EDUSREF

Education, Society, and Reform Conference

2019

Official Abstract Book

Questioning of Changes in Education:
Looking for Priorities in Education

Ankara, Turkey, 28–29 June 2019

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Questioning of Changes in Education:
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Edited by Mustafa Ozmusul

Contents

About EDUSREF 2019

Education, Society & Reform Research (EDUSREF-2019) is an International Conference that aims to bridge the knowledge gap, promote social research esteem, and produce democratic information for potential education reforms.

As the other social systems, the education systems from pre-school to higher education face the challenges deriving from social, demographic, economic, technological, political, and the other trends both in local and global level. It seems vital to respond to these challenges in short-term and prepare the reform frameworks in long-term for making and preserving education systems more effective than ever before. At least, one of the ways of this attempt is to enlarge and disseminate what we know about education and society.

Main Theme of the Conference is "Questioning of Changes in Education: Looking for Priorities in Education"

Each change or reform initiative in education systems does not produce the expected results. Even, these changes mostly increase the current ball of problems in education systems. Can an education policy or implementation that aims to improve the education quality produce new inequalities or unexpected results? Today also, more than ever, the limited sources entail to draw attention to the essential priorities in education. It is vital to question the changes both today and tomorrow.

Some questions that we should think about may be given as follows:

What are the essential priorities in education?
What kind of changes in education is needless? How are the problems or side effects that appear after the changes in education managed?
What kinds of effects do arise during the changes in the social systems especially in education?
How should the potential changes both today and tomorrow be planned to minimize the social, economic or technological risks?

In this respect we expect the contributions of social researchers dealing with in the conference topic in the field of education, sociology, psychology, philosophy, management, economics, social anthropology, law, social statistics, etc. No particular methodologies will be preferred and we expect the submissions that reflect the widest range of robust and imaginative research designs.

Within the need for improvement in the current changes in social systems, the conference aims also to help education policy makers with reform choices. The conference therefore welcomes a range of topics including children and families, academic achievement, curriculum development, education technology, creativity and innovation, comparative education, life-long learning, educational administration, education and development, international education, leadership, teacher quality, equity, policies and practices, economics, accountability, autonomy and other issues related to the main theme of the conference

From Chair

Producing, sharing, and disseminating the information in this knowledge age that we live in have been universal. But as humans we still need to find true and ethical information, to explore real priorities, and to learn how to use the sources that we have for useful purposes. The education systems as social institutions can at least aim to achieve this process to be reformed in a good way that missed.

All we as academicians, teachers, policy makers, theorists, implementers, public and private institutions, NGOs, everyone in this universe in short,   both locally and globally should be more connected to make real collaboration, and each of us should learn from each other.

I would like to thank the all people who are scientific committee, keynote speakers, session chairs, paper presenters, and who contribute to establish the first EDUSREF 2019 conference which as designed as a boutique one but hoping to be insightful, efficient and impressive.

I feel sure that the next part of the EDUSREF events will gladly continue.

Have a good conference!

Cordially

Mustafa Ozmusul

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Keynote Speakers

	Mehmet Demirezen, Ph.D. Professor Chairman of English Language Education Department, Ufuk University Speech Title "Pausing as Sustained Juncture in spoken English: Clues for Turkish English Teachers"
	Suleyman Sadi Seferoglu, Ph.D. Professor Department of Computer Education and Instructional Technology (CEIT), Faculty of Education, Hacettepe University Speech Title "Industry 4.0 and Digital Transformation: Education of the Future? or The Future of Education?"
	Fatma Mızıkacı, Ph.D. Associate Professor Dept. of Curriculum and Instruction Faculty of Educational Sciences, Ankara University Speech Title "Education of the Generation Z: Dilemmas, Challenges, and Opportunities"
	Davud William Samuel Peachy, Ph.D. Assistant Professor School of Foreign Languages Duzce University Speech Title "Learning Versus Teaching: A Real Student Seizes Opportunities and Overcomes Difficulties"
	Saniye Vatansever, Ph.D. Assistant Professor Dept. of Philosophy Bilkent University Speech Title "Gender Equality and Inclusion"

Conference Programme

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A40. Another Ethical Dilemma? To Teach or not to Teach Ethics at Tertiary Level Pınar Ayyıldız, Baskent University Hasan Serif Baltaci, Baskent University	
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28 June Friday 2019

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29 June Saturday 2019

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29 June Saturday 2019

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28 June Friday 2019,10:00, Keynote Presentation

Learning Versus Teaching: A Real Student Seizes Opportunities and Overcomes Difficulties

Davud William Samuel Peachy, Duzce University

Abstract

When students enter university, they should not be looking for teaching. Instead they should be looking for opportunities to learn. Professors are at university to do research and publish articles. Graduate students, who often do most of the teaching, are busy with their own study and research, with the goal of academic promotion or tenure. Students have to take the responsibility of learning upon themselves. Most students and their families expect teachers to teach them from an early age by forcing or "spoon feeding" knowledge into them. However, it is not the teacher who does the work. A teacher cannot learn for the student. Students must fill their own brains and practice for themselves. First, students have a huge responsibility to get serious with themselves. They must do what is necessary, first to learn and then to retain what they have learned. Especially for a new language, as with any skill, learning requires continuous, sustained effort and daily practice. Any study plan should be based on small, continuous and repetitive steps, proceeding from the familiar to the unfamiliar. Good study habits accompanied by a healthy lifestyle, physical activity and nutritious food should form the basis for learning at any level. While instructors cannot make students think, they must devise curricula, strategies and methods that will create a thirst and a hunger in students to learn now, as well as later, when they leave their professors' guidance and their universities.

28 June Friday 2019,10:30, Keynote Presentation

Education of the Generation Z: Dilemmas, Challenges, and Opportunities

Fatma Mızıkacı, Ankara University

Abstract

Generation Z is a term used to define the characteristics of the people who were born between the years 1995 and 2005. The main characteristics of this generation is described that they are the first fully digital generation. The generation gap between Gen Y and Gen Z is much deeper than the gap between any other generations. This gap has emerged due to several swift changes in technology and science. Due to using technological devices intensively, generation Z is identified as having a smart capacity of rapid response and being connected that keep them in immediate responses and continuous interaction. It is argued that their personality is also shaped in their digital world as i.e. they consider themselves as experts and competent in internet technologies. This self-esteem may positively lead independency in creating own solutions as well as being globally minded persons. Also, in their college life they tend to be more career-focused earlier and more selective in learning specific skills and knowledge. However, some of the consequences of being fully digital show negative effects on learning processes. For example, being multitaskers and task switchers may cause deficiencies like Acquired Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder. Educators can have students involved in outside play, sports and hands-on learning activities as these students expect to be fully engaged and to be a part of the learning process themselves. Similarly, interactive games, collaborative projects, advance organizers and challenge games can be appreciated among the generation Z students. Consequently, as we are in a postdigital education era, the humanization of digital technologies with alternative teaching and learning models through participation, interaction and collaboration in which the role of the educator is redefined can be a new approach to close the digital divide.

