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ABSTRACTS BOOK

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Pusat Pengajian Pendidikan
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EDUCATION CONSULTANCY

II. International Congress of Pedagogical Research

~ Abstracts Book ~

15-16 May 2021

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FOREWORD

It is a big challenge, especially when it comes to publishing high-quality abstracts on today's COVID-19 & Education. This abstracts book provides a wide range of insights into the impact of Covid-19 from pre-school through tertiary level. The abstracts are outcome of the conference in the history with collaboration with Universiti Utara Malaysia and Octagon Education Consultancy, which is completely conducted on digital platforms due to the COVID-19 pandemic. It is our pleasure to provide abstracts of esteemed guests in this 2-day conference who have come from various walks of life from Turkey, Australia, Malaysia, Indonesia, Portugal, South Africa, Philippines, China, Pakistan, Kenya, etc.

Our congress is an international interdisciplinary conference which invites scientists, independent researchers, and researchers from all over the world to meet and exchange their current ideas. The main purpose of the International Congress of Pedagogical Research is to bring together researchers and education professionals from different geographies around the world, to share experiences and to develop common solutions. Experiences during the pandemic process are crucial for educational research to shape future instructions form pre-school to higher education. The conference focuses on the changing dynamics of education around the world as a consequence of the COVID-19 pandemic. We have experts from all over the world who contributed their ideas for two days and share their thinking, knowledge, and views with the rest of us. The major outcome of this conference is to provide national and international frameworks for changing education systems worldwide. In addition to that providing solutions for instructional practices during social distancing that caused by the COVID-19 pandemic.

We want to thank all the delegates in the country, school bodies throughout the country, in particular School of Education College, UUM, Octagon Education Consultancy, delegates from all countries. Thank you all those members of the Committee, moderators, keynote speakers, workshop presenters, the organisers of this conference, who made this book a reality for the world. Special thanks to Prof. Dr. Kobus Maree, Prof. Dr. Wee Tiong Seah, Assoc. Prof. Dr. Jones Irwin, Assoc. Prof. Dr. Arumugam Raman, Assoc. Prof. Dr. Ismini Vasileiou for their valuable and contributory keynotes and workshops.

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May,2021

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KEYNOTE SPEAKERS

~ Rekindling people's sense of hope and purpose during and after the Covid-19 pandemic:

The value of group (self- and) career construction counselling ~

Prof. Dr. Jacobus Gideon Maree

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http://www.kobusmaree.org/

This paper provides context for innovating, updating, and expanding counseling for (self-) and career construction and clarifies the theory underlying an innovative, integrative qualitative+quantitative approach to career counseling. Three key ideas recur throughout the presentation. First, the idea that career counselling professionals should not dispense "advice" to people. Instead, they should enable their clients to advise themselves. Second, the imperative to listen for instead of to their clients' stories to help them design themselves, choose and construct careers and themselves, become more adaptable and employable, manage their careers adequately, clarify their career-life identities, enact purpose- and hopeful lives, and matter to society (make meaningful social contributions). Third, the idea of enabling people to connect what they know about themselves consciously with what they are (largely) aware of subconsciously only to promote career choice making, crafting their mission and vision statements, and taking the action needed to facilitate forward movement in their career- and personal lives.

The paper confronts some of the main challenges posed by Work 4.0 (and the impending Work 5.0) on the workplace but also with the challenges associated with the Covid-19 pandemic. Ultimately, it aims to promote career counselors' ability to help people not only "survive" but rather "thrive" and flourish at a time when occupational contexts no longer "hold" workers in the way they used to, the coronavirus pandemic is fundamentally adversely influencing and disrupting the workplace and the personal lives of workers, and some people speculate that the future of work itself is at risk. The paper concludes by discussing 12 key lessons learned during multiple group career construction projects conducted during the past 20 years. The importance of contextualizing all research and abstractivizing all findings at all times is emphasized.

~ **No return to normal: School education after the pandemic** ~

Prof. Dr. Wee Tiong Seah

The University of Melbourne, Australia

The COVID19 pandemic which began in 2020 had led to school closures around the world at a scale not seen since the 1918 Spanish flu epidemic. According to UNICEF data,

schools around the world were closed for about half the intended operational time (i.e. an average of 95 instruction days) between Mar 2020 and Feb 2021. Understanding how this disruption to school education worldwide might affect the shape of school education itself will allow teachers and other educators to better plan and contribute professionally to educating the young generations and to building stronger communities.

Amongst the potential changes and constants in school education, the impact on the wellbeing of generations of students to come will be emphasised in this talk. It is the responsibility for all teachers and educators to foster the different aspects of student wellbeing, including educating students to better control and regulate their personal sense of wellbeing to guard against future life disruptions. This should not – and cannot – be a task left to professional counsellors and psychologists alone. Teachers can start with fostering students' domain specific wellbeing. Values teaching – an integral part of classroom teaching practice – provides a powerful starting point.

As economies shut down and restart, and as schools close and reopen as well, the challenge would be for us to keep reminding ourselves that there is no return to normal as we know it. School education cannot afford to operate 'business as usual', but as the focus on student wellbeing in this talk demonstrates, teachers and educators already have some tools to work with/from. Paradoxically, as a profession and as a civilisation, we will need to keep engaging with change in order for us to stay the same.

~ We Are All Existentialists Now! – Responding to the Pandemic With A Vision for Existential Education ~

Assoc. Prof. Dr. Jones Irwin

University College Dublin, Ireland

This conference takes place as yet another societal 'lockdown' under the changeable conditions of Covid 19 begins to re-open in specific countries, while in other countries (such as Brazil and India) the pandemic intensifies with catastrophic results. But if the latter is the

most seismic health crisis in living memory, it is also just as much an unprecedented crisis for education and society. In times of such crisis and the re-evaluation of much that was previously held as common sense, we need to turn to philosophers and educators who can inspire us to find ways out of (or at least better and more socially just ways of dealing with) the current malaise.

In this paper, I will explore how the themes of an 'existentialist' tradition in philosophy might help us to reimagine our education systems and our world. This existential tradition of thought has always had specific influences on education theory. I will look to how, for example, Paulo Freire's theory and praxis of education takes its inspiration from the existential philosophies of Sartre, Beauvoir and Fanon amongst others. Each of these influences allows Freire's own existentialist education vision to foreground crises for the individual subject, for gender and for race and ethnicity.

While Paulo Freire's work so often calls attention to the deprivations and exploitations suffered by the weakest in our society, at no stage does Freire's work succumb to a negativism or a pessimism about the possibilities of transformation. To the contrary, Freire's work is always animated by a strong and fundamental affirmative spirit which calls on people to join together to make change.

With reference to some of my own work in Ireland on multi-cultural schools and curriculum, I will also explore some practical suggestions for how we might connect values, beliefs and religions and existential approaches to make a more sustainable educational practice.

~ The challenges of remote learning during COVID-19 pandemic ~

Assoc. Prof. Dr. Arumugam Raman

Universiti Utara Malaysia, Malaysia

The COVID-19 pandemic has had a direct impact on the lives of communities both nationally and globally. The impact includes aspects of education from preschool to higher that leads to teaching virtually or online. This will give effect to their learning and achievement of students in languages such as English and other subjects as well. Three basic things that often linger in the minds of language teachers, namely: Technology is a foreign thing - interactions between students become limited and dissimilar to the way they interact in reality. Teachers seem to lose the skills and main focus of teaching. The advent of technology, especially Artificial Intelligence has a diverse impact on language teachers. Proactive steps in

facing the challenges of the current pandemic. Among the steps include: Attend Massive Open Online (MOOC) courses to gain the skills needed to teach online. Participate in a series of webinars that can help the language teachers deliver lessons perfectly online. Produce a special website to support network English language teachers in providing a useful teaching resources such as lesson plans, online activities and teaching aids enable students to get immediate feedback. A few online teaching strategies suggested such as i) Voice and Tone Management, ii) Formulate Teaching Strategies to Enhance Online Classroom Interaction, iii) Developing Students' Learning Ability in Online Classrooms, iv) Teaching Unit Focuses on Critical, Practical and Creative Skills for Online Learning Success, v) Flexible Teaching and Assessment, vi) Converting Large Class Lecture Courses to More Specific Modules in the Online Classroom, vii) Recording Lectures Online and Preparing Self -Study Materials. Indeed, the COVID-19 epidemic that is sweeping the world today is having various effects in education in our country. This pandemic also opens a new era in the implementation of filling learning activities that may have been so isolated to make teachers and students have a better level of digital skills.

WORKSHOPS

~ The art and science of scholarly writing ~

Prof. Dr. Jacobus Gideon Maree

University of Pretoria, South Africa

http://www.kobusmaree.org/

Aim of the workshop: The aim of this workshop is to assist participants in their endeavours to get published in scholarly journals. Participants attending this workshop should ask themselves why they wish to publish (e.g. recognition, pushing the boundaries of knowledge, testing the water or challenging certain conventions). They will be guided briefly through the steps in preparing manuscripts for submission, including the basic steps in writing scholarly articles, establishing a group of critical readers, testing drafts in other forums (for example conferences and seminars), submitting manuscripts to language editors, studying and adhering to journals' author guidelines, contacting the editor, and responding to reviewer feedback.

Expected outcomes: By the end of the workshop, participants should be able to

1. clarify their own reasons for engaging in academic writing and publication,

2. recognise and resolve issues that influence their scholarly writing negative,

3. advance their article writing skills,

4. grasp the ethics in article writing,

5. understand how to deal with feedback (and why manuscripts get rejected), and

6. publish at least one article within 12 months of the workshop.

The presenter will attempt to address some common queries, mistakes and anxieties that plague postgraduate students and early career professionals in particular, and provide a forum for participants to seek advice, either in general terms, or on their specific works and intended publications. It is envisaged that this will be an interactive process filled with hands-on writing experiences and lively discussion of the challenges in scholarly writing.

~ Digital transformation in teaching and learning ~

Assoc. Prof. Dr. Ismini Vasileiou

De Montfort University, UK

The global pandemic in 2020, forced educators across the world to transform their teaching and learning practices, into an online environment. In most cases such movement had to happen in less than 24 hours. VLEs and technology supported practice, has been around for quite some time. Online, remote and blended learning, were not new terms to anyone. During the process of transforming and transferring content and practice online, not

only helped us in continuing delivering and supporting our taught content, but we also came to the realisation that technology can do more than we thought it could to date.

This workshop is an opportunity for participants to reflect on how teaching and learning can adapt and adopt Digital Transformation. Looking ahead in Education 5.0 and the post covid era, the workshop provides the opportunity for attendees to reflect and understand the value of technology on breaking barriers and developing inclusive practices across all educational levels, from early years to Higher Education. Through the various pedagogical models that will be used and presented. The workshop is an opportunity for educators to come together, challenge, reflect and take away examples and practices to be applied either at their educational establishments or to further their pedagogical research. The session will conclude with the revised Bloom's taxonomy as a framework that educators can apply to their establishments in order to support the Teaching and Learning of the future.

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Manifesting of Pedagogical Content Knowledge on Trigonometry in Teachers' Practice

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Although trigonometry is an important section in secondary school mathematics curricula, many teachers find it challenging to teach as a result of insufficient pedagogical content knowledge (PCK). Therefore, the aim of this article was to report on how PCK on trigonometry manifests itself in teachers' practice. This exploratory case study was underpinned by the mathematics knowledge for teaching (MKT) model of Hill, Ball and Schilling (2008). Twelve teachers were purposefully selected from six township schools. Qualitative data were collected through semi-structured one-on-one interviews, lesson plans, assessment tasks, and lesson observations; and analyzed using content analysis. The findings show that four elements of PCK on trigonometry manifest themselves in teachers' practice, namely knowledge of subject matter, knowledge of teaching strategies, knowledge of students' conceptions and knowledge of curriculum, but varied in levels of sufficiency. Awareness of these variances forms a useful basis for planning developmental opportunities that could address shortcomings in PCK on trigonometry in teachers' practice. This study adds to few studies in PCK in mathematics by providing empirical evidence on how PCK on trigonometry manifests itself in teachers' practice.

Keywords: Pedagogical content knowledge (PCK); trigonometry; teachers; mathematics.

The Effect of the 4Mat Teaching Model Designed in Conformity with the Holistic Brain Model on the Teaching of the 8th Grade Probability Subject

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In this study, the effect of the use of the 4Mat teaching model, which was designed in accordance with the holistic brain model that takes individual differences into account, on the teaching of the 8th grade probability topic was examined. The subject of probability is thought to be investigated for reasons such as the fact that the subject of probability appears in every field of daily life, it has various examples, forms the basis of some disciplines such as statistics, and it is difficult to learn and takes time. The study group of the research consists of students from a randomly selected 8th grade class in a secondary school. Participants activity generated by Turkey's 8th grade secondary school mathematics curriculum in the teaching process, researchers on the subject of the gains made about the probability was applied in the classroom environment. The activities took place within a total of 12 lesson hours. These applications were analyzed by both the researcher's observations and video recording. According to the findings of the study, it was seen that the activities made for some of the students' gains were both appropriate and the acquisitions were acquired, and some of them learned the subject, but extra examples and activities were required to gain these gains. In the light of these results, it is thought that the activities are suitable for research, but it would be beneficial to remind previous topics related to the subject again.

Keywords: Mathematics teaching; holistic brain model; 4Mat teaching model; probability.

Developing portuguese mathematics curriculum in lessons to tv broadcasting and online platforms: challenges and opportunities.

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The purpose of this study is to identify the teacher´s challenges developing Mathematics curriculum while planning and producing video lessons to TV Broadcasting and online platforms, during the Pandemic Covid-19 context, as a response of Portuguese government. As a curriculum manager, the teacher faces challenges to provide math contents to video lessons. This structure does not demand a complex logistics but requires a real experience, sharing time, concerns, knowledge, expectation, and devotedness. This work enables to build better strategies to overcome difficulties and problems, using mathematics education's research findings and experts teacher's knowledge to empower the curriculum development and added value. This study follows a qualitative and quantitative approach, focuses on a group of eight math teachers of the grades 1 to 12. The results show that the group of mathematics teacher designed video lessons to TV Broadcasting and online platforms, based on problem-based learning, building powerful resources from scratch, using math apps (for example, GeoGebra). The National Math Curriculum have been transformed in 28 minutes lessons, and this resource may be a reference for the curriculum' management by schools, generating multiple opportunities to presential and online classes in Portugal but also in international Portuguese schools all over the world.

Keywords: Mathematics curriculum; collaboration; task design; lessons to TV broadcasting and online platforms.

An Alternative Learning During Pandemic: Video-Assisted Out-of-School Learning Activities

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The Covid-19 pandemic, which affected the whole world, caused some changes in the functioning of the education system. In particular, learning activities have started to take place outside the walls of the classroom, at home or in other settings. In this context, there is a greater need for out-of-school learning environments that support classroom learning, facilitating concrete and permanent learning as well as contributing the development of individuals' social skills. Considering the pandemic conditions, it is deemed necessary to choose alternative solutions. For this purpose, in this study, the general evaluation of video-supported out-of-school learning activities has been made with the 3rd grade students (66 girls, 20 boys) of Trabzon University Fatih Faculty of Education Elementary Mathematics Teaching Program within the scope of the "Out-of-School Learning Environments" course. The case study method was preferred as a research method. The descriptive analysis technique in the context of the nature of the study were used for the data analysis. Throughout the process, prospective teachers were presented with the relationship of different out-of-school learning environments with the mathematics course, and information was given about

the issues that need to be considered in the activities to be organized in these environments. After the 10-week process, the prospective teachers developed lesson plans according to the 5E approach, prepared a trip plan and brochure, and also they created data collection tools for the related learning outcomes. When all these materials are evaluated, it is seen that the prominent topics are "Sets", "Geometric shapes", "Problems with counting numbers", "Reflection and Translation Movement" and, also environments such as playgrounds, historical places, universities, botanical gardens are frequently preferred as out-of-school learning environments.

Keywords: Out-of-school learning; video-assisted learning; covid-19 pandemic.

