly, there is a need for more scientific publications on Marzano's self-system in learning process and metacognitive systems theory.

The metacognitive processes emphasized in RBT and especially MKNT need to be investigated further. Similarly, there is a need for more scientific publications on Marzano's self-system in learning process and metacognitive systems theory.

Keywords: Bloom's taxonomy, educational taxonomy, Marzano and Kendall's taxonomy, revised Bloom's taxonomy

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ID-90

Emergency Remote Teaching and Null Curriculum During the Global Pandemic

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Introduction

The World Health Organization declared the COVID 19 infectious disease as a global pandemic since March 2020, due to its effect on the world. Urgent measures have been taken against this epidemic in Turkey as well as in the whole world. One of these measures is to stop face-to-face education and transition to “emergency remote teaching” in schools in order to minimize the contact. The Ministry of National Education has started emergency remote learning both with television channels broadcasting under the name of EBA TV and with the digital education platform on the address of www.eba.gov.tr.

The curricula implemented in our schools have been developed by the Ministry of National Education, Board of Education in order to be implemented in face-to-face education environments. The existing curricula was expected to be implemented when the emergency remote teaching was switched to due to the global epidemic.

The mentioned distance education, which is conducted during the global epidemic, is the temporary transfer of face-to-face education to the technology environment in a crisis and is called "emergency remote teaching". Curriculum and course materials prepared for face-to-face environments are transferred to the online environment. It is considered as a solution for emergencies, and when life returns to normal and the problem disappears, face-to-face education is started again (Akkoyunlu & Bardakçı, 2020). It is inevitable that some problems occur in the implementation process of the curriculum until face-to-face education is started. The objectives, content, and implementation and evaluation processes of emergency remote learning curricula will of course differ from face-to-face/formal education curricula. When adapting a curriculum prepared to be suitable in face-to-face education to emergency remote teaching, it is possible that there will be some losses in the aims, achievements, and content of the curriculum. It can be considered that the determination of these losses, which we can call the null curriculum, will be a guide in eliminating them during or after the pandemic.

One of the program types defined by Posner (1992) is the "Null Curriculum". The null curriculum includes some achievements and subjects that are deliberately or unintentionally ignored during the implementation despite being included in the official curriculum. According to Eisner (1985), the null curriculum has two dimensions. The first dimension is the cognitive processes that are emphasized or ignored in the curriculum, and the second dimension is the subjects included in the curriculum or excluded from the same (Cited by Tatar, 2019). There is a need to determine the neglected issues in the emergency remote teaching process.

In this study, it is aimed to determine the issues that classroom teachers neglect in the emergency remote teaching process.

Methodology

The basic qualitative research method was used in this study which aims to reveal the issues that classroom teachers neglect in the emergency remote teaching process started during the global pandemic period. In this method, the focus is on how the participants interpreted and created their life and added meaning to their experiences. Basic qualitative research is a widely used research method in all disciplines, applied fields, and education (Merriam, 2013).

Participants included in the study were selected on the basis of maximum variety sampling, one of the purposive sampling methods, and on a voluntary basis. Grade levels of teachers were taken into consideration in ensuring variety. Interviews were conducted with the participants using a "semi-structured interview form" through digital platforms. Content analysis method was used to analyse the data since it was considered to be suitable for revealing the neglected issues. The purpose of content analysis is to describe the data and reveal the facts that may be hidden in the data. The data are coded and the codes of the data that are similar to each other are merged to form themes (Yıldırım & Şimşek, 2013, p. 259). In this study, too, firstly, the data were coded and the codes were arranged to reach the themes. The codes were reviewed within the framework of the themes determined. The purpose of reviewing the codes is to ensure that the codes in the same theme are similar to each other and there is heterogeneity with the codes in another theme at the same time. Methodology should be included paragraph(s), without indentation, that presents the research design, sample or participants, instrument(s), data collection process and data analysis etc. in 150 to 200 words. Methodology section should not contain tables or graphs.

Results / Expected Outcomes

The emergency remote teaching process during the global epidemic period was examined in line with the opinions of classroom teachers and it was tried to determine the neglected subjects during the application although they were included in the official curriculum. The process of coding and establishing a code-theme relationship continues. The results of the study are reported in the context of the subjects that the classroom teachers deliberately ignored (intended), ignored in implementation (implemented), and ignored based on their experiences (experiential). Result / Expected outcomes should be included paragraph(s), without indentation, that presents the research findings, discuss (using support from relevant literature) or expected outcomes in 150 to 200 words.

Keywords: emergency remote teaching, null curriculum, primary education

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ID-74

COVID-19 Pandemic and Education in the National and International Press: Instructions for Our National Education System

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Introduction

Coronavirus (COVID-19) is an infectious disease caused by a newly discovered virus (WHO, 2020). COVID-19 cases first appeared in late December 2019 when an inscrutable disease was reported to have spread in Wuhan, China (NewScientist, 2021). The infection has spread rapidly all over the world and has become a global pandemic disease since that date (NewScientist, 2021). The education sector, like all other sectors, has been affected by the consequences of this global pandemic. To prevent the spread of the pandemic, schools worldwide have been closed and students have continued their education with emergency distance learning tools. In the face of this new and unexpected situation, educational institutions, schools, teachers, students, and families did not know what to do, the press and social media have become a source of spreading information to the public. Political decisions are usually determined considering public reactions. Political decision-makers and policy makers react sensitively to the slightest change in public opinion, and for them, the press becomes an effective and important mass media that is used to send messages to large audiences or create public opinion, especially in crisis and emergency situations. During the COVID-19 pandemic, the press has continued to enlighten and inform the public as it always has been. This research aims to reach findings that will support the social foundations of education systems / curricula by analyzing public reactions on the same issue in different countries within the same time frame. Therefore, within the context of this study, the problems encountered at the national and international levels in the field of education during the COVID-19 pandemic and the suggestions developed for solving these problems have been analyzed through printed - press tools. The questions to be answered within the scope of this research are as follows: (1) What problems in the field of education were most discussed in the national and international press (newspapers) during the pandemic period? (2) What solutions have been developed for the problems encountered? (3) What are the opportunities created by the problems experienced in education during the pandemic period?

Methodology

This study was carried out using document analysis as a qualitative research method (Bowen, 2009). Within the scope of this study, "Education in the process of the COVID-19 pandemic" was considered as a phenomenon and to identify the problems, discussed solutions and opportunities arising from these problems in this process, national and international printed-press tools have been considered holistically in themselves, and then the data obtained have been compared with each other. In this study, data set was determined using the criterion sampling. Based on the research questions, newspapers that publish printed and electronic publications at the national and international levels, have a high circulation, publish educational news, and have education section / pages have been selected. The problems faced by educational systems, the solutions developed and the news about the opportunities created by these problems which were reported in the news at the national and international level during the COVID-19 pandemic between the dates December 2019 – September 2021 have been analyzed through thematic analysis, as used suggested in Yıldırım & Şimsek (2016).

Results

The qualitative data was analyzed using open coding following themes: Problems related to "The school levels", "School health" "Academic, physical, psychological, and sociological problems", "Individual differences", "The qualification of distance education", and "Teacher burnout". On the other hand, the suggestions for solutions are analyzed under the themes are as follows: Suggestions for solutions to "The levels of school system", "School health", "Academic, physical, psychological, and sociological problems", "Qualification of distance education" and "Teacher burnout". Opportunities created by the pandemic period in the news in terms of education are analyzed by using the themes created as "Re-organization of learning experiences", "The role and participation of education stakeholders", "Revision of school buildings and architecture", "Management of educational systems and re-determination of control units and criteria", "School cleanliness and hygiene" and "The development and evaluation of programs of instruction". Based on the data obtained, in the process of emergent and compulsory distance education, policy makers, school administrators, teachers and parents are offered suggestions that will contribute to improving the quality of education, researchers conducting research on this topic, and experts working in the field of curriculum development and evaluation.

Keywords: covid - 19 pandemic, education, educational news, educational problems and solutions, national and international press.

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Teos

ID-69

The Hidden Curriculum: In the Case of 1st, 2nd, 3rd Grade Social Studies Course Taught During Covid-19 Pandemic

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Introduction

The covid-19 pandemic has affected directly or indirectly, individually, or socially various fields. One of the fields has been education. Therefore, various immediate action plans have been implemented, and precautions have been taken in the field of education. The primary case in covid-19 pandemic was detected on 11.03.2020 in Turkey (Ministry of Health, 2020) and the implications on the field of education began. The implications have included distance education, hybrid education, and face-to-face education. Whatever type of education was tried out as an immediate action plan, the existing formal curricula have been implemented.

In schools where formal education takes place, formal curricula developed and served by the Ministry of National Education (MoNE) are implemented. However, there is another curriculum in addition to the formal curriculum. It is a hidden curriculum. Yüksel (2002) stated that the concept of hidden curriculum is not known as much as formal curriculum and defined it as the knowledge, opinions, and values that students acquire apart from those specified in the formal curriculum. Moreover, Çakar and Selvi (2019) expressed that a hidden curriculum is embedded in the environment and structure of learning-teaching processes and influenced by the thoughts, beliefs, knowledge, skills, attitudes, behaviors and characteristics of students, teachers, administrators, parents. Furthermore, they emphasized that the hidden curriculum is not explicitly included in the curriculum but includes processes and practices that occur intentionally or unintentionally at every stage of the education and curriculum and affect the students' learning outcomes. Furthermore, it is possible to say that the hidden curriculum is affected by psychological and sociological factors, experienced or ongoing events or phenomena. In this regard, it is possible to state that a hidden curriculum originated from covid-19 pandemic is inevitable ending.

As a result, research on the hidden curriculum should be carried out during covid-19 pandemic, the students' learning outcomes resulting from covid-19 should be examined, then both short and longterm plans should be made to rehabilitate the negative learning outcomes while strengthening the positive ones. On the basis of the necessity, the students of the primary school, which is the first level of education in Turkey, and the content of the Social Studies course (1st, 2nd, 3rd grades), which consists of real life knowledge, skills and attitudes, and has an interdisciplinary structure, will be focused in this study. For the 1st, 2nd, 3rd grade Social Studies course, Öztürk (2015) expressed that the course was important in order the students to attain fundamental information, skills, behaviors and habits. Therefore, the purpose of the current study is to reveal the students' learning outcomes of the hidden curriculum originated from the covid-19 pandemic from the perspectives of the teachers.

The following research questions guides this study:

1. What do teachers think about their 1st, 2nd, 3rd grade student's accomplishment level of learning outcomes of the social studies formal curriculum during the covid-19 pandemic?
2. What do teachers think about their 1st, 2nd, 3rd grade students' learning outcomes within the scope of the hidden curriculum in the social studies course during the covid-19 pandemic?

Methodology

Having the research questions of the study in mind, a case study, one of the qualitative research types, was conducted. A case study focuses on contemporary events and does not require control over events (Yin, 1994). In this regard, the current study is a case study because the focus of the study is on a contemporary event and it does not require any control.

The participants of the study consist of the teachers who have been conveniently accessible for the researchers and also volunteer to participate in the study. Furthermore, a criterion was used to select the teachers who have taught 1st, 2nd, 3rd grade social studies course in primary education at least five years and also the teachers have been active teachers since 11.03.2020 or for years, the date of detection of the primary case in covid-19 in Turkey. Therefore, two sampling methods are used in the study namely; convenience and criterion sampling. As a consequence, 23 teachers participated in the study.

The data collection instrument of the study is a semi-structured interview. The interview form was prepared by the researchers and piloted with two teachers who not participated in the study before actual interviews. The

interview form consisted of two parts namely; participated teacher's personal information including year of experience, gender, teaching background etc. and two questions with alternative questions. The face-to-face interviews were conducted in an atmosphere of mutual trust via videophone systems. The data are subjected to content analysis.

Results / Expected Outcomes

The research study has not been completed yet. Therefore, it is estimated that the findings of the study will elicit whether there is a hidden curriculum or not on the basis of the participant teachers in terms of learning outcomes. Moreover, it is expected that the results of the study offer guidance to teachers, parents, institutional heads, and experts in the field of curriculum and instruction on addressing the hidden curriculum. Which learning outcomes of the hidden curriculum should be crystallized and which should be repaired and how.

Keywords: covid-19 pandemic, hidden curriculum, social studies

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ID-42

Economic and Political Issues in Pre-service Teacher Education Curricula in Turkey; 1998, 2007, 2018

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Introduction

Consensus and conflict approaches describe functions of education from different, even contrasting perspectives. Consensus approach defines selection function of education as bringing economic efficiency based on social justice (Durkheim, 2006); whereas conflict approach questions this function and re-define as reproduction of class-based inequalities (Lauder et al., 2006). On the other hand, the consensus approach defines socialization function to help individual to adapt the society but the conflict approach questions this function too, and claims it a social control process including cultural (Apple, 2004), racial (Ladson-Billings & Tate IV, 2006), gender-based (Arnot & Dillabough, 1999) inequalities. Teacher is one of the most important factors affecting that education looks like which one of the descriptions drawn by these approaches. At this point, pre-service teacher education (PTE) gain importance, since it is the part of teacher education mostly charged, blamed and appreciated for quality of teachers and education. (Flores, 2016). Therefore, discussing PTE and PTE curriculum in terms these approaches, seems valuable.

To contribute such a discussion, descriptions and definitions of these approaches were compared, summarized and a two categorized conceptual model was developed. The model categorized selection for efficiency vs. class-based inequalities as economic issues and socialization for adaptation vs. social control as political issues. When different types of documents related to PTE were analyzed in terms of economic and political issues, several themes were emerged: In terms of economic issues (1) entrepreneurship, (2) life-long learning (LLL), (3) information and communication technologies (ICT); in terms of political issues (1) social themes- like gender, democracy, human rights and preparing for diversity-, (2) quality assurance elements- like accountability, accreditation and standards-, and structural features- like flexibility, involvement and autonomy.

In this regard, aim of this study is to examine PTE curricula in Turkey in terms of the economic and political issues revealed previously. The research question is, how the economic issues and political issues take place in 1998, 2007, and 2018 PTE curricula in Turkey. By this study, it is expected to, first, develop a better understanding these curricula in terms of economic and politic issues; second, provide suggestions for PTE curriculum developments efforts in Turkey, after CoHE's decision about delegation faculties of education in development of their own curricula.

Methodology

The study is designed as a qualitative document analysis. PTE curricula documents published by CoHE in 1998, 2007, 2018 are data source of the study. Actually, 2018 PTE curricula is the main source since it includes extensive data about economic and political issues and it is still in use in faculties of education. For the analysis of the documents, descriptive analysis (Yıldırım & Şimşek, 2011) was used based on the thematic frame put forward above. The documents were analyzed according to the themes of entrepreneurship, LLL, BİT, social themes, quality and structure in PTE. However, several sub-themes and codes were emerged from analyzing the documents. During the analysis process, first the documents were read repeatedly and the parts related to the themes were marked and noted. Then, by comparing and contrasting each other, these parts were coded with names coming from the documents and hierarchies were built to extract subthemes. During the analysis, MAXQDA 2018 was used effectively. Especially, the feature of "retrieving coded data" from different documents into one page was very useful for comparison and grouping. For credibility of the study, the strategies of "constant comparison", "theory triangulation" and "analyst triangulation" (Patton, 2015) were used.

Results / Expected Outcomes

Entrepreneurship and LLL economic issues are referred in elective courses. However, the course content on entrepreneurship focuses on only economic dimensions of the concept. No reference to entrepreneurship education which is highly referred in the PTE literature on entrepreneurship (Deveci & Seikkula-Leino, 2018). Similarly, the course about LLL has no reference to teacher's LLL skills focused in the literature (Dolan, 2012). Courses on ICT are available on all three curricula and there is a tendency of from general ICT usage to ICT in education as consistent with related literature (Martinovic & Zhang, 2012). As political issues, the course on democracy and human rights with satisfying content. However, inclusive education including preparing for diversity issue seems limited to meet the aims of teacher candidates' noticing and transforming their own beliefs

about diversity factors like gender, race, ethnicity (Gay, 2010). Still, providing these social themes in PTE curricula is promising but only in elective courses is problematic since these social issues are vital for all teacher candidates. Lastly, accreditation, standards, involvement and collaboration were referred in the curricula. However, details are limited. Undoubtedly, 2018 is the most restricting PTE curriculum and no autonomy for faculties of education. Therefore, 2020 decision of CoHE is very important.

Keywords: pre-service teacher education curriculum, document analysis, consensus and conflict approaches

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ID-76

The Relationship Between Teacher Candidates' Perception of Teacher Self-Efficacy and Teacher Personality Traits

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Introduction

Self-efficacy, which finds its place in Social Cognitive Theory, is an individual's self-judgment about his capacity to organize and successfully perform the activities necessary to show a certain performance (Bandura, 1997). When individuals with strong self-efficacy are faced with a difficult task, they approach it as a task to be overcome instead of running away from it. From this point of view, the perception of self-efficacy is accepted as one of the important features that should be emphasized in education (Aşkar & Umay 2001). Tschannen-Moran and Woolfolk Hoy (2001) explain self-efficacy as “the person's expectations about what his/her level of success will be in the face of a new situation”. According to Senemoğlu (2007), self-efficacy is an individual's judgment of himself about how successful he or she can be in overcoming the situations he encounters. Teachers should also be aware of how effectively they perform this task while fulfilling the teaching profession. Knowing how sufficient he is while teaching can change the effectiveness of teaching positively or negatively. In order to lead the necessary change and development, and to raise individuals with high-level thinking skills such as critical and creative thinking and problem solving, the primary school teacher candidates in particular need to reach this competence themselves. Personality according to the dictionary of the Turkish Language Association; It is defined as “the distinctive feature of a person, the whole of his spiritual and spiritual qualities and the habits and behaviors that the individual acquires in his social life”. Costa and McCrae (1985) developed a five-factor theory of personality to examine the structure and consistency of personality. According to the theory, openness to development, self-control, extroversion, agreeableness and emotional consistency are the basic components of personality, while these characteristics can also be shown among effective teacher characteristics. Personality traits / types of teacher candidates were also considered important within the scope of the research and it was aimed to determine the personality types they perceived. The main purpose of the study is to examine the relationship between teaching self-efficacy beliefs and teacher personality traits.

Methodology

The research is a quantitative study in the relational survey model, which is included in the general survey model. The universe of the research consisted of teacher candidates studying at an education faculty in Central Anatolia ($n = 458$). The sample of the research is considered to be 317. Two data collection tools were used to collect the research data. The Five Factor Personality Inventory was adapted into Turkish by Sümer, Lajunen and Özkan (2005). In the present study, the reliability coefficients of the dimensions were calculated between .69 and .81. The adaptation of the teachers' self-efficacy beliefs scale carried out by Çapa, Çakıroğlu and Sarıkaya (2005). In the present study, the reliability coefficients of the dimensions were calculated between .73 and .78. Since the data obtained did not meet the normality assumptions, the relations between the variables were carried out using non-parametric tests (Kruskal Wallis, spherman rho).

