



**PROCEEDINGS BOOK**  
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**IETC** 

**INTERNATIONAL EDUCATIONAL TECHNOLOGY CONFERENCE**



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**INTERNATIONAL TRENDS AND ISSUES  
IN COMMUNICATION & MEDIA CONFERENCE**

## IETC, ITEC, IDEC, ITICAM 2016 Proceedings Book

Dear Guests...

Welcome to IETC, ITEC, ITICAM & IDEC-2016.

These conferences are international educational activities for academics, teachers and educators. These conferences are now well-known international events and the number of paper submissions and attendees increase every year. They promote the development and dissemination of theoretical knowledge, conceptual research, and professional knowledge through conferences activities, the conference proceedings books and TOJET, TOJNED, TOJCAM & TOJDEL. Their focus is to create and disseminate knowledge about new developments in their field. This year, IETC, ITEC, ITICAM & IDEC received almost 500 applications. The conference academic advisory board accepted 120 applications.

Without the authors and participants, IETC, ITEC, ITICAM & IDEC-2016 would, of course, have been impossible. We would like to sincerely thank all of you for coming, presenting, and joining in the academic activities. We would also like to thank all of those who contributed to the reviewing process of IETC, ITEC, ITICAM & IDEC conference papers, which will be also published in TOJET, TOJNED, TOJCAM & TOJDEL.

And finally, we would like to thank Sakarya University organizing team and TOJET, TOJNED, TOJCAM & TOJDEL for successfully organizing and hosting IETC, ITEC, ITICAM & IDEC in Dubai, UAE.

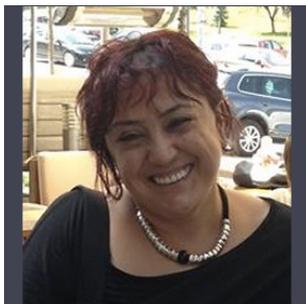
We have lots of participants from 25 different countries. Should you have any enquiries regarding IETC, ITEC, ITICAM & IDEC-2016 conferences, please do not hesitate to contact with us for any additional information you may require.

Finally, we would like to wish you all a pleasant stay in Dubai, UAE and safe return back your home. We hope that IETC, ITEC, ITICAM & IDEC-2016 will be meetings you will pleasantly remember. I hope we will meet again at IETC, ITEC, ITICAM & IDEC-2017 at Harvard University, USA.

Thank you...

Prof. Dr. Aytekin ISMAN  
General Coordinator & Founder of IETC, ITEC, ITICAM & IDEC  
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## 21st Century Skills In The Teaching Of Foreign Languages At Primary And Secondary Schools

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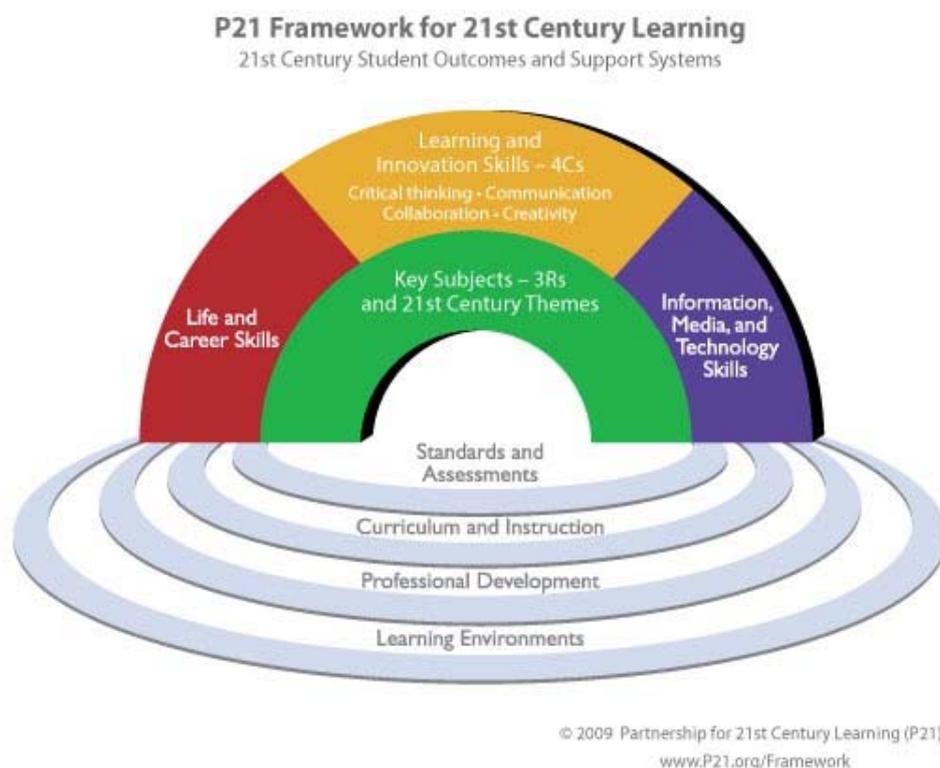
### ABSTRACT

Taking an experiential communicative approach (Fernández-Corbacho, 2014) into account, enriched by gamification strategies (Foncubierta & Rodríguez, 2015), in this paper we intend to disseminate teaching practices in English and Spanish as Foreign Languages at primary/secondary schools, which account for the development of 21st Century Skills, namely: collaboration and communication, creativity and innovation, critical thinking and problem solving. Therefore, we will present practices, developed within a Master's Degree practical training, which illustrate the work of these skills in the classroom using: a) Web 2.0 applications in collaborative learning; b) creative and (hyper)sensory tasks which develop critical reflection; c) cross-cultural activities.

### INTRODUCTION

In present-day interconnected society communication plays an increasingly important role due to the prominent digital and multimedia technology, which make part of our daily tasks and life. Indeed, this technology makes the whole process of communication and peer-to-peer collaboration easier, by which pupils are able to critically interpret messages, convey their own points of view and show their creativity in solving problems (cf. Cruz, 2011).

The P21 Framework (see Figure 1) includes both 21st century student outcomes (represented by the arches) and support systems (represented by the pools). The first ones, the pupils outcomes, are related to the skills, knowledge and expertise pupils should master to succeed in work and life, namely: a) key and core subjects such as reading, writing and arithmetic; b) learning and innovation skills, such as creativity, critical thinking, communication and collaboration; c) information media and technology skills, which are related to information literacy both digital and analogical ones; d) life and career skills, which include flexibility, self-direction- cross-cultural skills, productivity and leadership. The latter are necessary to ensure pupils' mastery of 21st century skills. In fact, standards, assessments, curriculum, instruction, professional development and learning environments must all be aligned to produce a support system that enhances the above stated skills.



**Figure 1:** P21 Framework for 21st Century Learning (cf. P21, 2010, 2015)

Taking into consideration that pupils may create and express themselves through languages, we may consider that languages learning is the basis for professional success in the 21st century. Therefore, we believe that language education and cultural understanding may be at the heart of developing critical cultural awareness, i.e., global awareness for pupils. In this way, by learning languages, pupils shall develop skills which allow them: on the one hand, to interact with pupils from the target language and cultures, discussing issues and finding possible solutions towards them; on the other hand, they may develop respect towards their points of view and values, which can be different from their own.

Through languages pupils are able to achieve the following 21st century framework goals, namely: a) pupils will be able to use various types of reasoning to think and reflect critically and solve problems in both conventional and unconventional ways; b) pupils may communicate in diverse contexts through a great variety of means, including technologies (both Web 2.0 and 3.0 tools), sharing their own ideas and interpreting and assessing others' own points of view; c) they are also able to work together in an effective way, accepting responsibility and compromising within the achievement of team's goals; d) pupils are able to use technology effectively to research, access, create, and communicate information in a creative way; e) they will become motivated, self-directed and reflective pupils, who are able to manage their goals and time autonomously; f) they are also able to work respectfully within socially and culturally diverse teams (P21, 2010, 2015).

In this article we will discuss how 21st century skills, learning and innovation skills or the 4Cs in figure 1, can be put into practice in the languages classroom. Firstly, we will focus on what the 21st Century Skills framework conveys, by analyzing reports which deal with its definition and core concepts which are related to it. Secondly, we will present some new approaches which according to our opinion may facilitate the implementation of the 21st Century Skills in the languages classroom, namely: the experiential communicative and the (hyper)sensory approaches. Last but not least, we will present some activities related to the teaching of those skills in languages learning.

## 1. 21ST CENTURY SKILLS IN THE LANGUAGES CLASSROOM

Learning another language and understanding the culture(s) of the people(s) who speak them is seen as a key skill in the global society in which our pupils will live and work. In fact, language education is quite critical to the pupils success in the world of the future, and language arts is regarded as one of the key subjects which pupils have to master, including "English" and other "World languages" (P21, 2015, p. 2). At the same time language education approaches shall promote understanding of academic content at much higher levels by dealing with 21st century interdisciplinary themes as key subjects, namely global awareness which encourages pupils' "understanding other nations and cultures, including the use of non-English languages" (idem).

During the search we have conducted we have identified different studies which try to portray the kind of knowledge which we should develop within the upcoming years. Some of these studies focus on the fact that technology is responsible for changing the world through globalization and in this way the following skills are highly needed: a) expert thinking, i.e. "the ability to solve unexpected problems for which there are no predictable and programmable rule-based solutions"; b) and complex communication which "involves interacting with other people to acquire information, to explain it, or to persuade others of its importance" (cf. Jerald, 2009, p. 3). This technological and digital world is changing rapidly and presently

"technological literacy is an essential component of job readiness. It is important that students become competent in the use of technology and associated applications. More importantly, they must be able to apply their skills to practical situations. Thus, students should learn technological skills in the context of learning and solving problems (...). Students must be able to build on what they already know as they learn new languages, adapt to new systems, and weigh the benefits and applications of technological development. (...)" (Metiri Group, 2002, p. 13).

Other studies tend to connect the language and technology skills because they see digital interaction in heterogeneous groups as necessary for effective collaboration. OECD (2005, p. 4) focus on this on its report, seeing a competency as more than just pure knowledge: "it involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. For example, the ability to communicate effectively is a competency that may draw on an individual's knowledge of language, practical IT skills and attitudes towards those with whom he or she is communicating". According to OECD (idem), pupils will need these skills due to globalization which is creating a even highly interconnected world.

This assumption is stated in Gardner's *5 minds for the future*. This author considers that "most of our students are already way ahead of us digitally whether we are teachers or parents" and this requires new teaching approaches to develop specific skills which he describes as "minds": the disciplined mind, the synthesizing mind, the creative mind, the respectful mind and the ethical mind. The first type of mind is related to discipline, i.e., "work regularly and steadily on things" (Gardner, 2008, p. 5) and seeking for expertise in a specific field but

at the same time being ready for interdisciplinary ways of working (Gardner, 2008, p. 6-8). The second type of mind is all about training pupils on “looking for the current best synthesis, deciding what our ultimate synthesis should look like, picking a method, deciding what are we going to look at, listen to and why, examining what are we going to ignore and why, and importantly, how are we going to record information, using equations, mind maps, stories, formulas, taxonomies (...)” (Gardner, 2008, p. 9). The third type of mind, the creative mind”, implies “thinking out of the box” and it can be fostered by letting pupils take chances and risks while they are undertaking projects. This is the kind of feature computers are not able to perform but once again technology may help pupils achieve it. *Differences* is the key word in the following type of mind. The respectful mind is about “recognizing that the world is composed of people who look different, think differently, have different belief and value systems” (Gardner, 2008, p. 12). The last one, the ethical mind, is related to the interrelationship between oneself’s interests and the ones from the community, bearing in mind that we should expose pupils to ethical dilemmas and having them think about them.

All the reports we have read have in common the following features: pupils must engage in activities that let them learn the essential skills for success in present-day world, such as critical thinking, problem solving, communication and collaboration. These reports emphasize that language learning may contribute to make pupils take on a new view of the world, as they are able to understand the world better because of the knowledge they have of the cultures of the languages they are learning. While pupils are learning a language they are developing:

- a) communication, i.e. the ability to understand and interpret messages, to present information, etc.;
- b) cultures, because they learn about the cultural views, practices and products of the people who speak the target-language;
- c) connections, as pupils are able to access knowledge from other subjects through the target language;
- d) comparisons, as pupils are able to identify similarities and differences between their own culture and the ones of the target language, reflecting upon their views of the world, practices and cultural products (cf. P21, 2010).

Taking this into consideration, we believe that by undertaking the experiential communicative approach enriched by (hyper)sensory strategies, teachers are able to develop skills such as critical thinking, problem solving, communication and collaboration within language classrooms. Let us now focus on these approaches in the following chapter.

## 2. THE EXPERIENTIAL COMMUNICATIVE APPROACH AND (HYPER)SENSORY STRATEGIES IN LANGUAGES TEACHING

Experiential learning seeks to introduce a change from an experience or some experiences that are relevant and valid for the student, connected with real life. It is a holistic approach that aims at improving the potential, self-esteem and self-concept of the pupil. According to this approach each student is unique and learning is seen as a cyclical process which is made out of significant and lasting experiences.

In this context interaction and communication play an interesting role, but so our needs and interests. In fact, the experiential communicative approach invites each pupils to develop interest in exploring. Creativity, flexibility, the need to take risks and take the lead characterize this learning approach. If we draw a comparison between the communicative approach and the experiential approach, we may see that the latter seeks the personal growth of pupils, enhances their self-esteem, motivation, and respect for diversity, and at the same time fosters their ability to take risks.

Fernández-Corbacho (2014) sums up the features of this type of learning a teacher shall bear in mind, namely:

- a) classroom tasks shall engage students in cooperative strategies, making them responsible for their learning;
- b) authentic use of language with meaningful and stimulating activities shall also be advised;
- c) each task shall pose challenges and therefore generate interest.;
- d) there are different learning styles in each classroom group and in this way the type of activities shall be varied;
- e) affection and security are of utmost importance as pupils need to feel both safe and part of a community, but also rewarded for their achievements.

Regarding the use of ICT as a tool for class, Fernández-Corbacho (idem) proposes several activities: webquests (a trip, for example), wikis and blogs with multimedia material), social networks, etc.

As stated by Fernández-Corbacho (idem), our students are primarily people who enjoy experiences and are full of expectations regarding what life has to offer. For this reason, learning based on mechanical and abstract tasks, or with little relation to the real world, makes them disconnect from learning itself. That is why the emotional dimension fosters their connection to their own identity, their previous experiences, and with the world of sensations.

By ignoring these issues, some foreign language course books fail to provide authentic communication activities. In order to learn in an effective and lasting way learners must feel, experiment, observe and reflect on the language and on the learning experience itself. Indeed, we can not forget what Mora (2015:WEB) calls “encendido emocional”, i.e., the affective component that, in turn, develops in each pupils "personal input, initiative, and self-direction in the learning process" (Knutson, 2003).

Moreover, we should not neglect that our pupils bring to the teaching-learning process their own "internal syllabus" (Jiménez Raya, et al, 2007), which may influence their own learning. Therefore, it is relevant to create situations and materials which are significant for students in order to respect their knowledge, which has already

been socially constructed in the community to which they belong (Freire, 2007: 30) or often created in communities of speakers of the target language.

In order to encourage the sharing of knowledge and the questioning among students, it is necessary to develop activities which provide training opportunities for learners, so that they are able to succeed in true intercultural encounters and develop their critical cultural awareness. This critical pedagogy is the commitment to the act of teaching to read the world in a critical way and to transform the dominant conventional educational relations (Cruz, 2011: 83). However, we should not confine the learners only to the sphere of interaction offered by the physical / face-to-face world. We should give them the opportunity to (re)create knowledge in the virtual world by letting them use blogs, glogs, webquests and social networks, in the era of connectivism (Siemens, 2004; Downes, 2006), developing a critical hyper pedagogy, according to Dwight & Garrison (2003) model. As Mora (2015:WEB) states, these digital tools are excellent facilitators of learning per se, but in the same way as with other forms of support analog learning, they must be well designed and well adapted to the context in which learning occurs.

We see language learning as a commitment to citizenship, an environment in which pupils should be engaged in activities in which they train and develop their intercultural communicative competence (Cruz, Araújo e Sá & Moreira, 2009). The higher the number of opportunities pupils have to train these skills, the better they will be prepared, as future citizens, for intercultural encounters and the requirements they entail. In fact, we believe that multisensory practices, which are used mainly in special education environments, can cope with this effective preparation of our students, based on experience and fostering multimodal learning.

Together with the experiential communicative approach, multisensory learning transforms the senses in perception channels that activate the brain connections (Shams & Seitz, 2008). Multisensory learning offers the pupils the opportunity to gain something through experience. In fact, reading how to make an orange cake is not as productive or as effectively as creating a real one. When making a cake, the pupils learn what ingredients are part of the recipe, by touching them and smelling them. They are able to stir the cake, see how long it takes to bake and even smell once its done. Finally, they also taste it.

We agree with Arslan (2009: WEB) when the author refers that

“every lesson should include a hands-on experience. If the lesson is about fractions, let the children play with plastic pies with slices to understand. If the lesson is on writing, play games that allow students to identify better writing techniques. Use the computer and online resources to take learning to a new level where they can see and hear and interact. Consider the potential of touch screens in education, where a child can easily slide objects back and forth on the screen and learn in the process.”

Looking back in time, we see the roots of multimodal learning in approaches such as Total Physical Response (cf. Richards & Rodgers, 1986:87) or Bloom's Taxonomy (cf. Anderson & Sosniak, 1994). However, it is with the Theory of Multiple Intelligences of Gardner (1993:60-61) that the multisensory approach gains its greatest expression.

In our opinion, approaches, methodologies and resources to be taken into account should be based on the social realities that we have in a *glocal* society (Cruz, 2011). Therefore, learning a foreign language should be an area of communication intervention, intercultural dialogue, maximizing the multiple skills of our students, according to the perspective of García (2010) and of an affective relationship with the languages (Marques, 2004).

In this context, we may say that experiences provided by learning through holistic and hypermedia resources are relevant, but not enough. It is therefore necessary to integrate the experiences which learners have the opportunity to carry out, including reflection activities and stimulating critical analysis, so that pupils are able to assimilate and create proactive knowledge which they may use in other contexts (Fernández-Corbacho, 2014).

Taking this into account, we believe that the gamification pedagogy serves this purpose. In fact, the game assumptions are taken into the classroom, stimulating the integration of experience and critical analysis and reflection on the teaching-learning process. According to Foncubierta & Rodríguez (2015), the use of gamification is seen as the technology which the teacher uses in the design of a learning activity (either analog or digital) introducing game elements (logos, time limit, punctuations, dice, etc.) and thinking (challenges, competition, etc.) in order to enrich the learning experience, direct and / or modify the behavior of students in the classroom. In fact, gamification aims at influencing the behavior of students at a given task, creating and producing experience, domain feelings of a given content and, at the same time, autonomy for their achievement (cf. Hamari & Koivisto, 2013).

Particular important in this type of pedagogy is the affection or the so-called “*encendido emocional*” (Mora, 2013), which we have discussed before, i.e., the motivation and the emotional involvement of the students on the task. It is the emotion that “calls” the pupils to actively participate in gamified tasks. We can tell if a pupil is engaged in a specific task if they are quite cooperative and curious for what comes next and quite dependent on immediate feedback.

Let us now focus on activities in which pupils are able to develop collaboration, creativity and cross-cultural awareness skills.

### 3. COLLABORATION, CREATIVITY AND CRITICAL THINKING: 21ST CENTURY SKILLS INTO PR@CTICE

Bearing in mind that the experiential communicative approach is about letting pupils engage in present-day and real tasks, developing a sort of emotional involvement, we will now give examples of practices we consider that represent this sort of activities. These activities were developed by students of the Master Degree in Teaching English and Spanish at the School of Education of Oporto Polytechnic Institute, who were under our supervision. The following activities were developed during their practical training at local schools, being rigorously planned and taking into consideration both the Common European Framework of Reference for Languages and National Programs for English and Spanish as Foreign Languages.

#### 3.1 COLLABORATION

One of the activities we would like to draw your attention upon is related to the use of a *WebQuest* and *Glogster* in the Spanish classroom. This activity can be undertaken during a set of lessons related to traveling aimed at A2 level Secondary School pupils (according to the European Common European Framework of Reference for Languages). The teacher has to explain that the pupils will have an adventure themselves, a *WebQuest* called “La ruta Azteca”, which can be found at <http://zunal.com/webquest.php?w=268782>. The *WebQuest* presentation shall be done in plenary. It is advised that the teacher explain the purpose of a *WebQuest*, its features, work tasks, processes and even assessment. Pupils also need headphones for the activities as they have to listen to audio and watch some videos.

According to Dias (2010), *WebQuests* increase pupils motivation, being often cooperative in nature, requiring students to take on roles where they are part of a team that must accomplish a specific task. In fact, they have to become experts on a certain topic and share this information with their group. The *WebQuests* may offer opportunities of knowledge (re)construction through: a) a vision of learning as a social practice; b) the development of multiple intelligences; c) the reading and writing production based on peers collaboration; d) the development of the learners’ electronic competence; e) and also the creation of interdisciplinary practices based on the use contents from other curricula subjects.

La ruta Azteca

- Welcome
- Introducción
- Tareas
- Proceso
- Evaluación
- Conclusión

- Autor
- Evalúate WebQuest
- Revisiones
- Estadísticas
- Export WebQuest
- Share This WebQuest

\*Introducción



Marco y Alicia hacen la ruta Azteca.  
Tú eres su compañero de viaje.  
Estás a punto de iniciar un viaje por la historia precolombina de México.

Figure 2: Introduction Page of *WebQuest* “La Ruta Azteca”

In Figure 2 we are able to see the organization of *La ruta Azteca* itself. Pupils have to follow specific stages: a) introduction, which consists of a short paragraph that presents the activity to the students. It often has a role or scenario involved; b) the task informs the learners of what the outcomes will be; c) the process identifies the steps the students should go through to accomplish the task. It also includes the online resources they will need, providing scaffolding for the information organization; d) evaluation sections which describes to the students how their performance will be evaluated; e) the conclusion summarizes what the learners will have accomplished by completing the *WebQuest*, and often provides additional opportunities to extend their thinking.

**PARADA 1**

En la primera parada de nuestro viaje vais a descubrir como y donde vivían los Aztecas a través de los enlaces siguientes:

- [El Imperio Azteca \(Video\)](#)
- [Civilización Azteca](#)
- [Cultura Azteca](#)
- [Los Aztecas \(Prezi\)](#)
- [¿Cómo y cuando surgió el Imperio Azteca?](#)
- [Hernán Cortés, el conquistador del Imperio azteca](#)
- [La llegada de Hernán Cortés a México](#)

---

**PARADA 2**

En el corazón de México D.F. encuentras algunas ruinas de la antigua ciudad de Tenochtitlán. Puedes descubrir más sobre esta ciudad aquí:

- [La grandeza de Tenochtitlán, la capital de los Aztecas](#)
- [Templo de Tenochtitlán en Apocalipto \(Mel Gibson, 2006\)](#)

---

**PARADA 3**

En seguida descubre la Ciudad de los Dioses que está cerca de Puebla: Teotihuacán. Tienes aquí

**Figure 3:** Process Page of *WebQuest* “La Ruta Azteca”

In our opinion one of the most important stages of the *WebQuest* is the Process stage (see Figure 3). In this stage pupils have the opportunity to simulate a bus trip around México, making three stops, in which they discover the wonders about history, geography and culture of the Aztecs. In the Task Page pupils also have the chance to find out what the final outcome is and some tutorials on how to undertake it. The aim of this specific *WebQuest* is to create a digital poster (see Figure 4), by using *Glogster Web 2.0* tool. *Glogster*<sup>1</sup> is a cloud-based platform for digital storytelling and interactive learning; It allows users to mix all kinds of media on a virtual board to create multimedia posters and it encourages interactive, collaborative education and digital literacy.

Al final de la *WebQuest* deberás haber conseguido elaborar un mural digital con imágenes, texto y videos que represente los rasgos generales de la cultura de los aztecas, utilizando la herramienta 2.0 GLOGSTER.

No te olvides hablar sobre:

- la ubicación del imperio;
- la vida cotidiana;
- la gastronomía;
- el idioma / sistema de escritura;
- la arquitectura;
- la organización de la sociedad;
- algunas curiosidades.

**Tutorial de Glogster EDU**

GLOGSTER: Enseña con tu póster digital interactivo

**Figure 4:** Task Page of *WebQuest* “La Ruta Azteca”

As stated by Wistrom (2012:WEB),

“Glogster is a great technology tool to use in the classroom because it is so flexible. You can use it for biographies, time lines, math formulas, instructional writing, experiment results, spelling plural verbs, country or state profiles, and much more. Many EFL teachers love it for its visual impact, and teachers

<sup>1</sup> *Glogster* for education can be accessed here: <http://edu.glogster.com>.

from elementary all the way up to high school can find a use for this classroom technology. Basically, any poster you can do on paper, can be done better as a *glog*. You can share them on interactive whiteboards on LCD projectors, or embed them in class websites or student blogs. *Glogs* can be worked on in school and out of school. Best of all, students love to create *glogs*. When you integrate technology into an area of education where it is not traditionally used, it instantly becomes a great motivator for students. So, why not sign up today and see what everyone else is talking about! Glogster EDU is free, so you have nothing to lose.”

Particular important in the *WebQuest* is the Evaluation Page because pupils have got the chance to autonomously assess their own piece of work, taking into consideration a table with the description of each performance level and punctuation. Therefore, failing is almost impossible. In the following figure you may see one of the groups’ outcomes:

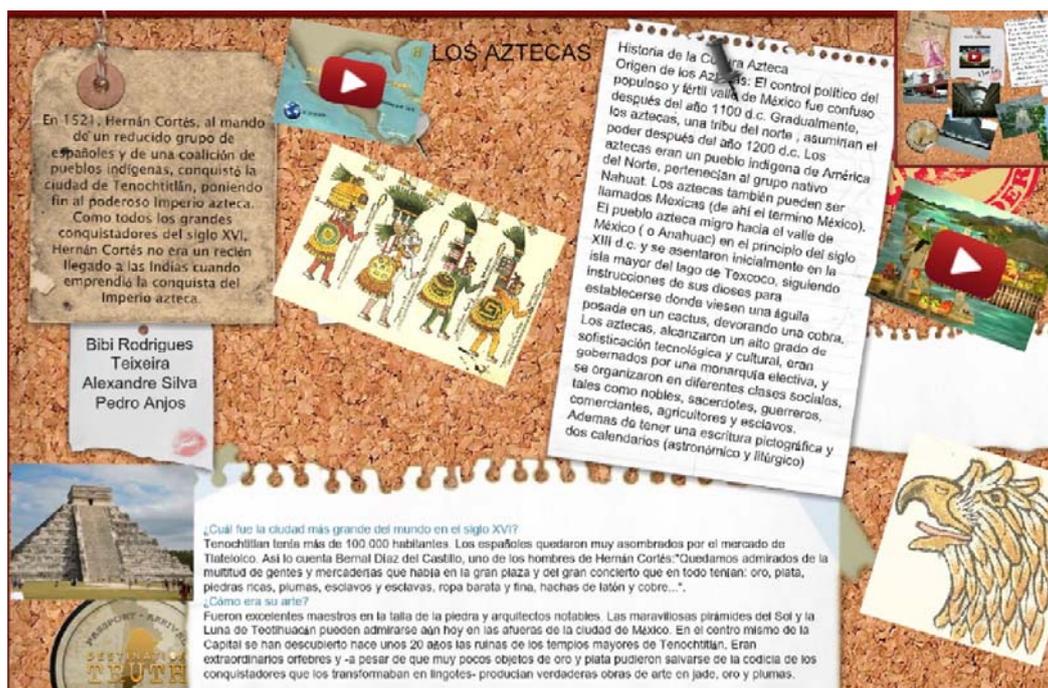


Figure 5: Sample of a poster one of the group of pupils built

The multimedia poster building allows them to develop creativity skills. Let us now focus on other activities which may stimulate this skill.

### 3.2. CREATIVITY

The following activity can be undertaken by pupils of A2 level of English at Primary School. It involves the use of another Web 2.0 tool, namely: *Kahoot!*. *Kahoot!* is a classroom response system which creates an engaging learning space, through a game-based digital pedagogy based on quizzes. Its quick pace, suspenseful music, and instant scoreboards keep competition lively and learners get engaged. The quizzes can be built by teachers beforehand, as in the example below (Figure 6) which can be accessed at <https://play.kahoot.it/#/k/26c94b5a-ef39-4821-9c3e-233a7b5331e1>, or by the pupils themselves during the classroom.

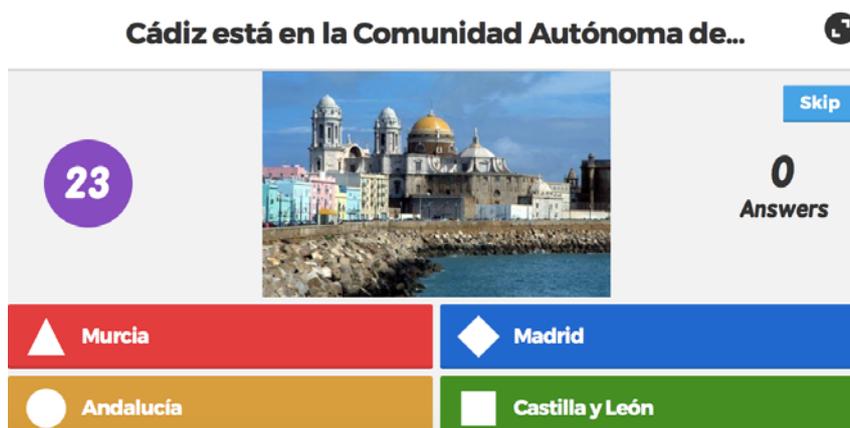


Figure 6: Sample of a Kahoot! built by teachers

As stated by Valle (2015:WEB), *Kahoot!* incorporates the gamification model in a clear way, by having the following features:

“1) fast feedback- Students get immediate feedback on their devices as they answer the questions; 2) transparency- Students are informed instantly of their position on the leaderboard, which is projected on the screen; 3) goals- The goal of course is to win the game. My prize is usually exemption from the quiz containing the vocabulary or grammar items featured in the game. My goal as a teacher is to motivate the students to master and to become excited about my content; 4) badges- The winner receives a trophy badge projected on the board; 5) leveling up within the community- Students are able to move up on the leaderboard as they play the game; 6) onboarding (learn the game as you play)- Students learn to play as they begin the game. They go on <http://kahoot.it>, enter the code that is projected on the screen, type in their name, and begin playing. There are no lengthy explanations; 7) competition- All of the students in the class play against each other; 8) collaboration- Students help each other to get ahead when they notice classmates falling behind; 9) community- The game gives recognition to the winners in the community, pointing to their achievement within the group. The smile it puts on the winner’s face is priceless; 10) points- The winner is the one who earns the highest amount of points, based on correct answers as well as speed.”

Apart from these features, *Kahoot!* is also interesting because it provides real time results that can be downloaded for use, in order to keep track of pupils’ learning outcomes and success.

However, as stated above, our interest in *Kahoot!* deals with the possibility to stimulate creativity in pupils. At the end of a didactic unit you may ask pupils to create their own quizzes to test other pupil’s knowledge. In the picture below (Figure 7) you may see an example of the type of *Kahoots* primary school pupils may develop. The topic of this *Kahoot* is *Animals*. Pupils were asked to create their own *Kahoot!*, using language structures and vocabulary they have learned during the lessons.

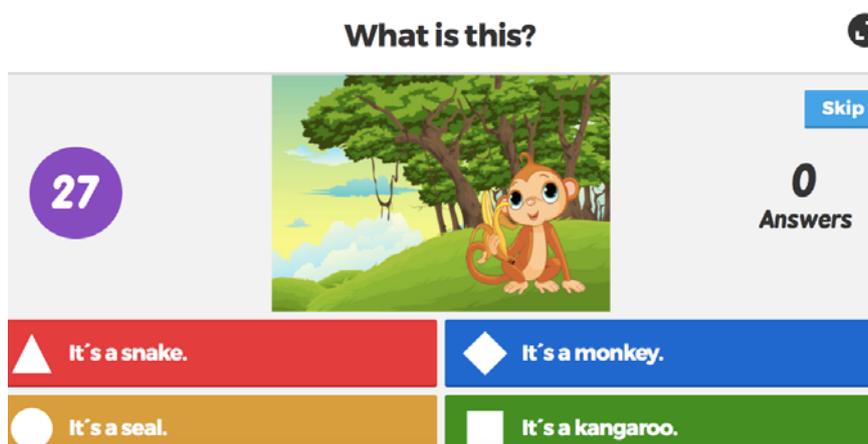


Figure 7: Questionnaire Sample of the “Wild Animals” Kahoot!

Other ways of getting pupils involved in stimulating their creativity is making them develop either the so-called *fotonovelas* or small comic videos. The first ones are small stories pupils create having the format of comic books. They are particularly interesting because pupils have to: a) write a script, collaborating in writing and sharing ideas for dialogues and actions; b) they make a story board with the necessary pictures and dialogue they would use per frame; c) they take the pictures, by using their mobile phones; d) after uploading the pictures onto computers or iPads pupils work with *Comic Life* to create their stories by adding the pictures and copying and pasting the dialogue from their documents. *Comic Life* can be accessed at <https://plasq.com/apps/comiclife/macwin/>.

The same idea can be done with videos by using any video editing tool, such as *iMovie* or *Windows Movie Maker*. In Figure 8 one can see a project work about the *daily routine* topic in Spanish language. This was created by a pupil studying Spanish for the first time. This girl was able to express herself in an imaginative way and at the same time she trained some language vocabulary and structures related to the daily routine, content which is taught in Spanish A1 level (*Yo me despierto a las 7 de la mañana, Me cepillo los dientes después de desayunar*, for example). She used her mobile phone camera and *Windows Movie Maker*.



**Figure 8:** Video frames created by a pupil at Spanish A1 level about daily routine

In the following sub-chapter we will focus our attention on activities which promote critical thinking through activities which allow pupils to reflect upon things and make them solve specific problems.

### 3.3. CRITICAL THINKING

In this sub-chapter we will present some activities which may be seen as critical thinking tasks. We believe that this skill can be fostered by using authentic material which may pose and induce pupils into questioning and solving problem-situations.

The basis of the following activities are the understanding of picture or story books. We have opted for authentic ones, rather than graded versions. According to Mourão (2003), real books are intended for native readers and entail authentic language used in natural contexts. In order to prepare pupils to be “full participants in a literate, democratic and multicultural society we need to focus on the ways of thinking that are involved in many uses of literacy in school and in the community. These uses require abilities of reflection, of critical thinking, investigation and problem solving” (Fisher, 1998:16).

As stated by Erkaya (2005), using real books with pupils in order to develop critical thinking skills can be an engaging, natural, familiar and fun task. According to Fisher’s research (1998), one may find strong didactic reasons to use real books to make pupils develop critical cultural awareness and thinking skills, namely: a) pupils become able to transfer what they learn to other specific contexts; b) they develop some strategies which help understand any kind of text, by being able to question and discuss topics and even language styles, i.e., meta-linguistic knowledge.

There are some picture books that instantaneously pose pupils some questioning. This is the case of titles such as *Molly’s Magic*, *A Story of Affirmation*, and *La Ciudad de Arusabnarg*. We will focus on the latter for the Spanish language classroom at primary school level. This story can be found here: <http://www.aragon.es/estaticos/ImportFiles/06/docs/Areas/EducaSensib/MedioAmbienteNiños/Leer/ARUSABNARG.pdf>.

This authentic picture book can be introduced by making pupils aware of the 3Rs policy: reduce, recycle and reutilize. We can use some web resources, such as the ones offered by *Los Colorados*, a musical band from

Panama which produces didactic resources for stimulating pupils' consciousness of the climate changes and the need to save energy and recycle things.

Therefore, to warm up and prepare pupils for reading, we may use some comic strips from this band (see Figure 9). A video about the policy of the 3Rs may also be watched. This music video which is performed by endangered and wild animals can be accessed at [https://www.youtube.com/watch?v=gKB\\_7MUPxT4](https://www.youtube.com/watch?v=gKB_7MUPxT4). After this, pupils may have the chance to solve a quick quiz in order to see if they understand the differences between reduce, recycle and reutilize. These materials can be found here: <http://www.panamarock.com/loscolorados/>.

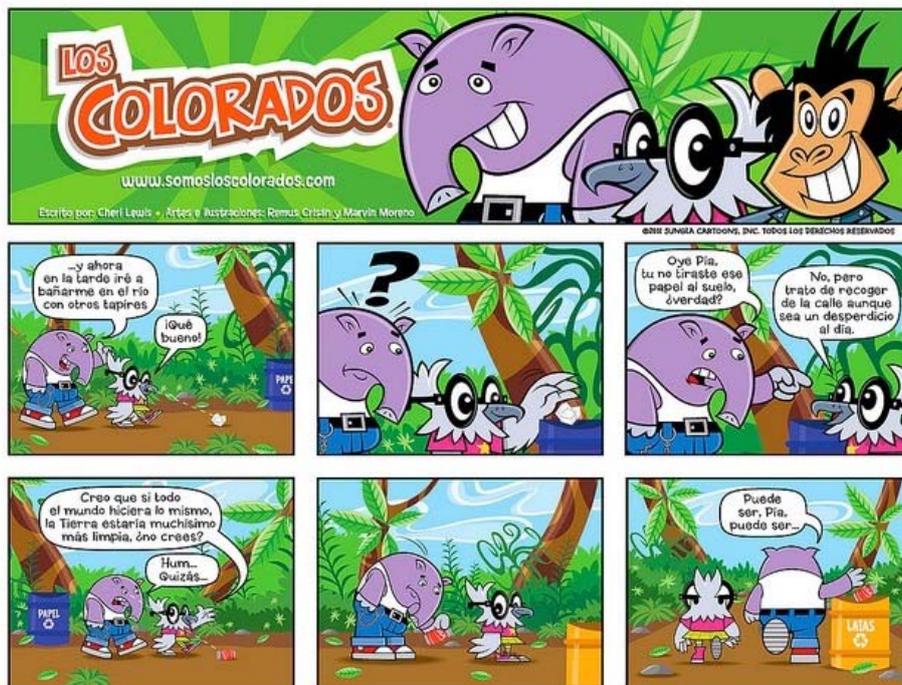


Figure 9: Comic Strip from Los Colorados

Then pupils they learn the fact there is a Spanish city whose inhabitants still do not know how to recycle. This story is read aloud in an interactive and engaging way and pupils easily find out that the inhabitants of the city speak a different language (*séver*), which is written backwards. By using a reading guide (Figure 10), pupils are able to analyze the story and at the same time help the *Arusabnarg* inhabitants learn how to recycle.

<p style="text-align: center;"><b>GUIÓN DE LECTURA</b></p> <p>Nombre: _____ Grupo: _____ Número: _____</p> <p>Lee el cuento "La ciudad de Arusabnarg" y contesta a las cuestiones.</p> <p><b>1. ¿Qué peculiaridad tiene la lengua que hablan en Arusabnarg?</b></p> <p style="text-align: center;">Se habla y se escribe al _____.</p> <p><b>2. Traduce algunos significados de palabras escritas en la lengua "séver".</b></p> <table border="0" style="width: 100%;"> <tr> <td>séver=</td> <td>Nomodóc =</td> <td>arusab=</td> </tr> <tr> <td>Ocinú=</td> <td>Arusabnarg=</td> <td>sacsom=</td> </tr> </table> <p><b>3. ¿Cómo es la ciudad de Arusabnarg?</b></p> <p>La ciudad es _____.</p> <p><b>4. ¿Cuáles son los personajes principales del texto?</b></p> <p>Los personajes principales del texto son _____ y _____.</p>	séver=	Nomodóc =	arusab=	Ocinú=	Arusabnarg=	sacsom=	<p><b>5. ¿Qué hay en el centro de la ciudad?</b></p> <p style="text-align: center;">En el centro de la ciudad hay _____.</p> <p><b>6. Un día la bolsa de basura reventó y todo se quedó muy sucio. ¿Quién ayudó la ciudad con un plan? ¿Cuál era el plan?</b></p> <p style="text-align: center;">_____ ayudó la ciudad con un plan: _____.</p> <p><b>7. ¿Sabes qué tipo de basura se debe echar en estos contenedores de color azul?</b></p> <p style="text-align: center;">Se debe echar _____ y _____.</p> <p><b>8. Cita dos tipos de materiales que podemos echar en los contenedores amarillos para que sean reciclados. El texto del cuento te ayudará. Es la que recogieron los habitantes del barrio Ollirama.</b></p> <p style="text-align: center;">Podemos echar _____ y _____.</p>
séver=	Nomodóc =	arusab=					
Ocinú=	Arusabnarg=	sacsom=					

Figure 10: La ciudad de Arusabnarg's reading guide

In the following picture you may see some of our primary pupils teaching how to properly recycle by removing authentic waste (with some words in Spanish, such as *leche desnatada*, *galletas*, etc.) and throwing it in the corresponding yellow, green and blue dustbins:



**Figure 11:** Pupils teaching Arusabnang inhabitants how to recycle

As we have seen before, motivation, engagement and pro-activity are the key words for an effective teaching approach based on 21st Century Skills in languages learning.

## CONCLUSIONS

The 21st Century Skills are a set of competences that pupils need to develop in order to succeed in the information age. The collaboration and communication, creativity and innovation, critical thinking and problem solving skills shall be trained at schools as earlier as possible.

According to literature, studies show that pupils shall be able to think deeply about problems, solve issues in a creative manners, work in groups, communicate clearly using analogue and digital tools and at the same time deal with information. In fact, the rapid changes which occur in our economy and information driven world require pupils to get flexible, take initiatives, lead if necessary and create something new.

In this context, technology may open up huge opportunities for us, language teachers. We have presented some activities and tasks which deal with Web 2.0 tools, such as *Kahoot!* or *Glogster*, which enhance languages learning by offering pupils chances of portraying their work and train some skills, namely: collaboration, creativity, information analysis and writing.

However, we must also be aware that technology does not substitute some in-classroom analogue approaches and strategies which contribute and are highly effective in the development of these skills. Authentic story books may be quite adequate in the training of critical thinking skill, as they pose pupils questions and invite them to solve some problem-based situations. They are a means which offers cross-cultural approaches by making pupils contact with authentic and cultural products of the target-language.

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## A Comparative Analysis Of Emoticon Functions And Forms In First And Second Language

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### ABSTRACT

Defined as graphic representations of facial expressions that are embedded in electronic messages, emoticons can be utilized to present the emotional content and the contextual information in online communication. Previous studies investigated how emoticons differ across region, culture or gender. To our knowledge there is no study which explores the use of emoticons in first language (L1) and second language (L2) comparatively with a focus on functions and forms. The present study investigated whether language learners use emoticons with different functions and forms in L1 (Turkish) and L2 (English). Data collected from 36 pre-service English language teachers' WhatsApp posts over the course of 4 months in Turkey, were analysed to characterize the functions and forms of emoticons in L1 and L2. With an aim to triangulate the research findings, semi-structured focused group interviews were conducted with the participants. The results indicated that the participants used emoticons mostly to enhance verbal part of the message in L1 and L2. Whereas the use of emoticons with the function of expressing emotion largely appeared in L1, emoticons with the function of substituting a lexical item were found primarily in L2. Additionally, smileys & people emoticons were the most frequently used forms in both L1 and L2. The results of the present study underlines the importance of contextual factors in defining the functions and forms of emoticons in online discourse.

**Key words:** emoticon; computer-mediated communication; WhatsApp; first language; second language.

### INTRODUCTION

Text messaging (Short Messaging Service; SMS) is a mass communication medium used by billions of people around the globe. Recently, however a new wave of mobile communications services called mobile instant messaging (MIM) applications like WhatsApp, Viber and Line have gained considerable attention among users. WhatsApp, especially, as the most downloaded application among 127 countries has become very popular and gained over 350 million users (Cohavi, 2013).

In the present study we aim at investigating the use of emoticons via WhatsApp. Similar to other types of computer-mediated communication (CMC), users can enhance the socioemotional context of their messages in WhatsApp through emoticons. Defined as graphic representations of facial expressions that are embedded in electronic messages (Walther & D'Addario, 2001), emoticons have been noted as the fundamental means of expressing emotion in CMC (Riva, 2002) and a substitute for non-verbal communication (Walther & D'Addario, 2001).

Nonverbal cues are crucial to understanding the meaning and nature of the message during face to face interaction (Argyle, 1988). However, online texts, which lack contextual information may result in misinterpretation of the nature of the message and the senders' stance (Lo, 2008). More recent work has shown that emoticons and emojis can provide a remedy for this gap (Derks, Fischer, & Bos, 2008). A great deal of studies have indicated that the use of emoticons and emojis enhance written communication similar to paralinguistic cues used in verbal communication (Derks et al., 2008; Rezabek & Cochenour, 1998).

"Emoticons", a blend of "emotion" and "icons", can be defined as graphic signs used in textual computer-mediated communication (CMC). Rezabek and Cochenour (1998) describe emoticons as "visual cues formed from ordinary typographical symbols that when read sideways represent feelings or emotions" (p. 371). Thompson and Foulger (1996), on the other hand, describe emoticons as "pictographs" that are used "to express emotion or as surrogates for nonverbal communication" (p. 226). The use of graphic signs in the written text was indeed first proposed by Scott Fahlman, a computer scientist at Carnegie Mellon University, with an aim to clarify the intended message posted to a discussion forum (Krohn, 2004). Since then, plenty of emoticons appeared with different forms and meanings. In addition to the original emoticons that use only ASCII symbols, a growing number of graphical emoticons, or emojis, that represent different objects (such as a handbag or a

rose), or mimic facial expressions (such as a frowning face or a grinning face) were developed. Dictionaries and (e.g., Godin, 1993; Raymond, 1996) Websites (e.g., Netlingo, n.d.; Wikipedia, 2009) were created to catalogue hundreds of new emoticons and emojis, that continue to increase in number each day. With the adoption of smartphones supporting advanced graphics in the late 1990s, emoticons, especially emojis, gained more popularity in CMC (Pavalanathan & Eisenstein, 2015), and became a crucial part of online discourse.

The Social Presence Theory proposed by Short and his colleagues (1976) and Social Information Processing Theory put forward by Walther (1992) shed light on the role of emoticon in online discourse. The Social Presence Theory describes social presence as the extent to which the communication medium conveys the communicators' actual physical presence. In addition to actual physical presence itself, social presence also includes the words used in the communication and other nonverbal cues such as physical distance, posture, gestures, and intonation. Thus, from the perspective of Social Presence Theory, social presence is expected to be limited in CMC environments. Rice and Love (1987) compare CMC and face to face interaction in their research, and conclude that CMC yields to less social presence due to the "less friendly, emotional or personal and more serious, businesslike, or task oriented" nature of CMC (p. 88).

Social Information Processing Theory notes that individuals feel the same need for elimination of ambiguity during CMC as in face to face communication. In this context, individuals will tend to modify their linguistic and textual behaviours with an aim to meet these needs in CMC. According to Walther and D'Addario (2001) in the absence of nonverbal cues individuals adapt their behaviours in CMC based on the available cues such as content and linguistic strategies or emoticons and typographic cues. The authors argue that emoticons enhance the social meaning of the online messages. Derks et al. (2008) also argue that emoticons can add a "paralinguistic component to a message and "serve as nonverbal surrogates, suggestive of facial expression" (p. 2). Thus, although definitions attributed to emoticons or categorizations found in dictionaries and Websites suggest that emoticons are almost universally perceived as nonverbal indicators of emotion mostly (Dresner & Herring, 2010), recent studies note that the function of emoticons in CMC is not limited to expressing emotion merely.

Several researchers have proposed various functions of emoticons employing different criteria. Dresner and Herring (2010) listed the functions of emoticons as (a) emotion indicators, mapped directly onto facial expression; (b) indicators of non-emotional meanings, mapped conventionally onto facial expressions; and (c) illocutionary force indicators that do not map conventionally onto a facial expression (p. 62). Luor, Wu, Lu & Tao (2010) noted that emoticons served as (a) expressing emotion; (b) enhancing the verbal part of the message); and (c) expressing humour (p. 890). Derks et al. (2008a) summarized the role of in CMC as (a) expressing emotion; (b) strengthening the message; (c) regulating the interaction; and (d) putting into perspective (p. 386). Although limited in number, the function of graphical emoticons in CMC has also been questioned in literature. Kelly and Watts (2015) interviewed 20 participants and concluded that beyond expressing emotions, emojis are employed for other purposes such as sustaining a conversational network, developing a spirited interaction, and creating a common and private uniqueness within a particular relationship. Given the several different taxonomies on the categorization of emoticon functions in literature, it is possible to conclude that investigation of the parameters that affect the distribution of different emoticon functions gain importance.

In addition the functions of emoticons, emoticon forms have also been a point of concern for the investigation of emoticon use in literature. As regards the distribution of emoticon forms, Wolf (2000) analysed Usenet newsgroups and found that the basic smiley was the most common emoticon in her data. Similarly, Huffaker and Calvert (2005) reported that 53% of emoticons used in adolescent blogs were "happy". In the same way, Provine, Spencer & Mandell (2007) and Baron (2004) concluded that a great proportion of emoticons in their corpus consisted of smiles. Although previous studies underline the use of certain emoticons such as smileys, factors which have an influence on users' choice of different emoticon forms remain relatively unexplored.

To better explain emoticon use in online platforms, several studies focused on the factors that have an influence on the use of emoticons such as communication type (Rezabek & Cochenour, 1998), context (Derks, Bos & Grumbkow 2007), culture (Markman & Oshima, 2007), gender (Tossell, Kortum, Shepard, Barg-Walkow, Rahmati & Zhong, 2012) and linguistic setting (Aragon, Chen, Kroll & Feldman, 2014). Rezabek and Cochenour (1998) analyzed emails on lists in terms of emoticon content and frequency of use and concluded that emoticons were used in 1–25% of the emails in various listservs. Derks, Bos, and Grumbkow (2007) found that emoticons were used more frequently in socio-emotional contexts than in task-oriented contexts. Lo (2008) suggested that positive emoticons were more popular than negative emoticons. Markman and Oshima (2007), on the other hand, compared Japanese and American emoticons based on e-mail data and concluded that the functions of emoticons varied across different cultures. Tossell et al. (2012) studied the difference between genders in the frequency and variety of emoticons through the analysis of real portions of private

communications data from individuals' smartphones. The researchers found out that there were differences between genders in the amount and variety of emoticons used. Aragon, Chen, Kroll and Feldman (2014) examined a group of adult scientists as they chat about their work. The authors concluded that while English L1 speakers used more lines of text per message, English L2 (French L1) speakers used more emoticons per message. Finally, Vandergriff (2014) analyzed data from college classroom text chats and investigated how nonnative and native speaker participants used emoticons. The results yielded that nonnative speaker participants used emoticons more frequently than their native speaker peers. Additionally, although native speaker corpora of emoticons consisted of smileys and winkies exclusively, the nonnative speaker data showed more emoticon variation. Overall, these studies indicate that the variety, function and amount of emoticons may vary depending on several parameters.

Despite various studies that investigate emoticon use across different contexts, cultures and genders, to our knowledge, there is hardly any study which focuses on the use of emoticons in terms of form and function across different language settings. Further support for the need to study emoticon use across different languages comes from a review of literature concerning the role of language in the use of emotion words. Previous studies suggest that emotion words are used less by L2 users compared to native speakers (Dewaele & Pavlenko, 2002). Dewaele and Pavlenko (2002) investigated a corpora of film retellings in English L1, English L2, Russian L1, and French L2 and reported that the type of linguistic material, level of proficiency, degree of extraversion, and gender influenced the proportion of emotion vocabulary. The authors explained the underuse of emotion vocabulary in L2 through the detachment effects, and noted that L1 is regarded to be more suitable for the expression of emotional involvement while L2 is considered to be more isolated from the L2 user (Kinginger, 2004; Pavlenko, 1998). However, the use of emoticons, alternative means of expressing emotions in today's mobile world, remains to be investigated across different languages. The present study aims to fill this gap in literature and investigates whether English language learners use emoticons differently in L1 (Turkish) and L2 (English).

## THE STUDY

This study applied a descriptive research approach using coding to describe characteristics of emoticons in terms of function and form. Data were collected from WhatsApp messages sent by 36 second grade English language teaching students (25 Female-11 Male) in Turkey in the context of "Oral Communication Skills I" course. Participants' age ranged from 20 to 22 (mean= 21). As a course requirement, the students were expected to read the assigned parts from "Of Love and Other Demons" by Gabriel Garcia Marquez at home and discuss the novel in the classroom. Additionally, the students were also required to answer the questions related to the context of the novel, as proposed by the selected students each week in their WhatsApp group. A WhatsApp group was created for the course and all students and a research assistant were assigned to it. The course instructor, who is the researcher at the same time, was not included in the group to ensure that the students can text each other in a relaxed environment. Students answered a different question each week and they received an extra grade for their participation as an incentive. There was no word limit for the text messages. However, the students were asked to use at least 3 emoticons of their choice to answer the proposed question on WhatsApp. Students texted messages and shared ideas on WhatsApp for 8 weeks using L1 Turkish and English L2 interchangeably each week. Thus, the data consisted of 4 weeks of text messages in Turkish and 4 weeks of text messages in English.

For data analysis, all emoticons used by the students were classified based on language setting, and they were categorized in terms of their functions and forms. Regarding their functions, emoticons were coded as enhancing verbal part of the message, expressing emotions, expressing humor and substituting lexical items based on the taxonomies suggested by Luor et al. (2010) and Kavanagh (2010), as shown in Table 1. Pertaining to forms, emoticons were classified as smileys & people, animals & nature, food & drink, activity, travel & places, objects, symbols and flags in accordance with Emojipedia (2015). Two researchers specialized in English Language Teaching analyzed the data individually and coded emoticons according to their functions and forms. The interrater reliability of classification of the categories was .85.

**Table 1.**

Examples for different functional categories

Functional Category	Example
Expressing emotion	I don't expect such a selfish mother to be loyal to her daughter 😡 (angry face).
Enhancing verbal part of the message	I also think ☁ (thought cloud) that it's magical realism.
Expressing humor	His time came, and he died 🗨 (electric plug).
Substituting a lexical item	In the ⬅️ (end with left arrows above) it made everybody think that Sierva was really possessed.

In addition to the analysis of the WhatsApp messages sent and received by the participants, we conducted interviews with 14 participants to better explain the functions and forms of emoticons in L1 and L2, and triangulate the findings. Interview data were analyzed using content analysis to identify the general use of emoticons in online messages and functions and forms of emoticons in L1 and L2 comparatively.

## FINDINGS

A total of 288 text messages sent by 36 participants over 4 months study period included 1281 graphical emoticons (emojis). There were no ASCII symbols in the data. With regards to function, emoticons used by the participants could be placed into four categories: enhancing verbal part of the message (N=1078), expressing emotions (N=188), expressing humour (N=10) and substituting lexical items (N=12); of which the first two clearly dominate (see Table 2). Participants used emoticons mostly to enhance verbal part of the message in L1 (86%) and L2 (82%). There were also a great deal of emoticons used to express emotion in both L1 (16%) and L2 (12%). However, the participants used emoticons rarely to express humour (1% vs. 1%) and to substitute a lexical item (1% vs. 1%) in L1 and L2.

With regards to emoticon functions in L1 and L2 based on the defined categories, we found that a majority of emoticons with the purpose of expressing emotion were used in L1 (73%). The distribution of emoticons with the function of enhancing verbal part of the message (55% vs. 45%) and the function of expressing humour (40% vs. 60%) were not radically different in L1 and L2. However, emoticons with the function of substituting a lexical item were mostly found in L2 (67%) data.

**Table 2.**

Number of emoticons with different functions in L1 Turkish and L2 English

Language Type	Functional Category			
	Enhancing verbal part of the message	Expressing emotions	Expressing humour	Substituting a lexical item
L1	588	118	4	4
L2	490	70	6	8

An analysis of emoticons in terms of form indicated that the participants employed numerous different emoticons in both languages. Emoticons used by the participants belonged to five different categories in terms of form: smiles & people (N=900), animals & nature (N=44) travel & places (N=45), objects (N=130) and symbols (N=162). An investigation of emoticon use in terms of form in L1 (Turkish) and L2 (English) reveals that emoticons with similar forms were preferred by the participants in L1 and L2. As shown in Table 3, the majority of emoticons were sent in the category of smiles & people in L1 (71%) and L2 (74%). The second frequent emoticon form was the category of objects in L1 (11%) and the category of symbols (17%) in L2. However, there were only a small number of emoticons in the categories of animals & nature (6% vs 1%) and travel & places (5% vs 3%) both in L1 and L2. We couldn't identify any emoticons in the category of food & drink, activity and flags.

A more detailed analysis of each emoticon form in L1 and L2 indicates that the participants employed a majority of the emoticons in the symbols category in L2( 81%), while they used a smaller number of emoticons in the symbols category in L1 (19%). The distribution of emoticons in the categories of smiles & people (L1=48%, L2=52%), travel & places (L1=51%, L2=49%) and objects (L1=54%, L2=46%) were nearly similar in L1 and L2. With regards to the emoticons in the category of animals & nature, the participants used a great

proportion of the emoticons in L1 (93%), while they used a limited number of emoticons that belong to animals & nature category in L2 (7%).

**Table 3.**

Number of emoticons with different forms in L1 Turkish and L2 English

Language Type	Form Category				
	Smiles & People	Symbols	Animals & Nature	Objects	Travel & Places
L1	435	31	41	70	23
L2	465	131	3	40	22

In addition to the analysis of participants' text messages, interviews with the participants underlined four major functions of emoticons: to express emotion, to make the meaning more clear, to add fun and to substitute lexical items. These categories comply with the taxonomy used for the functional categorization of the emoticons in this study. First, in parallel with the functional category of "expressing emotion" an interviewee explained that emoticons helped to express emotion in the following words:

*"I believe emoticons are the expression of feelings through symbols. Emoticons add sincerity to the message. If the person I'm talking to online answers my emoticons with mere writing and do not use any emoticons, I start thinking that something must be wrong"*

Second, in line with the functional category of "enhancing verbal part of the message" another participant underlined that emoticons can be used to make the meaning more clear, and stated:

*"As we speak online, sometimes it is not clear whether we're crying or smiling, and emoticons help to make the feeling more clear. When I'm happy about something, using a smiley indicates the density of my feelings."*

Third, similar to the functional category of "expressing humour" another participant reported that emoticons added fun to the text, and said:

*"Thanks to emoticons, writing and reading messages is less scary! When we use emoticons, the text becomes livelier, more attractive and more entertaining."*

Finally, in correspondence with the functional category of "substituting a lexical item" a participant explained that emoticons can be employed to substitute lexical items, and said:

*"I'm too lazy to write sometimes, but emoticons can substitute a sentence. I can say too many things with a few symbols."*

With regards to the comparison of emoticon use in L1 and L2, the participants placed more emphasis on some functions in separate language settings. The participants reported that they did not prefer to use emoticons to substitute lexical items in L1 (Turkish). Instead, they emphasized the use of emoticons to express emotions in L1 as stated in the following comment:

*"I never used emoticons to replace a word in Turkish. In addition, I used emoticons in Turkish to express emotions. I believe I express myself better in Turkish. Writing in Turkish sound more sincere and clear to me."*

In L2 (English), on the other hand, the compensatory use of emoticons was emphasized by the participants. They stated that emoticons helped to substitute unknown words for the writer, and made the text easier to follow for the reader in L2. A participant made the following comment:

*"One or two emoticons can be enough to express myself in English rather than writing complex sentences. Emoticons support the meaning visually."*

Pertaining to the forms of emoticons, interviews with the participants yielded that emoticons in the category of smileys & people were the most popular emoticons among the participants. When asked to identify the emoticons they used most frequently, the participants listed "grinning face", "grinning face with smiling eyes" "face with tears of joy", "winking face" and "smiling face with sunglasses". The participants did not mention any difference between the forms of emoticons they used in L1 and L2.

## DISCUSSION

The present study investigated emoticon use in terms of form and function in L1 and L2 corpus, which consisted of pre-service English teachers' messages on WhatsApp. The results yielded that the participants used emoticons mostly to enhance verbal part of the message both in L1 and L2. These results provide further support for the recent perspective on emoticons in literature, which suggest that the function of emoticons in CMC is not limited to expressing emotion merely. In line with Social Information Processing Theory, emoticons enabled the participants to enhance the social meaning of their online messages and added a paralinguistic component (Derks et al, 2003; Dresner & Herring, 2010) in L1 and L2 corpus in the present study. We believe that participants' preference of emoticons with the function of enhancing verbal part of the message rather than the emoticons with the function of expressing emotions could result from the task based nature of the study. As also underlined by Herring (2007), situational factors such as user demographics, topic of discussion, and communication setting have the potential to influence emoticon use.

An intriguing finding of this study is that a majority of emoticons with the function of expressing emotion were found in L1, while most of the emoticons with the function of substituting a lexical item were found in L2, as also triangulated with interviews. The participants' use of emoticons to express emotion in L1 rather than L2 shows incongruence with Aragon et al.'s study (2014), who found that English L1speakers used more lines of text per message, while English L2 (French L1) speakers used more emoticons per message. The discrepancy between the two studies could be attributed to the focus of investigation in the studies. Whereas Aragon et al. (2014) examined the frequency of emoticons in L1 and L2, our study investigated the functions and forms of emoticons in L1 and L2. On the other hand, more frequent use of emoticons with the function of expressing emotion in L1 than in L2 data in the present study is not surprising considering the previous studies, which found that emotion words are used less by L2 users compared to native speakers (Dewaele & Pavlenko, 2002; Kinginger, 2004; Pavlenko, 1998). The authors explained the underuse of emotion vocabulary in L2 through the detachment effects, and noted that L1 is regarded to be more suitable for the expression of emotional involvement while L2 is considered to be more isolated from the L2 user. Similarly, detachment effects can explain the intensity of emoticons with the purpose of expressing emotion in L1 in the present study. Additionally, the dominance of emoticons used as lexical substitutes in L2 corresponds with the finding of Vandergriff (2014), who reported that nonnative speaker participants showed more frequent emoticon use than their native speaker peers in order to compensate for any shortcomings in their use of English.

As regards the distribution of emoticon forms, we found that the emoticons in the category of smileys and people were the most frequently used emoticon form irrespective of language type. This finding is consistent with Wolf (2000), who reported that the basic smiley was the most common emoticon in the Usenet newsgroups she analysed. More recent studies (Huffaker & Calvert, 2005; Provine et al., 2007; Baron, 2004) have also reported similar findings on the distribution of emoticons, and concluded that a majority of emoticons in their corpus consisted of smileys. On the other hand, small number of emoticons that belong to the category of travel & places, objects and animals & nature, and the absence of emoticon forms in the category of food & drink, activity and flags in our corpus could be attributed to the context of the study, which required the participants to talk about the assigned novel. As the text messages would be limited with the context of the assigned novel, underuse of specific emoticons which belong to the category of food & drink, activity & flags do not seem surprising in line with Herring (2007).

## CONCLUSION

Although our study demonstrated interesting findings concerning the functions and forms of emoticons in L1 and L2, it has some limitations. The main limitations of our study are related to its methodology. First, we believe that the context of the study, which required the participants to ask and answer questions related to the assigned novel, could have limited the emoticon use. Furthermore, to ensure that the participants use emoticons in their text messages we asked them to employ at least three emoticons in their messages. The obligation to use at least three emoticons could have increased the number of redundant emoticons. Collecting data in a less restricted context would undoubtedly result in more robust findings. However, as we did not focus on the frequency of emoticon use, we believe this limitation did not lead to a radical change in the results of the present study.

The second limitation is related to the method of data analysis. Although two researchers analysed the data using discourse analysis independently, the analysis was limited to the researchers' interpretation of how the emoticons contributed to the meaning in the text. The motivations behind the writers' choice and the recipients'

interpretation of the message were not taken into consideration. Further studies can combine discourse analysis with interviews with the writers and recipients of the messages.

Despite these limitations, we believe our study is the first to investigate the functions and forms of emoticons in L1 and L2 comparatively. Today, emoticons have become a critical part of nonverbal communication, which substitute body language and facial expressions in online text-based media. In a rapidly globalizing world, increasing number of people will communicate online in their native or foreign language. A more thorough understanding of emoticons and their use in different language settings promises to advance research on online nonverbal communication.

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## A Comparison Between Solar And Wind Energy According To Different Locations

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### ABSTRACT

In last year's one of the most investigated issue is meeting electrical energy need from renewable energy sources. But sometimes it is difficult to decide which renewable energy source will be used. In this study two different renewable energy sources (solar and wind) are used in different areas. Than these sources are compared according to electrical production. So an idea is tried to give which source must be choosed in which area.

### 1. SOLAR ENERGY

Energy density of the sunbeam in space is 1.353kW/m<sup>2</sup>. However the power density out of the earth decreases because of various effects such as some reflections and scatterings of sunbeams, some gases and water vapors in the earth atmosphere having some part of the energy absorbed, and the zenith angle which is known as zenith angle of sunbeams. Solar energy density  $p_{ir}$  on earth which is also known as solar radiation is expressed through a mathematical model that is developed by Arwater and Ball. [1]

$$p_{ir} = p_o \cos(\Theta) (\alpha_{dt} - \beta_{wa}) \alpha_p$$

Whereas following symbols mean corresponding expressions:

$p_{ir}$ : Solar power density on the earth surface (kW/m<sup>2</sup>)

$p_o$ : Power density out of the earth (in general 1.353kW/m<sup>2</sup>)

$\Theta$ : zenith angle (the angle between the earth surface and the sun's disc)

$\alpha_{dt}$ : direct permeability of the gases other than water vapor that comprise some part of the energy that reflects and is not absorbed by gases

$\alpha_p$ : Permeability of aerosol

$\beta_{wa}$ : Water vapor's coefficient to absorb radiation

The term of aerosol means the hoverer particles in the earth atmosphere.

Here from, it is possible to state solar productivity as follows:

$$\eta_s = p_{ir} / p_o = \cos(\Theta) (\alpha_{dt} - \beta_{wa}) \alpha_p$$

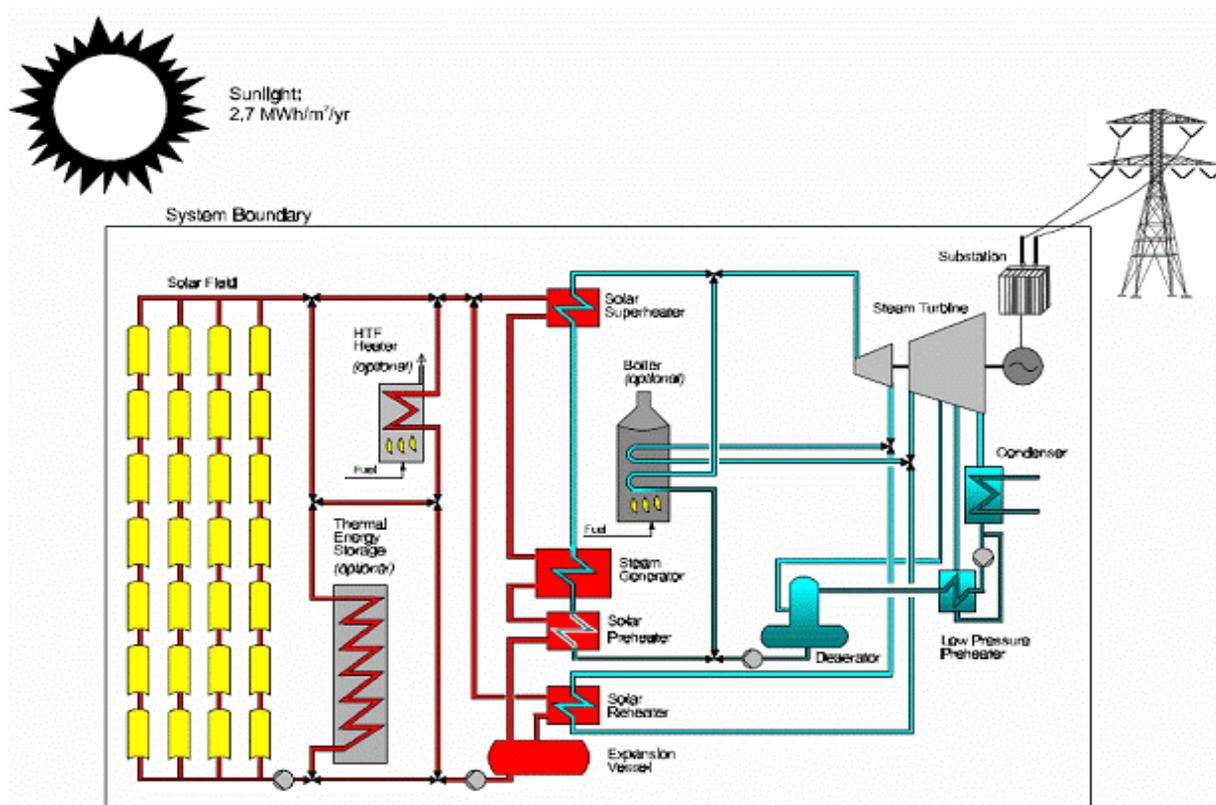


Figure 1. Solar-Electrical System [2]

### 1.1. Photovoltaic Cells

Photovoltaic cells are building blocks of all PV systems as they are elements converting sunlight into electric energy. While PV cells can be in very small sizes, they can also be in many different forms. Cells are used in creation of PV modules in tens of decimeters generally by interlocking each other. Once light falls on a PV cell, this light can reflect, can be absorbed or can pass through. However, electric can be generated only from absorbed light. [3] Energy of the absorbed light is transmitted to the electrons of the PV cell's semiconductor material. Electrical characteristic of PV cell which is named as "integrated electric field" supplies the force or potential which is required for driving the current flowing from an external load such as lamp.