Perspective of Preservice Elementary Mathematics Teachers about Reflective Diary

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Reflective thinking has an important role in teacher education. In order to develop pre-service teachers' reflective thinking, reflective diary writing is a widely used method. Reflective diary gives opportunities to preservice to reflect on their own learning. The purpose of this study is to examine perspective of preservice elementary mathematics about reflective diary, which is used as an assessment tool for two semester in Fundamentals of Mathematics I and Fundamentals of Mathematics II courses. This study was structured as a case study. The participants are 24 first grade preservice elementary mathematics teachers who were studying at Çanakkale Onsekiz Mart University Elementary Mathematics Teaching Program in the Spring semester of the 2020 2021 academic year. Research data were collected through written exams containing open-ended questions. The preservice teachers were asked to reflect their own learning to obtain more in-depth data about their learning and development. Content analysis method were used in order to analyze research data. Themes were created from different perspective of preservice teachers. The result of the study indicate that preservice teachers thought reflective diarys have positive contributions to their questioning basic concepts related to the subject, in-depth thinking, development of critical thinking, watching their own learning and development, learning by writing skills. In addition, research results revealed that writing reflective diarys has positive effect on preservice teachers' self-confidence.

Keywords: Preservice teachers; reflective thinking; reflective diarys.

Cognitive Demands Of Questions Used By Grade 11 Teachers In Teaching Euclidean Geometry

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Questions play significant roles in teaching and learning. Questions of high cognitive demand if well combined with questions of low cognitive demand can be used to foster students' critical thinking and problem-solving skills. This makes it imperative that teachers expose their students to questions that challenge them to think. This study used the South African Curriculum and Assessment Policy Statement's cognitive levels of questions framework to investigate the cognitive demands of question used by mathematics teachers in teaching Grade 11 Euclidean geometry. The study was conducted in six secondary schools in Tshwane South district in South Africa. Teaching artifacts (students' notebooks and workbooks) were the sources of data for the study. Deductive content analyses of the teaching artifacts revealed that the teachers used only routine procedures questions (that is questions demanding simple applications and calculations) as example in teaching the topic. Also, most of the questions (82%) that were given to the students as classwork or homework were routine procedures questions. Questions of high cognitive demand (complex procedures and problems solving tasks) were found lacking in the teaching of Euclidean geometry in the schools. The imbalance in the cognitive demands of the questions the teachers used in teaching the topic and the preponderance of questions of low cognitive demand might hamper the students' development of problems solving skills. The implications of the findings for teacher training and professional development are discussed.

Keywords: Cognitive demands; Cognitive level; Euclidean geometry; problem solving; Routine procedures questions; mathematics question.

Does noticing framework make a difference: Pre-service mathematics teachers' noticing of exemplary mathematics lessons in Mainland China

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Teacher noticing has been used to analyse classroom teaching and develop pre-service teachers' teaching competence for decades. Existed analytical frameworks of teacher noticing are mainly developed in the Western classroom context. Little is known about their adaptabilities in Chinese classroom culture. Using the open noticing framework (Learning to Notice) and the designed four-point noticing framework, this study examined pre-service mathematics teachers' noticing of primary exemplary mathematics lessons in Mainland China. Eighty-five pre-service teachers were participated to analyse three exemplary teaching videos in different areas. Two different noticing frameworks were assigned to them to analyse and compare their observation and reflection on the videos. Descriptive statistics and qualitative analysis were adopted in the study. The results show that 60% of pre-service teachers chose the open noticing framework, and 40% chose the structured four-point noticing framework. The agent of their noticing are mainly teachers, the topics of noticing are teaching approaches and classroom environment, and the noticing stance is descriptive. Using the open noticing framework, pre-service teachers mainly focused on the teacher's pedagogy and the classroom environment. Using the four-point analysis framework, pre-service teachers focused on prerequisite subject knowledge and teachers' teaching strategies. They also focused on the teachers' analysis of the key points and difficulties of the teaching content. In general, pre-service teachers' noticing ability has relatively low. They tend to choose to be the open noticing framework, not the structured four-point framework. There is a need to know why

they made such a choice and which framework could effectively enhance their noticing ability.

Keywords: Pre-service mathematics teachers; teacher noticing; open noticing framework; four-point noticing framework;

Middle School Student Difficulties Regarding the Concept of Place Value

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The concept of place value is one of the most important and basic concepts of elementary school mathematics. The difficulties in the early grades regarding this concept also affect the quality of the students' conceptual and procedural understanding on many subjects in the following years. The purpose of this study is to reveal the difficulties of middle school students about the concept of place value. The participants of the study are 93 students from the 5, 6, 7 and 8th grades of a middle school. The data were collected with 11 open-ended questions in which the concept of place value is addressed in different contexts. Students' explanations to these written questions were subjected to content analysis, thus, the difficulties regarding the concept were revealed. One of the findings of the study is that students have trouble writing and reading multi-digit numbers including zero. Another finding is that there are too many students who miscalculate the result of the subtraction when using decomposing or "borrowing" method or who cannot explain the procedural steps even if they calculate correctly. While students were doing addition and multiplication operations in decimal numbers, they made mistakes due to overgeneralization of some rules in operations with natural numbers. The results of the study showed that the students' difficulty with the concept of place value continues, even though their classroom levels have increased.

Keywords: Place value; difficulties; misconceptions; middle school

Effect of the Online "Geometry Teaching" Courses on Preservice Mathematics Teachers' Problem-Solving Achievement

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Mathematics and geometry curricula emphasize the preparation of learning environments to improve students' problem-solving achievements. This situation focus on the importance of problem-solving achievement of students in geometry teaching. In this study, the effect of online "Geometry Teaching" courses on preservice mathematics teachers' problem solving achievement is investigated. The study includes reflections from an online application of a one-term geometry teaching course in which the participants were 19 preservice mathematics teachers enrolled in a faculty of education. A test was used to measure all participating PTs' learning outcome and determine their problem-solving achievements. The results of the study showed that there was a positive and significant difference in the problem-solving achievement of the pre-service teachers after the application compared to the pre-application. In other words, online "Geometry Teaching" course effect preservice mathematics teacher's problem-solving achievements. Based on the results of the study, it is among the recommendations of the study that the educational results can be examined by working with students at different levels with the pre-test-post-test control and experimental groups for similar designs.

Keywords: Geometry teaching, problem-solving, online learning, geometry.

May children invent their methods: What we learn from primary students' understanding of multidigit multiplication

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Mathematical task design shall be based on students' existed knowledge base and provide flexible space for students to explore. It is crucial to know how and what students perceive unfamiliar problems before they begin formal learning. In this exploratory study, we used two two-digit multiplication problems as learning tasks to collect primary students' new strategies before they study this topic in Mainland China. Thirty-five Grade three students participated in the study. A mixed-method was adopted to explore students' strategy types and learning progressions of solving multidigit multiplication. Students' working papers on two assigned problems were analysed at first. The descriptive analysis was used to compare the differences between students' understandings and their problem-solving strategies. In-depth individual semi-structured interviews were conducted on nine selected participants in order to get a deep understanding of their knowledge of multidigit multiplication. Results show that the majorities of students could invent their strategies for solving multidigit multiplication problems. Students problem-solving strategies could be categories into doubling or complex-doubling strategy, partitioning the multiplier into tens and ones, and canonical algorithm.

Each of these categories contains several manifestations. A three-stage and five-level learning progressions in multidigit multiplication are proposed, which may help promote students' self-directed learning in mathematics. A relevant example lesson on multidigit multiplication is also introduced for teaching similar topics.

Keywords: multidigit multiplication; learning progression; problem-solving strategy; primary mathematics teaching

Examination of the Games Developed by Pre-service Elemantary Mathematics Teachers Based on The NCTM Content and Process Standards

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This study aimed to examine the games developed by Pre-service Elementary Mathematics Teachers (PEMT) based on the National Council of Teachers of Mathematics [NCTM] Content and Process Standards. Participants of the study consist of 33 PEMT who participate a selective course of "Mathematics Teaching with Games". Participants were given theoretical knowledge for the first 7 weeks, and then they were asked to develop a game includes one/more acquisitions in the curriculum. PEMT were also asked to develop contactless or online games, taking into account the pandemic process. The data of the study, in which case study method was used, were collected with document analysis. Totally thirteen games developed by PEMT were analyzed descriptively with a codebook developed by Joung & Byun (2020) based on the NCTM Content and Process Standards to evaluate the quality of digital games used in mathematics education. As a result of the study, it was determined that the majority of the games were focused on the Content Standards of Number and Operations, especially for encouraging students to practice compute fluently. On the other hand, no games have been determined with the content of Data Analysis and Proof. In terms of the Process Standards, reasoning and proof was the least observed category.

Keywords: Games; mathematics education, pre-service elementary teachers; NCTM Content and Process Standards.

The Thematic And Methodological Tendency Of The Articles Conducted With Teachers And Pre-Service Teachers About GeoGebra in Turkey: A Content Analysis

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Within the scope of the competencies that teacher candidates and teachers should have, the importance of using technology and being able to integrate technology into their lessons is increasing day by day. In this study, the articles, published in the field of mathematics education about GeoGebra and conducted with teachers and pre-service teachers in Turkey, are aimed to analyze both thematically and methodologically. By selecting a total of 54 articles, published between 2010-2020, were analyzed by content analysis method with purposeful sampling method. The articles were analyzed under seven headings: theme, mathematical topic, genre, year of publication, method, sample profile, data collection tool, and data analysis method. When the findings were examined, it was clear that the articles, examined, were published mostly in 2016. In addition, it was observed that there are more studies designed within a specific mathematical subject, for example, geometry (triangles and Pythagoras), then mostly in the fields of mathematics courses at the university such as Analysis 1. On the other hand, while the case study method was preferred among the qualitative research approaches, the most used data collection tool was the interview. It was determined that the pre-service teachers composed of the majority group of the sample. Generalizing the studies examining the effectiveness of the GeoGebra and increasing the studies, conducted with primary and secondary school teachers, are recommended by choosing subjects from different learning areas based on the findings of the studies examined.

Keywords: Dynamic software; GeoGebra; teacher; pre-service teachers; content analysis.

Associating the Materials Designed by Pre-Service Teachers with the TPACK Model

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This study aims to examine the processes of pre-service mathematics teachers' designing materials and integrating them into the instructional design by associating them with the Technological pedagogical content knowledge (TPACK) Model. The research, in which 26 teacher candidates participated, was conducted within the scope of the "Material Design in Mathematics Education" course in the Spring Semester of the 2019-2020 Academic Year. The research was carried out in an internal case study design based on a qualitative paradigm. Data collection tools were video recordings, interview forms, and instructional methods in which pre-service teachers integrated the materials they had generated. The data obtained were analyzed descriptively per the components included in the TPACK Model. As a result of the research, the prospective teachers have stated that discussing the conceptual background and teaching methodology for the relevant acquisition at an adequate level would allow the material to be more objective, free from errors, and the student to construct the concept. Besides, it is among the results of the study that while teachers inquiring about the content knowledge related to the acquisition, comprehending the relationships with the curriculum facilitates the process and that reviewing their own learning has a positive effect on the whole of their instructional designs (goal, purpose, method, evaluation).

Keywords: TPACK, manipulatives, instructional design.

Mathematics teaching during the pandemic: What Hong Kong mathematics teachers valued?

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The outbreak of pandemic had affected the teaching mode in Hong Kong and worldwide. This paper aims to explore what Hong Kong mathematics teachers valued in mathematics teaching during the pandemic. A total of 109 mathematics teachers had participated in the online survey. The survey consisted of 13 items. Four items were related to background information and nine were open-ended questions covering teachers' perceptions, beliefs, concerns and values in online teaching and learning. This paper presented the data from two out of nine open-ended questions which focus on teachers' values in online mathematics teaching. Teachers were asked to list three important things for them in distance learning; either those values were successfully implemented or not succeeding in implementing during online classes, respectively. Data were imported into qualitative data analysis software, and thematic analysis were conducted. Findings showed that Hong Kong mathematics teachers valued aspects of teaching the most in online teaching and learning. There were 184 out of 289 responses recorded, whereby teachers managed to implement teaching aspects that they valued during the pandemic in terms of the instrument, interaction and clear explanation. At the same time, 121 out of 282 responses recorded, whereby teachers did not manage to implement what they valued, particularly the implementation of variety of various classroom activities and the interaction with students. Suggestions on online mathematics teaching are also discussed.

Keywords: mathematics teachers' values; online mathematics teaching; distance learning.

Comparison of 8th Grade Students' Morningness and Eveningness Lifestyles According to Mathematics, Science and Turkish Lessons

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Chronotype is an individual characteristic that determines circadian rhythm characteristics associated with bedtime, waking up, and other daily activities, and defines individuals as the morningness / eveningness type. By defining the morningness and eveningness types (chronotype), it can be determined at which time of the day the physical, psychological, and academic performances of the individuals are better within the 24-hour period. The aim of this study is to determine the chronotype types of 8th grade middle school students who are preparing for the LGS exam (national high-stakes test) and associate them with their success in mathematics, science, and Turkish course. Survey model was used in this study, which will examine the determination of which type of chronotype students have. The sample of the study consists of 322 students at 8th grade secondary schools in Sakarya. The Chronotype questionnaire, which was developed by Horne and Ostberg in 1976 and adapted to Turkish by Pündük, Gür and Ercan (2005), was used. Descriptive statistical methods and t-test were used. According to the findings of the research, it was determined that 62.1% of the students were intermediate type, 24.8% were close to the evening type, 11.8% were the morning type and 1.2% were definitely the evening type. It was found that the students with the eveningness type feature higher success in mathematics, science, and Turkish lessons.

Keywords: Morningness; eveningness; circadian rhythms; personal differences

Investigation of the Relationship between Secondary School Student Parents 'Expectations from Mathematics Education and Students' Approaches to Learning Mathematics

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Nowadays, we can say that an important part of the education and training process is the support of parents. Parent support positively affects individuals' self-value and thus their academic success. (Ateş & Durmaz, 2016) Students' mathematics achievement can be positively affected by parents' support for teaching mathematics. (Cai, 2003; Schickedanz, 2003). Studies have shown that parents' consciousness and awareness of mathematics lesson play an important role in children's mathematics achievement. (Cai, Moyer & Wang, 1999; Hatch, 1998; Pezdek, Tiffany, Paul & Reno, 2002). In order for parents to gain this consciousness and awareness, their students' approaches to mathematics learning can be revealed by first revealing their own expectations. Because, as stated in Yıldız (2015), learning approaches are important in realizing efficient and effective learning. Therefore, knowing the kind of an approach by which the student learns is important in order to understand his/her student type and guide him/her. (Oğuz ve Karakuş, 2017). Considering that learning approaches affect the academic success of the learner (Öztaşkın, 2014), it is necessary to determine the factors that investigate, question, and in other words, push students to use a superficial or deep approach in the education and training process. (Çolak, 2006). In this study, students' approaches to mathematics learning were tried to be examined in line with the expectations of parents from mathematics education. The sample of this study, which

is based on correlational survey model consist of 2516 mother, 738 father and, 98 other total 3362 parents and these parents 819 5. grade, 763 6. grade, 918 7. grade, 862 8. grade 1824 girls 1538 in total 3362 student constitutes. Mathematics Education Parent Expectation Scale (MEPES - MEVBÖ) developed by Aytekin, Baltacı, Altunkaya, Kıymaz and Yıldız (2016) and Mathematics Learning Approaches Scale developed by İlhan, Çetin and Kılıç (2013) were used as data collection tools. The data obtained were analyzed using the SPSS 23.0 package program. As a result of the study, a negative correlation was found between the conceptual understanding and expectation of teaching in which the student is active and the deep learning approach scores of the students. This result shows that as the conceptual understanding of the parents 'conceptual understanding and the student's active learning expectation increases, the students' in-depth learning approach scores decrease, and as the parents 'conceptual understanding and the student's active teaching expectation decrease, the students' deep learning approach scores increase. From this finding, it can be concluded that parents can not communicate effectively while conveying their expectations to students.

Keywords: Expectation of Parents, Mathematics Learning Approaches, Secondary School Students

Analyses of the Relationship Between Elementary Mathematics Teacher Candidates' Documentational Genesis Process and Their Preservice Formation

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The aim of this study is to determine the relationship between elementary mathematics teacher candidates' documentational genesis process and their preservice formation at the university. The documentational approach to didactics theoretical framework is used to serve this purpose. The research design used in the research is the case study design of the qualitative research methods. Participants were selected by criterion sampling, one of the purposeful sampling methods. The criteria used are type of undergraduate education program, grade, studying at a different university and volunteering. The research was conducted with two senior students studying at Turkey's west and east located at the two state universities the department of primary education mathematics education. The research was carried out in the 2020-2021 academic year. Data collection tools used are self-assessment forms, written and oral interviews, the schematic representation of resource system. The data were analyzed using the content analysis method. As a result of the analyses of the findings, it was seen that teacher candidates' lesson planning processes, resource systems and the opinions on the education they received at the university contained both similarities and differences. It was concluded that teacher candidates benefited from the opinions of faculty members, aimed the active participation of students, took into account the average level of the class, benefited from the activities in the official textbook and gave importance to using digital resources

during the lesson planning process. In addition, it is noteworthy that teacher candidates give importance to gain experience by practicing before starting the profession.