29 June Saturday 2019, 10:00, Keynote Presentation

Pausing as Sustained Juncture in spoken English: Clues for Turkish English Teachers

Mehmet Demirezen, Ufuk University

Abstract

Junctures, as suprasegmental cue, are the mode of transition from one sound to another, or from one word to another, phrases, or clauses and sentences in speech. In phonology, junctures are suprasegmental phonemes that signal the set of features in speech that enable the hearers to detect boundaries in forms of thought groups in utterances. Junctures are accompanied by the volumes of sounds by means of pitches in forms of ups and downs voice. That's why junctures as components of intonation are more than merely being pauses because they signal transition and division between words and word groups by giving directions to speaking skills as a matter of fluency feature. The sustained juncture, which is one of the 7 types of junctures in English, indicates the need for a slight or moderate, or long pause between or among thought groups in longer utterances, which are called macro-level occurrences of speech incident. In this presentation, the occurrences of sustained juncture phoneme as a pause-maker in phrases, clauses, sentences, paragraphs, and dialogues will be demonstrated by means of audio-based authentic texts. It will be indicated that a change of places of sustained juncture in the sentence logically change the meaning of the phrases, clauses, and sentences in paragraphs, dialogues, or other larger texts. Keywords: suprasegmental, intonation, pitch, juncture, pausing, fluency

29 June Saturday 2019, 14:00 Keynote Presentation

Industry 4.0 and Digital Transformation: Education of the Future? or The Future of Education?

Suleyman Sadi Seferoglu, Hacettepe University

Abstract

The changes in societies have so many different aspects to evaluate. The developments in technology has an important role in changes in societies. In order to see a bigger picture of how technological developments changed the society, it would be a good idea to take a look at how the industrial revolution has evolved from the past to the present. The modern industry has seen great advances at the beginning of the industrial revolution in the 18th century. For centuries, most of the goods were manufactured by hand or by using work animals. This changed at the end of the 18th century when the manufacturing processes were made available. The progress from industry 1.0 to industry 4.0 was rapid.

The first industrial revolution (Industry 1.0) was the transition to new manufacturing processes using water and steam. During Industry 2.0 era (the period between 1760s and around 1840), new technological systems were introduced, most notably superior electrical technology, which allowed for even greater production and machines that are more sophisticated. Industry 3.0 (around 1970) involved the use of electronics and information technology to further automation in production. Automation advanced considerably because of the availability of the Internet, connectivity and renewable energy. Industry 4.0, the 4th industrial revolution is the era of smart machines, storage systems and production facilities. Some of the key elements of this era are the Internet of things (IoT), cloud computing, big data, augmented reality, simulation, and cybersecurity.

On the other hand, recently a new concept called Society 5.0 was introduced by Japan's "5th Science and Technology Basic Plan". Society 5.0 could be defined as "a human-centered society that balances economic advancement with the resolution of social problems by a system that highly integrates cyberspace and physical space". Society 5.0 has steps similar to the transformation from Industry 1.0 to Industry 4.0. It follows the hunting society (Society 1.0), agricultural society (Society 2.0), industrial society (Society 3.0), information society (Society 4.0), and super smart society (Society 5.0). The key elements of the Society 5.0 are the ones mentioned in the Industry 4.0, including the Internet of things (IoT), cloud computing, robots, health, economic development, big data, augmented reality, simulation, and cybersecurity.

The widespread use of information and communication technologies leads to changes in social structure in various types and levels. Depending on the changes occur, institutions are undergoing different types of transformations. In this process, social institutions are affected in different ways. For instance, new tools and practices are made available in educational institutions. In addition, students are expected to acquire new knowledge and skills in schools. In addition, because the new generation are known as digital generation, in other word the digital citizen, the parents also need to be provide with the opportunities with acquiring new knowledge and skills needed in the new changing world. Educational institutions will take the responsibility in designing and presenting all these opportunities. Therefore, it is important to keep in mind that education is the key sector that provides the necessary environment for training professions of the future.

Keywords: ICT, society 5.0, education 1.0-4.0, problems in online environments, new literacies, 21st century skills, digital citizen, digital parent, digital teacher, lifelong learning

29 June Saturday 2019, 14:30 Keynote Presentation

Gender Equality and Inclusion

Saniye Vatansever, Bilkent University

Abstract

Generally philosophy teachers' goal is twofold: (i) to help students learn about the history of ideas and (ii) to help them become independent thinkers themselves. To be an independent thinker one must not only know about others' ideas but also have the skills necessary to produce original thought. This, however, requires certain skills, such as critical and analytic thinking, ability to look at things from a different perspective, and expressing one's ideas in a clear and compelling manner. That is why while teaching philosophy instructors aim to help students learn about the history of ideas as well as acquire certain abilities through various different teaching methods and assignments. Unfortunately, we see serious problems in both counts. First, there has been a systematic focus on the works of white Western male philosophers exclusively. Thus students are exposed to an inaccurate and incomplete representation of the history of ideas because the philosophical works of women and members of minority groups have been disregarded and excluded from the canon. Thus, when asked to name a philosopher, students would talk about Socrates, Plato, Aristotle, Augustine, Aquinas, Descartes, Locke, Berkeley, Hume, Kant, Hegel, Mill, Marx, Russell, Wittgenstein, Quine, etc. Yet, they would be ignorant of the women philosophers who helped shape the history of philosophy, such as Diotima, Hypatia, Anne Conway, Margaret Cavendish, Mary Astell, Fatma Aliye Hanim, Nezihe Muhiddin, etc. Ignoring the women philosophers and excluding their work from the syllabi implies that only men can be philosophers. In this respect, disregarding women philosophers' work perpetuates the harmful myth that women are not capable of intellectual activities. In order to make philosophy education and the profession in general more inclusive, however, we need to do more than revising the content of our syllabi. As mentioned before, the teaching style is as important as the content of the course. When philosophy is taught in an aggressive and combative way and the class discussions are not moderated in way that creates a safe and positive atmosphere for everyone, philosophy would be appealing to only a small group of students. In order to encourage participation of the members of under-represented and under-privileged groups, students should learn to be respectful to each other during the class discussions. In this paper, I examine whether the aforementioned changes in philosophy education can solve the problem of gender equality in philosophy departments in Turkey. More specifically, I investigate the structural and systematic reasons for the gender inequality philosophy in Turkey. When we look at the numbers, we see that while women form the majority in undergraduate philosophy programs, there is a considerable decrease in the number of women in senior and administrative positions in philosophy departments in Turkey. Some of the questions I consider include the following: Do women simply lose interest in advancing in academia or do they face more obstacles than men as they advance? Why are there fewer women in privileged and administrative positions? What are the problems that women in academia face and how can we solve them?