Solar energy can be converted into electric energy with productivity between rates of 5% and 20% depending on the structure of the solar cell. Several solar cells are connected to each other in parallel or serially in order to increase the power output and are mounted on a surface, this structure is named as solar cell module or photovoltaic module.[5]

### 1.2. Crystalline Panels:

These are most common panels which are industrially used. Their lifetime is approximately 90 years. They are available as mono-crystalline and poly-crystalline.

**1.2.1. Mono Crystalline :** Mono-crystalline solar batteries are comprised of high productive mono crystalline cells in the aspect of quality and productivity. These panels occupy 1-2% less than Polycrystalline Panels which generate same power. In spite of this, the production period takes long because of the technology used in their production. Anyhow, the Mono Crystalline Solar Batteries are the best option for long term investment. Having solar battery as mono crystalline means that the entire cell is comprised of crystalline only and the atomic structure is homogeneous. All crystalline compounds existent in the nature are actually poly-crystalline, only diamond has almost a perfect mono-crystalline characteristic

**1.2.2. Poly-crystalline:** In the aspect of quality and productivity, polycrystalline solar batteries are produced with lesser productive cells comparing to ones having mono crystalline solar batteries. However, nevertheless, their usage area is more common. The reason of that is their being more accessible and accordingly being accessed for a more reasonable price. Thus, their productivity/cost rate is quite high. Polycrystalline refers to that material is not comprised of single crystal comparing to mono crystalline, that is the material is not completely



- Approximately constant speed with the plane angle transformer mechanisms
- Rotational speed of constant blade angle.

### 3-The way of utilization from electrical energy output;

- Storage in accumulator group,
- Storage in other forms,
- Connection to conventional network system.

In systems with the constant speed, small changes of rotor speed are only allowed. The structure and performance of this system depends on the mechanical characteristic of mechanisms such as the control of blade tilt. Moreover, the type of turbulence and tower type swiftly affect the fluctuation loads regarded as changes in power. These changes are undesirable features for the wind turbines based on the network. These changes in the power cause the mechanical pressures which shorten the life of wind turbine and decrease the quality of power. Therefore, the wind turbines can't be operated in the optimum performance and the maximum power can't be generally obtained from the wind.

In system with the variable speed which is an alternative for systems with the constant speed, the rotor speed is appropriate for being controlled. This property enables the wind turbine system to operate constantly close to the optimum speed rate. Some important advantages of systems with the variable speed as to systems with the systems with the constant speed:

- Since the turbine speed can adjust as a function of wind speed as maximizing the output power, the annual energy generation increases. Depending on the turbine aerodynamic and the wind regime, approximately 10 % contribution is made to the annual energy.
- Since the system enables the power to be arranged ideally, the mechanical pressures decreases.
- Instant situations, which originate from the wind and mechanical systems and cause the change in the output power significantly decrease. When the turbine is exposed to sudden and overpowering wind, the inaction of mechanical system increases and absorbs the rotor speed and it isn't an obstacle for the electrical system to transfer the constant power to the network.
- The power quality can be improved by decreasing waves in the power. The decrease of waves in the power will prevent that the voltage get away from the nominal values. This will increase the effect of the wind power on the network.
- Since the control time constant of blade tilt angle may be higher, the complicated control system of blade tilt mechanism may be made simpler.
- Acoustic noise will decrease. Noise is an important problem for the wind farms established behind the residential areas.

The disadvantage for systems with the variable speed is that the complication of generator and the power convertors necessary for the connection between the network and the cost are high. However, both some progresses on the power electronics have been made in recent years and the cost of semi-conductive technology have decreased day by day and the usage of this structure in the power systems is therefore attractive. [7]

## 2.1. OVERVIEW ON THE COMPONENTS OF WIND TURBINE AND THE ELECTRICAL COMPONENTS

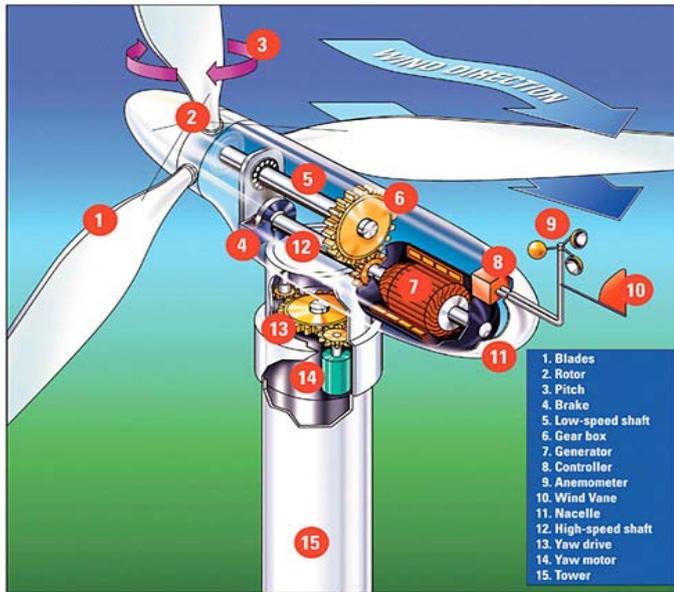


Figure 3. Components in a wind turbine [8]

## 3. A COMPARISON BETWEEN SOLAR AND WIND ENERGY ACCORDING TO DIFFERENT LOCATIONS

### 3.1. SOLAR ENERGY in BİLECİK

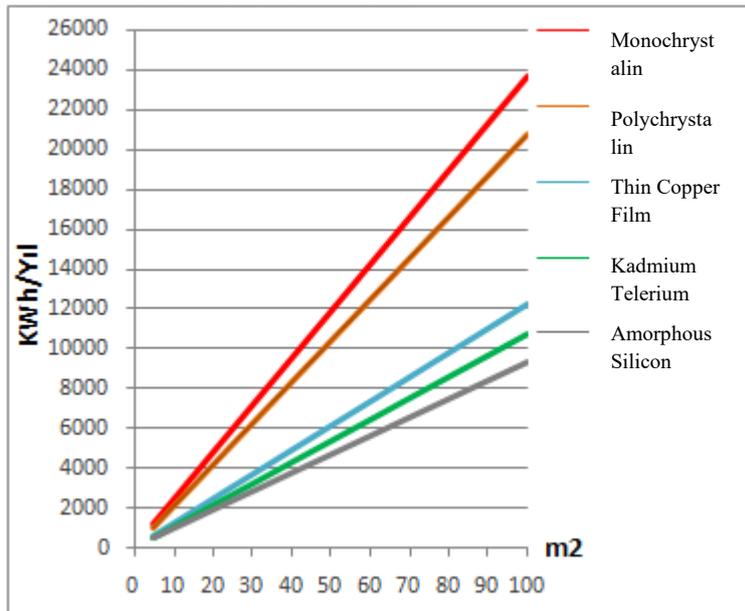


Figure 4. Bilecik PV Energy Production (kWh-Year) [1]

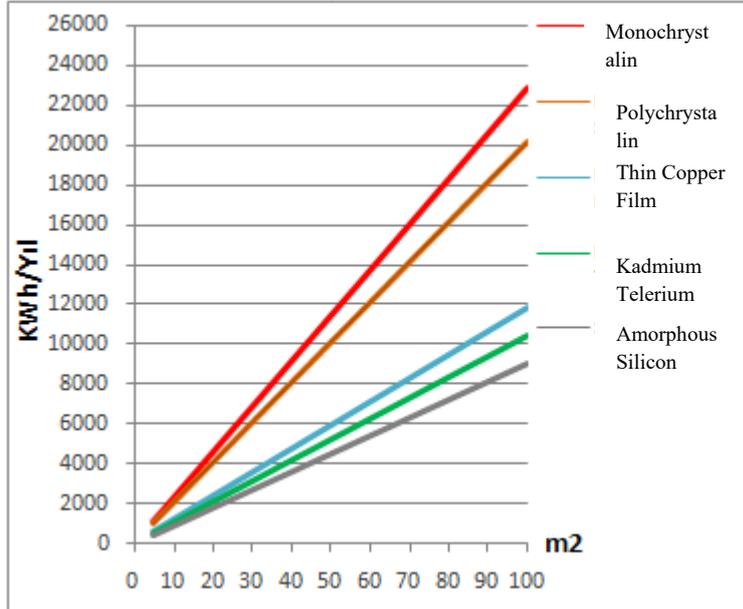
### 3.2. WIND ENERGY PLANT in BİLECİK

**Table 1.** Bilecik Wind Energy Power Capacity [1]

Wind power at 50 m. (W/m <sup>2</sup> )	Wind Speed at 50 m. (m/s)	Total Area (km <sup>2</sup> )	Total installed power (MW)
300-400	6.8-7.5	61.73	308.64
400-500	7.5-8.1	0	0
500-600	8.1-8.6	0	0
600-800	8.6-9.5	0	0
>800	>9.5	0	0
TOPLAM		61.73	308.64

It is clearly seen by a comparison to be done between solar energy and wind energy; solar energy can generate approximately 240 kWh/m<sup>2</sup> electric energy annually (in case of usage of mono crystalline silicone), and wind energy generates 308.64 MW electric energy. It is seen on the calculations that a 35% or greater capacity factor is required for a Wind Energy Facility investment here. Bilecik province is not an appropriate place for wind turbines.

### 3.3. SOLAR ENERGY in ÇANAKKALE



**Figure 5.** Çanakkale PV Energy Production (kWh-Year) [1]

### 3.4. WIND ENERGY PLANT in ÇANAKKALE

**Table 2.** Çanakkale Wind Energy Power Capacity [1]

Wind power at 50 m. (W/m <sup>2</sup> )	Wind Speed at 50 m.	Wind power at 50 m. (W/m <sup>2</sup> )	Wind Speed at 50 m.
300-400	6.8-7.5	863.7	4.318,48
400-500	7.5-8.1	802.99	4.014,96
500-600	8.1-8.6	761.09	3.805,44
600-800	8.6-9.5	174.74	873,68
>800	>9.5	0	0
TOPLAM		2.602,51	13.012,56

It is clearly seen by a comparison to be done between solar energy and wind energy; solar energy can generate annually approximately 220 kWh/m<sup>2</sup> electric energy (in case of usage of mono crystalline silicone), and wind energy generates 13,012.56 MW electric energy. Çanakkale province is an appropriate place for wind turbines.

In order to establish a different approach here, wind and solar energy potentials are acquired from SWERA website for Bilecik and Çanakkale provinces.



Figure 6. Bilecik Wind Energy Speed [9]

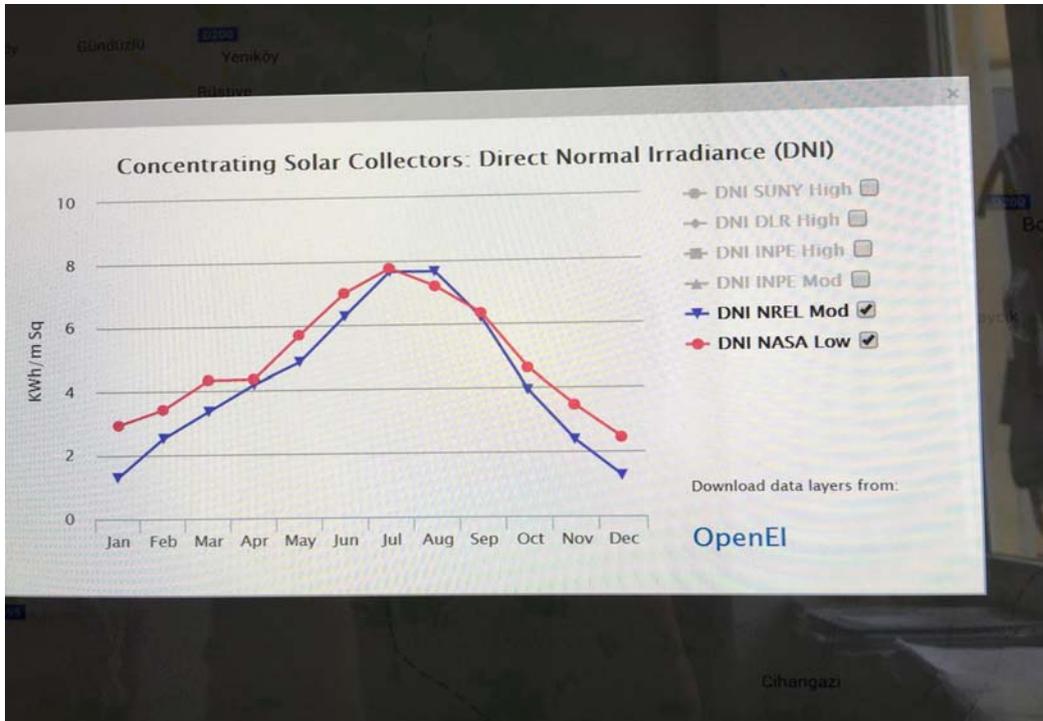


Figure 7. Bilecik Solar Energy Concentrating [9]



Figure 8. Çanakkale Wind Energy Speed [9]

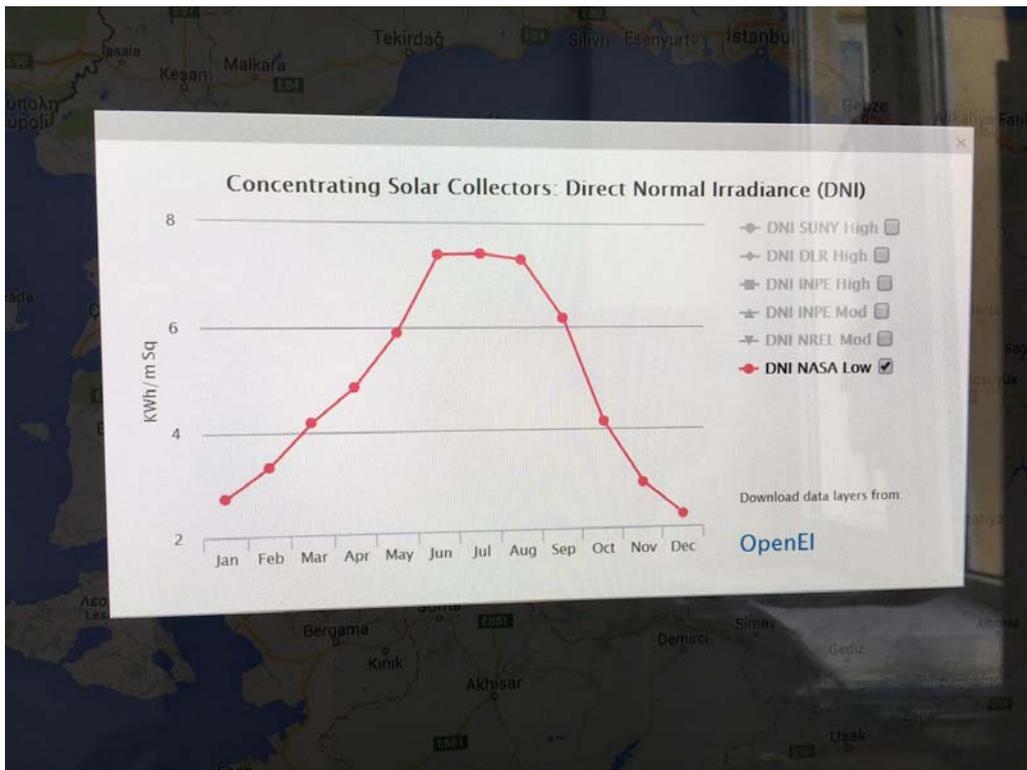


Figure 9. Çanakkale Solar Energy Concentrating [9]

## **CONCLUSION**

Here different tables have been acquired for two different provinces from two different renewable energy websites. However, it is obviously seen on the results that we have acquired from SWERA as well as YEGM (General Directorate of Renewable Energy); that if a renewable energy source is going to be specified in Çanakkale, this must be absolutely wind energy. But the situation in Bilecik is opposite, to take decision for solar energy will be very useful in terms of productivity. The conclusion which attracts attention here is that every renewable energy source is not appropriate both in economic and productivity aspects everywhere. Before making a certain investment, to have a work paper by making use of these sites is considered as a method providing a big convenience.

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<http://www.alternative-energy-news.info/technology/wind-power/wind-turbines/>

<https://maps.nrel.gov/swera>

## **A Critical Overview Of The Contribution Of Television To Construction Of “Modern Female Identity” As A Tool For Creating A Visual Culture; A Tv Program Of Competing Women: ‘İşte Benim Stilim’ (Here Is My Style) As An Exemplary Case**

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### **ABSTRACT**

The Republic of Turkey which has been established after the Ottoman Empire collapsed could not maintain the academic campaign that was initiated during the period of struggle for independence in order to increase the rate of literacy which was only five percent when it was established. (See Dijital Eğitim, Gelişen Teknoloji, Geleneksel Eğitim Araçları, ve Yeni Öğrenciye Eleştirel ve Deneysel Bir Bakış by Nevin ALGÜL, Digital Education, Developing Technology, Conventional Educational Tools and Critical and Experimental Overview of the New Student. The topic is mentioned in certain aspects.) The conditions of the time may have required it to be so. Although the East-West paradigm seems to have been initiated with the attempts of the Ottoman Empire for modernization, we can claim that it is rooted in the different views of world that were driven by different beliefs.

## **A New Approach for Teaching Accounting Based On Technology**

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### **ABSTRACT**

Higher education in accounting has been following and aware of the business changes and new technology, providing students with new skills. Thus new courses emerge based on information technologies, in order to efficiently approach learning to business reality. This paper presents a case study of a course of management simulation. We enhance its operations to provide the development of new skills such as team work, creativity, enterprise resource planning competency, decisiveness, punctuality, ability to work under pressure and communication, on a control environment always with the support of new technologies.

**Keywords:** Accounting, Learning, Simulation, Skills, Management

### **INTRODUCTION**

In the context of science and technology, it is possible to recreate a simulate behavior of a system or process - the simulated system - through a computerized system as a form suitable for study and interaction.

"Simulation is a process of designing a computer model of a real system and experiment with this model in order to understand their behavior and / or evaluate strategies for their operation" Pegden (1990). The essential advantage of the simulations and other synthetic learning environments is based on "ability to enhance, replace, create and / or manage the experience that the individual has with the world around you, to provide realistic content and educational tools". Its origin was in China, around the year 3000 BC, with the invention of board games and war games, contemporary management games dating 1955 when developing a simulation exercise for the logistics system of the US Air Force by the Rand Corporation - the monopologs – where participants were asked to simulate the management of inventory, assuming the role of warehouse managers in 1956, the surge first set of globally known management, management Decision Simulation Top, developed by the American management Association. Since then, the number of simulators grew rapidly and, around the 60's, it is estimated that their number was already 100 and more than 30,000 executives have already been in contact with at least one simulation.

The simulation of a model requires the implementation in cyclical sequences of 4 activities: written or model selection, model programming, execution of the model, evaluation and simulation model.

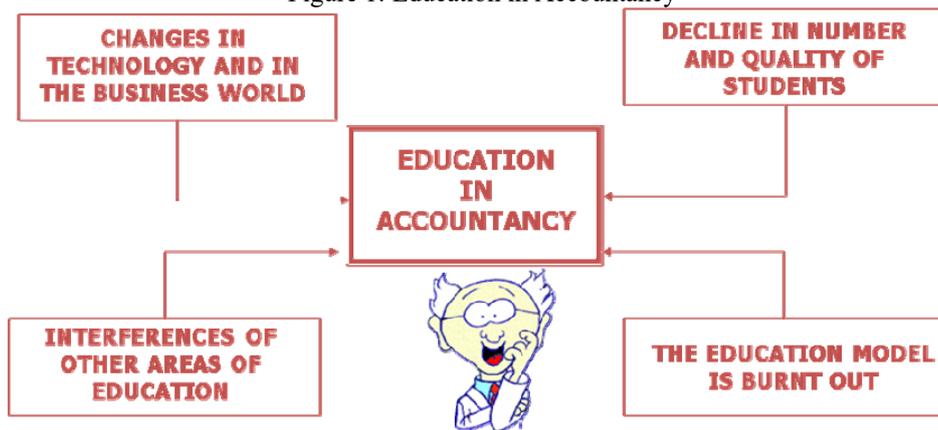
### **THE ISCAP CASE STUDY**

The study of Accounting in Portugal must respect the roles of The Certified Accountants Order (OCC), a professional public association, created in 1999. The OCC has the primary mission regulate and discipline the exercise of the accounting profession, as well as develop all actions leading to greater credibility and dignity of the profession.

The OCC is the largest professional institution existing compulsory in Portugal and has more than 75,000 registered members. To belong to the order is necessary the course of management simulation or professional internship.

Managerial Simulation was introduced in the Course of Accounting and Administration at ISCAP in February of 2003, as a compulsory subject part of the curricula, distributed between two semesters, with a schedule of 6 hours per week, divided in two 3 hour periods, on alternate days, which totals an annual 180 hours.

Figure 1: Education in Accountancy



Source: Managerial Simulation ISCAP

Technology has played an increasing role in supporting the administration of education companies. Approaches based on multimedia tools and distance learning, integrated into new forms of teaching and interdisciplinary assessment, case studies, games companies, among others, has shown that the reality of the market can be brought to teaching practice.

The accounting profession emerges as the one that: supplies the information needed for the taking of economic, financial and social decisions; using sophisticated techniques of measurement and information technology applied to a broader range of phenomenon.

During the time, accountants perform functions even more specialized and amplified, which demand procedures less standardized and more innovative and relatively easy with new services and technologies. The accountant's role evolved from supplier of information to that of member of the decision making team.

**PRINCIPAL OBJEVTIVES OF MANAGERIAL SIMULATION**

The main goals for the Managerial Simulation relating the students are: foment the development of new competences; activate the capacity of decision making; train and promote teamwork; prepare students to work under pressure; manage emphasizing quality; consolidate professional, personal and ethical attitudes; and approximate teaching to the managerial reality.

During the time Simulation exists in ISCAP it has been created or used/worked: 11.000 entities; 1.100 product references; 1.200 electronic documents treated each semester by the students; monthly processing of salaries of at least 33 workers; relationship with about 90 other firms of the same market; treatment of over 250 tasks; and 29 Application Modules of Professional Management used, in an Integrated System.

The creation of the environment of the logistic of all this process the coordination of this pass from the following steps: the System's logical components; the operation model; evaluation; monitoring of the system; monitoring of the students; monitoring of the teachers

Figure 2: Learning Process



Source: Managerial Simulation ISCAP

## **CONCLUSION**

After the study of the Managerial Simulation process in ISCAP, we can conclude that the new approach of teaching Accounting, based on technology and not in the simple teaching of knowledge have several advantages, that we can summary as follows: teaching how to work and show it to the students; special attention on how to do; interaction between different areas and approach to reality

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## **A Research on Self-Efficacy and Future Expectations of Students in Vocational High Schools**

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### **ABSTRACT**

General self-efficacy, as a person's (or one's) general confidence in uncommon situations that are hard to cope with in different areas (Schwarzer, Bassler, Kwiatek, Schroder, Zhang, 1997; Scholz, Gutierrez-Dona, SudveSchwarzer, 2002), is a measurable characteristic which helps predict attitudes that a person displays in more than one area (Alpay, 2010). One of the determiners of individuals' behaviors is their expectations for the future (Adler, 1994). As for the construction of society, the young's expectations for the future and their hopes to be fulfilled can both affect their psychology and satisfaction with life, and also determine social change and its direction (Yavuzer, Demir, MeşeciveSertelin, 2005). The general purpose of this study is to determine Vocational High School students' general self-efficacy and expectation levels for the future. Within this scope, this study investigates whether there is any significant difference between general self-efficacy and future expectations of students in Vocational High Schools in line with such variables as education program type, gender, age, class and income. This study was carried out with 532 students studying at Siirt Vocational School, Vocational School and EruhVocational School embodied in Siirt University. For data collection, General Self-Sufficiency Scale developed by Yıldırım (2010) and Future Expectation Scale developed by Tuncer (2011) were utilized. The cronbach's alpha coefficient of general self-sufficiency scale developed by Yıldırım and İlhan (2010) is 0,80 and the scale is composed of three sub-dimensions of starting, not giving up and pursuance effort. The cronbach's alpha coefficient of Future Expectation Scale developed by Tuncer is .84 and it is single factorial. The analysis of the data is performed with SPSS 21.0 package program. In order to compare the means in the study, Kruskal Wallis Test and Mann- Whitney U Test were applied. The research findings have demonstrated that the self-efficacy levels of students in Vocational High Schools do not change according to gender, class, school of graduation and employment status and it has been found that there is a significant difference between self-efficacy levels of the students in terms of age, income status and the program they are enrolled in. When the data are analyzed in terms of future expectations, it has been found that while there is not any significant difference according to the variables of gender, age and graduation of school, there is a significant discrepancy between students' future expectations in terms of grade, employment status and the program they are enrolled in.

**Key Words:** *Vocational High School, General Self-Sufficiency, Future Expectation, Student*

## 1. INTRODUCTION

No matter what level of education they pursue, one of the most important elements that ensure students' success at school is their perceived self-efficacy. That is why students' self-efficacy takes an important place in researches carried out on education.

Self-efficacy is defined as an individual's belief in his/her capability to display behaviors required for reaching his/her desired goals successfully (Bandura, 1994). According to Bandura, the most important factor that affects individuals' behaviors is their faith in their capacities and sufficiencies in a field rather than their skills and abilities in that field. Thus, the more powerful sufficiency expectations individuals have, the more active they become and the more effort they make. From Bandura's (1977) point of view, people can generalize evaluations regarding their skills within any context into other skill evaluations within similar contexts. In this regard, general self-efficacy refers to an individual's belief in his/her sufficiency to cope with difficult and stressful situations in life (Scholz ve Schwarzer, 2005). General self-efficacy, as one's general confidence in (dealing with?) uncommon and arduous situations in different areas (Schwarzer, Bassler, Kwiatek, Schroder, Zhang, 1997; Scholz, Gutierrez-Dona, SudveSchwarzer, 2002), is a measurable characteristic which helps predict a person's future attitudes in multiple areas (Alpay, 2010).

It is of importance for individuals to have a true perception of themselves regarding what they can achieve and what they cannot. Once individuals underestimate their capabilities, they tend to set easier goals and give up easily when they face with an obstacle. On the contrary, when individuals have too high confidence in themselves, they tend to raise their expectations and ultimately fail due to their insufficient efforts (Bandura, 1997; Stevenson, Chen ve Uttal; Zimmerman ve Maylon, 2009; Akt. Ormrod, 2013). Therefore, one of the elements that determine individuals' behaviors is their future expectations besides their past experiences (Adler, 1994). Considering this on a social scale, the young generation who shall build the future and their expectations come to the forefront. According to Tolan (1990), as the young are a potential power for society, their own expectations often collide with the expectations of society. The young's expectations for the future and their dreams to be fulfilled in this regard may not only affect their psychology and satisfaction with their lives but also determine social changes and the direction of this change (Yavuzer, Demir, Meşeci ve Sertelin, 2005).

In today's world, many countries face with various problems while adapting to new developments and technological advancements. These developments and advancements affect the business world by creating new professional fields and an increasing need for qualified man power (Firat ve Özel, 2003). Countries meet the labour force needs in the business world through vocational and technical education that is shaped in line with their dynamics and utilising international experiences. With its young and dynamic population, Turkey has a more significant advantage compared to developed countries. Within this context, in the 16th Council of National Education, it was decided to provide educational opportunities to individuals in accordance with their interests, wishes, capabilities and competences, and thus, ensure their active contribution to economy (MEB, 1999).

Considering the literature, it is observed there are several studies carried out to analyze university students' expectations for the future (Akman, 1992; Güleri, 1994; Kuzu ve Özdemir, 2004; Yavuzer, Demir, Meşeci ve Sertelin, 2005; Başkonuş, Akdal ve Taşdemir, 2011; Tuncel, 2011; Sanli ve Saraçlı, 2015). Besides, it becomes evident that while studies on general self-efficacy were mostly carried out in the health care field (Bosscher ve Smit, 1998; Chen ve ark., 2001; Chen ve ark., 2004; Scherbaum ve ark., 2006) studies on academic self-efficacy were predominantly examined in the education field (Schunk, 1981, 1982; Bandura, 1997; Vrugt ve ark., 1997; Pajaes, 1997; Chemers, Hu, Garcia, 2001; Robbins ve ark., 2004; Zajocava, Lynch ve Espenshade, 2005). However, there seems to be no research having examined general self-efficacy and future expectations together. Therefore, this study attempts to contribute to the field.

### 1.1. Purpose of the Study

The purpose of this study is to determine general self-efficacy and future expectations of students in vocational high schools. Within this scope, this study has investigated whether there exists any significant difference between general self-efficacy and future expectations of students in vocational high schools based on variables such as education program type, gender, age, class and income.

In this study, responses to the following questions were sought:

- 1- Do general self-efficacy and future expectation levels of students differ according to gender?
- 2- Do general self-efficacy and future expectation levels of students differ according to class?
- 3- Do general self-efficacy and future expectation levels of students differ according to age?
- 4- Do general self-efficacy and future expectation levels of students differ according to school type they have graduated?
- 5- Do general self-efficacy and future expectation levels of students differ according to their employment situation?
- 6- Do general self-efficacy and future expectation levels of students differ according to family income?

- 7- Do general self-efficacy and future expectation levels of students differ according to program they are enrolled in?

## 2. METHOD

### 2.1. Working Group

The study was carried out on spring term of 2014-2015 academic year. The working group was composed of 532 students in total studying at Siirt Vocational School of Social Sciences, Siirt Vocational School of Technical Sciences, Eruh Vocational School, Kurtalan Vocational School and Vocational School of Health Services which are embodied in Siirt University. The distribution of the working group according to programs is provided in Table 1.

<b>Program</b>	<b>f</b>	<b>%</b>
Finance	51	9.6
Banking and Insurance	25	4.7
Postal Services	41	7.7
Accounting and Tax Practices	34	6.4
Business Management	46	8.6
Electric Works	24	4.5
Practical English and Translation	8	1.5
Office Services and Secretaryship	22	4.1
Child Development	138	25.9
Medical Documentation and Secretaryship	71	13.3
Social Services	72	13.5
<b>TOTAL</b>	<b>532</b>	<b>100</b>

### 2.2. Research Model

In the research, "general scanning model" among descriptive scanning models was used. General scanning model is "scanning procedures carried out on the population or a group or sample selected from it in order to make an inference about the population which is composed of many components" (Karasar, 1994:79).

### 2.3. Data Collection

General Self-Sufficiency Scale developed by Yıldırım and İlhan (2010) and Future Expectation Scale developed by Tuncer (2011) were used for data collection in the study. Cronbach's alpha coefficient of General self-sufficiency scale is 0.80 and the scale is composed of 3 sub-dimensions as starting, not giving up and pursuance effort. Future expectation scale developed by Tuncer consists of 14 items. 5 point likert scale was used for scoring. Scoring of the scale is as following: "Strongly Disagree (1,00-1,79)", "Disagree (1,80-2,59)", "Neither Agree nor Disagree (2,60-3,39)", "Agree (3,40-4,19)", "Strongly Agree (4,20-5,00)". Cronbach alpha coefficient of future expectations scale is .84 and single factorial.

### 2.4. Data Analysis

For the analysis of the data, SPSS 21.0 statistical package program was used. Significance level to be used in statistical analyses was determined as  $p=0.05$ . In order to compare the means, Kruskal Wallis Test and Mann-Whitney U Test were utilized in the research.

### 3. FINDINGS

The distribution of students in Vocational High Schools according to gender, age, grade, employment status and income levels is provided in Table 2.

Table 2. Frequencies and Percentages as to Variables

Variables		f	%
Gender	Female	336	63.3
	Male	196	36.7
Class	1 Class	424	79.7
	2 Class	108	20.3
Age	18-24	408	90.2
	25-30	36	6.8
	31-35	9	1.7
	36 and over	7	1.3
Types of Graduation School	Vocational School	309	58.1
	General High School	163	30.6
	Anatolian/Science High School	38	7.1
	İmam Hatip High School	8	1.5
	Open High School	14	2.6
Employment Status	Unemployed	467	87.8
	Employed in a relevant job.	24	4.5
	Employed in an irrelevant job.	41	7.7
Family Income	Minimum Wage	206	38.7
	1001-2000.	175	32.9
	2001-3000.	68	12.8
	3001 and over	21	3.9

As seen on Table 2, students' 63.3% are female and 36.7% are male. 79.1% of participant students are at first grade and 20.3% are at second grade. 90.2% of students are between 18-24 ages, 6.8% are between 25-30 ages, 1.7% are between 31-35 and 1.3% are at 36 age and over. 58.1% of students are vocational school graduates, 30.6% are general school graduates, 7.1% are Anatolian/Science High School graduates, 1.5% are İmam Hatip High School graduates and 2.6% are open high school graduates. 87.8% of participant are unemployed, 4.5% are working in a job related to their professional field and 7.7% are working in a job not related to their professional field. Family income of 38.7% of the participant students is minimum wage, of 32.9% is between 1001-2000 TL, of 12.8% is between 2001-3000 TL and of 3.9% is 3001 TL and over.

#### Findings as to First Sub Problem

Table 3. Results of Mann Whitney U Test as to Gender

Variables		N	Mean Rank	Sum of Rank	U	P
Future Expectation	Female	336	272.74	91642.00	30830.0	0.220
	Male	196	255.80	50136.00		
General Self-efficacy	Female	336	270.73	91237.5	31430.5	0.403
	Male	196	259.18	50540.5		

Having analyzed Table 3 according to Mann-Whitney U test carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ by 'gender' or not, any difference between students' future expectations [ $U=30830,0, p>0,05$ ] and general self-sufficiency levels [ $U=31430,5, p>0,05$ ] in terms of the 'gender' variable has not been found. However, it was observed both future expectations and general self-sufficiencies of females were higher than those of males.

**Findings as to the Second Sub-problem**

Table 4. Results of Mann Whitney U test as to 'Class'

Variables		N	Mean Rank	Sum of Rank	U	P
Future Expectation	First Grade	424	277.98	117862.50	18029.50	<b>0.001</b>
	Second Grade	108	221.44	23915.50		
General Self-efficacy	First Grade	424	263.31	111644.5	21544.5	0.343
	Second Grade	108	279.01	30133.5		

Having analyzed Table 4 according to Mann-Whitney U test, carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ as to 'Grade' or not, it was observed there was a significant difference between future expectations of students in terms of the variable 'Grade' [ $U=18029,0, p<0,05$ ]. It was determined that observed difference was in favor of students at first grade. On the other hand, there was not any significant difference between general self-efficacy levels of students in terms of the variable 'Grade' [ $U=21544,5, p>0,05$ ]. According to Table 4, future expectations of students at first grade was higher than those at second grade; nevertheless, it is vice versa in terms of general self-efficacy levels.

**Findings as to Third Sub-Problem**

Table 5. Results of Kruskal Wallis H Test According to Age

Variables		N	Mean Rank	sd	$\chi^2$	P	Significant Difference
Future Expectation	18-24	408	263.25	3	2.141	0.544	-
	25-30	36	284.53				
	31-35	9	255.11				
	36 and over	7	334.93				
General Self-efficacy	18-24	408	269.85	3	14.51	<b>0.002</b>	<b>18-24 &gt; 25-30</b>
	25-30	36	196.93				36 and over > 18-24
	31-35	9	248.33				36 and over > 25-30
	36 and over	7	417.64				36 and over > 31-35

Having analyzed Table 5 according to Kruskal-Wallis H Test carried out to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ as to 'Age' or not, it was observed there was a significant different between future expectations of students; on the other hand, there was not any difference between their general self-efficacy levels [ $\chi^2=14,51, p<0,05$ ]. As a result of multiple comparisons done via Mann-Whitney U test, it was determined that this difference was in favor of those aged 36 and over among all age groups and it was in favor of those at aged 18-24 among 18-24 and 25-30 age groups. Accordingly, it was found the older students' perceived self-efficacy was higher than others and the lowest self-efficacy level was observed in 25-30 age group.

**Findings as to Fourth Sub-Problem**

Table 6. Results of Kruskal Wallis H Test According to Types of Graduation School

Variables		N	Mean Rank	sd	$\chi^2$	P
Future Expectation	Vocational High School	309	270.68	4	3.278	0.512
	General High School	163	270.27			
	Anatolian/Science High School	38	225.67			
	İmam Hatip High School	8	243.63			
	Open High School	14	254.21			
General Self-efficacy	Vocational High School	309	282.70	4	9.306	0.054
	General High School	163	250.34			
	Anatolian/Science High School	38	231.50			
	İmam Hatip High School	8	215.25			
	Open High School	14	221.39			

Having analyzed Table 6, according to Kruskal-Wallis H Test carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ by 'Type of Graduation School' or not, it was observed that there was not any significant difference between future expectations and general self-efficacy levels of students in terms of the variable 'Type of Graduation'.

#### Findings as to Fifth Sub-Problem

Table 7. Results of Kruskal Wallis H Test According to Employment Status

Variables		N	Mean Rank	sd	$\chi^2$	P	Significant Difference
Future Expectation	Unemployed	467	262.44	2	7.542	0.023	<b>Related Job&gt;Unemployed Related Job&gt;Unrelated job</b>
	Related Job	24	350.65				
	Unrelated job	41	263.51				
General Self-efficacy	Unemployed	467	265.83	2	14.51	0.850	-
	Related Job	24	283.83				
	Unrelated job	41	264.02				

Having analyzed Table 7, according to Kruskal-Wallis H Test carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ as to 'Employment Status' or not, it was observed there was not any significant difference between general self-sufficiency levels of students; nonetheless, there was a significant difference between their future expectations [ $\chi^2=7,542$ ,  $p<0,05$ ]. As a result of multiple comparisons done via Mann-Whitney U test, it was determined that this difference was in favor of students working in a related job among those who stated they were not working and working in a related job and those who stated they were working in a related job and working in an unrelated job. Accordingly, it was found that future expectations of students who were working in a related job was higher than those who did not work and were working in an unrelated job.

#### Findings as to Sixth Sub-Problem

Table 8. Results of Kruskal Wallis H Test by Income Status

Variables		N	Mean Rank	sd	$\chi^2$	P	Significant Difference
Future Expectation	Minimum Wage	206	247.92	3	3.251	0.354	-
	1000-2000.	175	223.31				
	2001-3000.	68	231.23				
	3001 and over	21	229.05				
General Self-efficacy	Minimum Wage	206	228.72	3	8.611	0.035	<b>2001-3000&gt;Minimum wage</b> <b>1001-2000&gt; 3001 and over</b> <b>2001-3000&gt; 3001 and over</b>
	1000-2000.	175	237.84				
	2001-3000.	68	268.43				
	3001 and over	21	175.93				

Having analyzed Table 8, according to Kruskal-Wallis H Test carried out in order to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ as to 'income status of family' or not, it was observed there was not any significant difference between future expectations of students; on the other hand, there was a significant difference between their general self-sufficiency levels [ $\chi^2=8,611$ ,  $p<0,05$ ]. As a result of multiple comparisons done via Mann-Whitney U test, it was determined that this difference was in favor of those having 2001-3000 TL income rather than those having the minimum wage; was in favor of those having 1001-2000 TL income rather than those having 3001 and over income; was in favor of those having 2001-3000 TL income rather than those having 3001 and over income. Accordingly, it was found that self-sufficiency perceptions of students whose income status were the highest and the lowest was lower than others and the lowest self-efficacy level was observed among students whose family income status was 3001 and over.

**Findings as to Seventh Sub-Problem**

Table 9. Results of Kruskal Wallis H Test according to Program Type

	Variables	N	Mean Rank	sd	$\chi^2$	P	Significant Difference
Future Expectation	(1) Finance	51	273.56				
	(2) Banking and Insurance	25	294.46				(1)>(6), (1)>(10),
	(3) Postal Services	41	271.34				(2)>(3), (2)>(6),
	(4) Accounting and Tax Practices	34	319.22				(2)>(10),
	(5) Business Management	46	262.36				(3)>(10),
	(6) Electrical works	24	197.83				(4)>(6),
	(7) Practical English and Translation	8	247.56	10	55.649	<b>0.000</b>	(4)>(10), (5)>(10),
	(8) Office Services and Secretaryship	22	389.11				(6)>(10),
	(9) Child Development	138	268.39				(8)>(1), (8)>(2),
	(10) Medical Documentation and Secretaryship	71	171.30				(8)>(5), (8)>(6),
	(11) Social Services	72	304.56				(8)>(9), (8)>(10),
General Self-efficacy	(1) Finance	51	220.82				(8)>(11),
	(2) Banking and Insurance	25	182.20				(8)>(11),
	(3) Postal Services	41	267.30				(9)>(1), (9)>(2),
	(4) Accounting and Tax Practices	34	288.68				(9)>(7),
	(5) Business Management	46	256.62				(10)>(1),
	(6) Electrical works	24	250.56				(10)>(2),
	(7) Practical English and Translation	8	160.19	10	21.083	<b>0.021</b>	(10)>(7),
	(8) Office Services and Secretaryship	22	281.93				(11)>(1),
	(9) Child Development	138	281.80				(11)>(2),
	(10) Medical Documentation and Secretaryship	71	287.22				(11)>(7),
	(11) Social Services	72	286.16				

Having analyzed Table 9, students in Office Services and Secretaryship Department and Accounting and Tax Practices Department have the highest future expectations whereas those studying in Medical Documentation and Secretaryship programs have the lowest future expectations. In terms of general self-efficacy, students at the highest level are studying in Accounting and Tax Practices, Medical Documentation and Secretaryship and Social Services while those at the lowest level are studying in Practical English and Translation and Banking and Insurance Programs. According to Kruskal-Wallis H test to determine whether future expectations and general self-efficacy of students in Vocational High Schools differ by the program type they are enrolled in, a significant difference both between their future expectations and self-sufficiency levels by the variable 'program type they have enrolled in' was found.

As a result of multiple comparisons done via Mann-Whitney U test, significant differences were determined in terms of future expectations in favor of students in Accounting program among Accounting, Electrical Works and Medical Documentation programs; in favor of those in Banking Programs among Banking and Insurance, Postal Services, Electrical Works and Medical Documentations Programs; in favor of those in Postal Services between Postal Services and Medical Documentation Programs; in favor of those in Accounting Program among Accounting, Electrical Works and Medical Documentation; in favor of those in Business Management Program between Business Management and Medical Documentation Programs; in favor of those in Electrical Works Program between Electrical Works and Medical Documentation Programs; in favor of those in Office Services Program among Office Services, Finance, Banking, Business Management, Electrical Works, Child Development, Medical documentation and Social Services Programs; in favor of those in Child Development program among Child Development, Electrical Works and Medical Documentation and in favor of those in Social Services program among Social Services, Electrical Works and Medical Documentation.

As a result of multiple comparisons done via Mann-Whitney U Test, significant differences were identified in terms of general self-sufficiency levels in favor of students in Accounting Program among Banking and Insurance, Accounting and Practical English and Translation; in favor of those in Office Services among Banking and Insurance, Practical English and Translation and Office Services; in favor of those in Child Development program among Finance, Banking and Insurance, Practical English and Translation; in favor of those in Medical Documentation and Secretaryship among Finance, Banking and Insurance, Practical English and Translation; in favor of those in Social Services among Finance, Banking and Insurance, Practical English and Translation and Social Services.

#### 4. DISCUSSION, CONCLUSION and SUGGESTIONS

Future expectations of the young, considered as an indispensable part of society in terms of social change and development, and their beliefs in this regard may determine both social changes and the direction of this change. Future expectations of individuals affects not only the present moment but also the following periods (Tuncer, 2011). Future expectations of students have an impact especially on their success and performances at school. In this regard, it is of quite importance to determine future expectations of students in vocational high schools which aim to meet the intermediate staff need of society and are expected to meet future expectations.

Within the scope of this study, having analyzed the data on future expectations of students in Vocational High schools by the variables of gender, grade, age, graduation school, income status of family and program type, the following results have been obtained:

- 1- Findings in this study showed there was not any significant difference between future expectations of students in terms of gender, graduation school and income status of the family. However, it was observed that future expectations of females were higher than those of males. Similarly, in the study carried out by Tuncer (2011) on students in Vocational High Schools, it was determined that there was not any significant difference in terms of age, graduation school and income status; however, there existed a significant difference in favor of females in terms of the variable 'gender'. Nevertheless, the results of the study carried out by Bayoğlu and Purutçuoğlu (2010) on future expectations of adolescents show parallelism with the results of this study and they did not find any significant difference among future expectations of students in terms of gender, either.
- 2- Findings have demonstrated that there is a significant difference between future expectations of students in terms of grade levels. It was observed that this difference was in favor of students at first grade. Accordingly, it is assumed that future expectations of students increase within the framework of the objectives they have determined at first grade. It is considered that job opportunities and their experiences at the department become more realistic and lowers their future expectations at last grade. This result shows parallelism with the findings of Akman's study which reveals that the future and job expectations of students at last grade are lower than those at other grades. On the other hand, Tuncer (2011) could not find any significant difference in his study in terms of the variable 'Grade'.
- 3- Findings obtained showed that there was a significant difference between future expectations of students in terms of the variable 'Employment status'. As a result of multiple comparisons done via Mann-Whitney U test, it was determined that this difference was in favor of students working in a related job. Accordingly, students being enrolled in programs that would help them expertize in their own professional fields might increase their future expectations.
- 4- A significant difference between future expectations of students in terms of the variable 'program type they have enrolled in' has been found. According to the findings, students having the highest future expectations were enrolled in Office and Secretary Services programs, Accounting and Tax Practices program and Social Services program; on the other hand, those having the lowest expectations were enrolled in Medical Documentation and Secretaryship program and Electrical Works program. In the study carried out by Tuncer (2011), any significant difference in terms of the variable 'department' was not indicated.

There are many psycho-socio-cultural and economical factors that affect future expectations of individuals. According to Akman (1992), any expectation regarding a specific field is shaped by individuals' perceptions of themselves rather than their hopes and wishes for the future. Within the scope of this study, the following results were obtained as a consequence of the analysis of the data on perceived self-efficacy of students in Vocational High Schools, which is one of the self-perceptions of individuals, in terms of the variables 'gender, grade, age, graduation school, income status of family and program type'.

- 1- Any significant difference between general self-sufficiency levels of students in terms of gender, grade, graduation school and employment status was not found. However, it was observed that self-efficacy of female students in terms of gender, of high school graduates in terms of graduation school, and of those working in a related job are higher than the others. Whereas Aypay (2010) demonstrated that general self-efficacy levels differed significantly in terms of gender and age, Göller (2015) found out there was not any difference between self-efficacy levels of preservice teachers in terms of gender.

- 2- A significant difference between general self-efficacy of students in terms of the age' was found. Although the difference was in favor of students aged 36 and over, it was observed that there was a significant difference in favor of the younger group when self-efficacy levels of students aged between 18-24 (n=48) and 25-30 (n=36) were compared.
- 3- A significant difference was also observed between general self-efficacy of students in terms of the income status of their families. Students at the highest self-efficacy level in terms of income status are those whose family incomes are between 2001-3000 TL; on the other hand, those at the lowest self-sufficiency level are students whose family incomes are 3001 TL and over.
- 4- A significant difference between general self-efficacy levels of students in terms of the variable 'program type they have enrolled in' has been found. Programs in which students show the highest self-efficacy levels are Accounting and Tax Practices program, Medical documentation and Secretaryship program and Social Services program; however, students enrolled in Practical English and Translation program and Banking and Insurance programs have the lowest self-efficacy levels.

In this study, future expectations and general self-efficacy of students in Vocational High Schools were examined through various variables. More elaborate results could be obtained by contributing to similar studies with qualitative data.

Considering Bandura's (1997) claim that perceived self-efficacy affects performance, the relationship between students' general self-efficacy and future expectations remains to be researched further.

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## **A Special Study Module On Learning Entrapment Neuropathies: Akdeniz University Medical School Model**

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### **Abstract**

Special study module (SSM) practices are recently introduced in medical education activities. It is adopted by many medical schools rapidly to strengthen their core curriculum. SSM provide medical students many opportunities to study on the topics which they are especially interested in.

Topics can be selected in medical learning field or any other field. SSM practice is a small group study which is led by a faculty member. Beside learning the main subject of the SSM it is also expected from students to improve their critical thinking, communication and presentation skills. Akdeniz University started first SSM practice in academic year 2008-2009.

The aim of this presentation is to describe a SSM practice model on “Entrapment Neuropathies” and to present feed-back results obtained from the applicants. Our SSM was held with 10 voluntary second year medical students in academic year 2014-2015. Students were informed about the learning objectives and practice plan which Anatomy, Radiology, Neurology, Physical therapy and Rehabilitation department visits were included.

The study plan and learning objectives were included; the knowledge of nerve anatomy, potential entrapment sites and causes, radiologic and clinical diagnostic studies, clinical findings, treatment methods and rehabilitation in entrapment cases.

In organization of the study plan horizontal and vertical integration was especially considered.

## DEPARTMENT OF ANATOMY



### Notification and preparation

Basic information about entrapment neuropathies

### Learning objectives phase

Anatomical course of peripheral nerves

Internal and external etiologic factors

Structural changes in the nerve and their mechanisms

Anatomical locations

Potential entrapment zones

Reasons for entrapment

## DEPARTMENT OF RADIOLOGY



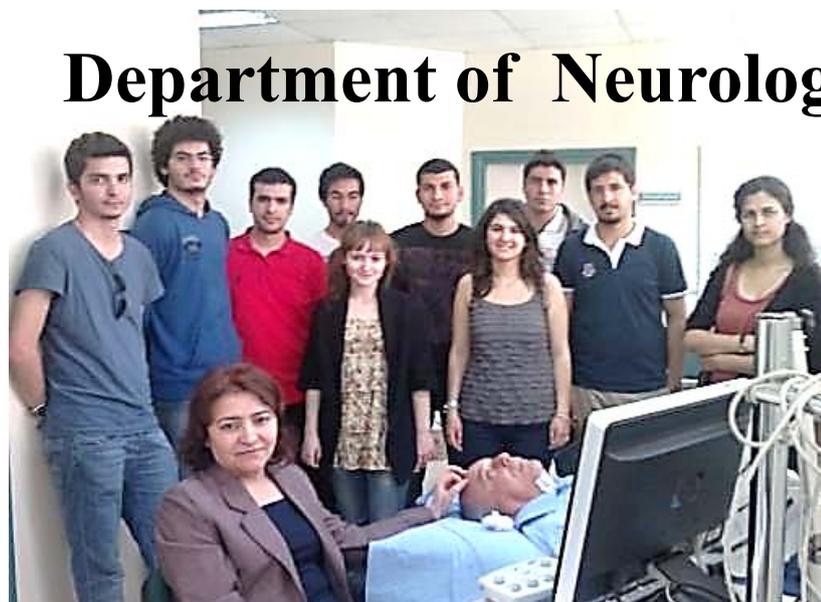
### Notification and preparation (1<sup>st</sup> week)

The students will be informed about physical principles and usage area of radiologic imaging methods, and commonly used terminology. They will also see the imaging units.

### **Learning objectives phase (2<sup>nd</sup> and 3<sup>rd</sup> weeks)**

Diagnostic imaging algorithm and radiologic findings of commonly seen entrapment neuropathies will be discussed. Radiologic anatomy will be studied on work stations with MR scans. The last week, sonographic examination of median nerve will be demonstrated. The students will be allowed to perform sonographic examination of the median nerve on their voluntary friends. Feedback from the participants is obtained verbally at the end of the program.

### **DEPARTMENT OF NEUROLOGY**



# **Department of Neurology**

### **Notification and preparation**

The features of EMG equipment will be demonstrated and its contribution to diagnosis of entrapment neuropathies will be explained.

### **Learning objectives phase**

EMG consists of two parts as nerve conduction study and needle EMG. Nerve conduction study is performed on a sample patient to show the students what muscle action potential is and how conduction velocity is calculated. In general nerve conduction study is performed first on the patients with initial diagnosis of Carpal Tunnel syndrome, ulnar neuropathy and less frequently peroneal neuropathy. If no pathology is demonstrated, then needle EMG is performed. Needle EMG allows showing how action potentials of muscle fiber are evaluated. Depending on availability of patients, demonstration to the students is possible on 1-3 real patients.

## DEPARTMENT OF PHYSICAL MEDICINE AND REHABILITATION



### Notification and preparation

The department and equipments used in practice, and their work principles are showed to the students

### Learning objectives phase

Conservative therapy: performed on patients having slight symptoms without objective neurological findings.

Surgical therapy: Performed on patients with significant neurological findings especially atrophy and serious loss of sensation.

Conservative therapy: This should be the first preferred method on patients. The aim is reduce the pain, inflammation and load. Non-steroid anti-inflammatory drugs are used for pain and edema control. Relieving predisposing factors, rest of entrapped zone and orthosis use increase the comfort of the patient. In order to control edema and decrease the pressure in the entrapped zone local injection of steroids may be tried. If the patients show no improvement after acute phase, then he/she will be included in physical therapy program. Superficial heaters like hot water package, paraffin or wortex water bath, and TENS + underwater ultrasound application will be tried. When the pain is under control, exercise program will start to increase the range of motion in the joint and muscle strength. Duration of orthosis use will be reduced. The patient will be trained about how to avoid the movements and positions leading nerve entrapment.

If such approaches show no benefit, neurologic symptoms progress and muscle atrophy occurs despite less pain, then surgical treatment will be preferred. Permanent damage of the nerve is possible despite all therapies. In such cases, functional electric stimulation (FES) will be tried to run nonfunctional muscle. FES equipment has two self-adhesive electrodes and special bandages.

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## **A Study Of Malaysian Students Adaptation From A Dependent Learning Environment To An Independent Learning Environment**

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### **ABSTRACT**

Enhancing a student's first year experience in university is important in improving a student's success, retention and engagement in the institution. The first year, is often a time of great stress for a large majority of students, often occurring as a result of the students' their transition from a dependent learning environment, common in most secondary schools in Malaysia to an independent learning environment. Hence, students struggle to cope as their secondary school experience does not prepare them adequately for the demands of tertiary education. This paper identifies the challenges faced by Malaysian students in adapting to the independent learning environment of higher learning institutions and strategies that are being taken to cope with this change. It also makes a observation on what is currently being employed by the University of Nottingham, Malaysia Campus (UNMC), in helping to support its foundation (pre-university) programme students' transition into its various undergraduate programmes in the university.

### **1. INTRODUCTION**

Studies have shown that entering university is a time of great stress for students, including those who are successful (Greenback, 2007; Wintre and Yaffe, 2000). While many factors influencing these behaviours are personal, for example, how students finance their studies and lack of personal commitment to study (Yorke, 2006, Yorke & Longden, 2008), most of this stress is related to the students' transition from a dependent learning environment, common in most secondary schools to an independent learning environment in the university (Entwistle, 1982). There is also growing recognition that in higher education, it is more likely to be the quality of a student's independent learning which has the greatest influence on degree performance rather than the quality of teaching (Entwistle, 1982). In secondary schools, rather intensive preparation for external examinations may induce a form of reproductive learning, which is contrary to what is required in most areas of higher education (Entwistle, 1982). This similar culture has been observed in the Malaysian education system as teachers are being caught up in 'teaching to the test' (Ramasamy, 2002). It has been suggested that Malaysian students are so used to spoonfeeding that they cannot learn without it, something that is generally know as the 'Malaysian Student Syndrome' (Zubir, 1988). Ramasamy (2002) added that, if at the pre-university stage, students are not inducted successfully into the culture of reflective learning and reflective practice, it is a fear that at the degree level the task may prove even more difficult if not impossible. It is a struggle for students to cope with a new learning environment when they enter the first semester of their tertiary education, as secondary school experience often does not prepare them adequately for tertiary education (Bangser, 2008). Among the foundation students in UNMC particularly, students struggle to cope in their first semester and this is observed even in excellent students on scholarships. This paper, thus, seeks to understand the factors involved in student transition and ways to improve student transition from a dependent learning environment into an independent learning environment.

### **2.1 INDEPENDENT LEARNING**

Independent learning is a process and a philosophy of education where a student acquires knowledge by his or her own efforts and develops the ability for inquiry and critical evaluation. It also places increased educational responsibility on the student for the achieving of objectives and for the value of the goals (Candy, 1991). Independent learning or self-regulated learning is important in institutions of higher learning (Pintrich, 1995). Zimmerman (1989) defined self-regulated learning strategies as "actions and processes directed at acquiring information or skill that involve agency, purpose, and instrumentality perceptions by learners". Research investigating the relationship between independent learning and academic achievement have generally found that independent learning to be positively related to academic achievement across education levels and subject areas (Lindner & Harris, 1992; Van Den Hurk, 2006).

## 2.2 DEPENDENT LEARNING

Zubir (1988) stated that some of the factors that causes learning disabilities among the fresh tertiary students are the new educational system and the overloaded curriculum. According to Kee (2004), in Malaysia as long as you study and memorize what you learn, you can do well. He also added that, the Malaysian assessment system requires students to remember all that they have learnt and to reproduce their learning in the examination in order to do well. Yong (2010) added that, no longer spoon-fed with notes and model answers as in Malaysian secondary school, pre-university students need high self-efficacy to develop independent study skills and critical thinking skills essential for academic success. Unfortunately, independent learning and problem-solving skills are rarely emphasized in Malaysian schools, which tend to be exam-oriented and authority-centered. Asian students in general also tend to adopt more inferior surface-level learning (Samuelowicz, 1987). This resulted in a stereotyped portrayal of Asian students as rote learners and surface learners who use memorizing as a learning strategy, are passive, teacher centred, and extremely achievement oriented (Samuelowicz, 1987; Ballard, 1991).

## 2.3 LANGUAGE BARRIER

The medium of instruction at private tertiary institutions is usually English, but many pre-university students complete high school in their own national language (Yong, 2010). Although they have been given 11 years of formal English teaching, Malaysian students are still not able to grasp the language (Jalaludin et al. 2008). Malaysian students also display poor effort in learning English, although its importance is generally acknowledged (Parilah, 2002). This causes a barrier and those facing language difficulty will need to make an extra effort to improve their language to have a smooth learning in university.

## 2.4 TRANSITION

Transition in education refers to transitional points when a students moves from elementary school to middle school, middle school to high school and high school to college. During these transitional periods, students often to experience significant academic, social, emotional, physical or developmental changes that may adversely affect their academic performance (Education Glossary, 2013). Transition in this case is referring to students progressing from Malaysian secondary schools into privately institutions of higher learning. One of the major changes that the students will experience in this transition is the change in the learning environment, from dependent to independent, and also the change in the medium of instruction from Bahasa Malaysia (the national language) to English.

## 3. FACTORS THAT AFFECT STUDENTS' TRANSITION

### 3.1 STUDENT SELF-EFFICACY

Self-efficacy is a person's ability to attain goals. Individuals with high self-efficacy are capable of taking the necessary steps to solve problems (Bandura, 1991; Nevid & Rathus, 2007; Schwarzer & Jerusalem, 1995; Rathus & Nevid, 1995). According to Yong (2010), self-efficacy influences the thought and behavior of pre-university students in many ways. He added that, those with high self-efficacy are able to predict events and develop appropriate ways to control those that affect their lives. In brief, he added that the stronger students' self-efficacy is, the higher the goals they set, and the firmer their commitment becomes. Yong (2010) added that self-efficacy influences pre-university students' motivation, including their causal attributions, outcome expectancies, and cognized goals. Self-efficacy has an impact on pre-university students' affective development (coping behavior, sense of control, and social behavior). Coping efficacy affects how much stress, anxiety, or depression students experience in unpleasant situations. Control efficacy gives them the confidence to deal with new environments and overcome disturbing thoughts and potential threats. Both coping efficacy and control efficacy in turn enable them to reduce stress, anxiety, and avoidant behavior. Besides that, the social efficacy enables students to establish meaningful relationships that are essential to reduce stress, anxiety, or depression. This promotes pro-social behavior (helping others, sharing information, and being considerate and cooperative). It also discourages moral disengagement (making excuses for negative behavior, avoiding responsibility, and blaming others). Self-efficacy affects the choices (course, career, etc) of pre-university students. Students usually choose environments and activities they believe can maximize their potential. By making challenging choices, they are able to develop different competencies, interests, and social networks. Self-efficacy is particularly influential in terms of career choice and personal development.

### 3.2 INSTITUTION'S SUPPORT

The responsibility for student retention and engagement does not reside solely with commencing students; institutions and their teaching and support staff have an obligation to provide necessary 'conditions and opportunities' and expectations for such engagement to occur (Coates, 2005). Increasingly, students seem to need greater support in their adjustment to academic work and therefore it is pivotal to establish attitudes, expectations

and motivational approaches to learning in the first year (Kantanis, 2000). Early intervention in the first year experience based on student-centred learning (Lea, Stehenson & Troy, 2003) offer teachers an opportunity to provide necessary support to encourage students to remain at university, while enhancing the learning environment. The activities of supportive staff have been shown to enable successful transition. Engendering a climate where students can actively participate in learning may ease the issues involved in transition to university (Fisher, Cavanagh & Bowles, 2009). Yong (2010) stressed that, to better help pre-university students make a smooth transition to an independent learning environment, there is a need to gain insight into their beliefs about their intellectual and psychosocial capabilities. Awareness on pre-university students' self-efficacy and expectancy for success leads to the implementation of more effectual instructional and motivational techniques that foster desired learning outcomes and graduate attributes.

#### **4. STRATEGIES TO FOSTER BETTER TRANSITION**

Essentially institutions should provide students with the guidance on how to become independent learners. Within psychological literature development of independent learning has been characterized as 'learning how to learn' (Nisbet & Shucksmith, 1986), reflection (Yussen, 1985), self-regulation (Schunk & Zimmerman, 1994) and metacognition (Metcalf & Shimamura, 1994) all of which are concerned with developing self-awareness and control of their own mental processing (Whitebread et al. 2005). According to Yong (2010) to create a positive learning atmosphere, pre-university lecturers need to collectively convey the message that they are capable of modifying students' behaviors and attitudes. When lecturers unanimously see themselves as capable of helping students, they project a consensual sense of efficacy that pervades the entire program. Only with high self-efficacy can lecturers raise students' aspirations, interest level, and in the long run, program effectiveness. Yong (2010) also added that, to foster expectancy for success among pre-university students, lecturers should help them maintain accurate but high expectations, while avoiding the illusion of incompetence. Feedback should reflect the students' level of understanding of content and task requirements. Sincere feedback allows students to learn from mistakes.

Learning support in UNMC is generally provided by the Learning Centre @ UNMC. The centre provides academic and study skill support to help students in their studying at UNMC. Help is provided in the form of workshops and one to one sessions that are designed to compliment the support already given by schools. Advice given in areas such as general study strategies, research skills, referencing, revision and examinations as well as time management are presented in Nottingham's Open Online Learning Courses (NOOC) while language support is provided by the Centre of English Language Education (CELE).

##### **4.1. Nottingham Open Online Course**

NOOC or Nottingham Open Online Course is a tool provided to all Nottingham students. These are courses or modules that are available in Nottingham's online learning system Moodle. One module that has been set up especially for first year students is Your University Journey Year 1. This is a module targets first year students, to help with transition into university study. It is made up of short units, each requiring just four hours of independent study. Topics include becoming an independent learner, strategies for reading and good notes for good writing. Help provided for first year students continue into the second year where students can then enroll into Your University Journey Year 2. Where earlier students were introduced to the idea of becoming an independent learner, tells you to become independent in your thinking and to deepen your knowledge and progress your ability to learn effectively.

##### **4.2 LANGUAGE SUPPORT**

The demographics of the students on the foundation programme in UNMC are fairly mixed. Although majority of the students are local, students come from various countries where English is not the main spoken language. Centre of English Language Education or CELE offers arrange of programmes and services for all students across the university in need of language support. Whether you are a students wanting to study in UNMC or already a student of UNMC, CELE helps you with any English language needs. There are courses to help students improve their English and there are courses that give students a range of skills to help students with their studies. CELE also provides individual consultations about language and academic skills to UNMC students.

#### **5. CONCLUSION**

Generally students performance and abilities in local universities have been decreasing over the years (Ambigapathy & Aniswal, 2005). This could be due to the stress caused by academic workload, inadequate resources, low motivation and poor academic performance, overcrowded lecture halls, and uncertainty of getting jobs after graduation (Espenshade et al. 2005). And while many of these factors are personal (Yorke, 2006, Yorke & Langdone, 2008) the responsibility for student retention and engagement does not reside solely on the students

(Coates, 2005). Teachers as well as the institutions need to take responsibility since teaching and learning are two interrelated phenomena. Therefore strategies that teacher's adopt for their teaching and underlying intentions (Trigwell, et al 1994) are related to students' learning approaches and subsequently to their learning outcomes (Simon et al. 2013). Hence there is a need to investigate the needs of each group of students. In UNMC where majority of the students are from the Malaysian secondary schools, the need mainly lies in providing learning as well as language support. Although these support is already in place for UNMC students more still can be done to improve the support provided to them.

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## Accountability in Local Public Administration: A Case Study

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### ABSTRACT

Although ordinary citizens show little enthusiasm for the discussion of issues of public interest that do not concern their personal and immediate interests, direct communication, either face-to-face or through Information and Communication Technologies, has been used to encourage citizen participation in public affairs. Within this context, the present paper, following a case study methodology, intends to identify how willing and motivated citizens are to discuss the accountability of local authorities and institutions. All the data were collected in the four parishes of the Valongo Council, located in the district of Porto in northern Portugal. Direct observation was combined with informal interviews, questionnaires and document analysis, and data processing was submitted to both qualitative and quantitative approaches.

The results have shown that citizens, to whom local authorities are accountable, have a narrow view of the public interest.

Key words: Accountability, Public Communication, Information and Communication Technologies, Autarchies, Case Study.

### INTRODUCTION

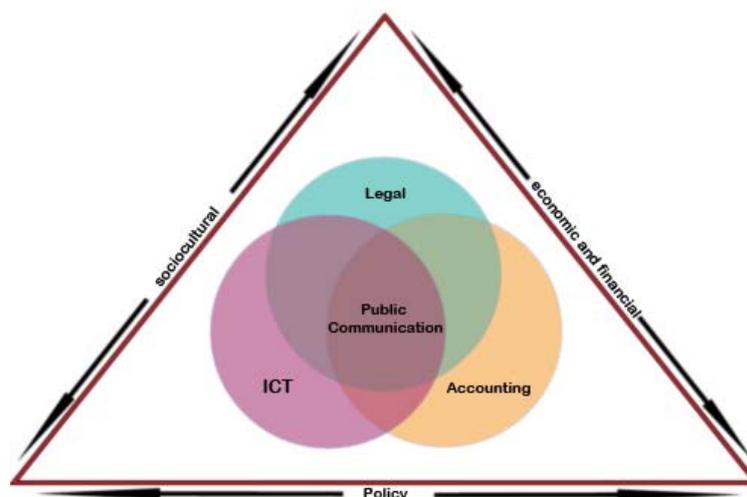
Knowledge has always been considered an important resource for the progress of society (Fuller, S., 2014; OECD, 2008). However, what characterizes and differentiates today's society is the intensity and the way knowledge is created, distributed and used. In modern societies, the development of Information and Communication Technologies (ICT) has allowed and favoured the creation of more and better communication channels through which political powers can be "held accountable" by people. By providing the necessary data, access to information is the first stage of the accountability process, essential for the assessment of public officials' actions (Meijer, 2003).

Some initiatives have been carried out in recent years, aimed at transparency in the public administration (Bovens, 2007). These actions, however, have proved to be insufficient and restricted in their scope. Due to a political will, European guidelines and consolidated experiences have led to new approaches in search of more satisfactory answers.

Seeking to help find new ways of getting citizens closer to public life, a research project, called "TAClaro" (Transparency in Local Public Administration), is currently under way, led by the authors — a multidisciplinary team of researchers from ISCAP university. In addition to the researchers, this project has a partnership with a local council - Valongo Municipal Council (VMC) and an ICT company.

The project's goals include: a) to advance transparency in local government; b) to increase public financial literacy in the general community, by explaining some general concepts; c) to provide citizens with information about the local municipal management, showing how public resources are managed, and d) to contribute to citizen education, by encouraging the development of critical thinking, analytical skills and democratic participation.

The diagram shown in Figure 1 defines and contextualises the project, by illustrating the project's focus (Public Communication), as well as the diverse fields involving accountability in local government.



**Figure1:** TAClaro's conceptual scheme

The proposed scheme illustrates the accountability practices in the dynamic flow of communication between political powers and citizens. This communication process is usually determined by socio-cultural, economic, financial and political variables. All combined and intermingled, these dimensions will dictate "what to communicate", "why communicate" and "how to communicate".

Within each contextual dimension, the scheme proposes the following instrumental components: "Information and Communication Technologies", "Legal setting" and "Financial setting", as they exert a direct influence on the configuration of the communication model to be developed between the political and administrative power and the citizen, in each specific case.