Keywords: Documentational genesis; prospective elementary mathematics teachers; resource systems; university education.

Views of Pre-service Mathematics Teachers on Distance Education Practices during the Covid-19

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Covid-19 first appeared in China in December 2019. It spread to other countries in a short time. For this reason, it was declared as the Covid-19 pandemic by the World Health Organization. The virus is very easily transmitted from person to person. Therefore, quick decisions were made in the field of education and educational institutions were closed. Distance education at universities in Turkey was passed in March 2020. Thus, education faculties passed to distance education very quickly and unprepared. It is thought that it is important to evaluate the distance education carried out during the covid-19 pandemic from the perspective of the pre-service teacher and to reveal the difficulties, positive or negative situations. It is expected that the findings obtained from this research will contribute to the shaping of distance education practices. The aim of this study is to reveal the difficulties, advantages and disadvantages faced by pre-service mathematics teachers in distance education. This research is a cross-sectional survey. The data were collected from 364 candidate mathematics teachers. The data were analyzed using both quantitative and qualitative approaches. It was concluded that pre-service mathematics teacher stated that they had difficulty in communicating with the instructors in distance education, and the efficiency in the lessons was less than face-to-face education due to the lack of technology and substructure. In addition, pre-service mathematics teacher stated that activities such as research, examination, reading and report preparation were too much.

An Investigation of Abstracts of Finalist Mathematics Projects of TUBITAK High School Students' Research Projects Competitions

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In today's rapidly changing world, learning environments need to be updated and enriched with new approaches. At this point, "project-based learning", which allows students to use the materials they produce in the learning environment, stands out. In this research, we aimed to examine the abstracts of the finalist projects of the TÜBİTAK High School Students Research Projects Competitions held annually between 2009 and 2019 in Turkey, according to various criteria and to help improve the project development process. The sample of this study, in which the document analysis method is used, consists of 207 project abstracts. The document analysis form prepared by the researcher with the support of expert opinion was used as a data collection tool. The data were analyzed by content analysis technique. As a result of the analysis, it was seen that the method was unclear in most of the abstracts, and even none of them included information about scientific research method. It was found that quantitative data types were used mostly in the abstracts, and materials and experimental setups were not used. The project abstracts did not contain information about the population-sample and data analysis method. Therefore, it was concluded that high school students and teachers should be made aware of the suitability of mathematics projects to the scientific research process. In this direction, it should be ensured that students and teachers participate in the trainings to be given to develop their scientific process skills at universities.

Keywords: Mathematics education; project-based mathematics teaching; high school competitions; mathematics project competitions.

Technology And Mathematics Education: A Comparative Survey On The Use Of Dynamic Geometry In Turkey And In Albania

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The use of digital technologies plays an important role in mathematics education, especially in Geometry and Algebra using dynamic geometry software.The aim of this study is to analyse the use of dynamic geometry software in secondary schools in Turkey and Albania.This research is structured using qualitative research methods and techniques.The research was carried out in two parts. In the first part, textbooks and official programs were analysed in relation to the place of dynamic geometry. In a second part, interviews were carried out with teachers from both countries in order to better understand the use that teachers make of dynamic geometry in their lessons. In this second part, four teachers (2 Albanian teachers and 2 Turkish teachers) participated in this research.One of the results of this research is thatTurkish teachers are more likely to use dynamic geometry to structure their lessons. On the other hand, both analyses of official curricula and interviews with teachers showed gaps in technological knowledge and technological pedagogical and content knowledge.This research shows the need for both countries to improve the training of teachers in the use of dynamic geometry software especially concerning the knowledge of how to prepare teaching scenarios integrating dynamic geometry software.

Keywords: Mathematics education, Dynamic geometry, Turkey and Albania.

An Examination In Terms of Creativity of the Problems Posed by 7th Grade Students by Using Story Cubes

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In this research, we aimed to examine the problems posed by seventh grade students by using story cubes in terms of creativity. The case research design, one of the qualitative research methods, was used in the research in order to describe the creativity of the students in problem posing in depth. The research group consisted of a total of 12 students attending two public secondary schools, one with low and the other at high average achievement level in Eskişehir province in the spring semester of the 2018-2019 academic year. Potential creativity of students in problem posing was evaluated in terms of fluency and flexibility criteria. It was found that each student could pose a maximum of 12 problems and at least 6 problems in the activities they carried out using story cubes. From this point of view, since fluency can be accepted as directly proportional to the number of problems posed, it can be concluded that the more problems the students pose, the higher their fluency. However, the sub-learning areas of the established problems were gathered under the subjects of "Measuring Length and Time, Operations with Natural Numbers, Operations with Fractions, Percentages, Algebraic Expressions, and Ratio-Proportion", and it was observed that the students mostly posed problems in the "Operations with Natural Numbers" sub-learning area. Since the different sub-learning areas in the posed problems are directly proportional to the flexibility, it can be concluded that the more the students turn to the various sub-learning areas in the problems they have posed, their flexibility will increase in parallel.

Keywords: Mathematics education; problem posing; story cubes; creativity.

Mathematics teacher educators' noticing on exemplary mathematics lessons in Mainland China: A case study

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Learning from expert teachers' teaching is considered an effective way to develop teachers' expertise in teaching. Teachers' professional noticing has been widely used to help pre-service and in-service teachers learn how to teach. Less attention is paid to teacher educators. Existed frameworks of teacher noticing are mainly developed in the Western classroom context. Thus it is unclear to know their adaptabilities in other classroom cultures. Using the multiple case study, this study explored two experienced mathematics teacher educators' noticing abilities in the Chinese educational context. Two 40-minute primary mathematics exemplary lessons were used as stimulants for their reflection, and the Learning to Notice framework was adopted for data coding and analysis. The results showed that these two mathematics teacher educators' noticing ability levels differed in several aspects. One teacher tended to focus on relationships between students' thinking and teaching strategies, and between students' confusion and teaching approaches based on the specific aspects of mathematics. In contrast, another teacher emphasized the general pedagogy more. Although both mathematics teacher educators tended to notice students' thinking and teacher's teaching strategies, the levels of such noticing are different. Both of them also noticed difficult points in mathematics teaching and learning, which was out of the existing analytic framework. It was suggested that more attention deserves to be considered on teacher educators' professional noticing in teacher education. The theoretical framework of teacher noticing should also be further conceptualized in the Chinese classroom context.

Keywords: teacher noticing; mathematics teacher educators; Chinese exemplary mathematics lessons

The ways assessing knowledge for mathematics teaching: Pros and cons

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In recent decades, when teacher competencies have been discussed, the issue of what these competencies are and how they can be measured has become very crucial. In this study, apart from discussing what teacher competencies are, it is aimed to present examples of different measurement techniques for the components of mathematics teaching knowledge by synthesizing the existing models. In this sense, the study is limited to the pedagogical content knowledge, which is one of the knowledge components that the teacher should possess. Therefore, this paper discussed the potential of questionnaires, interviews, vignettes, observation of teaching practices, products of (pre-services) teachers, videos and video clips in terms of assessing pedagogical content knowledge. In summary, questionnaires provide opportunities for teacher educators to reach large samples and provide measuring PCK with different question types. However, since the responses are limited to the answers given to the questions, there is a risk of success by chance, especially for multiple choice questions. In addition, since the questions about PCK sometimes involve the correct responses due to its nature, the measurements made may contain errors. On the other hand, interviews and measurements of a topic or concept are more objective than questionnaires, and what the interview questions are becomes important. An observation form specific to mathematics will be introduced in observing teaching practices. Some solution strategies to overcome the risk that the tension created in the teacher by being observed will be discussed. Finally, the relationship between video and / or video clips, which have been widely used in mathematics education research in the last years, with teacher competencies in the context of noticing, will be discussed.

Applications Tended to Sustainable Digital Parenting Education: Samples From Turkey And World

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The lifestyles of Z and Alpha generations, integrated to digital technologies and internet caused addition of new responsibilities to those or mothers and fathers. These new responsibilities apart from traditional parenting responsibilities are collected under the name: Digital Parenting. Parents of 21st Century are obliged to guide their children to make them use digital technologies and internet in a safe manner and with awareness, and parents should set a role model thereto. In order to fulfill both of these responsibilities it is important for the parents to have up-to-date information and skills regarding those which should be known within the scope of digital parenting. The issue of having information and skills is not one of those things which parents can do alone or complete in a short time. During the term that passes as of the birth of child until s/he grows as an adult, parents are required to have contemporary information and skills. Therefore, sustainable digital parenting had become an issue to which attention is paid in many countries. As the education system passé to distance learning generally in the world during Covid-19 pandemic made the children and youth use digital technologies more and to spend more time on internet. As this is the situation, it has now become much more important for the parents to show sufficiency in digital parenting. In this research which is a "descriptive state research", applications realized in the name of supporting digital parenting education and to make it sustainable, had been tried to be revealed specifically in Turkey and generally all over the world. In collection of data; in

addition to literature scan of the related field, advantage has been taken of the internet sites belonging to institutions and establishments that conduct studies in the field of digital patenting. At the end of the study, the suggestions of the authors on the subject were also included.

Keywords: Digital parenting; sustainability; pandemic; parenting.

Evaluation of the Distance Education from the Perspectives of Education Faculty Students: The Covid-19 Process

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Distance education eliminating time and space limitations had not widely been used in Turkey before the pandemic. Together with the pandemic period for the continuity of education, it has begun to be used obligatorily in universities just as it has in all education institutions. Due to lack of preparation for distance education a number of problems have emerged with hardware, software and academicians' lack of experience. To reveal the extent to which the process is proceeding from the perspectives of preservice teachers, this study utilized a case study. A total of 70 preservice teachers (47 females, 23 males) from the Mathematics (n=10), Primary (n=10), Turkish (n=10), Social Sciences (n=10), Preschool (n=10), Science (n=10), and Psychological Counselling and Guidance (n=10) Teaching Departments participated in the study. The majority of preservice teachers reported that distance education should be provided synchronously; that they mostly experienced problems with internet access and could not follow the lessons for this reason; that apart from lessons, they mostly entered the system because of homework; that they did not regard the materials offered in the digital environment to be adequate; that they were moderately willing to follow live classes; that the lecturer's attitude increased their interest in the lessons; and that they found the provision of practical courses via distance education to be unproductive. The preservice teachers recommended that interaction should be increased, assignments/projects should be given rather than online exams, free internet access should be provided, and additional applications and rich materials should be offered.

Keywords: Distance education; live class; preservice teacher; covid-19.

Determination of Safe Social Networking Use Levels of Teacher Candidates

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Social networks are platforms that have entered our lives together with the development of Web 2.0 technologies, with millions and even billions of users. In response to a large number of positive aspects, the safe use of social networks, including some threats and risks, is an important issue for the individual, institutional and national safety. This research has been studied with 3rd and 4th grade students studying in various departments of XX University Faculty of Education. According to the findings obtained from the analyses, half of the teachers ' candidates use social network around 1-3 hours average per day. The aim of using social networks is to communicate and chat with their friends at the very beginning. The behavior of the teachers who participate in the study is the use of secure social networking behaviors at a high level.

Keywords: social networking, security, teacher candidates, a safe social networking use, Secure Social Networking Scale, large survey

Social Media Used In The Context Of Organizational Communication In Educational Organizations And Its Effects

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The aim of this study is to determine the opinions of school administrators on the social media used in the context of organizational communication and the effects of these social media. This study was determined as a case study, which is one of the qualitative research methods. 15 administrators working in different primary and secondary schools and dealing with the social media accounts of the school were included in this study. Participants of the research were selected by maximum variation sampling, one of the non-probabilistic purposeful sampling methods. The data were collected through a semi-structured interview consisting of open-ended questions. Content analysis was used in the analysis of the collected data. According to the results of the study, ıt can be said that school administrators use various social media, especially WhatsApp and the Official Web Site, according to their own wishes or as an obligation, and make various posts about their schools on social media. School administrators have expressed the advantages of social media as well as its disadvantages however, they support the use of social media for the school. As schools need to keep up with technology so that they do not lag behind time and other schools, incentives for sharing activities and achievements on social media can be increased. Since the abuse of social media in this process may have negative consequences for the organization, it is recommended to take various measures.

Keywords: Organizational Communicatıon; Social Media; Educational Organizatıons.

Problems And Solution Proposals In The Emergency Remote Education Process: Parental Perspective

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This study aims to reveal the problems experienced by children of parents who are one of the important components of the emergency remote education (ERE) process and reveal the solutions developed for these problems. In this study, a case study design which is one of the qualitative research methods was used. A semi-structured interview form was used for data collection tools in the study conducted with a total of ten parents, five mothers and five fathers whose children attended ERE. The obtained data was analyzed through the content analysis technique. As a result of analysis, the problems encountered by parents while carrying out the process and the solutions developed for these problems are collected under the title of child, parent, and system. The results of the study show that parents generally experienced motivation problems about their children and they encountered system-related problems during ERE. To solve these problems, parents preferred to do activities their children enjoy, and they get help from someone who knows or benefit from their own knowledge. Besides, parents expressed that their workload increased during ERE and they generally received support from their spouses to balance the increasing workload. Organizing information activities via media and creating learning contents related to the parental guidance in distance education are among the developed suggestions to accelerate the adaptation process of parents to distance education and to ensure that parents can manage this process more efficiently.

Keywords: Emergency remote education, problems, solution proposals, parental perspective.

Undergraduate Students' Proficiencies In Solving Bivariate Normal Distribution Problems In A Kenyan University

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This study explored undergraduate students' proficiencies in solving bivariate normal distribution (BND) problems in a Kenyan university. The study followed a case study design and qualitative research approach. One hundred and seventy-five undergraduate statistics students in a Kenyan university participated in the study. Data was collected using a diagnostic test. Content analysis of the students' solutions to bivariate normal distribution problems revealed the students' lack of proficiencies in problem solving with respect to calculating; (i) the probability of a normal distribution given the mean and variance of a variable, (ii) the mean of a normal distribution given variance and the probability of a variable, (iii) the mean and variance of the joint distribution, and hence the probability of the variable given the conditional distribution of a variable, and (iv) the mean and standard deviation of two random variables given a bivariate random density function. It is recommended that elaborate revision on basic foundational BND concepts before teaching BND, use of technology in teaching BND concepts etc.

Keywords: Bivariate normal distribution, joint distribution, Kenyan university, probability, random variables, statistics.

Development of Teaching Profession General Competence Scale: Validity and Reliability Analyzes

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The teacher will be able to fulfill the expected professional responsibility by increasing his professional qualifications in line with the needs of the age. It is considered important to determine the current professional competencies of teachers and to eliminate possible deficiencies. In this context, there is a need for measurement tools that will reveal the current situation. For this purpose, it is planned to develop a measurement tool to determine the "professional knowledge", "professional skills", "attitudes and values" that teachers should have in order to fulfill their profession. A total of 457 teachers participated in the study. While creating the item pool, the general competencies of the teaching profession prepared in 2017 by the Ministry of National Education General Directorate of Teacher Training and Development were used. Afterwards, expert opinion was taken for the suitability of the created items. Thus, the draft scale was composed of 97 items. The items were prepared as a 5-point Likert-type grading scale. First, exploratory factor analysis is conducted in data. At this stage the items, which are found not to load on any factor, are removed from the scale analysis results 3 factors are formed. Subsequently, confirmatory factor analysis is conducted with the determined factors. As a result, the validity of the scale developed by using exploratory factor analysis is confirmed with confirmatory factor analysis and it can be said that the teacher competence scale is a valid and reliable tool that can be used to determine teachers' teacher competencies.

Keywords: Teaching profession, teacher competencies, scale development.