Results

According to the results of the analysis, teacher candidates' perceptions of teacher self-efficacy are generally at a moderate level. It has been determined that there is a significant difference in favor of classroom teaching and Turkish teaching in terms of department variable in teacher self-efficacy perception. When the relationships between the variables were examined, there was no significant relationship between only the emotional instability personality type and the perception of self-efficacy regarding teaching strategies, while a positive significant relationship was found between the other subscales and personality types (.21 to .49). In the study, it was seen that the self-efficacy perceptions of the pre-service teachers were relatively high. Perceived self-efficacy reflects the subjective and internal judgments of what the individual can do (Bahar & Kağan, 2018). It has been observed that teachers with positive efficacy perceptions try harder to motivate their students, spend more time on academic development and increase success in this way (Bandura, 1977), are more open to new ideas and more willing to try new methods (Cousins & Walker, 2000). Teacher candidates participating in the research perceive personality types as responsibility / self-control and openness to experience. Both personality types are among the characteristics described as positive aspects of personality in the five-factor theory. The positive personality perception of teacher candidates is also considered important in terms of the personality traits of a qualified teacher. It was observed that there was a low-moderate and positive relationship between teacher self-efficacy (total and all sub-dimensions) and openness to experience personality type. The highest

correlation was between the «student engagement» subscale and openness to experience ($r = .49, p < .001$). Bahar and Kağan (2018) found that Emotional Instability, Openness to Experience, and Responsibility dimensions of Five Factor Personality are important predictors (openness to experience and Responsibility are positive, emotional instability is negative predictors) in pre-service teachers' perception of "student participation" in their research. In the present study, the relationship between emotional instability and the competence dimension of teacher self-efficacy regarding "teaching strategies" was found to be insignificant.

Keywords: perceived personality trait, teacher candidate, teaching self-efficacy belief

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Erythrai

ID-56

English Language Teaching (ELT) Competencies of Instructors in English Preparatory Programs at Tertiary Level

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Introduction

Teaching English as a foreign language in Turkey continues from pre-primary to tertiary education, but there are still difficulties in reaching the targeted language skills (Ulum & Uzun, 2020). Regardless of the field, the knowledge of teachers about teaching and learning, namely their professional competencies, affects student success more than content knowledge (Türk Eğitim Derneği, 2009). Teachers with a high perception of efficacy believe in themselves and their students, so they work harder and show more resistance when faced with difficulties (Woolfolk Hoy, 2015). Therefore, teacher competencies significantly affect student achievement (Darling-Hammond, 2000; Goe & Stickler, 2008).

According to Woolfolk Hoy (2015), teachers' competencies can vary according to their experience and training. In Turkey, there had been different practices of English teacher training and due to the changing policies over the years, English instructors teaching at higher education institutions have very different educational backgrounds. These are graduates of:

- ELT undergraduate programs,
- Undergraduate programs related to English (with or without the ELT Certificate Program – viz. pedagogical formation),
- Undergraduate programs related to English who have a master's degree in educational sciences,
- Other language teaching undergraduate programs who completed the ELT Certificate Program,
- Different undergraduate programs who have a master's degree in educational sciences or completed the ELT Certificate Program,
- Different undergraduate programs that have internationally recognized language teaching certificates (DELTA, CELTA, TESOL, etc.).

Studies in the literature on ELT competencies in Turkey are mostly limited to English teachers working in primary and secondary institutions (Karamaz & Arslan, 2014; Kazu & Çam, 2017; Taner, 2017), and no research has been found on the competencies of the English language instructors teaching at higher education institutions.

The study aims to investigate the ELT competencies of instructors in English preparatory programs at Turkish universities. For this purpose, the following research questions were investigated:

How do the ELT competencies of instructors who teach in English Preparatory Programs at Turkish universities relate to 1) the faculty they graduated, 2) the level of education, and 3) professional seniority?

Methodology

This study is planned in the survey design which helps researchers to quantitatively describe the trends, attitudes, behaviors, characteristics, and opinions of a population by using questionnaires and interviews (Creswell, 2012, p. 376). In the study, a demographic questionnaire form developed by the researchers and the English Teacher Subject Area Competency Scale (ETSACS) developed by Çelik, Erdamar Koç, and Çelik (2018) is used. The five-point Likert scale consists of 36 items and 3 factors which are competencies of Supporting Language Skills, Assessing and Evaluating Learning, and Establishing the Learning Environments. The Cronbach Alpha internal consistency and reliability coefficient was found as .96 and it is found to be .97 in this study which indicates a high level of reliability (Büyüköztürk, 2013).

In line with the purpose of the study, the criterion sampling method was used to select relevant participants, as the sample was determined according to the following criteria: 1) The Nomenclature of Territorial Units for Statistics of Turkey (NUTS), 2) types of universities, 3) universities which have English preparatory programs, and 4) the number of English language instructors working at the preparatory programs and sharing their contact information publicly. According to the NUTS classification by the European Union Bureau of Statistics (EUROSTAT), Turkey consists of twelve statistical regions. The sample of the study was designated to be 2812

English language instructors who teach in English preparatory programs of 60 public universities from twelve statistical regions of Turkey. Because of the COVID-19 pandemic, the data was collected by e-mailing the online survey to the instructors using their public contact information. 287 instructors volunteered to respond, and the data were analyzed using IBM SPSS 22 software.

Results

Independent samples t-test was conducted to determine whether there is a significant difference between the instructors' ELT and the faculties they graduated. The analysis revealed a significant difference in ELT competencies and the sub-competency of assessing and evaluating learning regarding the faculty, as the English teaching and assessing and evaluating learning competencies of graduates of the Faculty of Education are higher than those of other faculties.

Analysis of variance (ANOVA) was conducted to determine whether there is a significant difference between the instructors' ELT competencies and the level of education and their professional seniority. Analysis showed no significant difference in ELT competencies and the sub-competencies of supporting language skills, assessing and evaluating learning, and establishing the learning environments regarding the level of education and professional seniority.

Investigating the ELT competencies of instructors within the scope of this research is significant as identifying the areas where the instructors need support and developing in-service training programs to increase their competencies may contribute to the quality and success of ELT activities carried out in higher education institutions in Turkey.

Keywords: ELT, English language teaching, higher education, teaching competency

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ID-80

Cognitive Awareness of Curriculum Development of Pre-Service Teachers Receiving Education During COVID-19 Pandemic

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Introduction

Cognitive awareness is defined as executive cognition, knowledge of cognition, metacognition, self-regulation, and executive control (Vural & Gündüz, 2019; Yeşilyurt, 2013). In this study, the term cognitive awareness was preferred.

As defined by Flavell (1979), cognitive awareness is the knowledge and faith in oneself and about others, tasks, actions and strategies as cognitive agents, and how these all interact. Cognitive awareness includes sense of self that can measure knowledge of the general strategies to be used for several tasks and the conditions where these strategies can be used, to what extent the strategies are effective and an individual possesses them (Pintrich, 2010).

A study conducted on teacher candidates indicated that there was a highly positive and significant correlation between teacher candidates' cognitive awareness skills and their academic achievement, with a significant increase in the academic achievement as their cognitive awareness levels increased (Emrahoğlu & Öztürk, 2010). Also, another study conducted with university students showed that there was a correlation between metacognitive awareness and problem-solving perception, and the need for thinking (Karakale, 2012).

There are other studies conducted on determination of cognitive awareness of pre-service teachers regarding program development. Yeşilyurt (2013) developed a cognitive scale for curriculum development which found that pre-service teachers' cognitive awareness of curriculum development was highly and positively affected after finishing their course on curriculum development. On the other hand, Yıldız (2019), investigating the correlation between pre-service teachers' cognitive awareness of curriculum development and their curriculum literacy, found that their perception of cognitive awareness of program development and curriculum literacy was at a medium level, with a highly positive correlation between these two. There was no study on determination of teacher candidates' cognitive awareness or knowledge of curriculum development during distance education. This study that shows the outcomes of distance education during the pandemic can pave the way for further studies to support pre-service teachers' cognitive awareness of curriculum development before they complete their education.

The study aimed to determine pre-service teachers' cognitive awareness of curriculum development. In line with this aim, the following questions seek for answers;

1. What are cognitive awareness levels of curriculum development of pre-service teachers who receive "Curriculum Development" course during distance education?
2. Does cognitive awareness of curriculum development of pre-service teachers who receive "Curriculum Development" course during distance education;
 - 2.1. significantly differ by gender?
 - 2.2. significantly differ by department?
 - 2.3. significantly differ by attendance to live courses/rewatching course videos?

Methodology

This is a descriptive study. Its population consisted of students from all departments having received the "Curriculum Development" course in Gazi University Gazi Faculty of Education through distance education. No sampling was used, but the scale was delivered to all students, ending up with a data set consisting of 233 students who voluntarily filled out the scale. Thus, a quarter of all students were reached.

The data were collected using an information form for demographic variables of the participants and the "Cognitive Awareness of Curriculum Development Scale" that was developed by Yeşilyurt (2013). Factor loads of the scale items were greater than 0.45. The internal consistency (Cronbach's alpha) of the scale consisting of eight factors and 101 items was found to be 0.98.

The data obtained were analyzed using SPSS software. To determine statistical methods, normality distribution of the scale and its subscales was analyzed by skewness and kurtosis values and since the calculated z values showed normal distribution, the mean scores obtained from the scale by gender were compared with t-test in the independent groups. Furthermore, whether there was a difference between the scores obtained from the scale by departments was analyzed using One-Way Anova test as the homogeneity test was also provided, and t-test was used for independent groups while identifying the source of difference. Since the precondition of homogeneity of the mean scores obtained from the scale by the level of following up live courses was not met, the mean scores were compared using Kruskal-Wallis H test. The source of difference was analyzed according to Games-Howell.

Results

Based on the results obtained, cognitive awareness of curriculum development of the students who received the “Curriculum Development” course during distance education caused by COVID-19 pandemic increased at a moderate level in terms of two factors (Curriculum and Philosophy, Trial and Evaluation of the Program), while the other six factors (Basic Concepts, Theoretical Basis, Design and Models, Planning the Curriculum Development, Preparation of Curriculum Design, Feedback and Dissemination) and the overall scale increased at top level. There was no significant difference between mean scores of female and male students’ cognitive awareness of curriculum development. When students’ mean scores were compared by departments, the students of Math and Science departments had significantly lower mean scores from the Trial and Evaluation variable compared to those in the Basic Education and Foreign Language Departments.

Furthermore, the students’ level of following up live courses significantly affected their mean scores from six subscales and the overall scale. The cognitive awareness mean scores of the students who “follow up courses completely” were significantly higher than those who “follow up courses mostly”, “follow up around half of the courses” and “never follow up courses”.

Based on these findings, pre-service s are recommended to do additional pedagogical studies to improve their cognitive awareness of curriculum development at top level and to support this improvement by further courses that can be associated with the scale and its subscales.

Keywords: cognitive awareness, distance education, program development /curriculum development

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ID-64

The Reasoning Ways of the Teachers and the Prospective Teachers: In the Pandemic Process

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Introduction

In the first quarter of the 2000s, the importance of reasoning has increased especially in the field of education. As reasoning is a skill that can be developed, it has an important place in education. Reasoning is giving decision or making conclusion by analyzing and synthesizing the information obtained by individuals in the different situations. It is seen that individuals who are successful in reasoning are more successful than other individuals because of having more accurate and effective decisions in their lives (Erdem & Gürbüz, 2015). According to Amsterlaw (2004) reasoning is a fundamental part of our lives that enables us to make choices which shapes our ideas and also enables us to solve problems. According to Rips (1994) reasoning is a kind of intellectual process which constructs new opinions by using old ideas. Reasoning is the ability of considering, understanding, and developing ideas, and providing judgments which are based on facts (Longman, 1987). Reasoning skills prepare individuals to solve social and scientific problems that they may encounter during their lives. At the same time, this helps people to become good citizens (Osborne, 2013). There are a lot of forms of reasoning in the literature. In our study, reasoning ways such as deductive, inductive, analogical, algebraic, intuitive, verbal and historical are focused on.

The effects of the global pandemic which started in 2020, showed itself in the fields of education as in every field. In this global pandemic, understanding the reasoning ways of the individuals and whether they are affected or not, is the basis of the study. For this purpose, this study will be repeated after the pandemic process is over.

The aim of this study is to reveal the reasoning ways of teachers in pandemic process who continue their teaching career and the prospective teachers who continue their educations at the education faculties. In this study it is also aimed to compare the reasoning ways preferred by these two groups and to try to understand how they differ according to some of the demographic variables. Learning the teachers' and the prospective teachers' reasoning ways will lead to the studies and programmes to be developed in this field.

Methodology

In this study, quantitative descriptive method was used. The simple random sampling method which is one of the probability sampling methods was used to ensure that each of the items in the universe had equal probability of being included in the sample. There are two different studying groups. The first group was consisted of 529 teachers who teach at the different kinds and grades of schools in the 2020-2021 education year. The second studying group was consisted of 391 prospective teachers who study at the different departments of education faculties in the 2020-2021 education year. The data of the study were obtained with the "Reasoning Scale" developed by the researcher and her friends. The Reasoning Scale consists of seven different ways of reasoning; deductive, inductive, analogical, algebraic, intuitive, verbal and historical. Cronbach's Alpha reliability coefficient of the scale is 0,756. The deductive subscale has 0,624, inductive subscale has 0,659, analogical subscale has 0,719, algebraic subscale has 0,733, intuitive subscale has 0,771, verbal subscale has 0,878 and historical subscale has 0,804 Cronbach's Alpha reliability coefficient. The data obtained as the result of the study were analyzed by using the frequency analysis, the analysis of variance (ANOVA), Bonferroni, Pearson correlation Analysis, *t*-test.

Results / Expected Outcomes

The findings of the research are described accordingly to the sub-dimensions of the reasoning scale and the demographic variables of the research. According to the findings, when comparing the two studying group, it can be said that the score average of the teachers in deductive, inductive, algebraic subscales are higher than the prospective teachers. According to the findings, when the gender variables of the teacher participants and the prospective teachers participants are examined, it can be said that the scores average that the male teachers and the male prospective teachers obtained in analogical subscale are lower than the female teachers and female prospective teachers.

According to the findings, when the inductive reasoning subscale of the teacher participants and the prospective teachers participants are examined, it can be said that the scores average of the fourth grade prospective teacher participants in the inductive sub-dimension of the reasoning scale are higher than the second and the third grade

students. While it can be said that the teacher participants who have between zero or five years of professional seniority have the lowest average, the teacher participants who have 21 or more years of professional seniority have the highest average in the inductive sub-dimension.

Keywords: algebraic reasoning, analogic reasoning, deductive reasoning , inductive reasoning, reasoning scale

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PARALLEL SESSIONS – 6
ABSTRACTS

Ephesus

ID-101

Investigating the Psychometric Properties of Online Learning Readiness Scale for High School Students

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Introduction

Epidemic has forced educators to rapidly switching face-to-face teaching to online teaching, so students are expected to take active role in their learning during online education. Whereas online learning is accepted as more economical, flexible and interactive, it is more difficult for teachers to ensure active participation of students, motivation and encouragement for peer learning during online education (Ravai, 2003). On the basis of these issues, it is emphasized that online learning readiness of students has great importance on online learning (Oliver, 2001). Nevertheless, students' readiness for the adoption of online learning remains unknown and various studies need to be carried out to obtain comprehensive formulation of student readiness in online learning (Widodo, Wibowo, & Wagiran, 2020).

Online learning readiness is the willingness and readiness of students to benefit from online instruction (Dada, 2006). In the literature, students' online readiness was evaluated from different perspectives. Online learning readiness (OLR) was defined as an ability to use technology and have an access to technological tools, technology literacy (Oliver, 2011). Dimensions such as self-directed learning (Daniels & Moore, 2000), motivation, learner control (Hung, Chou, Chen, & Own, 2010), computer/internet self-efficacy (Tsai and Tsai, 2003), online communication self-efficacy (Bruyn, 2004) were used to describe Online Learning Readiness.

It is important for enablers to investigate whether the students are ready to adopt online learning in order to implement effective online education. Online Learning Readiness Scale (OLRS) was developed by Hung et al. (2010) and adapted into Turkish by Yurdugül and Sırakaya (2013). The scale was developed and adapted for undergraduate students. It is essential that the validity and reliability of the scale should be tested on different samples. The purpose of this research was to test psychometric properties of the online learning readiness scale for high school students. By this way, the scale can be used to measure high school students' readiness for online learning. In this context, it is considered that this study will contribute the literature in online learning readiness.

Methodology

The Online Learning Readiness Scale was adapted into Turkish by Yurdugül & Sırakaya (2013) in a sample of university students. The 18-item scale was divided into five dimensions: self-directed learning, motivation for learning, computer/internet self-efficacy, learner control and online communication self-efficacy. The result of adaptation indicated that factor loadings of scale varied between .59 and .91. In addition, acceptable goodness-of-fit indexes were obtained as a result of confirmatory factor analysis.

Data was collected from 480 high school students whether psychometric properties of the scale were valid for them. High schools located in three districts of Izmir were included in the research. When the forms with blank data and almost of the items with the same option were excluded, analyses were carried out on 465 data. 62% of the students expressed their gender as female. Exploratory factor analysis (EFA) was conducted to reveal whether the factor structure was valid for high school students and confirmatory factor analysis (CFA) was used to determine accuracy of this structure. Cronbach Alpha's values were calculated to determine reliability of the scale. EFA and Cronbach Alpha analysis were carried out with SPSS 23; CFA was carried out with Amos 23.

Results / Expected Outcomes

First of all, KMO Bartlett's test was examined. it was concluded that data set was suitable for factor analysis since the test was significant. It was determined that 5-factor structure in the original scale was preserved and explained 67% of variance as a result of EFA used Equamax which was one of the vertical rotations. The distribution of items to factors was the same as in original scale and item factor loadings ranged from .28 to .91. It was revealed that good model fit obtained as a result of CFA ($RMSEA = .057$, $SRMR = .505$, $TLI = .94$, $CFI = .95$, $\chi^2 = 308$, $sd = 124$) was acceptable values (Jöreskog & Sörbom, 2015). Cronbach Alpha reliability scores (computer/internet self-efficacy = .80, self-directed learning = .82, learner control = .59, motivation for learning = .84, online communication self-efficacy = .76) indicated acceptable values (Kalaycı, 2008). The factor loading of ninth item was relatively low (.28). As this value was close to acceptable value (.30), the goodness-of-fit obtained as a result of CFA was acceptable. Cronbach Alpha reliability values were very close or above the reliability limit. It was concluded that the psychometric properties of OLRS were valid for high school students.