This paper deals with the citizen's viewpoint, which makes up only one aspect of the entire project. It is organized in four sections. After this brief introduction, Section 2 contains the definition of some key concepts, clarifying the way in which they are understood. Section 3 introduces the problem, the research question and the methodology used for its resolution. Section 4 presents the results obtained. Finally, the main contributions of this work are summarised and future work lines are put forward.

## **THEORETICAL BACKGROUND**

The "boom" of ICT have enabled the rapid and global spread of ideas and practices in the public sector, allowing the public to demand the highest standards of ethics, transparency and accountability.

These prerequisites for good governance and sustainable development contribute not only to a better response given by public bodies, but also play a crucial role in preventing the onset of systemic corruption (Chadwick & May, 2003). In fact, there is now international recognition that corruption and lack of transparency hinder socio-economic development and diminish trust in public institutions (EGM, 2011). Therefore, accountability is central to good governance (Arnold & Garcia, 2011). Government responsibility has its roots deeply embedded in history and is based on the basic principle that, ultimately, the power belongs to the people. However, although the essence of "accountability" is firmly based on the principles of democracy, the details of what is needed to show that sense of responsibility have evolved and continue to evolve as the nature and scope of government and people's needs change. Before the Industrial Revolution, the responsibility concept was closely associated with accountability, and it was usually measured through personal contact and direct participation in public governance processes. Industrialization brought about the extension of the state's role, both as a regulator and protector of life and property, and even as social services provider (GASB, 2007). Currently, in democratic societies, "accountability" is a key pillar of the relationship between political power and the citizen. All over the globe, there is extensive evidence that modern societies with full-fledged democracies develop engaging political, socio-cultural, economic and financial measures to promote, boost and facilitate "accountability".

However, without intelligible information to citizens, they are prevented from participating in the governance reform. Within this context, the way in which the government communicates with citizens is crucial in shaping public opinion and citizen involvement in public issues of general interest. Thus, the main goal should be to differentiate between communication of public interest and communication driven by commercial and market interests (Koçouski, 2012; Kunsch, 2012; Miller, 2007; Novelli, 2006). Public communication is a concept under

construction (Brandão, 2007) that should involve citizens and raise their partaking in the communication flow between the state and society in general (Matos, 1996). Public communication may still be seen as a process of social relations, to the extent that the sharing of information can influence ways of thinking, acting and feeling, leading to a collective consciousness, paving the way to community participation and citizenship actions. Thus, communication may and should be seen as an ally of public organizations, in such a way that, in combination with other management instruments, it plays a key role in the image building of public organizations, namely what the general audience will make of it. And because image is ethereal, it is of the utmost importance that public organizations develop an integrated communication strategy that allows for the management of information and communication, both inside and outside of the organization, in order to create a homogeneous image and a stable identity (Brandão, 2007; Matos, 1996).

In the digital age, public communication has new ways at its disposal to deliver content and produce communication. According to Kunsch (2011), ICT arose and developed to promote communication, relationships and citizen participation in matters of public interest, which has contributed to change citizens' behaviours when faced with the collection of services provided by public institutions as well as the encouragement of public transparency. In fact, the evolution of information technology has allowed and favoured the creation of more and better communication channels through which political power can be "held accountable" to the citizens. Thus, interactive tools based on Internet, mobile technologies and the media are constantly being developed, in order to solve everyday problems and uncover corruption. There is real potential in new technologies to facilitate transparency and accountability. The new technologies allow us to, on the one hand, systematically analyze large amounts of data, thus validating administrative and legal proceedings and, on the other, to automate processes and information sharing at the organizational level, thus helping improve organizations' internal efficiency and effectiveness.

But whatever the channel or tools used, citizen involvement is crucial, lest those tools be purely technocratic and not really beneficial for the people (Arnold and Garcia, 2011). This is a two-way relationship — for the culture of "accountability" to become effective, it is not just politicians that must take up their responsibility, but citizens too must react, encourage and demand accountability. Hence the importance of understanding their perspective on the accountability process in which they play an active part.

#### **PROBLEM, QUESTION, OBJECTIVE AND RESEARCH METHODOLOGY**

We are currently witnessing a growing number of "accountability sessions" carried out by public, particularly municipal, organizations. In spite of this effort, ordinary people's interest and participation in such initiatives is, in our view, still insufficient. Consequently, the following research question has been posed:

Is the average citizen interested in public institutions' accountability?

Since this question is too "broad" and multidimensional to be answered here, this paper focuses instead on the following objectives:

- To understand whether the average citizen is willing to receive information about accountability.
- And, if so, to identify the reasons for such willingness.

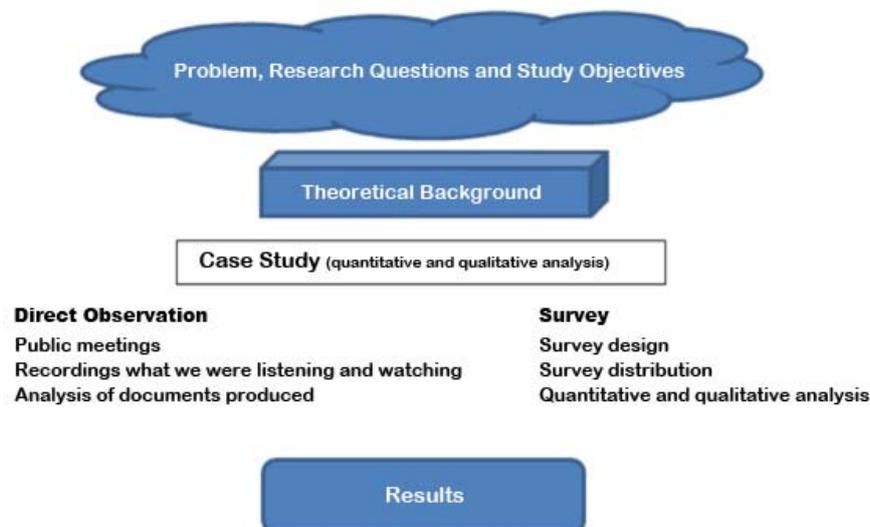
The most appropriate method to achieve the proposed objective and to answer the research question is the case study. It is certainly the most widely used strategy to find out the "how" and "why?" (Yin, 1994), when the investigator has little control over events and when the field of research focuses on a natural phenomenon within a real life context, as is the case. In this study, we have investigated a contemporary phenomenon within its actual context, and the boundaries between the phenomenon under study and its context are not clearly obvious.

Despite the limitations of case studies for the purpose of statistical generalization, the diversity of sources and types of data used in case studies justify and provide a combination of quantitative and qualitative methods. This choice is sanctioned by the literature not only as enriching but also as scientifically valid (Coutinho & Keys, 2002).

Due to the nature of the project and the partners involved, the data collection focused mainly on the "Accountability Week" promoted by the VMC. Empirical data were gathered throughout five sessions taking place in the four parishes of that municipality, in compliance with Law No. 11-A / 2013 dated 28 January, namely: União de Freguesias de Campo e Sobrado, Ermesinde and Valongo, the latter being the seat of the municipality.

## RESEARCH STRUCTURE

The practical application of this study followed the guidelines presented in Figure 2.



**Figure 2:** Investigation Draw

The first stage consisted of a review of the literature in the areas concerning this project, namely: Public Communication, Information Technologies and Accountability.

The literature review has shown that accountability by national and international public-sector organisations, in the past few years, has gradually increased. Some examples include the projects “¿Cómo y en qué gasta el Ayuntamiento de Torrelodones?”, carried out by the Ayuntamiento de Torrelodones, in Spain, available at <http://torrelodones.dondevanmisimpuestos.es/resumen>; as well as @TABridge: Transparency & Technology, affiliated to the Ash Center for Democratic Governance and Innovation at the Kennedy School of Government, Harvard University, available at <http://tech.transparency-initiative.org/tech-and-transparency/>, among others. Both projects were intended to improve accountability, helping managers to improve transparency, uncovering corruption and collaborating to good governance by using ICT.

For the collection of empirical data, we opted for the direct observation technique, in order to obtain information about the behaviour, speech, language use and observable developments (Yin, 2003) and surveys.

### Direct observation

Direct observation was used in five sessions dealing with accountability held in the four parishes of Valongo Municipality. Open to the public, the sessions took place after working hours, starting at 9.30pm and finishing approximately 3 hours later. The event was unprecedented in the area and ran from 15 to 19 June 2015.

Informal records were made on paper and in digital format, trying to capture citizens' perceptions, behaviours and interests.

In the first part of the session accountability was introduced and defined. This was followed by a debate in which residents questioned council authorities, such as the Mayor and Councillors.

Those attending started their interventions by identifying themselves and greeting the municipal officials in the room (the Mayor and councillors). They welcomed the initiative and finished by placing 1, 2 or 3 questions to municipal leaders.

### Surveys

This investigation was also supported by the quantitative analysis of the responses to a questionnaire in physical format. A cross-sectional study was used, since the collection of the sample information was carried out at different times (Malhotra and Birks, 2006), i.e. the five sessions taking place in the four parishes.

Informal interviews were conducted for the design of questionnaires - a method that turned out to be very useful. Five people of different age and educational levels were requested to answer the following question:

*What has led you to participate in a municipal meeting on accountability?*

The first part of the questionnaire included questions that helped characterise the respondents. The questions in the second part made it possible to identify the reasons that led citizens to participate in the open sessions.

## POPULATION AND SAMPLE CHARACTERIZATION

### Population Characterization: Valongo Municipality

Located in northern Portugal, the Valongo Municipality is part of the district of Porto. It covers an area of 75,8km<sup>2</sup>. The population is unevenly distributed through different villages, as shown in Table 1.

Parishes	Total area	Population	Population Density
Alfena	11,1 km <sup>2</sup>	15.211	1370,4 pop. per km <sup>2</sup>
Campo	13,3 km <sup>2</sup>	9.197	691,5 pop. per km <sup>2</sup>
Ermesinde	7,6 km <sup>2</sup>	38.798	5105 pop. per km <sup>2</sup>
Sobrado	22 km <sup>2</sup>	6.727	305,77 pop. per km <sup>2</sup>
Valongo	21,8 km <sup>2</sup>	23.925	1097,5 pop. per km <sup>2</sup>

**Table1:** Resident Population and population density

Source: INE, Censos 2011

Table 2 shows the resident population in 2011, broken out by their educational level and gender.

Year	Level of education	Gender			%
		M	F	Total	
2011	Without qualifications	7374	8799	16173	17,23
	Basic education	27339	26923	54262	57,81
	Secondary education	6129	6600	12729	13,56
	Post-Secondary education	683	533	1216	1,30
	University graduates	3509	5969	9478	10,10
	TOTAL	45034	48824	93858	100,00

**Table2:** Resident population according to educational level

Source: INE; Censos 2011

Therefore, in 2011, uneducated residents accounted for 17.23% of the total population, whereas those with basic and secondary education totalled 57.81% and 13.56% respectively. Only 11.4% of all inhabitants had continued their education after secondary school or had a university degree.

Table 3 shows the ICT penetration rates in Portugal. According to INE, in 2012, 66% of households had access to broadband. In the same period, 62% of the people between 16 and 74 years of age used computers, 60% had Internet access and 13% placed orders through the Internet. Among those who used the Internet, 35% go online on the move. The use of ICT was widespread among young people 10 to 15 years of age: 98% used computers, 95% had Internet access and 93% used mobile phones. ICT penetration is a particularly relevant aspect, since the proper use of technology can be an important tool for those initiatives intended to promote stronger and sustainable social responsibility (EGM, 2011).

As Valongo is the most populated municipality in the Porto district, the following dated may be safely extrapolated to the Valongo area.

Year: 2012	Unit:%		
	Computer	Internet	Broadband
Portugal	66,1	61,0	59,7
Continente	66,1	61,0	59,7
Norte	64,6	58,0	55,7
Centro	61,1	55,2	54,2
Lisboa	74,8	71,9	71,5
Alentejo	54,6	48,8	47,2
Algarve	64,4	60,7	59,9
R.A. Açores	67,3	64,1	63,5
R. A. Madeira	64,2	60,5	60,0

**Table3:** Families with computer access, with Internet access and broadband connection, total and by regions NUTS II<sup>1</sup>

**Source:** INE, 2012

### Sample characterization

As previously mentioned, the empirical data were obtained during the week devoted to accountability. Table 4 shows the number of residents attending the sessions and the percentage of responses from the questionnaires handed out at the beginning of the session.

Parish	Citizens	Response rate
Valongo	35	51%
Ermesinde	75	36%
Sobrado	30	43%
Campo	30	53%
Alfena	40	35%
<b>Total</b>	<b>210</b>	<b>42%</b>

**Table4:** Number and percentage of residents present

As we can see, the number of people attending is still small — only 210 people out of a total population of 93,858.

This study confirms the relevance of the project. Despite the efforts made so far by local organizations, citizen membership and active participation in political life is still low. It is urgent to reverse the situation. From the questionnaire analysis we have obtained several socio-demographic indicators, namely:

### Age group

In Figure 3, respondents are broken out by age. Thus, 92% of the respondents belong to the active population, their ages ranging from 18 to 67 years of age. The groups 18 to 45 and over 67 are evenly represented.

<sup>1</sup> NUTS II –the three levels of the Nomenclature of Territorial Units for statistical purposes.

### Respondents by age

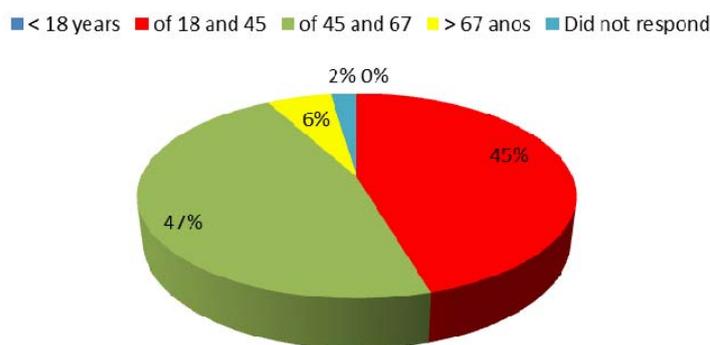


Figure 3: Age group

### Level of Education

Regarding the respondents' educational level, it appears that the largest number completed secondary education (41%), followed slightly behind by respondents with a university diploma (39%), and, to a much lesser degree, by those with basic education. In future studies it will be important to find out whether there is any correlation between this variable and participation in political life, as some studies suggest a strong influence of people's educational level on the way they envisage and practice social responsibility (World Bank, 2006).

### Respondents by Level of Education

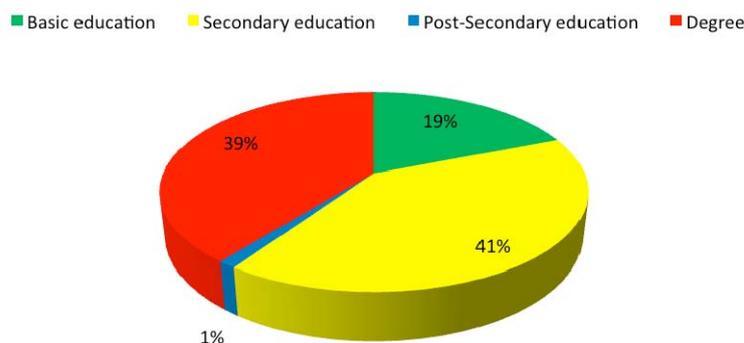


Figure 4: Level of education

### PRESENTATION AND DISCUSSION OF RESULTS

Direct observation showed that residents mainly discussed those measures that would like to see implemented in the future (public works, schools, transport, canteens, swimming pools, soccer fields, etc.). The second most discussed topic was the demand for information about the year's budget execution.

In informal interviews, the following reasons were identified:

VMC employees;

Has political responsibilities in the VMC;

Does not agree with the political choices of the Mayor;

Has political affiliation with an opposition party;

Wants to be informed about the measures to be implemented in the municipality next year (works schools, transports, canteens, etc.);

Wants to have information about public funds management.

The analysis of the questionnaires resulted in a ranked list of motivations leading citizens to participate in public accountability events (see table 5). These motivations are presented in their descending order of prevalence.

Comparing the results obtained from direct observation with those from the questionnaires, they both seem to converge, as the use of the two methods resulted in the same two main reasons and in the same order.

Questions	List of Motivations	% of response
Multiple choice	Wants to be informed about measures to be implemented in the municipality, next year (works schools, transports, canteens, etc.)	69
	Wants to have information about public funds management	59
	Has political responsibilities in the VMC	16
	VMC employees	14
	Has political affiliation with an opposition party	8
	Does not agree with the political choices of the Mayor	3
Open	Curiosity	1
	Because I'm a citizen with full rights	1

**Table5:** List of Motivations

## CONCLUSION

The project consisted in identifying the main reasons leading citizens to participate in accountability public sessions, held to increase literacy in the area and promote the active participation of residents in political life.

Those public session were attended by a small number of residents. Many of them congratulated the initiative and appeared to be pleased by the possibility of being able to express their views and to see their questions answered. Some residents participated quite actively as they put one or more questions to different municipal leaders, which proved that people are receptive to a flow of communication promoting transparency in local government.

A list of motivations was identified, in which the two most frequently mentioned were citizens' need to learn about measures to be implemented in the municipality in the near future (works, schools, transport, canteens, swimming pools), as well as to be informed about the management of public funds. Thus, the main motivation was of a personal nature, whereas the second is directly related to the residents' need for local authorities to be held accountable.

Within the project's ambit, a study will be carried out to identify the areas and the information available on national and international Web portals. The aim of this study is to contribute to citizenship empowerment.

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## Açık Ve Uzaktan Öğrenme Sistemlerinde Veri Görselleştirme

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### ÖZET

Veri, ham değerlerden başka bir şey ifade etmeyen sayı ve kelimelerin karışımıdır aslında. İstatistik ve görselleştirme bu verilerin ardında saklı olan bilgiye ulaşmamızı sağlayan en temel araçlardır. Son yıllarda geliştirilen görselleştirme araçları, verinin hatta büyük veri olarak bahsedilen olgunun anlaşılmasını kolaylaştıran, verinin içinde sakladığı hikayeleri açığa çıkarabilen kuvvetli bir analiz aracı olarak kullanılmaktadır. Görselleştirme ve Analitik araçları karar vericilerin hızlı ve doğru karar vermelerinde en sık kullanılan yöntemler olarak karşımıza çıkmaktadır.

Büyük öğrenci kitlelerin yararlandığı Açık ve Uzaktan Öğrenme Sistemlerinin yönetilmesinde veriye dayalı kararların verilmesinde görselleştirme önemli bir araç olarak kullanılabilir. Öğrenme yönetim sistemindeki öğrenen hareketleri, demokrafik veriler, öğrenci not ve performans verileri, anket verileri gibi birçok alandan veritabanlarında toplanan verinin anlaşılması, yorumlanması ve bilgiye dönüştürülmesi için modern görselleştirme araçlarından yararlanmak kaçınılmazdır. Verinin birçok farklı açıdan görünmesini ve analiz edilmesini sağlayabilecek veri görselleştirme araçları, interaktif olarak kullanıcının talebine göre özelleşebilmekte, ayrıntılarına inebilmekte ve analize imkan sunabilmektedir.

Bu çalışmada Açık ve Uzaktan öğrenme sistemlerinde kullanılacak görselleştirme araçları incelenerek örnekler sunulacaktır. Anadolu Üniversitesi Açıköğretim Sisteminde bu amaçla oluşturulmuş görselleştirme örneklerine yer verilecektir.

## Adoption And Implementation Of Information And Communication Technology Into Geography Teaching: A Systematic Review

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### ABSTRACT

This paper summarizes an extensive literature review addressing the issues of adoption and integration of Information and Communication Technology (ICT) in geography teaching. In November 2015, we performed a search of the literature indexed in SCOPUS (2000 to date) using geography, technology/ICT, and teaching as search terms. Then, we started an initial screening of titles and abstracts for deleting possible contributions that could result to be not in line with the research theme questions and outcomes to be studied. The aim of this systematic review is to provide a narrative synthesis of the evidences on 1) which technologies have been adopted into geography teaching in the last fifteen years, 2) how technology has been implemented into geography teaching, 3) what effects ICTs may have on the acquisition of geographic content and skills.

**KEYWORDS:** technology adoption; technology integration; information and communication technology; education technology; geography teaching.

### INTRODUCTION

The trust in the possibility of a technology-driven reorientation of learning/teaching processes has inspired the ongoing discussion in the field of education technology. An argumentative line has started from the conviction that technology, in virtue of its potential for transforming pedagogical practice, can facilitate the experimentation of a variety of teaching strategies and methods in the classroom (Underwood, 2014; Morrison, et al., 2007; Beetham, Sharpe, 2013). Another argumentative line refers to perceived values of digital and interactive technologies that increasing students' engagement, motivation, attention during class time in order to achieve better learning outcomes and greater understanding (Heafner, 2004; Handley, 2008; Davies, West, 2013). However, it is important to note that empirical studies and evidence results show a much different situation: technology is not widely integrated into the classroom, despite its availability and in spite of teachers feel themselves competent in using ICT; the results expected were not achieved; the data do not confirm that technology automatically enhances learning for everyone (Nichol, Watson 2003; Vrasidas, 2014).

The work presented in this paper fits in this frame, since it concerns an extensive literature review addressing the issues of adoption and integration of Information and Communication Technology (ICT) in geography teaching.

Geography - as the discipline devoted to the study of objects and phenomena, arising from the interactions between man, society and environment in the complex reality of the world - plays a vital role in young person development since it develops intellectual and practical skills that help to decode, interpret and construct meaning of physical, anthropogenic and socio-economic phenomena of the environment in which people live, as well as to understand, accept, and respect the world in its natural and anthropogenic diversity. And yet when geography teaching is limited to involve descriptive patterns and store information in memory, it is not only boring but also causes damage to students (Gersmehl, 2014; Lorimer, 2005; Thrift, 2007; Smith, 2002).

Current technology is considered capable of overcoming the limits of the descriptive and mnemonic approaches to geography and, above all, of offering many benefits to enhance geography teaching and learning. The debate on the role of technology in geography is broad. For example, technology, changing the nature of the task, is believed capable of influences the affective-motivational states, increasing motivation, participation, engagement, and students' overall level of interest in the geography course. Furthermore, integrating active and interactive technologies within geography courses is believed a high priority to make teaching and learning of geography more authentic and relevant, and, therefore, to allow the development of students' key competencies - also better known as transversal skills (such as capacity to work in a team, critical thinking, creativity, responsibility, self-organisation, and so on) - through geography courses. Technical innovations in representation and geospatial technologies (such as GIS, GPS, geovisualization, and remote sensing) have also changed the "representational" nature of geography (based on maps, globes, graphs) and the visual nature of geographical knowledge, with the integration of virtual field trips, laboratories, digital games, and simulations that can have an impact on many of the geographic skills that students need to develop (da Silva, 2015; Taylor, 2010; DES/WO, 1990).

## METHODOLOGY

The aim of this paper is to provide a narrative synthesis of adoption and integration of Information and Communication Technology (ICT) in geography teaching. In order to achieve this aim, three research questions were posed:

- RQ1) which technologies have been adopted into geography teaching in the last fifteen years
- RQ2) how technology has been implemented into geography teaching
- RQ3) what effects ICTs may have on the acquisition of geographic content and skills.

We undertook a systematic review to answer these three research questions. We systematically searched the SCOPUS database for all studies published since 2000 until November 2015, in all languages. The search terms used were: (1) “geography”, (2) “teaching”, (3) “technology”/“ICT”. First, we screened all studies (249 works) identified in the SCOPUS by abstract and title. Irrelevant or duplicate studies were removed, and the remaining articles were assessed for eligibility by full-text review. Secondly, we read all full-text studies and excluded the contributions that were not in line with the research theme questions and outcomes to be studied. Finally, we assessed 109 documents, 81 by full-text version and 28 by only abstract and title.

The distribution of the 109 documents by year of publication (Fig. 1) shows that the peak is recorded in 2010 (they were 20) but the number of the studies is felled to 7 in 2015. The distribution of the documents by type of publication (Fig. 2) shows that 78 papers are articles in journals, 22 are conference papers, and 8 are book chapters. The other is a conference review.

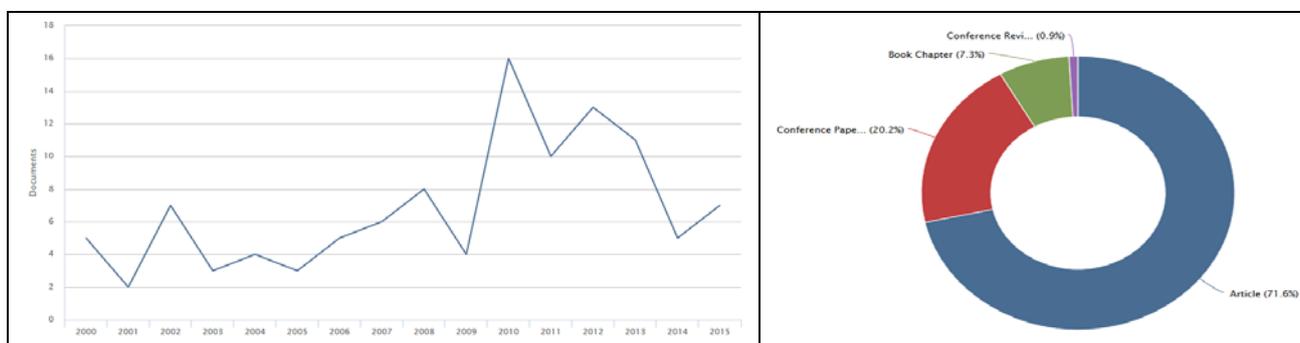


Figure 1: The distribution of the 109 documents by year of publication.

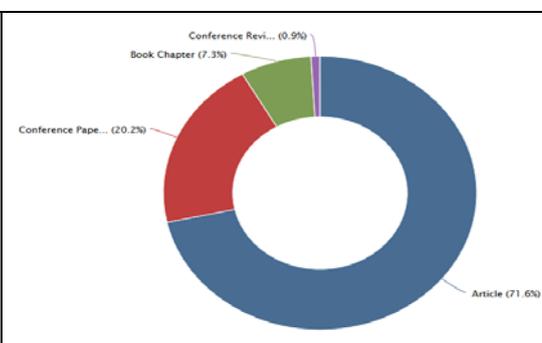


Figure 2: The distribution of the 109 documents by type of publication.

## DATA EXTRACTION

Then, the data matrix was organized. Each column of the data matrix represents a variable and all values of the variable are or numeric or string type. Each cell contains a value for a particular variable and observation. If the value is not available the cell contains a missing value indicator. In the data matrix the values of the qualitative variables are reported as they are written from one document to another. Each of the variables was categorized into a number of categories depending on the nature of the variable, according to the literature in the fields of the geography teaching and the educational technology.

Thereafter, the descriptive statistics was calculated and presented in tables or graphs.

As shown in Figure 3, sixty-seven (61,5%) documents describe courses focused on the aspects of geography that relate to human, cultural, and economic geography (**HG**) and that include historical geography, cultural geography, cultural ecology, human geography, human use of the earth, and humanity and nature. Nineteen (17,4%), instead, focus on the aspects of geography that relate to physical geography (**PG**) and earth science (climatology, meteorology, oceanography, geomorphology, ...). Ten (9,2%) documents tell about introductory cartography classes (**C**) in which students learn vocabulary and symbols of maps, types of maps and mapping tools, and basic principles of statistical mapping and graphing. Nine (8,3%) documents relate teacher certification programs or teacher education (**GE**) either in geography geared to state curriculum requirements in geography, earth science, economic geography, natural resources, urban geography, but above all are focused on teaching methods and education technology in geography teaching. There are only four studies that focus on aspects within two sub-disciplines of geography (the 2,8% within HG and PG and the 0,9% within C and HG).

The figure 4 shows which types of technology are recognized in the geography courses described in the 109 documents. Fifty-three studies (48,6%) describe geography courses or programs in which technologies are being used to deliver education or curriculum contents (Technology-based Learning - **TBL**), such as mobile learning, e-learning, web-based learning, blended learning, computer-assisted instruction, DVD, video lectures, telematic lessons, multimedial software and material, films, digital photography, IWB (interactive whiteboard), and stereoscopic displays. Forty-four documents (40,4%) promote use of Geographic Information Technology (**GIT**) that is computer-based tools for spatial data analysis of the real world. Ten studies (9,2%), instead, focus on Technology-enhanced Learning (**TEL**), particular

digital technologies with an original methodological specificity, that extend and enrich the potential offered by education technology. Digital animations, virtual excursions, video games, gesture-based contents, and laboratory experiments were included in the TEL category. Technology of multimedia production (MPT) is confined to only two papers that explore principles and practice of media production to develop students' expertise by working on a range of practical projects.

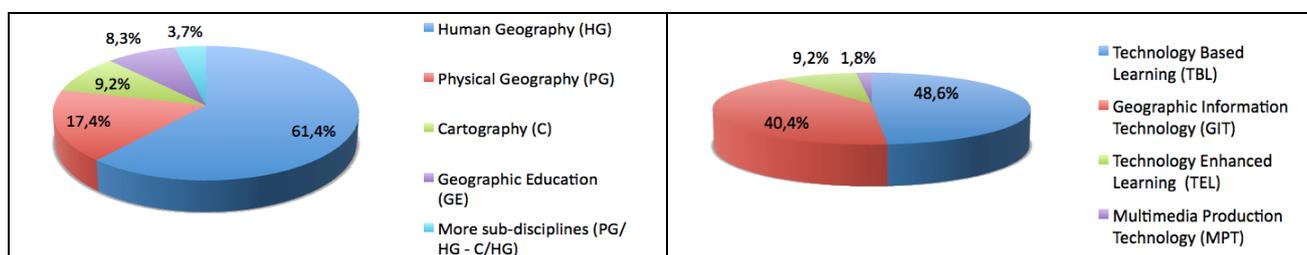


Figure 3: The sub-disciplines recognized.

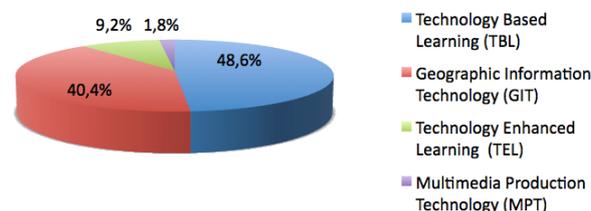


Figure 4: The types of technology recognized.

Thirty-nine out of the 109 documents (35,8%) report the experiences in which two or more technologies are used simultaneously. To be more specific, 21 documents (19,3%) describe the use of at least two technologies, and 18 documents (16,5%) describe three technologies used simultaneously. Sixteen documents of the 39 utilize more technologies of the same category (11 GIT and 5 TBL); 23 (out of the 39), instead, describe the use of technologies related to different categories (there are as many as 13 studies that fall within the category of "GIT/TBL").

For a broader coverage related to the aims, we have also categorized studies by levels of education (Table 1). The classification of the levels or stages of education does not follow the pattern of a specific educational system. We have organized the categories under five headings, which adequately respect the diversity of structure of national education systems and mirror the main differences found in the 109 documents. The five categories are Preschool (PrS), Primary school (PS), Secondary school (SC), Higher Education (HE), and Professional Higher Education (PHE). Whereas the universities' scholars focus mainly on research accomplishment, as component of their core mission, so it is understandable that the documents for the most part involve researches conducted in a university setting.

Table 1: The stages of education.

HEADING	DESCRIPTION
Preschool (PrS)	Children up to 5 years of age (nursery schools; nursery classes; kindergarten)
Primary school (PS)	Children from 5 to 12 years old
Secondary school (SC)	Between the ages of 12 and 18 (secondary school; upper school; ninth grade)
Higher Education (HE)	Undergraduate students; master's degree students
Professional Higher Education (PHE)	Post-MA degrees; Doctorates; Specializing schools

The distribution of the documents for stages of education	a.v.	%
Higher Education (HE)	34	31,2
Secondary School (SC)	21	19,3
Primary School (PS)	13	11,9
Professional Higher Education (PHE)	10	9,2
More stage of education (PS/SC; HE/PHE; PrS/PS; SC/HE)	10	9,2
<b>Total</b>	<b>88 out of 109</b>	<b>80,8</b>

But perhaps the most interesting aspect of this review is the issue of the teaching approaches. While reading the documents, we observed that this type of variable is more difficult to detect because typically it is not explicitly referred to and does not use a uniform terminology, which unequivocally distinguishes one approach type from another. Only 55 out of the 109 documents (50,5%) provide a description that allows understanding what teaching approach is adopted (Table 2). The frequency table for the teaching approaches shows the frequencies of the various categories that are approximately equal.

The table 3 considers another key aspect of the data presented here. Learning outcomes articulate the knowledge, skills, and competencies that students are expected to achieve as a result of taking a course. This paper focuses on learning outcomes claimed in the context of the 109 documents and expressed in the aims of the module or course. Therefore, learning outcomes are intended as areas, or domains, on which technology seems to have exercised some influence, and

these will be used to test the hypothesized potential of technologies in geography teaching. These learning outcomes are been classified into five distinct domains. The “Geographic Content Knowledge” area (**GCK**) is the domain of declarative geographic knowledge, i.e., it has focused on acquisition of spatial terms, places, regions or on the representation of physical and human facts; the “Geographic Skills” area (**GS**) is the domain of “to think geographically”, that is, skills that have applications to all levels of geographic inquiry and that involve the ability to acquire, arrange, and use geographic information; the “Key Competencies” area (**KC**) is the domain of the transversal skills that involves critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, collaboration, autonomous learning, self-regulation skills, and time management; the area of “Affective/Motivational States” (**AMS**) is concerned with feelings or emotions and, in the context of this work, involves the motivation, satisfaction, engagement, interest in the course, self-esteem; in the context of this work, the “Digital Skills” area (**DS**) refers to the technical fluency to use computer programs and other tools. The table 3 reveals there are no reported cases in which digital skills are the expected learning outcome. Digital skills are in four documents but with other learning outcomes considered the largest part of the workload. In three documents digital skills are occurrence with the geographic skills; in one case, digital skills appear together with the GCK and AMS areas.

**Table 2:** The teaching approaches.

The types of approach recognized	a.v.	%
Action Learning Methods (ALM)	18	16,5
Discovery Learning (DL)	15	13,8
Expository Methods (EM)	15	13,8
More approaches	7	6,4
<b>Total</b>	<b>55 out of 109</b>	<b>50,5</b>

**Table 3:** The learning outcomes.

The types of Learning Outcomes (LOs) recognized	a.v.	%
Different types of LOs	40	36,7
Geographic Skills (GS)	17	15,6
Geographic Content Knowledge (GCK)	8	7,3
Key Competencies (KC)	8	7,3
Affective/Motivational State (AMS)	6	5,5
<b>Total</b>	<b>79 out of 109</b>	<b>72,4</b>

The data analysis process afterwards attempts to analyze the reciprocal relationships among the variables and provides insights in order to answers the research questions.

## DATA ANALYSIS AND RESULTS

Previously we counted the occurrences of each element (technology, sub-disciplines of geography, teaching approaches, learning outcomes), and now, in this section, we will consider the relationship between two of these elements or variables (bivariate association) related to the phenomenon that we are studying.

The figure 5 shows the distribution of different category of technology in the sub-disciplines of geography and allows to identify the type of technology used in every field of geography. The overall analysis very clearly indicates that human geography (HG) is the only sub-discipline of geography in which learning experiences with all types of technologies are found. To be specific, TBL (36 documents) and GIT (25 documents) are in more than 55% of the cases, and TEL (5 documents) and MPT (1 document) are in the remaining 5,5 percent. It can be clearly seen that the introduction of technology is relevant, but only in the field of human geography (HG), and still limited to the TBL and GIT categories. The analysis of the documents also identifies the prevailing implementation and adoption of at least two types of technology. The implementation of three types of technology used simultaneously is found in the documents of the PG field (and falls within the sub-category of “TBL/GIT/TEL”) and in those relating to GE sub-discipline (TBL/GIT/MPT).

The graph of the Figure 6 visualizes the relationship between technology and the teaching approaches recognized and we must remember that only 55 out of the 109 documents (50,5%) provide a description that allows understanding what teaching approach is adopted. As is evident from this graph, the most used technologies are those of the TBL (23,9%) and GIT (21,1%) categories, and the overall distribution of the approaches appears balanced (18 ALM, 15 DL, 15 EM, 7 documents with more approaches). In particular, the technology that is used to deliver instruction (TBL) appears to be correlated with the transmissive approaches to learning (EM) in 11 documents, whilst the GITs appear to be frequently associated with active methods (ALM), such as role-playing, digital storytelling, problem solving, flipped-classroom, and so on. It is also important to note that the two documents with the MPT technologies report the adoption of the ALM approach. Considering the ALM approach, it appears that there have been no documents relating to the application with the TEL approach.

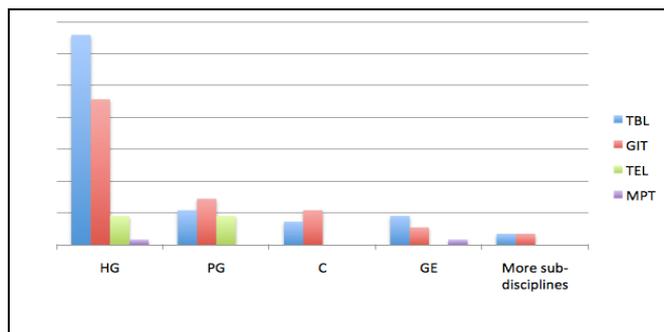


Figure 5: The types of technology recognized for the sub-disciplines of geography.

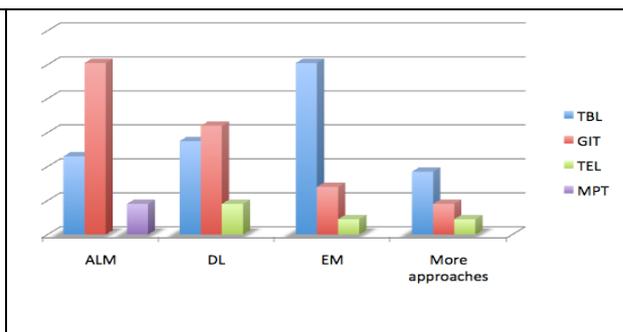


Figure 6: The types of technology recognized for the teaching approaches.

The data shown by the graph of Figure 7 can guide to understand linkage of technology and learning outcomes. First of all, you may notice that the TBL technology (12 documents) and GITs (22 documents) seem enhance all learning outcomes. This evidence falls within the more general tendency of items to bring more types of learning outcomes (40 documents) and the application of TBL (36 documents) and GIT (34 documents). The documents relating the application of TBL also show a considerable variety in terms of learning outcomes: KC (8 documents), GS (7 documents), GCK (6 documents), AMS (3 documents). Then, there seems to be a special affinity between the key competencies and the TBL technology. On the contrary, it is hardly surprising the relationship between the GCK and the TBL technology and between the GS and the GITs. There is just a case of MPT, and it records different types of learning outcomes. Learning outcomes of the GS and KC categories have not been found with technologies of the TEL category. Here it is important to remember that 40 out of the 109 documents (36,7%) aim to simultaneously achieve different types of learning outcomes.

The Figure 8, instead, presents the types of teaching approaches recognized for the learning outcomes. Also in this case, the analysis of the graph is difficult, not only because of the paucity of data (42%), but also due to the concentration of more approaches and different learning outcomes. However, it can be noted that the correspondences between the geographic skills (GS) and active methods (ALM) and between key competencies (KC) and the expository methods (EM) are particularly striking. The bivariate analysis also shows a certain concentration of the “more types of learning outcomes” value that is correlated with the DL (9 documents) and ALM (7 documents) approaches. The learning outcomes of the KC type are not been recorded with the ALM approaches. The approaches of the DL and EM types do not record the learning outcomes of AMS and GS types. The learning outcomes describing the relationship with the EM approach are not of the AMS type. There is no document referring to the adoption of more approaches with the learning outcomes of the GCK type.

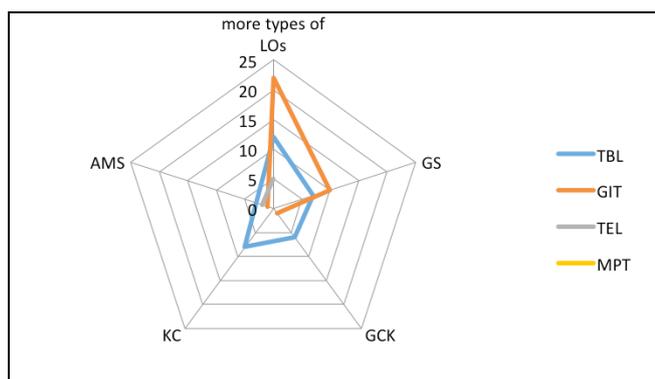


Figure 7: The types of technology recognized for the learning outcomes.

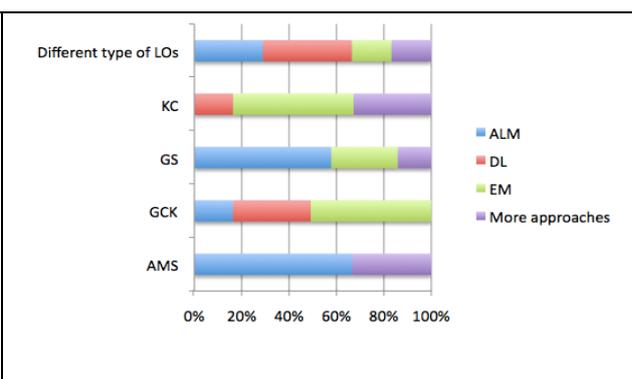


Figure 8: The types of teaching approach recognized for the learning outcomes.

### INTERPRETATION OF RESULTS

The final step is to answer the three research questions on the basis of the descriptive study and of the patterns or trends, which have been identified.

*Which are the types of technologies adopted into geography teaching in the last fifteen years?* The analysis carried on the 109 documents published since 2000 until November 2015 shows that the technology adoption into geography teaching concerns the technology utilized to deliver instruction and the geographic information technologies. That is, all technology used to delivery of educational content (such as mobile computing, e-learning, web-based learning, blended learning, computer-assisted instruction, DVD, video lectures, telematic lessons, IWB) and to capture, store, manipulate,

analyze, manage, and present spatial or geographical data (GIS, GPS, remote sensing). Above all, it is important to remember that these types of technologies are mainly used in the field of human geography.

*How has technology been implemented into geography teaching?* The technology used for instructional delivery in the online and hybrid programs is associated with the expository approach to teaching of geography, which is characterized by the lectures, dissertations, e-learning modules, and lessons. The geographic information technologies are associated, instead, with the active methods, such as the role-playing, digital storytelling, problem solving, flipped-classroom, and the cognitive apprenticeship model. We must not underestimate the fact that, yes, the data analysis allows to relate the type of technology with the teaching approaches but only 55 out of the 109 documents provide a description explicitly referred to the teaching approach adopted and unequivocally distinguishes one approach type from another.

*What effects does ICT have on the acquisition of geographic content and skills?* The data analysis shows that the technologies utilized to deliver instruction are linked to all learning outcomes, although with particular affinity to the transversal skills. Furthermore, the data show the relationship between the declarative geographic knowledge and technology utilized to deliver instruction, and between the geographic skills and the geographic information technologies. But, it is important to remember that only 79 out of the 109 documents provide a clear description that allows to understanding which learning outcomes aim to achieve.

## QUALITY APPRAISAL

By gathering data, an answer was given to each of the three research questions. But, the aim of this aspect of the paper is to enable the reader to appraisal the quality of the analysis carried, highlighting the limitations that were encountered in the research. Three main limitations of this study have been identified.

First, as already mentioned there are many documents (more than 40%) of studies conducted in a university setting. This finding is not surprising since, as discussed earlier, the academic scholars are more likely and pressed to publish their research work, while teachers tend to write less frequently about practices in classroom and their experiences with educational technology.

Second, we have not excluded the documents that not provide an explicit description of the teaching approach and the learning outcomes. Already during the reading step, we observed that these types of variables are more difficult to detect because they are not always explicitly mentioned. Then, the data analysis found that only 55 out of the 109 documents (50,5%) provide a description that allows understanding what teaching approach is adopted, and the 72,4 percent of the documents indicate the knowledge, skills, and competencies that students are expected to achieve as a result of taking a course.

Finally, the empirical evidences obtained from the 109 documents are scarce. As shown in Figure 9, only 47% of the documents provide empirical results and only a small subset of them present the design of the research methodology used. The methods recognized are quantitative (27 documents), qualitative (10 documents), and mixed (7 documents). The most common tools used are questionnaire, survey, experiment, observation, case study, focus groups, interview, and secondary data. There are thirteen studies that present different tools used simultaneously. Furthermore, the methodological limitations of many of these empirical studies were noted. They suffer from small sample sizes, use no well-validated psychometric measurements, rely solely on user evaluation, present only descriptive statistics, and have experiment time frames very short.

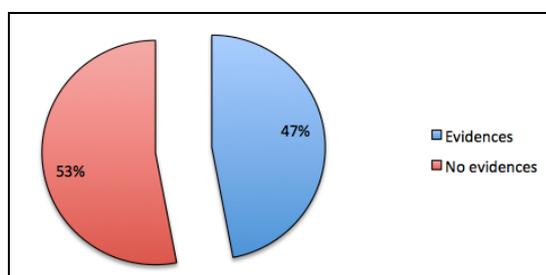


Figure 9: The empirical evidences in the 109 documents.

## CONCLUSIONS

At the conclusion of the study, we can highlight certain aspects of adoption and implementation of ICT into geography teaching, and also contradict some frequently assumed considerations.

First of all, it is clear that geography teaching with technology seems to be characterized by a plurality of methods, such as the expository, discovery, and active methods of instruction. It is equally clear, that there is an relationship between technology and teaching approach. In particular, between technology-based learning that replaces or supports traditional face-to-face education and the expository approach to geography teaching, and between geographic information

technologies and active methods of learning to capture, store, manipulate, analyze, manage, and present spatial or geographical data.

However, the data of the research do not confirm the widespread enthusiasm for technology-enhanced learning (such as digital animations, virtual excursions, video games, gesture-based contents, and laboratory experiments). The learning experiences with technology-enhanced learning in teaching geography are few but above all they have not privileged relationships with a particular teaching approach and even with the learning outcomes. Thus, the results of this study support the conclusion that adoption of technology into geography teaching is limited to technology-based learning and geographic information technologies.

Another interesting finding relates to technology and the different kinds of learning outcomes. Primarily, it affects the low incidence of technology on the affective-motivational states. In spite of the continual reference to its capability to increasing students' motivation, participation, and engagement, there are very few documents that indicate the affective-motivational states as the strategic objective of the use of ICT to support learning into geography teaching. In second place, it is surprising to notice the relationship between the technology-based learning and learning outcomes, in particular in the relation to the transversal skills. Instead, the relationship between the geographic skills and the geographic information technologies is not surprising.

If it is impossible to deny the centrality of visual experience into geography teaching, it also is true that this research seems to prove the overcoming of the eminently representational model of geography teaching in favour of a learning model based on action. Despite a general tendency to overlook geography in school curriculums was recorded, it has also been noted a growing trend for learning activities devoted to the exploration, investigation and development of the understanding of the cultural, social, human, and natural dimensions of local and global environments in order to learn and practise a wide range of skills and competencies, and to acquire and improve open, critical and responsible attitudes towards the environment and world. The shift may have been encouraged and supported, also, by the integration of geographic information technologies that have made collection, handling, and analysis of spatial data far easier and especially promote students engagement in inquiry about local and global issues using authentic data.

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## Afganistan'da Sosyal Medya Araçlarında Facebook Etkisi

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### Giriş

Teknolojik gelişmelerin ortaya getirdiği yeni çalışmalar ve iş yapma şekillerini, alternatif iletişim kanallarını, alışkanlıkları değiştiren uygulamaları, sosyal yaşama ilişkin değişimleri sadece bir olay ya da değişimin yarattığı bir ortam ile değil, toplumsal teknolojinin devrim hızı ile açıklamak daha doğrudur. Peki, teknolojinin ilerleme hızının ve büyüklüğünün 'akıl almaz' bir halde devam etmesinin sebepleri nedir, ya da bu sebepleri ortaya çıkaran faktörlerin yarattığı iletişim çağının gerçekleri nelerdir? Bu soruların cevaplarını sadece 21. yüzyılın ikinci yarısından sonra hayatı daha kolaylaştırmaya sebep olan cihazların yaratılması venormal akışı ve 'doğanın kanunu' gibi oldukça basit nedenlere dayandırılan 'süslü' cümlelerle açıklamak mümkündür.

Günümüzde devrim niteliğinde teknolojik gelişmeler yaygınlaşmaktadır. Bu teknolojik gelişmelerin en önemli yansımaları iletişim alanında gözlemlenebilmektedir. Bu gelişmeleri tanımlayabilmek için 'yeni' sıfatı kullanılmaktadır; yeni iletişim teknolojisi(yeni medya) dır. Bu bağlamda bir dünya olarak algıladığımız yeni medya kavramının Afganistan' da etkisi araştırmanın kapsamını oluşturmaktadır.

Toplumsal iletişim konulu çalışmalara bakıldığında son zamanlarda özellikle yeni medya konusunun parlak bir şekilde öne çıktığı hissedilmektedir. Yeni medya kullanımı ve sosyal medya iletişimi gündelik hayatımızın bir parçası olmuştur, bu parça çoğu zaman insanın yaşamını kolaylaştırır da bazen insanlara sıkıntı yaratmaktadır.

### Araştırmanın Amacı

'İletişim' kavramı çeşitli şekillerde tanımlanabilmektedir. Kavramın birçok tanıma sahip olması niteksel bir anlam genişliğinin de sonucudur. Oskay'ın en yalın ifadeyle 'İnsanın' varlık sürdürme biçiminin bir ürün ve insan varlık sürdürme biçimindeki gelişmelere göre değişimlere uğrayan insana özgü bir olgu' olarak tanımladığı iletişim, insanın tarih boyunca sadece kendisini ile değil, diğer canlılar ve eşya ile olan ilişkisini de ifade etmektedir.(Oskay, 1999, s.7)

Afganistan'da akıllı telefonu olan herkesin Facebook 'u vardır. Facebook 'u olan herkes, en az günde bir kere hesaplarını kontrol eder ve hatta okuma yazma bilmeyen insanlar bile kendi Facebooklarına girerek arkadaşlarının, paylaştığı fotoğrafları ve videoları izler. Bu videolar vasıtasıyla bireylergüncel konulardan haberdar olmaktadır. Eylemlerin şekillenmesi ve bireylerin örgütlenmesinde videoların büyük bir etkisi olmuştur.

Belli başlı yeni medya araçları mobil iletişim, internet tabanlı medya, bilgisayarlar ve sosyal network'ler de denilen sosyal medyadır. Yeni medya kavramı Afganistan'da son birkaç yılda kullanılmakla beraber, dünyada biraz daha geriden gidiyor. Afganistan'da en önemli bölümleri internet gazeteciliği, sosyal network'ler (facebook, What's up, twitter vb.) ve özellikle yeni hizmete giren mobil 3.75G teknolojisidir. 'Yeni' olarak belirttiğimiz kavram aslında mesaj değil, ortamdır. Tarih boyunca insanlar ve toplumlar arasında bir mesajlaşma olmuştur. En ilkel mağara duvarları yazılarından tutalım da günümüz son sürat teknoloji iletilen bilgiye kadar, temel amaç hep mesajın taşınması olmuştur. İşte bu bağlamda bilginin taşınması günümüz itibarı ile 'yeni' ortamlar/mecralar ile taşındığından dolayı 'yeni medya' kavramı ortaya çıkmıştır [<http://www.mahsumakbas.com/yeni-medya-nedir/>, 04.11.2011.].

## Sosyal Medya Araçlarından Facebook

Facebook 2004'te Mark Zuckerberg tarafından kuruldu, Facebook ilk kurulduğunda sadece Harvard Üniversitesi öğrencileri kullanabiliyordu. 2006 yılından itibaren herkese açık hale getirildi ve herkese kullanmaya başladı.

Facebook kısa bir süre içinde yaygınlaşıp ve en fazla kullanılan ağlardan biri oldu. Facebook kullanıcılarına zengin araç seçeneği ile bağlantılar arasından paylaşım, çoklu bir ortam sağlaması vb. Topluklarla iletişim kurmayı kolaylaştırması, sohbet imkânı sağlaması, mobil cihazları desteklemesi, kişisel sayfaların açılması imkânını sağlamıştır.

Bu günler sosyal medya dediğimizde genellikle akla ilk gelen araçtır. Bunun sebebi de dünyanın birçok yerinde yaygın bir şekilde kullanılmasıdır.

Alexa'nın 20 Temmuz 2014'te yaptığı değerlendirmeye göre Facebook, Google'dan sonra dünyanın popüler internet siteleri arasında 2'nci sırada yer almaktadır. Afganistan'da Facebook sosyal medya araçları arasında birinci sırada yer almaktadır, yani Facebook sosyal medya araçları arasında Afganistan'da en başarılı, etkili ve sevilen araçtır.

## Afganistan'da Facebook Kullanım Şekli

Facebook başka ülkelerde 2006'lardan sonra yaygınlaşmaya ve kullanılmaya başlanmışsa da Afganistan'da kullanımı 2009'larda başladı ve 2010'yılı sonrası yaygınlaştı. Başlangıçta sadece sohbetler, fotoğraf paylaşmak ve bir şeyler yazmak için kullanıldı, daha sonra bu kullanım yaygınlaştıkça Facebook'un etkisi de güçlenmeye başladı ve yazarlardan başlayarak siyaset adamlarına kadar Facebook hesapları açıp kullanmaya başladılar. Toplumda çok kullanılan bu aracın farklı hedeflerle kullanılması ve sosyal medyayı ilk Facebook vesilesiyle tanınması ve Facebook'un sosyal medyaya toplum için yol açması da Facebook toplumu ve toplumsal hareketlere üstün etkisi olmasına sebeplerinden sayılır.

Bu araç başlangıçlarda kötü algılandı fakat zaman geçtikçe bu algılar iyi olmaya başladı, yani Facebook ilk kullanım zamanlarında din adamları ve büyükler tarafından, gençleri kötü yollara yönlendireceği düşünülürdü ve Facebook kullanılmamasından uzak durmalarını söylediler. Ama zamanla bu algılar ortadan kalkmaya başladı ve hatta din adamlarının kendileri bile Facebook hesapları açıp ve bu hesaplardan kullanıcılara bazı konuları anlatmaya başladılar. Afganistan da erkeklerin Facebook ta bulunmaları normal olsa da, kadınlar için aynı durum söz konusu değildi. Kullananlar da kendi isimlerine değil başka isimlerle Facebook kullanmaktalar hatta bazen kendi Facebook isimlerini erkek ismi ile kullanmaktalar, kadınların %90'ı profillerinde kendi fotoğraflarını kullanmamaktadır. Profile fotoğraflarında çiçek, güzel bir görüntü veya evdeki çocukların fotoğraflarını kullanmaktalar bunun nedeni de eski kültür yapısına bağlı çevrede yaşadıkları olabilir.

## Afganistan'da Facebook Anlamı

Afganistan da facebook kelimesini genelde,(sanal dünya) diye kullanıyorlar ve bu dünyayı arkadaşlarla buluşma, onların fikirlerinden yararlanma, onların paylaştığı fotoğrafları ve videoları izlemek, arkadaşların yazdığı yazıları okumak ona fikir bildirmek ve uzak yakın arkadaşlarla sohbet kurmak için kullanılıyor.

- Fotoğraf, video, yazı ve duyguları paylaşmak
- Fotoğraf, video, yazı ve duyguları izlemek beğenmek, fikir bildirmek ve arkadaşlarıyla iletişime geçmek.
- Arkadaşlarla sohbet kurmak ve grup şeklinde yapılan sohbetlere katılmak.

Dünyanın her tarafında sosyal medyanın etkisi olduğu gibi Afganistan da sosyal medya ve sosyal medya araçlarından, Facebook'un etkisi diğer sosyal medya araçlarından daha fazladır. Afganistan da sosyal medya aracı olarak sadece Facebook diye bilen kişilerin sayısı az değildir. Onun için eskiden site ve bloglar da yazan yazarlar bile yazılarının hedef kitlesinin çoğunlukla Facebook'ta olduğunu düşünerek yazılarını Facebook üzerinden yaymaya başlamışlar.

Facebook etkisi önceden yazdığımız gibi Afganistan da eylemlerde çok üstün durmakta ve bizde bu yer eylemlerden birini örnek olarak anlatmak istedik.

### **Ferhunde Eyleminde Facebook Etkisi**

19.03.2015 Perşembe günü saat 15.00 da Afganistan'ın başkenti Kabilde Ferhunde isimli 27 yaşında olan bir kız Kuranı Kerim'i yaktığı söylentisi ile yüzlerce öfkeli insan tarafından sopalar ve taşlar ile dövülerek öldürüldü ve televizyonlarda onun akıl hastası olduğu ve Kuranı Kerim'i yaktığı söylenildi.

Olay gerçekleşikten sonra Ferhunde'nin öldürülürken çekilen videoları ve yapılan cinayetin nasıl gerçekleştiği Facebook'ta yayılandı. Herkes videoları paylaşarak Ferhunde için adalet istedi ve bireyler örgütlenip yollara çıktı, devlet bu olayı araştırmaya başladı ve Kuranı Kerim'in yakılması iddiası ret edildi, iki gün sonra yollara çıkan insanlar onun öldürüldüğü caminin yanındaki cadde üzerine çıkıp akşam mumlar yakarak Ferhunde'yi cehaletin şehidi olduğunu söylediler.

### **Ferhunde Mezara Nasıl Götürüldü?**

Ferhunde mezara götürülürken bu suçu erkeklerin yaptığı düşüncesiyle, kadınlar erkeklerin Ferhunde'nin naaşını kaldırmalarına ve yaklaşmalarına izin vermediler. Kendileri Ferhunde'yi mezara kadar taşıdılar.

### **Facebook ve Eylemler Ferhunde için ne yapabildi?**

Araştırmadan sonra, Kuranı Kerim'i değil çöp içine atılmış kuran parçalarının, ayakaltında kalmasını diye yaktığı açıklandı, bu açıklamadan sonra 49 kişi tutuklandı ve mahkemeden sonra 4 kişinin idam edilmesi kararı, 8 kişiye de 16 yıl hapis cezası verildi.

Bu olayda kendi işlerini düzgün yapmadığı için 13 polisin işine son verildi ve bu 13 kişi yargılanmak için mahkemeye çıkarıldı. Devlet adamlarından iki kişinin işine son verildi.

1. Bilgi ve kültür bakan yardımcısı Simin Hasanzade Ferhunde ile ilgili bir yazıya yorum yaptığı için,
2. Kabil polis şefi sözcüsü haşmet Stanıkzay Ferhunde ile ilgili yazdığı yazı nedeniyle,

Bu iki kişinin işine son verildi.

Tek bu örnek değil onlarca bunun gibi olaylar için Facebook'un etkisi olmuştur ve millet örgütlenmek ve milleti bir araya getirmesi, Facebook etkilerinden sayılır, bir kaç örnek olay ismi şunlardır.

Afganistan Football takımının 2013 yılında Asya C grup takımının birincisi olduğunda herkesi caddeler de bir araya gelmesi ve bu mutluluğu kutlamalarıdır.

Ruhsane isimli bir kız taliban tarafından fuhuş yapmış iddiası ile taşlanarak öldürüldü, bu haber ilk olarak Facebook'dan yayımlandı ve herkes bu iş için itiraz etti. Bu itiraz sonrası devlet araştırmasından sonra bu yerde fuhuş yapılmamış, kızın babası para bedeline kızını, kızın istemediği birisine söz vermiş. Kız başka birini sevdiği için onunla kaçtıktan sonra onu yakalayıp, çok kötü bir halde öldürülmüş olduğu açıklandı.

Bunun gibi toplumsal olaylarda Facebook bireyleri durumlardan haberdar etmekte ve bir haber kanalı niteliğinde de kullanılmaktadır.

### **Araştırma yöntemi:**

Bu araştırmada nicel araştırma yöntemi kullanılarak veriler toplandı, örneklem kısmı ise Olasılığa Dayalı Olmayan, uygunluk örnekleme kullanarak Facebook üzerinden anket uygulanarak sorular cevaplandırıldı.

Uygulanan ankete göre aşağıdakiler sonuçlara ulaşılmıştır;

**Tablo 1 Cinsiyet**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Erkek	31	62.0	62.0	62.0
Valid Kadın	19	38.0	38.0	100.0
Total	50	100.0	100.0	

Ankete cevap veren katılımcıların %62'si (31 kişi) erkek, %38'i (19 kişi) kadındır. Ankete katılımcıların çoğu erkek olduğu ortaya çıkmıştır.

**Tablo 2 Yaş**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16-25	23	46.0	46.0	46.0
Valid 25-35	18	36.0	36.0	82.0
Valid 35-45	6	12.0	12.0	94.0
Valid 45+	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Ankete cevap veren katılımcıların %46'si (23 kişi) 16-25, %36'sı (18 kişi) 25-35, %12'si (6 kişi) 35-45 ve %6'sı (3 kişi) 45+ yaş aralığındadır. Anket katılımcıların çoğunun 16-25 yaşta aralığında ortaya çıkmıştır.

**Tablo 3 Yaşadığı yer**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Köy	7	14.0	14.0	14.0
Valid İlçe	12	24.0	42.0	56.0
Valid İl	27	54.0	36.0	92.0
Valid Büyükşehir	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Anket cevap veren katılımcıların %14'ü (7 kişi) köy, %24'ü (12 kişi) ilçe, %54'ü (27 kişi) İl ve %8'i (4 kişi) Büyükşehirde yaşamaktadır. Anket katılımcıların çoğunun İlde yaşadıkları ortaya çıkmıştır.

**Tablo 4 Eğitim**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid İlk okul	12	24.0	24.0	24.0
Valid Orta okul	15	30.0	34.0	58.0
Valid Lise	19	38.0	34.0	92.0
Valid Lisans ve lisansüstü	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Ankete cevap veren katılımcıların %24'ü (12 kişi) ilk okul, %15'i (30 kişi) orta okul, %19'ü (38 kişi) ve %8'i (4 kişi) lisan ve lisansüstü eğitimi alan bireylerdir. Anket katılımcıların çoğu lise mezunu olduğu ortaya çıkmıştır.

**Tablo 5 Sosyal medya hesabım var**

	Frequency	Percent	ValidPercent	CumulativePercent	
Valid	Kesinlikle katılmıyorum	1	2.0	2.0	2.0
	Katılmıyorum	1	2.0	2.0	4.0
	Kararsızım	0	0.0	0.0	0.0
	Katılıyorum	28	56.0	56.0	68.0
	Kesinlikle katılıyorum	20	40.0	40.0	100.0
	Total	50	100.0	100.0	

Sosyal medya hesabım var konusunda katılımcıların %2'si (1 kişi) kesinlikle katılmıyorum, %2'si (1 kişi) katılmıyorum, %0'i (0 kişi) kararsızım, %56'si (28 kişi) katılıyorum ve %40'ı (20 kişi) kesinlikle katıldığımı ifade etmiş. Bu test maddesine verilen cevaplara bakıldığında zaman katılımcıların çoğunluğu sosyal medya hesabı var olduğunu ifade etmişlerdir.

**Tablo 6 Sosyal medya hesabı, Haber ve paylaşım için kullanıyorum**

	Frequency	Percent	ValidPercent	CumulativePercent	
Valid	Kesinlikle katılmıyorum	4	8.0	18.4	18.4
	Katılmıyorum	5	10.0	26.5	44.9
	Kararsızım	8	16.0	30.6	75.5
	Katılıyorum	28	56.0	20.4	95.9
	Kesinlikle katılıyorum	5	10.0	4.1	100.0
	Total	50	100.0	100.0	

Sosyal medya hesabı, Haber ve paylaşım için kullanılıp kullanılmadığı konusunda katılımcıların %8'i (4 kişi) kesinlikle katılmıyorum, %10'u (8 kişi) katılmıyorum, %16'si (8 kişi) kararsızım, %56'si (28 kişi) katılıyorum ve %10'u (5 kişi) kesinlikle katıldığımı ifade etmiştir. Bu test maddesine verilen cevaplara bakıldığında zaman katılımcıların çoğunluğu sosyal medya hesabı haber ve paylaşım için kullanıldığını ifade etmişlerdir.

**Tablo 7 Sosyal medya hesabımı, Düşünce ve duygularımı paylaşmak için kullanıyorum**

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	Kesinlikle katılmıyorum	3	6.0	6.0	6.0
	Katılmıyorum	4	8.0	8.0	14.0
	Kararsızım	8	16.0	16.0	30.0
	Katılıyorum	20	40.0	40.0	70.0
	Kesinlikle katılıyorum	15	30.0	30.0	100.0
	Total	50	100.0	100.0	

Sosyal medya hesabını, düşünce ve duyguları paylaşmak için kullanılıp kullanılmadığı konusunda katılımcıların %6'si (3 kişi) kesinlikle katılmıyorum, %8'i (4 kişi) katılmıyorum, %16'si (8 kişi) kararsızım, %40'ı (20 kişi) katılıyorum ve %30 (15 kişi) kesinlikle katıldığımı ifade etmiştir. Bu test maddesine verilen cevaplara bakıldığı zaman katılımcıların çoğunluğu sosyal medya hesabını, düşünce ve duyguların paylaşmak için kullanmaktadır.

**Tablo 8 Günde ortalama Bir saat arası sosyal medya kullanıyorum**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	6	12.0	12.0
	Katılmıyorum	18	36.0	28.0
	Kararsızım	8	16.0	64.0
	Katılıyorum	11	22.0	86.0
	Kesinlikle katılıyorum	7	14.0	100.0
	Total	50	100.0	100.0

Günde ortalama Bir saat arası sosyal medya kullanıldığı konusunda katılımcıların %12'si (6 kişi) kesinlikle katılmıyorum, %36'si (18 kişi) katılmıyorum, %16'si (8 kişi) kararsızım, %16'si (8 kişi) katılıyorum ve %22'si kesinlikle katıldığımı ifade etmiştir. Bu test maddesine verilen cevaplara bakıldığı zaman katılımcıların çoğunluğu günde ortalama bir saat sosyal medya kullanmadığını ifade etmişlerdir.

**Tablo 9 Sosyal medya arkadaşlarımın hepsini tanıyorum**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	4	8.0	28.0
	Katılmıyorum	15	30.0	56.0
	Kararsızım	12	24.0	80.0
	Katılıyorum	14	28.0	94.0
	Kesinlikle katılıyorum	4	8.0	100.0
	Total	50	100.0	100.0

Sosyal medya arkadaşların hepsini tanıyıp tanımadığı konusunda katılımcıların % 8'i (4 kişi) kesinlikle katılmıyorum, %30'ü (15 kişi) katılmıyorum, %24'ü (12 kişi) kararsızım, %28'i (14 kişi) katılıyorum ve % 8 (4 kişi) kesinlikle katıldığımı ifade etmiş. Bu test maddesine verilen cevaplara bakıldığı zaman katılımcıların çoğunluğu sosyal medyadaki arkadaşlarından hepsini tanımadığını ifade etmişlerdir.

**Tablo 10 Bir yıldan uzun zamandır sosyal medya hesabım var**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kesinlikle katılmıyorum	3	6.0	6.0
	Katılmıyorum	6	12.0	18.0
	Kararsızım	13	26.0	44.0
	Katılıyorum	17	34.0	78.0
	Kesinlikle katılıyorum	11	22.0	100.0
	Total	50	100.0	100.0

Bir yıldan uzun zamandır sosyal medya hesabım var konusundan katılımcıların %6'sı (3 kişi) kesinlikle katılmıyorum, %12'si (6 kişi) katılmıyorum, %26'si (13 kişi) kararsızım, %34'ü (17 kişi) katılıyorum ve %22'si (11 kişi) kesinlikle katıldığımı ifade etmiş. Bu test maddesine verilen cevaplara bakıldığı zaman katılımcıların çoğunluğu bir yıldan uzun süredir sosyal medya hesaplarının olduğunu ifade etmişlerdir.

**Tablo 11 sosyal medya hesabım olduğundan dolayı çok sıkıntı yaşadım**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle katılmıyorum	10	20.0	20.0	20.0
Katılmıyorum	20	40.0	40.0	60.0
Kararsızım	11	22.0	22.0	82.0
Katılıyorum	5	10.0	10.0	92.0
Kesinlikle katılıyorum	4	8.0	8.0	100.0
Total	50	100.0	100.0	

Sosyal medya hesabı olduğundan dolayı sıkıntı yaşayıp yaşamadığı konusundan katılımcıların %20'si (10 kişi) kesinlikle katılmıyorum, %40'ı (20 kişi) katılmıyorum, %22'si (11 kişi) kararsızım, 10'u (5 kişi) katılıyorum ve %8'i (4 kişi) kesinlikle katıldığını ifade etmiş. Bu test maddesine verilen cevaplara bakıldığı zaman katılımcıların çoğunluğu sosyal medya hesabı olduğundan dolayı sıkıntı yaşamadıklarını ifade etmişlerdir.