The Psychometric Properties of Remote Teaching Efficacy Scale in Employed Filipino Teachers during COVID-19 Crisis

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Most instrumentation studies have focused on the development of teaching efficacy scales in the context of online teaching. However, as remote teaching is adapted in most developing countries such as the Philippines, it is vital to develop a remote teaching efficacy scale that can be used in this context. This paper aimed to establish the psychometric properties of the proposed Remote Teaching Efficacy (RTE) Scale in employed Filipino teachers. A 10-item RTE Scale adapted from Lazar et al. (2020) was modified to suit the context of remote teaching. A sample of 1, 061 K to 12 employed Filipino teachers were surveyed. The items of

the scale were subjected to tests of internal consistency and factor analysis. Results uncovered that RTE Scale demonstrates acceptable indices of corrected item-total correlations between .73 and .82. A high overall Cronbach's alpha at .95 was also sought, supported by excellent factor loadings between .79 and .84. Thus, this paper concludes that RTE Scale is a reliable and valid scale that can be used to measure the remote teaching efficacy of Filipino teachers.

Keywords: Psychometric properties; remote teaching efficacy; COVID-19; Philippines.

Development of The Scale of Preschool Children's Daily Stress

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The purpose of the study is to develop a reliable and valid scale to determine the daily stress of preschool children. In this research, survey model was used. Survey model is one of the quantitative research methods. Study participants included 305 parents and 333 preschool teachers. In the preliminary study, the focus group interviews with parents, children's, teachers were conducted and then an item pool was created for the current study. These items were prepared analysis after getting opinions of experts. These items were scored on a 5-point Likert scale with a range of 1 to 5. In order to determine the construct validity of the scale, Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were performed. Cronbach's alpha internal consistency coefficient was calculated for the reliability of the scale. After EFA 26 items in the parent form and 27 items in the teacher form structure was obtained. The model's goodness of fit index values indicate that the structure provides high level of model-data fit both parent form ($\chi2$ / sd = 1.85, RMSEA = 0.074, CFI = 0.91, NNFI = 0.90, AGFI = 0.93, and GFI = 0.94) and teacher form ($\chi2$ / sd = 2.23, RMSEA = 0.08, CFI = 0.94, NNFI = 0.93, AGFI = 0.94, and GFI = 0.95). Results indicated that the scale developed consists of a three-dimensional structure. Furthermore the scale is, reliable and valid.

Keywords: Preschool; Stress Experiences; Stress Scale

Test for Assessing Coding Skills in Early Childhood Period

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The "Early Childhood Coding Skills Assessment Test" including personal information form for the children and their parents developed by the researcher to evaluate the coding skills levels of children aged 5-7 were used. In the validity analysis to determine the validity and reliability of the test; content-structure validity, criterion-based validity analysis, tetraconic factor analysis, and item difficulty analysis; In the reliability analysis; KR-20 reliability analysis was used. As a result of the findings obtained from the research; It has been revealed that the developed Early Childhood Coding Skills Assessment Test is a valid and reliable measurement tool that can be used to determine the coding skill levels of 5-7 years old children without computer and robotic coding.

Keywords: Early childhood; Coding; Robotic Coding

Analysis of the Success of Students According to 2018 Results with Discriminant Analysis

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The aim of this study is to examine the achievement status of fifteen-year-old students according to some variables. The research is in descriptive survey model. The population of the study is fifteen-year-old students studying in countries that have taken the 2018 PISA exam. The sample consisted of students (n = 612004) who took this exam. PISA 2018 exam results and demographic variables in mathematics, reading and science were used as data collection tools in the study. Data were analyzed by discriminant analysis. As a result of the research, it was determined that the achievement status of the students was correctly grouped in 63.5% according to whether they live in the OECD country or not. In addition, the success of students is 43.1% according to their computer use at home; 63.9% is correctly classified according to whether there is an internet connection or not. In the light of these results, the following recommendations have been made. Since there is a parallel between the development level of the countries and the success level of the students, the importance of the countries given to education should increase. Since students' computer use and internet access are seen to be effective in determining their success levels, providing students with information infrastructure can significantly increase their success.

Keywords: Discriminant analysis; achievement; computer use; internet connection

Reimagining the Future of Philippine Undergraduate Teacher Education Program: The Curriculum Implications of COVID-19 Crisis

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As the world traverses a challenging but fascinating period of vaccines to control the deleterious effects of COVID-19, there is also a renewed spirit of enthusiasm in the educational sector. One of the vital fields within the educational sector that must be redesigned to be relevant to the future is the undergraduate teacher education program. Reflecting on the current educational experiences, this book chapter reimagines the 'next normal' post-COVID-19 future of the undergraduate teacher education program in the Philippine context. The authors draw lessons from how the current social recession is continually reshaping undergraduate teacher education program to be relevant in the immediate future. The following points are discussed along the four major components of the curriculum: 1.) emphasis on the soft skills in the goals, 2.) multidisciplinary organization of the contents, 3.) hybrid and learner-centered approaches in teaching, and 4.) real-time, performance-based, and authentic evaluation. The authors recommend the consideration of these practical points in developing the next normal post-COVID-19 undergraduate teacher education program as well as their contextualization in other higher education programs.

Keywords: teacher education, curriculum development, next normal, COVID-19 crisis, Philippines

The Covid-19 Pandemic Effects on Teaching Practicum: Comparing the Practices in Different Countries

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Today, many countries ensure that student teachers get into the real classrooms, practice in there, spend more time and translate theoretical knowledge into practice in schools during Initial Teacher Education. So that they can receive stronger support in the practicum process, and they can develop themselves. However, schools have been closed in so many countries due to the Covid-19 pandemic preventions. Therefore, countries have rearranged the teaching practicum process. Some countries cancelled the teaching practicum, others shifted in synchronous or asynchronous online classroom and the others used virtual reality classrooms by taking advantage of technology. In this concept, the aim of this study is to examine different countries' teaching practicum processes during the Covid-19 pandemic comparatively. Nine countries from different continents such as Australia, Canada, England, Greece, Malaysia, Portugal, the USA, Zimbabwe and Turkey were examined in terms of teaching practicum process. Some suggestions were made in conclusion part for practices in Turkey. It is thought that this study will be crucial to evaluate and rethink the Turkish teaching practicum process during the Covid-19 pandemic.

Keywords: Teaching practicum; initial teacher education; Covid-19 pandemic; comparative study.

Foreign Language Anxiety in Learning Turkish as a Foreign Language

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The need for communicating in a foreign language sometimes often results in an unpleasant feeling of anxiety or even avoidance of communication. Therefore, the study is conducted to see whether the participants of Turkish as a foreign language course in the Center of Languages and Communication of University of Regensburg, Germany experience foreign (Turkish) language anxiety. The study was conducted on a sample of 24 learners whose mother tongue is German. The aim of this study was to examine differences in foreign language anxiety with regard to the level and length of learning Turkish, the gender, age, the number of foreign languages that the learners speak, and their shyness. The results showed that groups of learners differ in their foreign language anxiety, depending on their own level of shyness. Learners with pronounced shyness show higher level of language anxiety than the learners of medium and low levels of shyness. Also, the students with two or more number of foreign languages and higher level of Turkish and longer experience with Turkish language have less anxiety than the students with less than two or no other foreign languages. As for gender and age, no significant data and meaningful difference was found probably due to the lack of number of participants. Therefore, the study revealed that the level of anxiety tends to lower in the students with more number of foreign languages spoken and higher course levels taken.

Keywords: Turkish as a foreign language; education; foreign language learning anxiety.

Expectations of Teachers from Professional Development Studies

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Even after starting the profession, teachers feel the need to renew themselves by constantly following the developments concerning the profession. Various professional development studies are carried out to meet this need. These studies may not always meet the expectations of teachers. Therefore, this study aims to determine teachers' expectations from professional development and put forward their suggestions for professional development studies. Qualitative research methods were used in the study. For this purpose, individual interviews with 20 teachers were conducted voluntarily. The interviews were recorded with the permission of the teachers. The obtained data were transcribed and analyzed by the content analysis method. According to the findings obtained from the research, teachers' expectations and suggestions about professional development studies are grouped under the following headings: 'Expectations and suggestions from professional development studies regarding content, place - time and learning process.' According to this, it was concluded that the content of the professional development activities of the teachers did not meet their expectations, they had negative thoughts about the time and place where the studies were organized, and the studies did not contain sufficient teacher interaction. The teachers made suggestions such as that professional development activities should be interactive, and the teacher should question whether the teacher really needs training or not.

Keywords: professional development of teachers; professional development activities; teachers' expectations for professional development.

Extra-curricular Activities Participated by Teacher Candidates and Examining Their Contribution

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This study aimed to determine the extracurricular activities that teacher candidates attended in their educational life and to examine the contributions of these activities to them. Basic qualitative research design was used. The participants consist of 65 volunteer teacher candidates who took the Common Elective "Extra-Curricular Activities in Education" course from different teaching fields. Research data were collected with an open-ended questionnaire form. Various categories and codes were reached by subjecting the data to content analysis. According to the findings of the research, it can be said that the students take an active role individually or as a group, as a part of various activities such as projects, choirs, competitions, sports activities, community service, in-school and out-of-school activities related to special days. In addition, it is seen that the students participated in the excursions intensively. In particular, historical and cultural trips, screening about a course and a topic, conference, visits to the venue or people, museum, city and nature trips are at the forefront. Considering the contributions of these activities to themselves, it can be seen that they have richly multiple contributions. According to the views, it was revealed that various skills developed: Cognitive skills such as learning thinking and language; affective skills such as self-confidence, motivation, curiosity, entertainment, awareness, gaining values; motor skills such as small/large muscle development, playing musical instruments, developing the motor equipment of a sport branch; social skills such as socializing, communicating. In this context, extra-curricular activities that will pave the way for students' multi-skill development should be given place and importance as much as possible.

Keywords: Extracurricular activities, extra program, teacher candidates.

Investigation of Teacher Candidates' Cognitive Awareness on Constructivist Approach and Their Philosophical Views of Education

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In this study, it was aimed to investigate the teacher candidates' cognitive awareness level on constructivist approach and their philosophical views of education. For this purpose, the study was designed as a survey method. This study was carried out with the screening model in a study group consisting of a total of 362 prospective teachers, 102 male and 260 female, randomly selected from pre-service teachers studying at the faculty of education. The data were obtained using the scale of "Teacher Candidates' Competency on Constructivist Learning"developed by Yeşilyurt (2013) and the "Inventory of Educational Thought and Applications" developed by Kumral (2014). Mann-Witney U and Kurskal-Wallis tests and descriptive statistics were used in the analyses of the data. According to the findings of the analysis, the cognitive awareness of the teacher candidates was found to be at low level. A significant difference was obtained in terms of cognitive awareness total scores according to the gender variable in favor of male students in thinking, being active, student-centered, the role of the teacher and the educational process, assessment and evaluation sub-dimension. However, no significant difference was obtained in terms of gender variable in the nature of knowledge and the physical characteristics of the class sub-dimensions. While a significant difference was obtained in the educational process and physical characteristics of the class sub-dimensions according to the department variable, in other sub-dimensions of the scale and at the total score level no significant difference was found. Similarly, no significant difference was obtained in terms of taking the philosophy of education course variable. While the educational philosophy of the participants differed significantly according to gender variable in favor of females in the traditional sub-dimension, there were also significant differences in terms of department variable. There was no significant difference between the participants' philosophical views and taking a philosophy of education course variable. When the correlation between teacher candidates' cognitive awareness level on constructivist approach

and their philosophical views of education was examined, a positive low level relationship was obtained.

Keywords: Constructivist learning, cognitive awareness, educational philosophy, educational thought and practices

Elementary School Students' Perception of Hygiene

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This study has been conducted using the phenomenological model, one of the qualitative research models, to investigate the perceptions of elementary school students towards the concept of "hygiene". 4th grade students enrolled in the elementary schools of North Cyprus constituted the population of the study. A total of 185 students, of whom 107 were from the district of Girne, 47 were from the district of Nicosia, 31 were from the district of Güzelyurt, were selected from the said population via convenience sampling to constitute the study sample. To collect the research data, students were provided in writing the following statement of "I resemble hygiene to………. Because………..." and were asked to fill in the blanks with any metaphor(s) that occur to them and state the reason(s) for using that metaphor(s). Analysis of the responses given by the students revealed a total of 58 valid metaphors used by the students in different frequencies to explain on the concept of "hygiene". 9 students stated that they have no idea about the concept of "hygiene". The said 58 metaphors were categorized under eight themes based on their common aspects, which are entitled as cleaning, cleaning materials, living thing, family, health, non-living thing, spiritual dimension, and microbe. In terms of frequencies, it was determined that cleaning was used for 65 times, broom was used for 9 times, mother was used for 8 times, white was used for 8 times, water was used for 8 times and medicine was used for 6 times.

Keywords: Hygiene, metaphor, elementary school, student

Multicultural Education in Social Studies Curriculum and Social Studies Textbooks

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Multicultural education is an understanding of education that is aware of cultural differences and gives direction to education by evaluating cultural elements. Skills such as welcoming cultural differences, respecting human rights, analyzing different perspectives and ideas, which are given importance in multicultural education, are the skills that are desired to be acquired by students with the Social studies course in the education process. From this point of view, it is seen that this understanding of education and social studies course are in close relationship with each other. It is important that the multicultural education approach is included in the Social studies course curriculum and textbooks. The aim of this study is to determine the inclusion of multicultural education understanding in Social studies course curriculum and Social studies textbooks. Document analysis technique, which is one of the qualitative research methods, was used in the study. The data source of the research consists of the 2018 Social studies course curriculum and the 4th, 5th, 6th and 7th grade Social studies textbooks. As a result of the research, it was tried to determine the level of multicultural education understanding in the curriculum and Social studies textbooks.

Keywords: Multicultural education; social studies curriculum; social studies textbooks

The Thematic and Methodological Analysis of Postgraduate Theses on WEB 2.0 Technologies

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Integrating WEB 2.0 technology into education, which can be explained as the interactive and collaborative use of the internet regardless of time and place, has become a necessity in today's information age. Therefore, it is important to examine the studies on WEB 2.0 technologies, which are becoming widespread in education, and to determine the needs for studies to be carried out in this field. In this study, it is aimed to carry out a case study through the thematic and methodological analysis of postgraduate theses on WEB 2.0 Technologies in Turkey. The research was designed according to the case study design, one of the qualitative research designs. Within the scope of the research, 47 postgraduate theses, which were made on WEB 2.0 technologies in the field of educational sciences, published in YÖK National Thesis Center and open to access were examined. Data were collected by using Postgraduate Thesis Evaluation Form developed by researcher. The analysis of the obtained data was carried out using content analysis. The main findings of the study showed that theses were made for different courses on WEB 2.0 technologies in the field of educational sciences and quantitative and qualitative studies were carried out for different educational stage. The analysis phase of the research is ongoing.

Keywords: WEB 2.0 technology; theme; methodology; postgraduate theses.

The Effects Of Technology Supported Ubd Based Instructional Design Training On Student Teachers' Flow Experiences

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Flow experiences, which is a psychology term, is one of the concepts that are associated with attention, motivation, classroom participation, learning excitement and have an important place in learning. Good instructional design is one of the main factors affecting students' flow experiences. The aim of this study is to examine the effect of Understanding by Design as a design model on student teachers' flow experiences in academic context. 165 student teachers participated in UbD-based instructional design training that includes poetry design, PowerPoint design, video research and asking questions, scenario-based visual aided learning activity design, and UbD unit design tasks by Google Classroom. As a data collection tool, Flow Scale in Academic Context by Şahan (2019) was used. The paired groups t-test for comparing the pre-test and post-test scores of the data obtained from the scale was utilized. Statistical findings showed that UbD-based instructional design contributed to a significant improvement in student teachers' flow experiences.

Keywords: Understanding by design; curriculum design; technology integration, flow experiences.

Examining The Prospective Teachers' Self-Regulated Online Learning Levels According To Their Learning Styles

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The purpose of this present study is to examine the prospective teachers' self-regulated online learning level according to their learning styles. The study was designed as a correlational survey model including 684 prospective teachers at Fırat University Faculty of Education in Turkey. The data were collected by self-regulated online learning questionnaire and Kolb learning style inventory. The data were analyzed by ANOVA. The results revealed that the converger participants have high levels of metacognitive skills sub-dimension. The assimilator participants have high levels of time management sub-dimension. The accommodator participants have high levels of environmental structuring sub-dimension, persistence sub-dimension, seek help sub-dimension, and all of the questionnaires. While all of the questionnaire, metacognitive skills sub-dimension, time management sub-dimension, environmental structuring sub-dimension, and persistence sub-dimension levels of participants do not differ in terms of learning styles; the help-seeking sub-dimension differs with regard to participants' learning styles. The converger participants and the accommodator participants have more high levels of help-seeking than assimilator participants.