Keywords: online readiness scale, online learning, realibility, scale, validity

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ID-53

The Search for Effective Curricular Change Adoption in Foreign Language Education: A Meta-Synthesis

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Introduction

Hoping to achieve a high level of English accuracy and fluency, several countries around the world propose curricular reforms, but they end up with strong implementation problems. Teachers might make sense of the proposed change through the lens of old practices (Taguma & Fernandez Barrera, 2019). Since curricular change is nested in multiple systems within the broader environment that influences teaching, learning, and student outcomes (Taguma & Fernandez Barrera, 2019), any curricular change focusing on student outcomes should not ignore the systems or contexts enabling student's development. Thus, it is needed to argue curricular change within the context of the systems established around students, which is described with the ecological system theory by Bronfenbrenner (1979). The ecological system theory explains student's development through complex layers of environment and the interaction between those layers around them (Bronfenbrenner, 1979). However, the foreign language education (FLE) studies on the curricular changes around the world mostly depict the practical problems qualitatively in their country contexts (e.g. Fang, 2012). As the large body of qualitative research requires a mechanism to understand more about how they contribute to our understanding of a particular topic within the field (Erwin, Brotherson, & Summers, 2011), the need for a meta-synthesis on the curricular change process in FLE is apparent. Focusing on the global-wide studies reflecting curricular change process, it is aimed to reach a comprehensible synthesis that could offer solutions for curricular change adoption. For this purpose, the questions below were raised:

1. What are the common factors hindering the effective curricular change implementation in FLE according to the previous studies?
2. What is the final synthesis that can guide an effective curricular change adoption?

The ecological system theory explains student's development through the systems establishing inter-related structures, which mainly consist of micro-, meso-, exo-, and macro systems. The micro-system which is closer to student (Bronfenbrenner, 1979) includes interactions with students related to teaching and learning of curricular change (Taguma & Fernandez Barrera, 2019). The meso-system which provides a connection with the structures of the micro-system is the school (Bronfenbrenner, 1979). The exo-system including policies that take place at the local and regional levels within curricular change (Taguma & Fernandez Barrera, 2019) links school as student's immediate contexts to other settings that s/he does not have an active role (Christensen, 2016). Lastly, the macro-system comprising political, social, economic factors or environments around students (Christensen, 2016) is the political context proposing curricular change within the educational system.

Methodology

This study employed a qualitative meta-synthesis, in which the processes adapted from Howell Major and Savin-Baden (2010) were conducted. Firstly, through the literature search undertaken from March 2021 to April 2021 by two researchers individually (58 studies out of 2975), secondly, reading the articles in detail (31 out of 58), and finally the studies were selected by Erwin et al. (2011) checklist. Through debriefing, out of 16 articles scored as highly overall standards of quality and credibility by two researchers, 10 articles from different countries (Bangladesh, China, Colombia, Japan, South Korea, Turkey, Vietnam) were included in the sample. The data was analyzed through the steps recommended by Howell Major and Savin-Baden (2010). Firstly, all the findings from the articles were identified and moved into the first-order theme tables. Secondly, they were translated into the themes addressing the research questions, which is the second-order interpretation, and then, they were organized within the context of ecological system theory by putting a student in the center of implementation. Lastly, the third-order interpretation leading to the final synthesis was generated by rereading the data and second-order interpretations.

Results

Despite being from different country settings, the studies included in this meta-synthesis revealed similar factors such as teachers' qualifications at micro-level, lack of support and infrastructure at meso-level, and lack of guidance or misalignment between curricular change and high-stakes testing policy at macro-level for blocking the curricular change implementation. Teachers being responsible for the implementation requires time and

support to develop sense-making around curricular change. This sense-making process includes personal and instrumental interactions towards curricular change. To improve these interactions, the subjectivity of change, teachers' qualifications, and the effects of socio-historical events on implementation should be understood. Also, continuous support, dyadic communication at both vertical and horizontal levels, and coherency in the message are needed. When they are supplied throughout the systems, the connection between the systems will be built and all the needed contexts will be structured for the adoption. Otherwise, even if teachers believe in the curricular change at the beginning, they are likely to question the curricular change and turn their backs to it with great cynicism. Then, the needed contexts for student's learning within the systems will be damaged.

Keywords: curricular reform, curricular change adoption, ecological system theory, FLE studies, meta-synthesis

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ID-86

Distance Education Experiences of Visually Impaired Students During the Pandemic Period

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Introduction

Defined as a pandemic by the World Health Organization in 2020, the Covid-19 adversely affected all systems, especially health, at the global level. States have taken unprecedented measures in all areas that have closed their borders to control the global epidemic. Closing schools from pre-school to higher education at the beginning of the pandemic in the education system; afterwards, emergency distance education or transition solutions to short-term face-to-face teaching processes in diluted classes were tried. In Turkey, the Ministry of National Education (MoNE) has tried to conduct distance education by using the Informatics Network in Education (INE [EBA]) platform and the EBA TV channel for the continuation of formal education. At the higher education level, universities have tried to carry out distance education processes by using different web-based video conferencing systems (zoom, blackboard, microsoft teams etc.). The distance education process in higher education institutions was carried out in two ways, either synchronously or asynchronously, from the 2020 Spring Semester to the 2021-2022 Academic Year Fall Semester. Students who do not have the necessary technological tools, equipment and infrastructure for distance education or who have different disabilities could not benefit from the right to education in this process. Decisions taken to carry out distance education; firstly, it was limited to solutions for determining and meeting the need for technological equipment. It is not known whether solutions are produced for different disadvantaged groups. However, technology is the most important weapon that can be used to ensure equality of opportunity in education. The importance of technology emerges especially in enabling visually impaired individuals to work independently at school or at home and to access information (Kurzweil, 1997, Elibal, 2012; Güray, 2014). In this study, it was aimed to examine the experiences of visually impaired students studying at the education faculty of a public university regarding the distance education process. In the scope of the research; 1. How was the distance education process of visually impaired students? 2. What are the opinions of visually impaired students regarding the continuation of the distance education process? answers to the questions were sought.

Methodology

The research was designed as a single case study, one of the qualitative research methods. According to Akar (2017), single-case studies can be justified by choosing a critical or extraordinary situation. The study group of the research consists of three visually impaired students studying at the education faculty of a public university. One female student in the study group was in the fourth grade; two male students are third year students. Critical case sampling was used to determine the study group. In critical situation sampling, if a group encounters a certain problem, it is judged that all other groups may encounter similar problems (Yıldırım & Şimşek, 2011). In this research, a semi-structured interview form was prepared by taking expert opinion for data collection. Related form individual interviews were conducted. The data obtained from the individual interviews, which lasted an average of 15 minutes, were examined by using content analysis. Data were analyzed by two teacher educators to ensure reliability in the research.

Results / Expected Outcomes

At the end of the research, it was seen that the participants faced similar problems from the distance education process. One of the problems is that the video conference management system used in the distance education system is not ergonomic for visually impaired individuals. Visually impaired students stated that they had to remain passive in the lesson because they could not easily give commands such as "raise your hand", "microphone on/off" in order to ask questions. In order not to disturb the process of their other friends, the students preferred to send their questions by sending an e-mail to the lecturer after the lesson instead of asking questions during the lesson. In the process, they stated that they were able to get rid of the negativities of the distance education process, even partially, thanks to the support of the faculty members. In addition, visually impaired students had difficulty in understanding the visual materials shared during the lesson when they attended the lesson alone. As a solution to this situation, they watched the course recording again with the help of another person. Students, who stated that the distance education process has positive contributions to them in terms of transportation to school and using time effectively, stated that theoretical courses can be continued in the form of distance education, but both the conference system used should be adapted to the needs of the disabled students and the faculty members should design their processes by taking into account the

characteristics of the visually impaired students in their course designs. They emphasize the need. Güray (2014) also emphasizes that educators have many duties before, during and after the lesson so that they can understand the problems faced by a visually impaired student. Kaya (2014) stated that visually impaired students need assistive technology, strategy and support services. Based on these results, it is recommended to update video conferencing systems according to different disadvantaged groups and to provide necessary in-service trainings for faculty members.

Keywords: emerging distance learning, higher education, pandemic period, visually impaired students

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ID-92

Investigation of Variables Affecting Primary School Teachers' Perceptions of 21st Century Skills Efficacy With SEM

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Introduction

In today's rapidly growing and changing global economy, individuals must have certain skills in order to have competitive power and success (Shihab, 2008). These skills are named as 21st century skills (Dede, 2010). Teachers have an important role in the acquisition of 21st century skills. In this context, there is a change in the characteristics of teachers. Teachers' thoughts about their profession are important in helping their students to gain 21st century skills. Teacher efficacy is used to predict behaviors related to their duties and responsibilities and to explain differences in individual teaching activities (Yılmaz, Köseoğlu, Gerçek, & Soran, 2004). Efficacy perceptions of teachers for 21st century skills are considered important in today's education approach. According to Keengwe and Onchwari (2011), technology integration, which plays an important role in student learning, will improve pedagogical practices in education and will provide individuals with high-level learning skills. The use of technology applications in the field of education and training is one of the most important steps that enable the development of the learning and teaching environment. Technology competencies of teachers, who have great importance in raising qualified individuals in education, have an important place in integrating their students and educational environment with technology. The use of Web 2.0 applications in the educational environment will increase the interaction in the classroom learning and teaching environment and provide permanent learning. In the literature, there are studies examining 21st century skills in the context of teacher and student competencies (Bernhardt, 2015; Brun & Hinostroza, 2014; Orhan Göksün, 2016). In addition, studies have also been conducted in the literature that determines pre-service teachers' perceptions of their competence in using information and communication technologies according to different variables (Orhun Göksün & Kurt, 2017; Tweed, 2013). However, no research has been found in the literature that reveals the extent to which teachers' use of information technologies and teacher characteristics directly or indirectly affect their efficacy perceptions of 21st century skills. In this context, the aim of the study is; to test a structural equation model consisting of the variables of the level of using information technologies and 21st century teacher characteristics to explain the 21st century skills efficacy perceptions of primary school teachers.

Methodology

In the study, the correlational survey research design was used since the relationship between teachers' efficacy perceptions regarding 21st century skills, use of information technology, and 21st century teacher characteristics were examined based on tests of direct and indirect effects. The data collection tools used in the research were the 21st Century Skills Perception Scale (Anagün, Atalay, Kılıç, & Yaşar, 2016); the 21st Century Teacher Skills Usage Scale (Orhan Göksün, 2016) and the Teachers' Information Technologies Usage Levels Scale (Bayraktar, 2015). The data of the research were collected online. The population of the research consists of 13281 primary school teachers working in public and private primary schools in Izmir. The research sample consisted of 490 primary school teachers determined by appropriate sampling method.

After checking the collected forms, the wrong or incompletely filled scales were removed and a total of 438 valid data were included in the research. Structural Equation Modeling (SEM) was used to test the research hypothesis. LISREL statistical program was used in the analysis of the research. In the study, the measurement model was tested first. After the measurement model was validated, the structural model was tested.

Results

It has been determined that there is a positive relationship between primary school teachers' level of use of information technologies and the variables of 21st century teacher characteristics and the 21st century skills efficacy perceptions of teachers, which is determined as the dependent variable. With the results of the analysis, the goodness of fit indices, which are the criteria for deciding the acceptance or rejection of the model tested with SEM, were determined as follows: $CFI=0.98$ and $GFI=0.95$ values have the perfect fit and $AGFI=0.92$ value has an acceptable fit. The $SRMR$ value is 0.042 and the $RMSEA$ is 0.062. These values are also among the acceptable good fit values. In addition, the X^2/df value of the model was determined as 2.71. As a result, it was

found that the model has a valid and reliable structure. It is seen that 91% of the variance in the efficacy perceptions of primary school teachers' 21st century skills is explained by the use of information technology and 21st century teaching characteristics.

Keywords: 21st century teacher characteristics, 21st century skills efficacy perception, primary school teacher, use of information technology, structural equation model

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ID-33

The Opinions of Students, Teachers and Parents Regarding the Effects of COVID-19 on Disadvantaged Groups

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Introduction

The COVID-19 pandemic, which has affected the world, has accelerated the social transformation in the field of education and made the rapidly developing distance education programs more widespread in recent years. Due to the restrictions caused by the pandemic, courses at all levels of the formal education system and all scientific activities have started to be carried out online. While this transformation in instructional designs has taken place rapidly, education stakeholders have been expected to adapt to this change (UNESCO, 2020).

The smooth transition from traditional education to distance and virtual learning was not expected to happen overnight. This rapid transformation has caused various obstacles and difficulties. But since no one knows exactly when this epidemic will disappear, educational institutions around the world have decided to use the technical resources to create online learning materials for students from all academic levels olmuştur (Crawford, Butler-Henderson, Rudolph & Glowatz, 2020). In Turkey, the Ministry of National Education decided to carry out formal education at primary and secondary level in the form of distance education in April 2020 due to the epidemic. Accordingly, distance education started to be given at primary and secondary education levels through the EBA platform and TRT EBA TV channels (TEDMEM 2020).

While online learning environments have benefits in terms of continuing education during the pandemic process, they have also brought some difficulties. Online learning is dependent on technological devices and the internet so instructors and students with bad internet connections and device problems have trouble accessing online education. One of the most important determinants of how efficient the distance education process is the technological opportunities that students have (Adedoyin ve Soykan, 2020). It is clear that students who do not have access to technological devices such as computers, internet and smart phones at home are more disadvantaged in this process. No matter how qualified the content of distance education is, if all students do not have a chance to access this content, the effect of distance education will be limited (TEDMEM, 2020).

In this research, opinions of disadvantaged students, their teachers and parents were searched. In this context the problem of the study can be defined as “What are students’, teachers’ and parents’ opinions regarding the effects of COVID-19 process on disadvantaged groups?”

Methodology

This research was designed according to descriptive study based on semi-structured individual interviews, one of the qualitative data collection tools. In the study, the effects of the Covid-19 pandemic on the education of disadvantaged groups who could not be included in the distance education process were discussed and efforts were made to reveal the opinions of teachers, students and parents on the education of disadvantaged groups from a realistic and holistic perspective. The research was realized in 2020-2021 education year with 15 students studying in secondary and high schools who had limited and/or no distance education opportunities, parents of the students and 20 teachers who taught these students. The participants were chosen by purposive sampling method. In this process, the attendance statistics of the students to the live lessons from the EBA system were examined and the students who could not attend the live lessons and showed very little participation were detected. 13 male and 7 female teachers participated in the research. Teachers in the research had 11 years or more professional experiences. Of the students included in the study, there were 6 girls and 9 boys. Of these students, 10 were in secondary school and 5 were in high school. Twelve of the students in the study did not have distance education tools such as computers, tablets, smart phones and internet connection. All of the parents participating in the study were women and the majority were 40 years or older. Semi-structured interview forms developed separately for teachers, students and parents were used to collect data. In the semi-structured individual interview form for gathering student opinions, there were questions about the effectiveness of distance education, the planning of live lessons, the effectiveness of the student's home environment and EBA TV. In the semi-structured individual interview form for collecting teacher opinions, there were questions about the effectiveness of distance education, advantages and disadvantages of distance education, additional studies on the cognitive and affective development of students who could not access distance education. In the semi-structured individual interview form for gathering parent opinions, some of the questions were about the effectiveness of distance education, whether parents did any activities for cognitive and affective development of their children who did not have the opportunity to distance education.

The collected data within the research was analyzed by using content analysis method. The research findings were analyzed on the basis of each question. The findings were defined and interpreted by arranging the codes.

In order to ensure the reliability of the research data, the interview data were coded by the researcher and 2 experts. The reliability analysis formula of Miles and Huberman (1994) was used for the reliability analysis of the data obtained through the interview forms. According to this formula, it was seen that the coding agreement between the researchers was .85.

Results

At the end of the study, it was found out that distance education applications carried out during the Covid-19 pandemic process were effective tools at the point of continuing education without interruption. However, the biggest difficulty experienced by disadvantaged students in distance education applications carried out during the Covid-19 pandemic period was the inadequacy of having the necessary tools such as computers, tablets and internet connection to access live lessons. It can be stated that this situation arose from the fact that the disadvantaged students could not attend the live lessons regularly because they did not have enough distance education tools and they could not communicate with their teachers enough in this process. Similar to this result, Pınar and Dönel-Akgül (2020) concluded that the students found distance education beneficial, but the inability to conduct experiments within the scope of science course was a significant deficiency in the learning path. It was determined that the lack of these tools that provide access to live lessons reduced the academic achievement of disadvantaged groups and caused negative emotional consequences. Elvis Mbiyzenyuy (2020) concluded that the transition to virtual classrooms, which require devices compatible with online education and data availability, put many students at a disadvantage because they did not have the necessary funding, and this would create more inequality in the learning process.

Furthermore, the lecture broadcasts made by the teachers over EBA TV were largely beneficial for the disadvantaged students who could not access the live lessons, but most of disadvantaged students did not follow EBA TV. Contrary to this result, İnci-Kuzu (2020) reached the conclusion that primary school students' use of EBA TV was effective, beneficial and widespread in her study, in which the opinions of parents of primary school students were determined within the scope of distance education provided through EBA TV and EBA platform. It can be stated that secondary school and high school students in this study have higher self-control and independent behavior characteristics than primary school students and because they are more aware of their own learning styles due to their age, they may follow live lessons within the limits of possibilities, carry out their studies on their own and do not need EBA TV.

It was concluded that the number of siblings studying at home was also an important factor in the inadequacy of the tools necessary for access to live lessons. In order to support the academic and emotional development of disadvantaged students who could not attend live classes, teachers provided additional materials such as assessment questions and subject summaries via WhatsApp application and EBA platform, and students who could not attend live classes benefited from these materials. In this process, parents tried to help their children by arranging suitable studying environments at home.

Keywords: COVID-19, disadvantaged groups, distance education, pandemic process, students', teachers' and parents' opinions

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ID-13

The Experiences of Teachers Working in the Education of Syrian Students Under Temporary Protection in the Epidemic

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Introduction

The educational life of Syrians under temporary protection has been an important issue in the field of education in Turkey. There are approximately 3.5 million Syrians in Turkey (United Nations High Commissioner for Refugees, 2020), of whom approximately 1.2 million (Turkish Immigration Administration, 2021) are school-age children. From this point of view, it is important that education, which is the natural right of approximately 1.2 million children, continues uninterrupted. In this context, Turkey has started the “Project on Promoting Integration of Syrian Kids into the Turkish Education System (PIKTES)” with the United Nations for Syrian children to adapt to the Turkish education system and continue their education life. Within the scope of this project, Turkish is taught to Syrian students in terms of adaptation, and guidance and psychological counseling services are provided.