**Tablo 12 Sosyal medya bir haber aracı olarak kullanabiliriz**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle katılmıyorum	6	12.0	12.0	12.0
Katılmıyorum	8	16.0	16.0	28.0
Kararsızım	14	28.0	28.0	56.0
Katılıyorum	14	28.0	28.0	84.0
Kesinlikle katılıyorum	8	16.0	16.0	100.0
Total	50	100.0	100.0	

Sosyal medya bir haber aracı olarak kullanılıp kullanılmadığı konusundan katılımcıların %12'si (6 kişi) kesinlikle katılmıyorum, %16'si (8 kişi) katılmıyorum, %28'i (14 kişi) kararsızım, 28'i (14 kişi) katılıyorum ve %16'si (8 kişi) kesinlikle katıldığımı ifade etmiş. Bu test maddesine verilen cevaplara bakıldığı zaman katılımcıların çoğunluğu sosyal medyanın bir haber aracı olarak kullanıldığını ifade etmişlerdir.

**Tablo 13 Afganistan'da yaşanan eylemlerde Facebook'ın büyük bir etkisi vardı**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle katılmıyorum	2	4.0	4.0	4.0
Katılmıyorum	5	10.0	10.0	14.0
Kararsızım	12	24.0	24.0	38.0
Katılıyorum	20	40.0	40.0	78.0
Kesinlikle katılıyorum	11	22.0	22.0	100.0
Total	50	100.0	100.0	

Afganistan'da yaşanan eylemlerde Facebook'un büyük bir etkisi vardır konusundan katılımcıların %4'si (2 kişi) kesinlikle katılmıyorum, %10'u (5 kişi) katılmıyorum, %24'ü (12 kişi) kararsızım, 40'ı (20 kişi) katılıyorum ve %22'i (11 kişi) kesinlikle katıldığımı ifade etmiş. Bu test maddesine verilen cevaplara bakıldığında zaman katılımcıların çoğunluğu Afganistan'da yaşanan eylemlerde Facebook'un büyük etkisi olduğunu ifade etmişlerdir.

### **Sonuç**

Dünyanın her yerinde sosyal medya farklı hedefler için kullanılmaktadır, Afganistan da gerekli ticari ve reklamcılık hedefleri için de kullanılırsa çok az masrafla büyük bir hedef kitleye mesajı duyurabiliriz ve bundan iyi sonuçlar elde edebiliriz.

Bu anketlere verilen cevaplara bakıldığında zaman sosyal medyanın artık bir haber aracı ve insan ile ayrılmaz bir bağlamda, sosyal medya insanlar arası, toplum arası, kamuoyu arası vs. İletişimi kolaylaştırmış ve artık iletişimin bir büyük parçasını dönmüş sayılmaktadır.

Konumuz olan sosyal medya araçlarında Afganistan'da Facebook etkisinde örneklem kısım olumlu cevaplarda bulunmuş ve çoğunluk Facebook etkisi olduğunu belirtmişlerdir.

Bu anket çalışmasına bakıldığında sosyal medyanın ne kadar etkisi olduğunu öğrendik ve bu sonuçlara bakarak sosyal medyayı artık bir haber aracı, reklamlar, tanıtımlar ve hatta bazı haksızlıklara karşı eylemleri hazırlamak ve o haksızlığın karşısına durmak için aynı düşüncede ve fikirde olan insanları toplamak için kullanabiliriz. Bu sayede az masrafla çok fazla hedef bireye ulaşabiliriz. Sosyal medyanın etkisini topluma iyi bildirdikten sonra bireyleri bir araya getirebiliriz. Bu sayede haklarını almaları için eylemlerin gerçekleştirilmesinde zor olmayacaktır.

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## **Akademik Kariyerin Sosyal Hayat Üzerine Etkileri: Öğretim Üyesi Görüşleri**

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### **ÖZET**

Modern Türkiye'nin kuruluşundan bu yana toplumsal ve kurumsal bazda önemli sorunlu alanlarından biri akademik çevreler olmuştur. Akademik faaliyetlerin (master & doktora) uzun süreli ve yorucu bir uğraş olduğu söylenebilir. Akademik hayatla sosyal hayatın birbirinin tamamlayıcısı olduğu ve her hangi birinin ihmal edilmemesinin mutlu olmanın önemli bir şartı olduğu göz önüne bulundurulduğunda, birini diğeri üzerine olumlu ya da olumsuz etkileri önemli bir araştırma konusu olarak ortaya çıkmaktadır. Bu çalışmada, Kocaeli üniversitesinde görev yapan 127 öğretim üyesinin master ve doktora eğitimleri döneminde yaşadıkları sorunların, görüşlerinden faydalanılarak belirlenmesi hedeflenmektedir. Öğretim üyesi görüşlerine göre, ertelenmiş evlilikler ve ekonomik yetersizlikler akademik hayatın sosyal hayat üzerindeki en önemli olumsuz etkileridir.

## An Analysis Of Vocabulary Teaching In Turkish Courses In Terms Of Creative Language Acquisition

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### ABSTRACT

The main function of language is communication. However, language is also the source and the tool for all fields of art that are based on language. Art productions are one of the indicative elements of being human. First Language Education is carried out at two major areas: comprehension (reading, listening) and narration (writing, speaking). Vocabulary teaching is one of the basic knowledge domains that play important roles in developing these skills. In order to improve students' main communication skills and their ability to use the language creatively and artistically, they need to build up their vocabulary knowledge to a certain level. Therefore, the aim of this study is to investigate the effectiveness of the vocabulary teaching activities in the Turkish Language course-books in terms of creative language use. As a descriptive study, this is a qualitative research in which scanning model has been used. In accordance with the aim of the research, the activities in the Turkish Language course-books published by the Ministry of National Education (MNE) and used in secondary education have been analyzed. The results of the quantitative analyses show that 56 % of the total vocabulary teaching activities is composed of figurative language. In other words, the activities used to teach creative language are used more than the activities utilized to teach denotative-basic meanings of the words (44%). Nevertheless, the qualitative analyses indicate that the great majority includes fixed expressions such as idioms, proverbs, metaphors. Therefore, it is found out that the course books do not include sufficient amount of activities to develop creative language use, and certain techniques related to improving creative language use have been suggested.

**Keywords:** Turkish Language Education, vocabulary teaching, creative language, word figure

### INTRODUCTION

First Language Education aims to enable individuals to develop the language they have acquired in the family and in the immediate environment within academic setting in a systematic way. This education aims to develop communication skills in the first place. Turkish Language courses play a fundamental role in improving reading, listening, speaking, and writing skills which are the sub-skills of communication skill in general. There are also certain sub-skills which are related to these four major language skills. The ability to use words correctly, appropriately, and with multi-dimensional meaning aspects is one of these sub-skills. Moreover, building such vocabulary knowledge constitutes a major part of vocabulary teaching. Grammar and vocabulary knowledge are the basis of all language skills. As a sub-field of language knowledge, vocabulary teaching occupies an important place in developing comprehension and narration skills. In this case, it is obvious that vocabulary teaching aiming to develop creative language use will affect all of the other language skills and areas. Vocabulary knowledge is one of the most significant indicators of the success in communication. In this regard, the aim of vocabulary teaching is to teach how to benefit from the systematic and magical structure of language and use them with their wide conceptual meanings.

Jakobson (1960) states that there are six functions of language, the first being the communication. Poetic function is also one of them. The aesthetic, creative, and artistic language use is not only related to the productions of art. When new meaning dimensions are produced from the structures available in the daily language, the impact value of the language, that's, its effectiveness increases. One of the features of human beings is their tendency for aesthetic and art. The poetic function of the language which is as important as its communication function denotes to its power of imagery. People do not speak only about the concrete objects and events available in their immediate environments. Hence, language makes use of imageries in particular. Imagery is an important terminology that lies between the concepts of image and creation and it requires being explained (Dils ve Boroditsky, 2010). "Imagery" can be defined as the ability to establish a relation among imaginary visions and to create new concepts and ideas. This is a conscious act. In fact, imagery is a unique ability peculiar to humans. To create unexpected and new relations among images is defined with the term "creative imagery". As the main topic of this study, *the figurative language*, in other words, *figures of speech*, is an indispensable element of creative language.

In educational contexts, it is necessary to choose texts which include many original associations and metaphors with rich connotative value and various meaning dimensions, and to design the activities accordingly. Because

incorporating the words with their new meaning dimensions to language teaching will enable students to use the language more creatively and fluently. To help students discover the imaginary potential, vocabulary teaching activities in Turkish lessons can be highly effective.

In time, apart from their basic meanings words take on temporary meanings though permanent or new connotations and imageries such as polysemy, metaphors, and idioms. This phenomenon indicates that words possess an enormous potential and wide meaning dimension. Connotation, metonymy, metaphors, and novel associations constitute the figurative use of language. Figurative language refers to the use of words out of their literal meanings and dictionary definitions (Çalışkan, 2013). According to Özkırmı (1994), although emotions and imagination are thoughts on the one hand, they are completely based on words. Therefore, the more words an individual know, the more their world of thoughts are developed since every word has its place in human minds as concepts. Thus, humans think through concepts, namely, words. Then how is it possible to build vocabulary knowledge? At this point, it is necessary to touch upon 'lexical semantics'. Lexical semantics examine words in terms of meaning dimensions such as synonymy, homonymy, and polysemy. Moreover, differently from the traditional language studies, it analyzes words as the parts of a whole. It accepts the fact that every signifier has certain aspects of meaning in structural, interpretive, and productive semantics (Aksan, 1994). Similarly, according to Kıran (1999), a word in a syntagm determines its value with the syntagmatic and paradigmatic relations with the elements that come before and after the word or both. Apart from syntagmatic relations, words sharing common features are connected to each other though associations in mind.

The figurative language which includes figures of speech such as metaphors, similes, and fixed expressions such as idioms and proverbs is an important part of both literary language and daily language as well (Çalışkan, 2013: 95). All of these figures of speech reflect and shape ideas, consequently, identify and direct human behaviors (Strenski, 1989). They enable individuals to think creatively, imagine, and make sense in their own lives. This, in return, prevents individuals from limiting their thoughts and help them find themselves in the depths of language (Tompkins ve Lawley, 2002). Incorporating the words with their new meaning dimensions to language teaching is related to enabling students to use the language more creatively and fluently.

It is hoped that this study which aims to examine the effectiveness of creative language teaching in Turkish courses will have significant contributions to the field. To the best of our knowledge, there is not a specific research related to the impact of vocabulary teaching activities on creative language use used in Turkish lessons although the review of the related literature shows that there are some studies regarding vocabulary teaching. It is thought that this study will make significant contributions to the field in terms of being a reference for further research by uncovering the features and the quality of the vocabulary teaching activities in Turkish lessons.

## THE STUDY

The aim of this study is to examine the effectiveness of the vocabulary teaching activities in the Ministry of Education's Middle School Turkish Language workbooks, with respect to the acquisition of a creative language. The main research question constructed in accordance to the aim of the study is: Are the vocabulary teaching activities in the Turkish Language workbook used by the Ministry of Education for the 2013-2014 Education Period, adequate with respect to the development and improvement of a creative language?

The descriptive analysis, which is a qualitative research method, has been used in this study. In accordance with the aim of the research, the vocabulary teaching activities in the relative textbooks have been surveyed and have been examined with the document analysis method. In this study, the vocabulary teaching has been limited to creative word (figures of speech) teaching and the examined textbooks have been limited to the Middle School Turkish Language student workbooks used by the Ministry of Education for the 2013-2014 Education Period. In the analysis process first of all the activities aiming the vocabulary teaching were identified among all activities in the textbook. Subsequently, these vocabulary teaching activities were categorized and converted to a table based on their characteristic of whether they are teaching the word's direct meaning or teaching figures of speech. This analysis and categorization operation was carried out separately for each relevant grade level, namely 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. During this categorization process, which was undertaken by domain experts, the directives and clarifications in the Turkish language teaching instructor's manuals that were prepared based on the Turkish Language Program were followed. In order to illustrate the realized categorization process, one application example for the word's direct meaning teaching and one application example for the figures of speech, both from the 8<sup>th</sup> grade textbook, are given below.

### Sample for figures of speech activities

3 activities from the text “Love Letters” (*Aşk Mektupları*)

Find the meanings of the idioms given below and write these meanings next to them. Then, write down a sample sentence in accordance with the meaning of the idiom.

- “Be down in the dumps” (*yüreğine ateş düşmek*): .....  
My sentence : .....
- “Scream blue murder” (*Kıyametleri koparmak*) : .....  
My sentence : .....
- “Lose face” (*Küçük düşmek*): .....  
My sentence: .....

### Sample for teaching a word’s direct meaning

3 activities from the text “Boğaçhan, the Lion of the Kazılık Mountain” (*Kazılık Dağı'nın Aslanı Boğaçhan*)

Find the meanings of the words and word groups from the dictionary and write these meanings next to them. Construct a sentence with each.

- “Nomad tent” (*Oba*): .....  
My sentence: .....
- “Bridle” (*Zaptetmek*): .....  
My sentence: .....
- “Inn” (*Han*) : .....  
My sentence: .....
- “Roach” (*Çamçak*): .....  
My sentence: .....
- “Kumys” (*Kımız*) : .....  
My sentence: .....
- “Quiver” (*Sadak*): .....  
My sentence: .....
- Stowage (*İstif*): .....  
My sentence: .....
- Claw (*Pençe*): .....  
My sentence: .....

**FINDINGS**

The number of total vocabulary teaching activities, the number of teaching a word's direct meaning activities and the number of figures of speech activities in the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades, and their corresponding percentages are given in Table 1.

**Table 1** The Number and Percentage Distribution to Grades of Teaching a Word's Direct Meaning Activities and Figures of Speech Activities

<b>5<sup>th</sup> Grade</b>	
<i>Number of Activities</i>	335
<i>Total Number of Vocabulary Teaching Activities</i>	149 ( %44)
<i>Total Number of Figures of Speech Activities</i>	59 (%39)
<b>6<sup>th</sup> Grade</b>	
Number of Activities	321
Total Number of Vocabulary Teaching Activities	77 ( %23)
Total Number of Figures of Speech Activities	55 ( %71)
<b>7<sup>th</sup> Grade</b>	
Number of Activities	332
Total Number of Vocabulary Teaching Activities	71 ( %21)
Total Number of Figures of Speech Activities	38 ( %53)
<b>8<sup>th</sup> Grade</b>	
Number of Activities	285
Total Number of Vocabulary Teaching Activities	93 ( %32)
Total Number of Figures of Speech Activities	67 ( %72)
<b>Overall</b>	
Overall Number of Activities	1273
Overall Total Number of Vocabulary Teaching Activities	390 ( %30)
Overall Total Number of Figures of Speech Activities	219 ( %56)

When the distribution of the Middle School Turkish Language vocabulary teaching activities to the grades and their relative characteristics is examined it can be seen that within all grades, most vocabulary activities are in 5<sup>th</sup> grade. On the other hand, the number of figures of speech activities within all vocabulary teaching activities is more in 6<sup>th</sup> and 8<sup>th</sup> grades, compared to 5<sup>th</sup> and 7<sup>th</sup> grades. In other words, it is observed that as the grade level increases the number of vocabulary teaching activities declines. Moreover, it is noteworthy that vocabulary activities at higher grades substantially are figures of speech activities.

The distribution of the activities according to the text type are given in Table 2.

**Table 2** The Distribution of Vocabulary Teaching and Figures of Speech Activities to Text Types

Grade	Text type	Number of texts	Effect score to vocabulary instruction	Effect score to figures of speech
5	Literary	16	81	34
	Instructive	16	68	25
6	Literary	15	44	32
	Instructive	9	33	23
7	Literary	16	46	23
	Instructive	8	25	15
8	Literary	12	49	39
	Instructive	13	44	28
<b>Total</b>	Literary	59	220	128
	Instructive	46	170	91

Examining Table 2 it is seen that the number of figures of speech activities in literary texts is higher compared to the number of figures of speech activities in instructive texts.

In order to obtain information regarding the quality of the activities in the workbooks, they were examined with respect to activity types and the findings are presented in Table 3.

**Table 3** The Distribution of Vocabulary Activities Based on Type and Grade

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***Types of Activities Used for Vocabulary Instruction in the 5<sup>th</sup> Grade Turkish Language Student Workbook***

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- Unknown word activities
  - Keyword activities
  - Lexicalization with a given derivational affix
  - Entity arrangement based on entity types
  - Finding synonyms and antonyms
  - Comprehending homonymous words
  - Constructing a sentence with unordered words – completing the sentence with the appropriate word
  - Cartoon – photograph – picture interpretation
  - Puzzle (crossword) activity with words that their meanings are given
  - Writing activities with different text types
  - Finding the implicit (hidden) meaning
  - Constructing concept maps
  - Finding the words with figurative meaning, idioms and proverbs – interpreting their meaning
- 

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***Types of Activities Used for Vocabulary Instruction in the 6<sup>th</sup> Grade Turkish Language Student Workbook***

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- Activities to differentiate between the figurative and actual meaning
  - Activities to match idioms with their meanings – idiom analysis
  - Text writing activities by using keywords
  - Word activities aimed at finding the text type
  - Word activities aimed at finding the figures of speech
  - Finding synonyms, homonyms and antonyms
  - Puzzle (crossword) activity with words that their meanings are given
  - Writing activities with different text types
  - Finding the implicit (hidden) meaning
  - Unknown word activities
  - Interpreting different images
- 

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***Types of Activities Used for Vocabulary Instruction in the 7<sup>th</sup> Grade Turkish Language Student Workbook***

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- Finding synonyms, homonyms and antonyms
  - Keyword search and find activities
  - Puzzle (crossword) activity with words that their meanings are given
  - Activities to match idioms with their meanings – idiom analysis
  - Writing activities on different text types
  - Unknown word activities
  - Figures of speech activities
-

- 
- Activities to differentiate between the figurative and actual meaning
  - Finding the words that belong to the same conceptual field
  - Finding the implicit (hidden) meaning
  - Interpreting different images
- 

***Types of Activities Used for Vocabulary Instruction in the 8<sup>th</sup> Grade Turkish Language Student Workbook***

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- Activities to differentiate between the figurative, actual and connotation meaning
  - Finding and identifying synonyms, homonyms and antonyms
  - Comprehending homonymous words
  - Interpreting images
  - Writing activities with different text types
  - Proverb and idiom analysis
  - Finding and identifying figures of speech
  - Unknown word activities
  - Matching words that their meanings are given, with each other
  - Keyword activities
  - Finding the implicit (hidden) meaning
  - Interpreting images
- 

As it can be seen in Table 3, the examined activities show similarities with respect to their activity types. The ones related to figurative language are in the way of having the student find the related figure of speech. No activity has been found that is related to the development of figures of speech.

## CONCLUSION

When the findings of the study are examined, it is observed that on the overall grades level, the number of figures of speech activities are relatively more than the teaching activities of word's direct meaning. This observation, at first view is satisfactory. Connotations and combinations with artistic usage are in second position, therefore, the fact that their meanings are less known than the word's direct meaning, can be considered as an expected result. However, a finding that we consider important with respect to this study is that when the textbook activities that are used to teach figures of speech are qualitatively examined, it is seen that almost all of them consist of cliché and stereotyped words and phrases like figurative phrases, idioms and proverbs. These are only quantitatively adequate in terms of developing and improving the use of creative language, but it is our belief that these structures are not structures that would constitute the cognitive and creative processes effective. In parallel with this structural repetitiveness and uniformity, it has been observed that the figures of speech activities are of similar characteristics at each unit, subject and text.

Figures of speech, both in terms of structure and meaning, are products of abstract thinking. It is identified that there is an increase on figures of speech activities at the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades. This increase is agreeable with the development of abstract thinking skills of the students, which development is in parallel with their age, intellect and personality development. However, even though the activities are sufficient in quantitative terms, it is appraised that they are inadequate in qualitative terms. The reason for that is that the figures of speech activities consist mostly of idioms, proverbs and figurative phrases. It is observed that metaphors, poetic syncretism and similar figurative language usages have been ignored.

It is seen that the number of figures of speech activities in literary texts is higher than the number of figures of speech activities in instructive texts. Due to their nature these texts accommodate figures of speech in higher rates, therefore this was a foreseen finding. This is because literary texts have the characteristic of being a field of the creative, aesthetic and artistic use of language. However, similes and metaphors can add strength to the expression of not only literary texts but also of informative texts. In this context, the fact that figures of speech activities have been overlooked in instructive texts has attracted our attention as a deficiency.

As it can be seen by the activity categorization of the word teaching activities in the findings section, the activities are mechanical and repetitive. This characteristic is not only prevalent in the figures of speech activities but also in activities for teaching words' direct meaning. In this context, primarily an emphasis should be placed on the teaching of metaphors as they require a creative cognitive and emotional process within the writing and word teaching activities. For that purpose, texts that have conceptual metaphors should be included to the textbooks. Within the context of comprehension activities the analysis of these structures, and within the context of expression activities the development of similar structures by the students should be included.

There are differences between the difficulties of understanding a language and speaking in that language. If an analogy can be constructed with on that fact, we can argue that individuals who can construct their own creative language products and use them have internalized the language. Students should be encouraged to develop headings, slogans and banners as creative word structures and thus to use their mother tongue freely. This is considered to be important to develop and improve the speaking and writing skills of the students and to add to their self-confidence on effective communication.

The figurative language does not only include stereotyped language figures (proverbs, idioms, etc.). A higher step from that is the use of the words in the language in very different forms by having them in uncommon syncretisms. Idioms and proverbs, as they are self-stereotyped expressions, they do not possess a high adequacy in developing the creative language. In order to use creativity, the individual should construct the meaning characteristics and relations in stereotyped expressions with different words or concepts and new meanings should be produced. Idioms, proverbs and figurative expressions that are used in Turkish language courses within the scope of word teaching, have great importance in terms of the language's vocabulary and therefore they need to be taught meticulously. However, diversifying the methods, activities and materials used in their teaching would be appropriate.

Words committed to mental processes in order to understand something can be named as passive, whereas the words that are processed in mind and used to construct new structures in order for the individuals to express themselves can be named as active (Özbay, 2008). Ensuring that students can develop their own language figures, would actually allow an effective vocabulary to become functional.

The human thinking process is realized with symbols. By constructing relations between the words and symbols in the process of oral and written communication the thinking, comprehension, decision-making and response giving processes of the students are evoked. In other words, by encouraging and facilitating creativity in language at the same time a creative thinking education is realized. Therefore, the teaching of figures of speech and especially the teaching of conceptual metaphors should not only be viewed as a topic of Turkish courses. In order to transfer the creative language to the educational environment special importance should be given to selection of texts where words are used with different meaning dimensions, are highly connotative, have unusual syncretisms and include elements with high potentials of creativity, such as metaphors. Activities are required to be suitable to allow the comprehension of the creativity and aesthetics of these structures. As elements of figures of speech contribute to individual's creative thinking processes and to his/her skills of interpreting the life, it would be helpful if these elements are emphasized and their use is encouraged in all disciplines in the academic domain.

Another observation of this study is that the instructions and clarifications on the instructor's manual regarding word teaching are not adequately reflected on the applications in the student workbooks. It can be suggested that the teachers should not rely entirely to the textbooks but can develop and construct their own activities and exercises with respect to the specific purpose.

At the existing Turkish Language Course Teaching Program (2006) the main purpose of language teaching has been set as "having the students comprehend the aspects and profiles the language takes in different contexts, express themselves with the use of language, enrich their emotional, mental and imagination worlds by allowing them to access different sources of information and knowledge". Therefore, in accordance with this purpose, it would be appropriate if the activities would be developed by taking into consideration all aforementioned characteristics.

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## An Assessment Of Epitaphs Of Ottoman Era In Terms Of Philology And Meaning

**Edip YILMAZ**

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Turks, with the acceptance of Islam, maintained some of their old customs shaping them in an Islamic way. One of them is burial custom. In the past they were digging **Kurgan** and putting **Balbal** stone on the head of the dead. With Islam, they have built **Türbe and Kümbet** and put a **headstone** on the head of the graves. It's possible to encounter to these samples all around Anatolia.

Even though Islam don't lean toward ornate graves, this custom continues in Muslim Turkish society. While in other communities it's called as grave, tomb or sepulcher; our ancestors call the burial ares as graveyard in other words a place to visit. By this way they adapt this pleasant custom of Islam and also they try to warn and guide the visitors with the exemplary quotes on the head stones and redeem themselves.

Key words: Ottoman era, epitaph, grave, headstone

### OSMANLI DÖNEMİ MEZAR TAŞI KİTABELERİNİN DİL ve İÇERİK YÖNÜNDE DEĞERLENDİRİLMESİ

Ölüm her canlı için mukadderdir. Nitekim Cenab-ı Mevla bir ayet-i kerimede mealen, **“Her nefis ölümü tadacaktır.”**<sup>1</sup> buyurmaktadır. Yine rivayete göre bir melekü'l-mevt her sabah nida eder ve der ki: **“Lidû li'l-mevti ve'bnû li'l-harabi.”**<sup>2</sup> Yani, ölmek için dünyaya geliyorsunuz, harab olmak için binalar yapıyorsunuz. Hazret-i Ademle başlayan insanlık serüveni kıyamete kadar bu minval üzere devam edip gidecektir.

Öldükten sonra tekrar dirilme isteği Cenab-ı Halık tarafından insan fitratına dercedildiği için, her insanda ebedi yaşama arzusu vardır. Nitekim, Farsça şu söz onu güzel bir şekilde açıklamaktadır: **“Eger ne hahi dad, ne dadi hah.”**<sup>3</sup> Yani eğer vermek istemeseydi, istemek vermezdi. Ebedi yaşama arzusunu, dünyada karşılığını bulmadığına göre, ebedi yaşanacak bir yer vardır, o da ahirettir.

Bu sebepledir ki insanlar ölen yakınlarını, bir bekleme salonu niteliğinde olan mezaristana defnederken bunu da göz önünde bulunduruyorlar. İslam inancına göre ölüyü toprağa vermek gerekir. Tevhid inancından çıksalar bile insanların ekserisinde fitratın, **“ebed, ebed!”** sesine kulak verilerek, yeniden dirilecek ölüleri için, kimisi piramitleri inşa etmiş, ölülerini ona gömmüş; kimisi kaya mezarları oyarak ölülerini orada muhafaza etmeye çalışmışlar. Eski Türklerde olduğu gibi, kimisi de **kurgan** adını verdikleri oda mezarlar inşa ederek, ölüyü eşyaları ile birlikte oraya gömmüşler: bazen de defnettikleri ölülerinin başına **“Balbal”** adını verdikleri taştan heykeller dikmişlerdir(Foto 1).

<sup>1</sup> Ali İmran Suresi, 3/185.

<sup>2</sup> Bediüzzaman Said Nursi, Lem'alar, İstanbul 2009, s. 284.

<sup>3</sup> Said Nursi, Mektûbat, İstanbul 2009, s. 324.



**Foto 1: Balballar**

Türkler İslamiyeti kabul ettikten sonra bu geleneklerini beraberlerinde getirerek, kurganların yerine türbe ve kümbetler, balbalların yerine şahide adını verdiğimiz mezar taşlarını ikame etmişlerdir. İslam süslü mezar yapımına sıcak bakmasa bile Müslüman Türkler Karahanlılardan başlayarak Gazneliler, Selçuklular ve Osmanlılarda bu geleneği devam ettirmişler. Anadolu'yu fethettikten sonra bunun en önemli örneğini Ahlat'ta vermişler ve abidevi *Ahlat Mezar Taşları*'nı yaparak tarihe mal etmişlerdir(Foto 2).



**Foto 2: Ahlat Mezar Taşları**

Osmanlılar Döneminde de Anadolu'nun hemen her yerinde birbirinden güzel Türbeler(Foto 3), sandukalı ve şahideli mezarlar yapmışlar(Foto 4-5-6). Sadece mezar taşlarını yapmakla kalmamışlar; bu taşlara, hat sanatıyla, manası ile birbirinden güzel kitabeler yazarak gelecek nesillere geçmişten güzel bir pencere açmışlardır.



**Foto 3: Tercan Mama Hatun Künbedi**



**Foto 4: Sandukali Mezar**



**Foto 5: Şahideli Mezar**



**Foto 6: Kadın Mezar Taşları**

Kitabelerin başlangıç kısmına yazdıkları, “*Huve’l-Baki, Huve’l-Muin, Huve’l-Hallaku’l-Baki*” gibi ifadelerle baki olan yalnız Allah olduğunu, gidilen yerde yardım edecek olan zatın ancak O olduğu ifade edilmekte, ilerleyen kısımlarda bir birinden güzel ifadelerle ziyarete gelen şahısları ikaz ve irşad etme görevini vefatlarından sonra da devam ettirmektedirler. Ayrıca vefat eden şahsın kimliği, mesleği, bazen de vefat sebebi verilerek, o yörenin tarihine ışık tutulmaktadır.

Kitabelerde Doğu ve güney doğu bölgelerinde yaygın olarak Arapça ve Farsça dil kullanılmış, buna karşılık, Orta ve Batı Anadolu'da ise ağırlıklı olarak Kitabeler Osmanlı Türkçesi ile yazılmıştır. Bunun yanında Arapça ve Farsça kitabelere de oldukça fazla yer verilmiştir. Aşağıda örnekleri verilen kitabelerden, ecdadımızın, Osmanlıca'yı çok ustaca kullandıkları, Arapça ve hatta Farsça da bildikleri anlaşılmaktadır. Maalesef şimdiki neslimiz, bu güzelim yazıları sadece seyrediyor, muhtevasındaki güzelliklerden istifade edemiyoruz.

## **KİTABELERDEN ÖRNEKLER**

### **Arapça Kitabeler**

#### **1 Huve'l-Muin**

2 Zünubî ke-mevci'l-bihari bel hiye ekser

3 Sağıruha mislü'l-cibali bel huve ekber

4 Lakin inde'l-kerîmi iza afa

5 Ke-cenahi'l-baudeti bel hiye aşğar

6 Derviş Efendi zade el-Hac

7 Mustafa Efendi kerimesi

8 Ve Mütevellî el-Hac Ahmed Efendi

9 Halilesi merhume ve mağfure leha

10 Emine Kadın ruhiçun el-Fâtiha

11 Rebiü'l-evvel 12 sene 1231/11 Şubat 1816

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#### **1 Huve'l-Baki**

2 İlahî ente rahmanî

3 Recai minke ğufrânî

4 Vela te'huz bi-isyanî

5 Ve kemmil kulle noksanî

6 Şeyh Ahmed zade zevcesi

7 Merhume Emine Kadın Rûhuna

8 Fâtiha sene 1232 Receb/Mayıs-Haziran 1817

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#### **1 Huve'l-Baki sene 1235**

2 İza eteyte li yevmi'l-cem'i tes'elnî

3 Vecedteni haziriye'l-vücudi ve'l-keremi

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#### **1 Huve'l-Baki**

2 İlahî abduke'l-asi etaka

3 Mukirrun bi'z-zünubî kad daaka

4 Fe in tağfir fe-ente li-zake ehla

5 Ve in tatrud fe-men yarham sivaka

6 Beşe kuli kerimesi Fatıma kadın

### **Farsca Kitabe**

- 1 **Huve dost** sene 1296
- 2 Ya Rab bı-ibadat-i resuli's-sakalayn
- 3 Ya Rab bı-gaza kunende-i Bedr u Huneyn
- 4 İsyân-ı mera du nim kun der Arasat
- 5 Nimeş bı-Hasan bı-bahş nimeş bı-Hüseyn
- 6 Koca Hacı zade merhum
- 7 Hacı Mustafa Babanın
- 8 Rûhuna Fâtiha

### **Türkçe Kitabeler**

#### **(genç yaşta vefat eden)**

- 1 **Huve'l-muin** sene 1249 15 Receb/28 Kasım 1833
- 2 Derdime derman aradım bir ilacın bulamadım
- 3 Hasreta fani cihanda tul ömür sürmedim
- 4 Firkata takdir bu imiş ta ezelden bilmedim
- 5 Dumanlı zade Mustafa Ağa
- 6 Kerimesi Fatıma Rûhuna Fâtiha

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#### **1 Huve'l-Hayy** sene 1285/13 Kasım 1868

- 2 27 Receb
- 3 Beni kıl mağfıret ya Rabb-ı Yezdan
- 4 Bi-hakk-ı arş-ı a'zam nur-u Kur'an
- 5 Gelub kabrim ziyaret iden ihvan
- 6 İde ruhuma bir Fatıha ihsan
- 7 Soliğan zade Hacı
- 8 Hafız İbrahim Efendi
- 9 Kerimesi Emine Hatun ruhuna
- 10 Fatıha

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#### **1 Huve'l-Baki**

- 2 Sene 1327 23 Ramazan/8 Ekim 1909
- 3 İbret al seng-i mezarımdan oku bir Fâtiha
- 4 Köprüdür alem geçer bu gün bana yarın sana
- 5 Paşa zade Raşid Efendi
- 6 Zevcesi Hadice Hanım Ruhuna Fatıha

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#### **1 Huve'l-Baki** sene 1245 2 Cemaziye'l-ula/30 Ekim 1829

- 2 Sarılıb çıkdı dıraht-ı ömrüme mar-ı eccl
- 3 Aşıyan-ı tende yatar bülbül-i can bi-haber
- 4 Ger cihanda mümkün olsa idi beka
- 5 Terk idub gitmez idi andan Mustafa

## 6 Merhum ve mağfur leha

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- 1 **Ah mine'mevt** 1324/1907
  - 2 Mağfiredet kıl bendene Rabb-ı Celil
  - 3 Gelmişim babına sergerdan ve sefil
  - 4 Kıl şefaata mücrimim ya Muhammed
  - 5 Ruz-i mahşerde beni itme
- 

1 **Huve'l-Baki**

- 2 Bu dünyada bulmadım hiç rahatı
- 3 İhtiyar itdim anınçun rihleti
- 4 Kimse gülmez kimse dahi gülmeye
- 5 Zevkine değmez cihanın mihneti
- 6 Dar-ı dünya bir misafirhanedir
- 7 Akli olan bundan alsun ibreti<sup>4</sup>

## 4. Değerlendirme:

Birçok tahribata rağmen zengin mezar taşı potansiyeline sahip Olan Anadolu'da yapılan çalışmalar sonucunda beylikler ve Osmanlı dönemine ait bir çok mezar taşı tesbit edilmiştir. Beylikler dönemi mezar taşları tipolojik olarak Ahlat ve Hakkari yöresi mezar taşlarını andırmaktadır. Ancak bu mezar taşları, Ahlat mezar taşları ile kıyaslandığında süsleme özellikleri ve boyutları itibarı ile mütevazı sayılabilecek konumdadırlar.<sup>5</sup> Orta ve Doğu Anadolu'daki mezar taşları, Batı Anadolu Mezar taşları ile karşılaştırıldığında biçim ve içerik bakımından benzerlik taşıdığını görmekteyiz.<sup>6</sup> Bununla beraber İstanbul ve Bursa'daki mezar taşları, özellik itibarıyla hepsinden daha görkemli ve daha zengin içeriklidir.<sup>7</sup>

Beylikler dönemi mezar taşı kitabelerinde, "*Her nefis Ölümü Tadıcıdır.*" Mealindeki Ayet-i Kerime ile "*Dünya ahiretin tarlasıdır.*" Mealinde Hadis-i şeriflere yer verilmektedir. Buna karşılık Osmanlı dönemi mezar taşlarında, yukarıdaki Arapça ve Osmanlıca kitabe örneklerinde görüldüğü gibi, seçtikleri anlamlı ve ibret verici birbirinden güzel sözler nakşetmişler. Her ne kadar süslü mezar taşı dinen uygun görülmesine de ecdadımız, ziyarete gelenlere verdiği mesajlarla bir nevi bunu telafi eder vaziyet almışlar. Şöyle ki: Ziyarete gelenlere dünyanın fani olduğunu, kendisinin de bizler gibi bu dünyada gezip tozduğunu, ancak bugün toprak altında olduklarını, «*Ger cihanda mümkün olsa idi beka, Terk edip gitmezdi andan Mustafa.*» benzeri ifadelerle insanları ikaz ve irşad etmeye çalışmışlardır. Mekânları cennet olsun!..

Diğer taraftan mezar taşı kitabelerinde, o yörede yaşamış önemli şahsiyetler, çeşitli meslek erbabı hakkında bilgi verilmekte, böylece bu yörenin biyografisi hakkında malumat sahibi olmamız sağlanmış olmaktadır.

<sup>4</sup> Edip Yılmaz, "*İzmir Ödemiş'teki Türk-İslam Devri Mezar Taşları*", Yüzüncü Yıl Üniversitesi Sosyal Bilimler Enstitüsü(Yayınlanmamış Doktora Tezi), Van 2003, Bkz. Katalog kısmı.

<sup>5</sup> Kemal Özkurt, "*Hakkari Mezar Taşlarında Yazı ve İçerik*", Uluslararası Vangölü Havzası Sempozyumu, 6-8 Haziran 2007, Ankara 2008, s. 247.

<sup>6</sup> Hür Kamil Biçici, "*Manisa Gördes'e Bulunan Osmanlı Dönemi Süslemeli Mezar Taşları*" Gazi Üniversitesi Sosyal Bilimler Enstitüsü Sanat Tarihi Anabilim Dalı(Yayınlanmamış doktora tezi), Ankara 2004(bkz. Katalog kısmı); Yrd. Doç. Dr. Mustafa Kurul, "*Isparta Hanife Sultan Mezarlığında Bir Odada Toplu Halde Bulunan Osmanlı Dönemi Mezar Taşları*", İSTEM, İslam Sanat, Tarih, Edebiyat ve Musiki Dergisi 24, Konya 2014, s. 131-155; Canan Hanoğlu, "*Erzurum Merkezde Cami Hazirelerinde bulunan XVIII-XIX. Y.Y. Mezar Taşları*", Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Sanat Tarihi Anabilim Dalı(Yayınlanmamış Yüksek Lisans Tezi), Erzurum 2006(Bkz. Katalog kısmı); Hacer Kara, Şerife Danışık, *Konya Mezarlıkları ve Mezar Taşları*, Konya 2005(Bkz. Katalog kısmı); Süleyman Berk, "*Zamanı Aşan Taşlar*", İstanbul. S.36 v.d; Ertan Daş, "*İzmir'de Taş Çiçekler*", İzmir 2012, s.39 v.d. "*Yalova'da Osmanlı Dönemi Mezar Taşları*", Yalova Valiliği İl Kültür ve Turizm Müdürlüğü Yayını, s. 5 v.d.

<sup>7</sup> Bkz. Süleyman Berk, *Zamanı Aşan Taşlar*, İstanbul



Foto 7: Haşimi neslinden Aişe Kadın'ın mezar taşı<sup>8</sup>

**Kitabelerden alınması gereken önemli derslerden birisi de;** yukarıda zikredilen örneklerden anlaşılacağı üzere, birçok muhaceretlere(göçlere) sahne olan Anadolu'da nesiller o kadar karışmış ki, Bediüzzaman'ın dediği gibi, *Levh-i mahfuz açılrsa kimin hangi ırka mensup olduğu ancak belli olur.*<sup>9</sup> Dahası hepimiz bir anadan bir babadan gelmiyor muyuz? Bunu bir tarafa bırakacak olursak, Ziya Gökalp'ın, «*Din dil bir ise millet birdir.*» sözüne ilave olarak, *dilimiz bir, dinimiz bir, memleketimiz bir, bayrağımız bir, kiblemiz bir, bir, bir... binler kadar bir... Bu kadar bir birler; vahdet ve tevhidi, vifak ve ittifakı, muhabbet ve uhuvveti iktiza ettiği ve kâinatı ve küreleri birbirine bağlayacak manevi zincirler buldukları halde* bütün bunlar, bu gün her şeyden çok birlik ve beraberliğe ihtiyaç duyduğumuz bir zamanda neden göz ardı ediliyor veya edilmeye çalışılıyor, bu ancak iç ve dış düşmanları sevindirecek bir haldir. Onları daha fazla sevindirmemek için şu söz şiarımız olsun: *Milliyetimiz bir vücuttur, ruhu İslâmiyet, aklı iman ve Kur'andır.*

<sup>8</sup> İzmir ili Ödemiş ilçesi Gölcük Beldesi Örselli mezarlığında yer alan bu mezar taşı, göç hareketlerine güzel bir örnektir.(Bkz. Edip Yılmaz, "İzmir Ödemiş'teki Türk-İslam Dönemi mezar Taşları", s. 49.

<sup>9</sup> Said Nursi, Mektubat, İstanbul 2009, s. 349.

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## **An Exploration Of Arab Students Opinions On Higher Education System In Romania**

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### **ABSTRACT**

The article analyzes how the Arab students adapts to the education system and daily life in Romania. First it shows the attraction of Romanian schools for Arab students to attend graduate, masters and PhD studies. Then identified some Romanian cultural particularities and how they consider be. Based on the responses to a questionnaire identifies Arab students opinion about how they are received by the Romanian colleagues, and by society in general. Likewise identified Romanian students opinion about their fellow Arabs. At the end of the paper, shows some changes that have been made in teaching to ensure the performance of all students, including those Arabs.

**Keywords:** education abroad, technical education, cultural adaptations.

### **INTRODUCTION**

Traditionally, Higher Education in Romania has a world-wide reputation as a centre of excellence in learning, teaching and practice. Romanian Universities and Colleges have been receiving thousands and thousands of students from all over the world, especially from developing countries. Today most all Romanian Universities are partners with thousands of well known Universities in all over the world. And Romania has become one of countries offering state-of-the-art facilities and cutting-edge research opportunities together with the chance to walk in the footsteps of so many of the world's most influential thinkers.

Higher education institutions in Romania began to provide education services based on promoting international cooperation between universities in order to respond to the requests coming from different industries. In these conditions appeared a large number of educational offerings for students from different countries.

The Romanian education was popular among the foreign students, especially after World War II. Before this, between 1850 and 1914 many Romanian students have studied inn other European countries and afterwards they have contributed in building up the Romanian education system, Romanian industry and culture. Today, when Romania is part of the European Union, it can be noticed an increased mobility among youngsters that decide to go abroad for studies in European universities or in USA.

The purpose of this article is to identify key aspects that represent an attraction for foreign students to come to study in Romania, especially Arabic students. To identify these attractive factors we have started our analysis beginning with a range of studies met to underline the cultural particularities of the Romanian people.

### **ROMANIAN EDUCATION ATTRACTION**

The Romanian higher education system comprised 48 public universities and 56 private universities These universities included 536 faculties with a total number of 620,529 students enrolled. Mention should be made that the data available do not allow for the identification of the accurate number of individuals enrolled in the Romanian universities, either public or private.

In 2014, 12.000 foreign students were registered in Romania and in 2015 their number reached 21.000. Most of them are coming from other European countries, especially from France but 6100 foreign students are from non-European countries. The number of foreign students registered for a bachelor degree is around 19.000, for a master degree have registered around 1000 foreign students and for Ph.D around 1000. Foreign students have arrived also from Arabic countries, for example from Tunisia have registered around 1500 and from Maroc around 900.

The application file must be sent to Romania by 15th of September (for undergraduate and graduate studies), but there is no deadline for PhD applicants. International students have to prove good knowledge of the teaching language (English, French or German). For the students who do not meet this criterion there are specialized departments where they can improve their language skills.

It is commonly believed that foreign students decide to attend the Romanian universities due the high quality of the education. There are also opinions that state the fact that Romanian universities represent an attraction due to lower tuition fees in comparison with other European countries and also due to the low cost of living. Researches have demonstrated that foreign students have chosen Romania to complete their education because the living costs in Romania are low even though the trend is heading towards the European Union level, also universities' tuition fees are smaller compared to other European countries (3200 USD or 2300 Euros per year), there is also the possibility of getting hired in a multinational company at a wage similar with the ones in European Union, in addition to this the Romanian Government offers study scholarships to talented. The average annual budget for studying in Romania is: €5500 (€4700 - living expenses, €300 for Books, €500 for Holidays/travel in Romania).

The majority of the foreign students have enrolled in the medical university but also they have enrolled in other universities as well. For example, the Polytechnic University of Bucharest has around 27.000 students, 800 out of 27.000 are foreign students enrolled for a bachelor, master and Ph.D degree. 700 students out of 800 foreign students that the University has are from Arabic countries and Turkey.

Polytechnic University of Bucharest is the oldest and most prestigious engineering school in Romania, with a tradition accumulated over 190 years of existence through the efforts of some of the greatest teachers of our nation, defines its uniqueness by creating knowledge through research and by technological innovation and its implementation through education and vocational training at European level. University Politehnica boasts many years of academic excellence. A rich academic heritage is based around many landmarks in human knowledge, and today's this higher education institution benefit from this lasting legacy.

The studies in University POLITEHNICA of Bucharest can be done in international languages at the following in different faculties. For bachelor studying electronics and telecommunications engineering (in English, French, Germany), computers and information technology (in English, French), applied electronics (in Germany), mechanical engineering (in English, French, Germany), chemistry and engineering of organic chemicals, petroleum and coal chemistry (in English, French), materials engineering-materials science (in English, French), economical engineering for electrical, electronics and power engineering fields (in Germany), economical engineering for mechanical field (in Germany), air navigation (in English).

For master studying business management in (English), biomedical informatics (in English), automatic translation technology (in French), business administration of industrial systems (in Germany), engineering and management of industrial systems (in French), software engineering (in English), mechatronics and bionics technique and organization (in Germany), management digital enterprise (in English), artificial intelligence (in English), advanced microelectronics (in English).

Another factor of attraction is the certification programs in universities. The qualifications of Higher education must be internationally recognized. Transferable qualifications aid mobility, making it easier for students to further study or to transfer achieved credits to other higher education institution or to move from studying to launching a career elsewhere. In order to facilitate and ensure that the quality and transferability of higher education qualifications mean something and are recognized all over the world, Politehnica University developed and apply a number of instruments, among which: European Credit Transfer and Accumulation System (ECTS), The Diploma Supplement (DS), The European Quality Charter for Mobility, The European Qualifications Framework for Lifelong Learning (EQF), The ENIC Network (European Network of Information Centre on academic recognition and mobility), The NARIC Network (National Academic Recognition Information Centre).

### **THE CULTURAL PARTICULARITIES**

Even though all the aspects mentioned above are true, from different discussions with foreign and Romanian students resulted that the Romanian people demonstrated kindness towards the foreign students that have arrived in Romania for studies.

Now Romanians are adapting to the European culture, but some cultural aspects have been formed over time and can not be ignored. It has been studied in the last 150 years folklore, traditions, customs, mores, popular literature, classical literature, art, film, religion, nature, architecture and through this cultural particularities were identified. The opinions are quite divergent, but in general any Romanian believes that the peasants, which until 50 years ago used to represent the majority in the country, should be welcoming, tolerant, humane.

It is true that different races have contributed to the Romanian people, some in a higher proportion such as Dacians, Romans and Slavs and others in a smaller like Turkish peoples. For example (quote from Stănescu

2006), D. Drăghicescu (1907) in a classic book believes that the Scythians would have transmitted a strong will, a sharp mind, lively, an opening towards relationships, on the other hand they have also transmitted a some kind of guile, hypocrisy, duplicity. From Thracian it has been inherited the sober character and some sort of guile and even the tendency to deceive. The Romans would have transmitted the forbearance, strong-willed character and sometimes choleric temperament. Slavs contributed with a sense of sociability, an exuberant enthusiasm, belief in superstitions. From the Turkish people it is believed to have acquired a certain carelessness, belief in destiny, in faith and luck and the lack of confidence in ourselves. From the experience of being in contact with the great empires that used to be right across the border, Draghicescu also distinguishes the passivity, the resignation, the lack of offensive power and defensive resistance practice. From these key cultural particularities would results the heterogeneity of the Romanian people ethos.

As shown in the literature (Stănescu 2006), great Romanian philosopher, Lucian Blaga believes that the geographical place has influenced the Romanians' body and soul. The great French geographer Em. de Marton noted that Romania's geography is an almost ideal space. Being sedentary and taking care of agriculture to survive, the Romanians knew that time passes after a certain cyclical. Other scholars such as C. Radulescu-Motru said that Romanian history thought them to resist over time and to behave sometimes collectively and sometimes individually to hide their existence. The great historian Vasile Parvan speaks about fatalism, melancholy, levity into action and about a shell where the soul retreats. The philosopher Constantin Noica noticed a serenity and a fear of change, a shepherd cosmic solitude. The writer Mircea Eliade noted that Romanians being surrounded by great empires have adapted, although they are neither pessimistic, nor passive, nor resigned. Mihail Ralea believed that Romanians are essentially good, with no memory of the evil, not infatuation and exhibit passive adaptability resulting from the East passivity. Other scientists have noted a tolerant and open character, no religious wars, maybe some soul atheism although it is not declared and that the Christianity has profoundly influenced their lives. Romanians were too weary to deal too much with spirituality until the Middle Ages and they have witnessed a lot in their long history.

We believe that these divergent characteristics belong to people of every nation and not to an entire people. The historian Lucian Boia (1997) noted that one can say anything about the Romanians and about others as well as the ethnic psychology is inconsistent as it has no scientific grounds. However there is an eastern component in the Romanian culture. In conducted research, we've tried mostly to identify how foreign students are being accepted among the Romanian students.

Taking as a reference the G. Hofstede's theory (Hofstede 1995), in Romania studies have been conducted to determine the cultural particularities. Culture is the "structures of thought and action mentality widespread in the environment " (Kelly 2004). These aspects have been formed over time depending on various factors: economic, political, social, geographical, demographic. The business culture lead to a collective mentality, whereby a group of people is different from another group of people. Different business cultures differ (Hofstede 1995) based on five criteria:

*Distance towards power:* shows the existing inequality. When the distance is small, the subordinate dependence towards the leader is small. Having a big distance requires obedience, if the distance is small people consider themselves equal and organizations are becoming decentralized.

*The degree of individualism:* individualism allows for personal freedom, personal achievements. Collectivism emphasizes group that protects the person in exchange for loyalty. In collectivist societies man lives through collective society, in the individualistic organizations human involvement is small, more important is to satisfy their needs

*The degree of masculinity:* masculine societies seek performance, feminine societies seek prosperity. Masculinity is characterized by earnings, recognition, advancement, promotion; feminism by means of cooperation and security. In masculine societies enterprises, managers are aggressive, disagreements are high. In the feminine societies the predominant style is the democratic one where the role of managers is moderate.

*The uncertainty level:* the need expressed by predetermined rules. Without them we encounter stress, anxiety, irritation. In tolerant societies towards uncertainty the plans are developed on short term, in intolerant societies every action is carefully planned.

*Time management:* businesses could be targeted in the long term, when promotes perseverance, thrift, savings, or short-term when it is encouraging the initiative.

The Trampenaars model (1997) identifies the following characteristics of culture: universality / particularity (the emphasis is on rules or relationships), individualism / collectivism; emotionality / neutral (show or no show feelings); specific / diffuse (make a difference or not between private and professional

life); social status is acquired / purchased (obtained by achievement or by age, education); sequential / synchronous (simultaneous or successive events); internal control / external (it is believed that people can control their destiny or not) .

Gallup Romania has conducted in 2005 a survey on business culture in Romania and found a large distance from the management, collectivism, femininity, high uncertainty avoidance and a short-term orientation.

A recent research (Musat 2013) shows the following indicators for cultural characteristics: the distance towards power - 80, the degree of individualism - 30, the degree of masculinity - 42, tolerance to uncertainty - 90, long-term orientation - 52. The study also investigated the degree of indulgence that has value 20.

### **THE RESEARCH METHODOLOGY**

The research sought to determine how foreign students adapt in Romania, was conducted at the Engineering Faculty of Polytechnic University of Bucharest. In this faculty classes are held in foreign languages like German, English and French. The Engineering Faculty has 500 students enrolled for a bachelor degree and 150 students enrolled for a master degree. Out of the total number of students enrolled in the Engineering Faculty, 300 are foreign students.

In order to identify more accurately the relations between Romanian and foreign students, a research has been conducted over an entire year of study, the last one so the students knew each other for 4 years. Two questionnaires were developed with similar questions addressed to Romanian students and foreign students. All students have answered: 30 Romanians, 16 Arabs and 4 French.

The questions referred to the following:

1. The impact of the existence of mixed groups in preparation;
  2. The existence of rivalries among students by forming mixed groups;
  3. Relations between students;
  4. Participation in joint activities outside teaching hours;
  5. Consultation between students preparing lessons;
  6. Group unity;
  7. Ease of adaptation to Romanian cultural environment;
  8. Interest in knowing the culture of the country to foreign students;
  9. Awareness of the language in which courses are taught;
  10. Awareness of the technical language;
  11. Adapting to Romanian standards of behavior;
  12. Romanians disturbing behaviors towards foreign students;
  13. Interest for knowing the Romanian culture;
  14. The level of knowledge of the Romanian language.
- Foreign students have also responded to two questions:
15. If Romanians are talking about their country;
  16. If teachers give responses to requests to clarify some issues being taught.

### **RELATIONSHIPS BETWEEN STUDENTS**

**From the answers given by foreign students** unanimously believes that know well the language of teaching and technical language, are interested to know Romanian culture, teachers respond to their wishes to clarify issues raised in courses, Romanian students do not have behaviors that disturb them.

Also 90% of them believe they have friendly relations with their Romanian colleagues, but they form a distinct entity, they have learned from Romanian culture. Withal 70% consider that the existence of mixed groups has a positive impact in their training. They also consult Romanian students in clarifying certain aspects of the course, it is not difficult to adapt to the environment in Romania, that were easily adapted to living conditions in Romania, they have learned Romanian well, that Romanian colleagues speak about Romania. Also 50% of them consider that there is a emulation between Romanian and foreigners to education. The same percentage believes that participating in the joint action.

**From the answers given by Romanian students** we can conclude that that students unanimously considers that the foreign students adapt well in Romania, that cultural information is being changed and that Arab students quickly learn Romanian.

It is noted that 2/3 of the Romanian students consider that the existence of mixed groups has a positive impact in training, that students consult each other while preparing their homework, that there is unity in

the group, that foreign students are interested in knowing the Romanian culture. Also 2/3 of Romanian students consider that there is no special emulation to learn whether foreign students are part of the group or not, that they do not participate in common activities in their free time, and that Romanian students' behaviors is not disturbing for foreign students.

Also 85% of the Romanian students consider they have established friendly relationships with foreign students and that they have learned some aspects of the culture of the countries the foreign students come from, they know to an acceptable level technical language and that their behavior is compliant in our country

So Romanian students consider that foreign students adapt well to the conditions in Romania, both in terms of behavior and the Romanian language, that friendly relationships are established between them and that they exchange cultural information. Regarding the educational process there is a collaboration between them and they are not considered as separate entities, all being students, it is estimated that they know very well the French language in which the education process is conducted .

It seems that the friendships do not extend far and extra teaching activities. Although some Romanian students have replied to the questionnaire that they went together to different conferences, they have made visits to potential employers, they went to clubs, to theaters and concerts, doing sports and excursions together.

It is interesting to **compare students' opinions** about their relations. The same proportion (66-70%) think that it is good teaches the same group. Romanians feel emulation for teaching in 33% of the cases and foreigners in 50% of the cases. The same percentage (80-90%) believe that relations between them are friendly, it helps to lessons (66-70%). Romanians feel that foreigners adapt easy to the environment (90%) but only 70% of foreigners feel the same.

Differences do occur. Of Romanian 33% believe that certain behaviors of their disturbs, but no stranger said this. 66% of Romanian feel that they are two distinct entities in the group, while foreigners think this of 50%. It means that each group has however identity.

In order to create a friendly social and learning environment to foreign students, Polytechnic University of Bucharest provides the following supports: printed books and practice handbooks written in foreign languages, with specific indications for foreign students; E-Books and and practice handbooks written in foreign languages posted on the website of the Faculty (Moodle Platform); specialist advice for foreign students; attracting and motivating foreign students to participate in Annual Student Scientific Sessions; tutorial for carrying out practical activities within multinational companies operating in Romania; facilitating participation in scientific conferences and congresses having technical profile; providing accommodation and participating in social activities on campus.

In order to revitalize the relations between Romania and the Arab World, by launching cultural projects with national, European, Arabian, and international support, four years ago was founded The European Romanian- Pan-Arabian Cultural Center (CCERPA). This Center aim is to promote and support the Arab culture in our country, and the Romanian culture throughout the Arab world, by initiating informational and educational programs to raise the awareness of our people and communities, about the history, culture of each nation, emphasizing on the common ground, and also on a good knowledge of the moral, social, scientific, sightseeing, economic and political values specific of each country.

## CONCLUSIONS

The study shows that Arab students are welcome in the Faculty of Engineering. Romanian students are friendly with their fellow Arabs. Do not feel differences between Romanian and foreign students, all is considered to be peers with the same interest, training in engineering. This behavior is a consequence of the fact that Romania was at a crossroads of civilizations.

At the same time Arab students retains its cultural identity, as well as Romanian students or students from other European countries.

Foreign students get advantage of wonderful blend of tradition and modernity, vitality and performance, along with traditional and new campuses at low cost.

Also, studying in Politehnica Univesity offers a unique cultural experience in a dynamic and multinational environment. Besides earning a world-class qualification, international students have the chance to learn new languages, get international intercultural skills that are of great value to future employers and an essential advantage in a dynamic world, build a friend and professional network lasting forever, to travel and make practice or exchange studies in other countries, etc.

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## **An Investigation Of The Relationship Between 4<sup>th</sup> Graders' Attention Control Level And Difficulty Level In Reading**

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Comprehension of basic reading skills and application of these skills to daily life is extremely important. In this regard, comprehending reading skills between the ages of 4-15 has a great importance in overcoming the difficulties encountered in older ages. Reading is not just an ordinary task getting knowledge from books, affecting people both personal and social aspects. For a healthy physical and mental development and the development of thinking ability, the most important factor in the formation of personality is to acquire effective reading skills. Both in daily life as well as in the educational settings, students are faced with various obstacles while developing reading comprehension and reading skills. One of them is to provide control of attention. While reading, Interest of students will be adversely affected through shifting of focus from text toward other things, thereby reducing the child's wish for reading and reading comprehension. To prevent such situations, one step is to measure students' level of attention to help them keep their attention necessary for high level of reading skills. The aim of this study is to investigate relationship between 4th grade students' attention control level and reading materials' difficulty level. To this end, relational screening method was used in the study. The study was carried out with 162 students selected by random sampling method in the city center of Siirt. In order to determine students' reading difficulty levels for this study, Akyol (2006)'s adaptation of "Mistake Analysis Inventory" developed by Harris and Sipay (1990), Ekwall and Shanker (1988) and May (1986), and to measure students' control of attention, "Attention Control Scale" were used. Descriptive statistics of the data analysis, t-test, ANOVA and chi-square test were the data analysis techniques. According to the research findings, regarding the attention level, vast majority of students indicate that their attention level is adversely affected by people speaking while students try to read their reading material. On the other hand, the majority of students' attention is not affected while listening and writing notes during the lesson. We found no significant differences regarding attention control levels of the students by gender. According to the results of descriptive statistics conducted for the reading difficulty level, 34 students surveyed are at free level, 88 of them are at tutorial level and 40 of them are also found to be alarming level. Descriptive statistics done regarding the comprehension level of the students 20 of them are at free level, 75 of them are at tutorial level, and 67 of them are at alarming level. As a result of chi-square analysis regarding the reading difficulty levels, it was found that female students make fewer mistakes than male students while reading. Likewise, the female students' reading comprehension levels were found to be higher than male students. There is no significant relationship observed as a result of ANOVA test done regarding reading comprehension levels and attention control and the number of reading errors. Finally, there is positive and high correlation between reading comprehension levels and the number of reading errors done by students.

**An Outlook Of Self-Reproduction Process Of Capitalism Over Semiology Democracy, Lgbt, Violence To Women, Children's Rights, Fed: Janet Yellen**

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**ABSTRACT**

“Capitalism has initiated a philosophical transformation whereby, in philosophical sense, it puts money into the centre of the system and trivializes the values other things rather than money and it disregards all moral values for the purpose of profit maximization. This case has emerged an “idol” where god of the system is money. Within this context, referred as “modern polytheism”, this system and the global power the USA and FED (Federal Reserve) making global centre of the system to be dependent on itself constitute the centre of this economic system. The United States utilizes the fact that its national currency, US Dollar, is the reserve currency of the world, in other words, seigneurage right. That is, it is having possibility to pay its debts to other countries by way of monetizing.” (Doç. Dr. Haldun Soydal ile Mülakat, 2013). (Interview with Associate Professor, Dr. Haldun Soydal).

Purpose of this article is to examine to what extent the statements started to be conveyed by opinion leaders and even capital groups in a wide range of societies in these days in regard to the end of capitalism is true or not. Is this the end of capitalism? Has capitalism started to reproduce itself in other guise? Will the same mold only change its name in content and will it be said that this is a new and more accurate system for you? What do Violence to Women, LGBTI, Children's Rights, Democracy serve for? Visual culture focused outlook on all these components.

## **Analysis Of Mobile Learning From User Perspective Within Distance Learning: Case Of Gediz University**

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### **ABSTRACT**

The education model which has been applied from a distance as a result of combination and development of education and technology is called e-learning. E-learning is a form of education which inspires interest on a large scale and which is supported and regarded more and more reliable day by day. E-learning is conducted by a software called Education Management System.

A part of the daily life besides technological developments, computer and Internet usage gained a new dimension after the emergence of mobile technology and devices. Considering the portability and accessibility of the mobile devices, it is observed that various education and training activities are carried out outside schools. Thanks to the wide popularity of mobile devices, e-learning transforms into m-learning and education activities are rapidly carried to the mobile platforms. M-learning was developed as a blend of e-learning and mobile technologies. It is a form of education which enables time or space free access to e-learning content 7/24/365, utilization of dynamically produced activities and contact with the third parties.

Utilization of mobile devices within the education environment in addition to their facilitating human beings' lives and popularity is at issue. Due to their features, the number of the applications which contribute to their involvement in the process of education and training is also increasing day by day. In this study, the opinion of the Gediz University students on the usage of mobile devices in order to help education activities become more efficient and effective was gathered and SPSS program was used to analyze the data which was collected.

When the responses of the students who participated in the survey were analyzed, it has been revealed that the distance education was not considered as a complex process, usually the announcements were tracked on the social networking, the course material and assignment facilities were frequently used, a certain number of participants wished to take some courses without coming to school and preferred distance education because of the fact that it is time saving and reduces transportation costs. Furthermore, the participants stated that the mobile devices increased the learning flexibility since the education activity can be carried out free of time and space, besides their speeding up and facilitating the education and training process. However, despite all the advantages that the distance education provided are viewed, some justified concerns of the parents and educators are also considered.

## Assessment Of Usage Efficiency Of Information Technologies In Educational Institutions

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### ABSTRACT

Thanks to the rapid development of information technology and thanks to the fact that individual computers became accessible to all people and that the information technologies were used in education and training as of 1990, many innovations such as computer aided education, web based training have started to take place (Aksoy, 2003). Even recently, Lave and Wenger (1991) have introduced some different perspectives about learning within the framework of Virtual reality applications. That is to say, it has been created a media which is very efficient in understanding the course by making users really feel in mind to be in a different media by using computer based sensors, thanks to Virtual reality and 3-D virtual media that are prepared in computer environment and again thanks to a technology in which the users can interact with the objects in this virtual environment (McGonigle and Eggers, 1998). In this way, it is an expected result that the organizational efficiency increase by improving the educational environment and tools through innovative systems besides such innovations that are implemented in order to increase the individual efficiency. The obstacles existing against increasing the efficiency of the technology usage in educational institutions mentioned above have been detected and the possible studies for removing these obstacles have been recommended thanks to a study of evaluating the efficiency of the use of information technologies in educational institutions. Teachers resist to the usage of information systems in educational institutions from time to time and they specify deficiencies of it by querying the system. The justifications of these behaviors can be listed generally as followings; that the teachers want their salaries to be increased instead of investing in technology, senior teachers are chary of new technologies with regard to authority, the fear of teachers who don't have computers to be insufficient, not overcoming the difficulties of computer usage as well as the architectural insufficiencies of institutions, that the administrators debit the computers to the teachers and fearing of the possible problems, that the students learn computers by themselves, that young people show more interest to the new technologies, that the locations of schools and the quality of students is efficient. In the negotiations made with the students, it has been observed that the schools of Nicosia region are in best condition regarding information technologies when compared to other schools. The fact that Nicosia is the capital city and it has close relations with Ministry of Education and other agencies and institutions besides the advantage of infrastructure dating back are among the issues that explain why the schools of Nicosia region are ahead of other schools.

*KeyWords: information technologies, informatics, virtual reality, efficiency, Educational institutions*

### 1. INTRODUCTION

The rapidly developing technology has been influencing every sector in a positive way as of the early 20th century. The nations have invested in technology in order that the individuals could make life in which they will live comfortably, and today individuals meet their needs easier thanks to the developing technology. In parallel with the development of technology of the developed countries, it can be observed that their culture levels are high. The usage of the technological innovations in educational institutions just like other innovations made in every field provides the increase in the quality and efficiency in education.

When talking about 21st century, the importance of quality human force as the basis of the development has come to the forth. It is obvious that the quality human force has increasingly become a case to be in demand not only in private sector but also in public and civil society sectors. As for the beginning of quality human raising depends on the properties to be obtained after a good education. That is why the systems implemented in education should be designed according to the needs of the period and scientific basis. It is very important to use the technological applications that will meet these needs faster and more extensively in creating the education systems and activities.

Thanks to the rapid development of information technology and thanks to the fact that individual computers became accessible to all people and that the information technologies were used in educational institutions as of 1990, many innovations such as computer use, computer aided education, web based training have started to take place (Aksoy, 2003). It is expected that the organizational efficiency increase by improving the educational environment and tools through innovative systems besides such innovations that are implemented in order to increase the individual efficiency.

The importance of using the information technologies in education is that it helps the sender and receiver to form the knowledge together and transform it to bidirectional arrow instead of one-way communication period within the scope of sender-receiver model that exists in class communication, and so it becomes more effective communication period thanks to the mutual knowledge share.

It is a matter that has been argued for many years that the educational system which has been used in our country for a long time is a system based on rote-learning and teachers, and overcoming it could be ensured by implementing a refurbished educational system that is appropriate for educating young people who are creative and making more comments. The governments of TRNC prepared and put into effect a comprehensive educational reform in 2005 after realizing the matter. The course programs were renewed and organizational and infrastructural changes started to be made within the scope of the reform. In addition to these all implementations, it is essential to use the technologies to increase the efficiency in terms of time, knowledge and ability that will meet the needs of the period in education. The adaptation of the related technologies to educational institutions needs both a technical and individual capacity increase of not only teachers but students too.

In order to create qualitative workers, determining the technical and individual needs that are necessary for improving the education and meeting these needs will contribute to improvement process to be conducted more effectively and to use the technological tools more efficiently.

### **1. Information Systems that are Used in Educational Institutions**

In spite different descriptions, the knowledge society can be described generally as society that the majority of people work in works associated with the informatics and the usage and application of knowledge is an important factor in many fields (Akın, 2001; Toffler and Toffler, 1996; Toffler, 2008).

According to Becker, there are four basic phases for the computerization in education. First phase is to determine the computer as fundamental need in order that the society could participate in the computer literate world of future when it is considered from cultural view. The second step is to understand that this is necessary for being successful in higher education and career in future. The third one is to provide the efficiency in education on condition that it is integrated with computer applications. In the fourth step, the programming or the usage of real computer programs develops the mental abilities (Cavalier and Reeves, 1993).

The modernized technology ensured the education firstly by usage of smart board done with blackboard - chalk, book, pen, then film, picture, barcovision, slide and finally the usage of radio, television and video, and the usage of computer, projector, automation systems, net systems and telecommunication by the development of information technologies in today's world has become possible (Aksoy 2003).

Even recently, Lave and Wenger (1991) have introduced some different perspectives about learning within the framework of Virtual reality applications. That is to say, thanks to Virtual reality and 3-D virtual media that are prepared in computer environment and again thanks to a technology in which the users can interact with the objects in this virtual environment, it has been tried to relate the interaction of some factors like student, specialist, society, knowledge level and practical application in detecting the current authentic activities characteristics, which is very efficient in understanding the course by making users really feel in mind to be in a different media by using computer based sensors, (McGonigle and Eggers, 1998). The virtual reality application as education technology in this perspective ensured the student to act in a simulated world and he was provided with a very powerful environment in understanding the lesson (McGonigle and Eggers, 1998).

The adaptation need for requirement of technological innovations in educational institutions increases by way that the productions which students use in different environments both at school and outside the school thanks to the rapid developments in technology sector. This situation has led the students to develop thanks to changing themselves and to be more creative and demanding in implementations. The rapid improvements that are faced in relation eith technology in social and cultural environmentforces the educational institutions to make technological adaptations and renew their educational activities.

If we should consider the technological applications with more details, we can see that computer and internet are brought to the fore. Internet provides communication and limitless interaction possibility and provokes the usage of computer to increase. Internet causes the age average of the users to decrease and makes a current issue about the questions that will ensure the trainers and students to improve their abilities and benefit from new technologies. The important point here is to provide the new generation with perception of the technology as methods that the new generation will use in increasing its capacity but not as game and communication material.