Keywords: self-regulated online learning; learning styles; Kolb learning style

The Science and Trust Issue (After Covid 19)

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Covid 19 has radically shaken many things in our lives. Undoubtedly, belief in science has passed a huge test beyond of our general believes. Most of the people have begun to apparently express their doubts on this matter. Indeed, the problem of trust in science is not particularly new but has new level. However, given this change, our confidence in science needs to be reassessed. This study aims to address the problem of trust in science in the light of these new developments. In this framework, the nature and limits of science will be discussed again. Differences between the legendary possibilities of science and its real possibilities will be questioned. With the possibilities of the discipline of "imajoloji" developed by us, the problem of scientific trust will be handled comparatively against the reality of covid 19.

Keywords: Nature of Science; Trust 2; Epistemology of image (imajoloji) 3; Crisis 4. Doubt

Problems Encountered by School Managers in Supplying School Allowances and Expense Areas

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The main purpose of this study is to collect information about the problems encountered by school administrators in supplying resources to the school and the spending areas of allowances. The sample group of the study has consisted of a total of 20 school administrators; 5 kindergartens, 5 primary schools, 5 secondary schools and 5 high schools, working in the public schools in the central Haliliye, Eyyübiye and Karaköprü districts of Şanlıurfa province, selected by the stratified sampling method. The study was conducted with a qualitative method, and the data were collected by preparing a "Semi-structured Interview Form". The data of the research were analysed by content analysis method. Findings obtained from the research: It has been achieved that school administrators do not cover the school expenses, the lack of sufficient financial support reduces the quality of education, the supply of resources to the school is expected from the school administrators in addition to their main duties, the income from the school family unions varies according to the regions, which is not compatible with the equal opportunity. Suggestions such as increasing the share allocated to education from the general budget, granting allowances to schools according to the number of students, and removing the aids collected from parents were submitted.

Keywords: School Finance, Manager, Expenditure, Budget, Financial Resources.

School Management in the Covid-19 Pandemic Process: Facing Challenges and Lessons Learned

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The aim of this research is to determine the administrative problems faced by school administrators during the Covid 19 pandemic and the lessons learned from these problems. Phenomenology, one of the qualitative research designs, was used in the study. The study group of the research consists of 21 school administrators working in Gaziantep. School administrators in the study group were determined according to the maximum diversity sampling method. The diversity of the working group has been provided by features such as gender, age, school level, educational background and management seniority. The research data were collected using a semi-structured interview form prepared by the researchers. The obtained data were analyzed by content analysis method. As a result of the analysis, it was determined that school administrators have the most problems in sudden and frequent decision changes, teachers 'inability to use technology, students' access to distance education, student participation in distance education, motivating students and teachers and ensuring communication between stakeholders. In addition, it was observed that school administrators learned the most from this process in the direction of developing crisis management skills, giving more importance to hygiene in schools, developing online education infrastructures, taking the opinions of local actors in central decisions, developing distance school management skills and designing alternative applications for the education process. Recommendations have been developed in the light of the findings and conclusions reached.

Keywords: Covid 19; Pandemic; school administrators; Distance Learning

The Effect of Total Quality Management Skills on Educational Institutions According to the Views of University Students

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Total Quality Management is to move the organization to a high quality level in cooperation with the personnel and managers working in the institution, to develop products or services with the perception of continuous improvement, to reach high competitive power and to ensure that the institution reaches its goals. The aim of this study is to reveal university students' views on the benefits and applicability of total quality management practices in educational institutions. In the study, it was aimed to present an in-depth view with the case study design, which is one of the qualitative research methods. The working group of the research consists of 15 students studying at Akdeniz University, Faculty of Sport Sciences in the 2019-2020 academic year. Purposeful sampling method was used to reach the volunteers who were thought to be helpful in exploring and explaining the facts and events by conveying their thoughts in detail. A semi-structured interview form was prepared in order to deeply examine and understand university students' views on the benefits of total quality management practices and their applicability in educational institutions, and to reveal their experiences and feelings. Individual interviews were completed within three weeks and each took an average of 15-20 minutes. Data obtained from individual interviews were deciphered and transferred to NVIVO 12.0 Qualitative Data Analysis package program, and data analysis was completed. Some important results of the research; Participating students stated that total quality management practices in educational organizations are mostly unsuccessful. The most mentioned reason for this is the replacement of the planned applications before the results are

obtained. According to the participants, the PDCA Cycle and the Kaizen method were mentioned as the most appropriate total quality method for educational institutions.

Keywords: Total quality Management; Administration; Education Management; Quality in Education.

Views of School Principal and Teachers Regarding Course Supervision by The School Principal

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The aim of this study is to determine the opinions of the school principal and teachers about supervising course by the school principals. The study has been conducted in the pattern of a case study from qualitative research patterns. The study group is composed of five school principals and five teachers who work in five different primary schools in Düzce. The maximum variation sampling style which is one of the purposeful sampling styles has been practiced on identifying the study group. The semi-structured interview questions have been used for data collection. The content analysis method has been used for data analysis. At the result of the study, according to the teachers it is thought that supervising the course by the school principals have some good points such as the principal's supervising objectively, being supervised in a friendly atmosphere and not being stressed during the supervision. According to the school principals it is thought that supervising the course by the school principals have good points such as the teacher's teaching in a relaxed atmosphere, giving feedback, removing the phobia of being supervised by an inspector. According to the teachers, bad points of being supervised by the school principal are favoritism, not being fair about point scoring, supervising a course out of her/his branch. According to the principals, bad points are confirmed that it doesn't have any sanction and deterrence, social relationships influence the supervision and the supervision infects the social relationships. Within the context of the result, suggestions have been given.

Keywords: Course supervision, teacher, school principal.

Determination of Techno pedagogical Skills of Digital Age Teachers

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Nowadays, development in electronic and information technologies, speed in information sharing, automation, change of production systems, rapid development of virtual systems and artificial intelligence, caused questioning of education schedules, institutions that train teacher, skills of teacher. Form of education, while questioning its goals, tools, with the COVID-19 outbreak this situation becomes imperative. It seems inevitable that this transformation in education will also continue after the epidemic. Thus, it is aimed to determine the techno pedagogical efficiencies of the teachers who carry out the education process, which is one of the 21st-century skills. 1012 high school teachers working in Samsun province of Turkey formed the working group of the research conducted in the descriptive scanning model. The data were obtained with "Scale of Competence for Technopedagogical Education (TPACK - deep)". Parametric tests were used in the analysis of the data. As a result of the research, it was found that teachers are sensitive about the competencies of displaying legal and ethical behaviors in using technology in learning-teaching environments; on the other hand, they had a lower average of specialist skills which is related to demonstrating the effective use of technology resources, developing and demonstrating teacher leadership skills

for technology use. Significant differences were found in variables such as gender, place of duty, age, state of school being a formal public school or private school, professional title (administrator or teacher). Also, it was determined that 32.7% of the teachers believe that the education will be done remotely in near future, 27.3% are undecided, 40% do not believe it and they think the process will return to pre-pandemic.

Keywords: techno pedagogy; high school teacher; teacher skills; sufficiency.

Principal Authorized Teacher: Examining the Trainings Provided for Preparing Primary School Teachers for the Administrative Position They Confront

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The aim of this research is to determine the deficiencies by taking the views of school administrators and teachers regarding the current practices in the training of principal authorized teachers, to identify the measures to be taken in preparing primary school teachers for principal authorized teaching. Designed as a case study from qualitative research approaches, the study group consists of 6 school administrators working in primary schools in Nevsehir and 8 primary school teachers who graduated from Nevsehir Haci Bektas Veli University in 2016 and 2017. Participants were determined with the purposive sampling method of criterion sampling. As a data collection tool in the study, semi-structured interview forms developed by researchers were used. The obtained data were analyzed by descriptive analysis. All of the participants stated that they had difficulties in school administration when they started to work as the principal authorized teacher, and the main reason for this was the lack of sufficient training on this subject at the university. Most of the participants drew attention to the fact that they were not given any training related to school administration by the national education when they took office. School administrators and teachers have emphasized that training related to school administration should be given to primary school teachers in practice. It is emphasized that the primary school teachers who will be the authorized principal will be trained in the most formal correspondence, the use of Document Management System, e-school and Information Systems of the Ministry of National Education.

Keywords: Principal authorized teacher, administrator training, school administration, school administrator.

Evaluation of the Administration of Primary Schools Where Refugee Children Attend from the Perspective of School Administrator and Teacher

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This research the administration of primary schools where refugee children continue in Turkey, aims to evaluate through the eyes of school administrators and teachers. The research is designed as a case study, one of the qualitative research approaches. While determining the working group, using the criterion sampling method from purposeful sampling method, the administrators and teachers of the first four primary schools in terms of the number of refugee children in Nevsehir province were determined. Face-to-face interviews were conducted using semi-structured interview forms that were developed by the researchers, obtained expert opinions and were finalized with pilot applications as the data collection tool in the study. As a result of the interviews, the data were analyzed by descriptive analysis method. All of the school administrators and teachers participating in the study emphasized that they had communication problems with refugee children and their families, and that they tried to solve this problem with the interpreter of a refugee child at the school. School administrators have problems with teachers due to the increase in the number of refugee children in their classrooms and they have problems with parents due to cultural conflict. The problem of refugee children being absent too much and not reaching their families causes school administrators to make additional correspondence. In addition, the majority of school administrators and teachers stated that they received training for refugee children, but that the education they received did not work in finding solutions to the problems they encountered.

Keywords: Refugee child; school administration; school administrator; teacher.

The Investigation of the Problems Encountered by School Principals During the Covid-19 Pandemic in the Context of Management Processes

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The main purpose of this study is to examine the problems faced by school principals during the Covid-19 pandemic process in the context of management processes. The research has been conducted within the scope of the phenomenology design, which is one of the qualitative research approaches. The study group of the research consists of 13 school principals who works in a province located in Southeastern of Turkey, which is determined by the maximum variation sampling method. The diversity of the study group has been provided by features such as gender, age, educational status, school level, management seniority and position. The research data have been collected using a semi-structured interview form prepared by the researchers. In the interview form, there are 7 open-ended questions and 37 probe questions prepared in accordance with the purpose of the research. In this study, the data have been analyzed using the descriptive analysis technique. Accordingly, the findings are presented by taking into account the management processes, decision-making, planning, organizing, communication, influencing, co-ordination and evaluation themes. As a result of the analysis made, the most common reasons for school principals during the Covid-19 pandemic process are the unpredictability (uncertainty) of the pandemic process, the health concerns and problems of education stakeholders, the inefficiency of distance education, the lack of support of the families in the education process, the inability of the stakeholders to use technology, the budget problems of schools, unclear criteria for evaluating education and schools not having

an autonomous structure. Considering the findings and results obtained, the researchers made suggestions.

Keywords: School principals; Covid-19; Pandemic; Management processes; Problems

The Effect of Teacher Quality on Teacher Readiness to Implement Education Policy

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Today education requires teachers to continue to develop and be future-oriented. Almost every year new policies are socialized and campaigned for educational improvement. In this case, more advanced education must be balanced with qualified teachers. Related to this, in addition to be an educator, the teacher is also a leader. Being a leader means managing many things including himself. But in reality, there are still many teachers who are not ready to expand their skills following times of development. Therefore, this study aims to find out: The effect of teacher quality on teacher readiness to implement education policy. The research methodology uses quantitative research methods. Data collection is carried out through observation methods, questionnaires, and documentation. Hypotheses are tested with correlation, ANOVA, and regression tests. The results showed that: There is a significant effect of teacher quality on teacher readiness to implement education policy. Thus, it is concluded that the hypothesis is accepted. Furthermore, there are two recommendations from this study. Firstly, teachers must continue to develop their quality to be better prepared in facing challenges in the world of education in the future. Secondly, the researchers are expected to be able to further explore how the quality of teachers and teacher readiness to adjust to times development.

Keywords: Teacher quality; teacher readiness; education policy.

The Pros and Cons of Distance Learning amid COVID-19 Crisis: Perspectives of Elementary School Teachers

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Educational institutions in the Philippines have quickly transferred to distance learning to make sure that learners are still engaged in learning amid COVID-19 crisis. In developing countries like the Philippines, this learning modality has caused advantages and disadvantages especially in elementary schools. This study attempts to identify the strengths and weaknesses of distance learning implementation in schools of General Santos City. Following a mainly qualitative research design, this study surveyed a pool of random and conveniently selected teachers officially employed during the school year 2020-2021. After the content analysis, the following themes of strengths of distance learning implementation emerged: *1)* enables safe teaching and learning environment, *2)* promotes strong family relationships, *3)* promotes self-paced learning, *4)* saves money, time, and effort, *5)* increases parental support towards student learning, *6)* balances work and family time of teachers, and *7)* maximizes use of ICT for purposeful teaching and learning. Meanwhile, the study also uncovered weaknesses of distance learning implementation themed as: *1)* poor communication between parents and teachers, *2)* lack of technological resources and skills, *3)*decreased academic motivation and honesty*, 4)* limited time and knowledge to support children, *5)* unresponsiveness and lack of support from guardians, *6)* heavy load of papers to check, *7)* limited assessment modalities, *8)* feelings of doubts and frustrations towards quality learning, and *9)* adjustment towards

independent learning. Lastly, it is recommended that education authorities should capitalize on the emerging strengths of distance learning and use weaknesses as basis for the program improvement and development.

Managing The School During The Covid 19 Pandemic Of School Managersviews On The Case: A Metaphorus Study

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The purpose of this study is to reveal the perceptions of school administrators regarding the phenomenon of managing the school during the Covid 19 pandemic through metaphors. Phenomenology design has been used in the study. The study group of the research consists of 140 school administrators working in Gaziantep province, determined according to the maximum diversity sampling method. The diversity of the participants in the study group was provided by demographic characteristics such as school level, gender, age, education level and seniority. The research data has been collected through an online form prepared by the researchers and consisting of two parts. In the first part of the form, while it has been five questions to determine the personal information of the participants, while the second part includes a question prepared in line with the purpose of the research. The data which is obtained has been subjected to content analysis. As a result of the analysis, 120 metaphors were created regarding the phenomenon of school management during the Covid 19 pandemic process. The metaphors of "wearing a shirt of fire, solving a puzzle full of unknowns, sitting on thorns, crossing paths and mountains with an unequipped car, dealing with a mess every day, leading an army on the battlefield, fishing in turbid water" are some of the metaphors created. The obtained metaphors will be categorized by considering their similar features. Suggestions will be made in line with the findings and results obtained.

Keywords: School administrators, Covid 19, Pandemic, Metaphor, School Management.

What are the Reasons Behind the Achievement of Successful University Students?

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The achievement has been one of the topics discussed and researched, with the idea that it is crucial in achieving goals and shaping our future. This research aims to determine the factors behind the achievement of academically successful university students. This research is phenomenology research, which is one of the qualitative research designs. The phenomenological pattern can focus on phenomena for which we do not have an in-depth and detailed understanding. In this study, the phenomenon of success has been handled, and it is planned to be investigated in depth. Extreme and deviant case sampling, which is one of the purposeful sampling methods, was used. Accordingly, the students who ranked in the top five according to their average academic success among the senior students of the faculties/colleges of a university in the Western Black Sea Region were included in the sample group. Seventeen volunteers among the top five most successful students in the last years of 3 faculties and two colleges were interviewed and recorded. As a data collection tool, an information form for students' personal information and a semi-structured interview form to determine the reasons for success were used. In addition, content analysis was made with the data obtained from the research. As a result of the study, the factors related to the achievement of successful students are gathered around five themes. These are expressed as responsibility, motivation, support, academic skill, and social skill.

Keywords: academic achievement; successful university students; reasons for success

According to the opinions of 4th grade students, what kind of world awaits us after the end of covid-19?

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After the Covid-19 pandemic, in terms of it is important to see and determine the effects of the new life how children imagine a world. From this point of view, the study was carried out in order to determine the opinions of primary school 4th grade students about new life after the pandemic process ended. In the study conducted by using case study, one of the qualitative research designs, it was investigated how people are affected by the relevant phenomenon. Considering that they can express the problem situation better, the working group; Criterion sampling based on purposeful sampling was determined as 4th grade students. The study group of the research consists of 76 students in total studying in five primary schools. The data collection tool consists of two parts. In the first part, there are questions about students' personal information. In the second part, asking to students "What kind of world awaits us after Covid 19 ends?" data, which is a question, were collected with a semi-structured interview form. Content analysis was used in the analysis of the data. After the analysis, the data were collected under two categories as positive and negative. Sub-categories depending on the category of positive; life where precautions disappear is a normal

old life, a technological life, a life with values, a life in which social life has come back, a life / new life different from yesterday. Sub-categories linked to the category of negative; It has been determined as a life where precautions continue and an unhealthy life. When the frequencies of the categories are evaluated, it is seen that positive thoughts about the future come to the fore.