The Covid-19 outbreak has affected education, as it has affected every field. In this sense, the education of Syrian children is one of the sub-titles that are affected in the field of education. It is stated that before the epidemic, many problems were encountered regarding the education of Syrian students (Kılıç & Özkor, 2019; Tanrıku, 2017; Tunga, Engin, & Çağiltay, 2020). While there are many problems already, it would not be inconsistent to expect this process to become more difficult with the epidemic. As a matter of fact, in the report published by UNHCR (2020) on the effects of the coronavirus epidemic on refugee education, it was stated that even before the epidemic, half of the refugee students could not continue their education life, and in addition, they did not have the financial support to participate in the distance education activities carried out during the epidemic. From all these perspectives, it is seen that Syrian students under temporary protection in our country have similar conditions. In the process that came with the epidemic, how these students continue their education life is a dark area, but there is a need to be enlightened. In this respect, this research aimed to contribute to the relevant literature by addressing the experience of teachers working in the PIKTES project in the process. In this context, the answer to the following question was sought:

- What kind of problems do elementary school teachers and physiological counselors experience during the education of refugee children during the epidemic period?

Methodology

This research, it was aimed to reveal how the experiences of Turkish teachers, guidance, and psychological counselors during the epidemic period, who worked in the education of Syrian students under temporary protection within the scope of the PIKTES project. For this purpose, this research, which examines how the teachers in charge experience the process, was carried out in the phenomenology pattern, one of the qualitative research methods specified by Creswell and Poth (2018) as describing the "essence of the experience". While forming the study group of the research, a criterion sampling method was used. The criterion determined for this purpose is that teachers are in charge of the education process of Syrian students under temporary protection within the scope of PIKTES. According to the determined criteria, the working group consists of 5 Turkish instructors and 4 GPCs working in different provinces within the scope of PIKTES. Research data were collected with a semi-structured interview form. Interviews with teachers working in different provinces were held via Zoom. The obtained data were analyzed by content analysis. As a result of the analysis, the themes of the process are determined as distance education, Turkish learning, students' expectations from education, parent communication and, stakeholder effects.

Results / Expected Outcomes

In the research, it was concluded that the teachers could not perform their online education activities effectively. Among the reasons for this, it was determined that families, socio-economic status, crowded family structure, students do not take distance education activities seriously. In addition, it has been concluded that teachers have deficiencies that they are not ready for online course activities. Because the teachers stated that they felt inadequate about measurement and evaluation in the distance education process. They also stated that they frequently use body language in teaching Turkish, but they could not provide this in online lessons. Although distance education has negative aspects, it has also been concluded that it has some positive aspects. One of

them is to provide digital environments that they cannot provide to their classrooms under normal conditions through online courses. Another conclusion reached in the research is that the epidemic negatively affected Turkish learning. The fact that children were away from school during the epidemic and lived in neighborhoods or camps with a large number of Syrians caused them not to use Turkish in daily life. Similarly, it has been concluded that staying away from school negatively affects students' expectations from education. It was concluded that while parents could communicate with interpreters before the epidemic, they had difficulties in communicating due to the absence of interpreters during the epidemic. Finally, the teachers received support from the school administration in finding parent contact information and providing cleaning materials. While it was stated that the online training they received within the scope of the PIKTES project benefited the teachers, it was seen that the uncertainty of the process and the constant change in whether the schools would be open or closed were negatively evaluated by the teachers.

Keywords: Covid-19, phenomenology, refugee education, Syrian students

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ID-79

Adults' Views With Specific Learning Disabilities on Their School Experiences

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Introduction

The most recent term for children who have significant difficulties in acquiring basic academic skills is specific learning disability. According to the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 2013), specific learning disability (SLD) is a neurodevelopmental disorder of biological origin that underlies the cognitive level abnormalities associated with the behavioral symptoms of the disorder. The DSM-5 defines it as “persistence” and “limited progress in learning” in children and adolescents. In addition, DSM-5 emphasizes that SLD should be in observable behaviors or symptoms of individuals. Despite the interventions in the symptoms of reading difficulties in the relevant areas, at least one symptom should continue to be seen for 6 months. A second feature according to DSM-5 is that the performance of the individual is below the average for the relevant age. The third important criterion in DSM-5 is that it can be easily noticed in the early period (Çakiroğlu, 2021). According to DSM-5, SLD is divided into 3 levels as light, medium and heavy in the fields of reading, writing and mathematics.

Many studies have been conducted on students with SLD in Turkey. In researches, views were taken about SLD; the perceptions of teachers working with SLD about SLD, the problems they experience, their reasons, students' performances, educational evaluation and interventions, and learning-teaching activities were examined (e.g., Aydın Dalga, 2019; Çakiroğlu, 2021). Apart from teachers, studies were also conducted with parents, the problems experienced with SLD and determining the characteristics of children were examined according to the views of the parents. (e.g., Açıköz, 2019; Avşar & Çankaya, 2021; Tekin, 2018). In addition, there are also studies in the literature on individuals with SLD and their school environments and school relations (e.g., Sezgin Elbir, 2020) the prevalence of SLD in adults is unknown, but it seems to be about 4% (APA, 2013). Considering the prevalence, there is a need for in-depth research on SLD in individuals. In addition, considering that individuals with SLD may have problems in social perception and communication, it is very important to get the opinions of adults. It is thought that this research will increase the awareness of individuals about SLD, and will shed light on other individuals, teachers, peers and parents who have or think they have SLD. In this way, it can be stated that especially teachers can make the necessary educational arrangements for the treatment of SLD.

Methodology

The research was planned in the pattern of phenomenology, which is one of the qualitative research methods. Snowball sampling technique was used to determine the participants in the research, since the exact number of the population in our country is not known. After reaching adults from the informants, with one or more specific learning disabilities, the first participants were determined with the volunteers, and within the scope of the research, a total of 8 participants with SLD were interviewed face-to-face and via online platforms. In order to reveal the experiences and meanings of the cases, the interaction, flexibility and probes offered by the interview to the researchers are examined (Yıldırım & Şimşek, 2018). As data collection tool in the research, a semi-structured interview form consisting of 8 main questions and drilling questions prepared by the researchers was used in order to examine these questions in depth. While preparing the interview form, expert opinion was taken from two faculty members in the field of special education and educational sciences, and the final shape was given to the form according to expert views. Interviews were held on the day and time determined with the participants, at a suitable place for the interview, or on the online platform. In order to prevent data loss during the interviews, besides taking notes by hand, the interview was recorded, with the consent of the participant. The transcripts were sent to the participants via e-mail or face-to-face, and the participant's confirmation was obtained. Confirmed research data was analyzed by content analysis, which is one of the qualitative data analysis techniques.

Results / Expected Outcomes

In this study, in which the views of adults with SLD regarding their experiences during the school period were examined, semi-structured interviews focused on the lives of individuals, their parents, friends and teachers. Their awarenesses of the period with SLD, status of being diagnosed or not, awarenesses of the parent-teacher, behaviours of the parent-teacher and friend, and the approaches of parent, teacher and friend were examined in depth. It is thought that the results obtained will shed light on the necessary educational arrangements for the treatment of SLD in the next process. The participants of this research are individuals who have completed their

education face-to-face. In the Covid-19 pandemic, with individuals continuing their distance education, the experiences related to learning have also changed. In the studies, it has been determined that there are difficulties in the distance education process (Kavuk & Demirtas, 2021). Even if the participants of the study continued their education face-to-face, their views on SLD are important. Similar researches should be conducted with adults with SLD who continue their distance education and the results should be compared with this research results. This comparison will contribute to the literature. As a result of the analysis of the data, 7 themes and 8 sub-themes were reached as family (communication with family, family support), teacher (communication with teacher, teacher support), friend (communication with friend, friend support), strategies (coping strategies with SLD, learning strategies), associations, suggestions and difficulties. According to the research findings; it may be suggested to prepare and implement curricula with awareness studies that can increase teachers' literacy levels about SLD, to hire trainings that can increase parents' awareness about the SLD, to increase awareness about SLD process through curricula that can teach strategies for individuals with SLD. In addition, in order to prepare trainings for reducing SLD, qualitative research involving observation techniques and longitudinal studies in terms of the data collection process can be planned.

Keywords: learning experiences, specific learning disorder, qualitative study

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Teos

ID-38

Determining Teachers' Problems in Education of Philosophy for Children**Birsel Aybek**Çukurova University, Turkey
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The century we live in is constantly changing and developing, and education and training are also affected by this change. It is important in our age that individuals can adapt to society, have the skills required by the changing world order, and acquire new knowledge and skills.

Since children will form the society of the future, they need to have 21st century skills and competencies. Yıldırım (2005) explains that thinking has an important place in human life. According to Droit (2013), the act of thinking is a mental process and what emerges in the mind during the thinking process is not limited. As long as adults do not limit children, many ideas emerge. Doğanay (2007) explained the need for thinking as follows: It is not enough for people who have passed from an industrial society to an information society to remain literate anymore. As a result of the rapid proliferation of information, people need to make sense of this information. In this process, it forces individuals to be individuals who think correctly and effectively. *Philosophy for children* (P4C) aims to develop critical, creative, caring and cooperative thinking skills in children. It is very important to ensure that children think correctly in achieving these goals. Because while a person performs the act of thinking constantly, the act of thinking correctly is a skill that needs to be worked on (Akkocaoğlu Çayır, 2021).

In Turkey, both teachers and students have been given training on P4C in recent years. P4C aims to develop children's thinking and philosophical thinking (Sormaz Ögüt, 2019). Based on Avinon, it is important for the teacher of philosophy, to determine the learning process by considering the topics that interest the students and what they are keen to learn (Erginer, Özer, & Erginer, 2019) Having a basic Level of knowledge about philosophy and being a good listener for a teacher, provides the respect the thoughts of students, knows the importance of curiosity, creates a flexible and democratic environment (Sormaz Ögüt, 2019). The teacher should be open minded and flexible and not judge the students through out the process (White, 2009; Wartenberg, 2009).

When the literature was reviewed, it was determined that there were no studies to determine the problems that teachers experienced during their philosophy education practices for children. One way to increase the effectiveness of *P4C* is to identify the problems experienced in this process. From this point of view, in this study, it is aimed to determine the problems experienced by teachers during the practice of *philosophy for children*. For this purpose, answers to the following questions were researched

1. Why is “*philosophy for children*” important?
3. Why should teachers take “*philosophy for children*”?
2. What are the problems that teachers encounter during the preparation stage for “*philosophy for children*”?
3. What are the problems that teachers encounter in the process of implementing “*philosophy for children*”?
4. What are the teachers' suggestions to the Ministry of National Education regarding “*philosophy for children*”?

Methodology

Qualitative research method was used in this study, which was carried out to determine the problems experienced by teachers during P4C practices. In this study, the phenomenology design was used as the research design. In the center of this design, individuals know the facts, but realize these facts better and make a deep sense of them (Yıldırım & Şimşek, 2018).

While determining the study group of the research, easily accessible case sampling was used. Since getting P4C trainings in Turkey is on a voluntary basis, the number of teachers who take this training and apply it in their classrooms is quite low. The study group consisted of 20 volunteer teachers who received these trainings and carried out these studies in their classrooms.

In this study, a semi-structured interview form was used as a data collection tool. Teachers were interviewed through this form. The obtained data were analyzed by content analysis method. During the analysis, the data were coded and then similar concepts were brought together and categorized. In order to eliminate the bias of a single researcher, the data were analyzed by a different field expert so that the validity and reliability of the data were tried to be ensured.

Results

In this study, which was conducted to determine the problems experienced by teachers who practice *philosophy for children*, they stated that teachers generally find philosophy important for children, and that it is necessary for individuals who have the skills to be an active citizen, to think critically, to question, and to express their ideas clearly. According to the teachers, one of the most important aspects of philosophy for *children* is values education, allowing students to learn socially and emotionally. It has been observed that teachers receive P4C training both to ensure their professional development and to support the development of children.

Teachers stated that they had difficulty in finding stimuli for discussion and writing open-ended questions that would develop higher-order thinking at the planning stage for P4C applications. In Akkocaoğlu Çayır's (2018) study with pre-service teachers, they stated that they had difficulty in asking questions that lead to higher-order thinking, and this result supports the findings.

Teachers stated that they had problems in reconciling the achievements with their studies on the curriculum. Problems arising from students; It has been determined that the students are indifferent at the beginning, moving away from the subject of discussion, students do not listen to each other, and they have difficulties in expressing themselves. The teachers stated that they experienced problems such as the crowded classrooms, and the inability to provide the desired seating arrangement during the application.

Teachers have made suggestions to the Ministry of National Education such as making thinking training course active in the program and in schools, including P4C training in the scope of in-service training and giving it to teachers.

Keywords: philosophy, philosopher teacher, teaching, teachers, thinking

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ID-103

Prospective Teachers' Views on Homework and the Role of Homework on Self-Regulatory Skills in the Distance Learning Process

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Introduction

Homework is defined as any task assigned to students by school teachers to perform during non-school hours or tasks given to students in order to encourage them to work independently and effectively (Cooper, Robinson, & Patall, 2006). These are in the form of homework at the primary school level, and, in the form of activity, project, research, and performance tasks in the advancing years (Güneş, 2014). Homework, today, is a process in which the completion of academic tasks is embedded in family and peer dynamics, and affects the nature of teaching in schools as well as in community organizations (Bembenutty, 2011). As stressed by Cooper, the students must manage their homework by performing various self-regulation processes such as planning, managing time, finding a suitable environment to study, and motivating themselves (Ramdass & Zimmerman, 2011). Homework assigned by the teachers requires facilitating these processes and enabling them to gain some skills. Warton (1997) emphasises that in order for homework to have the desired positive effect, the purpose of homework requires to be designated attentively and homework should be assigned in conjunction with this purpose (cited by Duru & Çöğmen, 2017). According to Alleman et al. (2010), meaningful homework is “the tasks that enrich the in-school curriculum by challenging students to think deeply about important questions, apply their knowledge and skills towards solving genuine problems, and create authentic products that will be used in meaningful ways” (cited by Bembenutty, 2011). Meaningful homework carrying these qualifications increase students' academic success and also support the improvement of some skills. However, it is seen that students with improved self-regulatory skills benefit more from homework. Zimmerman, Bonner, and Kovach (1996) proposed that students must have the capacity to meet their goals in order to be successful in completing the homework. They need to be self-regulated by selecting the convenient learning strategies to be used, maintaining belief and motivation, monitoring their academic progress and evaluating homework results (Cited by Bembenutty, 2011).

Online learning processes recently constitute a substantial part of education. Significantly, in the recent period, as in many countries, face-to-face education has been suspended in Turkey due to the Covid-19 pandemic, and distance education has been applied. Scholars stressed that achievement in the online learning setting largely relies on the student's ability to participate in the learning process autonomously and actively (Broadbent & Poon, 2015). In this regard, assignments have critical importance in ensuring active participation in online learning processes. However, the effectiveness of homework in this process links to having certain characteristics in terms of quality and quantity. This study aimed to explore the views of prospective teachers about the homework assigned in the courses and the role of homework on self-regulation skills within the distance learning process.

Research Questions

1. What is the quality and quantity of homework assigned to prospective teachers in distance education?
2. What steps do prospective teachers follow in completing their homework in distance education?
3. What are the views of prospective teachers on the effects of homework in distance education courses on learning?
4. What are the views of prospective teachers about the effects of homework in distance education courses on self-regulatory skills?
5. What are the suggestions of prospective teachers regarding homework in distance education?

Methodology

This study uses descriptive phenomenology as one of the qualitative research methods. Phenomenological research is a research design that obtains its source from philosophy and psychology, in which the researcher identifies the lived experiences of individuals related to a phenomenon as defined by the participants (Creswell, 2015). Descriptive phenomenology aims to describe people's perceptions and experiences (Ersoy, 2016). The total number of participants of the research consists of 25 students from the Faculty of Education who continue their distance education. The data of the research is collected through semi-structured interviews. The analysis

of research data is based on content analysis, as it is aimed to reveal experiences and meanings (Yıldırım & Şimşek, 2013). The homework completion processes of prospective teachers are examined according to Zimmerman's (2000) self-regulatory homework model (Bembenutty, 2011).

Results / Expected Outcomes

As a result of the analysis of the qualitative data, the varieties of homework assigned in the distance education process are as follows; the review of literature, summarizing, material development, lesson plan preparation, presentation preparation, digital story preparation. While most of the prospective teachers stated that homework remarkably enhances their learning and skills, on the other hand, some of them asserted that homework does not provide any significant improvement.

In the homework completion process of prospective teachers, it has been observed in the forethought phase, which is one of the self-regulatory phases, that prospective teachers made homework analysis and determined what was expected from them; they utilized cognitive strategies from the performance phase, pursued advice from trusted and more knowledgeable persons to meet homework goals, and did not use metacognitive strategies. They pronounced that they reviewed and evaluated the homework results they completed in the self-reflection phase.

According to prospective teachers, the most frequent problems associated with homework in distance education are as follows; assigning overmuch homework, internet outage, lack of time, the absence of the appropriate environment and conditions, the emergence of stress and anxiety, and difficulties in accessing resources.

Keywords: distance education, homework, prospective teachers, self regulation

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ID-109

The Problem Solving Strategies of Teachers in the Global Epidemic

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Introduction

The Covid-19 cases, which started to increase as of the first quarter of the year 2020, have caused this situation to turn into an epidemic. Therefore, the Covid-19 pandemic has changed the order of social institutions, especially individual life. In order to slow the spread of the epidemic in educational institutions, a full-time distance learning process has been initiated.

Distance education is a process in which individual learning is the main purpose, technology is the main tool, there is a planned curriculum based on an educational institution, and the teacher and students experience a two-way interaction even if they are physically separate (Desmond, 1996; Devran & Elitaş, 2017). Thanks to online distance learning environments, people with different characteristics and backgrounds can easily get effective trainings with modern methods by taking advantage of these environments (Rovai & Downey, 2010). However, distance education has disadvantages, as well as its advantages. Ağır (2007), expresses these disadvantages such as students blocked for socialization, learning will be full of more course preparations, one of which leads to a waste of effort, communication in groups the students in the form of limitations refers to the crowd. In the study conducted by Çakın and Akyavuz (2020), the problems faced by teachers during the Covid-19 process were categorized as “communication problems, problems with parents and problems with the education of students. Studies shows that both students and teachers face many problems in the distance learning process. The areas where teachers have the most difficulties and problems, especially in the online distance education process, where the role and duties of the teacher change; technology use, technical problems, lack of equipment, internet infrastructure problems, digital content production, student motivation, class participation and classroom management.