28 June Friday 2019,11:30-13:00, Oral Presentation, A27

Visual Interactive Text Books for Millennial in University Education

Arshad Taseen, Bishop's University

Abstract

A rapid progress in technology and the popularity of tablets, smart phones, and development of e-book applications have brought their use as a learning tool under the spotlight. eLearning concepts have taken on a new meaning. Initially e-books were static paper books presented electronically on platforms like Kindle. With these devices, one could flip pages, search content, highlight words, and increase font sizes. There was a time e-books felt magical. Several books could be stored in a tiny device, providing immense portability and never gave paper cuts. With advancement in technologies in the last few years, Enhanced e-Books or Visual Interactive (VI) books are becoming a new digital publication standard that allows easy integration of video, audio, animation and interactivity. It holds potential to be the next evolution in university text books – with it a new learning environment for on-campus and as well as off-campus or distance education students. However, it is not without challenges for its authors as well as universities to exploit the opportunity that new technologies provide. This paper provides some challenges faced in writing a visual interactive book in the field of statistics for business students. It also suggests that collaborative work and university policies would help facilitate bringing education to young millennials.

Keywords: Visual Interactive Books, e-Learning, e-books

28 June Friday 2019,11:30-13:00, Oral Presentation, A40

Another Ethical Dilemma? To Teach or not to Teach Ethics at Tertiary Level

Pınar Ayyıldız, Baskent University

Hasan Serif Baltaci, Baskent University

Abstract

This study aims to inquire into the potential benefits of adding an Ethics course/series of courses of compulsory nature into all tertiary level teaching and learning going on in Turkey with a view to enhancing the overall awareness of morality and moral issues including the relatively novel and emerging ones like environmental cases. It would be fair to state that Ethics is one of the most 'popular', valid, working and living areas of Philosophy (Gulcan, 2015) even thousands of years after its recognition in human life. What is more, it would not be wrong to believe that teaching and hence education itself is an attempt with its inherent moral and ethical dimensions, tertiary level-in most cases-being the end phase of this process in one's academic life. Therefore tertiary level ethics education could be the last formal chance to learn about and more importantly internalize Ethics with all its main components in order to fully realize humanistic and intellectual expectations belonging to societies and on the part of the individual, meaning to get closer to self-actualization. In fact, university life ideally would, if not should, refer to growing up/becoming into a whole person for all, alongside gaining the necessary academic and professional notions at a desired level. To that end ethics courses can pave the way for learners' gaining more insights into moral discussions, making sound ethical choices as well as appreciating humanistic values on their way of becoming humans. It could be said that Ethics is without boundaries and beyond ages since despite the constant flux of thought, at a very base level, Ethics strives for a cohesive society (Downs, 2012, p.1) in light of simply what is good and what is not (or what is evil). Mostly Ethics and morals are used interchangeably in varying contexts yet the former usually means human practices and the latter is a more systematic and theoretical approach towards human practice (Aydın, 2000; Churchill, 1982). On the other hand Ethics, bearing in mind its numerous elements, is not only related to actions of humans but also to those of institutions at a larger scale (Mathur and Corley, 2014, p.137). Thusly it could be reiterated here that Ethics is an integral part of a person's life at micro level and of a society at macro level. Taking into account all these, this study intends to shed more light to the reasons behind including Ethics courses in university curricula through checking some relevant examples from Turkey and abroad also via evaluating the overall feasibility of such an effort (who would teach these courses/the details of delivery and so on) and by revisiting the possible outcomes of this for individuals and Turkish society. There indeed are some specific Ethics courses offered to certain students of several departments at differing universities of Turkey and abroad however a need seems to arise for a more inclusive one for Turkey targeting all.   The study has a qualitative structure and related literature pertaining to areas of higher education and Philosophy are analyzed to be able to construct meaning and hence develop empirical knowledge (Corbin and Strauss, 2008). That is to say the study is designed qualitatively to analyze the literature identifying the promising place, role and function of teaching and learning of Ethics for university students. In addition, current practice worldwide is explored in that sense. The findings so far indicate that Ethics courses can benefit university students teaching them crucial concepts such as integrity, virtue, justice and many others calling for a reform in the curriculum accordingly.

Keywords: Higher education, tertiary education, university, Ethics.

28 June Friday 2019,11:30-13:00, Oral Presentation, A23

Opinions of the Students Who Prefer the Department of Arabic Translation and Interpreting Studies at the Faculty of Humanities and Social Sciences of Yıldırım Beyazıt University in Ankara

Hacı Yılmaz, Yıldırım Beyazıt University

Abstract

This study was carried out in order to determine the expectations of the preparatory class students, who preferred the Department of Arabic Translation and Interpretation, Faculty of Humanities and Social Sciences, Faculty of Humanities and Social Sciences, Ankara Yıldırım Beyazıt University in 2017-2018 Education Year as a result of their choice of education and their expectations. In this study, six open-ended questions were asked to the students. The answers were grouped with codes and the situation was evaluated according to the findings. After the evaluations made, it was concluded that the prep class students of this period generally chose the department they read in their own wishes and they wanted to be proficient in the Arabic Language field, especially in the field of translation and interpreting, and that the desire to learn the current Arabic language was the dominant element in the elections.

28 June Friday 2019,11:30-13:00, Oral Presentation, A47

Examining Teacher Candidates' Learning Strategies With Regard To Various Variables

Senol Orakci, Gazi University

Yalcin Dilekli, Aksaray University

Abstract

Each learning process requires a method or strategy to be adapted to the main purpose of learning. The questions to be answered during the learning process are how to use which strategies. People are interested in different strategies and learn through a variety of strategies while learning. The aim of this study is to determine teacher candidates' learning strategies in terms of different variables. For this purpose, the following questions were addressed. These were: "Do teacher candidates' learning strategies differ in terms of their gender?", "Do teacher candidates' learning strategies differ with respect to the departments they attend?", "Do teacher candidates' learning strategies differ with respect to high school types that they graduated from?", and "Do teacher candidates' learning strategies differ with respect to grade level of them?". This is a descriptive research study conducted using survey model. The study group consisted of 757 teacher candidates in Aksaray University in Turkey during the 2018-2019 academic year. As data collection instruments, a personal information form was developed by the researchers and "Learning Strategies Scale" developed by Ataseven (2014) was used. Research findings showed whether or not teacher candidates' learning strategies differed in terms of their gender, the departments they attend, high school types that they graduated from, and their grade level. In this context, the results of this study were discussed with other similar studies about teacher candidates' learning strategies.