Keywords: Covid 19; new life; pandemic ended; elementary school.

Emotional Experiences of Individuals Diagnosed with COVID-19 During the Pandemic Process

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As of December 2019, the COVID-19 virus of unknown etiology has emerged in the city of Wuhan, Hubei Province, Central China. The COVID-19 virus has been seen in approximately 130 million cases as of April 2021 and has caused the death of nearly three million people. Besides the biological effects of the virus, individuals struggle with the psychological, sociological, and economic consequences of the epidemic in this process. The primary purpose of this research is to examine the experiences of individuals diagnosed with COVID-19 regarding the quarantine process. This research was conducted in a phenomenological pattern, one of the qualitative research approaches. 212 volunteers, 153 females (72.2%), and 59 males (27.8%) took part in this study through an online questionnaire. The online questionnaire form was prepared by the researchers as the data collection tool. The data were analyzed within the framework of content analysis. The findings of the study yielded four categories, namely the effects felt when diagnosed with COVID-19, the effects of staying in home quarantine when diagnosed with COVID-19, the worst scenario thought to be in quarantine at home and coping with uncertainty while in quarantine at home. These categories are "negative emotion", "positive emotion", "neutral emotion", "psychological effects of the quarantine process", "physiological effects of the quarantine process", "ineffective", "family-related scenario", "children being left alone", " The scenario regarding the physiological effects of covid-19 is divided into themes "positive thinking", "maintaining the daily routine", "receiving social support" and "spirituality". The findings have been discussed within the framework of the literature and some recommendations have been developed.

Keywords: COVID-19; emotional experiences; coping styles; qualitative research.

The Role of Parents on Fear Acquisition of Children in Covid-19 Pandemic

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The aim of this study is to examine the role of parents emotional and behavioral reactions on fears of children in Covid-19 pandemic considering Rachman's Three Pathways Theory. For this purpose, a phenomenological qualitative study was conducted. Thirteen participants living with their children were utilized through criterion and snowball sampling. In semi-structured interviews parents were asked about their own and their children's behavioral and emotional reactions in Covid-19 pandemic and they were expected to give detailed information about fears of their children before and in pandemic. Firstly, parents were asked about their behavioral and emotional reactions in Covid-19 pandemic. As behavioral reactions, precautions taken by parents to protect the rest of the family from negative physical and emotional impact of the pandemic were mentioned, while emotional reactions were defined as acquisition of negative emotions like fear, anxiety and worry. Secondly, parents were asked about their children's behavioral and emotional reactions. Some of the parents talked about positive behavioral changes such as gaining self-control, while some others explained negative behavioral changes like increased time spent with technological tools. In the emotional changes section, all of the parents explained at least one negative emotion. All of the parents stated that their children had Covid- 19 related fears. According to parents' expressions, fears of children in pandemic were examined in two dimensions. Fears directly related to Covid 19 were fear of virus/microbes, illness or death of someone in family and death and fears. Fears indirectly related to Covid 19 were fear of going out, sleep alone at night, separation, touching stuff outside home and cold. Considering existing literature and based on the findings of this study, it can be concluded that children's modelling experiences have impact on acquisition of negative emotions, especially fear, therefore, preventive interventions involving caregivers should be provided by mental health professionals working with children.

Keywords: Children's fears, Covid-19 pandemic, modelling experiences, parents' reactions.

Family-Oriented Psychoeducational Studies Conducted During the Covid 19 Pandemic Process

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Declared as the biggest pandemic in the history of the world, Covid 19 negatively affected human life due to various limitations. Preschool children were the group most affected by the pandemic. During this period, some emotional, behavioral and habitual disorders started to be seen in children. 40 families who applied to the Healthy Life Center Child Development Polyclinic of the Edirne Provincial Health Directorate between January 01, 2020 - December 31, 2020, who had children between the ages of three and six, and who say that their children started to exhibit emotional and behavioral problems during the pandemic process has attended the research. Also the participant families continue to attend at least three psychoeducation studies When the application reasons of the families in the study group are examined; Emotional problems such as anxiety, anger, stubbornness and fear, eating, sleeping and toilet habits problems, hitting, biting, nail biting, and behavior problems such as not following the rules at home were observed. In order to solve these problems stated by the families, after the first family interview, they were asked to participate in psychoeducation activities once a week or every two weeks, depending on the course of the pandemic. Within the scope of psychoeducation studies, awareness and informing studies were carried out about the problems conveyed by families in the first stage, in the second stage, the measures to prevent problem situations and intervention strategies were focused, and in the third stage, studies were determined for the implementation of the measures to be taken and the determined intervention strategies. In addition, homework assignments were presented to families to practice at home. Thirty of the families who participated in psychoeducation studies stated that they made progress in solving emotional, behavioral and habitual problems.

While three out of 10 families continued their psychoeducation online, seven families attended the psychoeducation when they needed it because they could not attend regularly.

Keywords: Early childhood, Covid 19, behavioral disorders, emotional disorders, habitual disorders, psychoeducation

The Relationship Between Motivation, Self-Efficacy, And Burnout In Professional Instrument Training

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Research reveal that music teachers develop a perception of professional identity that is predominantly musical performance-oriented in the pre-service training process. Professional instrument training has an important role in the acquisition of musical behavior styles and shaping professional identity. This weight has provided a rich accumulation of knowledge on instrument training in the music education literature. Especially since the 1980s, empirical research focusing on affective characteristics has provided important clues showing that motivation and self-efficacy beliefs are effective in the acquisition of success in instrument training and the decision to continue musical activities. On the other hand, the phenomenon of burnout and its relationship with motivation and self-efficacy beliefs in instrument training has not been discussed extensively. This relationship has been ignored in the relevant literature, especially in Turkey. However, theoretical studies and empirical research in educational psychology and social psychology emphasize the strong relationship between burnout and motivation. This study focuses on the levels of burnout, self-efficacy and motivation of a group of music teacher candidates in the context of instrument training; It examines the relationship between these three variables. The study, which has a quantitative descriptive feature, was structured according to the correlational screening model. The study group consists of freshmen (n=24) and senior (n=21) enrolled in the Music Teaching Training

Program of a university in Turkey. Data was obtained 'Burnout Scale for Individual Instrument Courses', 'The Motivation For Individual Instrument Classes Scale', and 'Musical Instrument Performance Self-efficacy Belief Scale'. Differences statistics (Mann-Whitney/t-test) and correlation statistics (Spearman/Pearson) were used for data analysis. The results were discussed within the framework of the professional identity and some suggestions were made for instrument educators.

Keywords: Music teacher candidates; instrument training; burnout; motivation; self-efficacy.

Life skills training in promotion of Students' Psychological well-being during the covid-19 disease outbreak: A systematic review

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Psychological disorders are one of the most important problems of students in the Covid-19 outbreak. Life skills training has shown that it can improve students' ability to cope with many psychological problems. This study focuses on the research activities carried out in this field during the covid-19 disease outbreak. Articles were reviewed in three databases, including Scopus and PubMed and Google Schoolar. Methodological filters were used to limit retrieval to randomized controlled trials. Keywords for finding articles included life skills OR social skills AND students AND schools AND Covid-19 OR SARS-CoV-2 AND Psychology OR mental health. In the next stage, screening is done manually based on the title and abstract of the article, and finally qualified articles were selected. Exclusion criteria include 1- Articles should not be in English 2- Studies have not been done for students and inclusion criteria include 1- Experimental or semi-experimental study plan 2- Articles in English. All articles from January 2020 to March 2021 were reviewed. A total of 3060 articles on life skills training were found, which after screening based on the title and summary of the article, 8 articles remained, which were qualified so that 5 articles were chosen. Finally, after evaluating their quality, 1 article was selected. This study showed that the life skills training is a useful method in improvement of student's mental health, however, more studies are needed to show the effectiveness the life skills training in promotion of student's psychological well-being during Covid-19 outbreak.

Keywords: life skills; Covid-19; psychology; mental health; social skills; student; school

Examination of The Participation of Preschool Children Attending Online Trainings During the Covid-19

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The purpose of this research is to determine the participation levels of children who receive online preschool education during the Covid-19 pandemic and the factors affecting participation in the activities in online education. The study group of the research consisted of 12 children attending online education from 2 kindergarten classes. This study was designed with a basic qualitative research design. In the research, video records obtained from a video conference platform were recorded and watched. Then, the participation of each child in the activities was determined by the event recording method, one of the formation-based recording techniques. For the purpose of the research, children's participation levels were defined as no participation, low participation, moderate participation, and high participation. While the event recording process, the level of children's participation in the activities and the time interval in the videos were recorded. The children were observed one by one and the same video was watched again for each child. Besides, the time intervals were re-monitored and what the teachers did during that time period was examined to reveal the factors affecting the participation of children. In the results of the research, it was seen that the children generally participated activities in medium level. It was revealed that when teachers generally used costumes, puppets, three-dimensional materials, and interactive book reading in activities, children attended activities at a high level. It was found that there was no participation and low participation when the teachers gave only direct instruction.

Keywords: Covid-19; pandemic; preschool education; participation

36-72 Month-Old Children Mothers' Views about Covid-19 Pandemic

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Covid-19 is a dangerous virus that causes many people to get sick and die in our country as well as all over the world. With the first case meeting on March 11, 2020 in our country, strict measures were taken rapidly and there were hesitations in many areas. These hesitations affected the lives of families and, of course, the lives of children a lot. The aim of this study is to investigate parents views about Covid-19 pandemic that how they affect from all these things and their feelings. The study group include 58 mothers who has 36-72 months old children. Phenomology method that is in qualitative methods was used in the study and data were collected by semi-structured interview method. The data of the study were collected from voluntarily participating parents by using ZOOM online meeting program in 2020-2021 fall semester. The interview form include personal information part and questions for to investigate parents views and feelings about covid-19 pandemic. The data of the study is analyzing by using MAXQDA program and process is ongoing. After the analysis process is completed, the results obtained will be discussed and presented in the light of the literature.

Keywords: Early childhood; parent; covid-19; pandemic.

Difficulties Experienced by Preschool Teacher Candidates in Online Teaching During the Covid-19 Pandemic

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The aim of this research is to determine the difficulties that preservice teachers experience in online teaching practices during the Covid-19 pandemic process. The study group of the research consisted of 24 teacher candidates who are senior students in the preschool teacher undergraduate program of the education faculty. The design of the study is the basic qualitative research design. A semi-structured interview form was used as data collection tool. The obtained data were analyzed using content analysis. As a result of the analysis, 4 categories were generated for the difficulties that teacher candidates experienced. These categories were; activity planning, implementation, technical situations, and children's environment. As a result of the research, it was seen that the teacher candidates had problems during the activity planning process. The reason of it that they could not spend face-to-face time with children so they did not know the children. During the implementation process, it was found that they could not arrange the activity time in the online environment, they had difficulties in managing the activities and ensuring the participation of children in the activities. Technical conditions such as the preservice teachers' lack of technological equipment and problems with the internet and video conferencing platforms also negatively affected the process. In addition, it has been revealed that factors such as the presence of siblings and other adults in the home environment of the children and the telephone-television sound caused difficulties in the practice of preservice teachers.

Keywords: Teaching practicum; Covid-19; online education; early childhood education

Evaluation of Preschool Distance Education Process in Covid 19 Pandemic Period

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March 12 was declared an epidemic by WHO as corona virus disease (COVID-19). The highly contagious virus spread to the whole world, especially to Europe, in a short time. Epidemics in the world have significantly affected the health, economy, education, transportation, trade and tourism operations of all countries globally. As a result of these effects, social life measures have started to be taken globally. The virus has also seriously affected the education service and various measures have begun to be taken. Recommendations on the closure of educational institutions in order to reduce the spread of diseases in the society by reducing the transmission networks of the virus have been taken into consideration. In this context, it has been decided to temporarily close schools, universities and other educational institutions in many countries in order to reduce the spread of the COVID-19 pandemic. Schools and educational institutions were temporarily closed as of March 25, with the announcement of the first COVID-19 case in our country by the Ministry of Health on March 11, 2020. With the closure of schools, countries have turned the education process into non-face / online / distance education. Some of the different digital programs were used simultaneously in non-face-to-face training. Ministries of education have tried to create a system for each learning category by bringing together, grouping and

categorizing previously existing resources in order to facilitate the use of distance technology. For preschool children, different distance education method techniques have been developed and used by the Ministry of National Education and schools in our country. In this study, questions were prepared for the parents of children attending pre-school education about distance (online) education. Opinions and statements of parents of children attending private or public preschool institutions in different regions of Turkey were collected in a Google questionnaire format. Based on the statements still being collected, the difficulties, facilities, technical and method competencies of distance (online) education; Some questions were tried to be answered, such as where the children and parents are in the distance education system.

Keywords: Early childhood, distance education, coronavirus pandemic, preschool, online education.

Determining The predictive Level Of Teacher-Child Relationship On Emotion Regulation Skills Of 48-72 Month-Old Children

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The main purpose of this study is to examine the emotional regulation skills of 48-72 month-old children and teachers' perception of their relationship with children according to demographic characteristics. This study also aims to determine the relationship between teacher-child relationship with children's emotion regulation skills and its predictive effect on emotion regulation skills. The study group of the study, which was carried out using the general screening model, consisted of 23 independent kindergartens in Gaziantep province, Şahinbey and Şehitkâmil districts. There were 238 pre-school teachers who were teaxhing 48-72 months old children attending preschools affiliated to 15 primary schools. The child personal information form was collected using the Teacher Personal Information Form, the Student-Teacher Relationship Scale and the Emotion Regulation Scale. The data were analyzed using the SPSS program. The research data were analyzed with "mean", "standard deviation", "T-test", "One-way analysis of variance", "Post-Hoc multiple comparisons test" and "Pearson product-moment correlation coefficient". In addition, "Hierarchical multiple regression analysis" was conducted to determine the best predictors of children's emotion regulation skills. As a result of the study, it was revealed that there was a moderately positive, moderately significant relationship between teacher-child relationship and children's emotion regulation skills, and teacher-child conflict was the best predictor of children's emotion regulation skills. It was found that teachers' perceptions of their relationships with children differ according to the age of the teachers and the socio-economic level of the school where they work, and not according to the variables of gender, professional experience and class size. It was found that emotion regulation skills of children differ according to the gender of the child, the education level of the mother and father, and not according to the child's age, nationality, and the age of the parents.

Keywords: Student-Teacher Relationship, Emotion Regulation, Preschool

Examination of the Relationship Between Motor Skills and Self-Concept of Five Year-Old Children

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The main purpose of this study was determined to examine relationship between children's motor skills and self-concept. In line with this general purpose, whether the locomotor and manipulative skills of children within the scope of motor skills had an effect on their self-efficacy and self-esteem within the scope of self-perception was examined according to gender variable. In this study designed as a quantitative research, CHAMPS Motor Skills Protocol and Demoulin Self-Concept Developmental Scale were used as data collection tools. While collecting the data of the study, the principle of easy accessibility was taken into consideration and five schools that were sent practice students in the district of Kadıköy within the scope of the Marmara University Preschool Teaching undergraduate program's practice course were included in the study in the spring term of the 2017-2018 academic year. Random sampling method was used determining of study group for this research and totally 133 five years old children, 74 girls and 59 boys, were included the study. In data analysis, a chi-square analysis was performed and correlation values were calculated. As a result of the analysis, it was found that there was a statistically significant relationship between children's locomotor skills and self-efficacy ($p<.05$). There is a statistically significant relationship between object control skills and self-efficacy and self-esteem ($p<.05$). It was determined that there is a significant relationship between motor skill total scores and self-efficacy perceptions.

Keywords: Preschool children; motor skills; self-concept.