Methodology

From this point of view, in this study, it is aimed to reveal how teachers solve the problems they encounter in the lessons they teach with distance education during the Covid-19 pandemic. The research is carried out with the pattern of phenomenology, which is one of the qualitative research methods. Phenomenology is a research method that uses the experiences of individuals to obtain information about the phenomenon. Although there are many forms of application of phenomenology, subjective experience is given priority in each of them (Kocabiyık, 2015). The study is carried out with volunteer teachers working in different branches such as English Language teachers, Primary School teachers, Mathematic teachers, Philosophy teachers in private and public schools in Turkey. The data of the study are obtained using a semi-structured interview form prepared by the researchers. The form consists of scenarios based on different problems that teachers may encounter, in the distance education process. Some of the interviews with teachers are conducted face-to-face and some are online. Descriptive analysis methods are used for the analysis of the obtained data. Descriptive analysis is the continuation of the theme analysis and, more detailed analysis of the data. The aim of descriptive analysis is to present the data collected as a result of interviews and observations to the reader in an organized and interpreted way (Baltacı, 2019). The information about the reliability between the decoders are included in the presentation of the paper. In this study, the answers given by the teachers to the semi-structured interview form are divided into categories and then evaluated by the researchers.

Results / Expected Outcomes

Even in face-to-face education, classroom management, which varies depending on the atmosphere of the classroom, academic success, class of the students and the content of the course, becomes a little more difficult in distance education and gains a different dimension. In this research, it is expected that teachers will produce solutions through scenarios compiled from the most common problems in distance education and express their problem solving strategies. Thus, the pending possible results of the study are given: teachers should produce interactive content that will increase students' motivation, participation in the lesson and interaction in the lesson, and in order to prepare these contents they participate in online education programs by developing their Technological Pedagogical Content Knowledge and include web 2.0 tools more often in lessons. In solving the problems they experience based on parents, conducting online meetings that will strengthen teacher-student-parent communication, and sharing information that can improve the areas where parents are inadequate in distance education. Teachers turn to different physical activities to solve the physical problems caused by their inactivity at the desk during distance education; use alternative assessment approaches when assessing students

becomes difficult; develop themselves in the use of technological tools such as computers and tablets; they can be listed as improving their communication skills in order to solve the inappropriate behaviors or situations they encounter in the online course.

Keywords: classroom management, covid-19, distance education, distance education problems, problem solving skills

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ID-78

A Critical Analysis of the Covid-19 Pandemic in the Context of the Plague Novel by Albert Camus

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Introduction

Throughout history, humanity has faced many epidemics. These epidemics have caused people to question themselves, life and the world. In addition, epidemics have made very important changes in the life and habits of humanity. Prolonged epidemics force people to adapt to new situations. In epidemic conditions, individuals face their weaknesses, fears, selfishness, self-sacrifice and empathy. Although epidemics are mainly in the field of science, there are also works of art and literature about epidemics (Gelir, 2020). One of these works is the novel "Plague" published by the French philosopher Albert Camus in 1947. In the novel "Plague", the author describes the psychosocial processes experienced by a city people struggling with the epidemic. The subject of the novel is the plague epidemic in the Algerian port city of Oran. At the beginning of the novel, this city, where a fast-paced commercial life is experienced, is drowned in silence as the epidemic reaches an unexpected level. Measures against the epidemic are becoming more and more frequent. Deaths from the plague continue to rise. The epidemic, which lasted for about ten months in the city, ends abruptly (Durakoğlu and Coşkun, 2020).

The Covid-19 epidemic, which traumatized the world economically, socially and psychologically, shows great similarities with the fiction in Albert Camus's novel The Plague. Education is one of the institutions most affected by the Covid-19 epidemic. It is thought that it is important to discuss what happened during the Covid-19 process with teacher candidates. According to Sömen (2020), the use of current events for educational purposes is critical. The aim of this study is to evaluate the "critical analysis activity of the covid-19 pandemic in the context of the plague novel" in terms of the views of the pre-service teachers who participated in the activity. Based on this aim, answers to the following research questions were sought. 1) How do teacher candidates analyze the personalities of Dr. Rieux, Tarrou, Grand, Rambert, Cottard and Paneloux? 2) How do teacher candidates evaluate individual and social reactions in Plague and Covid-19 outbreaks? 3) How do teacher candidates evaluate ethical violations in the process of Plague and Covid-19? 4) How do teacher candidates evaluate the views of Father Paneloux and Tarrou on the Plague? 5) What are the views of teacher candidates about Plague and life after Covid-19? 6) What are the opinions of teacher candidates about the social, economic and educational consequences after Covid-19? 7) Did the teacher candidates find the Plague Book Activity effective? 8) Which activity did the teacher candidates like the most in the Plague Book Activity? Why? 9) What are the suggestions of the teacher candidates for the development of the Plague Book Activity?

Methodology

The holistic single case design, one of the qualitative research designs, was used in the research (Yıldırım and Şimşek, 2008). The study was carried out as distance education with a total of 22 volunteer education faculty students, 14 female and 8 male, in the spring semester of 2020. In this process, pre-service teachers were given one week to read Albert Camus' book the Plague. During the seven-session activities, small and large group discussions, critical reading and creative writing activities were carried out. In the research, diaries and group interviews of pre-service teachers were used to collect data. In order to evaluate each session, pre-service teachers were asked to write their comments on the diaries after the sessions. Immediately after the sessions, they sent the diaries they wrote as participants electronically to the researcher. At the end of the training process, focus group interviews were held with pre-service teachers in order to evaluate the effectiveness. The data obtained from the diaries and interviews collected during the Plague Book Activity were analyzed with qualitative techniques. The data obtained in the study were analyzed in accordance with the thematic framework of the Plague Book Activity. Descriptive analysis was used in direct quotations.

Results / Expected Outcomes

"The activity of critical analysis of the covid-19 pandemic in the context of the plague novel" was arranged as Session 1: Character Analysis, Session 2: Individual and Social Reactions in the Epidemic, Session 3: Ethics in the Pandemic Process, Session 4: Dogmatism-Science, Session 5: Life After Plague and Covid-19 – (What Will Change?) Session 6: Plague and Life After Covid-19 – (Society, Economy and Education) and Session 7: Self-reflection Activities. The findings are presented on the basis of nine research questions created in accordance with this thematic structure. The findings showed that teacher candidates were able to effectively discuss what

happened during the Covid-19 process in terms of social, economic, educational and cultural aspects through the fictional structure of the book Plague. Furthermore, pre-service teachers made important reasonings about the developments that may occur after the Covid-19 epidemic. As a result of the interviews, it was understood that the teacher candidates found the Plague book activity effective. As a result, it can be said that the use of literary texts is an effective approach in discussing current events.

Keywords: Covid-19, novel, pandemic, plague, teacher candidates training

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Erythrai

ID-45

Classroom Teachers' Views, Efficacy Perceptions and Practices on Sustainable Development

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Introduction

The aim of the Sustainable Development (SD) goals is defined in the United Nations Sustainable Development Report as a global call to action to address poverty, protect our world from environmental, political and economic problems, and ensure that all people live safely (UNDP, 2021). UNESCO has been given the responsibility of carrying out the 2030 education agenda as a result of finding that the Education For All -EFA targets aimed at achieving it by 2015 have not been achieved within the desired time.

Unesco Sustainable Development 2030 Goals emphasized in the Extended Specialization Committee that acquiring knowledge, skills, attitudes and values of every person with SDE will contribute to shaping the future (UNESCO, 2018). SD is not only within the scope of the economy, but is also aimed at issues such as the environment, equality, health, justice and education.

The Ministry of National Education has also announced that it attaches importance to SD objectives and underlined an inclusive and equality-based vision with the 2023 Education Vision (MoNE, 2018). In the 2023 Education Vision, it is stated that "the increase of social welfare and the social, cultural and sustainable economic development of our country begins from preschool, which is the first step of the education system", and that sustainable education should progress starting from the preschool period (MoNE, 2018). Özdemir (2007) stated that the environmental issue should be taught as a "compulsory" course from the first years of primary education until the end of secondary education in order to gain environmental awareness, which is one of the foundations of sustainability. When all this is taken into consideration, it was emphasized that SDE should be started from an early age and because SDE gains are frequently included in life knowledge course achievements, the problem of this study is aimed at determining the views, proficiency perceptions, practices and evaluations of the classroom teachers' views, proficiency perceptions, practices and evaluations regarding sustainable development-oriented education related to the life knowledge curriculum. For this purpose, the following questions were sought.

1. What are the gains for SDE in the life knowledge course curriculum at the 1st and 2nd and 3rd grade levels of primary school?
2. What are the views of the classroom teachers for the 1st and 2nd and 3rd grade SGE?
3. What are the practices of classroom teachers on the gains for primary school 1st and 2nd and 3rd grade SDE?
4. What are the perceptions of competence of the classroom teachers on the achievements for the 1st and 2nd and 3rd grade SDE?
5. What are the measurement and evaluation practices of the classroom teachers on the gains for the 1st and 2nd and 3rd grade SDE?

Methodology

The status of this study is the classroom teachers working in a private school and two public schools affiliated with the Ministry of National Education selected in Ankara province. Due to the selection of classroom teachers, the pattern of the study is the holistic single state pattern. The research was carried out with the voluntary participation of a working group consisting of 17 classroom teachers at 1-2 and 3rd grade levels working in three schools affiliated with the Ministry of National Education in Ankara province in the 2020-2021 academic year. In the research, appropriate sampling was used from purposeful sampling methods.

For the analysis of observations, the observation form was prepared taking into account the course execution process that Gagne devoted to three main headings as introduction, development and conclusion section. The prepared observation form is presented to the expert opinion together with the interview form. In the expert opinion, no arrangements were made on the observation form and they gave feedback that it was appropriate. After the interview questions were organized in line with the opinions of the experts, pilot applications were carried out first. The interviews lasted about 40-45 minutes.

Interview and observation data were analyzed by the method of description analysis. In order to ensure trustworthiness, detailed description of all the processes were given, member checking was used, and quotations were used wherever possible to support the findings.

Results / Expected Outcomes

Some teachers (T3, T6, T12, T13, T14, T15, T16, T17) stated that they had never encountered this concept, some of them (T1, T2, T4, T5, T7, T9, T10, T11) and only the teacher coded T8 knew these concepts.

In responses to teachers' perception of competence in SD-related subjects, four of the teachers stated that they were incapable of determining their learning goals-outcomes, while eight responded that medium and four were sufficient. In the question where the perceptions of proficiency are questioned, the general majority of teachers expressed that they found themselves sufficient in the regulation of course content. While they found themselves at a moderate level in editing course content for SD-related subjects, only three teachers reported being weak. In their responses to the question of determining their educational status, it was stated that teachers often consider themselves good. When the perceptions of the proficiency of evaluating the course were examined, there were teachers who stated that they were weak because they were in the distance education process in the evaluation section of the teachers. (T6) review "I think there is no evaluation in distance education. The only drawback of distance education is that it is not an assessment. The assessment was incomplete."

Keywords: classroom teachers, life studies course curriculum, sustainable development, sustainable development-oriented education

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ID-104

Curriculum for Developing a Culture of Thinking: A Qualitative Study on the Experience of Teachers in the Pandemic Process

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Introduction

The global pandemic caused by Covid-19 has negatively affected the achievement of learning goals in cognitive, affective, and psychomotor fields, primarily in the social fields, due to the urgent transition of curriculum to distance learning. It disrupted the achievements of students at all levels and at all ages, from preschool to higher education around the world, in these four areas of development. Therefore, the need arises to improve and restructure classroom learning by focusing on the cultural elements of education. This process forces educators to use more authentic approaches/methods to overcome the challenges derived from the COVID-19 pandemic. One of these approaches is the culture of thinking.

The culture of thinking is an approach to teaching the skills of thinking that has a cognitive, affective, and social dimension by aiming to teach each class through integrating the process of thinking and skills of thinking under the leadership of a teacher (Ritchart, 2015). The school environment, classroom culture, teacher's personality, and the culture of thinking approach that changes according to the students are derived from the idea of the schools which are thinking or smart schools (Güzel Yüce, 2012; Ritchart, 2015). It provides an opportunity for the transformation, transfiguration, and improving the culture of classrooms. This process calls for a need to reconsider the language used in the classroom, expectations about thinking and models of thinking, give time to think, create opportunities for thinking and rich thinking routines, increase classroom interaction, and organize the school and classroom environment in a way that enriches thinking. These variables (expectation, language, time, interaction, modeling, routines, opportunities, and environment) are called cultural forces (Ritchart, 2015). As such, the culture of thinking is unique for each class, and the most powerful variable shaping this culture is the curriculum. In other words, although the culture of thinking in a class includes different thinking patterns and routines, the objectives of the curriculum provide a general framework for shaping the culture of thinking.

The curriculum is a complex system informing teachers about daily pedagogical processes that will be employed in classrooms on the way to achieving semantic (heuristic) and educational goals instead of being a linear system applying a set of rules (Priestley, Philippou, Alvunger, & Soini, 2021). Especially in uncertain periods like the global pandemic, the curriculum serves as a compass, in that curriculum provides an educational input that is open to interpretation as the educational system is dynamic and multilayered rather than being a design that will be implemented directly and passively (Priestley & Philippou, 2020). In that vein, a growing body of literature has attempted to describe how different social actors, especially teachers, define and understand the curriculum (Priestley, Philippou, Alvunger, & Soini, 2021). Thus, understanding how teachers move beyond conceptualizing the curriculum and unveiling how teachers implement the curriculum as to a specific application and evaluate this application is of utmost importance for both curriculum development and professional development. As the curriculum is a complex system that affects each variable related to education from local to international, it needs to be investigated systematically (Priestley, Philippou, Alvunger, & Soini, 2021). To this end, this study set out to scrutinize the primary school curriculum as to whether it develops a culture of thinking based on teachers' experiences during the pandemic process. In addition, this study attempted to figure out teachers' views on whether the culture of thinking approach will contribute to overcoming the degeneration created by the pandemic. To put it more clearly, this study focused on describing the guiding level of curricula in developing a culture of thinking in the classroom in order to overcome the challenges of the pandemic.

Methodology

This study investigated whether the curriculum improves the culture of thinking during the pandemic process, how primary school teachers perceive the curriculum that supports the culture of thinking, the depth of the knowledge they have gained about it, and whether there is integrity. As such, a phenomenological approach, which is a qualitative research method, will be adopted in this study. Phenomenology can be defined as the collection of 'deep' information and perceptions related to the experiences of participants about a

phenomenon/phenomenon by using qualitative methods (Groenewald, 2004; Yıldırım & Şimşek, 2013). More clearly, phenomenological approaches based on the paradigm of personal information and subjectivity emphasize the importance of a personal point of view (Groenewald, 2004). Primary school teachers will participate in the study. A purposeful sampling technique will be employed to select participants of the study. By conducting in-depth semi-structured interviews with teachers, teachers' views on the evaluation of the curriculum as to developing a culture of thinking will be obtained. Semi-structured interview questions will be developed by the researchers. Descriptive analysis will be utilized in the analysis of the collected data as the findings will be summarized and interpreted according to the previously determined themes (Yıldırım & Şimşek, 2013).

Results / Expected Outcomes

The data analysis process is continuing.

Keywords: phenomenological study, covid-19, teaching of high-level thinking skills, the curriculum of the primary school, thinking curriculum

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ID-82

Investigation of Acquisitions in Primary School 4th Grade Curriculum in Terms of Higher-Order Thinking Skills and Practise Difficulties in the Period of Global Epidemic

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Introduction

The developments in science and technology in the 21st century have directly affected individuals and societies and have led to the emergence of new needs. Although information is important in every age, the rapid increase in the amount of information and the ease of access to information have revealed the need to develop the skills of rapid processing and interpretation of information. It is now important not only to access information, but also to distinguish between true and false information, to select relevant and irrelevant information, to produce information and to use it functionally, thus to have the ability of questioning information. It has become mandatory for individuals to have higher-order thinking skills to keep up with the changing world and to lead an effective life (Doğanay, 2017). These skills are listed as: "Critical-thinking, Creative-thinking, Problem-solving, Communication, Research-questioning, ability to use technologies, entrepreneurship and the ability to use Turkish correctly skills" (MoNE, 2001).

They are thinking skills that emerged from Bloom's taxonomy (Brown, 2004). These are knowledge, comprehension and application, and high-level areas such as analysis, synthesis and evaluation (Söylemez, 2018). In this context, high-level thinking skills, which are most needed in the conditions of our age and which our education system cares about, gain great importance. In addition, it is important to address the problems experienced in practice of these thinking skills in the global epidemic. Within the scope of the research, critical thinking, analytical thinking, creative thinking and problem solving skills (Forster, 2004) were taken to represent high-order thinking skills. The aim of this study is to reveal the extent to which these thinking skills are included in the curriculum, as well as to reveal the problems experienced by teachers in acquiring these skills during the epidemic process. The problem statement of the research is: How are the achievements in the 4th grade primary school curriculum in terms of high-order thinking skills? What are the teachers' views on the problems experienced in practice during the global epidemic period?

Methodology

Interpretive case study was adopted in the study. It is recognized that case studies can follow either quantitative or qualitative approaches (Stake, 1994) or any mix of both (Yin, 2003). Walsham (1995) goes one step further and highlights the value of interpretive case studies. In qualitative and interpretive case studies the researcher is directly involved in the process of data collection and analysis (Creswell, 1998) within the scope of this research, document analysis and teachers' views were chosen as data sources.

The data sources of the research are lesson curriculums which were published by the Ministry of National Education in 2018. Within the scope of the research, 340 acquisitions were examined. And also, teachers' views are the second source of the research. 15 primary school teachers voluntarily participated in the interviews and data were collected with a semi-structured interview form. The data obtained from the interviews were analyzed in accordance with the content analysis. The findings of the study were formed under themes and codes. In the document analysis part, the data obtained were analyzed by descriptive analysis. According to this approach, the data obtained are summarized and interpreted according to the previously determined conceptual framework or themes. Descriptive analysis consists of 4 stages: creating a framework for descriptive analysis, processing data according to the thematic framework, defining findings, interpreting findings. (Yıldırım and Şimsek, 2004). The interviews were presented with content analysis.