When we have a look at the benefit style of educational institutions from information technologies today, we can see that the usage of technology splits into two subjects. The first one is the basic computer

applications that are currently used by the teachers and students; and the second one is different softwares and tools that are used by school administrators and management system (Turgut, 2009). According to this; the issues that are in the foreground in using computer systems in educational institutions are as follows;

- Basic Computer Information; software and hardware
- Office Applications; Word, Excel Powerpoint
- Internet; E-mail, Network configurations, reaching for knowledge online (Aksoy, 2003).

The technological developments that may be applied for increasing the quality and efficiency of the management and education within the organizational structure of the institutions are listed as registration system, absenteeism, permission, health system, behaviour and consultancy system, announcement and agenda system, internal communication system, question bank and examination system, archive system, tutoring and homework distribution system, interactive educational system and e-learning system.

The matching and separating aspects of the technological applications used in both fields could be found and it should be given importance to do comprehensive and harmonized studies when technological planning is conducted in educational institutions because of that. Any deficiency or disruption that could be seen in any leg reduces the efficiency use of the foreseen activities and could lead to loss of efficiency. In this context, many factors that are developed interconnectedly of the integrated approach to be used in the institution should be taken into consideration (Özdemir, 1995). According to Özdemir (1995), the issues to be taken into consideration in order to make the use of technology in educational institutions more efficient can be listed as follows: a) the increase in efficiency of the learning and teaching system, b) encouraging the individual education, c) determining educational needs, d) to make teaching practices permanent, e) to remove the impediments relating to usage, f) to design the education according to the abilities of the student.

The fact that the institution aims at the mentioned goals in technological investments and adaptation activities that will be carried out in order to increase both organizational (financial, physical, administrative) and educational capacity (teacher, student, auditor) has a big importance in operating the system in the long term.

## **2. Educational Administrators and Students**

As it is pointed out above, the objective of the use of information technologies in educational institutions is to create more qualified youth actually. In this context, the observed differences in the nature that the students should have by using the information technology in educational institutions can be listed as following; accepting the innovations in technology, not to hesitate for these innovations to have a place in daily life, to take the initiative of sharing information, to behave in a relaxed manner in communication, to have a scientific and reasonable thought system, to have a confidence individually, to respect and esteem colleagues, students and himself/herself, not to give up research, to have an awareness of efficiency in the works conducted, not to fear of taking risks and to be interrogator (Arslan, 2003).

It is important to raise skilled students who have creativity features and who could be effective thanks to these qualities, and thus let them conduct more efficient studies regarding qualified workforce that has been obtained in the sector.

However, use of information technology itself and directing students to them is not sufficient by itself. In this case, teachers have important roles too. In order to increase the efficiency of the use of information technologies, the teachers should satisfy the following characteristics; working selflessly, devote himself/herself to education and love the profession, to be professionalist, to keep up with the improvements of technology and use the technology. At this point, the fact that teachers could understand that technology has a structure to facilitate their own work makes them become more successful within the system.

As it was pointed out before, the information technology systems that are used by school educators and administrators are necessary for the process to be complete. For this reason, there are some properties that the administrators of education should have with regard to the use of computer. Among them, there are the usage of technology in schools and educational system, to be open to new ideas and improve these new ideas, to provide fund, to understand the information technology and basic concepts, to use certain softwares and hardwares and to determine the prior fields.

For this reason, the administrator of education should have the necessary sufficiencies and authorities so as to fulfill the ones listed above. Such an administrator plays an important role in realizing the objectives of the school. The adaptation and use of the related technology of the educational institutions could be detected by observing financial, physical and administrative factors primarily. Due to restricted sources, many public and private education institutions apply to existing project funds in order to improve the information technologies. In

this respect, putting into practise the development of project and implementation of information technologies in accordance with the principles of administration provides safe processes to be created in terms of management.

However, the important thing at this stage is that the administrators do the assessment of the use of technology in respect of subjects that can be observed in students in terms of education. In order to determine how much an administrator of education in an educational institution uses the technology efficiently it should be regarded the increase in the success of the students, improvement in the rate of attending to school, the fact that the students dominate their profession, development of the management procedures in schools.

During examination of these issues when an assessment is made, the fact that different issues could affect the process possibly comes to the fore. As in all other institutions, the educational institutions are the organizations that are formed of sections like general management, administrative sections, service provider educational sections. In addition, technological investment is a complex process that is pretty costly and entails technic and planning. Because of that, it is an inevitable factor that the educational institutions sustain the information technologies and making it by realizing the necessary administrative regulations for increasing the efficiency and making it continuous. A scheduled maintenance should be done in order that the computers or related technologies are taken into educational institutions and for their effective use, they should be supplied by taking into consideration the software needs, the softwares and hardwares should be kept up-to-date and the needed hardware should be provided. In this context, the administrators of the institutions should allocate the necessary finance during budgeting and implementation and realize the financial arrangements that are needed.

### 3. Teachers

As all other workers, profession of teachers is a workforce sector supervising the acquisitions that they obtain in exchange for the service they supply. Although the teaching service is accepted as a sacred duty, it has been more regarded as professional service after the education is opened to private sector in our day's economic conditions and it has started to focus on the profit that is obtained in return for service approached. In this context, teachers resist to the usage of information systems in educational institutions from time to time and they specify deficiencies of it by querying the system. The justifications of these behaviors can be listed generally as followings; that the teachers want their salaries to be increased instead of investing in technology, senior teachers are chary of new technologies with regard to authority, the fear of teachers who don't have computers to be insufficient, not overcoming the difficulties of computer usage as well as the architectural insufficiencies of institutions, that the administrators debit the computers to the teachers and fearing of the possible problems, that the students learn computers by themselves, that young people show more interest to the new technologies, that the locations of schools and the quality of students is efficient.

It is important for the efficiency of use of information technology in institutions that the educational institutions consider the foregoing issues of the related school administrators in private sector and related ministry in public sector as well as their management and to consider these issues when the necessary planning is realized. Because these factors are important for realizing the key role of the teachers that they take over and who will transfer the knowledge and abilities to their students by using these technologies as basis.

On the other hand, when these all factors and requirements that are mentioned are fulfilled, the teachers should be active for the individual capacity increase in order to cope with the indicated restrictions (Orhun, 2000; Seferoğlu and Akbıyık, 2001). In order to ensure the usage of the information technologies in the institutions efficiently, the increase of the knowledge level of teachers will support students to have more profits. There are certain problems to be removed in order to increase the capacity of teachers. These are generally technical weakness, failure of preparing common projects among workers, the current deficiency in materials, deficiency of planning, deficiency of the possibility of using computer at schools, inadequate support for the management and inappropriate substructure of classes (Meral and Cambaz, 2001). On the other side, the followings form the important issues preventing the problems to be removed; the communication disorders between teacher-student, that the students adapt themselves to the innovations by learning computer applications, the teachers feel themselves insufficient, the expenses to come out, the insufficiency of the parents to the education, insufficient knowledge in Computer Aided Education, not benefiting efficiently from the capacity of teachers, and that there is no appropriate applications for the level of students.

Besides that, as the technology changes rapidly, it may lead this problems to change and grow. Due to that, the capacity increase studies of teachers should not be restricted to school basis but should be supported with developmental programs that will be applied by the Ministry of Education. Therefore, the adaptation of not only senior teachers but the new recruited teachers too will be provided, and a chance for all teachers will be created for updating their information.

Regardless of what system is depended on the information technologies in educational institutions, the leader role of teachers should not be forgotten. The teachers have a central importance in all education systems

and they have a direct impact on the quality and outputs of the education. That is why they have an important duty to benefit from the information technology efficiently that will be used as an innovative tool. It should be adopted by all teachers that the use of information technologies will not change the duties of the main teachers but the type, and that the objective is to increase the quality and efficiency of the education.

## **2. METHOD**

### **2.1. The Design and Approach of Research**

The qualitative scanning design has been used in this research. The qualitative research has seven basic features, these are; susceptibility to the natural environment, participant role of the researcher, entirety approach, bringing up perceptions, flexibility in research design, inductive analysis and qualitative data, and it is defined as the research in which qualitative data collection techniques like observation, negotiation and document analysis are used (Yıldırım and Şimşek, 2008). The important thing in qualitative researches is to go deeper and to bring to light things under the surface (Kuş, 2009).

It is aimed in this research to determine the opinions of the administrator, teacher and student/parents for the assessment of usage efficiency of information technologies in educational institutions. For this reason, the phenomenology design which is one of the qualitative research designs has been used in the research.

Yıldırım and Şimşek (2008) pointed out that the phenomenologic design focuses on the cases that we are aware of but we do not have a deep and detailed mentality. We come across with cases in various ways such as the cases, experiences, perceptions, concepts and situations that we experience in our lives. The fact that we may come across with such cases in our daily life and to meet them does not mean that we figure out the cases exactly. The phenomenology is a research method making us utilize the cases which are not totally stranger to us but whose meaning we cannot comprehend exactly (Yıldırım and Şimşek, 2008, 49).

In this research, the interview which is qualitative data collection method and the semi-structured interview technique were used. "The characteristic of the interview technique brings to light the opinions of the interviewed individuals. That is why it is essential to understand the world of meaning, feelings and thoughts of the interviewed people and to obtain deep information from the interviews" (Kuş, 2009). In the semi-structured interviews, the questions are predetermined and data is collected through these questions. This method is neither severe as fully structured interviews nor flexible as non-structured interviews; it has a location between these two points. The semi-structured interview technique among the interview techniques has been used because it has provided the researcher with this flexibility.

### **2.2. Universe of the Research and the Working Group**

The individual or groups, who experience the data research sources in the phenomenology researches and to express or reflect this, form the exemplary. For this reason, it is a possible situation that samples are given for such studies, the duration of the interviews to be conducted and qualitative analysis of information to be obtained. The working group is determined as a result of the conducted observations and interviews in the field. "Criteria sampling method" is appropriate for such researches (Yıldırım and Şimşek, 2008, 49).

When the working group was determined in this research, some interviews with representatives (an administrator, a teacher, a student/parent) from three groups in every school that is selected, to be in each district by creating a 10 % share minimum in order to create a meaningful representation that will be selected among 57 schools at primary and secondary levels within the scope of TRNC.

### **2.3. Technics of Data Collection**

The interview is the main data collection tool in phenomenology researches. The main objective of the interview is to bring to light the feelings and thoughts of the contacted individual regarding the subject that has been researched. Furthermore, the interview is one of the most powerful methods for empathy and a good way for people to have a good command of the perceptions for reality, understanding, defining and building the truth (Punch, 2005).

In this research, the qualitative research method will be used and the interview technique that will be composed of standardized open-ended questions with regard to structure will be used because it is appropriate for the scope of the research. A semi-structured interview form has been prepared in order to apply for the opinions of participants in this research. The statements aiming at bringing the interviewed individual confidence in the interview form primarily, and short answer questions where the individual information of the interviewed person is noted in the introduction by preparing appropriate introduction to the research. And later, the teachers were asked some general questions about their own professions and on education by passing the semi-structured open-ended questions that were prepared accordingly with the objective of the research,

subsequently they were asked about how they use information technologies during lessons and finally their opinions and suggestions were questioned for increasing the efficiency in education. In this context, five open-ended questions for each of the school administrator and teachers and four questions for each of the students were used.

Before preparing data collection tool, the idea of experts was received about whether this technic was appropriate or not. In this context, in order to ensure the internal validity of the interview form, the interview form was given to three specialists and the form was given the last shape. After the pilot interview was carried out, in order to detect whether the questions were clear and comprehensible and whether the answers reflected the questions that were asked the breakdown of the obtained answers and the questions were examined by three experts.

Diminishing the effect of the researcher to the research has been the main objective by asking the same type of questions to the same participants in the standardized open-ended interview. Even though the questions have been remarked clearly, the researcher has the right to ask additional questions in order to deepen the questions beyond the answers (Yıldırım and Şimşek, 2008; May, 1996).

An interview form consisting of open-ended questions has been developed in order to get the opinions about the assessment of usage efficiency of information technologies in educational institutions.

As it was pointed out by Yıldırım and Şimşek (2008), an interaction based on empathy and confidence between the researcher and participant is quite important. The individuals could externalize the meanings and experiences which even they did not realize before or they did not think much on thanks to such environment. That is why it has been remarked that the participants will be given the quotations that will come out of the opinions or suggestions they will indicate during the interview where personal and occupational information will be kept secret by being coded. When quotations were adapted one-to-one from the opinions of the participants, a coding system was used. In this coding system, primarily the regional area code was used in order that the conducted interviews become more comprehensible. The codes of the region are used respectively as L/şa (Nicosia), M/sa (Famagusta), GNE (Kyrenia), GZT (Morphou). As for the separation between teachers and students, for teachers ÖĞT, for students ÖĞR coding shall be used, and it will be explained by his/her sequence number which person to be interviewed whether teacher or student together with the abbreviation name of the school apart from the interviewed schools. If we should give an example, an interview to be conducted with a student from 20 Temmuz Science High School shall be coded as follows: 20TFLÖGR (1); it was remarked to be the interviewed student having number 1 at 20 Temmuz Science High School.

The interviews shall be carried out in an environment that is silent and has appropriate physical conditions. The researcher cared that a healthy environment based on trust and empathy to be formed in order that the participants could express their opinions easily and reflect their emotions more comfortably.

Data source of the research consists of the written registrations that are obtained from the interviews made with the participants. The interview hours were negotiated with the related participants and the appropriate day and hours were specified to them. The interviews were realized within the period that was suitable for both sides.

The written or audio recordings help to identify the categories in content analysis by facilitating repeating any statement or word and quoting (Bell, 1999). Recording the interview registrations allowed the interpretation of the opinions of teachers and the analysis of the speakings.

## 2.4. Data Analysis

According to the statement of Gökçe (2006), the data which is collected from the administrators through data collection tool has been subject to "content analysis". The content analysis has importance with respect to the research question that was identified by researcher who has a search and screening strategy, and its objective is to put forward the common aspects of the text content (Früh, 2001 akt: Gökçe, 2006). The content analysis is the process of arrangement of collected data in a sensible way according to the concepts coming up after conceptualization and determination of the theme explaining data accordingly (Yıldırım and Şimşek, 2008); identification, coding and categorization of data (Patton, 1990, Bell, 1999). The approach of content analysis is frequently used in the analysis of the open-ended questions and the qualitative interview data (Robson, 2001; Bell, 1999). The content analysis method has been used in this research in order to bring to light the concepts underlying the data and the relations among these concepts (Miles and Huberman, 1994; Yıldırım and Şimşek, 2008).

The written records that were taken during the interview were transferred to computer media by using Microsoft Office Word 2007 program which is one of the text editor software by the researcher after the

interview. The process that data are transferred to computer media by the researcher has led to positive results like clarification of the conceptual framework thoroughly by the researcher.

A pilot interview was carried out by selecting three school administrators and two teachers. In this way, it has been detected whether the questions were clear and comprehensible and whether the answers reflected the questions that were asked. For this purpose, the interview breakdown form of the records taken during interview and which is created in computer environment has been transformed into written form. Later on, two other specialists were asked to investigate the breakdowns and control the possibility of supplying the necessary information and to make a control whether the asked questions were clear and comprehensible, they cover the subject dealt with or not. It was observed that these two specialists were in consensus in a rate of 90 %.

The validity of the question articles has been detected at the end of the study. The data collection process has been initiated by having the opinion that the interview questions have supplied the necessary data.

Grouping the solutions into categories is formed by analysing the data obtained based on the similarities and differences between the statements of individuals that participated to the study of the researcher in phenomenology method. Each category shows how different individuals perceive different concepts and experience them. The actual basis in this method is that a limited number of categories for each concept will be obtained and these categories shall be created by analysing the data collected in the study (Didiş, Özcan and Abak, 2008).

The “categorical analysis” among the content analysis types has been used in the research. This analysis is primarily to divide the message into units generally and then to group these units in categories according to the criteria that were identified before (Tavşancıl and Aslan, 2001).

The situation that is effective in coding and determining the solutions comes to the light in findings as well as the related literature. Coding is a definite labelling activity that initiated the data analysis held on in analyzing phase. While initial coding entails a descriptive and rather limited conclusion, the next coding means to integrate the data by using higher level concepts (Punch, 2005; Robson, 2001).

The subjects that data analyses tend to are to bring to light the experiences and senses in the phenomenology researches. The objective of the content analysis that is carried out for this purpose is to bring to light the conceptualization of the data and the themes that could define the case. The results are presented through descriptive expression and direct quotations are allowed continuously. At the same time, the findings that are obtained in the boundaries of the emerged themes and patterns are explained and interpreted (Yıldırım and Şimşek, 2008).

The codes and general categories defining them in the light of the data obtained have been determined and the registrations have been resolved by taking into consideration the codes and categories. Afterwards, they have been interpreted in the light of the related literature after the report of the research in which the results were assessed was written.

The validity in the qualitative research means the accuracy of the results of research and to interpret in an objective way the case being researched by the researcher; the matter that is important for reality is to define the results obtained by giving place to the quotations directly from the interviewed individuals (Yıldırım and Şimşek, 2008).

When the study of validity of the data analysis was carried out, exact quotations were cited among the opinions of the administrators in which the codes and categories were obtained in the research. That the internal validity of the research is controlled whether the results are appropriate to the reality or not by having a critical look at the data has been provided upon the investigation of the raw data and analysis by the experts and receiving feedback. Moreover, the collected data has been presented for the verification of the supplying school administrators. The external validity has been ensured by giving place to the quotations directly and using the purposeful sampling.

The reliability is formed by connecting the cases to the same category by different observers or relating such cases to the same category in different times by the same observers (Altunışık, Coşkun, Bayraktaroğlu and Yıldırım, 2005). The internal reliability namely consistency has been ensured by gathering data in similar ways, consistency in the coding of data, and building relationships between data and results. The external reliability namely verifiability has been provided thanks to the fact that an external expert has compared and confirmed the obtained judgment, comments and suggestions in the research with raw data.

After the breakdown of negotiations were made, the data obtained from the participants was divided into sections by being examined and these sections having meaningful complements in themselves were named and coded. After this data is wholly coded in this way, a code list was created and acted as key list in examining and arrangement of data.

Later then, the coding keys and negotiating breakdowns were separately read by the researchers and the necessary arrangements were counted by discussing the subjects “consensus” and “difference of opinion”.

It was counted by using the reliability formula that was suggested by Miles and Huberman (1994) for reliability calculation of the research. Accordingly, a number of data was given to another researcher in order that he could form the themes. This researcher formed the themes based on data and these themes were compared to the actual themes. As a result of this comparison, the similarity between the two theme groups was counted as 87%. Because this proportion is over the similarity threshold of 70% which is foreseen in the literature, the verifiability has been proved and accepted to be reliable.

The interpretation of the findings has been conducted in the last phase of the data analysis. The interpreting of the findings defined and presented comprehensively were realized in this step. The gathered data was interpreted by being passed through stages that the qualitative research entailed and a number of results were reached. Descriptions with regard to the importance of the results have been supported with literature.

### 3. FINDINGS and INTERPRETATION:

#### OPINIONS OF TEACHERS:

As a result of the negotiations made about the use of the information technologies in schools, it has been understood that the use of information technologies especially in the schools of Nicosia region is in better condition than other regions. The administrations who make effort to introduce the application of the use of information technologies both in lessons and administrative field not just accept it consisting of lessons keep ahead of some schools. Namely, the management of Nicosia Turkish High School (LTL) gives information to the parents of the students who are troubled about the continuity to the course by sending them e-mail. An administrator that was negotiated from LTL about the matter expresses the current situation as follows: “We inform the parents of the students who are troubled about the continuity to the course via e-mail. Today everyone benefits from internet. Everyone controls his/her e-mail. The purpose here is to fulfill the requirements of the age but not being behind the times” LTLÖĞR (2). As LTLÖĞR (2) pointed out, that the parents of the students are informed through internet draws the attention as an extremely positive situation in terms of use of information technologies. This approach which is extremely appropriate not only for present conditions but also for cost can be described as an important step towards the solution of the problems provided that the information technologies are used. The use of information technologies in an era where seldom people do exist having no e-mail address is regarded as a communication tool in terms of not only lessons but student-parents also and consequently, the mutual exchange of information is ensured to be realized more quickly and easily.

Even though the use of information technologies is highly important with respect to “foreign language teaching” exclusively at the present time in the interview conducted with (AL) ÖĞR (1), from Anafartalar High School which is one of the schools of Kyrenia region, the lessons are still taught by more “traditional methods” because of the problem between class size and number of computers. “The computers provide more opportunities from computers for the teaching of foreign language in our modern age. Computers are very beneficial in teaching of foreign language to the students because it is both visual and audible. However, using computers in classes is not really possible due to the number of overcrowded classrooms” AL.ÖĞR (1). As AL.ÖĞR (1) pointed out, the teacher cannot teach the lesson benefiting from computers due to the problem concerning the number of computers and the number of the class in AL even if he/she wants to do it so, thus; he/she continues to teach it through methods that we can call as “traditional education”.

Even though the use of the information technologies has been detected to be in a better situation than before especially in the negotiations carried out in Famagusta Turkish Maarif College (GMTMK), one of the schools of Famagusta region, it is not possible to say that the targeted level has not been reached due to the insufficiencies of material and infrastructure. GMTMK.ÖĞR (3) stated in the clarification made regarding the matter; “even if the use of computer is in a good condition in our school, especially the students coming from rural areas have problems with using internet”. Thus, although the use of information technologies in some lessons (e.g. computer) especially is in good condition, some problems emerge in the application matter. For example, it can be understood there are difficulties about realizing the given duty to the students coming from surrounding villages, when they are given some research tasks to do over internet. Consequently, the problem or problems that could be described as “external factor” are reflected to the education field, so the expected efficiency cannot be obtained from education.

for the question of the teacher about how and which knowledge technologies are used in classroom environment, 20TFL.ÖĞR (1) who is one of the teachers of 20 Temmuz Science High School (20TFL) pointed

out that the use of “smart board” is more common in classes apart from computer courses while saying that the use of computer in computer courses is common and especially it is well carried out in terms of administration. And the teacher added that the design problem of the classes is important, and is obliged to give the lecture traditionally due to the class design 20TFL.ÖĞR (1).

According to the interview made in 19 Mayıs Turk Maarif College (19MTMK), “the use of computers is not so common apart from computer courses. The reason is most probably the overcrowded classes” 19MTMK.ÖĞR 2. 19MTMK.ÖĞR 2, detected a current problem about the use of information technologies due to the reason mentioned above continued as follows: “the use of smart board is more common in classes. Maybe the reason is the overcrowded classes.”

(EL), who is from Erenköy High School in Karpaz region stated that: “the use of the information technologies in our school can be reckoned as good when the current possibilities are regarded, yet we have big difficulty financially. I said it can be reckoned as good, because there is not much chance in terms of using computer. This is because of both infrastructure and budget of the school” EL.ÖĞR (3). Another point that EL.ÖĞR (3) remarked the use of information technologies in EL is unfortunately behind the modern age, and the school cannot encourage the use of information technologies due to the insufficiencies even if the administration of the school wants it.

It is possible to do an ascertainment as follows regarding the question how the use of information technologies in schools should be in terms of administration:

In most of Nicosia region schools (e.g. 20TFL, LTL, Atleks Sanverler Secondary School), the use of information technologies is encouraged in terms of administration. As an example is given above, the use of information technologies is not only within school especially in LTL and it is used to ensure communication and information exchange between school-parents.

As for Kyrenia region schools, the situation is a little different from Nicosia region. The use of information technologies in Kyrenia region schools is more accepted to be an application for school and within class, and no information was given during interviews regarding its use in an administrative manner.

**OPINIONS OF STUDENTS:** The interviews made with students focused on how the information technologies are used in schools and how to increase the efficiency of the information technologies in terms of students.

While the conducted interviews are the same as interviews carried out with teachers, the questions focused initially on what opinions the students have about the information technologies generally, and then it was tried to understand their main opinions on the matter by asking them the place of the information technologies in their daily lives. In the next questions, the courses they were taking and how was the use of information technologies in the school for them was questioned.

At the end of the negotiations, it was seen that there were some regional differences. In the negotiations made with the students, it has been observed that the schools of Nicosia region are in best condition regarding information technologies when compared to other schools just like in the negotiations made with the teachers. The fact that Nicosia is the capital city and it has close relations with Ministry of Education and other agencies and institutions besides the advantage of infrastructure dating back are among the issues that explain why the schools of Nicosia region are ahead of other schools.

According to 20TFL.ÖĞR (3) from 20TFL Nicosia region, the use of information technologies are mainly taught as computer courses in general, and both the teachers and students make effort to use the information technologies in every chance. 20TFL.ÖĞR (3) stating that the computer is very important in his/her life, controls e-mails everyday, corresponds with friends on facebook, hears about many innovations via internet will be so satisfied by the courses to be in this way but there are no sufficient computers in the school for each course.

According to the student number (2) OF Lapta Yavuzlar High School (LYL) from Kyrenia region, the use of information technologies is far from the expected rate in classes. LYL.ÖĞR (2) alleging that the number of computers is not the same number as the students stated that “The number of computers in our class is not sufficient. We are more crowded. That is why we use a computer each three students sometimes.” This situation that LYL.ÖĞR (2) stated is a situation supporting the opinions of the teacher. So this draws the attention as an important point showing how much the rate between the use of computer and class size is efficient during the study.

The situation is not really different in Famagusta region. GMTMK.ÖĞR (1) stating young teachers exclusively make effort about the use of information technologies added that there are problems in using the

information technologies due to not only teachers that are teaching for a long time but also the problems existing in the school. “Our young teachers helps us to use internet continuously in classes. But the aged teachers cannot understand us well. They are not so good at the use of computers. While we can ask our young teachers questions over facebook, the same thing does not exist in the classes” GMTMK.ÖĞR (1).

#### 4. THE RESULT AND SUGGESTIONS

The fact that young teachers especially have a positive point of view against the information technologies and they use the existing technologies actively are among the positive improvements. In order to use the information technologies in education actively, the pre-service and in-service training of teachers should be provided and this should be renewed periodically in the direction of these improvements. So as to use the information technologies in education for educational purposes, the necessary infrastructure should be created by the experts and it should be brought in teaching and learning environment.

If we should give an example for using the information technologies in formal education, we can talk about the use of internet in geography courses. For example, when we talk about our island and its regions, the students could see the course in some way practically and their knowledge is supported by visual information as a result of the usage of the application called “Google Maps”. It helps both to see the position of Cyprus in world map and simplify the situation of the students to have opinion on the matter exactly and practically about the “freedom of wandering” as the user wishes to on the map. Again thanks to the same program, the subject is ensured to be personalized by showing students images via not only distance but also satellite pictures from places where they live, so the students are ensured to show more interest in the subject.

If we should give another sample from maths course, it is the documentary or animations that could be shown for increasing the interest of the students to the course as a result of the use of information technologies. When it is explained what the abacus is in maths course, the students could have the chance to see visually and aurally the function of the mentioned object and its application thanks to a short documentary or animation that shows how to count by abacus, how the abacus has come to light and its history.

As a result of the interviews made, it can be seen that young teachers make effort so as to put into practice such applications, yet they cannot realize what they want exactly. The most important reason for that can be shown that the investments that are done in education are insufficient due to the fact that the technological infrastructure is continuously renewed. Furthermore, while architectural structure in our schools follow the renewed technologies, it poses impediments for the teachers and this leads to the idea that the Ministry of Education should carry out a study on the matter separately.

There are the followings among the things to do for increasing the efficiency in education;

- a) first of all to educate the staff continuously through in-service training,
- b) conducting more studies on the benefits of information technologies in education,
- c) making both infrastructural and architectural regulations quickly in order that the information technologies are used in schools more commonly,
- d) the changes to be done in accordance with the educational reform should be followed continuously and diligently.

A society of knowledge is the target. The dynamic structure of information technology entails this target to change and develop continuously. Among the factors to ensure reaching this target and chathing the developing targets in timely manner, there are financial and technological infrastructure as well as education which should not be omitted. The fact that having knowledge is important; globalisation; the rise of information sector; the efficiency of the civil society institutions and strengthening of organized society; coming to the center location of people; computerization; that lifelong learning is inevitable form the main features of the knowledge society which is perceived as the main objective of today’s institutional and social structures. For this reason, there is a need for mechanism for preventing the stability and transfer instantly the improvements in our country and around the world emerging in information technology to the educational system and managing level. In this context, the suggested management cycle model can be seen as follows by the application and usage of the information technologies in educational institutions (Figure - 1).

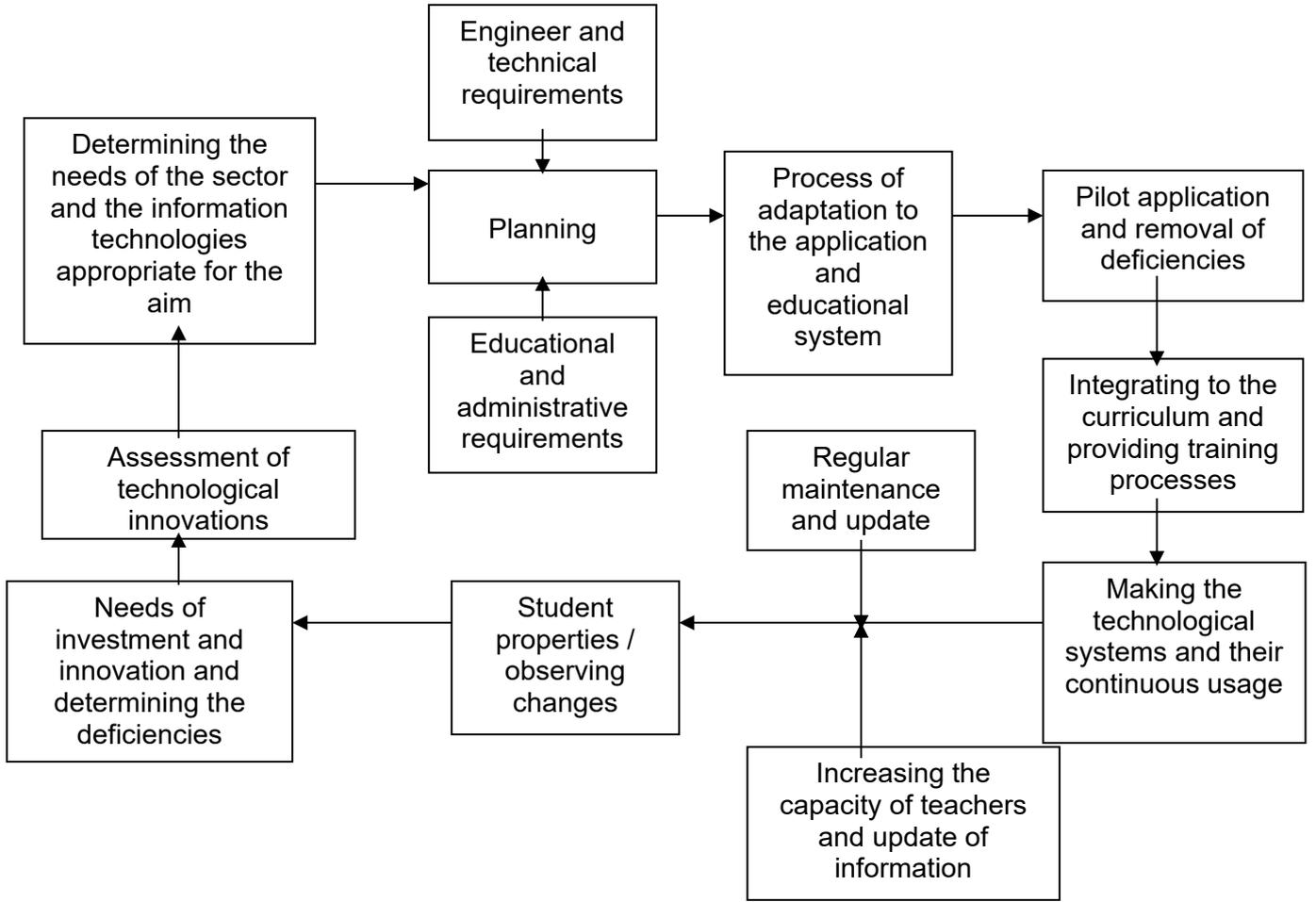


Figure 1. Suggested structure about the application of the information technologies and usage period

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## Bakteri Kavramının Öğretmen Adayları Tarafından Algılanma Düzeyi: Yüzüncü Yıl Üniversitesi Örneği

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### ÖZET

Temel bir fen bilimi alanı olan Biyoloji; biyoteknoloji, tıp, ziraat, moleküler biyoloji vb. gibi birçok alanın temelini oluşturur. Bu geniş yelpazeye sahip olan biyoloji, biyolojik kavramların kapsamını ve karmaşıklığını fazlalattırırken, anlaşılmasını öğrenilmesini öğretilmesini güç hale getirir. Yapılandırmacı öğrenme yaklaşımı, bilginin her bir öğrenen tarafından bireysel olarak yapılandırıldığı, öğrencinin kendisine ulaşan bilgileri aynen almadığı ve öğrenmede bireyin ön bilgilerinin, kişisel özelliklerinin ve öğrenme ortamlarının son derece önemli olduğu vurgulanmaktadır (Akbaba, 2010). Zayıf ve yetersiz bir zihinsel yapının, yeni bilgilerin zihinde yapılandırılma sürecini olumsuz etkilemesi ve anlamlı olarak yapılandırılmamalarına sebep olabileceği bilinmektedir. Araştırmacılar kelime ilişkilendirme, yapılandırılmış grid, dallanmış ağaç, kavram haritaları, kavramsal değişim haritaları, analogi, tahmin-gözlem-açıklama stratejileri ile öğrencilerin var olan bilgileri yerine zihinlerinde mevcut bilgi ve kavramlar arasındaki ilişkilerini ve bilişsel yapılarını ölçen teknikleri kullanmışlardır (Kurt ve Ekici, 2013). Konuyla ilgili literatür taramasında bağımsız kelime ilişkilendirme testi ve çizme yazma tekniğinin birlikte kullanılarak biyoloji öğretmen adaylarının bakteri ile ilgili kavramsal yapılarını araştıran (Kurt ve Ekici, 2013) olmuştur.

Bu araştırmada nitel araştırma metodu kullanılmıştır (Yıldırım ve Şimşek, 2006). Veriler toplam 55 öğretmen adayının katılımıyla toplanmış ve verilerin toplanmasında çizme-yazma tekniği kullanılmıştır. Kodlayıcılar arasındaki ortalama güvenilirlik % 87 olarak bulunmuştur. Veriler içerik analiz yöntemine göre düzenlenmiştir. Biyoloji öğretmen adaylarının bakteri kavramına vermiş oldukları cevaplar kodlanarak kategorilere ayrılmıştır. Bu kategorilere göre frekans değerleri verilmiştir. Verilerin değerlendirilmesinde Nvivo-9 programından yararlanılarak Model oluşturulmuştur.

Bakteri kavramıyla ilgili çizim-yazım tekniğinden ise 5 kategori ortaya çıkmıştır. Bunlar; “*bakterilerin yapı ve özellikleri*”, “*bakterileri tanımlama*”, “*bakteri genetiği*”, “*bakterilerin sınıflandırılması*” ve “*bakterilerde besin ve enerji oluşumu*” şeklindedir. Her iki ölçme aracıyla “*bakterileri tanımlama*”, “*bakterilerin yapı ve özellikleri*” ve “*bakteri genetiği*” kategorileri ortak ve baskın kategoriler olarak karşımıza çıkmaktadır.

Katılımcıların çizim-yazım ölçme aracıyla elde edilen kategoriler kapsamında bakteri hakkında alternatif kavramlara sahip oldukları da tespit edilmiştir. Bunun ana sebebi bakteri kavramının pek çok alanla ilgili olmasından dolayı öğrenilmesini zorlaştırmasından kaynaklanmış olabilir. Öğretime başlanmadan önce öğrencilerin kavramsal yapıları, hatalı, eksik bilgi ve kavramları tespit edilmelidir. Öğretimin uygun strateji, yöntem ve tekniklerin planlanmasıyla kavram ve bilgilerin zihinde anlamlı kodlanmasına ve doğru ilişkilendirilmelerine katkı sağlanmış başka bir ifadeyle anlamlı öğrenme meydana getirilir.

**Anahtar Kelimeler:** bakteri, çizim-yazım tekniği, alternatif kavram, bilişsel yapı

## Beden Eğitimi Öğretmen Adaylarının Bilgi Ve İletişim Teknolojileri (Bit)'E Yönelik Tutumları İle Bilgisayar Ders Başarıları Arasındaki İlişki (Batman Üniversitesi Örneği)

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### ÖZET

Bu araştırma beden eğitimi öğretmen adaylarının BİT' e yönelik tutumları ile bilgisayar ders başarıları arasındaki ilişkiyi incelemek amacı ile gerçekleştirilmiştir. Çalışma 2014-2015 öğretim yılı bahar döneminde Batman Üniversitesi Beden Eğitimi ve Spor Yüksekokulu Beden Eğitimi ve Spor Öğretmenliği bölümü 2. sınıfta okuyan 56 öğrenci ile gerçekleştirilmiştir. Çalışmada Günbatır (2014) tarafından geliştirilen Bilgi ve İletişim Teknolojilerine Yönelik Tutum (BİT) Ölçeği kullanılmıştır. Öğrencilerin bilgisayar dersindeki başarıları için ise yılsonu bilgisayar notları kullanılmıştır. Araştırma sonucunda beden eğitimi öğretmen adaylarının BİT' e yönelik genel tutumlarının olumlu olduğu görülmüş, beden eğitimi öğretmen adaylarının BİT' e yönelik tutumları ile bilgisayar ders başarıları arasında yüksek düzeyde pozitif anlamlı bir ilişki bulunmuştur.

**Anahtar Sözcükler:** Beden Eğitimi, Öğretmen Adayı, BİT'e Yönelik Tutum, Bilgisayar Ders Başarısı

### GİRİŞ

Günümüz dünyasında küreselleşme ile birlikte bilgi ve iletişim teknolojilerinde sınır tanımaz gelişmeler meydana gelmektedir. Bu gelişmelerden toplumsal hayatın her alanı etkilenmekte, sürekli bir değişim ve gelişim döngüsü yaşanmaktadır. Bu değişime ayak uydurma ve bilgi toplumu olma yolunda eğitim müessesesi önemli bir yer tutmaktadır. Çünkü değişime uyum sağlayan, bilgiyi üretebilen nitelikli bireylerin yetiştirilmesi eğitimden beklenmektedir (Barutçugil, 2002). Eğitim yoluyla oluşturulan bilgi toplumu, bilgi üretimi ve etkileşiminin olduğu toplum olarak düşünülmektedir. Bilgi teknolojilerini araştıran, geliştiren, kullanan bu toplumlara bilgi toplumu denilmektedir (Ulucak ve Çakır, 2013:20). Bilişim teknolojilerinin gündelik yaşamımızda çok hızlı bir biçimde yer alması ve giderek vazgeçilmez olması, "değişim" i beraberinde getirmiştir. Bunun sonucunda, bu sürece uyum gösterebilenler ve gösteremeyenler arasında telafisi mümkün olmayan ayrımlar oluşacaktır (Türkiye Bilişim Şurası, 2002:13). Bilgi toplumunda teknolojik gelişmişlik sanayi toplumlarının ucuz ve nitelsiz işgücünün yerine, bilginin üretilmesine yönelik eğitilmiş işgücünün olmasını sağlayacaktır (Kocacık, 2003:6). Bir toplumun gelişerek bilgi toplumu olabilmesinde en büyük etkenin ise eğitim sistemi içerisindeki öğretmenlerin olduğu düşünülmektedir (Gündüz ve Odabaşı, 2004:44).

Eğitim teknolojisinin eğitim ve öğretim sürecinde yer alması, öğretmen adaylarının teknolojiyi kullanabilme bilgi ve becerisine sahip oluşuyla ilgilidir. Öğretmen adaylarının mesleki hayatlarında istenilen başarıya ulaşabilmeleri için öncelikle teknolojinin eğitimdeki rolünü kabullenmeleri ve kullanma becerisine sahip olmaları gerekmektedir. Çünkü öğretmen adaylarının karşılaşacağı öğrenci grubu, bilgi ve iletişim teknolojileri ile yoğun bir şekilde iç içe olmalarıdır (Erdemir vd., 2009:100). Çünkü bilgi ve iletişim teknolojileri sınır tanımaz bir biçimde yaygınlaşmakta ve çocuklar bu süreçle büyümektedirler. Teknolojinin eğitime olan etkisine ilişkin yapılan araştırma sonuçlarında, eğitim teknolojilerinin etkin ve verimli kullanımını durumunda, öğrencilere her alanda yarar sağlayabilmektedir (Winn, 2002). Bilgi ve iletişim teknolojilerini kullanan üniversite öğrencilerinin, araştırma, iletişim ve bilgiye ulaşma becerileri daha çok gelişmekte ve bu yönde kazandıkları beceriler ile mezuniyet sonrası bilgi ve iletişim teknolojilerini kullanma konusunda daha avantajlı konumuna gelmektedirler (Akbaba ve Altun, 2000). Ancak eğitim öğretim sürecinde bilgi teknolojilerinin etkin kullanılmasının önündeki problemlerinden biri, öğretmenlerin bilgi ve iletişim teknolojilerine yönelik bilgi düzeyleri ve tutumları gelmektedir (Jenson vd., 2002).

Birçok alanda olduğu gibi genel eğitimin vazgeçilmez bir unsuru olarak spor eğitiminde de, öğretme ve öğrenme süreçlerinde bilgi akışı sağlanırken bilgi ve iletişim teknolojilerinin kullanımının önem arz ettiği yadsınamaz bir gerçektir (Yücel ve Devecioğlu, 2012:2). Günümüzün küreselleşen dünyasında bilgi ve iletişim teknolojilerinden en fazla yararlanan toplumlar gelişmiş ülkeler olmuş, bu teknolojilerden yeteri kadar yararlanamayan ülkeler ise ekonomik ve sosyal açılarından gelişmişlik seviyesinin gerisinde kalmışlardır (Şaf, 2015:1). Her alanda kalkınmanın itici gücü olan eğitim, bilgi ve iletişim teknolojilerini sistemine etkili bir biçimde dahil etmesi, hızla gelişen teknolojiler ve değişen öğrenci profili sonucunda öğretmenlerin sınıf ortamında BİT araçlarını kullanmaları ve bu araçları öğretim süreçlerine etkili bir şekilde entegre etmeleri beklenmektedir (İzmirli ve Yurdakul, 2014:2277). Bilgisayar simülasyonları ile BİT, öğrencilerin bilgi kaynaklarını büyük ölçüde arttırmakta ve böylece öğrenci ile öğretmen arasındaki ilişkiyi değiştirmektedir. BİT ortaklaşarak öğrenmeyi mümkün kılmakta ve öğrencilere hızlı feedback sağlamaktadır (Berberoğlu, 2010:116). Gelişen teknolojiye uyum sağlamak ve sunduğu olanaklardan

yararlanmak için eğitimde de yeni teknolojileri kullanmak bir zorunluluktur. Bu teknolojiye sahip olmayan ülkelerin, teknoloji alanında diğer ülkelere bağımlı olmaktan kurtulamadıkları bilinen bir gerçektir. Bu süreçte öğretmenin rolü tartışılmaz bir şekilde önem kazanmaktadır (Tavşancıl ve Keser, 2002: 83).

Beden eğitimi derslerinin genellikle uygulamaya dayalı olması nedeniyle, beden eğitimi ve spor öğretmenliği bölümlerinde okuyan öğrencilerin bilgi ve iletişim teknolojilerine yönelik tutumlarının belirlenmesine yönelik az sayıda çalışma yer almaktadır. Ancak uygulamada beden eğitimi ve spor öğretmenlerinin en çok kullanacakları yine bilgi ve iletişim teknolojileri olacaktır. Çünkü beden eğitimi dersinde mental hazırlık, süreç ve değerlendirme işleyişinde aktarılan ve öğrenilen bilginin daha kalıcı ve tam öğrenilmiş olması için teknoloji kullanılarak öğrencilerin dikkatleri çekilmekte ve bu bilginin içselleştirilmesi sağlanmaktadır (Tanrıverdi, 2014). Gerek ulusal ve gerekse uluslararası müsabakalara katılım ve yürütülmesinde en önemli alt yapı bilgi ve iletişim teknolojileridir. Yine ders içeriği ile birlikte her türlü sportif oyunun tanıtılması ve öğretilmesinde bilgi ve simülasyon teknolojileri rahatlıkla kullanılabilir. Günümüzde büyük bir sektör haline gelen spor alanında rekabeti yakalayabilmek ve başarılı olabilmek için gelecek nesillere verilecek eğitimin de çağın gereklerine uygun, bilgi ve iletişim teknolojilerinden azami fayda sağlanacak biçimde verilmesi gerekmektedir (Yücel ve Devcioğlu, 2012:3).

Küresel ölçekte hemen hemen her bireyin dikkatini çeken spor medyası anlık olarak bilgi ve iletişim teknolojileri sayesinde izlenebilmekte, spora yönelik her türlü veri, bilişim teknolojileri ortamında organize edilebilmektedir. Antrenman bilimciler yeni teknolojinin araç ve gereçlerini kullanarak spor laboratuvarlarında geleceğin sporcularını oluştururlarken, yeni spor sistemlerini bilgisayar ortamlarında maç analizi yaparak geliştirmeye çalışmaktadırlar (Devcioğlu ve Altıngül, 2011:47). Aynı zamanda iletişim ve bilgisayar gücündeki patlama, küresel mali piyasaların gelişimine ivme kazandırdığı gibi sanal müsabakaların da yapılmasında önemli bir yer edinmiştir. Teknolojiden nasibini almış yeni sportif malzemeler yeni rekorlar kırılmasına izin vermiştir. Bu süreç günümüzde de hızlanarak devam etmektedir (Atasoy ve Kuter, 2005: 15). Günümüzde obezite ve sedanter yaşam çocuk ve gençlerde artmaktadır. Okulda beden eğitimi ve spor dersi etkinlikleri çocuklara ve gençlere yaşam boyu fiziksel aktivite alışkanlığını kazandırarak aktif bir yaşam olanağı sunmaktır. Beden eğitimi öğretmenleri teknoloji ürünlerini kullanarak öğrencilere bu alışkanlığı kazandıracak bilgiler sunabilir. Örneğin, vücut kompozisyon ölçer araçlarının kullanılması, veri tabanında kayıt tutma, tablolama ve derecelendirme programları kullanılarak egzersiz programlarını yapabilirler (Bulca, 2012).

Spor eğitiminde bilgisayarlar ve diğer bilgi teknolojilerinin kullanılmasının artırılması, günümüz bilgi çağında bilgiye daha hızlı ve güvenilir olarak erişilmesi yanında öğrencinin teknoloji kullanımı ile hem teorik bilgilerin hem de psikomotor becerilerin öğrenilmesinde, öğretmen-öğrenci etkileşimini ve motivasyonu artırıcı bir unsur olacaktır (Yücel ve Devcioğlu, 2012:13). Bu açıdan beden eğitimi öğretmen adaylarının var olan teknolojileri etkili bir şekilde kullanmaları ve yeterlikleri kazanmaları beklenmektedir. Beden eğitimi öğretmen adaylarının BİT'e yönelik kazanım ve yeterliliklerin belirlenmesinde tutumları ile bu tutumlarının BİT başarıları ile ilişkisinin saptanması araştırma açısından önemli görülmüştür. Araştırma kapsamında; Beden Eğitimi ve Spor Öğretmenliği bölümünde öğrenim gören öğretmen adaylarının BİT'e yönelik tutumlarının ne olduğu ve BİT'e yönelik tutumları ile bilgisayar dersi başarıları arasında bir ilişkinin mevcut olup olmadığının ortaya çıkarılması amaçlanmıştır.

## YÖNTEM

Bu çalışmada Beden Eğitimi öğretmen adaylarının BİT'e yönelik tutumları ile bilgisayar dersi başarıları arasındaki ilişkiyi incelemek amacı ile tarama modeli kullanılmıştır. Bu tarama modeli 2014–2015 öğretim yılı bahar yarıyılında Batman Üniversitesi, Beden Eğitimi ve Spor Yüksekokulu, Beden Eğitimi ve Spor Öğretmenliği Bölümü 2. Sınıfında okuyan 56 (34 erkek, 22 kız) öğrenci ile gerçekleştirilmiştir. Öğrencilerin BİT'e yönelik tutumlarını belirlemek amacıyla Günbatır (2014) tarafından geliştirilen geçerliliği ve güvenilirliği belirlenmiş, 23 maddeden oluşan likert tipli “Bilgi ve İletişim Teknolojileri Tutum Ölçeği” kullanılmıştır. Mevcut çalışmada ölçeğin güvenilirlik iç katsayısı Cronbach alfa değeri .85 olarak bulunmuştur. Öğrencilerin bilgisayar dersindeki başarıları için ise dönem sonu bilgisayar notları kullanılmıştır. Öğrencilerin BİT'e yönelik tutumları ile ilgili verilerin analizinde aritmetik ortalama ve standart sapma kullanılmış, öğrencilerin BİT'e yönelik tutum puanları ve bilgisayar dersi başarı puanları arasındaki ilişki ise Pearson korelasyon katsayısı bulunarak analiz edilmiştir. Verilerin analizinde SPSS paket programı kullanılmıştır. Verilerin istatistiksel analizi ve yorumlanmasında 0,05 anlamlılık düzeyi dikkate alınmıştır.

## BULGULAR

Verilerin analizinden elde edilen bulgular tablolar halinde sunulmuş ve tablolara göre yorumlar yapılmıştır.

**Tablo 1. Öğrencilerin BİT'e Yönelik Tutum Ortalamaları ve Standart Sapmaları**

	<b>BİT'e Yönelik Tutum Maddeleri</b>	<b>X</b>	<b>s.s</b>
1	BİT'i güncel hayatta kullanmayı seviyorum	4,11	1,23
2	BİT i güncel hayatta kullanmak benim için büyük bir zevktir.	4,00	0,99
3	BİT i kullanmak hayatımızı kolaylaştırır.	4,20	1,13
4	BİT in güncel hayatımızda kullanımı kaçınılmazdır	4,14	0,90
5	BİT ile ilgili gelişmeler beni heyecanlandırır.	3,71	0,99
6	BİT i kullanarak işlerimi zorlanmadan hallederim.	4,00	1,04
7	İnternet ortamında arama motorları (Google, Yandex, Bing, Altavista vb.) ile ayrıntılı arama yapmanın kolay olduğunu düşünürüm.	4,25	1,12
8	Araştırma yaparken interneti tercih ederim.	4,02	1,09
9	İnternet ortamında arama motorlarını (Google, Yandex, Bing, Altavista vb.) kullanarak bilgiye erişmek bana zevk verir.	3,79	1,07
10	İnternette araştırma yapmaktan keyif alırım.	4,00	0,85
11	İnterneti kullanarak bilgiye nasıl erişeceğimi bilirim.	3,71	1,20
12	Bilgisayar parçalarını söküp takmaktan zevk alırım.	3,21	1,51
13	Bilgisayar parçalarını kurcalamaktan zevk alırım.	3,39	1,52
14	Bilgisayarın donanımsal bir arızası olduğunda bunun nedenini anlamak için bilgisayarı kurcalarım.	3,38	1,40
15	Bilgisayar parçalarını nasıl söküp takmam gerektiğini bilirim.	3,16	1,52
16	Sunum programları (Powerpoint, Presenter vb.) ile hazırladığım sunularımı animasyonlar ile zenginleştirmek hoşuma gider.	4,00	0,99
17	Topluluk karşısında sunum yapacağım zaman sunum programlarını (Powerpoint, Presenter vb.) kullanırım.	4,20	0,86
18	Verilerimi hesaplama tablo (Microsoft Excel, Calc vb.) programını kullanarak saklamayı tercih ederim.	3,84	1,09
19	İhtiyaç hâlinde grafik ve çizim programlarını (Paint, Photoshop vb.) kullanırım.	3,95	0,98
20	Elle yazmaktansa kelime işlemci (Microsoft Word, Writer vb.) programlarını kullanmayı tercih ederim.	3,54	1,25
21	Mail adresimi düzenli olarak kontrol etmek gerektiğine inanırım.	3,75	0,98
22	İnsanlarla e-posta aracılığı ile iletişim kurarım.	3,52	1,14
23	İnternet ortamında eş zamanlı olarak yazışarak (whatsapp, yahoo, messenger vb. kullanarak) insanlarla iletişim kurarım.	3,71	1,14
<b>Genel Ortalama</b>		<b>3,65</b>	<b>0,64</b>

Tablo 1' e göre Beden Eğitimi öğretmen adaylarının BİT'e yönelik tutum ölçeği genel ortalaması  $3,65 \pm 0,64$  olarak belirlenmiştir. Bu verilere göre beden eğitimi öğretmen adaylarının BİT'e yönelik genel tutumlarının olumlu olduğu söylenebilir. Anket sonuçları incelendiğinde; öğretmen adaylarının internet ortamında arama motorları (Google, Yandex, Bing, Altavista vb.) ile ayrıntılı arama yapmanın kolay olduğunu düşündüklerini, BİT i kullanmanın hayatımızı kolaylaştırdığına, BİT in güncel hayatımızda kullanımının kaçınılmaz olduğuna inandıkları görülmüştür. Yine beden eğitimi öğretmen adaylarının; kelime işlemci (Microsoft Word, Writer vb.) programlarını, sunum programlarını (Powerpoint, Presenter vb.) ve ihtiyaç hâlinde grafik ve çizim programlarını (Paint, Photoshop vb.) kullandıkları, sunumlarını animasyonlar ile zenginleştirdikleri görülmüştür. Tablo verilerine göre beden eğitimi öğretmen adaylarının BİT'e yönelik tutumlarının ortalamalarına bakıldığında, en yüksek ortalamanın; internet ortamında arama motorları (Google, Yandex, Bing, Altavista vb.) ile ayrıntılı arama yapmanın kolay olduğunu düşünürüm ( $\bar{X}=4,25$ ) tutumunda gerçekleşirken en düşük ortalama, bilgisayar parçalarını nasıl söküp takmam gerektiğini bilirim ( $\bar{X}=3,16$ ) tutumunda gerçekleşmiştir.

**Tablo 2. BİT'e Yönelik Tutum ile Bilgisayar Ders Başarıları Arasındaki Korelasyon Sonuçları**

		<i>Tutum Puanı</i>	<i>Başarı Puanı</i>
<i>Tutum Puanı</i>	r	1,000	,977
	p		,000
	N	56	56
<i>Başarı Puanı</i>	r	,977	1,000
	p	,000	
	N	56	56

\*p&lt;0,05 (Çift yönlü)

Tablo 2' de öğrencilerin BİT' e yönelik tutumları ile bilgisayar dersindeki başarı arasında Pearson korelasyon katsayısı hesaplanmıştır. Tablo verilerine göre öğrencilerin BİT' e yönelik tutumlar ile başarı arasında ,977 düzeyinde pozitif yönde güçlü anlamlı bir ilişki bulunmuştur. ( $r=,977$ ,  $p=,000<0,05$ ). Determinasyon katsayısına bakıldığında ( $r^2=0,954$ ); bilgisayar dersi başarı puanlarının % 95' inin BİT' e yönelik tutumdan kaynaklandığı söylenebilir.

## SONUÇ

Batman Üniversitesi, Beden Eğitimi ve Spor Yüksekokulu, Beden Eğitimi ve Spor Öğretmenliği bölümünde okuyan öğretmen adaylarının BİT' e yönelik genel tutum puanlarının ortalamasına bakıldığında  $3,65\pm 0,64$  olarak gerçekleştiği, bu sonuç; Beden Eğitimi ve Spor Öğretmenliği bölümünde okuyan öğretmen adaylarının BİT' e yönelik tutumlarının olumlu olduğunu göstermektedir. Literatürdeki bazı araştırmalarda da öğretmen adaylarının BİT'e yönelik tutumlarının olumlu bulunması bu çalışma sonucunu destekler niteliktedir. Gunter ve ark. (1998) üniversite öğrencisi öğretmen adaylarının BİT'e karşı tutumlarının olumlu düzeyde olduğunu belirtmişlerdir. Ekici ve ark. (2015) tarafından yürütülen benzer bir çalışmada, öğretmen adaylarının bilgisayar kavramına yönelik olarak pozitif tutuma sahip oldukları, bilgisayarı daima kolaylaştırıcı olarak algıladıkları belirlenmiştir. Çardak ve ark. (2008) çalışmalarında fen bilgisi öğretmen adaylarının, Deniz ve ark. (2006) ise matematik, fizik, kimya, biyoloji, tarih, felsefe, Türk Dili ve Edebiyatı öğretmen adaylarının, teknolojiye yönelik tutumlarının olumlu olduğu sonucuna varmışlardır. Bazı araştırma sonuçlarına göre ise öğretmen adaylarının BİT' e yönelik tutumlarının orta düzeyde olduğu görülmüştür (Demiralay ve Karadeniz, 2010; Özarslan ve ark., 2013).

Gerçek ve ark. (2006) araştırmalarında öğretmen adaylarının bilgisayar kullanımına yönelik tutumlarının orta düzeyde olduğu, bilgisayar ve internet kullanımına yönelik Köse ve ark. (2007)' nin yaptığı araştırmada, ise öğrencilerin bilgisayar ve internet kullanımına yönelik olumlu tutum geliştirdiklerini rapor etmektedirler. Atalay ve Anagün (2014) tarafından yapılan bir başka araştırmada, öğretmenlerin çoğunluğunun kendini teknoloji kullanımı konusunda yeterli gördükleri, öğretmenlerin bu yeterliliğin nedenlerini kendi kişisel ilgileri ve hizmet içi eğitimleri olarak açıklamışlardır. Beden eğitimi öğretmen adaylarının eğitimde teknolojik araç gereç kullanımına karşı sahip oldukları tutum ve düşünceleri tespit etmeye yönelik Yılmaz ve ark. (2010) yaptıkları araştırma sonucunda ise teknolojik araçların eğitimde kullanılması durumu, teknolojinin eğitim yaşamına etkileri, teknolojik araçların kullanımının öğretilmesi konularında öğretmenlerin olumlu tutumlara sahip oldukları belirlenmiştir.

Araştırmada beden eğitimi öğretmen adaylarının, BİT' e yönelik tutumları ile bilgisayar ders başarıları arasında pozitif yönde güçlü düzeyde anlamlı bir ilişki bulunmuştur. Bu ilişki öğretmen adaylarının BİT' e yönelik tutumlarının bilgisayar ders başarıları üzerinde etkili olduğunu göstermektedir. Araştırmanın bu sonucu benzer araştırma sonuçlarıyla paralellik göstermektedir. Cüre ve Özden (2008) çalışmalarında, öğretmenlerin BİT uygulama başarıları ile BİT'e yönelik tutumları arasında yüksek düzeyde pozitif bir ilişki bulmuşlardır. Akkoyunlu (1996) öğretmenlerin BİT'e ilişkin bilgi ve becerileri ile BİT'e yönelik tutumları arasında olumlu bir ilişkinin var olduğunu belirtmektedir. Göktaş (2011)' in yapmış olduğu araştırmada ise beden eğitimi ve spor öğretmenliği bölümünde okuyan öğrencilerin bilgisayar kullanımı ve iletişim teknolojilerini kullanmada özgüvenlerinin spor yöneticiliği ve antrenörlük eğitimi bölümündekilere göre daha yüksek olduğu sonucuna varmıştır.

Gerek bu araştırma gerekse diğer araştırma sonuçlarına göre, beden eğitimi öğretmen adaylarının bilgi ve iletişim teknolojilerine yönelik tutumlarının olumlu düzeyde olduğu görülmüştür. Ancak bu araştırma kapsamında aynı zamanda öğretmen adaylarının BİT'e yönelik tutumları ile bilgisayar ders başarıları arasında pozitif yönde anlamlı bir ilişkinin var olduğu belirlenmiştir. Araştırmanın daha geniş bir çalışma grubu ile yapılması, beden eğitimi öğretmen adaylarının BİT' e yönelik tutumlarının diğer derslerdeki başarıları ile ilişkisinin incelenmesi araştırmanın önerileri olarak geliştirilmiştir.

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## **Bilfen Learning Awareness Scale High School Form Validity-Reliability And Standardization Study**

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### **1. INTRODUCTION**

People receive, process, store, memorise and learn information in different ways from each other. These differences can be explained through the concept "learning styles " which was first put forward in 1960 by Rita Dunn. The purpose of determining the learning styles is to determine which of the learning methods is suitable for learners by taking into account the biological and developmental characteristics of them (Boydak, 2001). According to Dunn who made one of the most comprehensive description of the concept "learning style", learning style is the process which includes how a person / student starts to concentrate on, the road which is followed to perform learning (process), internalization of knowledge and recall of new-difficult information and this process is different for everyone. In other words, learning style is each student's using unique ways while preparing to learn, learning and remembering new and difficult information. To understand the learning style of a person his concentration, what is triggered by the environment and events that are happening and how he had kept the information should be viewed (Dunn and Stevenson, 1997; Geisert and Dunn, 1991).

Some schools of thought argue that cognitive style of a person is inborn, fixed and can not be changed. These types of schools argue that it is not possible for humans to thus being able to allow them to change their cognitive styles and so it is not also possible to adapt learning much more easily However, some researchers claim that attitudes of the individuals can be modified in terms of thinking and learning. Accordingly, cognitive style reflects individuals' way of thinking and the process that is needed by the learner during performing the learning activities is learning style (Allinson and Hayes, 1996; Riding and Rayner, 1998).

There are many different approaches and classifications in the identification of learning styles. The main explanations are Dunn's, Honey's and Munford's, Felder Silverman's, Gracha Reichman's, Gregorc's, Butler's, Kolb's, and Herrman's ones and the Myers-Briggs's Type decisive approach, descriptions of the theory of multiple intelligences, and Ridings 's dimensional descriptions. Theoretical basis of the scale developed in this study is based on the scope of the Dunn and Dunn's learning styles and approaches. Dunn's learning styles model was founded on two basic concepts as cognitive styles and brain lateralization. In cognitive styles, the focus is on the people's way of thinking and his dependence on the field during the process of creating concepts. People's way of thinking is evaluated from impulsive end to the reflective end. As individuals may have one of these two extreme way of thinking, they may be somewhere in between these two. Field dependence and independence are related to the types of global and analytical thinking. These means two opposite poles. Ones who is located in one of the ends and have global thinking feature can think holistic and simultaneously by focusing on the relation between the constituent parts of a complement. Analytical thinkers on the other end as perceive the independent pieces of information in a sequential manner by separating it pieces. At the same time, Dunn's learning styles focus on individual preferences about the environment, the methods and resources. According to this learning styles is a developmental composition that is comprised by biological and personal characters. in the learning process while a media, method, etc. is good for an individual, for another it may not be good. Many people have certain preferences regarding learning styles. Learning style is a concept that includes how a person think and how she process data. It is influenced by the the environment, social groups and even the personality of the learner (Reid, 2007). Therefore it shows significant differences between individuals. How strong is the preference of the individual in this direction, so solid the strategy she has. When students are in environments, sources and methods that are suited to their learning styles, they can achieve greater success. Teachers can can learn students' individual learning styles and use it as a basic criterion of their teaching methods. Likewise, students can also strengthen their own learning styles, they can develop them. When faced with a new and difficult academic material students can perform more effectively by using them (Dunn & Griggs, 1993).

According to Dunn, students have preferences related to stimuli in the environment during the learning activity for effective learning. Learning style, such as knowledge style for effective learning is as important as

intelligence. Identifying the learning style of an individual and presenting opportunities accordingly prevent or minimize failure. Academic achievements of students with different learning styles increase in learning environments organized in accordance with their own learning styles (Cengizhan, 2007; Güven, 2008; Hasırcı, 2006). There are research results that coexistence of students in different learning styles and educational environment that is organized by taking this difference into consideration facilitates and enriches the students' learning and interaction among students improve their mental activity (Celik, Sahin, 2011). In this context Dunn's learning styles consists of 18 elements across five main areas (Dunn and Stevenson 1997; Geisert and Dunn, 1991, Dunn and Dunn, 1992, Zhang, Sternberg, & Rayner, 2011):

1. Environmental conditions (noise, light, temperature, design)
2. Emotional Conditions (motivation, persistence, conformity, configuration)
3. Sociologic Conditions (loneliness, authority, variety)
4. Physiologic Conditions (visual, auditory, tactile, kinesthetic / mobility, eating / drinking, time of day)
5. Psychological Conditions (global / analytical, reflective / reactive)

It is essential to use a method which can be used by individuals having different learning styles, because people's learning styles are different from each other (Dunn and Stevenson 1997; Geisert and Dunn, 1991). For example, some individuals are better at recalling the visual ones than verbal ones, some are highly tactual and their learning depends on touch and movement. Moreover, people's cognitive style is stable and consistent at any situation and area. In this case, it is said to be that the individual's cognitive style can certainly be estimated. Taking into consideration the learning styles s one of the main points in educational environments which holds individuality forefront and is based on equality. Studies reveal that when the strenghts of individuals are found and the education is designed according to these findings the success increases (Sadler-Smith & Evans, 2006; Zhang, Sternberg, & Rayner, 2011). According to Dunn's learning styles of each student must be identified by the learning styles inventory. definition of homework which is appropriate for learning process should be given to the student and the student should be encouraged to follow the given steps of learning. The results of this stage shoul db e evaluated in terms of attitude and continuity (Dunn and Stevenson 1997; Geisert and Dunn, 1991). This approach is highly related to the purpose of educational guidance and counseling andthis is also needed to provide effective counseling for learning consultants. according to the research which was conducted by Dunn and Ingham (1994) when students learn through their own learning styles, it is easier for them to remember what they have learned (for example, if the visual memory is more powerful, they remember better what they have learned in visual form) It ihas been detected that if the success of a student is low, appropriate choices in students' learning styles should be found, matched and consolidated, by doing this increase in long term and short term memory, vocabulary, reading, scientific and social studiescan be seen.It has been determined that when kinesthetic learning methods are used there is an increase in the success. Thus, each unit that deal with students in educational environment should know the students' learning styles and the curriculum should be designed by taking into account the students' learning factors and apprtoprite strategies should be determined to support the setudents. The scales and inventories that have been built with this prupose are based on various theories. However, studies indicate that there are strong links between culture and learning styles (Charlesworth, 2008). Thus, rather than the adaptation of an foreign based inventory or scale, scales and inventories that are developed in the light of nternational literature and tested on the local samples are considered to give much more responsive and effective results.

## 2. THE STUDY

The aim of this study is to develop a valid and reliable evaluation instrument for determining the learning styles of secondary school students. This is an evaluation instrument development, on a scale development, validity, reliability and standardization study. In this context, this study aims to develop a valid and reliable evaluation instrument for determining the learning styles of secondary school students in Turkey. The research group consists of 1115 secondary school students who are studying in İstanbul during the first term of 2014-2015 academic year. Data were obtained from six different high schools (Science High School, Anatolian High School, Vocational School, Industrial School, Imam Hatip High School and Open High School). The students' 594 of them (%53,3) were female, 521 of them (%46,7) male; 245 of them (%22,0) 9th grade, 318 of them (%28,5) 10th grade, 275 of them (%24,7) 11th grade, 277 of them (%24,8) 12th grade; 523 of them (%46,9) private school, 592 of them (%53,1) private school students.

### 1.1. The Tool Used For Measurement (Developed)

As an application process, a study, including two parts, was made use of in order to determine students' personal information (such as gender, school/highschool types and grade level) and learning styles. Within the course of the compilation of the study, on the other hand, an investigation on the body of literature of previous research in and outside Turkey was realized added by a deep examination of the theoretical framework obtained from the other studies. Based on those scales and theoretical framework gathered from previous studies, a comprehensive item-pool, with 150 items in total, was created by the researchers. The draft of the measurement tool, with the items chosen as appropriate from the item pool, was presented to 11 experts for their opinion including specialists of developmental & learning psychology, assessment & evaluation and a philologist in order to estimate its construct and content validity and understandability in terms of its linguistic and expressive features. Having taken the expert views, necessary arrangements were conducted by the application of Lawshe analysis. In this stage, 16 items of the prepared scale were eliminated for having a low level of KGO. For its deeper analysis, a pilot application was made with a group of 98 secondary-school students to analyse its understandability, answerability and aim-relevancy features. Depending on the feedback of the pilot study, the last form of the measurement tool was arranged and prepared for its application.

The measurement tool was organized in the form of Likert type of scale. The rating of the scale was prepared as "1-strongly disagree", "2-disagree", "3-have no idea", "4-slightly agree" and "5-strongly disagree". An optical form was also developed to gather the data. The first form, with 134 items, was applied among 1161 students by the researchers. 1115 scales were used for analysis after having eliminated the incomplete and/or incorrectly-filled ones. The Exploratory Factor Analysis was applied to evaluate the instrument's construct validity as well.