Pre-school learning environments and student-teacher relationship

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The aim of this research is to examine the impact of learning environments on the student teacher relationship in that pre-period. Examples of the research using relational screening model from quantitative independentkindergarten research methods are 244 students studying with 61 teachers serving 5 age groups under the directorate of national education in Gaziantep Province Şahinbey and Şehitkamil district center in the 2019-2020 academic year. The data in the study was developed by Pianta (1999) to determine the student teacher relationship with the Learning Environments Assessment Scale (ECERS R) developed by Harms and Clifford (1980) and adapted to Turkish by KlerKlodyaTovim (1996) and Asi and Karabay (2018) adapted to Turkish by The Student Teacher Relationship Scale (STR-S) was collected. The data obtained within the scope of the study were analyzed using SPSS (Version 24.0) and regression and correlation analyses were used as well as visual statistical methods. As a result of the data obtained from the study, The lower size of the squat has been found tobe significantly procedural. Class area and furniture is in a value range from very little to good with a value of 4.71 personalcare is good with a value of 5.78 is very goodvalue, diland a bristleis very good value with 4.08 aktivites were found to be of very little good value with a score of 4.22 Interaction 5.93 was at a level between good andvery good, program was goodwith 5.33 and family and staff was good with 5.45 has been detected. A positive relationship was found between the lower dimensions of ECERS-R scale, the class area and furniture, the routine personal care, activities and program structure infrastructure dimensions, and the conflict subsize skirmishes from the subsizes of the Student-Teacher Realtioans Scale.

Keywords: Learning Environments, Preschool, Student Teacher Relationship

Difficulties in Distance Science Teaching: Diagnosing the Problems and Remedy Suggestions

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The aim of this study is to reveal the difficulties faced by science teachers in the distance education process and their solutions. Case study was adopted in the study. *'Science Subjects Teaching Difficulty Identification Questionnaire*' and semi-structured interviews were used as data collection tools. Questionnaire included the subjects in the 5th, 6th, 7th and 8th science curriculum of the secondary school and taught in the distance education process. Teachers were asked to indicate the level of difficulty they had in the teaching process of the subjects in the scale presented to them. In the semi-structured interview process, open-ended questions were conducted with 8 teachers who attended classes at different grade levels. Findings obtained from the questionnaires, the subjects that teachers have the most difficulties in their teaching processes and findings obtained from semi-structured interviews, the reasons for the difficulties and possible solutions will be revealed. Data analysis process of the research is currently underway. Quantitative data will be presented in tables with percentages and frequencies, while qualitative data will be presented as themes and categories. By comparing the results of the research with similar studies in the literature, specific recommendations will be presented.

Keywords: Distance Science Teaching, Teaching Difficulties, Science Subjects, Science Teachers

The Evaluation of Special Days and Weeks Presented in 1ˢᵗ – 3ʳᵈ Grades Life Sciences Textbooks

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The Life Science course is one of the most important courses in primary school because of duty for preparing the child for life. According to Erkan (1996), life studies course includes functions such as "help children to prepare life and to develop views, understandings, comprehensions about their social and natural environment directly affect them". Also, extracurricular activities have a very important place in education and extracurricular activities have become an indispensable part of education (Tay, Guldali, & Bas, 2017). With extracurricular activities, students learn to take part in the community and collaborate with other students. With extracurricular activities, students learn to take part in the community and collaborate with other students. At the same time, their adaptation to social life becomes easier and they have the opportunity to know their talents and develop them (Karslı, 2006; cited in Tay, Guldali, & Bas, 2017). The most effective way to ensure the development of students in terms of expression and skills with extracurricular activities is to take part in activities of certain days and weeks (Gocer, 2004). When the related literature is reviewed, it is seen that there is little research on life studies lesson specific days and weeks. So, with the thought of that it will contribute to the field in this regard, the aim of this study is to evaluate primary school 1ˢᵗ – 3ʳᵈ grades life studies textbooks in terms of specific days and weeks. For this aim document analysis, one of the qualitative research methods, was used in the study. The study covers Life Studies 1st, 2nd and 3rd grade books prepared by the Ministry of National Education. As a result of the study, it is seen that some special days and weeks are covered over the same outcomes in the Life Studies course 1ˢᵗ – 3ʳᵈ grade textbooks. In

addition, it is seen that the acquisitions about certain days and weeks from the 1st grade are expanded and addressed at other grade levels (2nd and 3rd grades). Also, it was found that there were no findings in the books about certain days and weeks. In this context, it is recommended that activities related to certain days and gains that are not included, should be held at least within the scope of out-of-school activities.

Keywords: special days and weeks; primary life course textbooks; document analysis

Analysis Of Engineering Designs Of Prospective Science Teachers

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In the science course, it is important to present the knowledge of basic sciences such as physics, chemistry and biology, as well as the place of this information in daily life and application examples. In this context, the designs and projects they will produce as a solution to a problem encountered in daily life are mentioned in the science course. They are science teachers who will encourage and set an example for students to create original designs and products. From this point of view, prospective science teachers' engineering design skills and their ability to generate ideas for problems in daily life are a matter of curiosity. In this study, it is aimed to examine the engineering design skills of science teacher candidates. The sample of the study consists of 45 teacher candidates studying in the second grade of science teaching. Worksheets in which the problem they encounter in daily life and the solution proposal are written and draft drawings are used to collect the data. The data obtained were analyzed using rubrics prepared by the researcher. The presented problems are examined in terms of originality, comprehensibility, frequency / reality in daily life. Solution proposals and designs were evaluated with a rubric prepared in terms of criteria such as being related to the problem, bringing a solution to the problem, accessibility and usefulness of the material, presenting a logical and understandable solution / drawing, originality and innovation of the drawing / solution proposal. As a result of the study, it was observed that 65% of the science teacher candidates identified insufficient problems, 51% offered acceptable solutions for problem solving, but 58% were insufficient in terms of engineering designs.

Keywords: Prospective science teachers; engineering designs; daily life; problem identification.

In Life Science Course Books Concept Teaching: Case of Turkey

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The main purpose of life studies lesson is to help students gain the life skills they need and can use in daily life. In addition, some concepts will be introduced so that children can form a basis for their future science and social studies lessons. Concepts in life studies lesson curriculum, from the most general point of view, the child's; It takes place in order to recognize the school and its relationships within the school, cooperate with peers, perceive time, learn healthy and balanced nutrition, internalize national values, develop thinking skills, recognize and protect oneself, family, immediate surroundings, homeland, nature. The research was conducted with the case study method within the scope of qualitative research model. The study was carried out by using easily accessible case sampling method. 1st, 2nd and 3rd grade life science course book which were approved by the Board of Education and is being taught in primary schools. When the life studies textbooks of 1st, 2nd and 3rd grade are examined, it is seen that concept teaching is generally taught directly. Definitions and examples have been used frequently. Although concept puzzles are encountered, concepts are generally left to the teaching of the teacher.

Keywords: Life science; life science course books; concept teaching.

Values Stated in English Lesson Books

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The main aim of this study is to examine the values which are stated in high school English lesson books. In the study, which are designed according to qualitative research method, data were collected in compliance with document examine method. Data were collected from 9th,10th,11th and 12th grade English lesson books which are approved by Turkish Ministry of National Education. Acquired data were analyzed using content analysis method. According to the results, for the 9th grades; responsibility, caring to be healthy, helping each other, respect to differences, awareness to cultural history are the most frequent values. For the 10th grades, being nature conscious, respect to differences, interdependency, friendship, caring the culture, awareness to historical heritage, amity, tolerance, equality, patriotism and respect to the flag(nation) are the most frequent. For 11th grade; respect to differences, interdependency, friendship, awareness to cultural history, sharing, kindness, being fair, patience, honesty, righteousness and respect to human dignity are the most frequent values. For 12th grade, interdependency, helping each other, respect to differences friendship and caring the culture are the most frequent values. These values are given in reading, writing, listening, speaking activities and in exercises for students. As a result, values in high school English lesson books match up with the values stated in curriculum and core values for students.

Keywords: English lesson books; values education; document analysis, teacher.

Analysis of the Views of Pre-Service Science Teachers on "Science, Technology and Society"

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"Science, Technology and Society" (STS) education, which has gained importance in science education in recent years and refers to the examination of the interactions of technical and social phenomena in the society, emerged as a science education trend in some western countries in the 1970s and 80s (Aikenhead, 2003; Yager, 1996). STS education is defined as a process that includes the practices of identifying potential problems, collecting data about the problem, thinking about alternative solutions, and evaluating the results depending on a specific situation (Yager, 1990). In this study, it is aimed to determine the views of pre-service science teachers who are busy with the applications carried out within the scope of the "Science, Technology and Society" course about "science, technology and society" and to determine the effects of the applications on the views of the pre-service teachers. 83 pre-service science teachers participated in the study. In this study, the "Views on Science-Technology-Society (VOSTS)" questionnaire developed by Aikenhead, Ryan & Fleming (1989) consisting of nine categories and 114 multiple-choice questions, was used. For the study, 14 items were selected from the VOSTS, which were suitable for the purpose of the study, and these items were translated into Turkish by the researchers and applied to pre-service teachers as pre- and posttests before and after the applications. According to the results of this study, it was observed that pre-service science teachers had different views on subjects such as the definitions of science and technology / its impact on society / the impact of society on science and technology / nature of scientific knowledge. It is also among the

results that pre-service teachers made changes in their views on science, technology and society with the applications carried out within the scope of the STS course.

Keywords: Pre-service science teachers, views of science, technology and society, VOSTS.

Assessment Of Higher Education Students' Awareness, Practice And Attitudes Towards Solid Waste Management In Lahore, Pakistan

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The present research was conducted to study student's attitude, knowledge, and practice towards solid waste management. The main object of the research was to study student's point of view regarding practice, knowledge, attitude and their concern regarding solid waste management. The population of the present study was consisted of students from higher education institutes in Lahore. The study design was cross sectional and analytic study. A sample of 320 students was drawn. The technique of simple random sampling was used for this purpose. Google form questionnaire was used as a tool for data collection. Frequency table were used to represent the findings. Independent t-test used for difference between male and female respondents regarding their level of perception about solid waste management. Based upon findings of the study, it was concluded that the students had positive attitudes toward solid waste management, both male and female students have shown almost similar perspective towards attitude of solid waste management program. It is also concluded that the most of the respondents were aware how to manage the solid waste management and that the students of universities are more efficient towards the practice of solid waste management, mostly student's answer positively.

Keywords: Attitude, gender, solid waste management, awareness, practice, higher education

Augmented Reality Experiences of Preservice Classroom Teachers in Science Teaching

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Using technology in the learning and teaching process enables students to learn effectively and meaningfully. Augmented reality, one of the applications used in education, can meet students' needs in the learning process. Especially in science lessons, augmented reality enables students to understand the nature of science. It is important to have teachers who can reflect technology to learning environments effectively and efficiently. In line with this purpose, preservice classroom teachers were asked to create lesson plans for 3rd- and 4th-grade science topics and gains using the augmented reality application. The researchers prepared a structured interview form to collect preservice teachers' experiences in creating augmented reality products and determining their opinions on using this science teaching application. The interviews were analyzed using the descriptive analysis technique. As a result, preservice teachers stated that both science lessons and other lessons should include the augmented reality application; the application draws attention to the subject as it is fun, interesting, and intriguing, thus providing meaningful learning. Preservice teachers stated that they would benefit from augmented reality applications in their professional lives, augmented reality will be effective in science teaching. They realized the importance of using technology in science lessons with these applications.

Keywords: augmented reality; classroom teacher; science teaching

Science Teacher Candidates' Scientific Language Usage and Complexity Regarding Evolution

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Scientific language plays an important role in science learning through supporting students' scientific communication. However, recent evidence suggests that many science teachers are inadequate to use scientific language. Therefore, teacher training programs should be considered to be investigated. The specific objective of this study was to examine the science teacher candidates' scientific language usage regarding evolution topics. Several aspects of the evolution make it appropriate to be used in scientific language studies. In this case study, an open-ended questionnaire consists of 6 questions over 4 scenarios which are related to evolution process, mutation, adaptation, natural and artificial selection, and modification was responded by 33 science teacher candidates. Data were analyzed by using a rubric that was developed by the researchers. The rubric (min 0 & max 25 points) had seven dimensions as non-scientific (0 point), mis-scientific simple (1 point), mis-scientific complex (2 point), pre-scientific simple (3 point), pre-scientific complex (4 point), scientific simple (5 point) and scientific complex (6 point). Findings indicate that science teacher candidates' scientific language was at medium level with an average score of 13,3. Accordingly, the dimension of

the answers as follows: scientific complex (%27,3), mis-scientific simple (%22,7), pre-scientific simple (%14,1), mis-scientific complex (%12,5), pre-scientific complex (%10,9), scientific simple (%9,4) and non-scientific (%3,1). It is also found that science teacher candidates used scientific language better and more complex in modification and natural selection topics. Based on these findings, some implementations and suggestions have been made.

Keywords: Scientific language, evolution, science teacher candidates.

The Effectiveness Of In-Service Training Related To Gifted Children For Preschool Teachers

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Preschool teachers' knowledge about special abilities and gifted children provides a more qualified detection stage for children. It also increases the quality of education. Teachers, who do not have the necessary training for teaching gifted students cannot meet the demands of them. In this study, it was aimed to reveal the effectiveness of the education program about gifted children for preschool teachers. In the study, experimental design with pretest-posttest control group was used. The study group consisted of 58 pre-school teachers working at both public and private preschool institutions. The data were obtained by using "Personal Information Form for Participants", "Special Talented Achievement Test" and "End of Program Evaluation Form". A training program based on increasing the level of knowledge and awareness of special talented children, consisting of 3 days and 18 hours, was applied to pre-school teachers in the experimental group. T-test and Anova, which are among the parametric tests, were used for the analysis of the data. As a result of the study, it was found that there was a significant difference between the experimental and control group posttest mean scores in favor of the experimental group. In addition, according to the views gathered from the end-of-program evaluation, the training program was found to be effective.

Language Pedagogy in Online Instruction at a Turkish University during the COVID-19 Crisis

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The focus of this study is to offer practical solutions derived from a novel implementation in the *ELL 3036: Corpus Applications in Language Classroom* online course conducted by the researcher-instructor in the current COVID-19 pandemic in an English Department of a middle-size university in the north-east of Turkey during 2020/spring. The study is important since it offers practical solutions to language teachers to overcome the challenges of online teaching, to tap the benefits of the available resources, and to create novel approaches for developing new materials especially designed to meet the needs the synchronous teaching. Two challenges remained equally important during the implementation of the course. One of them was the lack of student participation and the other was time and content restriction of the course syllabus. The samples were 35 English majors who were taking an online course during the spring term of 2020. The teacher-researcher actively participated in the online classroom activities and observed the students' strategies for conforming to the online environment in Covid-19 era. This descriptive study with qualitative data provided findings related to the evidence that the course takers benefitted from using web-based corpus tools that are combined with language pedagogy in various ways. The main conclusions drawn from this study are that the two main challenges were overcome by the successful implementation of the online course program and through incorporating unique strategies and novel ideas in the ways teachers effectively present the course content and the students successfully conforming to the changing environment and updated content.

Keywords: Language pedagogy, corpus applications, COVID-19 pedagogy, ELL

Evaluation of Distance English Language Teaching Education during COVID-19 Pandemic from the Perspectives of ELT Student Teachers and Their Instructors

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Due to the recent global COVID-19 pandemic in the world, all institutions of the society have been severely affected. Some of the consequences of this crisis had both positive and negative effects on certain areas. Among these, education is the one that will affect the future most. It is known that the most critical element in an education system is teacher education since "*No education system can be better than its teachers*" as secretary general of OECD Andreas Schleicher declares. It is critical to manage and design the learning-teaching process according to the current needs and circumstances. Within this context, the purpose of this study is to determine the views of English language teaching student teachers and their instructors on distance education during COVID-19 pandemic. In this study, both qualitative and quantitative research models were used. The participants of the study were 40 senior students from English Language Teaching department and their 5 instructors from a state university in Black Sea Region. As data collection tools semi structured interview forms and a questionnaire were used. First, related literature was reviewed and then pilot interviews were done. Next, the themes were set as objectives, content, learning-teaching, assessment and evaluation and course methods-techniques-materials, preparation, active learning, feedback, communication, support, technical issues, ICT literacy, time-space flexibility, assessment, evaluation, motivation, workload were set as sub-themes. Since the themes were set beforehand, descriptive analysis was preferred. According to the temporary results of the analysis, student teachers and their instructors have both positive and negative opinions about distance English language teaching education during COVID-19 Pandemic. One of the most frequently stated problems with distance education refers to student teachers' experiences during practicum stage, while they had no difficulty in theoretical content. The positive

opinions are regarding time-space flexibility, accessibility, self-paced learning, instant feedback, whereas negative opinions are about socialization, workload, assessment and evaluation, and technical problems. It can be suggested that distance education training for both student teachers and instructors will be useful for the future experiences.