Results

In this study, the 4th grade acquisitions were evaluated in terms of higher-order thinking skills. Tables containing the number of achievements for higher-order thinking skills are given for each course. As a result of the research, the power of creative thinking can be developed. It has been demonstrated by previous studies that these skills can be developed with the prepared programs. In the direction of the examined programs, it was concluded that among the higher-order thinking skills, the most gains were for developing critical thinking skills and the least for improving problem solving skills. In this respect, it is seen that it is necessary to provide a balance in the program and to include higher-order thinking skills more in the program and to be supported by other skills. Because these skills are complementary to each other.

As a result of the data obtained from teacher opinions, many applications could not be made in distance education systems in transferring Higher-order Thinking Skills in accordance with the content of each lesson. In line with the opinions, the inability to make the applications actively, not including the students in the process, the applications in the program not being suitable for online education and infrastructure problems were the themes of the study.

Keywords: 4th grade curriculum, higher-order thinking skills, pandemic, teacher views

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ID-66

A Philosophy Teacher's Curriculum Fidelity and Curriculum Adaptation during the Pandemic Process: A Case Study

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Introduction

March 2020 can be regarded as the beginning of radical changes for teaching as a relational professional activity with the outbreak of the COVID-19 pandemic (Jones and Kessler, 2020; Spicksley, Kington and Watkins, 2021). This pandemic process paved the way for irreversible changes in the development of teacher identity, which is affected by personal, social, and cognitive factors (Flores and Day, 2006). This change is likely to result in ambiguous breaking points in teacher identity, which is a multidimensional notion. Thus, a range of closely related areas with teacher identity such as communication, curriculum, administration, pedagogy, and professionalism are also likely to be affected by the pandemic. As such, the COVID-19 pandemic process leads a new field of study in the literature of education, learning, teacher identity, belonging, curriculum, teaching process, etc. (Jones & Kessler, 2020; Kim & Asbury, 2020; Spicksley, Kington, & Watkins, 2021).

The COVID-19 outbreak leads to a critical reinterpreting of teaching and teaching-related variables (e.g. curriculum literacy, model of curriculum use (behavior patterns related to the curriculum), pedagogical design capacities, teaching strategies and methods, teaching materials, approaches to assessment and evaluation, etc.) (Howe & Watson, 2021). The very basic of this critical perspective, especially in the pandemic process, is to reveal the balance/imbalance of curriculum fidelity and curriculum adaptation, which can be considered as the intersection area of many concepts related to the teaching process. The focus of these two concepts is to achieve the goals of the curriculum. Therefore, they can be associated with many variables, and they are also likely to be moderator variables that explain the effectiveness of the curriculum.

To resolve the fidelity and adaptation dilemma in the literature, it is necessary to consider these variables separately and to identify the related variables that affect them (curricular literacy, pedagogical design capacity, model of curriculum use, etc.). In that vein, teachers' original and productive adaptations can be stated to be directly related to their work as a specialist of curriculum development (Bascia et al., 2014). To this end, this study aims to explore a philosophy teachers' curriculum fidelity and adaptation during the COVID-19 process, determine the possible factors affecting these two variables, as well as to present the teacher's model of curriculum use. In other words, this study attempt to reveal how the philosophy teacher interacted with the curriculum during the pandemic process. As such, it is necessary to have a full understanding of the curriculum fidelity in the curriculum development and determination of the quality of curriculum implementation so as to explain whether the curriculum is implemented as the way it is, and if not, whether they are adapted, the reasons behind the curriculum adaptation, and the type and degree of adaptations during COVID-19 pandemic process. Within the scope of this study, the following questions will be answered:

1. How does the COVID-19 pandemic process affect the teacher's conceptualization of the curriculum?
2. How does the COVID-19 pandemic process affect the process of preparing the teacher's annual plan?
3. How does the COVID-19 pandemic affect the teacher's fidelity to the program?
4. How does the COVID-19 pandemic affect the teacher's curriculum adaptation?
5. How does the COVID-19 pandemic affect the teacher's thoughts about the development of the curriculum?
6. How does the COVID-19 pandemic affect the teacher's thoughts about the features that the curriculum should have?

Methodology

A case study, one of the qualitative research designs, will be adopted in the study. The case study was designed as a single case study aiming to conduct an in-depth investigation of a teacher within his/her real-life environment with an approach based on "how" and "why" questions (Yıldırım & Şimşek, 2013). This study set out to scrutinize an experienced philosophy teacher's curriculum fidelity and curriculum adaptation during the pandemic process, the pedagogical design capacity, and her model of curriculum use. The participant of the research, a philosophy teacher named Oya, teaches at a public school. The teacher was selected purposefully based on being experienced in teaching and being a volunteer to participate in the study. She graduated from the

Faculty of Arts and Sciences, Department of Sociology in 1992-1996 from a state university located in the Eastern Anatolia region. She took training of formation to be a teacher. Oya is 47 years old and has been working as a teacher for 25 years. This study will employed interviews to explore her feelings, perspectives, experiences, and thoughts (Bogdan & Biklen, 1992). The interviews are planned to be conducted three times aiming to gather in-depth information. Document analysis will also be carried out to ensure the diversity of the research data and to interpret the interview data. The documents of annual plans prepared by the teacher in the years 2020-2021 and 2021-2022 will be examined. In addition, the teacher's essay on the curriculum of philosophy teaching and her ways of implementing the curriculum during the pandemic process will be gathered. The data will be analyzed based on specific theoretical frameworks and the process of data analysis will be described in detail. Lastly, this study will attempt to present the participant's model of curriculum use visually in the form of schema at the conceptual level as to the data obtained through interviews.

Results / Expected Outcomes

The data analysis process is continuing.

Keywords: COVID-19, curriculum materials, curriculum of philosophy teaching, model of curriculum use, pedagogical design capacity, teacher as curriculum developer

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PARALLEL SESSIONS – 7
ABSTRACTS

Ephesus

ID-84

Investigation of English Teachers' Approach in Using Curriculum Resources During COVID-19 Pandemic**Güniz Çalışkan Kılıç***Ministry of National Education, Turkey*
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nilay.bumen@ege.edu.tr**Introduction**

Curriculum resources (textbooks, student workbooks, teacher guides, printed or digital educational materials, and interactive tools) act as a bridge between the teacher and the curriculum (Remillard, 2019). As in many other school subjects, teachers need to use a variety of curriculum resources while teaching English. Studies show that teachers use curriculum resources by offloading, omitting, adapting, or improvising, considering the school types, class hours, and student competencies (Brown, 2009; Nicol & Crespo, 2006; Ulusoy & İncikabi, 2020; Wadheefa & Tee, 2020).

Although there are many studies on English course materials, there are few studies on how and why teachers use these resources (Menkaba & Harwood, 2014; Li & Harfitt, 2018). It is estimated that there will be changes in the approach of teachers to use curriculum resources in online lessons during the COVID-19 pandemic, which has deeply affected the education system in many countries. In this period there have been no changes in the curricula which was prepared for face-to-face teaching, and the teachers continued to use the existing curriculum resources in synchronous lessons. Therefore, this research aims to investigate what senior high school English teachers do with the curriculum resources, why they choose the path they follow, and what approach they take to see the effect of their choices in the classroom environment during the COVID-19 pandemic. In this context, the research questions were determined as follows: (a) How are the approaches of curriculum resources used by the participants who do synchronous teaching? (b) What factors affect the approach of participant teachers' use of curriculum resources in synchronous teaching?

Methodology

This study is conducted with a holistic multiple-case design (Yıldırım & Şimşek, 2016). The participants consist of 5 volunteered high school English teachers who work in 4 different school types in İzmir, according to the maximum variation sampling. Public schools use the official curriculum. The books are given by the Ministry of National Education (MoNE). Anatolian and Science High schools have 4 English lessons in all grades weekly. In Vocational High School 9th grades have 5 English lessons and the others have 2 English lessons. Private School uses its own curriculum and the books of private publishers. In 10th grades they have 5 English lessons in a week. Yin (2009) suggested using more than one data type in case studies, lesson observations, document reviews, and semi-structured interviews were used in this study. After examining the documents (curriculum resources, annual plans, lesson plans, etc.) short interviews were made before the lesson observations to understand the decisions and justifications for how they use curriculum resources in the lessons. Then lesson observations and post lesson interviews were made, and data were collected on the pedagogical decisions and justifications that they took during the lessons. In total 25 pre and 26 post lesson interviews and 50 lesson observations were made. The data were analyzed with the theoretical thematic analysis method.

Results / Expected Outcomes

The findings indicate that during the pandemic period each teacher's approach to using curriculum resources in synchronous lessons, conducted over learning management systems (Zoom, Okulsis, etc.) varies from one lesson to another. It has been observed that the textbooks, which are prepared by MoNE and given to students free of charge, are used as the only curriculum resource. All the teachers preferred to offload by following the activity order in some sections or preferred to adapt by making changes in some activities. The teacher, who works in a Science High School, used textbooks by private publishers in line with the readiness levels of the students and the demands of the parents, and transferred this source to the digital environment and ensured the participation of some students who were generally silent.

Especially in 9th grades grammar topics were given in an integrated and limited way in official textbooks but the teacher working in Anatolian High School deepened the grammar topics and vocabulary teaching by improvising. The teacher working in the Vocational High School adapted the 11th grade textbook because she thought that it was above the English level of the students, while the teachers working in the Private School and Anatolian High School omitted the pair activities due to the silence of the students or the small number of student participation in synchronous lessons. As a result, during the COVID-19 pandemic period, we can say that senior high school English teachers offload, adapt, improvise and omit while using the curriculum resources

by considering the students' participation in synchronous lessons, the suitability of the curriculum resources they use to the level and interest of the students, and the duration of the lesson.

Keywords: Covid-19 pandemic, curriculum resources, teacher-curriculum interaction, teacher education, teachers' use of curriculum resources

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ID-3

Evaluation of the Project-Based Learning Approach in English Teaching According to Student, Teacher and Manager Opinions**Hayal Arkan***Ankara University, Turkey*
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cbabadogan@gmail.com**Introduction**

Foreign language learning is an indispensable and integral part of education all over the world (Işık, 2008). It refers to learning a non-native language in the students' native language environment (Gass, 2013, p. 4). However, teaching a foreign language to young learners aged 9-10 is quite different from teaching adults or adolescents. They tend to lose their interest more quickly than adult learners and need to be motivated when tasks seem difficult (Cameron, 2001, p. 1). Therefore, language teachers should use activities that grab their attention. It is possible for students to learn more easily and effectively with class activities and techniques used according to teacher's opinions and taking into account the needs of the student (Onursal, 2019). In student-centered approach, while learning is seen as an active and social process, teachers are facilitators and there is cooperation between students. One of the student-centered approaches is project-based learning, in which children and teachers work collaboratively on a goal or project (Gültekin, 2005). Project-based learning is a teaching approach designed to give students the opportunity to develop knowledge and skills through projects identified around the challenges and problems they may encounter in the real world.

Methodology

This study aimed to evaluate the application of Project Based Learning approach in 4th grade English lessons in a private school and its branches in terms of the opinions of English teachers, students and administrators. For this purpose, the research questions regarding the project-based learning approach used in the English language teaching process are as follows: What are the opinions of students, teachers and school administrators? Do these opinions differ according to schools? What are the teachers' views on objectives, content item, teaching-learning process, teaching environments and assessment? The study consisted of 12 school administrators, 12 English teachers and 133 4th grade students from Ankara, Keçiören, Çekmeköy and Kumluca Private Schools, where the project-based learning approach has been used. Since the results obtained from the numerical data collected based on the quantitative design are exemplified by the results obtained from the verbal data based on the qualitative design, it is suitable for the complementarity principle of the mixed method (Alkan, Şimşek & Armağan Erbil, 2019). It was supported by qualitative data, after the quantitative data were obtained. That's why, the explanatory design was used in this study. Quantitative data regarding the sample were collected through a questionnaire. The questionnaire form used for students and teachers was adapted to the field of English Language Teaching by the experts in the field, based on the data collection tools developed by Şahin (2009) and Pektaş (2009) in the field of Science and Technology. First of all, the reliability test was carried out for the data obtained, and by looking at the compatibility of the items with each other, it was concluded that the data collection tools were suitable for analysis. Then the normality test was applied. When using parametric tests, it is important whether the normality of the patterns of the masses is achieved or not. In cases where the sample size is low, there is no need to apply a normality test. Therefore, normality test was performed only for the data collected from the students, however, it was determined that the data collection tool data was not within the normal distribution. Therefore, Kruskal Wallis test, which is applied in non-parametric tests, was applied. Although this test is a comparison of two or more independent groups, it measures whether there is a significant difference between these two distributions. Post Hoc analyzes were also carried out to determine which sub-dimensions have the significant differences obtained as a result of the Kruskal Wallis test.

As a qualitative data collection tool, an interview form was used and a focus group interview method was held with the English teachers working in the above-mentioned schools. In the analysis of the data obtained through the interview form, content analysis was used to determine the experiences of the teachers about the project-based learning approach applied in their English lessons.

Results

According to the results, it was revealed that teachers and students had higher positive thoughts about the project-based learning approach than the administrators. It was found that teachers did not encounter any difficulties regarding the implementation of this approach. It was stated that project-based learning increases the learning level of students, provides convenience in learning, and makes the subjects learned more permanent. In addition, it was determined that students' participation in the lesson increased and they participated in the learning process with pleasure. It has been determined that teachers experience difficulties due to differences in

duration, parent portfolio and students' interests and levels. However, it is considered that demographic variables create problems for teachers, but planned education eliminates these problems. Teachers stated that they experienced various problems due to the COVID-19 pandemic and they solved these problems with distance education programs. It has been seen that the English course curriculum in which the project-based learning approach is used contributes to the development of the students, encourages the students to research, motivates the students more because the students are active in the learning process and reach the information themselves, and the program content attracts the attention of the students due to the interesting topics in the program content. However, during the project preparation process, students' inability to use the given time effectively, not bringing the requested material, and conflict with their groupmates are the difficulties that the teachers encountered. In the context of the measurement and evaluation dimension, it was concluded that the teachers could not be objective because the students were at the primary school level, but they still fulfilled the subject of evaluation. They stated that during the project-based teaching practice, when students had learning difficulties, they made the subject more understandable by methods such as repetition, expression in different ways and diversification.

Keywords: English teaching, project-based learning, teacher-student-manager opinions

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ID-36

Perceptions of Students, Teachers, Parents and Administrators on Secondary School Online English Course Teaching

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Introduction

The Coronavirus pandemic, emerged in December 2019, has caused very important changes and developments in the fields of education, economy and social life, primarily in health. It has been stated the impact of the pandemic on education is seen worldwide, and the closure of almost all schools and universities has widely affected educational practices and programs (Wikipedia, 2020). It has affected approximately 1.077 billion students as of September 30, 2020. UNESCO recommended the use of Open and Distance Learning (ODL) programs for the pandemic period following the closure of schools. Following the compulsory school closures to contain the spread of the pandemic, educational practices around the world have faced challenges that have never been experienced before. However, it is emphasized that this extraordinary situation requires more effort to find innovative solutions by developing new ways of thinking on the future of education (UNESCO, 2020).

Schools in our country have also been closed due to the pandemic. The online education system, which is mostly used to carry out in-service training practices of adult individuals, has become an application in which all formal education activities are carried out. Therefore, language teaching, in which interaction and social learning environments are of great importance, was carried out remotely like other courses. In these conditions, where socialization and real life cannot contribute to language teaching, the perceptions of those affected by the process; such a study was needed in order to determine how the online English teaching process is carried out, the problems encountered in the process and the solutions to these problems, as well as to determine the strengths of the online courses. The research is also considered important in terms of revealing the strengths and weaknesses of language teaching in distance education. It is thought the results of the research will be a source for language teaching programs based on the distance education model, which is important for today and the future.

With a literature review, the studies have been found examining the opinions of teachers about distance education applied in language education during the pandemic process (Shaikh, 2021; Tümen Akyıldız 2020). This situation reveals the studies on distance education applied in language teaching during the pandemic process are limited in the literature and only teacher opinions are included in the existing studies. In this context, the aim of the research is; to determine the opinions of students, teachers, parents and administrators regarding secondary school online English courses.

Methodology

This research was carried out within the scope of the "phenomenology" pattern, which is one of the qualitative research designs. It has been preferred because qualitative studies are generally exploratory and more hypothesis generating rather than testing. So, it is necessary to frame the research question(s) in a manner that provides the investigator with sufficient flexibility and freedom to explore a topic in some depth (Corbin & Straus, 2008). Data triangulation is a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study (Creswell & Miller, 2000).

The research was carried out in a public secondary school in Mersin Province, Akdeniz Central District, in the 2020-2021 academic year. The school where the research was conducted is located in a disadvantaged region in terms of socio-economic status. For this reason, the sample selection was determined by the extreme case sampling technique. Within the scope of the study, interviews were conducted with 20 students, 10 teachers, 20 parents and 4 administrators. At the same time, 8 online course observations and document review of 20 students, focus group discussions with teachers and parents; Individual interviews were conducted with students, teachers, parents and administrators. The research was carried out online using semi-structured observation and interview forms prepared by the researchers as data collection tools. Content analysis technique was used in the analysis of the obtained data. The data were manually coded, evaluated and interpreted.

In qualitative research, credibility, transferability, consistency and confirmability are the strategies used to ensure validity and reliability (Lincoln & Guba, 1985). In this research, strategies such as transferability and consistency were used to ensure the validity and reliability of the qualitative dimension. In the previous years, the researcher conducted different studies and researches at the school where this research was conducted, and participated in the lessons for a long time. The researcher knows very well the environment, conditions and the

school where the research was conducted .“Data triangulation is a validation procedure in which researchers seek convergence between multiple and different sources of information for a study” (Creswell & Miller, 2000). Within the scope of the research, data diversity was ensured by making observations, interviews and document analysis. In addition, all the data collected in the research and the results of the research were examined by an expert experienced in qualitative research.

Results / Expected Outcomes

In general, the results of the research were obtained from the opinions of students, teachers, parents and administrators. According to the results of the research, among the positive aspects of online English courses; despite the pandemic, foreign language teaching continues, classes are more fun and classroom management is easier with the use of Web 2 tools. Among the problems experienced in conducting English courses online are power cuts, lack of devices and internet, technical problems and lack of socialization.

It has been concluded that questions and answers, narration and translation methods are used most, but the classes are more fun and efficient thanks to the fact that teaching with games, interactive activities and access to rich content are easier. It is seen that the most frequently used measurement and evaluation method is performance evaluation, and online tests are preferred rather than homework evaluation.