Keywords: Teacher candidates; Learning strategies; Strategy.

28 June Friday 2019, 14:30-16:00, Oral Presentation, A32

Investigation of the Individual Innovativeness Levels of Teacher Candidates

Senol Orakci, Gazi University

Abstract

The main aim of education is to make people a harmonious member of the society in which they live and to equip them with the knowledge and skills required by the age. In order to achieve this goal, individuals need to be trained to be able to adapt and contribute to the changes and developments happening in the society and the world. It is important that the innovations to be implemented in education are adopted and used effectively by the teacher candidates who will teach using the new one. In this context, it was aimed to determine the level of individual innovation of teacher candidates. For this purpose, the following questions- "How is the distribution of the individual innovativeness levels of the teacher candidates?", "Do the individual innovativeness levels of the teacher candidates differ with regard to their gender?", "Do the individual innovativeness levels of the teacher candidates differ with regard to their class levels?", and "Do the individual innovativeness levels of the teacher candidates differ with regard to their departments?" were sought. In this study, the survey model was used as research model. The study group consisted of 331 students attending Aksaray University Faculty of Education in 2018-2019 academic year. As data collection instruments, "Individual Innovativeness Scale" developed by Hurt, Joseph and Cook (1977) and adopted into Turkish by Kılıcer and Odabasi (2010) and a personal information form were used for the study. Research findings showed whether or not the level of individual innovation of prospective teachers differed with regard to their gender, their class levels, and their departments. Within this context, the results of this study were discussed with other similar studies about individual innovation of teacher candidates.

Keywords: Individual innovativeness, Teacher candidates, Innovativeness.

28 June Friday 2019, 14:30-16:00, Oral Presentation, A18

The Integrating of ICTs in the teaching of the Physical sciences in Morocco: Challenges and Obstacles

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Oussama Dardary, Hassan II University of Casablanca,

Malika Tridane, Regional Center for Education and Training Casablanca Anfa & Hassan II University of Casablanca,

Said Benmokhtar, Hassan II University of Casablanca,

Said Belaaouad, Hassan II University of Casablanca,

Abstract

Information and Communication Technologies (ICT) are essential educational tools, the measures undertaken to integrate them into the Moroccan education system are multiple. This study conducted with 150 teachers of Sciences of the physical sciences (PC), aims to present a diagnosis of the reality of the use of ICT in the teaching of PCs in high school qualifying in Morocco, to identify the perceptions of teachers of PCs the real benefits of the educational integration of these resources in education and also, according to the teachers' own conception, to determine the main factors that hinder or facilitate the effective and efficient integration of ICT in teaching practice. The overall results of this research point out that there is limited use, despite the fact that the majority of teachers interviewed are convinced of the wealth of educational opportunities brought about by the integration of ICT into teaching work. Thus, the ICT mainstreaming projects in the Moroccan education system should take into account the main constraints highlighted in this research in order to integrate on a stronger bases the digital age in our schools.

Keywords: ICT, education, system, Morocco, PC

28 June Friday 2019, 14:30-16:00, Oral Presentation, A16

The feasibility of applying the Finnish approach in Morocco

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Abstract

This article aims to shed light on the Finnish experience in education, its achievements in this field and the follow-up of the causes and the most important achievements of this excellence, while reviewing the characteristics and the most important orientations of the school system, through the conditions of teachers and their high-level preparation systems, which contributed to this significant difference in educational competition between Finland and other countries. In this sense, the present study was conducted to answer the questions that have been raised and remain interesting and can be expressed in the following question: What are the characteristics of the Finnish education system and how can this approach be applied in Morocco?

Keywords: Finland, education system, teachers, Morocco.

28 June Friday 2019, 14:30-16:00, Oral Presentation, A17

Impact of New Technologies on the Academic Performance of Students: the Case of Smartphones

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M. Talbi, Hassan II University of Casablanca

A. Bahloul, Hassan II University of Casablanca

Abstract

This study aims to explore and analyze the link that can exist between the misuse of Smart phones and the productivity of students. In other words, this study consists in providing testimonials through the behavior of students using their Smart phones. Certainly, several variables can affect the performance of university students. Nevertheless, these variables remain important to analyze given the attachment of young people to new technologies and the place occupied by smart phones in everyday life. To measure this impact, we drew on the steps of Churchill's paradigm to develop a questionnaire and conduct a comprehensive field study by collecting data whose purpose is to estimate reliability and validity.

Keywords: New technology, smart phone, productivity, reliability, validity

28 June Friday 2019, 14:30-16:00, Oral Presentation, A64

Biology Teacher Candidates' Awareness About Biomimicry

Alev Cakir, Gazi University

Alev Cakir, Gazi University

Abstract

The aim of this study is to inquire the awareness of prospective teachers regarding biomimicry and to expand their insight that could help them adapt to new curriculum in education more quickly by enabling them to develop innovative and creative educational models with the concept of biomimicry. How to teach biomimicry in education is still debatable and research on the subject is limited. This study sought answer to the question: What is the viewpoint of prospective biology teachers to the concept of biomimicry and how aware are these prospective biology teachers of the designs in nature in terms of some variables? A survey-type research model (field research) within the scope of descriptive research methods was used in this study. Study population is comprised of prospective teachers of the Department of Biology Teaching. Study sample includes 78 freshmen to senior university students studying at a state university in Ankara. Data of the study was obtained by "biomimicry awareness survey" prepared by the researcher with expert opinions. The survey includes 19 questions in a 5-point likert scale. Cronbach's alfa value of the 19 items in the survey was found as 0.857. When difference between the items was assessed, all items were found to be different from each other ($p<0,001$). Under the assumption of additivity, all scale items were thought to be addible and worked on mean value. Hotelling T2 test showed difference between the items. SPSS statistical package was used for the analysis of the obtained data. The relation between sex, year of university education and academic success variables of prospective teachers and their awareness of the concept of biomimicry was investigated with Independent Sample T-test. Rate of agreement to the question "inspiration from nature provides quick reach to solution in problem solving'" was higher in males than in females among prospective teachers ($p=0.032$). Agreement to the statement "Biomimicry is an artificial method that mimics nature" was found to be higher in students closer to their year of graduation ($p=0,019$). It was understood that awareness level also increased parallel to the year of university education. Academic success of prospective teachers was found to be effective in their awareness of the concept of biomimicry. Regarding the statement "Biomimicry includes the design and the designer to the process and aims at developing creative solutions inspired by nature itself", it was seen that the difference between the students familiar and unfamiliar with the concept was significant ($p<0,001$). Teaching the concept of biomimicry and increase in the practices to expand the awareness of prospective teachers on this subject will enable prospective teachers to develop more productive studying methods inspired by nature and contribute to the preparation of technology-related educational models.
Keywords: Biomimicry, Technology, Design in nature, Awareness