The items prepared within the development phase of "Bilfen Learning Awareness Scale Highschool Form (BLAS)" was designated depending on 5 different learning areas which were based on the content of Dunn's learning styles. Each learning area was divided into subcomponents within itself and presented information in 21 different learning styles. The multidimensional form of the scale has the quality of facilitating the acquisition of information about students and different dimensions. The theoretical basis of these domains' and each field of interest were presented in the table below (Dunn and Stevenson, 1997; Geisert and Dunn, 1991, Dunn and Dunn, 1992):

**Table 1.1.1: The Designed Theoretical Framework of Bilfen Learning Awareness Scale High School Form**

Factor	Group	Explanation
Environmental	Noise Light Temperature Design	Questions including environmental factors; the preference of noise, light, heat and study design
Emotional	Motivation Persistence Conformity Configuration	Questions including the factors that facilitate studying and learning; conformity including person's motivation, persistence quality, rule and plan, constructing to study the studied subject.
Sociologic	Loneliness Authority Variety	Environmental preferences of a person affecting learning in a sociological context;; tendency to work individually or as a group, a preference of working with authority, a diversity that determines the need of using different ways and methods.
Physiologic	Visual Audial Tactual Kinesthetic Eating/drinking Time of day	The effects of physiological preferences on learning; tendency to learn visual, audial and/or kinesthetic, tendency to eat while studying and the period of time that he/she prefers.
Psychologic	Global Analytic Reflective Reactive	The effect of psychological factors on learning; global including the need of relating learned things with real life, the need of analytical resolution of the learned, the reflection the learned thing via not taking, listing etc. and reactivity measuring quick answering, fast solution need.

## 1.2. The Analysis of Data

In the analysis of data, the calculation of item-total correlations, exploratory factor analysis, factor analysis, Cronbach Alfa analysis for internal consistency, item analysis (item-total and item-remainder analyses) and distinctiveness analyses were conducted respectively. Before factor analysis, item-total correlations were examined for total factor scores to determine the best measurer items for each subdimension using Pearson Product Moment correlation. Due to normal distribution, continuous variables and linear correlation assumption, Pearson analysis was preferred. In this regard, it is assumed that when an item-total score of an item was lower than 0,30; it did not measure the construct adequately with the other items in the related group.

Before conducting factor analysis, the convenience of data to factor analysis was controlled. For this reason, to control sampling adequacy and if factor analysis is interpretable, KMO and Bartlett test results were taken into consideration. Field (2005) has stated that KMO value that can take a value between 0 and 1 is interpreted as normal between 50 and 70; good between 70 and 80, very good between 80 and 90 and perfect above 90. Besides, it is indicated that the significance of Bartlett's Sphericity test is interpreted as the adequacy of sample size and correlation matrix.

In factor analysis, items were taken to Principle Component Analysis in the relevant structure over a single factorial model. Besides, unrotated component matrix was obtained. In this regard, items which took factor load less than, 30 were eliminated and the factor analysis was repeated. As a result of Cronbach Alfa analyses conducted for internal consistency as a part of reliability, it was considered adequate to obtain  $\alpha > .70$  alfa value for each subdimension. Also in item analyses, each item's correlation with total score was examined with Pearson technique again when they were inclusive and exclusive to total score. In this context, finding a significant relationship was accepted as adequate for the acceptance of an item. Moreover in item and factor distinctiveness analyses, whether there was a significant difference between bottom and top 27% percentiles of group and all items and factor total scores was analyzed with Independent Samples T-test. For the significant results it was concluded that distinctiveness was provided. Obtained data was analyzed using "SPSS for Windows ver: 15.0" program, significance was found  $p < .05$ , other significance levels were also stated and findings were presented as tables in accordance with the purposes of research.

### 3. FINDINGS

To determine the construct validity of scale, exploratory factor analysis was conducted. For the factor analyses, a separate modular way was followed by taking Dunn and Dunn modal's each constructive differences into consideration. Within this context, a distinct factor analysis was conducted for each domain. This analysis provides the independent use of each modul of the scale. Before exploratory factor analysis, KMO (Keiser-Meyer-Olkin) and Bartlett sphericity values were calculated to determine the scale's convenience for Exploratory Factor Analysis analysis and the obtained results were presented below.

**Tablo 3.1. Kaiser-Meyer-Olkin (KMO) and Bartlett's Tests**

<b>Grup</b>	<b>KMO</b>	<b>Bartlett</b>	<b>p</b>
Environmental	,806	3194,600	,000
Psychological	,881	6449,831	,000
Emotional	,898	3488,482	,000
Sociological	,846	4326,541	,000
Physiological	,862	8860,289	,000

After these analyses, the step of total variance value determination was taken. For each module, principal component analysis and varimax rotation were conducted in a multi-staged way; these operations were repeated by adding items until there was no more item with  $< .30$  factor load or taking load from more than one factor.

**Table 3.2. Total Variance Explained For All Modules**

Modules	Comp.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
		Total	% of Var.	Cum. %	Total	% of Var.	Cum. %	Total	% of Var.	Cum. %
Environmental	1	3,229	20,181	20,181	3,229	20,181	20,181	3,229	20,181	20,181
	2	2,369	14,806	34,987	2,369	14,806	34,987	2,369	14,806	34,987
	3	1,810	11,315	46,302	1,810	11,315	46,302	1,810	11,315	46,302
	4	1,555	9,721	56,023	1,555	9,721	56,023	1,555	9,721	56,023
	...	...	...	...	...	...	...	...	...	...
	13	,366	2,288	100,000						
Psychological	1	6,813	30,045	30,045	6,813	30,045	30,045	6,813	30,045	30,045
	2	3,056	10,088	40,133	3,056	10,088	40,133	3,056	10,088	40,133
	3	2,895	9,536	49,669	2,895	9,536	49,669	2,895	9,536	49,669
	4	1,217	9,195	58,864	1,217	9,195	58,864	1,217	9,195	58,864
	...	...	...	...	...	...	...	...	...	...
	29	,415	1,430	100,000						
Emotional	1	4,330	28,824	28,824	4,330	28,824	28,824	4,330	28,824	28,824
	2	2,577	11,206	40,030	2,577	11,206	40,030	2,577	11,206	40,030
	3	1,651	11,177	51,207	1,651	11,177	51,207	1,651	11,177	51,207
	4	1,433	10,230	61,437	1,433	10,230	61,437	1,433	10,230	61,437
	...	...	...	...	...	...	...	...	...	...
	18	,382	1,662	100,000						
Sociological	1	3,070	24,620	24,620	3,070	24,620	24,620	3,070	24,620	24,620
	2	2,718	22,944	47,564	2,718	22,944	47,564	2,718	22,944	47,564
	3	1,742	18,297	65,861	1,742	18,297	65,861	1,742	18,297	65,861
	...	...	...	...	...	...	...	...	...	...
	15	,414	1,972	100,000						
Physiological	1	3,648	11,769	11,769	3,648	11,769	11,769	3,648	11,769	11,769
	2	3,008	9,704	21,473	3,008	9,704	21,473	3,008	9,704	21,473
	3	2,953	9,526	30,999	2,953	9,526	30,999	2,953	9,526	30,999
	4	2,239	7,222	38,221	2,239	7,222	38,221	2,239	7,222	38,221
	5	1,695	5,466	43,687	1,695	5,466	43,687	1,695	5,466	43,687
	6	1,546	2,987	50,674	1,546	2,987	50,674	1,546	2,987	50,674
	...	...	...	...	...	...	...	...	...	...
	24	,290	,937	100,000						

Extraction Method: Principal Component Analysis.

In Table 3.2, factor loads for the all modules were given. It is found that total variance explained for all modules was greater than 50%; the lowest total variance was calculated in Physiological module with 50,74%. After these operations, item-factor distributions obtained with varimax rotation technique were presented as a table below.

**Table 3.3. Rotated Component Matrix (Varimax) - 1**

MODULES	Factor	Item No	Component			
			1	2	3	4
PSYCHOLOGICAL	Gl	030	,798			
	Gl	018	,764			
	Gl	026	- ,761			
	Gl	005	,758			
	Gl	014	,541			
	Gl	032	- ,537			
	An	027		,619		
	An	001		,613		
	An	013		,590		
	An	006		,481		
	An	008		,477		
	An	004		,475		
	An	003		,467		
	Pr	025			,651	
	Pr	011			,649	
	Pr	015			,631	
	Pr	023			,584	
	Pr	020.			,570	
	Pr	012			,515	
	Pr	007			,464	
	Pr	028			,366	
Re	029				,642	
Re	031				,625	
Re	002				,567	
Re	009				,507	
Re	016				,505	
Re	017				,421	
Re	019				,403	
Re	021				,390	

MODULES	Factor	Item No	Component		
			1	2	3
SOCIOLOGICAL	Lo	044	,661		
	Lo	047	,658		
	Lo	042	,621		
	Lo	046	,579		
	Lo	048	,483		
	Au	038		,659	
	Au	037		-,655	
	Au	036		-,564	
	Au	035		-,552	
	Au	045		-,512	
Va	051			,735	
Va	050			,686	
Va	054			,584	
Va	053			,380	
Va	049			,379	

As a result of the principal component analysis and varimax rotation technique, it was found that psychological module consisted of four and sociological module consisted of three factors. It was determined that all items' factor loads were greater than 30%.



**Table 3.5. Rotated Component Matrix (Varimax) - 3**

MODULES	Factor	Item No	Component				MODULES	Factors and Some Results					
			1	2	3	4		Factors	Cr. Alpha	İtem Total (Min)	Sig.	Test Retest (N=51)	Sig.
Emotional	Mo	068	,682				Physiological	Görsel	,730	,627	,000	,875	,000
	Mo	064	,681					İşitsel	,811	,782	,000	,569	,000
	Mo	065	,669					Dokunsal	,744	,653	,000	,732	,000
	Mo	063	,554					Kinestetik	,733	-,407	,000	,811	,000
	Mo	061	,546					Yeme/İçme	,818	,820	,000	,555	,000
	Pe	066		,781				Zaman	,751	,586	,000	,685	,000
	Pe	075		,712			Psyc hologi cal	Global	,707	,437	,000	,826	,000
	Pe	062		,628				Analitik	,771	,483	,000	,544	,000
	Pe	057		,574				Yansıtan	,704	,442	,000	,629	,000
	Pe	060		,372				Tepkisel	,791	,424	,000	,545	,000
	Co	055			,778		Environ mental	Ses	,795	,777	,000	,881	,000
	Co	078			,735			Işık	,785	,820	,000	,599	,000
	Co	074			,733			Sıcaklık	,782	-,397	,000	,821	,000
	St	077				-,786		Düzen	,720	,657	,000	,455	,000
	St	076				,652	Emotional	Motivasyon	,771	,571	,000	,612	,000
	St	072				,513		Sebat/azim	,789	,601	,000	,591	,000
St	069				,460	Uyma		,706	-,322	,000	,499	,000	
St	070				,441	Yapılandırma		,719	,451	,000	,591	,000	
						Sociolo	Yalnız	,758	-,263	,000	,771	,000	
							Otorite	,732	,592	,000	,704	,000	
							Çeşitlilik	,779	,554	,000	,501	,000	

After the principal component analysis and varimax rotation matrix, it was found that emotional module consisted of four factors. Besides, the factor loads of all items were found to have been greater than 30%. After these analyses, internal consistency analyses, item-total correlations and test-retest correlations were calculated for each factor. In this context, Cronbach's Alpha value for each module was calculated as  $>.70$  while the lowest value was found as  $.704$  and the highest was found as  $.818$ . As a result of item-total correlations conducted as item analysis and test-retest analyses, all values were found as statistically significant ( $p > .001$ ). Obtained values showed that all factors' internal and external consistencies were acceptably reliable and also items contributed to the factors that they were in. Lastly, distinctiveness values were calculated and the results were presented below.

**Table 3.6. Faktör Ayırdedicilik Değerleri**

Modules	Factors	t	df	Sig.
Physiological	Visual	-65,230	600	,000
	Audial	-68,855	600	,000
	Tectual	-69,968	600	,000
	Kinesthetic	-60,243	600	,000
	Eating/Drinking	-82,376	600	,000
	Time of day	-62,866	600	,000
Psychological	Global	-61,738	600	,000
	Analytic	-52,686	600	,000
	Reflective	-61,734	600	,000
	Reflexive	-59,056	600	,000
Environmental	Noise	-78,989	600	,000
	Light	-70,142	600	,000
	Temperature	-52,763	600	,000
	Design	-69,727	600	,000
Emotional	Motivation	-67,833	600	,000
	Persistence	-65,662	600	,000
	Conformity	-57,776	600	,000
	Structure	-64,333	600	,000
Sociological	Loneliness	-54,419	600	,000
	Authority	-64,622	600	,000
	Variety	-59,487	600	,000

As seen in Table 3.6., as a result of the comparison made between low 27% end and the high 27% end groups, all factors' were found distinctive. These values proved that the factors could distinguish the items that did not have the relevant properties. Generally, all obtained values revealed that the scale could adequately measure high school students' learning awareness in a valid and reliable way. The scales modules, factors and a sample item for each factor were presented below.

**Table 3.7. Sample Items**

Modules	Factors	Sample items
Physiological	Visual	The most suitable way of learning for me is through visual channels.
	Audial	Auditory information is difficult for me to forget.
	Tactual	I learn better through experiences and trials.
	Kinesthetic	I prefer walking while learning a subject.*
	Eating/Drinking	I want to have something to drink while studying.
	Time of day	I can concentrate on my lessons best in the afternoons.
Psychological	Global	When I relate the subject I learned with my personal experiences, I recall more easily.
	Analytic	I prefer learning a subject step by step.
	Reflective	Before solving a problem, I review all probabilities.
	Reflexive	I want to reach a conclusion as soon as possible.
Environmental	Noise	Noise and sound from outside make it difficult for me to concentrate on the subject that I am studying.
	Light	I prefer studying in a dimmed room.
	Temperature	I feel uneasy while studying in a hot room.
	Design	While studying or reading on a subject, I prefer a sofa or a bed that I can lie on it.
Emotional	Motivation	I learn better when I decide to study on my own.
	Persistence	I prefer completing the present work before starting a new one.
	Conformity	Acting according to rules increases my concentration.
	Structure	I always need my teachers' guidance to study in an effective way.
Sociological	Loneliness	When I need to learn something new, I look for a place that I can study alone.*
	Authority	I prefer studying with a novice person.
	Variety	I use different ways to learn a new subject.

#### 4. CONCLUSION

After the operations, an instrument consisting 134 items was reduced down to 99 items as the elimination of items. Results show that it is a multidimensional, valid and reliable inventory that has the quality of acquiring detailed information about learning styles of high school students. Validity and reliability scores demonstrated that the measurement tool can be used in the scientific determination of secondary school students' learning styles. After the analyses, it was seen that Bilfen Learning Awareness Scale High School Form is a measurement tool that basically has five basic scales.

**Environmental:** Noise, Light, Temperature, Design

**Emotional:** Motivation, Persistence, Conformity, Configuration

**Sociologic:** Loneliness, Authority, Variety

**Physiologic:** Visual, Audial, Tactual, Kinesthetic, Eating/drinking, Time of day

**Psychologic:** Global, Analytic, reflective, reactive

Acquired findings indicated that scales had required qualities to determine high school students' learning domains. In this scale, it was found that 8 items had negative load in a way that they were scored reversely in the related item group. These items must be scored reversely. As the number of items were not equal in all of the factors, it is not possible to make comparison in terms of total scores. To solve this problem and to make assessment more practical, after the addition of all of the given answers' scores in scoring, they were suggested to be divided into the number of items that those item groups consist. This implementation provided scores to range between 1 to 5, the lowest 1 and the highest 5, and facilitated making comparison between factors to

determine which learning style was dominant in students. There was no cutpoint in scoring, as the median was 3 and it gave an opportunity to make evaluation for all subscales in terms of being below and above 3 points. After the recoding of reversed items, just as the increase of score in the scoring of each factor indicated the increase of related characteristic, its decrease was interpreted as the decrease of related characteristic. For example, increase in the noise subscale score meant that a student preferred silence; whereas its decrease meant that a student preferred noisy environment.

This scale was constructed based on Dunn's learning styles' content (Dunn and Stevenson, 1997; Geisert and Dunn, 1991, Dunn and Dunn, 1992; Dunn and Milgram, 1993). In the related literature, it is generally seen that three learning styles come into prominence as visual, audial and kinesthetic (Boydak, 2001, Şimşek, 2002). In our country, when the scales constructed depending on Dunn's learning styles model are examined, Marmara Learning Styles Scale stands out. The scales secondary level form was held by Otrar (2007) and 9-11 ages form was held by Simsek (2007). There is another scale, Learning Styles Scale for Primary School Students that has been constructed in a suitable way depending on Dunn and Dunn's Learning Style Model by Otrar (Otrar, Gülten, Özkan, 2012) and Gokdag (2004) developed for visual, audial and tectual/kinesthetic perceptual learning styles of primary school students was constructed. BIG 16 Learning Styles Inventory developed by Simsek (2002), measures three learning styles as physical, audial and visual and it has been designed to determine learning styles of high school and university school students aged between 16-25. As it is seen, these scales were type of scales that were constructed based on visual, audial and kinesthetic/tactual basis of learning styles. These scales coincided with the physical dimension of Bilfen Learning Styles . However, BLAS consists of more dimensions in terms of learning styles.

BLAS's similarities and differences with the scales developed within the frame of other theoretic approaches can be examined. For instance, Maggie McWay Lynch Learning Style Inventory's adaptation into Turkish depending on the physiologic characteristics was made by Daghan and Akkoyunlu (2011) to the Comet's learning style sizing. This inventory consisting of three factored structure as visual, audial and kinesthetic seems to have similar physical characteristics with BLAS's physical characteristics scale. Another study was done by Askar and Akkoyunlu (1993) in order to adapt Kolb's Learning Styles Inventory into Turkish. In Kolb's learning style inventory, learning styles were handled as a cycle and inventory helps the individual to determine where he/she takes part in this circle. This inventory has the quality of determining in which domains that a person takes part in diverging, assimilating, converging and accomodating levels. In BLAS which was developed depending of Dunn's learning styles has similar qualities with psychologic and emotional factor scales. While Kolb's Learning Styles Scale is providing a suitable result for a person's choice of profession, BLAS can give hints about various dimensions such as student's learning styles, learning needs and his/her perception of multidimensional factors related to learning beyond the choice of profession. Gregorc Learning Styles Scale developed by Antony F. Gregorc according to Gregorc Learning Styles Model was adapted by Ekici (2002) into Turkish and its validity and reliability studies were conducted. In this model, perception, arrangement, appropriation and association were seen as the most important abilities and people were divided into two according to their perception abilities as concrete and abstract perceivers and their perceived data regulation abilities as random and sequential. According to this, in Gregorc Learning Style, there are four learning styles as Concrete Sequential, Abstract Sequential, Concrete Random, Abstract Random (Ekici, 2013). This structure of scale has similarities with BLAS's psychologic and emotional dimensions. Vural (2013) held construct validity studies of Grasha-Reichmann Learning Styles scale depending on the content of Grasha-Reichmann Learning Style. Within this framework, the scale has dimensions of independent learning style, dependent learning style, collaborative learning style, competitive learning style, participant learning style and avoider learning style. This structure of scale shows similarity with BLAS's emotional, sociologic and psychologic basic scales.

As it is seen, BLAS has an extended structure consisting scale variety that can be applied to high school students and learning domain, besides having similar subdimensions with various scales. Therefore, it presents a structure that is convenient for educational and vocational counselling of school psychological counselling service. With the multidimensional handling of learning styles as in BLAS it will be provided to gain insights such as the recognition of students' characteristics and needs, the recognition of students with low interest, accused of laziness and carelessness and students perceived with limited learning ability are actually the students who have not heard about learning styles and the students who were exposed to education in environments where their learning styles have not been taken into consideration (Gül, 2011; Boydak, 2001, Karataş, 2004). A qualified education teaching and learning environment is expected to be organized according to individual differences, taking learning styles into consideration and operating with education strategies. 21<sup>st</sup> century's modern and scientific educational environments cannot be thought to operate without taking this fact into account.

With this study it can be suggested that the multidimensional and extended form of this scale bring light to further studies. Also, with the determination of students' learning styles Turkey's different socioeconomic and

regional results should be compared in terms of students' academic achievement, success, gender and family factor. In addition to the students' learning styles, efforts to develop an extended scale that put forward "cognitive style", "thinking style", "mind style", "mode of thinking" and "thinking style" (Zhang, Sternberg, & Rayner, 2011) will be important.

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## **BİLGİSAYAR VE ÖĞRETİM TEKNOLOJİLERİ (BÖTE) ÖĞRETMEN ADAYLARININ ERGONOMİYE YÖNELİK GÖRÜŞLERİNİN İNCELENMESİ**

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Bu çalışmada, Bilgisayar ve Öğretim Teknolojileri öğretmen adayları için insan-bilgisayar etkileşimli çalışmanın ergonomik analizi yapılmıştır. Kaliteli bir çalışma ortamı, ancak ergonomi prensipleri dikkate alınarak sağlanabilir. Son yıllarda bilgisayar kullanımındaki hızlı artış nedeniyle, bilgisayar kullanımına bağlı gelişen mesleki kas iskelet hastalıkları (MKİH) artmaya başlamıştır. Bilgisayar kullanan kişiler, ağrılı ve sakat bırakabilen kas iskelet hastalıkları için yüksek risk altında olduğu gözlemlenmiştir. Boyun ve üst ekstremiteler, sıklıkla bel ve sırt hastalıkları, verimliliği azaltmaya başlamıştır.

Son yıllarda bilgisayar kullananlarda ergonomi eğitimi ve ergonomik iyileştirmeleri kapsayan programların etkinliği konusunda çalışmalar hız kazanmıştır.

**Anahtar Kelimeler:** bilgisayar kullananlar, korunma, ergonomi.

## **Biomedical Vocational Development Trainings And Teacher: Turkish Armed Forces Sample**

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### **Introduction**

Biomedical engineering or briefly biomedical; consist of combination of health sciences, technical sciences and social sciences is an interdisciplinary science. High-school and university level educations are given in the biomedical field in Turkey. People who work in an institution for completing high-school or university should be organized vocational development trainings. Because, thanks to these trainings vocational knowledge of the staff is constantly kept fresh and learn about the latest innovations in medical technology are provided. Of course, another important issue here; it is the subject of the selection of teachers from among experienced, qualified and willingness staff.

### **Aim**

In this study, the subjects of biomedical vocational development trainings and qualifications of the teachers or instructors have been tried to be examined.

### **Material and Method**

The physical and mental skills gained in the biomedical vocational development training is considered to be used immediately after training. Therefore, teachers must strive to become more efficient in their profession after the training of the participants. In this study, biomedical vocational trainings are discussed on the example of the Turkish Armed Forces (TAF).

### **Findings**

Biomedical vocational trainings in TAF; "basic level maintenance-repair training", "advanced level maintenance-repair training", "biomedical calibration training" and "training about medical gases" as are listed. Commissioned-officers, non-commissioned officers and civil servants serving in the TAF as engineers and/or technicians, can attend these trainings. Teachers or instructors attended training of trainers specialized in the field and are appointed from among qualified staff. This training in addition to biomedical subjects, anatomy, physiology, vocational ethics, scientific research techniques, the concept of diseases, radiation health and protection, military health services, are also provided basic life support and first aid courses. Physicians and other health professionals serving as teachers in these courses.

### **Conclusion**

An effective cost management in the biomedical field with biomedical trainings are provided in TAF. Also thanks to these trainings; it was created with the spirit of solidarity and a common culture and vocational deontology. In the line this reasons; i think that private hospitals, university research and training hospitals and, Republic of Turkey Ministry of Health will set up a biomedical vocational development training system like TAF in the future.

## **Cavit Orhan Tütengil's Contributions To The Field Of Communication Studies**

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### **ABSTRACT**

The history of communications studies in Turkey does not date back to very old times. Just like in many countries, the field of communication studies in Turkey had contributions from the other fields of sociology and a literature has been constructed based on these studies. From this point of view, it is necessary not to ignore the fact that many intellectuals from different disciplines have carried out communication studies on a field, which had not yet been named, decades before producing studies specific to the field as of 1980s. Among the intellectuals mentioned within this context, Cavit Orhan Tütengil's contributions to the field of communication studies constitute the subject of this study. It is considered that this study will make significant contributions to the literature by revealing Tütengil's unrecognized contribution in the history of communication studies in Turkey by looking at his works.

### **INTRODUCTION**

Today, communication education in the faculty of communication of many universities in Turkey has been given in undergraduate, master and PhD levels. Communication education started with the foundation of Journalism Institute at the School of Economics in Istanbul University in 1950, and at the Media Academy, which was the first institution to have given a four-year education, in Ankara University in 1965. Accepting 1950 as a milestone, as of today the history of communication in Turkey dates back about 60 years and the literature of the field has reached a certain background throughout the elapsed time until today. However, while mentioning the history of the field, it is necessary to take into consideration the specific studies carried out within different fields of social sciences in terms of communication studies due to the fact that communication is an interdisciplinary field, and unearth these studies.

Works of many intellectuals have been studied until today within the context of their contribution to the field of communication studies and these contributions have been mentioned. In this study, Cavit Orhan Tütengil's communication studies and the subjects related to the field of communication in his other works will be analyzed.

### **WHO IS CAVIT ORHAN TÜTENGİL?**

He was born on 17 January 1921 in a town of Tarsus called Sebil as a son of a primary school teacher Ali Rauf. After graduating from Haydarpaşa High School in 1940, despite his right to enter the Faculty of Political Sciences with his ranking first, he chose the Department of Philosophy in the Faculty of Letters at Istanbul University and graduated from there in 1944. After a year from his appointment to Antalya High School, which is his first place of duty, he served as a soldier in Erzincan. After military service, he was appointed to Kepirtepe Village Institute first and then to Antalya Aksu Village Institute, and went to France for professional studies with the scholarship of Ministry of Education (1950-51) while continuing his service in Aksu Village Institute. He was appointed to Diyarbakır High School with his wife Şükriye Tütengil in 1952, after a year he became an assistant in the chair of Sociology in the School of Economics at Istanbul University. Having finished his doctoral studies with his dissertation called "Montesquieu's Ideas of Politics and Economy" in 1956, Tütengil became an associate professor in 1960 with his study called "Turkey's Highways in respect to Society and Economy". He went to England in 1962-63 academic year and worked in British Museum. He became professor in 1970 and he became a victim of an unsolved murder on 7 December 1979 when he was 58.

### **CAVIT ORHAN TÜTENGİL'S COMMUNICATION STUDIES**

Emre Kongar generally embodies the topics on which Tütengil studied on four focuses:

1. Problem of Method
2. the Concept of Being Underdeveloped
3. Turkish Thinkers

#### 4. Atatürk and his Revolutions

As a scientist, Tütengil focused on the concept of being underdeveloped which he considered the most important problem of the society as well as his methodological studies for developing social sciences, and he believed that we could shape the future through making use of this treasure by studying about our social, historical and cultural roots especially in his researches about Turkish thinkers. Another study field which he touched upon is his understanding of Kemalism; this topic and his 'theory of being underdeveloped' has the quality of two complementary ideas; with the theory of being underdeveloped he diagnoses the topic and finds the solution with Kemalism (Ş. Tütengil, 1981: 5-6). Stating through a political economy point of view that the concept of being underdeveloped is a social and economic situation, he expresses that if the studies on underdeveloped societies were only economy-based it would create a deficit and cause misunderstandings, thus economical problems should be handled within the context of sociology and culture (Tütengil, 1970).

Tütengil touched not only upon theoretical approaches in his studies, but he also made research on applied field studies. He made biographical studies while studying on the thinkers, used various statistical data and questionnaires while analyzing the concept of being underdeveloped and problems of villages, he carried out archive reviews about the media. After analyzing every kind of local and foreign resources about every topic he studied, he combined theory and research as he supported his assumptions with field studies.

Within the context of the topic of this study, it is seen from the bibliography listed below, which includes his studies related to communication field, that Cavit Orhan Tütengil focused on journalism and media activities.

##### **Books**

1966-Diyarbakır Media and Our Regional Journalism (first edition 1954)

1969-Turkish Journalism in England

##### **Articles**

1961-Analysis Method of Newspapers and Journals (Istanbul University Institute of Journalism Questionnaire and Research Bureau Publication NO. 1)

1963-Regional Media in Turkey and Diyarbakır Journalism (Journal of Turkish Harsi and Social Research Volume 38)

1968-Sakarya Media (Sakarya Social Research Center Series A, No. 8)

1969-Turkish Journalism in England from Neo-Ottomans till Today (Publication of Istanbul University Institute of Journalism No. 11)

##### **Reproductions**

1963-Turkish Journalism and Turkish Media in England

1965-Turki Journalism and Turkish Media Provincial Journalism in England

1966-Turkish Journalism and Turkish Media Provincial Journalism in England

##### **Conference, Seminar, Symposium**

1968-Regional Journalism in Turkey (Anatolian Media Seminar)

##### **His Writings in Periodicals**

1954-Art Pages in Newspapers (Varlık, 402, 1 January)

1958-Issues of our Journalism (Vatan, 28 March)

1959-Publications on regional media in various newspapers and journals in Turkey (School of Economics Periodical, XXI, October)

1960- Our Journalists on the 100<sup>th</sup> Anniversary of Our Journalism of Thought (Kitap Belleten, I/2 December)

1960-Methods of Analysing Newspapers and Journals (Vatan, 28 November)

1961-Regional Media in Turkey: Diyarbakır (Yearly, 2, 28 November)

1963-Notes on Turkish Newspapers and Journals Published in England (Kitap Belleten, I (New Series) September)

1963- Turkish Journalism in England (Vatan, 19-20 August)

1965-Our Regional Media and its Problems (Cumhuriyet, 1 June)

1966-Journalism of Thought and Republic (Cumhuriyet, 20 May)

1968-Problems of our Media (Cumhuriyet, 28 April)

1968-Self-Assessment of the Media (Cumhuriyet, 4 June)

1969-Newspaper Prices and its Readers (Cumhuriyet, 9 April)

1970-Television Fly (Yeni Ufuklar, XIX/223, December)

1971-Institute of Journalism and its Problems (Cumhuriyet, 13 June)

1972-Problems of our Media (Cumhuriyet, 27 September)

1974-Our first Newspaper of Thought *Tercüman-ı Ahval* (Cumhuriyet, 10 May)

1977-Contemporary Radio- Principles of Television Broadcasting and its Importance for our Country (Milliyet Sanat Dergisi, 230, 6 May)

Among the above-mentioned list, it is necessary to mention those most comprehensive books related especially to the media. While one of the books which was published as a publication of School of Economics at Istanbul University where Tütengil was affiliated with is a study of local media touching upon the media of Diyarbakır, the second book is a study of Turkish journalism abroad which deals with a hundred years of Turkish Journalism activities in England between 1867 and 1967.

In his first book called **Diyarbakır Media and Our Regional Journalism** (1966), Tütengil explains why he chose Diyarbakır as:

*Diyarbakır is one of the important centres of our cultural history. Beside the significant figures it raised, that it has an 84 year-old newspaper made us analyse the city in terms of its media history.* (p. 5)

In this work, the writer presented the bibliography of Diyarbakır media by listing the places of publication, sizes, contents, mastheads, dates and periods of publication of the journals which was published in Diyarbakır such as Diyarbekir, Peyman, Dicle, Mücahid, Diyarbekirde Dicle, Yeni Dicle, Halk Sesi, Yeni Yurt, Halkın Dili, İç-Oğuz, Yeni Şark, Şark Postası, Demokrasiye Güven, Ümmid, Kelek, Sesleniş gazetelerini ve Kevkeb Medinho, Şifuro, Küçük Mecmua, Yeni Hilal, Talebe Mecmuası, Gençler Evi, Dicle Kaynağı, Diyarbekir Kliniği, Kara Amid, Dicle, Tıp Gecesi, Karacadağ, and included another bibliography related to national media studies.

In this work in which his evaluations related to national and local journalism activities are included, Tütengil states that a classification could be made among newspapers whether they are newspapers of cities or villages according to the place they are published; partisan, biased or independent newspapers in terms of their dependence on politics; as of their world views newspapers dependent on the past and facing towards the future, and he also mentions that it is early to put the developing newspapers into a categorization. In terms of the contents of national newspapers, that the number of foreign news is more due to the fact that it is easy to get news from the agencies, on the contrary few news on culture appear, preferring those who would like to reflect the events rather than the issues through resource dependence in the news and tendency towards tabloidization of newspaper contents (including many serials of novels and naked women pictures in the newspapers) are mentioned by the writer as his criticisms (pp. 33-35). On the other hand, basing on the approach that newspaper which is “a section of social life” is “a public school” (p. 34), he states that publishing a newspaper should be an appropriate combination of “doing business” and “carrying out public service” (p. 37). In addition, Tütengil says that young people who are raised in Journalism Institutes and Schools should be given opportunities of service with reference to the statement that “no good income comes without necessary investments” (p. 38).

About the supervision of media activities, the writer who says that it would be more efficient to carry out self-assessment with job organizations and necessary to expect everything in accordance with the laws instead of foreign intervention (p. 38), by touching upon the impropriety of the defence that “the public wants that way” within the relationality between monopolization of property structure and the state of tabloidization in newspaper contents, expresses that newspapers should boost the public as the 4<sup>th</sup> power and make the best of every line of the newspapers (pp. 40-41).

Stating the fact that a complete and comprehensive history of media and archive studies is necessary for making evaluations about the journalism activities in Turkey, Tütengil made evaluations towards the fact that it is possible for local media to develop as a newspaper of thought in response to the tabloidization in national newspapers, despite the characteristics such as national newspapers have convenience of distribution and they can be published outside of Istanbul.

Cavit Orhan Tütengil starts his other journalism study called **Turkish Journalism in England from Neo-Ottomans till Today** (1969) with an introduction as follows:

*Turkish journalism outside of Turkey is a field upon which sufficient emphasis has not been put. In the second half of the 19<sup>th</sup> century, it has been seen that when the dialogues started by the intellectuals in Tercüman-I Ahval and efforts of creating a public opinion were tried to be prevented, the struggle was transferred to the overseas.*

and in this respect he defines foreign journalism activities as ‘a political action which was tried to have intellectual content’ (p. 1).

The writer states that he meant the countries which have never been under the rule of Turkey before and remained outside the political borders of 1867 Turkey when he said “outside of Turkey”, and *Muhbir*, which was the first newspaper published outside of Turkey and has the signature of Neo-Ottoman Fraternity, was published in England as carrying out press activities was easier there. Despite the close relationship between the opposing movement of the period called Young Turks and French

Language and Literature, the fact that French laws posed an obstacle and caused risks about publishing paved the way for this newspaper to be published in England.

In this work, Tütengil mentions the newspapers published between 1867 and 1967 such as Muhbir, Hürriyet, Girit, İstikbal, Hayal, Hamidiye, Hilafet, Osmanlı, Dolab, Kürdistan, Selamet, Abdülhamid, Sadakat, Türk Sesi, Kıbrıs Türk Sesi, El-Hakikat and Turkish newspapers published in England. Tütengil states that these publications were published by the journalists who ran away from Turkey, members of Turkish colony around big cities, institutions affiliated with Turkish government and members of private enterprises as they were against the regime of the day, and they had common characteristics such as financial difficulties, legal and political pressures towards the publishing houses, prohibition of releasing the papers in Turkey, publication of the same newspaper in different languages, change of discourse in the journalists because of the change in property structures and problems of technical team and equipment (p.109-115). Tütengil also says that, when compared to the examples in the world, the only way for those newspapers, which constructed a very rich cultural heritage, to make themselves accepted is possible through addressing those who look for the truth, touching upon social reality and enduring sacrifices in accordance with the aforementioned elements (pp. 116-117).

In many other works of Cavit Orhan Tütengil which do not have the quality of communication studies, the writer mentioned researches towards the field of communication and made evaluations towards those elements:

In his work called *Turkish Highways in terms of Society and Economy* (1961), he states that developments in highways opened up new horizons for the media industry thanks to the convenience in distribution and increase in circulation (p. 81), in addition, in his field studies related to the places where road conditions are good or bad, in accordance with the social and economic development criteria, he considers the number of publishing houses, local newspapers, newspaper sales rates and cinema as a variable (pp. 148-153).

In his book titled *Sociology of Being Underdeveloped* (1970), he touches upon one of the characteristics of underdeveloped countries that is ‘very fast social changes’ and presents ‘development of communication and transportation’ (and increase in the number of literacy rate, developments in education, gaining awareness and consciousness of the public through intellectuals) among the reasons of those changes (p. 130). Again in this book, in his evaluation of the primary subjects in the election campaigns of developed and underdeveloped countries in terms of political communication, he states the difference towards the fact that theological topics and personal accusations are touched upon in the underdeveloped countries while economic and social topics are discussed in the developed countries (p. 132).

The 90<sup>th</sup> question in Tütengil’s *Structure and Problems of Rural Turkey in 100 Questions* (1975) that is “*What kind of changes happened in 1962-1968 about making use of the mass media?*” and writer’s answer to that question shows that frequency of reading a newspaper, those who go to the cinema and basing on the numeric data showing the increase in radio audience from 1962 to 1968 are important indicators about making use of radio and cinema and his findings related to the fact that the rate of people who make use of the mass media increases as the level of socio-economic development of the regions improve are all evaluations of communication studies (pp. 158-159).

In “The Problems of Our Media” chapter of *Underlying Fracture* which is another book of Tütengil published in 1975, the writers state that with the developments in press techniques, newspapers spread extensively, newspapers with visual elements inside took the place of newspapers with written elements and these newspapers want to be like those with visual elements, regional media had a difficult position against national media, and expressed his criticisms by saying “*in company with technical developments, the biggest danger of this type of newspaper which maximizes the place of photos by dismissing ‘writing’, directing towards pretentious exaggerations with the help of lottery and coupons, excluding the ‘writer’ day by day is that it is free of problems and irresponsible*”. In addition, he finds pathetic that this type of media is supported by the readers who are described by Tütengil as having a mental laziness and business worlds (pp. 188-193).

## CONCLUSION

Cavit Orhan Tütengil made significant contributions to the literatures towards communication studies intensifying in 1960s. Especially his journalism activities and his studies related to media history light the ways and keep lighting for many researchers. In addition, besides Tütengil’s contributions as a researcher, he himself sometimes carried out these media activities. He published with his friends a journal called *Değirmen* in 1942 when he was a student in university and a journal called *Çizgi* in 1953 when he was a teacher in Diyarbakır.

His evaluations carried out within the conditions of the period presents the well-directed visions of today’s current media problems. Topics such as supporting journalism education, local

media's adopting alternative publishing and the necessity of discussing the problematic that demand should determine the supply in the national media constructs the focus of the discussions in the field even today. Besides Tütengil's direct contribution to the field of communication, his point of view in his studies with different titles which do not ignore the effects of the mass media upon society's improvement presents the importance he gives to the communication studies which have become the major point of interest of this age thanks to the new communication technologies of today.

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## Cinema And Geography: A Theoretical – Practical Model (From Film To Lesson) For Learning Geography

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### ABSTRACT

This paper assumes that school, while conducting experimentation activity, is committed to reorganizing education in close connection with the new modalities of learning and "knowledge" organization, as well as with the process of evolution / transformation of today's languages and technologies, keeping up with complex changes in cultural, social, political and economic aspects of modern society.

The cinema, through its art films, can be used as an extension of a specific subject of study, as a cultural vehicle, and as a means to conduct the learner to a logical-critical pursuit of knowledge, in tune with the demands posed by a good curriculum planning, the creation of motivation and interest in students, and the openness to disciplinary themes related to reality. It offers several paths for direct exploration and research, around which to organize ideas and new knowledge, developing cognitions of "the other" and "the elsewhere", giving the opportunity to think about those stereotypes through which the image of "the other" is commonly represented and / or manipulated.

The methodological approach is primarily based on an interactive analysis and interpretation of a "far away" reality (Sierra Leone), yet close in terms of common contents. Among the cross-cutting objectives, particularly significant are the development and enhancement of language understanding and communication skills; of specific knowledge of socio-economic aspects, which have characterised the cultural and social development of various areas of the "global planet"; and of the underlying communicative and creative trends.

**KEYWORDS:** cinema, landscape , territory, geography teaching, education technology.

### INTRODUCTION

The educational institution has always been engaged in the difficult task of having to contend with complex cultural, social, political and economic changes of our society, which has been experiencing "The Age of Access", as stated by J. Rifkin in his essay (2000). Teachers are required to measure themselves on the grounds of both new knowledge and educational planning, re-organizing the teaching in close conjunction with new learning and knowledge modes, and with a process of evolution and transformation of languages and technologies. The spread of computer networks, as well as of a "knowledge globalization" require a school model that respects the intellectual quality of students by promoting experiences open to creativity, and democratically inspired by a free exchange of meanings and interpretations, that may guide them toward a fully educational success, first, and to a legitimate integration into the social and working world, later. More specifically, promoting motivation in the learner goes through the formulation of topics and areas that interest them closer, but also by practicing learning activities. It is believed, therefore, that the use of "filmic text, precisely because of its affiliation to a polysemantic language based on multiple forms of expression such as images, sounds and the word" may correspond to demands and needs of young people, and that using images may help them "learn better, have more motivation and more valuable results (...) addressing them in the direction of conscious choice, daily habit and critical reading" (Porcelli- Ferracin, 2000, p. IX-X).

The paper is structured as follows: the first section introduces the study conducted on a trinomial which connects cinema, geography and didactics. The second section describes the model adopted and designed for a particular learning path following different steps of a film analysis. The third section reports the activity included into the operational phase experimented within a laboratory, and is complemented by schemes, images and focuses. Finally, the paper presents findings and conclusions.

### THE STUDY: CINEMA - GEOGRAPHY - DIDACTICS TRINOMIAL

The aid of the cinematic means is relevant in all subjects, but as Valussi states, "in the case of geography, this is able to radically transform the teaching (...) where a "geography of the far " finds its best support in the film, which replaces the imaginary journey inspired by textbooks and illustrations with a real journey, and through which the learner sees and feels other environments and peoples "(Valussi, 1965, p. 141, Migliorini 1947).

It must be said that the film, while representing a learning tool, as described in a previous article (Plutino, 2007), requires a teacher's verification or "the fidelity degree to which it can represent a real-world referent "(Dell'Agnesse, 2006, p.65) to be transformed into such a didactic instrument. The film, therefore, is able to converge, synthesize (also by a progression of lessons) or be combined with the lesson as an integrative function, though "the film-lesson still proves to be the most effective aid " (Valussi, 1965, p. 145-146). In a broad sense,

the cinema is a "hyper- place, a place of places, a space of spaces" (Brunetta, 1996, p. 25) with a duplication and revision of a real territory in a perceptual reality that can be considered as a form of disguised writing operating on space-time relationships of staging. The film seen as a document, geographic agent and narration suggests that its narrative core should directly concern the relationship of its characters with their lived space, and their identification with the represented place (Terrone, 2009). There is in the cinema and in films, what it said to be a geographic vocation, as each reproduced story is part of a territory, a city or a landscape that forms a background to the event being represented.

It could be asserted that the cinema resorts to geography, both in choosing external locations and in conducting a faithful study of the landscape to be realized on stage (e.g. the reconstruction of the city district of Five Points in Gangs of New York by Martin Scorsese) and also in a dual constraint where: "geographic elements influence the film production [...]the activity of filming influences the geographic space and its perception" (Oruenta –Valdes, 2007, p.408 ) and the place shown on the screen becomes, for different reasons, a potential tourist attraction and destination for movie-induced tourism (Fagiani 2009, Rondinone 2011).

The film then acts as a "*primum*" in relation to both knowledge and school cultural experience, in that the young people have made "real geographic experiences in front of big and small screens, acquiring concepts and prototypes that exist prior to systematic geographic lessons", which replace or supplement school information, so that "desert, grassland, ocean, mountains, cities, rivers, etc., have been seen (...) lived, through the mediation of cinema or TV, before school even talked about it. And what is more: what Karl Ritter called as the "geographic individual" (that is, a specific region or territory) in the cinematographic fiction was already "in continuous and necessary correlations with the parties", and with man in particular (Vacca, 1980, pp. 445-446). Through the filmic reading, the opportunities of geographic interpretation are amplified, and studies on the cinematographic role of landscape prove it (to name a few: Leone, 1996, Bignardi, 1994, Corna Pellegrini, 2003 Vitale, Arecco 2009, Bernardi, 2004), since the film as a privileged witness of the contemporary world (Dell'Agnese 2011, Dickson Bruckner 2010), reveals itself to be similar, in a way, to cartography, in the definition given by Farinelli of "reality reflection, camouflage product» (Farinelli, 1992, p.68) and, finally, the cinema contributes to the construction of a "sense of place", of identities, until it becomes an ideological vehicle (Aitken, 1994, p. 293).

### **THE MODEL: LESSON FROM A FILM ANALYSIS**

Our attempt was to implement a laboratory on imagery, namely *lessons* that start from the imagery to turn it into scientific knowledge, based on significant learning, and enabling learners to become actors of their own learning. The model structure chosen for the learning path is divided into four main steps, as shown in the following table:

<b>The path will follow four main steps:</b>				
<b>STEP</b>	<b>ACTIVITY</b>	<b>METHODS&amp; TOOLS</b>	<b>TESTING&amp; EVALUATION</b>	<b>SKILL GAINED</b>
<b>STEP 1: PREDICTING THE FILM'S CONTENT</b>	❖ <b>Careful observation</b>	Active learning	Questions – Quiz	Being able to present a topic by making predictions
<b>STEP 2: WATCHING THE FILM</b>	❖ <b>Watching the full length film</b>			
<b>STEP 3: AFTER VIEWING THE FILM: RECONSTRUCTING, ANALYSING, JUDGING</b>	❖ <b>Commenting the film on the spur of the moment;</b> ❖ <b>Interpreting the thematic content of the film;</b> ❖ <b>Understanding of geographic content;</b> ❖ <b>Understanding of social content.</b>	Group and individual post-viewing activity;  Collective brainstorming;  Use of Interactive whiteboard (IWB);	Maps of characters, places, events and messages of the film;  Creation of a synthetic map referring to the examined aspects.	Being able to express a personal point of view while confronting others on specific issues.  Being able to express personal emotions and sensations through keywords.
<b>STEP 4: BEYOND THE FILM: FOCUSES</b>	❖ <b>Localization of places shown in the film;</b> ❖ <b>Analysis of phenomena included in the film;</b> ❖ <b>Problem solving proposals;</b> ❖ <b>Creation of billboards.</b>	Individual, group and collaborative activity within class group.		The student contributes ideas to problem solution.

According to the model reported above, below is a description of the activity included in the path.

### **Step 1: Predicting the film's content:**

Motivating students to a cinematic viewing experience by stimulating their curiosity and creating expectation in the viewers, from the observation of:

- ❖ Key elements of the film (title, frames etc.) and, through a stimulating questionnaire (What is the film about? Where is the story set? etc.), the students are prompted to draw hypotheses and to imagine about what they are going to watch.
- ❖ This activity can be also integrated with other tasks, for example through the development of mental maps and questions-quiz related to the film central topic (Canova 2001, p.89).

### **Step 2: Watching the film**

**Step 3: After viewing the film: Reconstructing, Analysing, and Judging** (Canova 2001).

This task has sub-steps:

### **a. Emotional response to the film seen / comments on the spur of the moment**

What do the images evoke at a first emotional-empathic reading? To answer these questions, solicit students to participate in a collective brainstorming. All the impressions, emotions, sensations, ideas aroused by the film vision may be collected using an interactive whiteboard. They can be emotions, mental associations, protagonist roles, colours, sounds, meaningful sentences condensed into a keyword (Canova 2001, p.90).

What emerges from the brainstorming may be the starting point for a dual path:

- ❖ stimulating the discussion and a further reflection from what has emerged from the keywords;
- ❖ developing mental maps of some of the raised issues.

### **b. interpretation of thematic content/elements in the film**

Creating **cognitive maps** on particularly meaningful groups related to (Canova 2001, p.91):

- ❖ *characters* (spotting the most important ones);
- ❖ *places* (recognising places /settings of the film and developing further maps);
- ❖ *objects* (often the presence of objects in films takes a symbolic value: it can be useful to try to explain each of them);
- ❖ *events* (finding events that are central to the film);
- ❖ *dialogues* (looking for metaphors);
- ❖ *film messages* (what it tells through implicit or explicit messages, what it teaches, and other reflection inputs)

### **c. Reading/ understanding of geographic content**

Particularly important “observation cores” represented in the film can be:

- ❖ *natural environment*: morphology, hydrography, vegetation;
- ❖ *types of landscape* (urban, rural, mountain, hill etc.).
- ❖ *human environment*: population, language, religion;
- ❖ *local economy*: agriculture (planting, subsistence farming), sheep farming, fishing, mining, industries;
- ❖ *man-environment relationship*.

### **d. Interpretation of social content/elements in the film**

The interpretation will focus on topics of greater interest, as emerged from the film vision:

- ❖ *social phenomena*;
- ❖ *problems related to specific geographical places* (wealth, poverty, education, illiteracy, diseases, wars, etc.).

## **Step 4: Focuses**

This step could include the following:

- ❖ localization of the places shown in the film;
- ❖ analysis of represented phenomenon / phenomena;
- ❖ information search;
- ❖ proposals for the solution of a problem;
- ❖ creation of billboards summarizing the findings

As mentioned at the beginning of the section, the *lessons on imagery* have been successfully implemented. Both the theoretical model and the following operational phase, have been experimented within a class group of 22 pupils (15 females and 7 males) attending the fifth year of the primary school in Fonte di Roccadaspide (Campania region ). The project has covered a period of ten weeks, for a total of 30 hours (3 hours per week).

## **THE OPERATIONAL PHASE**

The film under review is *Blood Diamond* (2007), which reconstructs real events in the history of Sierra Leone in the late '90s. The country was ravaged by the civil war (where child soldiers were used) which triggered latent tensions and economic interests related to diamond companies. The rebels of the Revolutionary United Front (RUF) actually financed their war thanks to the smuggling of rough diamonds from mines located in the territory under their control, with the complicit indifference of the diamond industry and other involved states.

The film aims to raise awareness of a painful and burning reality, full of heavy human, political and social implications. The billionaire diamond trade from conflict zones has funded, and is funding this day, civil wars that in Africa since the early '90s have resulted in more than 3.7 million victims and millions of refugees in Angola, Liberia, Sierra Leone, the Democratic Republic of Congo and Ivory Coast. Recurring in the film are some glimpses of enchanting landscapes, such as beaches and villages that show a life marked by slow rhythms and genuine life values; the purity of the forest that is home to primitive forms of life in harmony with it; small oases stealing children to suffering and bringing them back to life, where solidarity reigns. All this is destroyed by man's violence and cruelty that raze all life forms, leading to destruction and dissolution. The film's director (Edward Zwick) combines social commentary with a "genre cinema" (action), and does not escape criticism nor the intellectual dimension of the film, which produces action and invites to reflection and empowerment of diamond consumer (educational aspect of the path.).

### Film analysis scheme

The group analysis of the film "*Blood Diamond*", conducted as a post-viewing activity, was focused on the following specific elements:

#### 1. Geographic analysis of natural environment (landscapes) and place:

- a. Learning geography of Sierra Leone;
- b. Enumerating natural environments shown in the film;
- c. Observing how they are represented, understanding their meaning basing on the character's psychology or the scene, whether they are functional to the scene itself
- d. Extrapolating symbolic values of the represented landscape or natural environment.

#### 2. Analysis of phenomena represented in the film:

- e. Resource exploitation by the West world;
- f. The phenomenon of Child-soldiers;
- g. Guinea - refugee camp: 2nd largest in Africa;
- h. Protagonist's living conditions in the village;
- i. Comparison of the place before and after imprisonment;
- j. Social complaint: human rights violation of children and refugees;
- k. Reversal / repentance of the West world. Positive role.

The interpretation of the thematic content/elements investigated in the film was then expressed through the creation of **cognitive maps**, which depict and synthesize the most important "observed cores".

The following sections will show some images and charts implemented during the operational phase with particular focus on the film **geographic** and **social content** (see *figures 1 and 2* ).

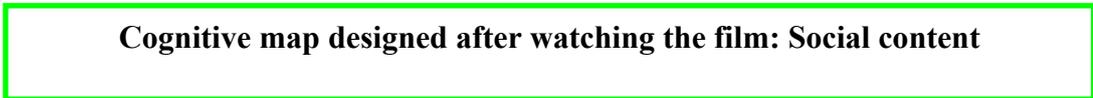
As envisaged by the model, the final step is addressed to the development of specific focuses related to the film content that in our laboratory have been devised into visual summaries or **billboards** as shown in *figure 3*.

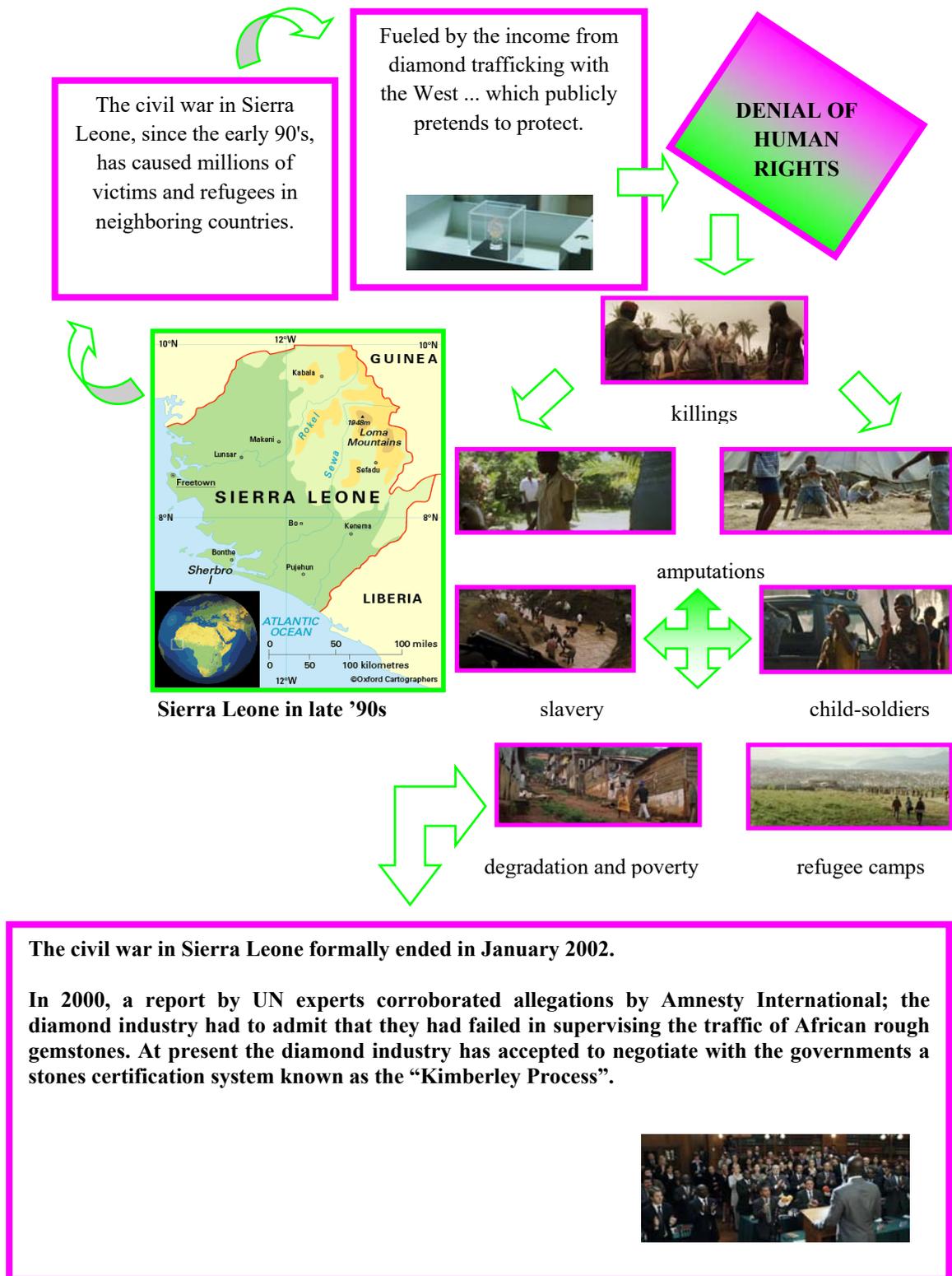
Finally, some **children's drawings** have been included as an evidence of their dramatic perceptions and related representation of the world seen through the images (see *figures 4-5-6*).

Figure 1: Cognitive map 1



Figure 2. Cognitive map 2





**Beyond the film: Focuses**

**Figure 3: Summary "billboard"**

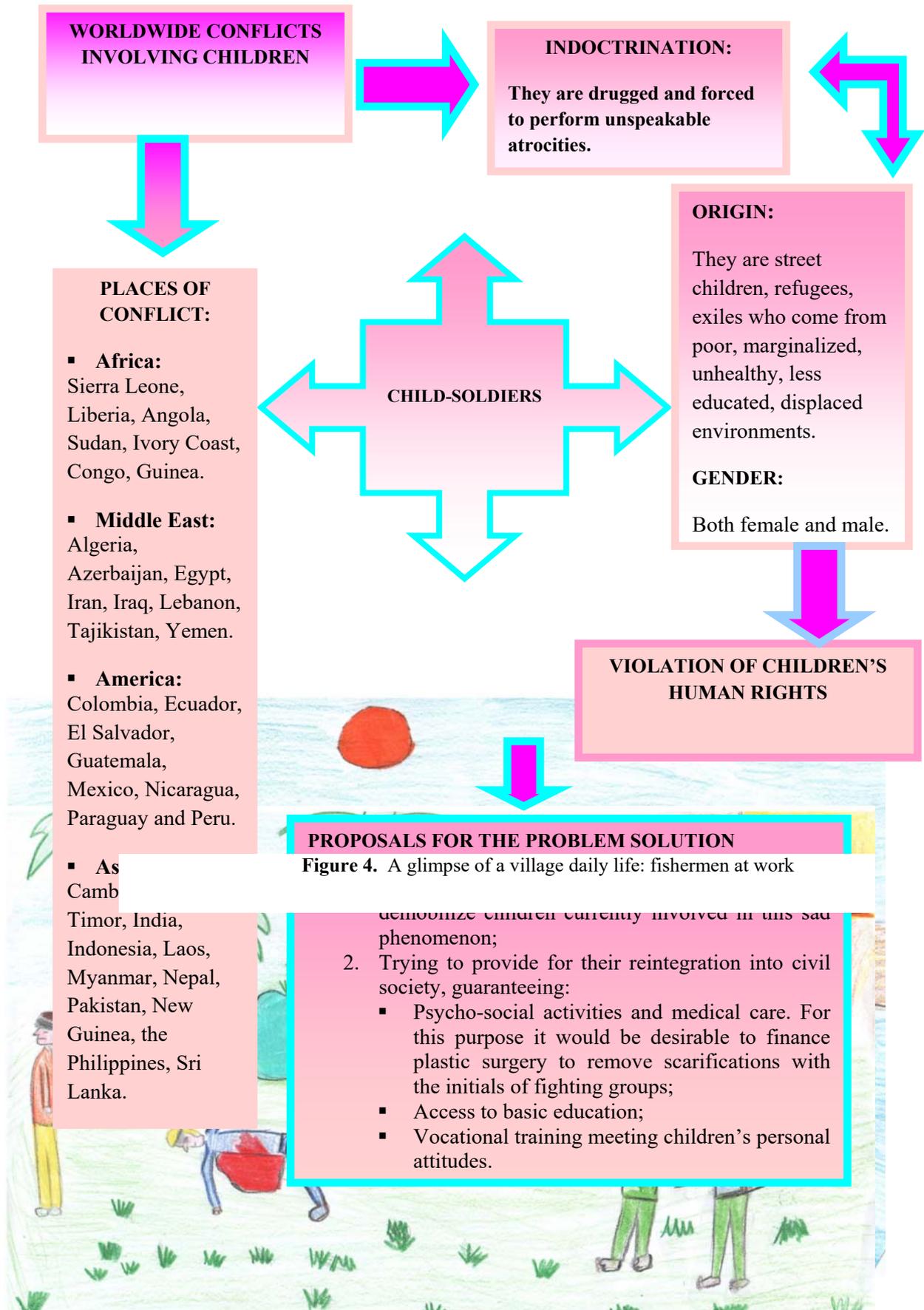


Figure 4. A glimpse of a village daily life: fishermen at work

**Figure 6.** Dwelling place of rebels. Filthy dark house, solely equipped with essential elements: a pool table to play with, a fridge with alcoholic beverages, another table on which to play cards.



## CONCLUSIONS

The results have attested the validity of a teaching communication whose exploratory dimension has been centred on real life environments through a type of discovery learning and a method of problem solving and investigative procedures that made effective assimilation of content and geographical concepts. The proposal for an integrated, hologramatic didactics, which has offered a variety of accesses to different geographic content, has identified in the relational and experiential context, a real and meaningful learning, through a process of co-discovery and co-construction of knowledge, which sees teachers and learners joined in the research adventure. The publication of findings and the sharing of artefacts have also allowed the pupils to feel like being a real part of a never-concluded cultural process and to use and/or apply the learned knowledge and skills in other contexts.

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## Comic Strip And Science Communication Scicom Narratives

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### ABSTRACT

In Latin America the majority of studies on communication of science by means of the media are focused on newspapers and television programs, because they represent the most effective way –in terms of time and money—to study a mass communication medium. However, there are other important ways to communicate science, of which we have meagre information, or about which little has been reported. Such is the case of cultural narrative media like novels, short stories, theatre, comic strips, etc. Narrative knowledge is a legitimate form of reasoned knowledge; nowadays, many scientists acknowledge that narrative cognition generates useful and valid knowledge. Narrative is particularly important in Latin America, as it not only represents a vehicle for information for anyone who has left the classroom years ago and needs to be updated, but is also useful for teaching isolated groups with little schooling.

The importance of communicating science by means of narrative forms has been suggested by several authors (McKnight, 2010; King, 2007; Schank et al, 2002; Korkmaz, 2011; Frisch, 2010; Lanza and Negrete, 2007; Rios and Negrete, 2013). In previous work (Negrete, 2014), I have denominated the narratives designed to communicate science as **SciCom Narratives** where the acronym refers to Science Communication. In this research I propose that comics (a form of SciCom Narratives) represent an opportunity to communicate scientific information and present an example of the use of comics in communicating medical information about AIDS.

In Mexico comic strips are a narrative cultural medium that is deeply established in national culture, as it is the principal access to reading for millions of inhabitants. On the other hand, AIDS in Mexico has been considered as one of the country's major health problems. The aim of this paper is to analyze the narrative (and visual) structure of two of the most popular comic strips in the country, with the perspective of using this medium –that is already recognized as an effective communication channel with the public in general—to disseminate scientific medical information about AIDS.

### INTRODUCTION

Narrative knowledge is more than an emotional expression; it is a legitimate form of reasoned knowledge. Bruner (1988) interpreted it thus, and defined the traditional mode of acquiring logical-scientific knowledge as paradigmatic cognition, and the knowledge acquired under the guise of a story as narrative cognition. Paradigmatic cognition has been continuously identified as the only cognitive mode for the generation of valid and reliable knowledge. However, although the concept of the existence of more than one mode of rationality has been ignored for a long time, in actual fact it has been part of human culture for centuries as, for example, in the Bible and the Koran (Lanza and Negrete, 2007; Polkinghorne, 1998). Now many scientists believe that both paradigmatic and narrative cognition generate useful and valid knowledge. They posit that both types are part of the repertoire of human cognition for the pursuit of reasoning, the representation of information, and the comprehension of reality (Gardner, 1983). While paradigmatic knowledge is retained in individual words that name a concept, narrative knowledge is preserved in stories with plots. Memories in narrative form retain the complexity of the situation in which the action occurred, along with its emotional meanings and motivating factors. The collection of experiences in narrative form offers a base for understanding new experiences of episodes of action by means of analogy (Bruner, 1986; Mitchell, 1981; Ricoeur, 1984).

We have plenty of examples of writers from the past who included science as a subject of their writings (H.G.Wells, Edwin A. Abbott, Arthur Conan Doyle, Primo Levi, George Gamow, Lewis Carroll, Anatoly Dnieprow and others), which shows the existence of the belief that science can be recreated within a narrative framework, and that this could be an appropriate vehicle for transmitting ideas, opinions, doubts and fears associated with the scope and reach of science. Nowadays, the idea that fiction and narrative can play a fundamental role in the intellectual evolution of the human mind is enjoying a comeback (Sánchez, 1998). Research in the fields of narrative and figurative language has spawned important conclusions concerning the importance of narrative cognition and its implications in education and communication (Negrete and Lartigue, 2004). According to Gardner (2001), in his theory of multiple intelligences, one of the ways in which complexity can be presented and communicated is by means of narration. Stories are attractive to people of all ages and

conditions. Narrative provides a precise tool with which to represent and transmit knowledge; it is an effective emotional detonator, a long term mnemonic structure, and an important reinforcement for learning (Negrete, 2005). The presentation of scientific information by means of short stories, novels, drama and comic strips should be considered as an important resource for the dissemination of knowledge, among the range of instruments at the disposal of science writers (Negrete, 2009).

One of the major problems faced by governmental institutions is to disseminate the programs and services they develop. The definition of public policy is hardly enough if the definition in question remains locked in a drawer or is announced by means of conferences or brochures, most of which are couched in technical and scientific terms, quite unfamiliar to the people who will benefit from them. Considering this, it is indispensable that, in parallel with the definition and implementation of public policies, knowledge gleaned from research should be made public in timely and appropriate ways to the people liable to benefit directly from it, by means of appropriate communication channels, in accessible language, with references to their everyday life, and containing familiar elements, with the aim of establishing identity and, consequently, creating meaning and promoting long term memory of that which is represented.

In the case of Mexico it is essential to recognize the level of illiteracy, and the scant interest in reading displayed by some segments of the population. Mexico has about 100 million inhabitants (INEGI, 2005). In terms of education, the majority of the population has gone no further than eighth grade of basic schooling: a mean of 7.6 in the case of males, and 7.1 for females (Ibid). Out of every hundred inhabitants over 15 years old, 11 women and 7 men are illiterate. UNESCO recommends reading at least four books yearly per person to guarantee an adequate level of culture and social development. In Mexico the average per capita reading is less than one book a year (Marcín, 2005). Other recent studies show that about 40% of the population over 15 years old read less than one book per annum (CONACULTA, 2004).

Although Mexico is a country in which the reading rate is low, if we take into account the total population we find that the absolute number of readers is considerable. What the Mexican public reads, by and large, are superficial and disposable texts (Malvido, 1993). Evidence of this can be found in the high press runs of magazines covering show business gossip, fashions, and comic strips with stereotyped storylines (sex, crime or pseudo westerns). These publications are read by an even greater number of readers than their press runs suggest, because each copy is usually shared (read) by several individuals (Ibid.).

Nowadays, comic strips are one of the preferred media and the principal access to reading for millions of Mexicans. In 2002 they represented 33.5% of total publications in this country (López, 2003). In 2003, 215,000 titles were published, with a total press run of 512 million copies (CANIEM, 2005). The most highly demanded editorial content in this market is that which deals with sensationalist stories, comics or love relationships. *Historia semanal* (Weekly story) and *El libro vaquero* (Cowboy book) (Figures 1 and 2) total, between the two, an annual print run of 41.6 million copies (López, 2003), thus being two of the five weekly magazines with the greatest circulation in Mexico (Gutiérrez, 2001).



Figure 1 – Cover and inner page of an issue of El libro vaquero.



Figure 2 – Cover and inner page of an issue of Historia semanal.

The fact that comic strips already have a great appeal among a broad sector of the population makes them a very attractive medium to try and reach numerous segments of society. For example, in 2000, the Economy Department used a comic strip as a medium to publicize its Microcredits program and the requirements for applying for this type of loan, by means of two stories that reflected everyday life situations. In 2004, on the basis of an analysis of communication strategies designed for the migrant community, the Foreign Affairs Department established as a priority in the development of its information campaigns, the design of a comic strip that would enable the Mexican migrant community in the United States of America to become familiar with the programs and services offered by the Mexican consular network. With the support of the O'Farril Group (editors of *Historia Semanal*), the brochure *Guía del migrante mexicano* (Guide for the Mexican migrant) was distributed jointly with the regular issue of the magazine. The cost of its distribution was about 1.20 Mexican pesos (the equivalent of ten U.S. cents). Although the impact of this publication wasn't assessed in depth, *Historia Semanal*

reported that the print run of copies that included the *Guía* was totally sold out, and this can be considered as an indirect and tentative measure of the popularity and success of the campaign.

AIDS, together with excess weight and diabetes, has been considered a national security issue in Mexico (SSA). More than 90,000 accumulated cases were reported in 2004 (Censida), and it is estimated that one in every 333 persons is infected (SSA). Preventive medicine is essential to improve the quality of life of the population and to face the problem posed by the high cost of treatment. If we are capable of designing and opting for a tool that is suitable for transmitting medical information by means of a “product” that achieves a positive impact and stimulates individuals to avoid risky practices, we will contribute significantly to social welfare. If comic strips applied to the dissemination of science prove to be effective, this model could be reproduced and spread to other areas of health (such as excess weight and diabetes) with a favorable cost/benefit ratio.

## GENERAL OBJECTIVE

Analyze the two most popular comic strips in Mexico, with the aim of utilizing this already familiar and effective communication medium to disseminate scientific medical information among the general public.

## METHOD

I analyzed both narrative and visual aspects of the comic strips.