It is stated that classroom management is provided better and easier. In addition, among the suggestions and additions made, it is stated that face-to-face education is mostly preferred instead of online, the courses should be applied online due to the pandemic and the inequality of opportunity due to economic problems should be eliminated, however, online courses are more fun than face-to-face courses. According to the opinions of students, teachers, parents and administrators, it was concluded that fun and different methods, techniques and interactive applications should be used and interaction should be ensured through group activities in order to increase the effectiveness of the courses.

Keywords: distance EFL, online English courses during pandemic, secondary school online English courses

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ID-15

Teaching Reading and Writing in Distance Education

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Introduction

With a global epidemic, the world is a state in which the conditions of the situation are driven by science. Because of the risk of continuing face-to-face education, World education is choosing a way to reach its students through distance education, and states are also encouraging even more active use of this way by making such learning mandatory (Telli & Altun, 2020). Right after the first case occurred in Turkey on March 13, educational services were continued as distance education (Özer, 2020). With the decision of decommissioning of schools in Turkey, the Ministry of Education strengthened the infrastructure of the Education Information Network (EBA), which serves as a digital education platform, to establish an effective distance education system and cooperated with the Turkish Radio and Television Authority (TRT).

Each child and their level of education have their own specific expectations and situations in which they receive an education adapted accordingly (Daniel, 2020). Accordingly, researchers recommended that educators undergo various trainings in accordance with the needs of children according to the current situation and prepare them for new roles created by the situation (Darling-Hammond & Hyler, 2020). Korkmaz & Toraman (2020) in their study analyzing the experiences of educators who were on duty at the moment of epidemic process in Turkey reports that teachers were unprepared to be implemented quickly online education, online learning is not yet ready for that experience to the users of remote training systems that have emergency, educators have difficulty to assess the interaction with the students and distance education is not appropriate for each field of education, including a total of 24 the status of the issue have been demonstrated. Distance education teachers in the studies analyzed their thoughts about the restricted processing timeframe in the course, internet connection problems, difficulties in gathering attention of their students, shortage of material, lack of control, failure to reach all of the achievements and problems in the process of the epidemic has been identified as (Demir & Öztaş, 2020; Şentürk-Bariş & Doğrukök, 2020).

At this stage, when our educational process continues on a subject that is not included in our teacher training programs, it is a matter of great curiosity how teachers continue the process, especially in a difficult area such as literacy teaching. In this direction, the research problem of the study is "how did the learning and teaching processes based on the first literacy teaching in Distance Education occur?" designated as.

Methodology

This study was conducted in order to reveal how the learning-teaching process occurred in distance education, which was passed due to Covid-19, in the first grade level of Primary School Literacy. For this purpose, the case study model from qualitative research models was used in the research. Semi-structured interview questions were used as data collection tool. Within the scope of validity and reliability studies, interview questions were created by the researcher by taking advantage of the opinions of two program development and two assessment and evaluation experts. With the scope of the research 25 first grade teacher who served in 2020-2021 academic year with face-to-face, distance, and hybrid training process both in terms of the problems encountered in both the first reading and writing teaching uncover successful examples with the aim of focus group interviews were conducted. The working group was determined through the zoom platform, where there are teachers who teach in the first grade and teachers who want to participate.

Results / Expected Outcomes

After focus group interviews with 25 first grade teachers selected for the first literacy process in distance education, it was determined that the process was overcome with the least problems due to the fact that face-to-face training and distance education are carried out simultaneously in the first literacy preparation process. Since full-time distance education was switched to the first reading and writing process, this process was more successful in classes with a large number of participation in live courses and with a corresponding parent potential, while in classes where participation in live courses could not be achieved and the corresponding parent potential was low, the process was more unsuccessful. In particular, teachers working in private schools have received more efficiency from this process than teachers working in public schools for many reasons, such as an excess of class hours, the economic potential that schools and parents have and a collaborative school-family connection. In the independent reading and writing process, 73 of the 75 students who have undergone

this process in private schools have successfully completed the process, while 306 of the 468 students who have undergone this process in public schools have successfully completed the process.

Teachers actively used various web tools (Kahoot, Quiziz, Okulistik, Morpha campus, Powtoon, Worldwall, Topsis, Mentimeter, ClassDojo, Okul fish) throughout the process. They supported the process with October resources and outputs. Again, at all stages of the process, he tried to include the parent in the process. Despite the negative conditions in his place, he worked hard to reach each of his students.

Keywords: covid-19 outbreak, distance education, reading- writing teaching process

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ID-83

Attitudes Towards Distance Education: A Scale Development Study

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Introduction

Since knowledge is regarded as the most important power, it has become one of the greatest needs of societies to support individuals to pursue life-long learning through education. Technological developments, globalization, and digitalization have pioneered many innovations in higher education, as in all levels of education. One of the most important innovations in education has been distance education. With the introduction of the internet into our lives over time, the scope of distance education has expanded, and distance education programs have started to be developed in higher education in order to respond to the demands of flexible learning environments, continuous education, and lifelong learning (Gunawardena & McIsaac, 2013). While it has been constantly developing through technology and social needs for centuries, distance education has become the only option for education due to the COVID-19 outbreak in 2019 (Can, 2020), which has turned into a pandemic in 2020 and still continues its impact worldwide. During the pandemic, many countries have decided to recess face-to-face education and continue with emergency distance education (Hodges et. al., 2020) to control the spread. Like many others, the Turkish government decided to resume education at all levels via distance education. Existing distance education tools and systems of many universities in Turkey (Saraç, 2020) have accelerated and eased the transition from face-to-face to distance education. Although tertiary distance education in Turkey has been smoothly carried out for three semesters without interruption, it is important to investigate the problems students have in this process, their attitudes, and perceptions towards distance education, in order to increase the success and quality of education and to propose more permanent solutions for the future. One of the most important factors for the success of distance education is the attitudes of the students. Determining students' attitudes towards the strengths and limitations of distance education can be a guide for future practices. It can be said that distance education will become an integral part of education, especially higher education, since it provides the opportunity to reach large masses and eliminates the time and space limits during unexpected global situations such as epidemics. Thus, this study aims to develop a valid and reliable scale to determine the attitudes of higher education students towards distance education.

Methodology

The research is a scale development study. The sample of the research consists of 875 undergraduate students from Turkish state universities who were reached online through convenience sampling (Creswell & Creswell, 2018). To create an item pool, key concepts related to distance education were determined by scanning the literature, interview questions were prepared, and a semi-structured interview form consisting of 7 open-ended questions was sent to 16 undergraduate students via e-mail at the end of the 2020-2021 fall semester. After the interviews were analyzed, a pool of 38 items was created by the researchers, and a draft scale developed from these items was sent to four experts from Educational Sciences, one expert from Computer Education and Instructional Technologies, and a statistics expert who is highly experienced in conducting scale development studies. In line with the opinions of the experts, three items were removed from the scale. Finally, a 5-point Likert-type form with 35 items was obtained by adjusting some items. The scale form was sent to the participants online in the 2020-2021 spring semester.

Results / Expected outcomes

The data of the research were randomly divided into two groups. Explanatory Factor Analysis was performed for the first group ($n^{EFA} = 583$) and Confirmatory Factor Analysis was performed for the second group ($n^{CFA} = 292$). By the explanatory factor analysis, a structure consisting of two factors, which were titled 'Limitations of Distance Education' and 'Strengths of Distance Education', was reached. On the scale, there are a total of 16 items which explains 57% of the total variance. The Cronbach Alpha internal consistency coefficient was found to be satisfactory for the whole test (.91) and its factors (.91, .80). The values obtained by the confirmatory factor analysis support the model-data fit and confirm the structure reached. In the study, it was concluded that

the "Distance Education Attitude Scale" is valid and reliable. It is believed that the scale will contribute to the quality and efficiency of higher education by revealing problems faced in distance education.

Keywords: attitude, distance education, higher education, scale development, scale validation

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ID-39

Development of the Universal Design of Learning-Based Curriculum Evaluation Scale

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Introduction

Universal Design first emerged as an idea in architecture, where supportive designs such as ramps and elevators were designed for disabled people to adapt life like other people (Story, Mueller, & Mace, 1998). The use of the designed ramps by people with baby or market trolleys has led to the realization that the designs are used by other people as well as the disabled, and the users of the designs has expanded. Universal Design has thus been specified as alternatives that can meet the needs of many people and has become used in areas such as transportation, production, and education apart from architecture (Rose, 2000).

The main aim of universal design of learning is to create expert learners who are knowledgeable, resourceful, goal-oriented, strategic, purposeful and motivated. Neuroscientists say that the three networks of the brain work together during learning. Universal design-based learning has three basic principles based on these networks (Meyer, Rose, and Gordon, 2014):

1. Providing multiple means of engagement principle (Based on affective networks)
2. Providing multiple means of representation principle (Based on recognition networks)
3. Providing multiple means of action and expression principle (Based on strategic networks)

If students are required to be more knowledgeable, goal-oriented and motivated, the fact that the designed courses are based on universal design-based learning principles and goals will increase students' efforts and opportunities to learn (Novak, 2014).

The aim of this study is to develop a learning-based curriculum evaluation scale based on universal design.

Methodology

In the study, the 'universal design of learning-based curriculum evaluation scale' was prepared by the researchers considering the stages of scale preparation, and a 70-item trial form was created by examining the relevant literature for the program elements such as goal, content, learning-teaching process and evaluation. The entire scale consisted of positive question items and was taken as 5 "Strongly Agree", 4 "Agree", 3 "Partly Agree", 2 "Disagree" and 1 "I Strongly Disagree" as a 5-point rating scale and submitted for expert opinion.

While determining the expert group of the research, snowball sampling method was used by investigating who could help the study the most (Patton, 1987). The majority of the expert group consisted of curriculum and instruction experts, assessment and evaluation experts, and researchers working in the field of universal design-based learning, and while the trial scale was conveyed to the expert group taking into account the Lawshe (1975) technique.

Content validity ratio (CVR) and content validity index (CGI) formulas were meticulously applied to the scales of the study, and the scales were finalized for application in line with the data obtained.

The scale application was carried out in the spring term of the 2020-2021 academic year using the 'Google Forms' platform in the digital environment due to the Covid-19 pandemic process. Participation in the research is based on volunteerism and 364 teachers working in secondary and high schools affiliated to the Ministry of National Education participated.

Results

Exploratory factor analysis was performed to reveal the construct validity of the scale. The fact that the KMO value is higher than 0.60 and the Barlett test is significant indicates that factor analysis is appropriate (Büyüköztürk, 2017). In this study, the KMO value of the data was 0.96 and the Barlett test significance value was 0.000, indicating that the data set was suitable for factor analysis.

As a result of factor analysis, items with low factor loads and low contribution to common variance were excluded from the scale, and the final scale consisted of 49 items. It was observed that the scale had a structure with a total of 5 factors with eigenvalues above 1. The first factor is the Acquisition factor and it consists of 11 items. The factor loads of the items in this factor vary between 0.61 and 0.73; item-total correlations ranged from 0.60 to 0.84. The acquisition factor explains 14.28% of the total variance. The reliability coefficient is

0.94. The second factor is the Content factor and consists of 13 items. The factor loads of the items constituting this factor are between 0.54 and 0.82; item-total correlations ranged from 0.72 to 0.86. The content factor explains 18.71% of the total variance. Cronbach's alpha reliability coefficient of this factor is 0.96. The third factor is the Material factor and consists of 6 items. The factor loads of the items constituting this factor vary between 0.57 and 0.74; item-total correlations ranged from 0.61 to 0.75. The material factor explains 7.81% of the total variance. The reliability coefficient is 0.88. The fourth factor is the Learning-Teaching Process factor and consists of 11 items. The factor loads of the items constituting this factor vary between 0.55 and 0.78, and the item-total correlations vary between 0.64 and 0.79. The Learning-Teaching Process factor explains 15% of the total variance. The reliability coefficient is 0.93. The fifth factor is the Assessment and Evaluation factor and consists of 8 items. The factor loads of the items constituting this factor vary between 0.54 and 0.73; item-total correlations ranged from 0.62 to 0.78. The Assessment and Evaluation factor explains 10.27% of the total variance. The reliability coefficient is 0.92. All factors explain 66.07% of the total variance.

The reliability coefficient value of 0.70 and above is sufficient for reliability (Büyüköztürk, 2017). In this case, it is possible to say that the reliability values of the factors forming the scale are sufficient.

Keywords: content validity index, content validity ratio, program evaluation, scale development, universal design.

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ID-68

The Validity and Reliability Study of the Cultural Consciousness and Artistic Expression Competences Perception Scale

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Introduction

The official organization responsible for curriculum in Turkey is the Board of Education. Its duties are specified in the Regulation of the Board of Education and Education of the Ministry of National Education (TTKB, 2012). It has been stated in the recently published curricula that a total of integrated curricula are formed within the framework of different values, skills and competencies (MoNE, 2018a; MoNE, 2018b). The curriculum is a plan showing the objectives, content, methods and process of a study (TDK, 2017a). In the Basic Law of National Education numbered 1739, it was stated that citizens should be educated as individuals who adopt, protect and develop their national, moral, humanitarian, spiritual and cultural values. The European Union has also adopted the Key Competences Framework for Lifelong Learning. Cultural awareness and expression, which are among these key competencies, are considered important in terms of being sensitive to different cultures for the lifelong learner.

Visual arts and music, which has one hour per week is a compulsory lesson in the primary school. It is considered important for students to gain life skills related to art and to be conscious about their own culture. It is an acknowledgment of the importance of the creative expression of thoughts, experiences and emotions through a range of media, including music, artistic performance, literature and visual arts. As many other lessons, this lesson also requires certain competences to be developed. In this context, it is important to demonstrate the competences of primary school students. The word competence is defined in the Turkish Language Association as the special knowledge that provides the power to do a job, and the power to perform its duties (TDK, 2017b). Self-efficacy is also defined as the belief of people about their own competence (Bandura, 1994). Curriculum outcomes or competencies imply the knowledge, skills and competencies that students must acquire in the entire time period until graduation. All studies carried out through curriculum and instruction have been prepared in a complementary manner at pre-school, primary and secondary levels and are aimed at achieving all these objectives. A student who has completed primary school is expected to have acquired these skills at a basic level. When the related literature is investigated, it is seen that there is no measurement tool for the program competencies of the students within the field of cultural Cultural Consciousness. In this study, it is aimed to develop a scale to determine the Cultural Consciousness and Artistic Expression Competences of primary school students.

Methodology

This research is a scale development study. It was decided that the assessment tool was designed to measure the competences of the students leaving primary school. The fourth grade students were selected as participants. Visual arts and music curriculum was also analyzed. After a detailed examination of the curriculum; content analysis was conducted on the general objectives, vision, basic approach, learning areas and achievements of the curriculum, respectively; key coded skills; in the form of more descriptive expressions based on common codes, items containing competence were written by simply expressing them in a way that the fourth grade student could understand. Gradually structured objectives in the curriculum were taken as the indicators of fourth grade level with the highest development and skills. The opinions of two academician experts in curriculum development, one art teacher, one music teacher, five classroom teachers, one measurement&evaluation expert Specialist, and one Turkish teacher were consulted for developing a pool consisted of 52 items.

Results / Expected Outcomes

In this study, "Cultural Consciousness and Artistic Expression Perception Scale" (CCAEPS) was developed for primary school level. There are 23 items in the scale. In order to determine the psychometric properties of the scale, validity and reliability studies were conducted. After administrating the draft version to 340 fifth grade students, exploratory factor and confirmatory factor analysis was conducted. Items with factor load less than 0.40 and the difference between the load values of the items that load both factors at 0.10 and below were also excluded from the scale. As a result of repeated exploratory factor analysis, 62% of the total variance; a six-dimensional measurement tool consisting of mad "cultural consciousness", "musical perception", "artist information", "technical data", "image types" and "listen/sing/play" was obtained. The scores that can be obtained from the scale with a five-point Likert structure varies between 23-115. The high score that can be obtained from the scale shows that Primary School Cultural Consciousness and Artistic Expression Competence

Perception level is high. As a result of the validity and reliability analyzes conducted within the scope of this research, it was found that the reliability of the CCAEPS was high and it could be used in researches related to visual art and music at primary school level.

Keywords: curriculum competences, music and visual arts lessons, primary school, scale development

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ID-102

Motivational Study Conditions Scale: A Study of Validity and Reliability

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Introduction

The effort to understand student motivation has attracted researchers' attention and concerning studies have been conducted at an increasing rate. One of the most comprehensive theories to define motivation is the Self-Determination Theory (SDT) (Deci & Ryan, 1985). The theory claims that the individual has inherent growth tendencies and innate desire for learning. Individuals basically have three types of motivation namely, intrinsic motivation, extrinsic motivation and amotivation. Intrinsically motivated individuals carry out an activity because they enjoy it and the activity itself is a reward. Extrinsically motivated ones are driven by a reward or obligation. Amotivation, on the other hand, is the lack of any impetus for behaviour. Intrinsically motivated individuals are higher-achievers and less distressed compared with extrinsically motivated ones (Deci & Ryan, 1985).

One of the significant factors affecting intrinsic motivation in students is their psychological needs being met. These needs are defined as autonomy, relatedness and competence. Autonomy refers to the individual's ability to initiate and organize his actions on his own. Relatedness describes the satisfactory relationship between the human as a social being and others. Competence is people's need to feel themselves effective in the interaction they have with the environment. Setting the rules and expectations from the individual explicitly promotes their need for competence (Deci & Ryan, 1985).

Teacher behavior and learning climate influence the degree of meeting students' psychological needs and the types of motivation they hold (Kandemirci, 2018). Controlling and teacher-centered activities affect student autonomy and intrinsic motivation negatively while activities that support students' psychological needs improve intrinsic motivation (Hornstra et al., 2018). Determining the degree to which these needs are met during learning-teaching activities is highly important in terms of both revealing the quality of teaching and specifying the measurements to be taken to increase the quality of teaching. However, no valid and reliable measurement tool has been found in Turkish to determine the state of meeting psychological needs, or, the motivational study conditions while teaching. In this regard, the aim of the present study is to conduct the cultural adaptation into Turkish of the Motivational Study Conditions Scale (MSCS) developed by Kauper et al. (2010). The introduction of the scale into Turkish literature is significant for both defining the existing state and providing support for the academic studies to be conducted in the future.

Methodology

The MSCS, which was originally developed in German, consists of 25 items and eight sub-scales. Cronbach's Alpha reliability values of the original scale range between .60 and .86. The Learning Climate Scale (LCS) developed by Kandemirci (2018) will be used to test the criterion-based validity of the MSCS. The single-dimension LCS consists of six items.