28 June Friday 2019, 16:30-17:30, Distance Presentation, A57

Teaching Academic Writing through the Use of Reflections

Mira M Alameddine, Rafik Hariri University,

Ghada Chihimi, Lebanese University

Abstract

Schools in Lebanon are divided into two types: Anglophone and Francophone. These schools use the English and French languages respectively, as the language of the main subjects. Usually, these schools teach the second foreign language (English or French) as a third or foreign language. For instance, French speaking schools teach English as a third foreign language (EFL). These learners usually go to private universities that use English as the medium of instruction and therefore become in need of learning academic English. English as a Second Language (ESL) learners usually develop their skills of academic writing in formal instructional settings. However, their cognitive development, emotional experiences and their command of the second language (L2) might affect their proficiency in academic writing. Both ESL instructors and learners recognize academic writing as one of the most demanding features of learning English. ESL learners, particularly those coming from French background in Lebanon, find difficulties in writing persuasive and argumentative texts. This is due to the fact that to be able to produce such texts, writers have to understand the linguistic features of persuasive and argumentative texts (Hyland, 2003). In addition, being able to write cohesively according to the conventions of a specific academic context is even harder for L2 learners to accomplish (Flowerdew, 2002). One strategy to facilitate such learning is through active scaffolding process in the early stages of teaching and analyzing (Ahn, 2012). The aim of this study has been examining the effects of applying a genre approach, reflection, to develop academic writing in a Lebanese local university. The genre approach was used with English sophomore level learners during a 45-hour course. Data was collected through essays the learners wrote throughout the course. The evaluation of the essays revealed that the learners' analytical abilities and their writing products improved. This improvement gave the learners confidence in their abilities which in turn made them overcome their fear of writing.
Keywords: academic writing, reflection, ESL, Lebanon, genre
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28 June Friday 2019, 16:30-17:30, Distance Presentation, A56

Teaching Academic Writing to English 100 Learners at a Local Lebanese University

Mira M Alameddine, University of Science and Arts in Lebanon

Ghada Chihimi, Lebenase University

Abstract

It is always a challenge to teach academic English to learners who come from various backgrounds. As intensive instructors, we need to take into account the learners' educational experience, particularly their knowledge of English. In our instruction, we need to use teaching strategies that are derived from L2 teaching approaches, those that assist L2 learners produce satisfactory levels of writing. Research indicates that by following specific strategies, learners can acquire academic writing better. Based on a template for academic writing developed by Alameddine & Mirza (2016), we implemented our study to investigate whether the template is successful with remedial classes as it was with advanced level of English in a local high school. The study used the qualitative method of collecting and analyzing the data. The results revealed that the use of the template improved the learners' writing in terms of structure and component but not in terms of language.

Key Words: Academic writing, ESL, template, teaching writing
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29 June Saturday 2019, 10:30-11:30, Oral Presentation, A46

Cultural Policy of ELT in Turkey

Omer Gokhan Ulum, Mersin Universitesi

Abstract

The American Heritage Dictionary defines culture firstly as "the arts, beliefs, customs, institutions, and other products of human work and thought considered as a unit, especially with regard to a particular time or social group". Secondly, it refers to culture as "the arts, beliefs, and other products considered with respect to a particular subject or mode of expression". Further, it ascribes culture as "the set of predominating attitudes and behavior that characterize a group or organization". While learning English language, students may develop appreciation for their own culture as well as comprehending and valuing a range of diverse cultures, which is also remarked by the Common European Framework of Reference for Languages (CEFR) via such terms as plurilingualism and pluriculturalism. Cultural policy stands for the institutional practices, activities, principles, standards, regulations, plans and programs that arrange, support, conserve, and embolden any activity related to culture. It was in 1960s when UNESCO firstly promoted the term cultural policy. Typically, this includes an authority's constitution, customs, adjustments, and institutions which bolster and aid cultural diversity. It is crystal clear that cultural policies change across countries. Such policies may be established at local, national, and international levels. This study is based on a phenomenographic research method which is a qualitative research methodology, within the interpretive research paradigm, that inquires the qualitatively diverse ways in which people experience something or think about something. The data of the study were gathered through a semi-structured interview developed by the researcher. The participants of the study were faculty members (N=20) working at different ELT departments in Turkey. The results of the study suggest that faculty members of ELT departments in Turkey are aware of the need of an elaborative cultural policy in their departments, which should be a cornerstone at every language teaching department. Last but not least, the results of the study may supply great help for language teaching departments and policy makers.

Keywords: culture, cultural policy, pluriculturalism, ELT, CEFR

29 June Saturday 2019, 10:30-11:30, Oral Presentation, A45

Graduate Orphans of ELT Departments: A Critical Inquiry

Omer Gokhan Ulum, Mersin Universitesi

Abstract

Language teacher education programs equip student teachers with the knowledge base and opportunities for developing skills and dispositions. Language teacher training is just a part of general teacher training, and most of the movements in contemporary language teacher training emanate from the theories and implementations of general teacher training. The necessity of catching up with the ever developing world has caused language teacher education departments to adapt new policies in order to respond to the needs of student teachers. However, a policy regarding graduate follow-up by language teacher education departments, which checks out the problems faced after graduation, does not seem to be available. Therefore, this study investigates the mentioned issue within the scope of Turkey. Based on a phenomenographic research method, which is a qualitative research methodology, within the interpretive research paradigm, this study interrogates the qualitatively diverse ways in which people experience something. The data of the study were gathered through a semi-structured interview developed by the researcher. The participants of the study were novice EFL teachers (N=20) working in disadvantaged areas in Turkey. The results of the study suggest that ELT departments are inefficient in developing policies regarding the problems of graduates, particularly as to career planning. Above all, the results of the study may supply great help for language teaching departments and policy makers.