Keywords: Distance education; ELT; student teachers.

A Longitudinal Learner Corpus Investigation of Formulaic Sequence Development in EFL Learners with a Focus on Native and Non-Native Corpora

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The current thesis aims to investigate the usage patterns of three to four-word sequences in a longitudinal learner corpus composed of sixteen weeks written data from 85 English as a Foreign Language learners (EFL). The analysis is twofold: the first one is group analysis that made available to observe collective trends in terms of usage patterns of formulaic sequences across different time interval, and the second one is individual analysis that assisted to observe the use of formulas of the same twelve individual learners across sixteen weeks. Based on the frequency approach, the most frequent three and four-word recurrent formulas were extracted from each sub-corpus in two groups of longitudinal learner corpora, and classified structurally and functionally. Then, the use of these sequences was compared across native (LOCNESS) and nonnative corpus. The preliminary findings suggested that although formulaic sequences were used frequently in both groups, the use of formulaic sequences in the group of lower-level learners was less diverse than the other group. The results of individual analysis also showed that there were some unique sequences used by the particular learners.

Keywords: Formulaic sequences (FSs); formulas; learner corpus; EFL learners.

Parental Involvement and Learner Autonomy in EFL Context: A Case Study

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Autonomy development has an undeniable part in individuals' language learning process since it is almost equal to successful learning. Autonomy development starts in early childhood with the support of parents, and it continues in higher education, for the reason that autonomy is not a situation, rather it is a process. To be able to develop autonomy in children, parents have leading roles, since their involvement in the learning process affects their children's autonomous behaviors. The research has tended to focus on mostly parental involvement and learning achievements; however, few published studies have attempted to identify the relationship between parental involvement and learner autonomy. Hence, the present research carries out a case study in an EFL context with nine students and their parents by administering semi-structured interviews. The findings of content analysis of collected data reveal that a moderate and positive involvement in English language learners' learning process may lead to foster children's autonomy; nevertheless, involving in all processes from setting goals and making decisions to applying appropriate techniques of children may result in less autonomous behaviors. Considering the psychological aspects, a wide range of studies can be carried out to shed more light on the issue of parental involvement and learner autonomy.

Keywords: parental involvement, learner autonomy, parents' perceptions, language learning

Current Programs and Online Practices in Arabic Simultaneous Translation Teaching

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Oral translation corresponds to rational definitions and discourses made in the light of contemporary translation research today as a translation using one of simultaneous, successor or whisper translation methods in today's applications, especially international conferences, academic, commercial, social, etc. events and meetings between delegations. In accordance with the subject and purpose of oral translation, translation types such as accompaniment translation, court translation, community translation are also shown among these applications. In addition to theoretical-based myths in this field, descriptive research and studies are carried out for translators who carry out this profession, especially for oral translation, and the gaps between theory and applications are tried to be eliminated. One of the important issues discussed in these studies is the translator. Almost all of the studies that cover and examine oral translation in the acquired context focus on the skills that oral translation should have, such as thinking and memory skills, listening and hearing comprehension skills, speech skills, sensory skills, and devinial skills. In this study, these skills will be discussed and information will be given about the written and oral translation education curriculum in the Department of Arabic Translation and Interpreting of a public university in Turkey in order to better understand and question the foundations and subjects of these skills in practice. In particular, applications in Arabic-Turkish Simultaneous Translation courses conducted online during the Covid-19 global pandemic and information and experience on methods and techniques such as listening, comprehension, shading, summarizing and estimation used in these courses will be shared. In this context, the study will be terminated by providing solutions to the possible application and approach problems identified.

Keywords: Distance Education; Oral Translation; Simultaneous Translation; Curriculum and Practice; Translation Competence.

Investigating Writing Instruction, Experienced Problems and Writing Genres in Elementary School Classrooms

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The process writing approach focuses on students' behaviors in certain stages while composing their texts rather than solely focusing students' final products. There are overlapping steps in the approach including pre-writing, drafting, revising, editing, and publishing. In this qualitative study the purpose was to investigate whether 32 experienced elementary school teachers were able to define and use the process writing approach, what are the main problems they face regarding students' writing skills and what types of writing genres their students mainly compose in their classrooms. Data of the study were collected through written information forms completed by the teachers and were analyzed through content analysis. The findings showed that only one teacher was able to provide a partially acceptable answer, six teachers gave wrong definitions and remaining teachers did not write any responses regarding what process writing approach is. In terms of experienced problems when teaching language arts, teachers generally reflected surface related concern rather than creativity, comprehension or fluency in students' reading and writing skills. According to the findings of the study it can be said that teachers mainly ask students to write texts about story, poetry, and personal writing genres. Very few teachers gave room for journal, expository, and personal writing.

Keywords: Process writing approach; writing problems; writing genres; elementary school teachers.

The Investigation of Children's Literature Works Focusing on Philosophy for Children (P4C)

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When studies related to the thinking processes and education of the children of the new century are investigated, it is remarkable that this new century of learning aims to create enquiring, creative and productive individuals. In this sense, it is seen that a great deal of workshops and academic studies have been conducted on philosophy for children (P4C) in the recent years. As there is no denial of benefiting from children's literature works in these studies, it is also a scientifically proven approach for children to think philosophically. In this study, an analysis of children's books, from children's world's classics to modern-day, which can be used in the philosophical thinking education of children, will be carried out. In this analysis, the features of the books, based on the cultural codes from which they came up, will be analyzed through content analysis. After the analysis, it is aimed to categorize the children's books, with a conceptual taxonomy, used in philosophy for children.

Keywords: Philosophy for children (P4C); Children literature

Tirana Yunus Emre Institute Turkish as a Foreign Language Learners The Perception of Turkey and Turkish Learning Causes

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This research was conducted to determine the perception of Turkey and the reasons for learning Turkish as a foreign language of those who learn Turkish as a foreign language at Yunus Emre Institute, which operates in Tirana, the capital city of Albania. The universe of the research is Albania, the second Balkan country where the Yunus Emre Institute model was started to be implemented in 2009. The study group of the research is; It consists of 165 participants at Tirana Yunus Emre Institute who learn Turkish as a foreign language and whose native language is Albanian, of different ages, genders, professions and education levels. In order to collect research data; The questionnaire items used by Iwai et al. (1998) in their study called Japanese Language Needs Analysis were prepared in two languages (Turkish-Albanian) and applied online after being adapted to the purpose of the study. As a result of the research, the participants who learn Turkish in Albania; 70.3% find Turkish interesting, 49.1% want to study in Turkey by learning Turkish, etc. statistical information has been reached. Based on these data of the study; It has been concluded that those who learn Turkish as a foreign language in Albania develop a positive perception towards the Turkish language and this is the main movement that leads to learning Turkish as a foreign language.

Keywords: Tirana Yunus Emre Institute, Turkish learners, perception of Turkey, reason to learn Turkish.

The Hidden Learning Disability in the Classroom: The Interpretation of Perceptional Learning Styles and Memory Recall

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If a learning disability is not defined, it can be said that primary school children show the features of adaptable students within the learning atmosphere of the classroom. Most of the time, teachers think that they teach and their students learn easily. However, studies on children's memory show that the learning process gets abstract when the number of stimulants in the learning environment increase. Children especially have difficulties when they use more than one sensory memory, like seeing, hearing and touching, at the same time and it gets harder to remember things they learned. In this study, it is aimed to investigate the learning profiles related to the visual, auditory, kinesthetic&tactile and combined (visual+auditory+kinesthetic&tactile) memories of primary school children and to define whether learning results related to the combined memory cause a learning disability in terms of remembering. According to the results of the study, it has come out that a considerable amount of children have difficulties while learning with the combined memory. However, their teachers and probably also their parents are not aware of this situation. This result makes teachers consider that they have to help their students out individually in the learning environment in order to make students' learning easier.

Keywords: Children's learning style; memory recall; learning disability

Evaluation of the Eleventh Development Plan (2019-2023) in Turkey from the perspective of Special Education

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Eleventh Development Plan (2019- 2023), the first development plan prepared under the Presidential Government System, lays down development vision of Turkey with a long-term perspective and will serve as a basic roadmap in meeting the fundamental values and expectations by improving welfare level of Turkish people. Designed as the first five-year part of a fifteen-year perspective, the Development Plan envisages an overall change and breakthrough in all fields, and a resolute and uninterrupted implementation in the long-term perspective. Therefore, the aim of this study is to evaluate the Eleventh Development Plan in Turkey from the perspective of special Education. Content analysis, one of the qualitative data analysis methods was used in the study and the data obtained were presented descriptively. According to the findings; it is noteworthy that the Eleventh Development Plan has many family-related policy objectives (Articles 541, 556, 557, 592 and 593) under the "Family Strengthening" and other objectives. It is stated in the Eleventh Development Plan that policies for the participation of people who needs special education to social life and the labor market will be maintained by extending the social services provided to these people (Article 152). It was also emphasized that policies should cover all segments of the society (Article 536) especially families (Section 2,3.4, Articles 541, 557.4) who have children with special needs.

Keywords: Eleventh Development Plan in Turkey, Special Education

Metaphoric Perception of Prospective Music Teachers Related to Students with Special Needs

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The aim of the research, is used to determine the metaphorical perceptions of prospective music teachers about students with special needs through metaphor analysis. Phenomenon design was adopted as appropriate to nature of the qualitative descriptive research. The research group consists of 17 teacher candidates who are enrolled to music education department of Van YYU Education Faculty. Data were collected using a survey form containing the statement of "Students with special needs looks like a/an..................because……………….". The obtained data were analyzed and interpreted by using content analysis method. In line with the findings obtained, it has been examined whether the prospective music teachers' metaphors for the students with special needs differ according to their gender. As a result of the research, the most used metaphor seems as flower. Besides, there are positive (music box etc.) and negative (angel, baby etc.) metaphors were revealed about students with special needs. Despite participants have a positive attitude and they use of optimistic terms as metaphors, it is clear that they see these students as individuals in need of help. Studies investigating the causes of these perceptions can be done.

Keywords: Students with special needs, Metaphors, Prospective music teachers

Vefa High School Teacher's Ahmet Rıfat Bilge and His Thirty Lessons or Yeni Sarf-ı Arabî Book

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Ahmet Rıfat Bilge (1874-1953), who lived in the last period of the Ottoman state and the Republic period, was born in 1874 in Kilis. He completed his primary and secondary education in Kilis. He took private lessons from various teachers. In 1892, he received approval from Kilis Mufti Keçikzade Abdurrahman Efendi. He came to Istanbul the same year. He completed his higher education in Dâru'l-Muallim and Mekteb-i Hukuk. Üsküdar High School, Vefâ High School, Istanbul and Kabataş High School etc. He taught Arabic, Turkish, Persian and History in many educational institutions in Istanbul. Bilge, who has been working in the field of Turcology, translated and published the work of Divân-i Lügâti't-Türk. from Kaşgarlı Mahmud. Bilge, who not only contributed to Turkish, is one of the last language scholars raised in the Ottoman period. Bilge, known as Kilisli Muallim Rıfat, made an important contribution to Arabic at that time by copying her work called Thirty Lessons or Yeni Sarf-ı Arabî. Bilge, who died in Ankara in 1953, was buried in Cebeci Asri Cemetery. In this study, general information will be given about Arabic teaching in Bilge's period. and his work Thirty Lessons or Yeni Sarf-ı Arabî, which he wrote and published in Ottoman Turkish in 1912, will be introduced.

Keywords: Distance Muallim Ahmet Rıfat, Ottoman Turkish, Arabic teaching, Yeni Sarf-ı Arabî

Reaching Existence Through Nonexistence: The Example of Âkif Pasha

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It is a fact that Âkif Pasha's "Adem Kasidesi" and an elegy he wrote on the death of his grandson were the most mentioned works both during and after his period. In addition, when we consider his divan language as a whole, it is possible to evaluate it as the beginning of an innovation in the 19th century in terms of content, form and style. In fact, "Adem Kasidesi" can be considered as the beginning of the transition from classical literature to modern literature. Even though Âkif Pasha was presented as a politician rather than a literary scholar both in his own time and later by literature researchers, and also traces of classical literature are found in his literary texts, in "Adem Kasidesi", nonexistence is made the essence of life, the concern of nonexistence is placed at the center of existence, and reaching existence through nonexistence is a novelty in terms of the period in which it was written. In fact, this ode is the herald of the new. In this study, the concept of "adem", which is in the center of "Adem Kasidesi", will be evaluated in terms of the idea of nonexistence at the center of Kierkegaard's concept of anxiety, so that a contribution will be made to reach the meaning of the poem.

Keywords: Adem; Nonexistence; Anxiety; Fenafillah.

Learning Qur'an With Deep Learning During Covid-19 Pandemic

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The aim of this study is to determine the possibility of realizing Quran education through deep learning. Foreign language learning programs can be used as a model in this regard. For this purpose, Duolingo, which is one of the applications used in language teaching, and Elif Ba, which is used in learning to read the Quran, were examined as examples. The Qur'an al-karim lesson is a practice-based course taught in theology faculties. Therefore, the student needs to practice under the supervision of the lecturer in order to conduct this lesson. The teaching of the lesson in one-to-one practice increases the workload of the lecturers. It also affects students' attitudes towards to both the course and the lecturer and their faculty. It is investigated how to use a method to prevent this lesson from negatively affecting the communication between students and lecturers and to overcome specific difficulties of it. It can be said that one of these methods is Quran education supported by "Deep Learning". Thus, it is thought that it will contribute to the individuals to have institutional belonging and to reach professional satisfaction. It is assumed that these achievements will play an important role in the healthy realization of religion and society relations. At the same time, it is thought that an application with these features can prevent disruption of educational activities by giving the opportunity to distance education of the Quran lesson due to the covid-19 pandemic or any other reason. In addition, it can be said that some negativities that may occur in the education process can be prevented through these applications. It has been concluded that success can be achieved when Quran education is carried out with applications supported by artificial intelligence.

Keywords: Education; Deep Learning; The Qur'an Education; Professional Satisfaction.

Attitude In Instrument Training And Its Relationship With Various Variables

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Attitude is an element that expresses the tendency of individuals to various issues and directs their behavior. However, from the educational perspective, the attitude is one of the important factors that affect the lesson positively or negatively. As in other lessons, student's attitude in terms of individual instrument training lesson is also effective on different topics such as preparation for the lesson, participation in the lesson, success in the lesson, motivation for the lesson and self-confidence. For instrument teachers, to determine the factors affecting attitude is considered important as it can provide the opportunity to change negative attitudes. In this study, a conceptual and theoretical framework is presented under the headings of instrument training and attitude; the attitudes of music teacher candidate towards individual instrument training were determined and the relationships between attitude scores and variables of gender, grade level, instrument type and graduated high school were examined. The study group of the research consisted of 89 students studying music teaching at a university in Turkey. In the study structured according to the scanning model, 'Attitude Scale About Individual Instrument Class' and personal information form were used to obtain the data. In the analysis of the data, besides descriptive statistics techniques, Mann-Whitney U and Kruskal Wallis tests were used. The results were discussed separately within the framework of national and international literature and some suggestions for educators were presented.

Keywords: Instrument training; attitude; gender; class; type of instrument; graduated high school.

Attitude Towards Improving Performance: A Study on Students Receiving Sports Education

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Today, when the use of improving performance products has become a major problem in our country and other countries, it has become important to determine athletes' attitudes towards these products. In this context, this study, which aims to examine athletes' who get sport education, attitudes towards increasing performance in terms of some variables, has a descriptive nature and was carried out according to the survey model. The study group of the study consisted of 171 athletes who get sport education, 53 (31.0%) of whom were women and 118 (69.0%) of whom were men, actively engaged in sports, determined by the easily accessible sampling method. The "Online Form" created by the studyers and the "Performance Enhancement Attitude Scale" adapted into Turkish by Yıldız & Toros (2018) were used as data collection tools in the study. The dependent variable of the study is the attitude towards increasing performance, while the independent variables are gender, age and sportsmanship level. As a result of the data collection process, the obtained data were transferred to computer, descriptive statistics (frequency, arithmetic mean, standard deviation), t test and Pearson correlation test were used in the analysis and interpretation of the data. As a result of the analysis, no significant relationship was found between the athletes' attitudes towards increasing performance and gender, age, and sportsmanship level.

Keywords: Performance Enhancement, Attitude, Doping, Athlete.