### *Narrative*

Using Propp’s method (Propp, 1932), enriched by other elements proposed by contemporary authors (Atkinson, 1990; Landau, 1984; Harré et al, 1999), I identified the most common narrative structures used in *Libro Vaquero* and *Libro semanal* in terms of functions, spheres of action, plots and characters. Propp suggested that fairy stories (and I extend this to narrative in general) can be understood using four principles: 1) the functions of the characters are stable elements in a story; 2) the known functions within a story are finite; 3) the sequence of the functions is normally the same in any story; 4) stories are of a determined type, according to their structure. According to Propp, functions are acts, episodes, or apparition of several types of characters. He proposed that fairy stories are based on 31 functions (acts or episodes) that I summarize in Table 1.

Not all stories include all the functions proposed in Propp’s classic work (1932), but the ones that are normally incorporated will appear in the order in which they are listed in Table 2. In any superficial review we can recognize the basic structure in famous short stories and novels, such as Cervantes’ *Don Quixote*, Mary Shelley’s *Frankenstein*, Wells’ *The Island of Doctor Moreau*, and George Orwell’s *1984*, and also the structure of short stories, like *The Crabs take over the Island*, by Anatoly Dnieprov, and *Nitrogen*, by Primo Levi. In a Proppian analysis, the functions are carried out in seven “spheres of action”: the villain, the provider, the assistant, the princess and the father, the dispatcher, the hero and the false hero. The functions and spheres of action make up an ordered whole. Their presence or absence in any story enables the plots to be classified. The plots can adopt one of four patterns: development through struggle and victory, development through the accomplishment of a difficult task, development through both previous categories, and development through neither of them. Therefore, the important point in Propp’s proposition is that, although any character can be involved in any sphere of action, and several characters can be involved in the same sphere, we are always dealing with discernable and reiterated structures (Hawkes, 1977). Proppian analysis has been used to study a range of different narrations, not only fairy stories (Landau, 1984; Harré et al, 1999).

	Function	Description
I	Absentation	Family member absents him/herself
II	Interdiction	An interdiction is made to the hero
III	Violation	Hero violates interdiction. Villain appears
IV	Reconnaissance	Villain or hero attempts reconnaissance
V	Delivery	Information about victims is delivered to victims
VI	Trickery	Villain attempts deception of victim
VII	Complicity	Victims submit to deception
VIII	Villainy	Villain causes harm to family members
IX	Mediation	Misfortune or deficiency is made known
X	Counteraction begins	Hero agrees /decides on counteraction
XI	Departure	Hero leaves home
XII	Donor's first function	Hero is tested
XIII	Hero's reaction	To donor
XIV	Provisional receipt	Of magic agent
XV	Guidance	Spatial transfer of hero is made to vicinity of object of search.
XVI	Struggle	Hero and villain are in direct combat
XVII	Branding	Hero is marked
XVIII	Victory	Villain is defeated
XIX	Liquidation	Initial misfortune or deficiency is made good
XX	Return	Hero returns
XXI	Pursuit	Hero is pursued
XXII	Rescue	Hero is rescued from pursuit
XXIII	Unrecognized arrival of hero	At home or in another place
XXIV	Unfounded claim by false hero	Hero is at home
XXV	Difficult task	Proposed by false hero
XXVI	Solution	Task is achieved
XXVII	Recognition	Hero is recognised, often by special sign
XXVIII	Exposure	False hero is exposed
XXIX	Transfiguration	Hero is given new appearance or possessions
XXX	Punishment	Villain is punished
XXXI	Wedding	Hero marries, ascends throne or is rewarded

**Table 1.** Fairy tale functions proposed by Propp (1968)

### *Visual*

To study the visual style and language of these two popular comic strips, I analyzed their content according to, for example, the total number of illustrations, number of images per page, number of characters, images dedicated to sensuous encounters, images with nudity, etc.

## **RESULTS**

### *Narrative structure of Libro vaquero and Historia semanal*

Both comic strips exhibit similar structures in terms of dramatic structure, plot, characters and spheres of action and functions, which can be summarized as follows:

In both comics, in a vast majority of cases, the narrative takes the form of a love story. Adhering to Propp's classification, the plot is of the "development through struggle and victory" and "development through accomplishment of a difficult task" types. The hero is involved in different adventures (generally, in *Libro vaquero* it is about direct confrontation and conflict with an opponent, and in *Historia semanal* it concerns the resolution of diverse problems in a working environment). The hero always achieves his objective. His goal is always an important task linked to recovering territories, wreaking revenge, or attaining justice at work.

Both comics exhibit a linear structure. The conflict is established and develops linearly, with a beginning, a development and a conclusion. Occasionally, flashbacks are included in the narrative to explain the reasons for revenge or the problem in question. All the classic components of stories with closed endings are present:

beginning, development and ending (no comic includes an open ending). The story is generally told by an omniscient narrator.

According to Propp's classification of spheres of action, the characters can be classified as follows. The main character (a cowboy or office worker) is the "hero", charged with accomplishing something or obtaining the hand of the "princess". The "king" is the boss at the workplace or the father of the princess, who makes a request (or entrusts a mission) to the hero. A friend (man or woman) represents the "helper", who accompanies the hero on the mission and also warns him of the difficulties involved. In some cases the helper is the princess herself. On the one hand, the characters that surround the hero can be considered as the "providers"; in this sense, they are the owners of the resources needed by the hero to complete the task or mission; and, on the other, as "villains", as in some cases they make the hero pay for the resources he needs. The "villain" can be a man or a woman whose objectives are contrary to those of the hero. In comics, the villains are presented as despicable because their motives are always associated with evil (Table 2).

Characters	Spheres of Action
Main character	Hero
Friend (either sex)	Helper
Antagonist (or antagonists)	Villain
The woman who is to be rescued or won	Princess
The boss at work or the father of the princess	King

**Table 2** – Characters in *Libro vaquero* and *Historia semanal*, according to the spheres of action proposed by Propp.

In terms of Propp's functions, the narrative structure of these comics can be summarized as follows: The hero has a problem to solve (mediation). The hero travels to the place where the problem must be solved (normally another town, or his workplace, or maybe the antagonist's home) (Departure and guide). The main character faces the difficulties that stand between him and achievement of his goal (strife). The hero wins the battle against the villain, obtains what he was seeking (victory) and returns to his town or his job (homecoming). Finally, he is recognized as a hero (honors) and he marries or initiates courtship with the princess (marriage) (Table 3).

Functions	Description
Mediation	Misfortune or shortcoming is made known
Struggle	Direct combat between the hero and the villain
Departure and guidance	The hero leaves his home or is transferred to the vicinity of the object of his quest
Victory	The villain is defeated
Homecoming	The hero returns
Honors	The hero is vindicated, frequently by a sign
Marriage	The hero marries, ascends to the throne or receives prize

**Table 3** – Structure of the comic according to Propp's functions.

<i>Libro vaquero</i>	mean	<i>Libro semanal</i>	mean
Total number of dialogue lines	409	Total number of dialogue lines	395
Dialogue lines by omniscient narrator	131	Dialogue lines by omniscient narrator	154
Dialogue lines by hero	77	Dialogue lines by hero	187
Dialogue lines by incidental characters	201	Dialogue lines by incidental characters	222
Dialogue lines with sexual content	10	Dialogue lines with sexual content	8
Dialogue lines on love	14	Dialogue lines on love	39
Total number of images	222	Total number of images	216
Total number of images depicting sex	4	Total number of images depicting sex	22
Total number of images of male nudes	4	Total number of images of male nudes	7
Total number of images of female nudes	8	Total number of images of female nudes	3
Total number of attractive female images	20	Total number of attractive female images	20
Number of images per page	2	Number of images per page	2

**Table 4** – Analysis of images and dialogues of both comics

In both comic strips the sex and the love story play a central role in the development of the plot (and images content) (Table 4). It is reasonable to infer that it is precisely this trait that makes the story attractive to readers. It is worth mentioning that one of the principal differences between *Libro vaquero* and *Historia semanal* is that in the former the images depicting sex are more explicit, while in the latter the story seems to depend more on a romantic approach both in the images and the dialogue.

## FUTURE WORK AND RESEARCH

The following stage of this research project is to generate a collection of comic strips, all illustrated, carrying the same information about AIDS, but with different plots and illustrations. To emulate the style and language of the comics I have analyzed, the design of the new strips will abide by the narrative and graphic elements that have been identified in this study as unique characteristics of *Libro vaquero* and *Historia semanal*. The new collection of comic strips about AIDS will be tested and compared using the RIRC method that I designed for the assessment of narrative texts with scientific content. The RIRC method explores the effectiveness of a narrative (and other formats) in communicating scientific information using four independent memory tasks to assess learning (Negrete, 2010). This method assesses an individual's ability to retell, identify, remember and contextualize scientific information presented to them in narrative form. The input consists of a qualitative complex stimulus (a story narrative or another text format) and the measurement is performed using questionnaires. Appendix shows some images of the first models of comic generated for this research.

Once the comic strips thus generated in this research project have been tested and assessed according to the RIRC method, it is expected that they will be published jointly with one or several issues of *Libro vaquero* and/or *Historia semanal*. Finally, if and when they are published, I expect to measure their mass impact on the population that consumes this type of product.

## CONCLUDING NOTES

Comic strips are a cultural medium deeply embedded in Mexican culture. They could be an interesting vehicle and an opportunity for disseminating science, as they embody a mass communication medium that includes forms of narrative and graphic representation. The story and the images expedite the learning process, thanks to the built-in patterns individuals possess regarding both languages (i.e., information previously acquired concerning the reading of images, narrative structure and their meanings), as well as the emotional responses that visual and narrative resources evoke. Furthermore, images and narrative act as mnemonic elements that take up their abode in long term memory, thus contributing to learning.

In Mexico, AIDS has been termed a national health issue. There are simple ways of preventing contagion, and comic strips represent a medium in which this information can be presented in a context of everyday life, thus facilitating comprehension and learning by the general public of the basic facts of this disease.

Concerning the analyses of *Libro vaquero* and *Historia semanal*, it is possible to conclude that they coincide surprisingly well with the structures described by Propp for fairy stories. Both comics exhibit similar structures in terms of dramatic construction, plot, characters, spheres of action and functions. Analysis of the narrative lines of these popular comics suggests that a simple structure, with few variations, offers the most effective way of constructing attractive comic strips and communicating medical information to a numerous segment of Mexican public with a low educational level. The explanation of this seems to be that, notwithstanding that the population has little formal education, it can resort to certain patterns (knowledge previously acquired, possibly by reading this popular medium) that enable it to decipher and glean meanings from simple narratives and unexceptional pictorial representations, thanks to the fact that the information provided has been set in an everyday context, familiar to the reader.

In this research I propose that comic strips can be used as a tool to communicate scientific medical information to the general public in a way that is more effective than the classical paradigmatic representation. In the case of Mexico, comics constitute a unique opportunity to communicate scientific medical information to a broad segment of the population, which is very difficult to access by means of other media, and for whom comics have become part of their everyday life.

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## **Comparative Study On The Engagement Of Students With Autism Towards Learning Through The Use Of Mobile Technology Based Visual Schedule**

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### **ABSTRACT**

Visual schedule module has been developed by researchers in order to lessen children with autism's reliance to adults. Children with autism have problems in self-management due to the executive dysfunction they were facing. However, conventional activity schedule consumes time and efforts to be prepared despite needing storage for the large quantity of image analogs. As computer instructions have shown positive effects in educating the children with autism, digital visual schedules seem like a good way to ease the use of visual activity schedule. Thus, this study aims to investigate the potential of digital visual schedule applications to Malaysian autistic users and will be significant in designing appropriate instructional program for the development of children with autism. A total of 20 samples participated in the field experiment to determine their motivation and engagement towards a visual activity schedule application.

### **INTRODUCTION**

Organisational skill is an important skill for an individual to execute typical daily tasks as an independent individual. Autistic individual, on the other hand, due to the deficit in EF, find it challenging for them to carry out their daily living tasks and self-manage without relying on instructions from parents, teachers, instructors or caregivers. The study aims to examine the use of digital-based visual activity schedule in educational settings and the opportunity and suitability in using it in both school and home settings. Therefore, the study hopes to be able to provide with additional literature evidence in order to improve the children with autism's quality of life and self-determination from the aspect self-reliance and organisational skill. With the blooming innovation of technology, TSMT like smartphones, tablets and iPad has offered children with autism with more options of tools to aid them as a digital learning assistant instead of depending solely on adults to give them instructions or showing them what to do. Operating as a digital support, children with autism may improve their self-determination in carrying out their daily life independently while reducing reliance their to adults. However, no matter how effective the tool is, as majority of the researches were made in western countries, there may be gaps that differ the users of different part of the world. Therefore, in the coming research, the study is looking into the potential use of this digital-based medium in the Malaysian scope of study. Hence, future study will look further onto the prospective of Malaysian users for the digital-based visual activity schedule that was embedded to a common and practical mobile technology such as tablets and iPad. This study will be a significant attempt to design any appropriate instructional program for the development of educational environment for autistic individuals. Studies have also suggested that computer-assisted instructions, especially one with visually rich elements, are effective in engaging children with autism in teaching and learning (de Urturi, Zorrilla, & Zapirain, 2011; Frauenberger, Good, Alcorn, & Pain, 2013; Munoz, Barcelos, Noel, & Kreisel, 2012). Many studies discuss ways to enhance children with autism's quality of life and self-determination in skills that were affected by executive dysfunction (Happé, 1999; Kamaruzaman & Azahari, 2014; Koyama & Wang, 2011; McKone et al., 2010; Milley & Machalicek, 2012; Ozonoff, Strayer, McMahon, & Filloux, 1994; Uphold, Douglas, & Loseke, 2014). In this paper, the use of visual schedule to improve the quality of life of children with autism and its state of the art will be discussed. This study will be significant in order to design appropriate instructional program for the development of children with autism.

### **REVIEW OF RELATED STUDIES**

Despite the variation of the symptoms of autism, it has been established that children with autism were deficit in three areas. The areas of deficiency of children with autism are Theory of Mind (ToM), Executive Functioning (EF) and Central Coherent (CC) (Freeth, Sheppard, Ramachandran, & Milne, 2013; N. M. Rani, Legino, Mudzafar, & Kamaruzaman, 2014; Rasche & Qian, 2012). Thus, due to

these three deficits, it is challenging for them to carry out their daily life. The three deficits of children with autism affect them in terms of social skill, communication skill and imagination (Avramides et al., 2012; Freeth et al., 2013; Razali, Toran, Kamaralzaman, Salleh, & Yasin, 2013). Baron-Cohen (2001) defines ToM as the ability to infer full range of mental states that causes action. The repetitive behaviour is the result of children with autism's executive impairment. On the other hand, CC is known as the ability to process information as a whole coherent meaning (Freeth et al., 2013). EF is the ability to plan and strategise in reaching certain objectives and the ability to compromise and adjust the objectives as necessary (Freeth et al., 2013; Happé, 1999; Ozonoff et al., 1994; N. M. Rani et al., 2014). EF is an important element for an individual as organisational skills are necessary for one to carry out his or her daily tasks independently. Children with autism were poor in organisational skills and self-management.

Individual with autism have often been designated as visual thinkers (Murdock & Hobbs, 2011). Visuals increase children with autism's ability to communicate and slowly decrease the reliance on adult prompting. Studies have suggested that children with autism react better through visual supports such as in visual cues, visual activity schedules and picture exchange communication system (PECS) (Bryan & Gast, 2000; Liu & Breslin, 2013; Murdock & Hobbs, 2011; Nurdalilah Mohd Rani, Rahman, & Kamaruzaman, 2015). With the many successful evidence-based visual activity schedule module, this method has also showed its significance being embedded to digital-based.

Visual activity schedule is a schedule consists of a sequence of visuals that portrays individual activities in a sequence as they are planned to occur (Carson, Gast, & Ayres, 2008). It comes in a variety of formats depend on the suitability with the child. Visual activity schedule combines visuals such as photographs, images or drawings in sequential format. These visuals are patched to a board in sequence using Velcro straps so it can be easily repealed and reattached. The images were arranged in a sequence of activity instruction. The activity that has been done will be removed from the 'to do' activity and the child will focus on the next activity in the line.

The usage of PDA has shown its usefulness for some researches. It is found that user with autism demonstrate the increase of independent task completion after in intervention had been introduced using the device (Ferguson, Myles, & Hagiwara, 2005). Another study using PDA have resulted in an increase in independent homework behaviour by adolescent with autism in three school settings (Muhamad Fairus Kamaruzaman, 2016; Myles, Ferguson, & Hagiwara, 2007). The usage of PDA had also highly motivated the user and expanded its use beyond the scope of the study (Kamaruzaman & Zainol, 2012). The uses of PDA have also found to demonstrate significant improvement in self-estimation of occupational performance in everyday life tasks and in satisfaction with performance (Gentry, Wallace, Kvarfordt, & Lynch, 2010).

In the study using a digital-based visual activity schedule, participants were able to work ahead without waiting for teacher's instruction much the same way as typical students would proceed on their own (Hirano et al., 2010). The transitioning was improved as the teachers appreciated when the students learning to go straight towards their desk after from activities outside of the classroom (Hirano et al., 2010). Digital-based visual activity schedule was able to view positive impact on students' behaviour and that includes time-on-task and attentiveness, known to be two prerequisite skills for learning (Zamfir, Tedesco, & Reichow, 2012). The device has been confirmed to be useable by teachers within the confines of school setting to positively impact student behaviours that support academic and other important school related outcomes (Zamfir et al., 2012). One study had demonstrated the ability of students with developmental disorder (DD) to operate and customize the schedule according to their own choice of exercises (Uphold et al., 2014). The use of digital-based visual activity schedule was revealed to be able to provide children with ASD with a relevant task-management support in mainstream environments, such as classroom (Fage et al., 2014).

## **METHODS**

The study is being carried out using qualitative study. This study is taking into consideration into the involvement of planning and organising using digital-based visual activity schedule that would hopefully enhance the quality of life and self-determination of children with special needs, in this case, children with autism. The theoretical study begins in with collecting and reviewing past and related researches. Samples involve 10 students diagnosed with autism of public schools in urban area and another 10 students with autism of public schools from suburban areas. The schools involved in the study were Sekolah Kebangsaan (SK) Raja Muda (Integrasi), Shah Alam and SK Puncak Alam 1. The

schools' status of city or rural was determined at the district office of education (PPD) in Shah Alam. Samples of SK Raja Muda (Integrasi) were labelled as Group A and samples of SK Puncak Alam 1 were labelled as Group B.

Field experiment to students in public schools through the use of FTVS in carrying out tasks assigned to them. Every student was required to complete a total of four tasks, which they have already mastered. These tasks include alphabetical activity, mathematical activity, creative arts and playtime. The students' engagement was analysed based on certain visible values that includes positive attitude, anxiety, confidence, interest, cooperation, engage in task performance, motivation, ability to perceive message, interaction with the application, and anticipation in action while performing the assigned task. Each visible value is recorded either as 'strong', 'present', 'less' or 'none', which then scored as 3, 2, 1 and 0 respectively to indicate stronger and weaker reaction.

## FINDINGS

A mobile application was selected for the field experiment. First-Then Visual Schedule (FTVS) was installed in Samsung Galaxy Tab 4 to be used by the participants. FTVS was selected because this application contains multiple formats of customisable visual schedule for the users to choose based on what which format were they used to. This application adapted the conventional visual schedule into digital mobile application for ease of use. Occupied parents and educators do not have to print out, cut out or laminate the pictures or think about how to store the images nor do they have to think of an easy way to search for it later.

**Table 1:** Shows the engagement in task performance of students with autism of Group A while using FTVS.

Note: Strong = 3, Present = 2, Less = 1, None = 0

<i>Values/Participant</i>	<b>A1</b>	<b>A2</b>	<b>A3</b>	<b>A4</b>	<b>A5</b>	<b>A6</b>	<b>A7</b>	<b>A8</b>	<b>A9</b>	<b>A10</b>
<b>Positive Attitude</b>	3	3	2	2	3	2	2	3	2	3
<b>Anxiety</b>	0	0	0	0	1	0	2	0	0	0
<b>Confidence</b>	3	1	3	3	3	3	2	3	2	3
<b>Interest</b>	3	3	2	2	3	2	2	3	2	3
<b>Cooperation</b>	3	3	3	2	3	2	2	3	2	3
<b>Engage</b>	3	3	3	2	3	2	3	3	2	3
<b>Motivation</b>	1	2	2	3	3	2	2	3	2	2
<b>Perceive</b>	3	3	3	3	2	2	3	2	2	2
<b>Interaction</b>	3	2	3	2	2	2	2	3	2	3
<b>Anticipation in Action</b>	3	3	3	3	2	2	3	3	2	3

From the table, it can be seen that all students showed positive attitude towards the FTVS application with five out of them showed a very obvious positive attitude towards the application. Out of ten students, only two of them showed slight sign of anxiety while using the application. However, most of the students do not seem to have problem with their confidence, as seven of them seem to have a very high confidence level in performing the tasks. All of the students were seen to show interest in the application the first time it was introduced and continue to be interested during interaction with the application. The students showed average motivation in performing the tasks from instructions given through the application. Nonetheless, the visual instructions given through FTVS were understandable and students were able to perceive the message given. Students were also very anticipated in performing the tasks. Overall, samples in Group A gave a very positive response towards FTVS. Only one or two of them showed anxiety, lack of confidence, and lack of motivation while interacting with the application to complete the given tasks.

**Table 2:** Group B's engagement in performing tasks while using FTVS

Note: Strong = 3, Present = 2, Less = 1, None = 0

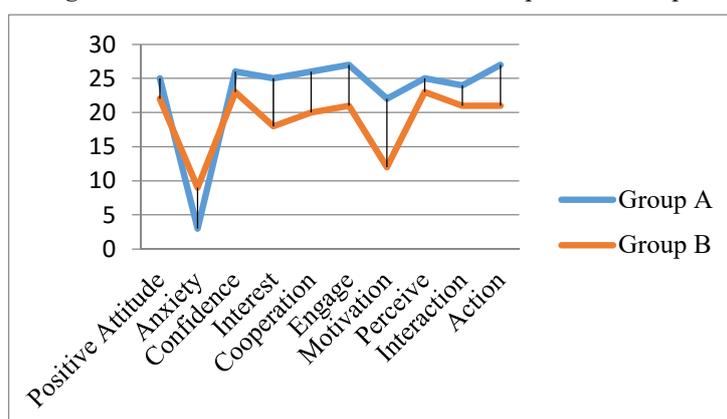
<i>Values/Participant</i>	<b>B1</b>	<b>B2</b>	<b>B3</b>	<b>B4</b>	<b>B5</b>	<b>B6</b>	<b>B7</b>	<b>B8</b>	<b>B9</b>	<b>B10</b>
<b>Positive Attitude</b>	2	2	3	3	3	2	0	2	2	3
<b>Anxiety</b>	1	0	2	0	0	1	3	1	0	1
<b>Confidence</b>	3	3	2	2	3	3	3	1	1	2
<b>Interest</b>	2	3	2	2	2	2	0	1	2	2
<b>Cooperation</b>	2	3	2	2	2	3	0	2	2	2
<b>Engage</b>	2	2	2	2	2	2	3	2	2	2
<b>Motivation</b>	1	1	1	2	1	2	0	1	2	1
<b>Perceive</b>	2	3	2	3	2	2	3	2	2	2
<b>Interaction</b>	2	3	2	2	3	2	1	2	2	2
<b>Anticipation in Action</b>	2	3	2	3	2	2	1	2	2	2

Table 2 shows how participants in Group B that represents suburban area engage with their activities using FTVS application. From the table, positive attitude towards the application seems average and one student did not at all showed a positive attitude towards the application. The level of anxiety, although were not too high in number, still showed quite a worrying value with six of them showed at least slight anxiety. Despite the amount of anxiety showed, the participants showed a good level of confidence in tasks performance. Group B's motivation, however, were quite low with one sample who was not motivated at all during interaction with the application unless she was offered a her favourite reward. Interaction with the application was also good assisted with understandable visual that had made them able to perceive message given. This had lead to anticipation in action while performing the tasks.

Table 3 compares the engagements between samples from urban area and suburban area based on the result from both public schools and Figure 2 shows its difference of numbers between the two groups through every visible values. The difference in the findings is discussed thoroughly in the given grafts as shown in the figure. Even though the difference was not too broad, the environmental factor and exposure may be the cause of the gap.

**Table 3:** Score comparison between Group A and Group B in task performance engagement

<i>Values/Group</i>	<b>A</b>	<b>B</b>	<b>Difference Number</b>	<b>in Comparison</b>
<b>Positive Attitude</b>	25	22	3	A > B
<b>Anxiety</b>	3	9	6	B > A
<b>Confidence</b>	26	23	3	A > B
<b>Interest</b>	25	18	7	A > B
<b>Cooperation</b>	26	20	6	A > B
<b>Engage</b>	27	21	6	A > B
<b>Motivation</b>	22	12	10	A > B
<b>Perceive</b>	25	23	2	A > B
<b>Interaction</b>	24	21	3	A > B
<b>Anticipation in Action</b>	27	21	6	A > B

**Figure 1:** Difference in scores between Group A and Group B

As indicated in Figure 1, Group A seem to have performed a little better than Group B through every value. Samples from Group A showed that they have less anxiety as a group and were way more motivated in tasks performance than Group B. From the aspect of perceiving information, samples from both groups did not show much difference although Group A is better in understanding the visual instruction.

In terms of interest, too, Group A seems quite highly interested in the application while Group B was not too overwhelmed with the introduction to such application. Values like cooperation, engagement, and actions, although may seem to have quite a difference in the scores, they may still be considered within acceptable range. The rest of the other values such as confidence, perceiving information as well as interactions only showed slight differences although Group A had higher scores.

## **DISCUSSIONS**

For some reason, children with autism's educational environments in Malaysia has been developing and evolve within conventional method despite the established findings that verified the effectiveness of digital medium in engaging and teaching children with autism. Although the effectiveness of visual support has been widely established, most visual supports were paper-based the preparation consumes time and efforts as well as requiring space to store the large amount of analogue images. PDA and digital-based visual activity schedules have shown significant convenience to individuals with ASD and their caregivers in enhancing children with autism's self-determination and independence. Digital-based medium may ease the use of traditional visual activity schedule for individual educational plan (IEP) by cutting the time and energy in preparing the tangible product. Visual activity schedule, when embedded into digital application, may be practical for student, educators and parents in both educational settings and home setting.

Students from urban area had shown a better motivation and engagement may be due to the environmental exposure in the way of life in their areas. Based on observations made during the first phase of the research, students from SK Raja Muda (Integrasi) were more exposed to learning through ICT compared to students in SK Puncak Alam 1. Thus, students from SK Raja Muda (Integrasi) showed better reactions toward the mobile application that was introduced to them. Lifestyle and family background may have effect on these findings too as the two groups reside from different family backgrounds with presumably different lifestyle. Lifestyle in one district may differ from the other too, so it could also be one of the factors.

The students' motivation showed the greatest difference in numbers. Although there are students from the suburban area that are quite motivated in interacting with the application, most of the students were not very much the same. On the other hand, students from urban area seems to be very motivated in engaging with the tasks while using the application. Still, students from both areas showed very good interaction with the ability to process information given through the application into action. Altogether, the samples from both areas were well engaged in the assigned tasks and response towards the application was well accepted. This study may be significant to design programs that will benefit the students from both areas.

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## Conceptions Of Learning In Accounting

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### ABSTRACT

The purpose of this study is to explore the conceptions of learning exhibited by accounting students in higher education context. The research approach is qualitative and the research method used is phenomenography. The data of the study is collected from 10 diaries and 14 interviews. The analysis uses a theoretical framework designed by Entwistle (2007) for classifying the conceptions of learning. The results reveal that there were two elements present at the same time: learning in the absolute sense, i.e., the experience of learning, and learning in the relative sense, which could be called the professional or expertise level.

### 1. INTRODUCTION

The conception of learning as such can be seen having importance on experiences in learning. However, there is no single generally accepted definition of learning. Differences between the traditions and constructs emerge both from theoretical backgrounds and from methodologies. Nonetheless, all traditions agree that experience is an important component of successful learning. No matter what the perspectives and scientific backgrounds are, there are certain common elements that they each would define as learning: something happens to the student and leads to change in behaviour. (Heikkilä & Lonka 2006; Marriott 2004.)

A conception of learning is defined by Tynjälä (1997; 1999) as a coherent system of knowledge and beliefs about learning and related phenomena. Research on conceptions proceeds along two broad lines: cognitively oriented studies of mental models and experientially oriented phenomenographic studies. Cognitive studies seek to uncover mental representations and changes in them. Phenomenographic research aims at capturing the different ways in which people understand and describe phenomena. In the background of many studies of conceptions is Piaget's assumption that conceptual learning resembles the development of scientific theories. It might be assumed that if students' everyday experiences of learning and studying are based mainly on situations that reflect the behaviourist view of learning, students' conceptions of learning develop in the same direction. Similarly, a learning environment based on the constructivist view may influence the students' views of learning in the direction of constructivism.

The constructivist view of learning is not a unified theory. Instead, it can be seen as a collection of diverse dispositions having some general common features. The theory assumes that the learner has a set of experiences. The model is based around the actions a learner takes to reorganize new information and beliefs into an understandable format. Learning is not seen as a passive receiving of information and knowledge cannot be simply transmitted to the learner. Instead, learning is achieved when the learner creates new internal meanings from newly presented information. Learning is a process of developing connections and new understandings rather than memorizing content. The learner's previous conceptions and beliefs about the topic create dissonance. This dissonance is resolved as new models are created to explain the incongruities in the learner's prior knowledge and understandings. Constructivism requires students continuously to develop their knowledge and understanding as they explore real-world problems for the first time. Learning is contextual in nature. Students taught with constructivist negotiate meaning from divergent perspectives to solve a problem. Teacher's role is to pose problems in realistic, meaningful contexts and to model behaviours that facilitate and ensure that learners attend to inconsistencies and errors arising in their mental representations. The teacher thus becomes a coach rather than a presenter of knowledge. (Smith 2004; Springer & Borthick 2004; Tynjälä 1997.)

Constructivist learning theory applies to learning at all ages but it seems to be especially suitable for advanced learners such as higher education level students. Since higher level educational institutions are communities for producing knowledge, it would actually seem paradoxical that instruction and student learning in a higher level educational institution would be dominated by the knowledge transmitting paradigm on learning accompanied by reproductive assessment methods. (Tynjälä 1997.)

Phenomenographic research deals with the content aspect of learning. Learners' conceptions of what learning actually is are considered crucial for the way in which students experience learning, and thus for what approach students adopt in specific learning tasks. Whatever phenomenon or situation people encounter, it is considered possible to identify a limited number of qualitatively different and logically interrelated ways in which the phenomenon or the situation is experienced or understood. In subsequent studies this recurring principle has been applied also outside the educational context. (Marton 1994b.)

Learning is considered a function of both student and context. There is a well-established and substantial body of research which supports the contention that students' approaches to learning are related to their conceptions of learning and their perceptions of teaching context. These approaches determine the quality of the learning outcome. Two major lines of research have contributed to this finding: phenomenographic research focusing on ascertaining students' conceptions and approaches to learning and the qualitative differences between both conceptions and approaches, and inventory-based research on students' orientations to studying. (Lucas 2001.)

Learning implies that the learners develop capabilities for experiencing situations and phenomena in certain ways. For every kind of situation and phenomenon it is possible to identify a limited number of different ways a situation or phenomenon can be experienced. The differences can be understood as critical aspects that define the situation or phenomenon as experienced. Therefore, students can be prepared for the unknown variation of situations in the future through experiencing variation in their education. (Bowden & Marton 2004.)

Indeed, a conception of learning encompasses an element of what, i.e. the object of learning, and an element of how, i.e. the way of going about learning or aspect of learning. In reality, students' descriptions seldom capture both dimensions. Building on the theories of Säljö, refined later by Entwistle, conceptions of learning can be described as a construct consisting of six different levels that create a hierarchy:

1. the increase of knowledge,
2. memorizing,
3. acquisition of facts and procedures that can be retained and used in practice,
4. abstraction of meaning,
5. interpretative process aimed at the understanding of reality, and
6. changing as a person. (Entwistle 2007; Lord & Robertson 2006.)

The first three categories position learning as something that is external to the learner. Learning is seen as a reproductive, functional, instrumental and quantitative process. Learning either just happens, or it is done by teachers and thus leaves a very passive role for the learner. The latter three categories that can be considered constructivist highlight the personal aspect of learning. Learning is something a student does in order to understand the world. Research has also shown that conceptions of learning are not stable characteristics of students, but the conceptions change over time and with different learning experiences as students proceed through their studies. (Byrne & Flood 2004; Lord & Robertson 2006.)

The first two and last two levels are usually relatively easy to understand and they are familiar. However, the two levels in between, i.e. the comprehension-learning level, are also crucial. Comprehension involves translation, interpretation and connecting newly learned and previously learned materials. At the rote level, students can recall the teacher's definition of a concept, but at the comprehension level, they develop their own meaningful and correct definitions, explain ideas and their importance and learn how to make predictions based on understanding ideas. This is the first step into critical thinking. One implication of the constructivist view of learning is that the development of students' conceptions of the phenomena studied is seen as a central learning outcome. (Brightman 2006; Tynjälä 1999.) According to Lindblom-Ylänne and Lonka (1999), many studies on learning have evidenced that the core concepts of learning are that knowledge and cognitive strategies are constructed by the learner, and that learning involves qualitative modification, not just the accumulation of new information in memory.

The purpose of this study is to find out how accounting students understand the conception of learning in the context of higher education and how the different conceptions can be classified. The research question is: What are the conceptions of learning of accounting students? The research method is phenomenography. It is a research approach designed to answer questions about thinking and learning. Phenomenography is concerned with the subjective study of human experience. It focuses on the different ways in which people experience, see, perceive, apprehend, understand and conceptualise various phenomena.

These different ways of understanding, or conceptions, are represented in the form of categories of description. A conception is the basic unit of description in phenomenographic research. (Marton, 1994a ; Marton & Pong, 2005.)

This article is constructed as follows. After introduction there will be the description of data, research method and analysis in chapter two. Chapter three handles the results and in chapter four there is a discussion.

## 2. DESCRIPTION OF DATA, METHOD AND EMPIRICAL ANALYSIS

Phenomenography can be classified as empirical study. The researcher is studying the awareness and reflection of the subjects. Phenomenography falls within interpretive research. It aims to describe experience collectively rather than individually and to focus on the differences rather than the similarities in this experience. Conceptions are regarded as being context-dependent and relational. (Leveson 2004; Lucas 2001; Marton 1994a.) The aim of phenomenographic research is to map the variation in ways of experiencing. What is important is the nature of the variation instead of how common or representative an experience is. The researcher must set aside any presuppositions about the nature of the phenomenon. It is also impossible to construct hypotheses or interpretative categories in advance or try to sample the material. Through exploring the different ways of seeing a phenomenon, a fuller understanding is developed. The variation becomes the object of research. Outcomes are represented as different ways of experiencing the phenomenon that include the structural relationships. (Lucas 2001; Tempone & Martin 2003; Åkerlind 2005.)

Individual interviews have been the most used method for collecting data but there are also phenomenographic studies where group interviews, observations, drawings, written responses, historical documents, artefacts and observations have been used as the main source of information. The number of interviewees is usually not very big. The individual is not the unit of analysis because it is possible that the same participant can express more than one way of understanding the phenomenon. (Marton 1994a.)

The data for the study was collected from two kinds of sources: 10 diaries in writing and 14 both group and individual interviews. The writing of learning diaries happened in a longer period of time (3-4 months). After the preliminary analysis of the diary data, five group interviews were recorded. There were always three people participating in a group except for one group that consisted of two people, so that the number of interviewed was 14 people in total. The sample in a phenomenographic study should be chosen for heterogeneity rather than for representativeness. This means that phenomenographic research outcomes do not enable generalisation from the sample group to the population represented by the group, because the sample is not representative of the population in the usual sense of the term. (Åkerlind 2005.) The interviews lasted from half an hour to one hour. The questions were semi structured and they had been formulated on the basis of the findings from issues that were raised in descriptions, or in prior interviews or in prior studies of the same kind. In the course of the interview, the researcher also questioned about new issues that were brought about.

The analysis process is iterative. It usually starts with a search for meaning or variation in meaning followed by a search for structural relationships between meanings. In the early phase, reading through transcripts should be done as with a high degree of openness for different interpretations. Subsequent readings are more focused on particular aspects. However, later readings are still open to new possible interpretations. Data is sorted and resorted, comparisons between the data are done and categories of description and defining relations between the categories are developed. The important point is the search for key qualitative similarities within and differences between the categories. (Åkerlind 2005.)

The first way of reducing the data is to distinguish between what is immediately relevant. This relates to the way of experiencing the phenomenon. The second step is to identify distinct ways of experiencing the phenomenon based on similarities or contrast effect. Then focus is shifted from the relations between the expressions to the relations between the groups. This is done in order to establish the critical attributes of each group and the distinguishing features between the groups. The researcher develops the set of categories of description. Using these categories of description it is possible to characterise the variation in ways of experiencing and understanding a phenomenon. There are logical relations between the categories of description. As they represent different capabilities for conceptualising the phenomenon, a hierarchy can be established. This complex of categories of descriptions is the outcome space. The categories of description and the outcome space are the main results of a phenomenographic study. (Marton 1994a.)

The analysis started with a search for meaning or with a search for variation in meaning. At this point, the main purpose was to find out what could possibly emerge from the data. Any predetermined ideas were dropped as much as it is possible to do so and the first reading was done with an open mind without any attempt to foreclose anything. The main point was in identifying similarities and differences in diaries

and interview data and the possible relationships between categories as a set rather than individually. Then it was supplemented by a search for structural relationships between these meanings.

The amount of material in one interview was very big. This is why excerpts or utterances that seemed to contain the key aspects that also were present in the larger transcript were selected, while irrelevant or redundant parts of the data were rejected. The number of interviews was restricted for the same reason. The whole readings process was iterative. The first readings were kept as open as possible. The analysis started with a search for meaning supplemented by a search for relationships between meanings. Then the emphasis was more focused on particular aspects. Even at this point, any new interpretations were considered possible. The material was sorted and resorted many times while the categories were developed and redeveloped at the same time. The main emphasis was in the search for key similarities within and differences between the categories. This meant that the quotes or utterances were grouped and regrouped according to similarities and differences on the basis of different criteria. This was done as long as the rate of change became very small. These selected quotes finally represented the data that was used for next analysis.

The next step was to look for a meaning that could be revealed by the quotes. This interpretation phase was also iterative and had to be done many times from different perspectives, because there were so many aspects present at the same time that looking at them all at once would have been impossible. The utterances were put in categories using the chosen theoretical model on the basis of their similarities.

### 3. RESULTS

In the learning diaries and interviews students defined what learning in general means to them. The variation in descriptions ranged from a mere accumulation of knowledge to more complex and abstract conceptions of learning. The way students experience learning are characterizations focusing on a certain aspect they consider important. For some students, regardless of what kind of wording they choose to express their definition of learning, learning represents knowledge and information that accumulates in function of time being spent in the education. In other descriptions there is the element of understanding added in learning definitions, which can be interpreted so that the student is not concentrating on the amount of facts and knowledge only, but also adding some personal processing or input. These descriptions very often introduce the concept of understanding, which in turn easily becomes opposed to the concept of rote learning. The higher levels of learning can be described as constructivist levels because they contain features that are in line with the constructivist learning theory like the elements of applying information, understanding the relationships between practice and theory and relating information to what the person already knows in advance. It seems plausible that any other key conceptions present in a learning process will be influenced by the fact how students understand learning. The learning conception thus has influence on how the roles of the learner and the teacher are seen.

FIGURE 1 Example of analysis

Increase of knowledge	Memorizing
<i>Learning is accumulation of new information.</i>	<i>Learning means that you know things deeply. If you have read and know by heart and you can repeat the whole book but you don't understand – it's not learning. It's memorizing.</i>
<i>Learning is about increasing awareness of things.</i>	<i>Good learning is about understanding, not just rote learning. You understand why you calculate it in a certain way and where everything comes from, not just by heart.</i>
Acquisition of facts and procedures that can be retained and used in practice	Abstraction of meaning
<i>Learning means that you are able to apply... and use the knowledge in different ways.</i>	<i>In a good learning situation theory and practice are combined and you understand why something is calculated a certain way.</i>
<i>Learning means that you learn new things deeply and can apply in practise if necessary.</i>	<i>Learning is about understanding new things. And that you can connect them with what you know already.</i>
Interpretative process aimed at the understanding of reality	Changing as a person
<i>Learning is realization and getting an experience of understanding. And a feeling that... like that you all suddenly use terms that once were double Dutch to you... I remember when I started here I understood nothing of anything but soon I realized I used the same terms and understood them all.</i>	<i>When I had completed accounting courses I finally dared to participate in the board of our housing co-op. Without these studies I wouldn't have had the courage.</i>
<i>Completing this grade I have learned plenty of new things. It's more about integrity, different standpoints and levels of observation.</i>	<i>I learned that I can learn new things.</i>

When defining learning in accounting on a general level, the learning definitions as such did not always necessarily reach the higher definition levels, but when describing the outcome of learning accounting at least at some point of time in the future or finally at the end of studies, it was easier for the informants to reach higher and more abstract definition levels. This can be interpreted so that even if the students' present conception of learning lacked sophistication, they were aware of more complex levels of learning and could see them developing in themselves in the course of time spent in higher education – or that they kept that as their ambition while recognizing that they had not yet attained that level.

Any individual's conception of learning is likely to have an influence on their perception of the key elements in learning. Basically, learning could be defined as changes in capabilities for experiencing and being aware of the object of learning. In this case the object of learning is accounting. The data also shows that, for students, learning something new about themselves or recognizing changes happen in the course of the studies was a key aspect of good learning. Also, students, when describing positive and good learning experiences, emphasized their willingness to learn for reasons that had something to do with their own personal development. This can be interpreted so that the upper the students had climbed the learning conceptions classification, the bigger their level of satisfaction was. Also, their ability to analyse themselves as learners and their ability to recognize the changes increased.

Defining the conception of learning as such was not the only important issue in learning. Also, it was important for the students to monitor the learning on the relational level; to define the acceptable level of learning as comparing to the level which students felt they should have acquired at that

specific point of their studies. The definitions varied as well as the attitude towards the possible deficiency experienced. If the acceptable level of learning was experienced inadequate, it could be a constant source of worries or it could be a fact that just had to be accepted being part of the learning process. In the definitions of learning there were two elements present at the same time: learning in the absolute sense, i.e., the experience of learning, and learning in the relative sense, i.e., the level of learning as comparing to what the learners believed they should have attained at some specific point in their studies or relative to outside expectations. This could be called the professional or expertise level. The former one can be seen linking to students' conceptions of what learning actually means to them. The latter one is more related to their conceptions of what they suppose learning means on the professional level and to external expectations concerning accounting expertise. This result can also be connected with motivational aspects. Learning in the absolute sense can be seen as having connections with intrinsic motivational aspects whereas learning in the relative sense can be interpreted as having connections with extrinsic motivational aspects.

The data shows that despite good experiences in explicit content learning, there may be huge deficiencies experienced in practical skills learning. Since there is knowledge that represents different levels of complexity and there are learning conceptions that also represent different levels of complexity, it can be assumed that these two depend on each other. In order to be able to master more complex knowledge students must at the same time develop more complex conceptions of learning.

#### 4. DISCUSSION

If the definition of learning is not in line with constructivist conceptions of learning that are the three latter levels of Entwistle's (2007) model, it may have effect in how students experience learning of accounting and what their learning behaviours are like. If the students had proceeded to upper levels of learning conceptualizing, it seemed to increase their ability to analyse themselves as learners and to see the changes happening in themselves as learners. This awareness increases the ability of self-regulation in the learning process.

At the point when students are studying accounting, it is easier to master explicit knowledge, but practical knowledge is still on its way to develop. However, the answers show that students had formed a conception of practical knowledge they should attain, but since it represents a higher form of knowledge, probably requiring a more complex level of learning as well, it had not yet developed to its maturity. Self-regulative knowledge seems to be an important mediator in helping students to move from declarative knowledge levels towards practical knowledge levels.

Lucas (2001) states that the learning approaches are related to the conceptions of learning and perceptions of teaching. Thus, on the basis of these different notions of learning it can be stated that the ultimate aim in learning should be towards the top of the learning classification, taking into account that it might be necessary to go through the other steps or some of the other steps as well before this becomes possible. The first three levels describe learning as accumulation of factual information whereas the three upper levels describe learning as a process where students acquire knowledge they can use and apply in the future. The upper levels represent the meta learning level where students are aware of their learning and able to bring appropriate cognitive strategies in the learning situation and monitor their progress towards the established goals. Only the three upper layers represent learning as it is described by the constructivist learning theory.

The discrepancy between absolute and relative learning can be explained by the fact that knowledge manifests itself in many ways in learning situations, and some forms of knowledge are more easily attainable than others. Tynjälä (1999) says that expert knowledge includes formal or declarative knowledge, practical knowledge, and self-regulative knowledge. Such explicit and factual knowledge has traditionally played a major role in education, and as such it constitutes the core of professional competence. Practical knowledge, often called procedural knowledge, manifests itself as skills or knowing-how. While formal knowledge may be described as universal and explicit, practical knowledge is personal, intuition-like and difficult to be expressed explicitly. Self-regulative knowledge consists of meta-cognitive and reflective skills that individuals use to monitor and evaluate their actions.

The learning conceptions ranged from the very bottom level conceptions concerning increase and memorization of knowledge to more complex level conceptions concerning acquisition and abstraction and also to higher level conceptions including interpretation and personal change levels. The three last mentioned can be considered being relevant in the constructivist learning view. If learning is defined as abstraction, interpretation and changing as a person, as it is in constructivist categories, then it inevitably has some implications on how we define the learner and how we see learner positioning in

the learning process. Constructivist learning theories assume that a learner cannot be a passive recipient of information, but rather an active and participative partner in the learning process; someone who consciously takes well-grounded decisions concerning his own learning process.

However, it was not only learning in the absolute sense of the phenomenon that was seen important in the light of the data. In addition, learning on the relative level, i.e. in comparison with what we could call the expert or professional level, was an important part of the learning descriptions. The results of this study suggest that there could be a discrepancy between these two learning experiences. It is possible that personal learning experiences as such are good, but this does not yet necessarily guarantee that the students would judge themselves as being on the required level of expertise needed, for example, for working life purposes. Since the aim of accounting education is to produce future employees for a variety of accounting tasks, educators need to be able to improve the learning experiences also from the professional point of view. This is especially important because the standing of educational institutions with regard to society and business life has experienced a change towards a much less isolated position; educational institutions are expected to produce prospective work force for expert tasks and educational institutions' whole existence depends on their ability to fulfil this task given to them. It is thus possible to conclude that learning in the absolute sense is a necessary condition for good learning experiences but it is not a sufficient condition. In addition, good learning experiences with regard to the professional expert level are also needed.

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## **Considerations On Communication Education Realised Via Open And Distance Education At Higher Education System In Turkey**

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### **ABSTRACT**

Communication education in Turkey is realised via both open and distance and formal education systems at higher education level at undergraduate, graduate and postgraduate programs. These programs at both state and private universities aim to train qualified technical and professional personnel required by the related sector in Turkey. As of 2010, for the communication education, program and learning outcomes were revised and a standard approach was started to adopt in education based on the Turkish Higher Education Qualification Framework.

## **Constructing Knowledge Societies. Public Communication Of Science (Pcs) As A Cultural Practice Of The Scientific Community In Mexico**

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### **Abstract**

Knowledge societies (Olive 2012) require Public Communication of Science (PCS) to become a cultural practice of the scientific community. Communicating scientific work, and promoting critical thinking, will provide societies with better elements to identify and solve their problems, and also to make appropriate decisions to their particular situation, and to take part in the use, promotion and regulation of scientific knowledge and its application (OECD, 2003). In order to know how researchers in Mexico are establishing these kinds of practices, we launched a quantitative exploratory study, based on a survey among members of the National Researchers System (Sistema Nacional de Investigadores, SNI). In collaboration with the National Council of Science and Technology (Consejo Nacional de Ciencia y Tecnologia, CONACYT), the Mexican Academy of Sciences (Academia Mexicana de Ciencias, AMC), and the General Directorate for Science Divulcation (Direccion General de Divulgacion de la Ciencia, DGDC), an online questionnaire was applied from February 10th, to March 10th, 2014.

The results of a sample equivalent to 20 percent of the SNI showed that participants considered as an important issue, communicating their research to audiences outside the academia. Another relevant issue was to include public communication of science (PCS) in scientific study plans, and also the public's participation in the definition of policies related to science and technology (S&T). Notwithstanding, their answers reflected that, even though they were interested in social engagement, their communication with specific sectors (businessmen, politicians, etc.) is still poor, and there are no specific policies to improve this communication. They perceived science outreach, as an opportunity to educate people, but not yet as a commitment to discuss with the public about their concerns regarding science and its applications in society.

## **Curriculum-Based Measurement In Mathematics As An Intervention: A Meta-Analysis**

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### **ABSTRACT**

The proposed meta-analysis sought out to examine the state of the literature for Curriculum-Based Measurement in mathematics (CBM-M) as an intervention. Three research questions were answered addressing the assessment of digits and problems correct for computation and concepts and applications, both with and without detailed feedback. Overall, results indicated that using detailed feedback produced higher statistically significant effects for students in both general and special education. Most research has been conducted in the area of computation for grades 3-6. Much more research is needed in the areas of concepts and applications, overall mathematical achievement, and at the secondary grade levels.

## **Design Of Open Content Social Learning That Increases Learning Efficiency And Engagement Based On Open Pedagogy**

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### **ABSTRACT**

Due to the rapid growth in Internet resources, mobile technologies and social media, teaching and learning are increasingly adapting to the notion that 'content is open; learners are social'. The learning materials are open but effective learning is challenging due to the explosion of unstructured content on the web. The effectiveness of learning on the web largely depends on the relevancy of the content and the learner's engagement. This paper's objective is to develop an Open Content Social Learning(OCSL) system, to compare different pedagogical strategies and algorithms on improving effective learning. This paper proposes an enhanced learner-centered online learning experience by matching the content based on learning goals, historical learning preferences and behaviors from other learners with similar goals to increase the learner interaction and engagement.

### **INTRODUCTION**

Open Educational Resources (OERs) are teaching and learning materials that anyone can use and share freely, without charge. Since first being coined by UNESCO in 2002, the term Open Educational Resources has evolved to meet the fast pace of the change and the diverse contexts in which it has now been used (Bossu, Bull, & Brown, 2012). The worldwide OER movement is rooted in the idea of high quality education at no cost. The Cape Town Declaration (2007) states that "Educators worldwide are developing a vast pool of educational resources on the Internet, open and free for all to use. These educators are creating a world where each and every person on earth can access and contribute to the sum of all human knowledge. They are also planting the seeds of a new pedagogy where educators and learners create, shape and evolve knowledge together, deepening their skills and understanding as they go."

Open learning enables learners to be self-determined and interest-guided. Stacey (2013) educators to "Go beyond open enrollments and use open pedagogies that leverage the entire web not just the specific content in the MOOC platform". Learners are often unable identify which material is needed, useful, and required at their level. Hence, open content learning design must assimilate the material from various sources and provide a new pedagogy that is appropriate to the needs of today's learners (Smyth, Bossu & Stagg, 2015). This paper explains the design for an Open Content Social Learning (OCSL) system that leverages Open Content to deliver an adaptive and personalized experience accounting for the pedagogical needs of the learners and similar learners and the need to recommend learning activities in a pedagogically effective order.

### **RELATED RESEARCH**

Learner's experiences with open learning do not always contribute to effective learning because some traditional pedagogical strategies are still being used. Over the past decade, researchers have investigated different pedagogical strategies for making the online learning environment effective. Sathiyamurthy & Geetha (2012) state that "The effectiveness of an e-learning system for distance education to a large extent depends on the relevancy and presentation of learning content to the learner". In a recent study, Kim & Reeves (2007) showed that the increase in online courses has definitely helped to reach millions of learners, but the educational effectiveness of online courses is a subject of debate. Learning must be personalized based on the learner's goals and style and compared with "learner-like" learners (individualized and collaborative) as well as adaptive learning resources (organized and filtered), while considering motivation and engagement tools (Cheung, Lam, Szeto, & Yau, 2008). The goal of the adaptive presentation is to adapt the content to the user's goals, knowledge, and other relevant information. The architecture for an Adaptive Hypermedia System adapts the content of a hypermedia page to the user's goals, knowledge, preferences, and other user information for each individual user

who is interacting with the system (Stern & Woolf, 2000).

Another aspect of effective search and personalized results is consideration of the learner's profile. All learners are unique; no two will achieve the same learning outcomes across a range of subject areas. Clear guidance can be provided on the diverse learning needs of each student by collecting and continuously updating metadata that is stored for learners in user profiles. Chan (2000) describes that implicit profile creation based on observations of users actions has been used in more recent projects and describes the types of information that is available. This model considers the frequency of visits to a page, the amount of time spent on each page, how recently a page was visited, and whether the page was bookmarked. Paireekreng & Wong (2010) observe that prior knowledge of each learner's activity and an effective user profile is required for personalization. M.P. Cuéllar, M. Delgado, and M.C. Pegalajar (2011) have considered social networks to be a type of Learning Management System (LMS). Social Network Analysis (SNA) is conducted for teachers, learners, learning resources and their interactions. Vassileva, J. (2008) emphasizes that the two main goals of the design of social learning environments should be making them learner-centered and making learning more gratifying. In recent research, association rule-mining algorithms have been used to solve the problem of web page recommendations. A web usage log is used in adaptive association rule-based web mining, which attempts to personalize the results.

Research shows that effective learning requires the following:

1. Learner centric adaptive learning by personalizing with relevant content based on the learner's goals, style, habits and prior knowledge;
2. Learner centric social learning based on the goals, learning style and behavioral patterns of similar learners;

Current Open Content Learning systems include: OER Commons (Yoav Yair 2014, D'Antoni, S 2009), isek.org (Bansal 2013), Project MERLOT (Malloy & Hanley 2001; Hanley 2015), OCW (Vahdati 2015) and mooc-list (Holotescu, Grosseck, Cretu & Naaji, 2014). Most of these systems are not personalized and do not provide adaptive content. Learners use these platforms as content viewers, and there is no engagement. They do not offer personalized content based on a learner's goals and prior knowledge. To overcome these limitations, the proposed work is to develop an Open Content Repository by consuming the OER content and personalizing the learning experience based on the learner's goals and activities and similar learners' learning activities.

Another aspect of effective search and personalized results is consideration of the learner's profile. All learners are unique; no two will achieve the same learning outcomes across a range of subject areas. Clear guidance can be provided on the diverse learning needs of each student by collecting and continuously updating metadata that is stored for learners in user profiles. Chan (2000) describes that implicit profile creation based on observations of users actions has been used in more recent projects and describes the types of information that is available. This model considers the frequency of visits to a page, the amount of time spent on each page, how recently a page was visited, and whether the page was bookmarked. The user's learning behavior is used to create user profiles in several systems. Paireekreng & Wong (2010) observe that prior knowledge of each learner's activity and an effective user profile is required for personalization. Open pedagogy could be considered to be a blend of personalized adaptive design, algorithms and technologies, and networking among learners, which makes the learning process effective and engaging.

### **OPEN CONTENT SOCIAL (OCSL) SYSTEM**

This section summarizes the general overall system architecture and design of OCSL before discussing the individual modules in detail. OCSL is a personalized learning system represented in figure 1 uses complex algorithms to automatically learn a learner's interests with respect to learning activities. It then makes highly personalized content recommendations based on the goals, past activity and similar learners' activities.

*Figure 1. Overview of the Learner-Centered Learning Experience leveraging Open Content.*

Research shows that most of the Open Content learning platforms currently use standard search techniques by combining conventional information retrieval techniques that are based on page content, such as word vector space (Salton, & McGill, 1983), with link analysis techniques based on the hypertext structure of the Web, such as PageRank (Brin & Page, 1998) and HITS (Devi, Gupta, & Dixit, 2014). The PageRank algorithm (Brin & Page, 1998) attempts to provide an objective estimate of the Web page importance. However, the importance of the Web pages is subjective for different users. The true relevancy of a page depends on the interests, goals and existing knowledge of the individual users; a global ranking of a Web page might not necessarily capture the importance of a page for a given individual user. OCSL expands the scope of the search to generate more personalized results and greater learning engagement using the following two modules:

#### A. Offline Process:

1. The content manager reads the content (Crawling, API calls, Streaming API).
2. The content classification engine analyzes the content.
3. The system sends 20% of the content to the Natural Language Processing NLP API.
4. After categorization, the content is verified by Amazon Mechanical Turk through APIs.
5. The remaining 80% of the content is classified using the Naïve Bayes classifier (Patil & Pawar 2012) algorithm.
6. Once the content is classified with attributes (meta-data), it is loaded into the content index.

The content index indexes the attributes and stores it inside the Apache Solr container. This content index is updated periodically through an offline process.

#### 2. Online Process:

1. The learner inputs his/her goals, learning style, and relevant content.
2. The pedagogy engine formulates the query to retrieve content in three ways, depending on the historical information and the learner's goals:
  - a. Conventional search using an inverted index and page ranking algorithm.
  - b. Improved results based on the Content Hierarchy and Learner attribute-based Matching (CHLAM) of the OCSL system.
  - c. Superior results based on CHLAM and Similar Learners Attribute-based Matching (CHSLAM) of the OCSL system.
3. Filter the content results.
4. Implicitly capture the learner's activity and use it as a feedback loop to apply to the learner's profile attributes.

Each module performs its defined function and exchanges information with other modules, as shown in figure 2.

*Figure 2. System Architecture of the OCSL Work*

The role of content discovery is to crawl open content from the Internet, i.e., the World Wide Web and social media, and to locate content to present to the user. The content manager is configured to collect content from three sources: 1. Crawling OER content sites 2. Streaming API against social media platforms 3. API calls against learning platforms such as MERLOT (Hanley, 2015), OER Commons, Gooru learning.

Content clustering entails grouping similar uncategorized documents together based on similarity measures. Content classification categorizes and organizes content by combining multiple methods of context-sensitive analysis. The clustering engine consumes content from multiple sources (Nutch Crawler, Federated API search, and Streaming API for social media feeds) and performs the following steps:

1. Alchemy's machine learning APIs (Quercia, Askham, & Crowcroft, 2012) are used for categorizing the content. OCSL uses the Taxonomy API to perform classification. The Entity API calls fetch the desired Internet web page, normalizes it, and extract named entities, topics, and other content.

- a. [http://www.alchemyapi.com/api/taxonomy\\_calls/urls.html](http://www.alchemyapi.com/api/taxonomy_calls/urls.html)
- b. <http://www.alchemyapi.com/api/entity/urls.html#rurl>

Using the Taxonomy and Entity API, content metadata is updated in the Solr content repository.

2. As recommended by Wang, Kraska, Franklin, & Feng (2012), OCSL leveraged a hybrid human-machine approach in which machines are used to perform an initial, coarse pass over all of the data, and people are used to verify only the most likely matching pairs. OCSL integrates with the Amazon Mechanical Turk API to verify the classified content.
3. Using the Apache Mahout framework and Naive Bayes classifier algorithm (Patil & Pawar 2012), OCSL automatically classifies documents using a training set developed from the previous two steps. The training set includes documents that are already associated with a category. Using this set, the classifier determines, for each word, the probability that it reflects a document that belongs to each of the considered categories. To compute the probability that a document belongs to a category, the classifier multiplies together the individual probabilities of having each of its words in this category. The category that has the highest probability is the category that the document is most likely to belong to.
4. OCSL updates the content index engine with all of the taxonomy attributes (URL, content category, content sub category, content type, last modified, and many more).

The Dynamic Query Formulator is the core component of the OCSL system design. Most conventional search engines function with a search query that is limited and not as good as searching by phrases. The pedagogical engine uses a dynamic query formulator algorithm that was developed through this research to navigate a

learner's learning experience by analyzing his/her user interactions and prior learning knowledge on any given topic. The OCSL pedagogical engine also dynamically generates a query based on similar learners' learning experiences.

Learner Attribute-based Matching (LAM) enhances the conventional search experience by building a user profile to provide more personalized search results based on learning style, type of content, recent activity, content categories, or other interests of the users. To build an intelligent pedagogical learning engine based on attributes, this system ensures that both users and documents are tagged with the same types of attributes. We are implicitly and explicitly collecting information from learners about their learning behaviors, learning goals, and other criteria. Basically, the pedagogy engine is responsible for figuring out both the most appropriate way to construct the queries and which data to use in them to optimize the relevancy of the learner's learning experience. While a conventional search engine builds a sparse matrix of terms that are mapped to documents in the content index, OCSL enhances the design to map the user's behavior to those documents. The Learner Attribute-based Search enables the system to classify users and content into a hierarchy that goes from more general to more specific categories, but it is further possible to query this hierarchy and apply a stronger relevancy weight to more specific matches:

```
Learner_Profile:{
MostLikelyCategory:"engineering.computerscience.artificialintelligence",
2ndMostLikelyCategory:"engineering.computerscience.datastructures",
3rdMostLikelyCategory:"engineering.mathematics.algebra", ... }
```

First, each category from a learner's profile can be broken into three terms in the query, with each term corresponding to a level of specificity in the classification:

*(engineering.computerscience.artificialintelligence vs. .. engineering.computerscience.datastructures vs. engineering.mathematics.algebra).*

Second, each term is assigned a different query weight, with higher weights assigned to more specific terms. This arrangement serves the purpose of boosting the more specific (and presumably better) matches higher in the search results. Third, there are three distinct sets of queries, which correspond to the three potential classifications that are listed on a learner's profile:

*(engineering.computerscience.artificialintelligence, engineering.computerscience.datastructures, engineering.mathematics.algebra).*

The end result is that by using query weights on terms that combine a measure of their probability (most likely to least likely) and their specificity (most descriptive to least descriptive), a fuzzy query can be constructed to match documents that match any of the criteria; at the same time, it boosts documents to the top of the search results that match the best combinations of those attributes within the hierarchy.

The query parameter also allows the author to weight the fields differently. This parameter can be used to make a query match in one field more significant than a query match in another field.

$$qf = field_1^{v_1} + field_2^{v_2} + \dots + field_n^{v_n}$$

where  $qf$  is the Query Fields, and  $v$  is the weight for each field, based on the learner's goals and interests as calculated and applied dynamically. In our approach, we personalize PageRank scores by assigning weights to the fields based on matched goals and activities based on the learner and similar learners. At the query time, the user's profile matches with the corresponding personalized values.

By mapping the learning behavior of users to documents, OCSL system is effectively creating links in the index between documents. Klačnja-Milićević, Vesin, Ivanović, & Budimac (2011) recommended that similar users learn similar content, which means that documents that are mapped to similar users are likely related. To make use of these relationships to recommend learning items to a new user, we find other similar users and recommend other items. OCSL provides a mechanism to form a social network among the learners who have similar learning interests, preferences, and learning experiences based on the data collected. A learning group in OCSL is a group of learners who share common learning goals and mutually recommend learning content that meet those goals. OCSL uses User-based Collaborative filtering and Item-based Collaborative filtering (Drachslar, Hummel & Koper, 2008) to filter the learning content and recommend learning activities in a pedagogically effective order.

To evaluate our design, we conducted a Web crawl against Open Educational Resources (OER) and implemented a dynamic query formulator engine. We performed an experimental study that focused on Science, Technology, Engineering, Mathematics (STEM) engineering students. Our study explored the results of the

following three algorithms, to validate the idea of effective learning by personalizing the content results. The study lasted for almost three months. Learners were grouped into 15 groups.

1. Algorithm 1 – Basic search using inverted index and page ranking conventional algorithm
2. Algorithm 2 – Search based on the Content Hierarchy and Learner Attribute-based Matching (CHLAM) of the OCSL system
3. Algorithm 3 – Search based on CHLAM and Similar Learners Attribute-based Matching (CHSLAM) of the OCSL system

We asked each learner to use our OCSL system after they entered their goals and profiles into our system. We did not provide any information about the main goal of the system. The learners were expected to use the platform and learn based on their choice of preferences. A results page was shown with the recommended content based on the three different types of algorithms mentioned above. Figure 3 is a screen shot of the OCSL system.

*Figure 3. OCSL System screen shot*

### TESTING APPROACH AND RESULTS

Comparing search results and recommendation systems is difficult. The best way to experiment with different relevancy parameters is to run A/B experiments that randomly divide users into groups over the same time period, with each group interacting with a different algorithm. Another common method for measuring the relative performance of algorithms involves generating test data and performing comparative analysis using the generated log data (Khosla, & Bhojane, 2013). To experiment with learning activities in detail, behavioral patterns were extracted from the log files and user activity database table.

There are two aspects of a search result set that determine the quality of the results, the precision and recall, as Powers and David (Powers & David, 2011) suggest. Precision is the fraction of the retrieved documents that are relevant. A precision of 1.0 means that every result that is returned by the search is relevant, but there could be other relevant documents that were not a part of the search result.

$$precision = \frac{|{\textit{relevant documents}} \cap {\textit{retrieved documents}}|}{|{\textit{retrieved documents}}|}$$

Recall is the fraction of the relevant documents that are retrieved. A recall of 1.0 means that all of the relevant documents were retrieved by the search, irrespective of the irrelevant documents also included in the result set.

$$recall = \frac{|{\textit{relevant documents}} \cap {\textit{retrieved documents}}|}{|{\textit{relevant documents}}|}$$

If all of the documents are retrieved, then the recall is perfect but the precision may not be good. On the other hand, if the document set contains only a single relevant document and that relevant document is retrieved in the search, then the precision is perfect but again the result set may not be good. This relationship shows a trade-off between the precision and recall, in which they are inversely related.

The F-score is a measure of a test's accuracy. It considers both the precision  $p$  and the recall  $r$  of the test to compute the score:

$$F_1 = 2 \cdot \frac{precision \cdot recall}{precision + recall}$$

In this approach, we can take previously saved user behavior data from log files and test how well each of the candidate algorithms predicts the results that were previously acted on by the users. In the case of OCSL, we take the list of search results for every search or recommendation run for the user and plot them in aggregate on a precision versus recall graph, showing whether the algorithm made the correct prediction based on the user's historical behavior. For example, the correct prediction might be defined in terms of which learning materials a user consumed, and thus, any query model that resulted in higher precision and recall for that learning content would be considered to be a better algorithm.

We analyzed the system logs and calculated the Precision, Recall and F-Score based on the learner's activity for

each algorithm. In the following results table, each row indicates the aggregated result of a group of learners who interacted with the system. The Learning activity indicates the number of times each learner interacted with the system. The Total recommendations show the number of learning (retrieved) documents that were displayed to the learners, while the Total documents indicate the possible number of documents (relevant documents) that were related to the search.