Keywords: ELT, EFL teachers, policy, ELT departments, career planning

29 June Saturday 2019, 10:30-11:30, Oral Presentation, A2

Spelling Pronunciation versus Relaxed Pronunciation in Teacher Education

Mehmet Demirezen, Ufuk University

Abstract

Accurate pronunciation is an important part of learning any language, and especially when non-native students are trained to be English language teachers. The problematic issue about pronunciation is that it not just a question of learning or acquiring knowledge, it's a physical skill that one needs to practice regularly for professionalism because there are no shortcuts to perfect pronunciation. Moreover, good pronunciation is more than just mastering individual sounds since it also requires understanding intonation, stress, pitch and junctures. In this respect, first things first, two functional issues come to the stage: Spelling pronunciation versus relaxed pronunciation. Spelling pronunciation depends on the use of a <u>pronunciation</u> that is based on <u>spelling</u> that includes common pronunciation of the <u>silent vowel and consonant letters</u>, as in *t* and *d* in *often* and *Wednesday.* The converse of spelling pronunciation is *pronunciation spelling* which produces the creation of a new spelling form on the basis of pronunciation, as in *"want to be"* and *"going to"* becoming *"wannabe"* and *"gonna",* respectively. In this presentation, why does the issue of the contrastive positioning of spelling pronunciation versus pronunciation spelling in English words, phrases, clauses, and sentences give hard times to non-native prospective teachers of English in Turkey will be discussed by means of audio-examples.

Keywords: spelling pronunciation, pronunciation spelling pronunciation, eye dialect

29 June Saturday 2019, 12:00-13:00, Oral Presentation, A54

Performance-based funding in higher education: A global trend, national forms, complex politics. A four-system analysis

Edmund Adam, University of Toronto

Abstract

Overview Over the past two decades, the cost of higher education has continued to rise at faster rates than inflation. Governments around the world are under pressure to reduce allocations for higher education, while at the same time raising outcome expectations (Jacob, et al., 2018). Increasingly, governments are employing performance-based funding as a reform policy, aimed at efficiency, accountability, and aligning higher education institutions with governments priorities and strategic goals (Dougherty & Natow, 2015). However, performance funding is complex and has various forms that address problems, specific to the contexts in which this funding mechanism is implemented. This study attempts to sharpen the definition of each type, illustrating them with analysis of the technical features of performance-based funding systems in four countries. These include Austria, Denmark, Finland, and Canada (Ontario). The study also discusses a number of political and technical aspects that pose challenges to the capacity of performance funding schemes to achieve the objectives assumed in policy. Methodology The study analyses the funding systems in the systems under study. It attempts to identify any performance orientation. It then looks at technical aspects, such as the type of performance funding employed, metrics of performance, the proportion of funds attached relative to the total government budget for higher education, and the goals pursued in policy. Results Broadly speaking, and counterintuitively, the European systems in the study tie larger proportions of their budget for higher education to performance indicators than Ontario. For example, Denmark ties around 70% of appropriations to performance indicators, compared to a maximum of 2% in Ontario. From a technical vantage point, European performance-based funding models rely more on input (e.g., number of enrolled students) and output (e.g., attainment), whereas Ontario's model focuses more on outcomes (e.g., graduate employment rate). Implications for Policymakers Performance-based funding is complex, and unless it is designed through a negotiated process with different higher education stakeholders, it may not produce the desired outcomes. This is because governments and higher education institutions may not see eye-to-eye on various issues. Another challenge concerns the cost of performance. It may not realistically match the cost of production, which may cause higher education institutions to ignore the incentives or find them too costly to comply with. These aspects are not exhaustive, but they offer glimpse of why performance-based funding is volatile, and sometimes discontinued.
Resources
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29 June Saturday 2019, 12:00-13:00, Oral Presentation, A61

New Approaches For Teacher Training And Usage Of Information Technology In This Context

Haydar Ates, University of Turkish Aeronautical Association

Abstract

Due to their high level interaction between society and the environment, educational institutions can be considered as open systems. As in other systems, educational system also has subsystems, such as "input", "process", "output", "feedback" and the "environment". If we examine a "process" as subsystem, it can be seen as a cycle that is based on four core-emerges "management", "teaching", "cultural", and "politics". Especially, in the reports prepared by reflection of international researches, the teachers, involved in the training process, have been played an important role in academic success along with other factors. In this context; the proposals have been made in research reports, articles and in the literature for teacher training, developing, and improving the quality of education for student academic success. While the education is defined as system, structure, and process, its components also have been into structural transformation. In information era which we are living, the students have been condidered as strategic manpower and the teachers have been specified as strategic educational leaders while educational institutions have been defined as core transformation structure in the center. In this research, the new approaches and implementations of teacher's training and improvement are handled as one of the dimensions of the "teaching" which is subsystem of the "process", in this context, the growing importance of information technology (IT) and discussed the place of IT in teacher competencies and has tried to put forward recommendations.

Keywords: Education process, sub-dimensions of education, raising teacher, information technology

29 June Saturday 2019, 12:00-13:00, Oral Presentation, A1

Questioning of Changes in Education: Looking for Priorities

Mustafa Ozmusul, Harran University

Abstract

Each change or reform initiative in education systems does not produce the expected results. Even, these changes mostly increase the current ball of problems in education systems. Focusing on the main conference theme of EDUSREF (Education, Society, and Reform Conference) 2019, the present study strives to contribute the potential debates on the following questions: *Why are so many changes made in today's education systems? Why do changes in education fail mostly? What kind of essential priorities should today's education systems have? What should policymakers know about the role of changes in education?* To find answer the questions, I investigated the policy documents regarding changes in education and school systems, evaluated the priorities in education declared by the international organizations, and the educational data for policymakers disseminated in national and international level. In conclusion, the study focused on the implications based on the results for preparing potential education reforms. So the conclusion and debate in the paper may be considerable for policymakers in education. It seems that the reform initiatives, the potential changes in the education system and or school systems should be prepared more responsibly than older times.