After the items on the scale were examined through translation-retranslation approach, items were selected by two experts and opinions were received from four experts who were not included in this process. In order to examine the psychometric properties of the Turkish form, data were collected from 527 university students. Exploratory factor analysis (EFA) was performed using the initially collected 301 data and confirmatory factor analysis (CFA) was conducted with the 226 data collected later. Data collection process is still ongoing for CFA and once it is finalized, CFA will be repeated.

170 of the students stated their gender as male, 344 as female while 11 students did not respond to this question. 365 of the respondent students are from the Faculty of Education and 162 students are from other faculties. The data obtained were first examined with exploratory factor analysis. Equamax vertical rotation was performed since it was not expected that all the sub-scales are correlated with each other.

Results

Finding the Bartlett test significant, the data set was concluded to be suitable for EFA. The results of the EFA showed that the original 8-factor structure was preserved. The structure explains 72% of the total variance with factor loadings ranging between .41 and .87. Accordingly, the factor structure of the Turkish form of the MSCS appears to be the same as the original scale. The factors are titled as social interaction, competence support, autonomy support, instructor-student relationship, content appropriateness, quality of teaching, instructor's

interest in the subject, and excessive workload/challenge. Cronbach's Alfa reliability values for these factors were found as .87, .80, .73, .90, .72, .78, .88, .80 respectively. In this respect, the scale could be said to be reliable (Leech et al., 2014).

Goodness of fit indexes obtained from the first CFA over the 226 data are seen to fall within acceptable limits ($RMSEA = .052$, $SRMR = .053$, $NNFI = .94$, $CFI = .95$, $\chi^2 = 374$, $sd = 222$). Based on these values, it could be stated that the factor structure of the scale was confirmed (Jöreskog & Sörbom, 2015). The correlation between the scores over the MSCS and LCS was found as .70, which shows that criterion validity has been achieved. In conclusion, it could be asserted that the Turkish form of the MSCS is valid and reliable for university students.

Keywords: motivational study conditions, scale adaptation, self-determination theory

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Teos

ID-99

Teachers' Opinions on the Professional Development Training Conducted in the Education Informatics Network (EBA) During the Pandemic

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Introduction

Education is a service that has to renew itself by keeping up with the technological, economic, cultural, social changes and developments that occur in the society, these changes and developments. Thanks to professional development, individuals find themselves in their profession; keeps up-to-date on technical, legal, conceptual and social issues (Murphy & Calway, 2008). Since teachers are an important part of the education service, they have to keep up with the changes and developments in the society. Therefore, professional development has become inevitable for teachers (Bağcı & Simsek, 2000). Fullan and Steigelbauer (1991) stated that professional development is the sum of a person's formal and informal learning from pre-service to retirement. For the professional development of teachers, courses that can appeal to all teachers are organized by the Ministry of National Education (MoNE) Professional Development Support Group Presidency. These courses are naturally subject to change in the process. A transformation is being made in the issues required in time. Today, courses in the field of informatics have been greatly increased (Durmus, 2013). In particular, the Covid-19 epidemic has affected the world, daily life and all occupational groups, as well as significantly the teaching profession. In this process, where educators were caught unprepared in general, the use of distance education digital tools, different teaching techniques, psychosocial guidance activities came to the fore. Education Informatics Network (or simply EBA) has provided many professional development training opportunities in the form of seminars and courses for teachers during the Covid-19 pandemic. The focus of this study is the evaluation of distance professional development training programs according to the views of teachers who participated in disaster education, museum education, project consultancy, academic support training, which were carried out over the EBA during the epidemic period and can be attended by teachers from all levels and branches.

Methodology

The research is a quantitative study and descriptive research method was used and it was prepared in accordance with the survey model. Descriptive survey model is research conducted on large groups, in which the opinions and attitudes of the individuals in the group about a phenomenon and event are taken, and the phenomenon and events are tried to be described (Karakaya, 2012). The data were collected by using the "e-Professional Development Programs Evaluation Questionnaire" developed by the researchers through online forms sent to volunteers among teachers working in a metropolitan city in the Aegean Region in Turkey. The questionnaire consisted of 9 questions including demographic information and 27 items evaluated with six-point Likert-type scaling, grading from Strongly Disagree (1) to Strongly Agree (6) for e-professional development studies. There are 6 items for professional development needs, 3 items for contribution to professional life, 10 items for the quality of e-professional development studies, and 8 items for problems experienced in e-professional development studies. 161 teachers (106 female, 55 male) who participated in EBA professional development programs between March-May 2021 participated in the study. 63 of the participants (39.1%) had 11-20 years of experience, 94 (58.4%) of them were graduated from the Faculty of Education, 46 (28.6%) of them were graduates of the Faculty of Arts and Sciences, 89 (55.3%) of them work in a high school and 35 (21.7%) of them work in a primary school.

Results

According to the research findings, the results focused on 'I agree' with an average of 4.69 for the opinions of teachers about the need for distance professional development programs, 'I agree' with an average of 4.75 for their views on contribution to professional life, 'I agree' with an average of 4.73 for their views on the quality of distance education professional development programs, and the opinions about the problems experienced in distance professional education programs are as follows: It is seen that they emphasize the option 'I partially agree' with 3.96. Through continuous professional development, teachers can broaden their field knowledge, be aware of the latest developments in their field, and adapt their skills to their institutions (Reese, 2010). Borko (2004) and Darling-Hammond (2000) revealed that quality professional development can change teacher practices and positively affect student learning. In this context, they argued that there is evidence qualified teachers can make a difference in student learning in the classroom and at school. Participants stated that they would like to receive training on training coaching-mentoring, content knowledge, the use of Web 2.0 tools, drama and storytelling. Drage (2010), based on the research results of Yamagata-Lynch and Haudenschild,

stated that the lack of time in professional development, economic problems and the training he received on the subjects of professional development that he believed was not needed by the teacher had a negative impact on their view of professional education. Trainings on different subjects offered by distance education can be diversified according to personal interests and needs of teachers. It can be said that traditional courses and seminars are ineffective because they are focused on theory rather than practice, far from the context, do not offer monitoring and feedback, and are conducted in a didactic manner (Bumen, Ates, Cakar, Ural, & Acar, 2012). Therefore, there is a need for a serious and radical transformation in the professional development of teachers. In the ‘new normal’, it is recommended to plan flexible time distance professional trainings for large masses by making various improvements. In addition, it can be said that the data obtained from this research will contribute to the decision-makers regarding distance education in terms of having a needs analysis.

Keywords: Covid-19, pandemic, professional development, teacher training

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ID-71

Reflections of Teachers' Research Literacy Levels on Professional Development Activities in the Pandemic*

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Introduction

Teachers can be beneficial if they develop their students professionally (Seferoğlu, 2004). Teachers, who are expected to reflect the innovations and technological developments in the education and training process, can follow these changes and innovations through professional development activities. Although professional development models vary in the literature, most models include activities for research, inquiry and examination.

Borg (2009) is of the opinion that teachers' orientation to research is an effective way to find solutions to their professional problems. In addition, the ability to find solutions to individual and professional problems, access information, criticize the acquired knowledge, and apply research results to problems, without depending on traditional professional development activities can be feasible with a teacher's research literacy skills. In this context, it was necessary to examine the reflections of the research literacy of mathematics teachers who are prone to problem-solving skills on their professional development activities during the Covid-19 pandemic.

The aim of the research is to raise awareness of teachers' research literacy in professional development for future periods which can be described as a crisis such as the Covid-19 pandemic, and to contribute to the Ministry of National Education in the preparation of research-oriented programs in professional development programs. In line with this purpose, the problem sentence of the research is "How are the research literacy levels of secondary school mathematics teachers and the reflection of these skills on their professional development during the Covid-19 pandemic period?". The sub-problems of the research are as follows:

1. What is the research literacy level of secondary school mathematics teachers?
2. What are the opinions of secondary school mathematics teachers on the reflections of their research literacy levels on their professional development activities during the Covid-19 outbreak?

Methodology

The research was designed as a sequential explanatory design in which qualitative data were used to explain the quantitative data in depth. The accessible universe of the research consists of mathematics teachers working in public schools in İzmir. Quantitative data were collected from 422 mathematics teachers selected through simple random sampling from the accessible universe. In order to collect qualitative data, a sample of 12 people was formed from the teachers who volunteered to participate in the second stage of the research, using the maximum diversity sampling method.

"Teachers' Research Literacy Skills Scale" developed by Yıldız, Kılıç, Gülmez and Yavuz (2019) in a 5-point Likert scale type with 26 items was used as a quantitative data collection tool, and a semi-structured interview form with 10 questions prepared by the researchers was used as a qualitative data collection tool. After obtaining the permissions, firstly, quantitative data were collected online due to the pandemic, and after the analysis, online individual interviews were conducted with the teachers, which lasted for an average of 40 minutes, to explain the quantitative data.

In the research, before the quantitative data were analyzed, measures such as outlier control, sample adequacy, reliability of the scale, reliability and validity measures, the voluntariness of the interviews for the trustworthiness of the qualitative data, the confirmation from the teachers after the interviews, and the comparison of the findings in different time periods were taken. Descriptive statistics (number of participants, mean score, standard deviation, smallest score and maximum score) were used in the analysis of quantitative data, and content analysis was used in the analysis of qualitative data.

Results

The finding of the first sub-problem indicated that the research literacy level of secondary school mathematics teachers was sufficient ($\bar{X} = 4.01$). As a result of the analysis of the data regarding the second sub problem of

* This study was produced from the Marter's Thesis of Nurgül Kendirlioğlu Günhan, titled "Investigation of Mathematics Teachers' Research Literacy in the Context of Professional Development in Crisis Periods" conducted under the supervision of Prof. Dr. Gülsen Ünver.

the teachers, which includes the reflections of the research literacy levels on the professional development activities during the Covid-19 pandemic process, two categories were formed: research literacy and professional development in the pandemic. While the teachers who were interviewed stated that it is important to do research for reasons such as increasing the quality of education, keeping up with the age and the students, they stated that they have deficiencies in scientific research stages and that they can overcome these deficiencies by conducting training or research. In addition, they stated that lack of expectations for teachers to do research of the Ministry of National Education is a limitation for them to do research.

It was determined that the teachers carried out activities related to effective distance education during the pandemic, writing research proposals for projects, and individual research on the pandemic process. Besides, teachers stated that they needed training such as the use of web tools for distance education and mathematics lessons, information technologies, pandemic psychology during the pandemic. On the other hand, some teachers told that the pandemic did not prevent them from doing research as it offered opportunities such as spending time productively and directing people to charity in difficult times, while some teachers stated that there may be difficulties such as not being able to reach libraries and individuals in terms of data collection due to restrictions.

According to the results of the research, suggestions were made for practice and research, such as providing trainings to support teachers in their research, increasing the publications on teacher research, conducting similar research with different samples.

Keywords: Covid-19, mathematics instruction, research literacy skills, researcher teacher, teachers' professional development

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ID-61

Developing the Digital Capabilities of Instructors in Distance Education Process**Zehra Sedef Korkmaz***Artvin Çoruh University, Turkey*
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hilalbilgin91@artvin.edu.tr**Introduction**

While technological developments in recent years provide an opportunity to blend the learning-teaching process with technology, the pandemic period has made the use of these applications compulsory through distance education. Distance education can be defined as "an education process, which is systematic, enables two-way communication, takes place with the use of technology and mass media to support the educational process, without limitation of time and place and increases the equality of opportunity for those who cannot benefit from face-to-face education opportunities" (Moore, & Kearsly, 2005). During the pandemic process, with the transition of formal education institutions to distance education in Turkey, the process of designing education has started for all courses to be given through distance education. Because the transition to distance education requires reshaping teaching at universities and redesigning learning environments (Henriksen, Creely, & Henderson, 2020). The design of distance education courses should provide students with different learning environments and experiences. For this, instructors should benefit from technological tools and design their courses in accordance with distance education. However, it is obvious that many instructors have deficiencies in making effective instructional designs and using technological tools and equipment in the distance education process. In this context, Ak, Gökdaş, Öksüz and Torun (2021) stated in their study that it is quite important to inform the instructors and train them at regular intervals during the distance education process. Besides, with the experiences in the distance education process, Erkut (2020) emphasizes the necessity for the instructors to have an effective training and restructure their courses in accordance with online environment in order to maintain online education effectively in the future. Similarly, the findings of the study by Karadağ and Yücel (2020) demonstrated that the proficiency level of the instructors in using technology was low and the students had the lowest satisfaction with their instructors' digital content/teaching materials. When these current studies in the related literature are examined, the development of the digital competencies of instructors has emerged as a requirement for the effective management of the distance education process.

In this study, the researchers first conducted a needs analysis in order to determine the fields that the instructors need to develop most regarding distance education. As a result of the needs analysis, it was determined that the instructors mostly lacked in instructional design and effective use of digital tools in distance education and hence they needed professional development in these fields. In this sense, the purpose of this study is to develop the digital competencies of the instructors in the distance education process. In order to achieve this purpose, the researchers have planned to provide instructors with a series of professional development trainings to increase their digital competencies in distance education. Before and after this process, both qualitative and quantitative data will be collected and in line with the collected data, it will be investigated whether there is a change in the digital competence levels of the instructors.

Methodology

In this study, embedded mixed design, one of the mixed research models, will be used. The participants of this study consist of the instructors working in Artvin Çoruh University. As a result of the needs analysis carried out by the researchers, an interactive and online professional development trainings program for the instructors on "Course Design in Distance Education" and "Web 2.0 Tools and Application Samples" was planned. During the research process, both quantitative and qualitative data collection tools will be applied to the participants before and after the experimental application and one month after the end of the application. In order to collect the quantitative data of this study, the "Self-Efficacy Perception Scale for Distance Education" developed by Yıldız (2015) will be used. The scale consists of 10 items in 5-point Likert type and three sub-dimensions. The reliability coefficient of the scale was calculated as .86 (Yıldız, 2015). SPSS program will be used in the analysis of the data obtained from this scale. On the other hand, in order to collect the qualitative data of the research, a semi-structured interview form was prepared by the researchers, the draft interview form was submitted to expert opinion, and the interview form was finalized to apply on the instructors. Content analysis through Nvivo program will be used in the analysis of the data obtained from the semi-structured interview forms.

Results / Expected Outcomes

Focusing on improving the digital competencies of the instructors in the distance education process, this study is intended to enable the instructors to effectively design the courses they teach and to use digital tools in their

instructional design process. Based on the foresight that formal education institutions will switch into a blended (hybrid) learning model after the pandemic process, it is thought that this research will contribute to the instructors' ability to design, implement and evaluate an effective learning-teaching environment. In this sense, through this professional development program prepared by the researchers, the instructors are expected to develop effective course design skills in distance education and apply digital tools in course design. It is also anticipated that this study will contribute directly to increase the standard and quality of the courses given in all units throughout the university.

Keywords: digital competencies, distance education, instructional design, professional development

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Teachers' Lifelong Learning Competencies and Individual Innovation Levels in the 21st Century Axis

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Introduction

In order to adapt to the changes in science, economy, technology, education and social fields as society, individuals must be open to innovations and equipped with lifelong learning skills. Changes in the modern world, innovative technologies, increasing knowledge shifted the idea that 'there is an end of education with the concept of "life-long education" (Rybakina, 2018). The European Union Commission (2002) defined lifelong learning as participating in all activities throughout one's life in order to develop the knowledge, skills and competencies one has throughout his/her life. However, in the OECD (2012) report, it is stated that countries that adopt lifelong learning and innovation are constantly developing and progressing, that innovation eliminates inequalities and creates new employment opportunities. The concept of innovation, which is defined as "desire for innovation and change, adaptability" (Rogers, 1995), is among the lifelong learning skills that individuals should have in 21st century. In the twenty-first century, teachers who are responsible for educating the individuals who make up the society, have very important duties. Teachers need to constantly renew their skills and knowledge according to new changes and innovations. In today's world, the role of the teacher is becoming complex and multifaceted. The role of the teacher has been constantly evolving from a teaching assistant to a innovator (Dzhurylo & Shparyk, 2019). However, it is possible for teachers to provide all these competencies if they have innovative and lifelong learning skills (Coolahan, 2002). Considering the relationship between these two concepts and the development of the individual, it has been determined that there are limited studies examining the relationship between lifelong learning competencies and innovation in Turkey in the cases of teachers. In this context, considering that teachers are the best role models and exemplary individuals for their students starting from an early age, it is required to explore if teachers have lifelong learning competencies and innovativeness levels. For this reason, this study aimed at revealing teachers' lifelong learning competencies and individual innovativeness.

Methodology

This study, exploring the lifelong learning competencies and individual innovativeness levels of classroom and branch teachers working in the province of Kayseri, is designed in the scanning model. In the study, it was investigated whether there was a significant difference between the individual innovativeness levels of teachers and their lifelong learning competencies. With this aspect, the research was conducted using relational survey model. The sample of the research consisted of 718 teachers, 350 classes and 368 branches, reached by stratified sampling method. The data of the research were collected using the "Key Competencies Scale in Lifelong Learning" developed by Şahin, Akbaşlı and Yanpar Yelken (2010) and the "Individual Innovation Scale" developed by Hurt, Joseph, Cook and adapted into Turkish by Kılıçer and Odabaşı (2010). SPSS 25.0 program was used for the analysis of the data collected in the study. In order to determine the differences between the variables in the analysis of the research data, t-test for Independent Groups and One-Way Analysis of Variance (ANOVA) were used for parametric data, Mann Whitney U Test, Kruskal Wallis Test and TUKEY test were used for independent groups for nonparametric data, and descriptive statistics were also used.

Results / Expected Outcomes

Findings showed that lifelong learning efficacy perceptions of both classroom and branch teachers were above the average, at a sufficient level, and both groups were in the interrogative category within the moderate innovativeness and innovativeness adoption categories. It has been concluded that the lifelong learning efficacy perceptions of branch teachers vary according to gender and the lifelong learning efficacy perceptions of female branch teachers are higher than male branch teachers. In addition lifelong learning efficacy perceptions of branch teachers not changing based on the variable of marital status and educational status. In terms of seniority years, it has been determined that teachers in the seniority group of 6-10 years and 11-15 years have a higher perception of lifelong learning efficacy than teachers with 21 years and more seniority. On the other hand, it was concluded that the individual innovativeness levels of classroom teachers have not been affected by gender, marital status and seniority. In terms of educational status variable, teachers hold undergraduate degree were more innovative than those with postgraduate education. In addition, it was concluded that there was no significant difference between the individual innovativeness levels and lifelong learning competencies of classroom teachers and branch teachers.

Keywords: individual innovativeness, lifelong learning, lifelong learning competencies, teachers.

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