Keywords: Educational Changes, Education Reform, Educational Policies

29 June Saturday 2019, 15:30-17:00, Oral Presentation, A51

Intervention for Intermediate Students to Increase Psychological Engagement

Fatima Z Allahverdi, Siena College

Abstract

My research occurred within a larger study investigating the efficacy of a complex intervention called the Interactive Strategies Approach –Extended. In my previous research I asked if the fidelity of implementation and the percentage of time allocated to instruction in engaged reader processes predicted comprehension post-test scores, after controlling for comprehension pre-test scores and instructional group homogeneity. Since my quantitative measures did not correlate with the comprehension outcome, I then developed the Instructional Quality and Implementation Coding system to code the first few lessons given by the typical and high change score teacher about the use of purpose setting. Explicit instruction, modeling, levels of scaffolding, and allowing students reflections are important components of teacher instruction. However, teachers can experience confusion about strategies instruction. It is common for teachers to provide guided practice opportunities that are far too removed from the explicit instruction. It can take teachers up to two or three years to be able to teach strategies effectively. Since teachers have difficulty implementing this process, it is important to closely examine teacher instruction, which my study accomplished by utilizing components of both the three-dimensional view of mastery and contingent scaffolding. Two teachers, one whose students had typical change scores in comprehension and one whose students had high positive change scores, were compared in their instruction. The coding system was utilized to look for patterns between the typical and high positive change teacher with regard to their instruction of purpose setting that may have accounted for the discrepancy in their students' progress. Results indicated that the high change score teacher had students who varied in their reading growth. This teacher's highest growth students, as compared to medium and low growth students, were more often provided with explicit introduction of how and why readers set purposes, feedback on purpose setting, and different types of scaffolding. They also set more purposes and returned more often to the purposes that had been set. In contrast, the typical change score teacher's students did not receive as much explicit introduction to the engaged reader processes and were provided with the most frequent inappropriate scaffolding related to purpose setting. These students did not set as many purposes and often failed to return to the purpose that had been set. This study supports previous findings that teachers vary in their ability to provide explicit instruction, model, and create a focused strategy-learning environment. Case studies like mine have limited generalizability, so I recommend that future research be done in order to confirm or disconfirm the findings. Furthermore, since teachers can take up to two to three years to be able to teach strategies effectively, I believe that longitudinal studies could be useful to examine the development of teachers in their instruction. Moreover, it would also be useful to use the coding system I developed to study other aspects of instruction such as the engaged reader processes of predicting and questioning, later consolidation sessions for all three of the engaged reader processes, and the relationship of text difficulty to teacher instruction and student application.
Keywords: Rubric, Qualitative Analysis, Psychological Engagement, Purpose Setting, Comprehension Analysis

29 June Saturday 2019, 15:30-17:00, Oral Presentation, A20

The influence of guidance counselor practices on the orientation of high school student

Nawal Chiboub, Hassan II University of Casablanca
Malika Tridane, Regional Center for Education and Training Casablanca Anfa
& Hassan II University of Casablanca
Said Belaaouad, Hassan II University of Casablanca

Abstract

The School guidance is a very complex procedure, it very often masks procedures for distributing pupils in the various training courses according to criteria and which are in most cases the academic results. Its complexity requires the intervention of several actors (student, counselors, parents, institution, ...) for its realization and to achieve the desired objectives. The school orientation process must ensure the development of the skills of choice making in high school student, coaching and training of guidance counselors practicing the profession, these counselors must help the student in decision-making, to better choose the sector and the trade in the future that suits him, the school guidance is of great interest to the pupil himself and to society in general. The purpose of this study is to conduct an analysis of the school guidance process in Morocco through an analysis of the practices of the school guidance counselor and the school guidance process implemented in high school. The guidance counselor and the pupil are major actors in the school guidance process, in order to give a more precise and clear view of the practices of school guidance counselors in public institutions, especially Moroccan high schools. We will seek to answer the following major questions: - What are the good practices of guidance counselors? - How do guidance counselors accompany and coach students to better orient themselves and inform them about the objectives of the reorientation in high school? Our study is based on a qualitative and quantitative method, we chose as a measuring instrument a questionnaire distributed to guidance counselors in the region of Casablanca - Settat (Morocco), who are responsible for educational guidance in public Moroccan schools (high schools); and who are responsible for helping the student to conduct his own reflection on the direction he wishes to give to his existence. This study reveals very important results on the process of school guidance
Keywords: School Counselor, school guidance process, the practices of the school guidance counselor, the decision-making, the high school student.

29 June Saturday 2019, 15:30-17:00, Oral Presentation, A29

Towards Re-imagining Anganwadi with and for Adolescent Girls

Sam Jacob, Ambedkar University Delhi

Abstract

The paper is inspired by an action research initiative undertaken with the adolescent girls of Anganwadi, in Kirangi village of Dindori district, Madhya Pradesh, India. Anganwadi Centre (AWC) is the platform which provides the services under the Integrated Child Development Services (ICDS) Scheme of the Government of India. With the main focus on childhood care and development, it extends its services to pregnant and lactating women, and adolescent girls focussing on educating and empowering them. Anganwadi worker (AWW) is the key agent to deliver the services provided under ICDS, who ensures community participation and coordinating with other institutions/services for support if needed (Nipccd.nic.in, 2006, pp.10-15 & Sandhyarani et al., 2013, pp. 1277-1280). The action research started with the purpose of mobilizing adolescent girls (AGs). The primary engagements were giving glimpses that AGs have concerns and challenges- like getting dropout from school, marriage right after 18 years, problems in school, fear to take a step towards change, issue of unity- which need attention. With the given services under ICDS for AGs, the paper emphasizes that there is a need to know AGs' needs and concerns, situating them in the context. AWC then can be an institution where AGs have a space to curate it and not considering AWC as only a service providing institution. In the process, it was first required to know about the relationship of AGs with AWC, for the same community score card (a participatory rural appraisal) was used as a tool. AWWs are considered one of the supportive and guiding factors to AGs. Through the tool, it was evident there is a gap in both. One of the primary reasons for this gap is the hierarchical relationship between AGs and AWWs where one will learn and obey while the other will dictate and order. Secondly, AGs need to have a reason to come to AWC- The question remains that why will AGs come to AWC? This paper will focus to elaborate on these reasons. It will also focus on different approaches of expression and engagement (like discussions, storytelling, story writing, picture making, composing and listening to songs of life experience, etc.) helped to bridge the gap to some extent. Simultaneously, attempts were also made towards bringing forward AGs' concerns through this initiative in the same platform. The paper talks about the idea that AWC is not only an institution 'for the community' but also an institution 'of the community' (for this work community is specifically AG). In that sense, to answer the question on implication for potential education reforms; AWCs are considered to give non-formal education or educating in some or the other way. This study implies that along with the services provided by any institution or scheme, it is also necessary to create a space where the community can curate the institution in their own creative way. Here, in the context of the ICDS program, adolescent girls, in particular, are not given voice as participants. At a broader level, the implication for education reform is that different stakeholders need to be given voice and space in the development and running of education programs. Thus, drawing an idea from Freire (2005), in the whole arena of the education system, importance should be given in making the space more participatory than depositor (depositor in the sense, teachers job specified only to giving knowledge or instructor). Keywords: Anganwadi, Institutions, Adolescent girls, Curator, Stakeholders. References: Freire, P. (2005). Pedagogy of the oppressed. New York: Continuum; National institute of public cooperation and child development. (2006). *Hand Book for Anganwadi Worker* (pp. 10-15). New Delhi. Retrieved from http://nipccd.nic.in/syllabi/eaw.pdf; Sandhyarani, S., & Rao, C. (2013). ROLE AND RESPONSIBILITIES OF ANGANWADI WORKERS, WITH SPECIAL REFERENCE TO MYSORE DISTRICT. *International Journal Of Science, Environment ISSN 2278-3687 (O) And Technology*, *2*(6), 1277-1280. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=AE124A52D097BF6E8F535BAE3255EB6E?doi= 10.1.1.684.2381&rep=rep1&type=pdf

29 June Saturday 2019, 15:30-17:00, Oral Presentation, A66

The Social Control in the Government-Run Dormitories in Ankara

Melahat Demirbilek, Ankara University

Abstract

Aim: To study social control mechanisms at the Government-Run dormitories.
Method: Data were collected by the quantitative research through a questionnaire developed by the researcher from 331 students staying in dormitories in Ankara included in the sample have been selected by using a random sampling technique. Chi-square test (χ2), Oneway ANOVA and factor analysis techniques were used for analysis. Findings: 51.7% of students are male, and 48.3% are female. 3% of students are staying at dormitories for one year, 34% for two years, 26% for three years, and 27% for four years. 10.3% of the students in the sample have broken families. More than one-third of the students receive disciplinary punishment both in school and in dormitory (χ2 = 13.1, df=1, p=.00). 25% of students who are punished during secondary education are punished at dormitories (χ2 = 9.66, df=2, p=.008) and at universities as well (χ2 = 35.8, df=2, p=.001). As a result of factor analysis, internal and external control dimensions were obtained. According to this test, there is a difference between the students who are punished at dormitories and who are not with respect to internalized rules (F=3.3, df=2,270, p=.037). No difference has been found between disciplinary punishment at dormitories, and the pressure applied by their parents. (χ2=.001, df=1, p=.982). There are differences between the dormitories with respect to students evaluation of administrators and workers (F=2.3, df=6,320, p=.032). While the administrators/workers of one dormitory are understanding and supportive towards their students, some are cold and hard at different dormitories. There is a difference in approach and understanding regarding the application of rules or social control mechanisms among dormitories (F=2.2, df=2,268, p=.041). Dormitory administrators' attitude towards the students is effective on their decision to stay or to leave the dormitories (F=5.2, df=1,325, p=.023). Differences among dormitories in the applying the rules has been observed between males and females. Significant difference is found between female and male students with respect to external social control (F=8.1, df=1,273, p=.005). Another result is that neither the punishments (χ2=2.8, df=2, p=.243) nor the type of punishments (χ2=1, df=2, p=.593) is important for the decision to leave or to stay in the dormitory. It is also shown that there is no significant difference between the students who tend to leave and who do not, with the respect to duration of stay at dormitories (F=.89, df=1,329, p=.346). Conclusion: There are differences among the dormitories with respect to applications of rules and the approaches to the students. However, they are not different according to the disciplinary punishments they executed (χ2=12, df=12, p=.413). This shows that not the external factors but internal factors really matter for students' conforming the rules.
Keywords: Disciplinary punishment, internal social control, external/formal social control, social control.

29 June Saturday 2019, 15:30-17:00, Oral Presentation, A52

Comparing Instructional Differences and Teacher Preparedness and its Effect on Psychological Engagement

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Abstract

Many students struggle to understand what they read. There are many different types of comprehension strategies that researchers have investigated that facilitate students in their comprehension development. Previously, researchers have often focused on single strategies related to comprehension development; more recently researchers have studied the effects of instruction in using multiple strategies. The use of multiple strategies can assist learners in comprehending the material and constructing meaning as well as monitoring their reading. My current research examines the engaged reader processes (predicting, purpose setting, questioning), which assists students in becoming psychologically engaged in their reading and comprehending the material read. While research underscores the importance of predicting and questioning, there is not as much research on purpose setting. Moreover, while all three strategies have been researched, with questioning and predicting being researched more often, to the best of my knowledge, no research simultaneously examined the three variables of questioning, predicting, and purpose setting. For this reason, the aim of my study was to address the three engaged reader processes. The purpose of my study was to determine the relationship between teachers' instruction of three processes believed to help readers to become more engaged (purpose setting, questioning, and predicting), students' use of these engaged reader processes, and students' comprehension development. An examination of the fidelity of implementation and the percentage of time allocated to instruction of engaged reader processes after controlling for comprehension pre-test scores and instructional group homogeneity indicated that both variables were not significant in predicting the comprehension post-test scores. However, certain correlations were significant. Fidelity had a higher correlation with the comprehension pretest scores as compared to the comprehension post-test scores, suggesting that teachers had instructional priorities other than the engaged reader processes for the students with the lowest entering scores. Moreover, the comprehension pre-test was significantly negatively correlated with the change score, indicating that students who began intervention with higher scores gained less. A case study approach was conducted to identify other instructional variables that were related to student outcomes. For this, two teachers were utilized. One factor that differentiated the effective teacher from the ineffective teacher was the extent to which she planned to address all three of the engaged reader processes. Further, the lesson plans clearly indicated that the effective teacher wrote more detailed plans, and planned on teaching the engaged reader processes in a way that better aligned with the guidance provided by the ISA-X Handbook and professional development.

Keywords: Comprehension, Regression, Student Engagement, Teacher Comparison, Engaged Readers

29 June Saturday 2019, 14:00-15:30, Poster Presentation, A38

Animation Based Teaching for Gifted

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Abstract

Giftedness is the manifestation of performance that is clearly at the upper end of the distribution in a talent domain even relative to other high-functioning individuals in that domain (Subotnik, Olszewski-Kubilius & Worrell, 2011). The education of the gifted individuals require some particular needs such as specific topics according to their skills, subject based and grade based acceleration, learning with like-ability peers and specific curriculum areas (Rogers, 2007). So in this research, it was aimed to examine the effect of student-constructed animations for their learning of the basic chemistry concepts such as electrolysis, the kinds of chemical reactions, gas particles movements, glass electrode's structure. Therefore, the findings of this study were thought to contribute to the gifted education's mentioned requirements. The research was conducted with eight gifted students educating at a school for gifted in Ankara province in the 2018-2019 educational year on the basis of the case study. Student-constructed animations were used as the teaching method. The student constructed the five animations about the basic chemistry concepts was also a gifted. His own teacher guided him throughout the construction of the animations. A computer program was used for constructing the animations. The animations' content validity was checked by the researchers and an experienced science educator. Data collecting devices were worksheets making gifted students draw their images about the chemical concepts before and after the animation based education. The content analysis was utilized for the gathered data and the researchers' and an experienced science educator's coding and categorizing consistency was used for reliability. After coding the data, categories such as scientifically correct image about the concept, partly correct image about the concept and incorrect image about the concept were constructed. At the end of the research, it was found that student-constructed animations were efficient for teaching basic chemistry concepts to gifted students. Before the education, the gifted students' images about the concepts were insufficient; but after the education with the animations, they could construct scientifically correct images of concepts.
Keywords: Giftedness, The education of the gifted, Animations, Image

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