Group #	# of interactions	# of recommendations	Total no. of documents	Precision	Recall	F-Score
1	12	510	17519	0.0235	0.0007	0.001368981
2	7	2939	15090	0.0024	0.0006	0.000927337
3	4	722	17307	0.0055	0.0002	0.000462127
4	9	560	17469	0.0161	0.0005	0.001029866
5	38	103	16993	0.0367	0.0024	0.004462451
6	35	146	17883	0.2397	0.002	0.003906686
7	99	172	17857	0.5756	0.0056	0.011026955
8	32	660	17369	0.0485	0.0019	0.00367795
9	4	459	17570	0.0087	0.0002	0.000455224
10	24	1609	16420	0.0149	0.0016	0.002918998
11	20	830	17199	0.0241	0.0012	0.002323015
12	77	876	17153	0.0879	0.0047	0.008937899
13	32	137	17892	0.2336	0.0018	0.003570632
14	30	168	16344	0.0178	0.002	0.003664306
15	51	80	17949	0.6375	0.0028	0.005666667

Table 1. Conventional search using an inverted index and page ranking algorithm

Group #	# of interactions	# of recommendations	Total no. of documents	Precision	Recall	F-Score
1	123	810	17219	0.1519	0.0074	0.014185215
2	160	616	17413	0.2597	0.0094	0.018209754
3	140	439	17590	0.3189	0.0081	0.015792442
4	120	218	17811	0.5505	0.0068	0.013384641
5	230	443	17586	0.5192	0.0132	0.025819488
6	230	266	17763	0.8647	0.013	0.025565498
7	211	612	17417	0.3448	0.0124	0.023939188
8	227	389	17640	0.5835	0.013	0.025409974
9	211	411	17618	0.5134	0.0121	0.023669303
10	220	409	17620	0.5379	0.0126	0.024663677
11	166	260	17769	0.6385	0.0094	0.018511291
12	121	120	16829	0.1008	0.0077	0.014277286
13	177	934	17095	0.1895	0.0108	0.0204956
14	156	303	17726	0.5149	0.0089	0.017447713
15	110	900	17129	0.1222	0.0067	0.012761761

Table 2. Search based on the Content Hierarchical and Learner Attribute-based Matching (CHLAM) of OCSL

Group #	# of interactions	# of recommendations	Total no. of documents	Precision	Recall	F-Score
1	298	330	17699	0.903	0.0169	0.033116631
2	199	260	17769	0.7654	0.0112	0.02215049
3	82	76	17953	1.0789	0.0046	0.009093429
4	120	140	17889	0.8571	0.0067	0.01332667
5	310	311	17718	0.9968	0.0175	0.034390947
6	215	217	17812	0.9908	0.0121	0.023853109
7	120	124	17905	0.9677	0.0067	0.01331484
8	307	330	17699	0.9303	0.0174	0.034099745
9	111	101	17928	1.099	0.0062	0.012306669
10	130	150	17879	0.8667	0.0073	0.014437226
11	144	166	17863	0.8675	0.0081	0.01599378
12	168	172	17857	0.9767	0.0094	0.018640777
13	141	146	17883	0.9658	0.0079	0.015645806
14	318	320	17709	0.9938	0.018	0.035280413
15	119	120	17909	0.9917	0.0066	0.013201686

Table 3. Search based on CHLAM and on Similar Learners Attribute-based Matching (CHSLAM)

Figure 4. Precision values for Conventional, CHLAM and CHSLAM of OCSL algorithms

Figure 5. Recall values for Conventional, CHLAM and CHSLAM of OCSL algorithms

Figure 6. F-Score values for Conventional, CHLAM and CHSLAM of OCSL algorithms

The data in the table represents aggregate precision and recall calculations that are based on the learners in 15 different groups. Table 3 shows that the learning groups that used OCSL with the CHSLAM algorithm had an effective learning experience by interacting with the system more than the user groups that used the OCSL with the conventional and CHLAM algorithms. The precision is calculated as (# correct matches) / (# total results returned), and the recall is calculated as (# correct matches) / (# correct matches + # missed matches). Although the precision and recall are not perfectly negatively correlated, there is a natural tension between the two in such a way that improvements in one often lead to declines in the other. The data from the table can be easily turned into a graph. All three tables are generated as graphs in Figure 4, Figure 5, and Figure 6, which show that the CHSLAM algorithm of OCSL generates improved results. The F-score shows an absolute score for an algorithm that strives for good balance between the precision and recall. Figure 6 shows that the learners engaged more successfully based on the CHSLAM algorithm compared to the CHLAM and conventional algorithms. The F-Score can be interpreted as a weighted average of the precision and recall, where an F-Score reaches its best value at 1 and worst at 0. The average F-Score value for conventional algorithm was 0.0034, and for CHLAM algorithm it was 0.0190 and for CHSLAM algorithm it was 0.0203. Based on the tests, CHSLAM algorithm yielded better F-Score results. To obtain a subjective evaluation of the OCSL system, we organized a non-mandatory questionnaire that collected information on learners with respect to the main features of the system. More than 65% of the learners reported that the system recommended personalized results and was able to focus on the correct content. Overall, the system showed remarkable improvement in self-learning. The learners were able to focus more time on studying the correct content and less time on searching for the content.

## CONCLUSIONS

We presented a design and implementation of an end-to-end implementation model and conducted several experiments to test our system. Our system starts with a clustering engine that processes the content from various OER sources to properly map it to the taxonomy we built to support STEM (science, technology, engineering, and mathematics) content. It then generates personalized search results based on the content hierarchy (e.g., content type, content category) and learner attributes (e.g., learning style, recent activity). We took the learner experience from the logs and database and plotted them in aggregate on a precision versus recall graph, which showed whether the algorithm made the correct prediction based on the learner's historical behavior as well as similar learners' learning behaviors. Here, the precision and recall are not perfectly negatively correlated; there is a natural tension between the two in such a way that improvements in one often lead to declines in the other. We found that a search that was based on the historical learning of learners and similar learners' behaviors (CHSLAM of OCSL) yielded better F-Score results compared with the conventional search as well as a search based only on Content Hierarchical and Learning Attribute-based Learning (CHLAM). In the future, we plan to expand the system by creating peer groups with complex algorithms by leveraging similar learners' data from OCSL. We will explore extending the personalized mechanism and pedagogical aspects of OCSL to increase the engagement of learners by having the influencers and mentors interact with the peer group.

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## Detail In Architecture: Between Art And Craft

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### ABSTRACT

Architectural detail represents an important part of architecture. Not only can it be used as an identifier of a specific building but at the same time enhances the experience of the realized project. Within it lie the signs of a great architect and clues to understanding his or her way of thinking. It is therefore the central topic of a seminar offered to architecture students at the Brno University of Technology. During the course of the semester-long class the students acquaint themselves with atypical architectural details of domestic and international architects by learning to read them, understand them and subsequently draw them by creating architectural blueprints. In other words, by general analysis of a detail the students learn theoretical thinking of its architect who, depending on the nature of the design, had to incorporate a variety of techniques and crafts. Students apply this analytical part to their own architectural detail design. The methodology of the seminar consists of experiential learning by project management and is complemented by a series of lectures discussing a diversity of details as well as materials and technologies required to implement it. The architectural detail design is also part of students' bachelors thesis, therefore, the realistic nature of their blueprints can be verified in the production process of its physical counterpart. Based on their own documentation the students choose the most suitable manufacturing process whether it is supplied by a specific technology or a craftsman. Students actively participate in the production and correct their design proposals in real scale with the actual material. A student, as a future architect, stands somewhere between a client and an artisan, materializes his or her idea and adjusts the manufacturing process so that the final detail fulfills aesthetic consistency and is in harmony with its initial concept. One of the very important aspects of the design is its economic cost, an actual price of real implementation. The detail determines not only the physical expression, it becomes the characteristic feature from which the rest of the building is derived. This course motivates students to surpass mere technical calculations learned from books towards sophistication and refinement, pragmatism and experimentation, and encourages a shift from feasibility to perfection.

### INTRODUCTION

"I do not want art for a few, any more than education for a few, or freedom for a few...What for do we have art if it cannot be shared?"

William Morris

'Arts and Crafts' art movement originated in Great Britain in the late 19<sup>th</sup> century as a backlash against the Industrial Revolution and its material and moral consequences of propagating machinery and machine production. The movement celebrated medieval, especially Gothic, artisan work and the return to manual production - craft, which alone was able to breathe life into manufacturing. Its leaders believed in a society that would bring benefits of their work to everyone equally, whether they were rich or poor - everyone had the same right to enjoy beautiful things. Their passion for equality was also applied to their approach to work; during construction the architect received the same respect as a craftsman as all work was equally important. Today, the opposite is often reality: the architect is in a position of a drafter with a honorarium below average. It is a consequence of large development corporations who at the behest of large profits look for ways to save money and forget the building's architectural value. Apartments in Medlanky, Czech Republic, are a living testament.

The main protagonist of the Arts and Crafts movement was William Morris. His followers were concerned about the negative social and aesthetic impact of the Victorian urbanization. The roots of the movement lay in the writings and work of architect and designer Augustus Welby Pugin (1812-1852) and

the Victorian artist and critic John Ruskin. His main book 'The Seven Lamps of Architecture' and 'The Stones of Venice' equate the quality of design to the quality of the society that produces it. He outlined an analogy between the decline and fall of the Venetian Empire and the socio - aesthetic changes in Victorian Britain. He called for the rejection of increasing material concerns of contemporary society and a return to dignified work in the preindustrial times.

Arts and Crafts contained a set of common principles. These included honest use of materials and construction methods as an antithesis to the use of new imitation materials and processes, inspiration by nature which is seen in the decorative motifs, and general commitment to the principles of craft rather than the industrial production. Followers of the movement founded small workshops in contrast to industry, revived old techniques, and honored humble household objects used before the industrial revolution. Arts and Crafts, as we understand it, is not an artistic style, rather it is a method of how we should look at art and make it accessible to wider audiences. Arts and Crafts emphasized *how* the work was created, rather than on its shape and function - many products contain, for example, obvious traces of hammer demonstrating authenticity and the use of manpower in conjunction with centuries-old tools. The motto of Arts and Crafts was 'Head, Hand and Heart' which explained the keywords to understanding their artistic movement - the head was embodiment of creativity and imagination, hand expressed skill and craftsmanship, and heart reflected the honor and love.

William Morris, the founder and main leader of Arts and Crafts, was not only an excellent painter but also designed textiles, stained glass and wallpaper, wrote books about the movement and held frequent lectures. Oscar Wilde contributed to the advancement of the movement, who during his travels across America in 1882 visited more than 120 cities delivering his insightful and rousing lecture 'The Practical Application of the Principles of the Aesthetic Theory's House Exterior and Interior Decoration, With Observations upon Dress and Personal Ornaments' (1882). One of the best architectural example of the movement is the Red House, Bexleyheath, Kent (now in Bexley), England, designed by Philip Webb for William Morris.

In general, details are used to identify important buildings and intensify the experience of space. Frank Lloyd Wright was known to have wanted to control every detail of his building, not just concerning the structure or architecture, but also his own custom furniture. This ensured that each element of the design worked together to create an aesthetic harmony with his original concept.

Architectural detail, honored by the Arts and Craft movement, can be highlighted in various ways: by a specific plot placement (*genius loci*), disposition, or by the actual architectural space. Architecture becomes perfect and complete only when the construction and detail support and highlight central design idea. 'God is in the detail', probably the most famous quote from equally famous architect Mies van Der Rohe, speaks for everything.

Today, this approach to creating detail is disappearing. Industrial production of specific building elements puts the architect in a decorator position where the architectural detail is selected from a product catalog; the detail is not created, only applied. The architect does not communicate with a craftsman and does not equal the importance of both professions. He or she does not select honest materials or even the best technology. The head, hands and heart are not reflections of creativity, skill, honor and love, that has died. Laziness and convenience replaced creativity, skill was replaced by industrial production, and honor and love disappeared without trace. The architect is not an architect anymore but a decorator.

Our approach at the Institute of Architecture is to implement a change at the very beginning of studies. Whether an architecture student eventually becomes an architect or decorator is the choice of the student. I dare say that none of us wants to be a decorator, but that is the harder path. Many architects do not strive to create detail but when they encounter it in a catalog, they adopt it and thus allow themselves to be manipulated. They consume products without prior motives. Their actions may cause unexpected consequences but they do not feel any responsibility because they are easily seduced by comfort when they find enticing information.

It is in detail that you recognize not only a good architect but also the method of reasoning. Therefore, the students in our seminar thoroughly study atypical details of the world's architects and apply

their acquired knowledge to their own proposals. The methodology is, in addition to practical exercises, supplemented by series of lectures, where the architectural details are supported by instruction in materials science and production: how particular materials are used, processed, which technology to use. Our course 'Architectural Detail' is ultimately part the students' bachelor's thesis allowing the students to bring the blueprint drawings of their detail into life through the production of a physical model. Based on their design drawings the students choose appropriate craftsmen, production process technology, and material. They are present during manufacturing and correct their proposal to scale with the actual prototype. We view it as a preparation for real life, where the architect stands somewhere between a client and an artisan. The architect materializes client's idea only through a close collaboration with the craftsmen ensuring aesthetic consistency with the primary design.

## STUDY

Students learn theoretical thinking of domestic and foreign architects who, if they want to break into technical detail, must become designers first and find a common ground with a variety of crafts. The students then apply this analytical part to their detail proposal during their studio design class. The methodology of our course "Detail in Architecture" includes practical exercises supplemented with series of lectures. Topics of these lectures include analysis of various architectural details as well as new and unusual materials and technology. Some of our previous topics included contemporary detail in architecture, Arts and Crafts, Avant-Garde, properties of materials and their expressive possibilities, traditional and new materials, cladding, balconies, loggias, expansion joints, roofs, porches, windows and sun visors, doors, gates, shop displays, landscaping, roads, paved areas, fencing, columns, pillars, walls, partitions, ceilings, floors, joints bearing structures, stairs and elevators, built-in fixtures, visible technical building equipment, media distribution.

During practice sessions students work out various tasks: the first graphics sheet introduces the detail of the building or an architect, and is processed digitally. Second task is to study the historical detail without a specified author, for example as in forging functionalist windows or a Gothic window and its partitions, and is processed in the form of architectural sketches. The third task is to consider a dialogue between architecture and art, or a work of art in architecture. The aim of these tasks is to acquaint the students with the theoretical thinking of the architect.

Architectural detail is also part of the students' thesis. Besides giving the students an opportunity to select their own materials and production process and establishing a close relationship with either a manufacturer or a craftsman, the students are urged to consider economic aspect of production and the final cost of detail implementation. Detail does not only determine the material expression of the construction but also the final cost. Its quality and sophisticated embodiment are characteristic features which shape the entire project, and therefore have an important place in the design process. This class leads students to discover their inner ingenuity and sophistication free from mere technical calculations studied from books, it leads them to pragmatism and experimentation, and creates a shift from simple feasibility to perfection.

## CONCLUSIONS

Our architectural ancestors realized that the relationship between a problem and its solution lies not only in the chosen architectural form and technique, which they perfected and passed from father to son, but also in a timely order of material application. Speculations that negate the need to know our history and argue the unfeasibility of using ancient practices to solve modern day problems are not appropriate. Sometimes seemingly intractable challenges are eventually solved with a simple approach. We are grateful for the rich heritage of our ancestors and at the same time advance our understanding of architecture further. Architecture is in the detail. An uncomplicated detail is better than one requiring demanding solutions that lead to loss of identity, a challenging design, and high cost. In other words, complications often equal wastefulness.

"God is in the details" .. In conclusion I dare to paraphrase the quote of the renowned architect Ludwig Mies van der Rohe: If God is in the details then why not preach 'religious enlightenment'. This

enlightenment has been praised by our students themselves as well as practicing architects who often select their future colleagues select from among our students.

‘Every architecture detail created by an individual is unique. The moment a detail becomes universal it becomes obsolete and must therefore always be different, made irreplaceable.’

Juraj Dulencin



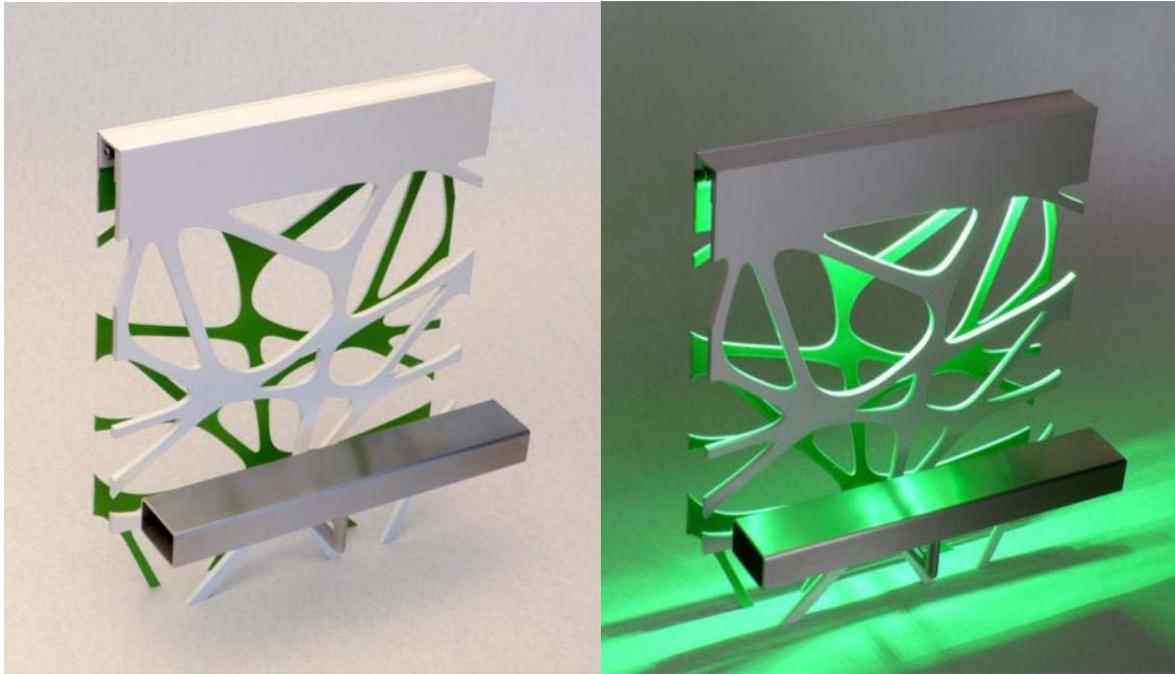
Fragment of  
*stainless steel - inox /*

the façade / *wood,*  
student Michal

Bělovský



Fragment of the staircase handrail / *maple, glossy varnish /* student Inka Matoušková



Fragment of the staircase handrail / *painted steel,*  
*stainless steel - inox, led light* / student František Novák

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## **Development Of Project-Based Blended Elearning Courseware Model For Enhancing Teachers' Ict Skills In 21<sup>st</sup> Century**

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### **ABSTRACT**

The objectives of this research were to: 1) develop the e-Learning Courseware Model of Project-based Blended Learning for development of ICT skills for teachers in the Office of Basic Education Commission Schools. The research sample included of 40 teachers in 8 schools in Nakornnayok Province in Thailand. They were using stratified sampling technique from 4 districts. The research instruments composed of ICT for Teacher in 21<sup>st</sup> Century Model (ICT4T-C21), the basic data survey forms for teacher and model evaluation form for experts. This research methodology composed of 3 steps. There were the synthesis of courseware development of teachers' ICT skills on project-based and blended learning, survey the readiness and facilities of teachers for Online Learning, ICT4T-21C Model development, and focus group interview that purposively selected 8 representative experts in educational technology and instruction. Statistics were analyzed by percentage, mean, standard deviation, and qualitative content analysis. This study revealed the following research findings: 1) the results of survey and analysis of teacher readiness on project-based blended learning including face to face and online learning were mostly possible in their office and home, 2) the ICT4TC21 was constructed with main 3 components which were ICT skills of teacher in 21 century, project-based learning, and blended learning, and 3) results of the expert's focus group interview showed the results of expert's evaluation on the ICT4T-C21 Model were found appropriately at a good level.

**Keywords:** Project-based Learning, Blended Learning, Model Development, ICT Skills, 21<sup>st</sup> Century.

### **INTRODUCTION**

In nowadays, the technology is emerged and grew fastly but education could follow new technology very slow due to the teachers and learners could not learn a huge of knowledge. Teachers must have skills to learn the information technology faster, as well as the facilitators for managing the learning process to follow up the technology and innovation transferring. Blended learning are a great way to initiate an organization into e-learning. Using blended learning benefits the learner, the training staff and the organization's bottom line. Blended learning allows organizations to gradually move learners from traditional classrooms to e-learning in small steps making change easier to accept. Working in a blended environment enabled instructors and instructional designers to develop the skills needed for e-learning in small increments (Driscoll 2003). As well as the Project-based Learning (PBL) is an innovative approach to learning that teaches a multitude of strategies critical for success in the twenty-first century. Students generally work in small, collaborative groups in the project-based learning model. They find sources, conduct research, and hold each other responsible for learning and the completion of tasks. Essentially, students must be "self-managers" in this approach to instruction. (Mergendoller, J. & Thomas, J. 2000). The teacher training in ICT skills possibly integrated using both blended learning and project-based learning for enhancing the competence of teacher under the eLearning Courseware.

In Thailand, Office of Basic Education Commissions have a policy for in-service teacher training project on ICT Learning Enhancement for Teacher but a problem of teachers occurred when teacher were leaving their class to train outside their schools. So, they could not maintain full-time class teaching along the whole period. This problem brings about the idea of using blended learning for training teachers by using eLearning Courseware to enhance the teachers' ICT skills in 21<sup>st</sup> Century. The project-based learning process also could come to integrate the learning process, so that they could do the learning and teaching innovation practicing by group collaboration in school and home to match with their teaching current subject. Consequently, they could avoid for leaving their class presence. This research, therefore would to develop the model to train teachers' ICT skill in 21<sup>st</sup> Century in

Nakornnayok, a central Province in Thailand in the first phrase. The appropriate model would be used for developing eLearning Courseware for training teachers and investigating the effectiveness of this eCourseware with the teachers in the next phrase.

## THE STUDY

The research sample included 40 teachers in 8 schools in Nakornnayok Province in Central Thailand. They were sampling from 4 districts by using stratified sampling technique: Muang, Ongkarak, Ban-na and Pakplee District. The sample was selected from 2 schools in each district, so the sample composed of 40 teachers from 4 districts. The research instruments composed of: 1) ICT for Teachers in 21<sup>st</sup> Century Model (ICT4T-C21), 2) two basic data survey forms for teachers and the computer Lab of each school and network services unit in 8 schools, and 3) an evaluation form for the experts in participating of the Focus Group techniques by 8 experts. Data were analyzed by percentage, mean, standard deviation, and qualitative on content analysis.

The ICT4T-C21 Model was developed in the first phrase by synthesizing the engaged theory and the output of the surveys on 4 aspects. There were ICT for Teachers in 21<sup>st</sup> Century, eLearning Courseware development, Blended Learning, and Project-based Learning. Then, the ICT4T-C21 Model was created as the prototype model. After the focus group among the experts had been conducted, the model was evaluated by using the specific evaluation form. Then, the researchers had revised model for using with the teachers in the next phrase.

## FINDINGS

The result of the survey from the teachers in the respective school of Nakornnayok Province revealed that the readiness and needs of the teacher participating in e-Learning project concerning training schedule should be in the office day or during summer vacation. Training venues could be at school or the other places where they could use computer and internet. They needed to learn ICT and practicing in various topics as this follows: internet searching, media design, the communication systems and the computer application; teaching and learning innovation mostly in the modern technology and the data collection on the information technology, ICT skills development, how to use the program in searching and social network. The teachers mostly required to learn in the information literacy, information accessibility, credibility evaluation and how to use and manage the information in their life style and their careers.

The result of the survey about the teachers' ICT skills by self-assessment in the respective school showed ICT skills of the teachers that they had almost these following competencies in moderate level such as how to use communication and network connection (3.05), ethical and law in accessibility (2.95), how to use technology for research system approach, evaluation and information communication (2.90). Moreover, ICT skills of the teachers on innovation in each competencies revealed that the innovation creation (3.00), Innovation development (2.97), and innovation evaluation (2.85). This data implied what they should to train about ICT skills for teaching and media production techniques.

In case of computers and internet connection, half of the schools had upper 30 computers in school. Almost of them could use the internet connection from private Internet providers. Internet speed was mostly in moderate level and some school had a problem in unstable internet.

## ICT4T-C21 Model Development

ICT4T-C21 was a Model which the researcher team had developed from the research synthesis and basic survey results. The model had been revised after focus group by experts. The main purpose of this model was to find out how to train teachers to use ICT in teaching and learning in 21<sup>st</sup> Century. Teachers would be able to enhance their skills to design the pedagogical techniques, and the instructional media to apply ICT with the learner's characteristics both in individual and group collaboration through eLearning courseware. They could learn by self directed experiences, group dynamics and hand on practicing. Therefore, learning with ICT supported could be applied for life-long learning. The new learning strategy would combined the new media and eLearning methods in which face to face and online learning would be employable under projected-based learning.

This model, therefore brings about the blended learning integration with e-learning courseware by using project-based learning technique to develop teachers' ICT skills. It would be new effective learning format in combination the face to face and electronic media under online and offline learning. The current teachers could learn continuing wherever in school and their home whenever they could learn. Consequently, it was not any

problems for them to leaving from teaching responsibilities in class.

Figure 1 showed results of ICT specification in the teaching and learning process of teachers and learners in 21<sup>st</sup> Century. The process of Learning was combination of project-based learning and Blended Learning (PBL + BL). Blended Learning plus project-based learning on the e-Learning Courseware were the key performances in developing teacher ICT skills to construct learning of the students in 21<sup>st</sup> Century. This ICT4T-C21 model, therefore composed of 3 main components. There were ICT skills for teacher in 21<sup>st</sup> Century, Project-based Learning (PBL), and Blended Learning (BL) for ICT skills development under this following formula.

$$\text{ICT4T-C21} = \text{PBL} + \text{BL} (\text{F2F} + \text{OffLL} + \text{OnLL})$$

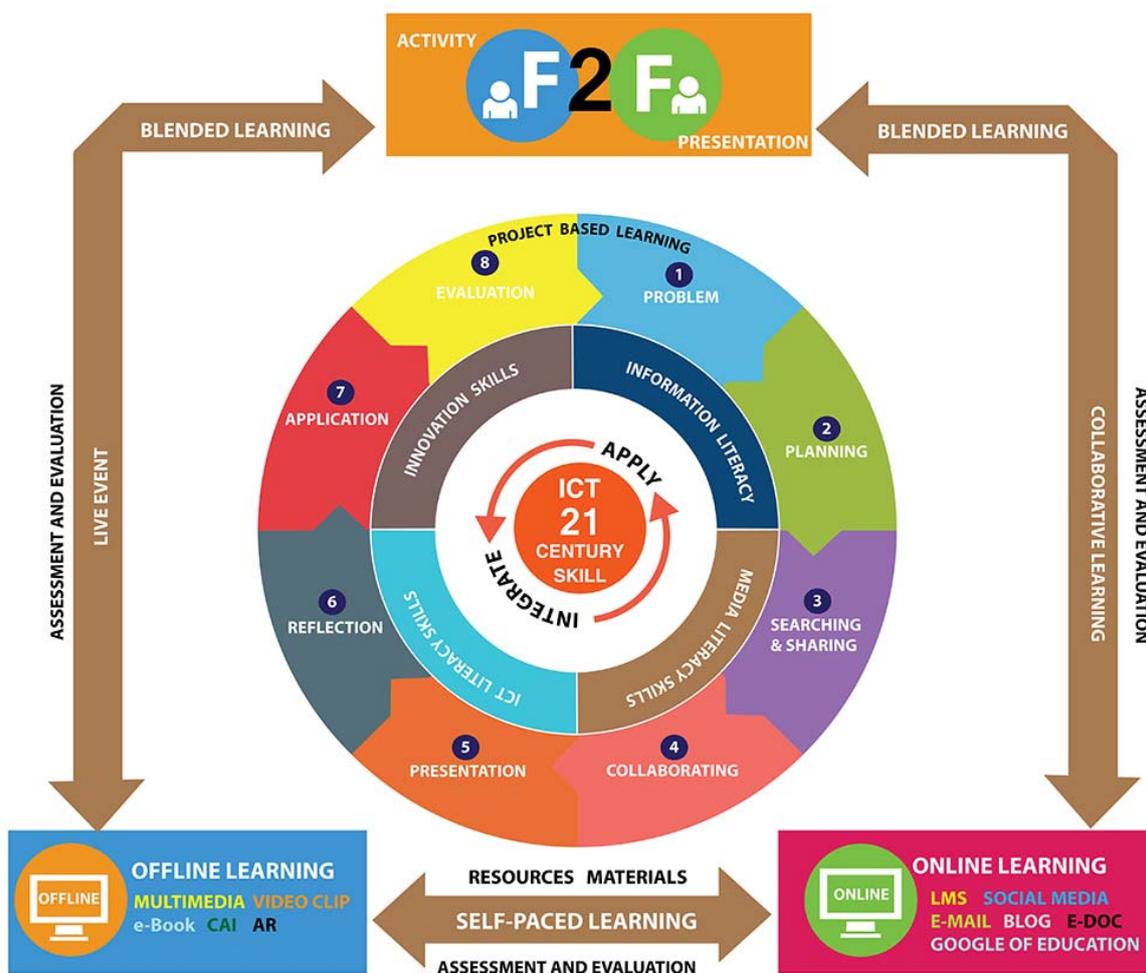


Figure 1 ICT4T-C21 Model for learning ICT in 21<sup>st</sup> Century

### Component 1: the ICT Skills for Teachers in 21<sup>st</sup> Century



Figure 2 Component 1: ICT Skills for Teachers of ICT4T-C21 Model

Figure 2 showed the **Component 1**, ICT skills for Teachers in the 21<sup>st</sup> Century which presented four Teacher's ICT skills (IMII), teachers and students should have the skills in hardware and software utilization to update the technological advancement. Especially, the various applications which were useful for their careers would affected to ICT skills of the students in every levels because teachers' ICT competency would applied to the students in developing and using innovation, including how to use some devices and tools sufficiently in each substantial subjects. This components would composed of four teachers' skills. These were information literacy skills, media literacy skills, IT literacy skills, and innovation skills. Teachers could integrate and apply for using these four skills in their life styles and careers. **Skill 1 Information Literacy** composed of accessibility information, credibility assessment and information usability. **Skill 2 Media Literacy Skill** composed of media construction, message design, media analysis, ethic and law. **Skill 3 Information and communication technology literacy skills** composed of ICT accessibility, communication network and connectivity, system approach and evaluation. **Skill 4 Innovation Skills** composed of teaching and learning innovation construction teaching and learning innovation development, and evaluation.

### Component 2 Project-based Learning (PBL) for ICT Skills Development



Figure 3 Component 2: Project-based Learning (PBL) for ICT Skills Development of ICT4T-C21 Model

**Figure 3** showed the **Component 2** Project-based Learning (PBL) for ICT skills development. Project-based learning could applied the media using both online and offline to facilitate and strengthening ICT skills through project assignment by group working of the learners. This component required the project-based learning process of 8 steps applied to the scientific methods. The learners had to understand the principles and steps of learning project management of face to face (F2F) and online media application both online and offline learning. The process of project-based learning in component 2 was designed for group activities as this follows: 1) problem selection, 2) project planning, 3) teaching and sharing, 4) collaborating, 5) project presentation, 6) project reflection from works, 7) project application, and 8) project evaluation.

### Component 3 Blended Learning



**Figure 4** Component 3: Blended Learning (PBL) for ICT Skills Development

**Figure 4** showed the process of blended learning between online and offline environment. Teaching under offline situation, the learners could not connect to the computer network, or internet accessibility, therefore they were in the non-accessible network environment. Learners might get the electronic media on mobile formats, for example handy drive, CD, DVD, multimedia, video clip, electronic book, CAI, Augmented Reality (AR), infographic with still and animation. On the other hand, the blended teaching may be use online learning media. In this situation, learning systems in multimedia on internet and social media were used for searching information and knowledge and exchangeable information unlimited time and location. Eventually, online media utilization for learning ICT of teachers had to compatible with the network and the learners. Blended Learning for this model integrated online and offline media by using Learning Management Systems (LMS) as the central connection through synchronous and asynchronous learning.

In conclusion, this model appointed that the learning systems on blended learning and project-based learning for teachers must have the assessment and evaluation in every steps both in formative evaluation and summative evaluation. In formative evaluation process, teachers could be applied into 3 steps. There were assessing the learning environment, planning and designing blended instruction and constructing and testing the blend. For summative evaluation, could be applied to find out the final output and outcome in ICT skills. Tools and techniques could be applies as tests, quizzes, exercises through observation and level of satisfaction.

#### The Focus Group Results on the ICT4T-C21 Model

From the focus group activities of 7 experts, they had recommended about ICT4T-C21 Model that the model should explained more on learning management plan, content, learning activities, management tools, and assessment tools of the program. Moreover, the appropriate teacher groups to sharing experiences among them should be arranged in the PBL. The skills measuring instruments had to construct by using criterion scale with rubrics score techniques.

In case of offline and online eLearning courseware design, the experts pointed that face to face activities might be integrated into the workshop training techniques and the engaged online resources to teach how to apply the appropriate tools for learning such as Google app for education and mobile application for teachers. The formats of online learning should be clear on the learning objectives, contents in each learning units and communication

activities among the participants. Most of experts accepted that the ICT4T-C21 Model was overall acceptable and appropriate at a high level.

## CONCLUSIONS

From the basic surveys to the teachers in schools belong to the Office of Basic Education Commission revealed that they needed the good quality of computer and internet utilization for courseware learning and ICT practicing for skill development. Most of them needed to training on ICT skills, especially the media production with more internet stable requirement in school. They were ready to learn in school-based and home-based training as BL process and they needed to work on a group project-based learning for ICT in school office and home. The ICT4T-C21 that composed of 3 components, ICT skills for teacher in 21<sup>st</sup> Century, Blended Learning and Projected-based Learning in the eLearning Courseware integration were acceptable by the experts to use for eLearning Courseware design in next phase.

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## Discussing The New Audience In Turkey In The Example Of University Youth: An Area Study

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### ABSTRACT

Change of point of view related to visual quality has made explicit the intervention and participation of the audience towards technological developments and cultural structures revealed by the change in technology. The new audience has become an identity which sends limited messages to a homogenous audience in temporal terms, gives feedbacks to TV channels, beyond the individual displaying an active cognition towards the message; transforming his targets of previous periods due to numerous messages and resources into the power of interpretation, choosing his own messages, pointing out the subjectivities between the sender and the receiver by separating from the whole. For that reason, in this study, by looking through the perspective of the audience answers have been looked for about how they received broadcast contents of a new generation born into a commercial and thematic broadcasting especially after 1990, around which contents they contrite on, from which aspects they differentiate from the traditional audience. The questionnaire which has been prepared within the scope of an area study towards the crowd called “New Audience” has been applied and their tendencies have been pointed out.

**KEYWORDS:** Television, New Media, New Audience

### INTRODUCTION

When we define the concept of communication as the individuals who would like to get into an interpersonal relationship, and as an integrated expression of their cultures and the situation that they are in; it has been seen that the dominant one in ways of communication is mass media, the dominant one in manners of communication is target-oriented approach. The fact that it is visual quality which gains today’s communication paradigm a socio-cultural quality results in a transformation of symbols, products and individuals into a mediated message. In today’s world, where consumption has become visual and symbolic, the position of media against power and authority has been presented as an undeniable fact. However, contrary to that assumption, politicians have been using media to manipulate public opinion, business world encourages the use of media as a way of marketing and purchasing through advertisements and social power actors try to activate media as an element which makes free time seem ideological and colonizer. Beyond all these, media, with its attributed characteristic called the ‘forth power’, expresses that it inspects authority groups and plays a balancer role between the powers for the sake of public opinion and civil society. But today, being under the domination of visual quality the manner of media that is presenting the audience and being put into the social relations functions for the benefit of dominant relations.

The fact that individuals establish the objective conditions of social environment they live in with their own acts and in return their orientation with the determination of their behaviours and opinions by those structures they established in the level of practical consciousness are important with regards to making sense of the new audience coming with the visual quality. Developments in communication technologies enable new flows and access opportunities besides traditional one-way information transmission, and it subjectifies the content by coalescing with sense-making. (Livingstone, 2005:17)

Traditionally, although media has been considered one of individual’s socialization means throughout almost the entire twentieth century, in today’s world, new communication technologies have been read as a part of individualism and subjective psychology. This has been the first discussion point that established the concept of the new audience: the audience, by getting free of objectivity in respect to socio-psychological aspect, has stepped in a process of becoming an actor which has been put into a specific position. In Morley’s terms “the notion of mass culture in the shape of audience who passively consumes belongs to the past”. In addition, audience ethnography-reception studies has come out as a stance against not only Durkheimian concept of system which is internally self-sufficient and the expression of collectivized individuals emerging from cultural values, but also the structuralist approach which assumes that the meanings of the texts are within those texts. Reception studies often emphasize that the issues such as semantic discussions and shifts have nothing to do with the absolute social groups, and that they occur according to different context and situations. Beyond all these, that which text or which part of the text the audience encounters on TV and chooses to be interested in, and they create their own meaning sets by this way have become prominent in the discussions of new audience.

## **DISCUSSING THE NEW AUDIENCE IN TURKEY IN THE EXAMPLE OF UNIVERSITY YOUTH**

Beyond all the interpretations that define physical and spiritual conditions, university youth which we can define as the natural extension of industrialization process has appeared in the last century as a new social category with the result of urbanization, educational reforms and cultural developments. In pre-industrial societies, children, teenagers and adults were living in the place, carrying out similar activities and duties in daily life and the teenagers were like miniature versions of adults in the society. As a result of industrialization and urbanization processes, activity and behaviour spaces of teenagers and adults started to become separate. This transitional process which has been defined as a threshold between childhood and adulthood can progress slowly or fast according to existent social and economic conditions (Neyzi, 2004). For example, it is known that city-dwellers and educated class experience a longer period of youth; in relatively poor and countryside areas transition from childhood to adulthood is shorter in Turkey.

According to modernization sociology, youth is a process in which the individual prepares for his/her future adult life and tries to connect with extensive socio-cultural structure and set of values. The role of academic education in individual's foundation of connection with his society is an indisputable fact. University education will, on the one hand, prepare young individuals for professional life by educating them about the subjects that the society needs, on the other hand, it will become a source for mental transaction –and social transformation- by creating an appropriate discussion platform for social development. The society young people are living in is sensitive to these necessities related to constructing youth politics and family's behaviours in daily life, equally, young people's fulfilling their developmental duties becomes easy. (Atikkan ve Tunç, 2011; Onat, 2010; Toruk, 2008) The approach of modernism towards the youth –especially young people at university- as an autonomous period puts young people in a process of having their own culture. This, in a sense, has come out of the necessity that young people would like to express themselves; because youth is a period when the necessity of identity achievement is intense. The fact that young people are intentionally kept apart from society's production and decision-making process in this same period made it inevitable for them to construct protest sub-culture groups which are reorganized outside of youth's dominant cultural taboos (Ercins, 2009). The practice which directs the youth transformed into sub-culture groups and is efficient upon their behaviours is university education. In Europe and United States, especially after the World War II, that university education became available for every segment of society enabled the break of discussion taboos and helped people coming from different economic, social and political ranges construct a common meta-structure. Since the second half of the 1960s, youth culture has been shaped rather around the cultural movements against the dominant political actors. During the period after 1980, youth made a claim to global discussions such as postmodernism, feminism and eco-criticism, and started to adopt a new strategy which carried their own stance and agency from the streets to the electronic communication channels. From the point of view of twenty-first century's youth, having high qualities of communication technologies and using media is as important as – maybe more important than- participating in academic education processes.

### **AREA STUDY: FINDINGS AND EVALUATION**

Within the scope of the carried out area study, that research population is too big to measuring the statistics caused pursuing non-parametrical measures rather than parametrical scaling. The fact that the research design has been built upon the assumption that is “the main population of the new audience is the university youth” made it obligatory to include only those young people who are still continuing their university education. Participation of formal education students who are continuing their 4-year under-graduate programs in the area study which was assumed to be directing the new audience group has been grounded on; students of associate degree programs, open university education and different distance education programs were not included in the sample. Accepting the fact that the level of homogeneity is high in the topics of university youth's watching habits and the way they use media, it has been calculated that in order to have a 95% of validity level (research population) among 4 million respondents in 5% of confidence interval, the sample should include 384 subjects. (NCS Pearson, 2013) As 563 volunteer students of undergraduate programs from different cities have been included in the study sample between 24 January and 12 March, (simple coincidental sample) sample validity in terms of statistics has been exceedingly achieved. The descriptive characteristic of the area study requires to be designed as a survey search (survey based on quantitative measurement) and university youth's watching habits to be executed through the prepared questionnaires. (TÜİK, 2013)

All 563 participant students of the area study are university students, 340 of them are male (60.4%), 223 of them are female (39.6%). Average of age is 21.3, subjects range between 18 and 35. 7 participants are 18 (1.3%), 72 of them are 19 (13.2%), 141 of them are 20 (25.8%), 102 of them are 21 (18.6%), 98 of them are 22 (17.9%), 62 of them are 23 (11.3%), 34 of them are 24 (6.2%), 19 of them are 25 (3.5%), 4 of them are 26 (0.7%), 3 of them are 27 (0.5%), 2 of them are 29 (0.4%), 1 of them is 30 (0.2%), 1 of them is 34 (0.2%), 1 of

them is 35 (0.2%) and 16 of them did not answer the question. Looking at the marital status of the participants, 561 of them said they are single and 2 of them said they are married. All the participants stated their profession as 'student'.

Within the scope of the area study, university students have been asked about how many hours on an average they watch TV per day; 531 students answered this question. The period of time university students watch television programs is 2 hours 47 minutes on an average per day. Similarly, they have been asked about when they most often watch TV during the day; 58.72 of 547 students who answered this question stated that they watch TV between 21.00 and 24.00 which is also called 'the prime time'. The average time of participants' watching TV is seen in Table 1, the period of time they mostly watch V during the day is seen in Table 2.

**Table 1. Daily Average TV Time Tracking of Research Group (N=56)**

Daily Average TV Time Tracking	Frequency (Frekans)	Percent (%)	Daily Average TV Time Tracking (Hour)	Frequency (Frekans)	Percent (%)
1 hour	142	26.7	6 hour	15	2.8
2 hour	117	22.0	7 hour	5	0.9
3 hour	107	20.2	8 hour	4	0.8
4 hour	95	17.9	10 hour	1	0.2
5 hour	43	8.1	12 hour	2	0.4

**Table 2. The Most Frequently Watching TV Time Period of Research Group in Day (N=563)**

The Most Watching TV Hours	Frequency (Frekans)	Percent (%)	The Most Watching TV Hours	Frequency (Frekans)	Percent (%)
06:00-09:00	8	1.5	18:00-21:00	127	23.2
09:00-12:00	25	4.6	21:00-24:00	321	58.7
12:00-15:00	23	4.2	00:00-03:00	23	4.2
15:00-18:00	18	3.3	03:00-06:00	2	0.4

While 24.7 % of the area study participating of university students said they regularly follow TV programs (139 participant), 75.3 % of student (424 participant) stated that they couldn't follow regular programs. 559 of students had responded to questions most preferred kind of TV programs, the preferring to programs are shown distributions frequency in table 3.

**Table 3. Most Preferred Type of Program TV of Research Group (N=563)**

Program Type	Frequency (Frekans)	Percent (%)	Program Type	Frequency (Frekans)	Percent (%)
News programs	204	36.5	Competition programs	21	3.8
Spor programs	101	18.1	Open Session	11	2.0
Series	98	17.5	Art and Culture Programs	9	1.6
Movies	45	8.1	Magazine programs	6	1.1
Music programs	35	6.1	Reality Show	4	0.7
Entertainment programs	25	4.5	Total	559	100.0

Field research within the scope of university students whether you watching television alone with other people? directed question, 559 students (99.3 participant) in graded scale are shown given their responses distribution in table 4.

**Table 4. Watching Experience of Television Programs (N=563)**

Statement	Frequency (Frekans)	Percent (%)
Always alone	23	4.1
Most of the time alone	93	16.6
Sometimes alone sometimes with others	318	56.9
Most of the time along with other people	114	20.4
Always along with other people	11	2.0
<b>Total</b>	<b>559</b>	<b>100.0</b>

Research group directed who determines preferences for television programs at home? To question responded 511 university students (%90.8).

**Table 5. The Preferences of Television Programs Regarding Makers(N=563)**

Statement	Frequency (Frekans)	Percent (%)
I define myself	346	67.7
My parents define	95	18.6
My friends define	41	8.0
My siblings define	27	5.3
My partner define	1	0.2
My children define	1	0.2
<b>Total</b>	<b>559</b>	<b>100.0</b>

556's of university students the scope of research expressed the view "There are a place indispensable in our live" related to judgment. The frequency distribution of the opinion the study group are shown in table 6.

**Table 6. Place in Daily Life of Television (N=563)**

Judgment	Frequency (Frekans)	Percent(%)
Strongly agree	39	7.0
Agree	135	24.3
Undecided	75	13.5
Disagree	198	35.6
Strongly disagree	109	19.6
<b>Total</b>	<b>556</b>	<b>100.0</b>

**Table 7. Contribution of Personality Development to Television Programs (N=563)**

Judgement	Frequency(Frekans)	Percent (%)
Strongly agree	15	2.7
Agree	184	33.1
Undecided	113	20.3
Disagree	156	28.1
Strongly disagree	88	15.8
<b>Total</b>	<b>556</b>	<b>100.0</b>

556's of university students in research group stated view "I watch on television mobilization my desire to be like characters of television programs" related to judgment. The frequency distribution of the opinion the study group are shown in table 8.

**Table 8. The Role of Transfer Character Television Programs (N=563)**

Judgement	Frequency(Frekans)	Percent (%)
Strongly agree	17	3.1
Agree	117	21.0
Undecided	60	10.8
Disagree	219	39.4
Strongly disagree	143	25.7
<b>Total</b>	<b>556</b>	<b>100.0</b>

557's of university students in research group stated view “ *Television programs help to me determining my lifestyle*” related to judgment. The frequency distribution of the opinion the study group are shown in table 9.

**Table 9. The Effect on Lifestyle of Television Programs (N=563)**

Judgement	Frequency (Frekans)	Percent(%)
Strongly agree	7	1.3
Agree	145	26.0
Undecided	93	16.7
Disagree	217	38.9
Strongly disagree	95	17.1
<b>Total</b>	<b>557</b>	<b>100.0</b>

**Table 10. The Impact of Preferences on Eating and Drinking Television Programs (N=563)**

Judgement	Frequency(Frekans)	Percent(%)
Strongly agree	7	1.3
Agree	170	30.5
Undecided	56	10.1
Disagree	204	36.6
Strongly disagree	120	21.5
<b>Total</b>	<b>557</b>	<b>100.0</b>

**Table 11. The impact on Dressing Preferences of Television Programs (N=563)**

Judgement	Frequency (Frekans)	Percent(%)
Strongly agree	14	2.5
Agree	230	41.3
Undecided	52	9.3
Disagree	171	30.7
Strongly disagree	90	16.2
<b>Total</b>	<b>557</b>	<b>100.0</b>

**Table 12. The Impact on Emotional Relief of Television Programs(N=563)**

Judgement	Frequency (Frekans)	Percent(%)
Strongly agree	24	4.3
Agree	187	33.6
Undecided	91	16.4
Disagree	166	29.9
Strongly disagree	88	15.8
<b>Total</b>	<b>556</b>	<b>100.0</b>

556's of university students in research group stated view "*I watch television to increase level of education and knowledge*" related to judgment. The frequency distribution of the opinion of the study group are shown in table 13.

**Table 13. The role of Individual Happiness of Television (N=563)**

Judgement	Frequency(Frekans)	Percent(%)
Strongly agree	26	4.6
Agree	110	19.7
Undecided	114	20.5
Disagree	173	31.1
Strongly disagree	134	24.1
<b>Total</b>	<b>557</b>	<b>100.0</b>

**Table 14. The Role on Individuals Psychological Distress and Contribution Leisure Time to Case Television(N=563)**

Judgement	Frequency (Frekans)	Percent (%)
Strongly agree	119	21.4
Agree	294	52.7
Undecided	34	6.1
Disagree	55	9.9
Strongly disagree	55	9.9
<b>Total</b>	<b>557</b>	<b>100.0</b>

**Table 15. The Role of Education and Knowledge Level of Television Programs (N=563)**

Judgement	Sıklık (Frekans)	Yüzde (%)
Strongly agree	32	5.8
Agree	220	39.6
Undecided	72	12.9
Disagree	143	25.7
Strongly disagree	89	16.0
<b>Total</b>	<b>556</b>	<b>100.0</b>

557's of university students in research group stated view "*I watch television to learn about the facts* related to judgement. The frequency distribution of the opinion of the study group are shown in table 16.

**Table 16. The Role Access Fact of Television(N=563)**

Judgement	Frequency (Frekans)	Percent (%)
Strongly agree	32	5.7
Agree	234	42.0
Undecided	77	13.9
Disagree	128	23.0
Strongly disagree	86	15.4
<b>Total</b>	<b>557</b>	<b>100.0</b>

540's of university students in research group stated view shaped expressed and as open end by categorized “\_\_\_\_\_ *Television programs effect my preferences regarding to choose*”. The frequency distribution of the opinion of the study group are shown in table 17.

**Table 17. The Role of Social Statute on preferences Television Programs Open End Data(N=563)**

Category	Frequency (Frekans)	Percent (%)
Nobody Effect My Preferences	212	39.3
Publicity And Advertisement	61	11.3
My Social Environment	56	10.4
The Subject Experts	56	10.4
My Friends	42	7.8
My Parents	42	7.8
My Siblings	18	3.3
Famous People	16	3.0
Rating Rates	15	2.8
My Partner/My Darling	12	2.2
Other People	8	1.5
My Children	2	0.4
<b>Total</b>	<b>554</b>	<b>100.0</b>

**Table 18. The Role of Social Statute on Preferences Television Programs (N=563)**

Judgement	Frequency (Frekans)	Percent (%)
It always effect	30	5.4
It frequently effect	150	27.1
It sometimes effect It doesn't t sometimes effect	172	31.0
It doesn't t always effect	105	19.0
It never effect	97	17.5
<b>Total</b>	<b>554</b>	<b>100.0</b>

555's of university students in research group stated view “*My past experiences effect my preferences regarding to television programs*” related to judgement. The frequency distribution of the opinion of the study group are shown in table 19

**Table 19. The Role of Past Experiences on Preferences Television Programs(N=563)**

Judgement	Frequency(Frekans)	Percent (%)
It always effect	24	4.3
It frequently effect	152	27.4
It sometimes effect	220	39.6
It doesn't t sometimes effect		
It doesn't t always effect	78	14.1
It never effect	81	14.6
Total	555	100.0

554's of university students in research group stated view "*Television Programs have a content of make gender based discrimination*" related to judgement. The frequency distribution of the opinion of the study group are shown in table 20.

**Table 20. The Level of Gender Apartheid in Television Programs(N=563)**

Judgement	Frequency (Frekans)	Percent (%)
Strongly agree	79	14.3
Agree	137	24.7
Undecided	134	24.2
Disagree	167	30.1
Strongly disagree	37	6.7
Total	554	100.0

556's of university students in research group stated view related to judgement. "*Television Programs have a content directing violence of society*" The frequency distribution of the opinion of the study group are shown in table 21.

**Table 21. The Impacts Router of Violence Television Programs(N=563)**

Judgement	Frequency (Frekans)	Percent (%)
Strongly agree	108	19.4
Agree	263	47.3
Undecided	101	18.2
Disagree	76	13.7
Strongly disagree	8	1.4
Total	554	100.0

556's of university students in research group stated view related to judgement "*Television Programs have a content cause of destroy the family structure*". The frequency distribution of the opinion of the study group are shown in table 22.

**Table 22. The Negative Effect to Family Structure of Television Programs (N=563)**

Judgement	Frequency(Frekans)	Percent (%)
Strongly agree	138	24.9
Agree	232	41.9
Undecided	121	21.8
Disagree	61	11.0
Strongly disagree	2	0.4
Total	554	100.0

554's of university students in research group stated view related to judgement "Television programs have a negatively content affecting moral development of children". The frequency distribution of the opinion of the study group are shown in table 23.

**Table 23. The Negative Effects on Moral Development Children of Television Programs**

Judgement	Frequency (Frekans)	Percent (%)
Strongly agree	152	27.4
Agree	302	54.5
Undecided	58	10.5
Disagree	32	5.8
Strongly disagree	10	1.8
Total	554	100.0

554's of university students in research group stated view related to judgement "I use social media to get rid of daily life from stress". The frequency distribution of the opinion of the study group are shown in table 24.

**Table 24. The Effect Repellant from Stress of Social Media (N=563)**

Judgement	Frequency (Frekans)	Percent (%)
Strongly agree	61	11.0
Agree	300	54.2
Undecided	73	13.2
Disagree	87	15.6
Strongly disagree	33	6.0
Total	554	100.0

554's of university students in research group stated view related to judgement "I think that wasted my time on social media. The frequency distribution of the opinion of the study group are shown in table 25.

**Table 25. The Effect Time Consuming of Social Media (N=563)**

Judgement	Frequency (Frekans)	Percent (%)
Strongly agree	54	9.7
Agree	189	34.1
Undecided	151	27.3
Disagree	107	19.3
Strongly disagree	53	9.6
Total	554	100.0

548's of university students in research group stated view related to judgement "I prefer that more access to television contents from social media". The frequency distribution of the opinion of the study group are shown in table 26.

**Table 26. The Access from Social Media to Television Media (N=563)**

Judgement	Frequency (Frekans)	Percent (%)
Strongly agree	48	8.8
Agree	202	36.9
Undecided	132	24.1
Disagree	134	24.4
Strongly disagree	32	5.8
Total	548	100.0

552's of university students in research group stated view related to judgement "*I think that easier participant and comment of contents in social media*". The frequency distribution of the opinion of the study group are shown in table 27.

**Table 27. The Interpretation and Participation from Social Media to Television Content (N=563)**

Judgement	Frequency (Frekans)	Percent (%)
Strongly agree	93	16.8
Agree	308	55.8
Undecided	104	18.8
Disagree	33	6.1
Strongly disagree	14	2.5
Total	552	100.0

## CONCLUSION

Although media has been considered one of individual's means of socialization almost throughout the whole twentieth century, in today's world new communication technologies have been read as parts of individualism and subjective psychology. This has been the first discussion point that shaped the concept of new audience: the audience, by getting free of objectivity in respect to socio-psychological aspect, has stepped in a process of becoming an actor which has been put into a specific position. In Morley's terms "the notion of mass culture in the shape of audience who passively consumes belongs to the past". In addition, audience ethnography-reception studies has come out as a stance against not only Durkheimian concept of system which is internally self-sufficient and the expression of collectivized individuals emerging from cultural values, but also the structuralist approach which assumes that the meanings of the texts are within those texts. Reception studies often emphasize that the issues such as semantic discussions and shifts have nothing to do with the absolute social groups, and that they occur according to different context and situations. Beyond all these, that which text or which part of the text the audience encounters on TV and chooses to be interested in, and they create their own meaning sets by this way have become prominent in the discussions of new audience. (Morley, 1986, 161-163)

Within the scope of this study, the university students who we define as the "new audience":

Change of point of view related to visual quality has made explicit the intervention and participation of the audience towards technological developments and cultural structures revealed by the change in technology. (Mullan,1997. 34) The new audience has become an identity which sends limited messages to a homogenous audience in temporal terms, gives feedbacks to TV channels, beyond the individual displaying an active cognition towards the message; transforming his targets of previous periods due to numerous messages and resources into the power of interpretation, choosing his own messages, pointing out the subjectivities between the sender and the receiver by separating from the whole. The audience has melted the differences and individuality in the pot of technological developments and tries to perceive and interpret the content which coalesces with the flow. While technological developments reveal new relationalities in which the audience uses media as both channel and environment, this situation brings out new expansions in the mind of the audience. Individuals become active to the extent that the media allows for their opinions and refers to the truths of their own. The individual as an audience builds and reprocesses media messages not only by him but also "with the others".

Advertisers (and advertisement agencies with advertisement industry consisting advertisement designers) who make social relations directed and reproduced with visual-audial images in the formation of the new audience, media companies that provide the settlement and operability of broadcasting system, institutions like Radio and Television Supreme Council (RTSC) that make the system sustainable, and audience measurement institutions like AGB which has been defined as the supporter of validity and reliability in broadcasting have a dominant position. The relations between these corporate structures and the relation between each structure and the audience require the questioning of the assumption of audience preference subjectivity.

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## Distance Education In Work Life: The Case Of Turkey

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### ABSTRACT

The developments in information and communication technologies have led to copious changes in human life, which in effect initiated a full-scale transformation in traditional work life. In the new-age of information there is higher demand for educated and intellectual employees; hence to ensure that new generation can manage to keep up with rapidly-transforming technological environment, national educational systems have also governments must modify their national education systems. Distance education is among such education methods that can be applied to adapt to the information age. That is due to the fact that via distance education individuals can, without facing the time and space limitations of the traditional educational method, benefit from information technologies and renew themselves in work life or acquire new skills and competencies in a completely distinctive subject. Distance education can be used not only for university students but it can also be offered to the use of employed individuals. It is thus the aim of this study to analyze the state of distance education in the work life in Turkey.

### INTRODUCTION

Information and communication technologies have led to copious changes in human life, which in effect initiated a full-scale transformation in traditional work life. As regards its global dimension technology management necessitates monitoring the entire set of technological developments in the world and by selecting the one most advantageous for any given organization, it calls for putting the selected option into practice via the best method. That is related to the fact that globalization has now turned all global companies into competitors. Hence organizations are, including each one of their employees, required to be open to developments and continuously support their employees who are willing to display their innovations to ensure the future success of the company. It is an undeniable truth that at the heart of scientific and technological advancement lies innovation. In the bolstering of innovation, work life trainings provided to the employee are equally vital as the formal education offered during school years.

Education and development for organizations is a concept introduced in the 1920s, but its practice as a professional domain dates to the 1940s. In the 1940s particular emphasis was rendered to select the applicable educational context and the methods to apply in the assessment of education (Turhan et al., 2012:8). In parallel with the developments in technology, traditional in-class face-to-face education has been superseded by distance education practices. Being the greatest invention of the 20<sup>th</sup> century the Internet turned into a commercial practice once Pentagon-stationed network at the end of 1970s became accessible to educational institutions in 1986 and research institutions and to commercial enterprises in 1990. Low cost of the computer and modem in the USA gave rise to the higher frequency of Internet use. Education is decisively a critical element of all organizations but it is true that classical educational activities have led to serious losses of time and resources. Nowadays a large number of organizations that resort to information and communication technologies for their educational activities hugely benefit from the practices of distance education which also advanced parallel to the development in technology and gained a further-effective role. Through the Internet employees are supplied with interactive education and learning means a.k.a “Online Education”, “Education via Web”, “Electronic Education”, “Virtual Education” and “E-learning” that all eliminate the requirement to be physically available in any workplace environment. Via distance education practices organization gain an advantage in terms of time, space and cost and employees can practice any subject, any time, anywhere which in effect enables a deeper learning experience spread over time. It is thus the aim of this study to analyze the state of distance education in the work life in Turkey.

### 1. CONCEPT OF DISTANCE EDUCATION

Distance education can be defined as, “any official learning process in which the educator and the learner are physically distant from one another”. Unlike traditional education it offers the learners a self-learning opportunity and is adaptable to the conditions of more flexible individuals. In distance education the

objective is, by completely or partially removing the limits in providing educational service to individuals, to reach education opportunities for the use of wider masses (İsman, 2011:14). In another saying the goal in distance education is to enable mass education by benefiting from technology and to personalize learning-teaching activities, which translates to an opportunity for self-learning.

In distance education there is no requirement to be at a certain age or educational level; there is time flexibility; freedom of environment and space; communication and interaction is offered customized; production and practicing of high-standard educational tools is coordinated from the Center; learner and educator are physically separated; a vast number of individuals can receive information from their locations; self-learning educational method is systemically arranged; electronic media and personal learning tools are utilized; and lastly an educational company that involves assessment process is provided. Advantages offered via distance education system can be listed such (Yurdakul, 2011:276-277):

-Via distance education new opportunities, aside from formal and informal education means, can be provided. More comprehensive and effective educational means that can complete the defects of traditional educational practices can be devised. The transformation from selective-eliminative system to diagnostic-productive structure; from non-optional and fixed processes to flexible and optional processes becomes easier.

-Distance education can offer flexibility to the learners with respect to the learning environment and time. Learners can learn at any time or day of the week; at any date or even at holiday time; thus they are no longer required to learn within the imposed or mandated deadlines. From the viewpoint of learners the problem to catch faster learners or getting tedious due to slower learners is no longer an issue to tackle with.

-For some learners it might even offer a cure to isolation within school environment or peer groups. In a different saying, it might eliminate the risk of social isolation for some individuals.

-Via distance education practices personal autonomy and critical thinking skills can be further boosted through learning how to acquire and question effective information from various resources.

- Distance education proves to be an effective tool in the democratization of education; reaching education to wider masses; allowing the citizens to benefit from the right of education in the same degree; removing the inequalities faced in educational opportunities which collectively relate to providing the individuals a fair, egalitarian, full- scale and optional, extensive and effective service.

-It may thus become feasible to transmit to a teaching system based on the needs of society-individual rather than merely considering the needs of society.

-By applying a variety of program types the multiple interests, desires, needs and expectations of learners can be met.

-For the ones who, despite being endowed with proper skills, missed normal education due to several reasons or due to existing education models and fell behind learning-teaching processes, distance education can offer the chance for aspired learning experience during any-given period of their life.

-It can offer cost-effective solutions to the problems connected to providing education service. Per person educational cost is, by many measures, comparatively lower than formal education costs.

-Being aimed but not very effectively-actualized objectives of traditional system; such as decision making, taking full responsibility for learning, problem solution, entrepreneurship and learning how to learn, can be polished. Since it is a system based on self-learning, learners may acquire higher skills of systematic study; selecting appropriate methods; self- check and self -correction.

On the other hand distance education has certain limitations which can be listed as below (Sariabdullahoglu, Ersoy, 2008:32):

- Since the student is alone and in a distant place, s/he cannot enjoy the supportive atmosphere of classroom environment,
- Since there is no other student to compare what is learnt, the learner has no interaction with other students,
- Educational contexts or web pages must be periodically updated,
- In this form of teaching there is no face-to-face interaction or eye contact,
- If the courses not appropriate for distance education are presented via distance education, the course fails to be effective,
- Teachers cannot control students in the way it is feasible via classical education,
- The high costs that might accrue depending on the technologies to use,
- The need for greater time and effort to prepare course contexts,
- Complexity and challenge of planning and coordination,
- Due to misinterpretation of the capabilities of distance education the possibility of decreased teaching and learning motivation of the students and teachers alike,
- In order to make preparations for any course, teachers need longer length of time.

## **2. DISTANCE EDUCATION PRACTICES IN THE WORLD AND TURKEY**

Distance education practices were initially in written form (education via letter). In due course radio, television, telephone and computer took the front stage (Kaya, 2002:20). Distance education practices have a long list of methods that can essentially be categorized as one-way communication and two-way communication:

- 1) One-way communication
  - a) One-way teaching via letters,
  - b) One-way teaching via radio,
  - c) One-way teaching via television,
  - d) One-way teaching via computer (Internet).
- 2) Two-way communication
  - a) Two-way teaching via letters,
  - b) Two-way teaching via radio,
  - c) Two-way teaching via television,
  - d) Two-way teaching via computer (Internet).

**One-way communication:** It relates to the distribution model in which the communication in the environment where learning-teaching activities take place between teacher-student and student-student groups is one-way. In this distribution model, students and teacher cannot ask questions among one another and cannot receive immediate responses to their questions. Teaching via letters, one-way distribution, distribution model via radio or television and lastly one-way Internet model are in this group. In this model, teachers prepare web pages related to their courses and direct questions to their students on the Internet. Students are free to retrieve and study the information. To benefit from this model the only requirement for the users is to have Internet access.

**Two-way communication:** In this model communication between student and teacher in learning-teaching activities is two-way. In this method there are three models; two-way teleconference model, two-way television and two-way Internet-based conference models. In this system students and teachers can set a

teleconference platform with one another on the Internet (Sariabduhloglu, Ersoy, 2008:29). In this system distance education can be performed in two ways: synchronous or asynchronous (time independent/not synchronous). In classroom environment in a synchronous presentation by making live connection (Internet, satellite), users and presenters (students and educator) get engaged in a practice through synchronous interaction. In such practice students can direct questions, discuss with one another or solve tests. Asynchronous presentation however is a WEB-based education. In such presentation, students can access WEB courses from anywhere or anytime, receive tests and partake in activities. They can practice later any course they want (Toker Gokçe, 2008:2).

These methods can be used singly or collectively with other models. For instance teaching via letters method can be used in tandem with Internet or computerized teaching method. Thanks to Communication Technologies, two-way communication system applied in classical education can be used very comfortably. To achieve that, as was indicated hereby, technologies viz. Internet, television and satellite can be utilized very comfortably (İşman, Karslı, Gündüz, 2002, <http://aof20.anadolu.edu.tr/program.htm>).

## 2.1. HISTORY OF DISTANCE EDUCATION IN THE GLOBE

Distance education is not a novel concept. Its first introduction on global scale coincides with teaching via letters in 1728 in Sweden. In 20 March 1728 dated-issue of Boston Newspaper there was an ad about the opening of “Steno Courses”. In a Sweden- based advertisement in 1833 there was an explicit reference to teaching via letters on the agenda. The primary objective of teaching via letters at that time was to offer equal educational opportunities for each citizen (Uşun, 2006:210).

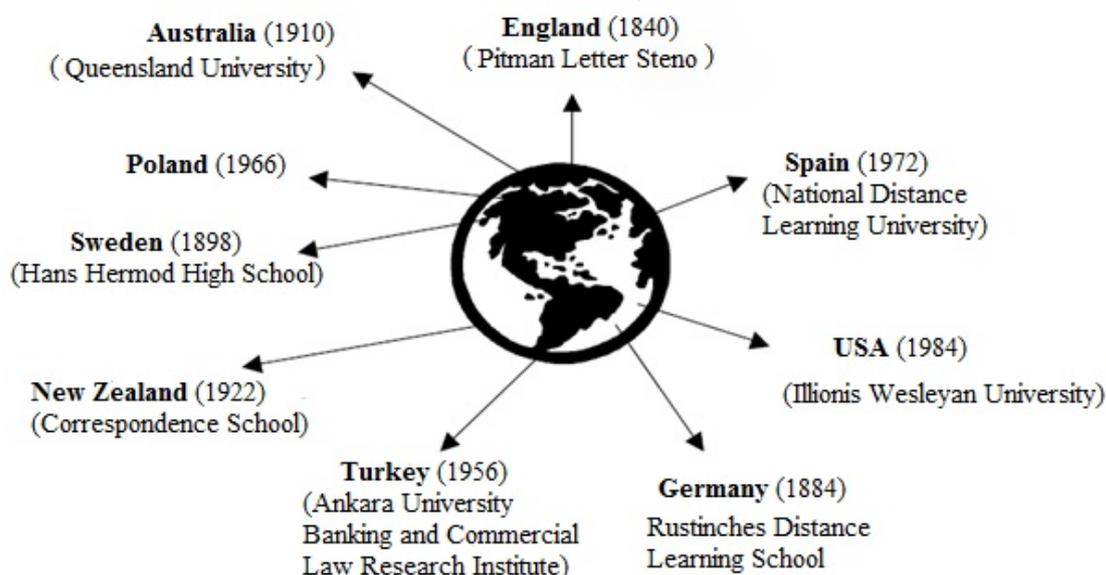
Table 1: Chronological Progress of Distance Education

1700-1900	1900-1990	1990-1996	1996-.....
-Teaching via letters -Printed Materials	-Radio -Television -Audio Cassettes	-Video Conference -Satellite Technologies -Video Cassettes -Computer (CD, Internet )	-Web-Based Education -Information Technologies (Video phone, digital TV, virtual platforms, fiber optic cables etc.)

Resource: Aykanat, Seyda (2006), “**İnsan Kaynakları Yönetiminde Elektronik Ortamda Öğrenme ve Örnek Bir Uygulama**”, Marmara University Institute of Social Sciences, Department of Management, Management of Human Resources Unpublished Master’s Thesis, p. 5

Teaching via letters emerged in the mids of 19th century and spread rapidly to England, France, the USA and Germany. Among the main reasons behind the spread of distance education can be listed as geographical distance, social inequality and personal problems. People can be forced to live away from each other due to physical distance, geographical barriers or inadequate communication systems. Likewise at the end of 19th century in Chicago University (the USA) teaching via letters was kicked off when students and teachers were in different spaces (Gunawardena, McIsaac, 1996, 356). In 1856 Berlin (Germany) Charles Toussaint and Gustav Langenscheidt resorted to teaching via letters method of distance education to practice foreign language education. Due to the physical distance among Australian citizens “Teaching via letters System” was set in 1914 in this continent. Institutions practicing teaching via letters method managed to meet educational needs of people living in scarcely-populated countries such as Canada and Australia. In Diagram 1, the very first distance education practices on institution base in the whole world has been depicted.

Diagram-1 First Distance Education Practices in the World



Resource: Kaya, Zeki (2002). **Uzaktan Egitim**, Pegem A Publication, Ankara, p. 30.

Reading & writing holds substantial significance in modern education. In addition audio-based radio programs and visual films as well as television courses have critical importance for education. Although several tests were conducted in distinctive countries, the first radio program in the world was broadcasted on 2 November 1920 in the USA. In the corresponding period a number of universities commenced radio broadcasts. In 1923 educational radio programs were circulated for US schools. In 1922 in England, in 1923 in France and the Soviet Union and in the interval until 1927 Argentina, Australia, Italy, Japan, Norway, New Zealand, Czechoslovakia, South Africa and a long list of countries broadcasted radio programs. In the same years educational-radio programs were released and in these programs children were instructed about farming, communication, science and several other subjects. Educational radio programs for children managed to survive by integrating music, humor, tales and news. In the subsequent years, aside from local radio station programs, "Disney" and "Sesame Street" programs were broadcasted day and night (Uşun, 2006:212-214).

The first roll film was invented in 1888 by George Eastman. A few years later Thomas Edison's assistant William Dickson used roll films in creating 30-second animated movies. Educative power of animated films was immediately realized. In US-printed Educational Films Catalogue of year 1910, over one thousand films were listed as for rent. In 1916 Ford Motor Company released copious films on the subjects of agriculture, history, geography and life skills. Films on American History were shot in 1923 in Yale University. In 1926 Eastman Kodak Company films were shot on geography and physical sciences. Films prepared by this company were presented to over 10.000 students for testing. The results of this test were so impressive for Kodak that in the subsequent two decades the Company produced 300 films for school use.

In the 1920s educative films were primarily used in schools offering religious education. Researchers identify that in 1933 US elementary school teachers applied educative films in their courses. A study dated to 1954 demonstrated that three-quarter of elementary school teachers utilized films in their courses. The first periodical television program was started in England in 1936, and in the USA and the Soviet Union in 1939. In Turkey on the other hand television programs were broadcasted for the first time in 1968. The most noticeable TV program was, as mentioned above, Sesame Street that first started in 1969. In Sesame

Street it was aimed to teach children friendship relations via symbolic presentations such as letters, numbers, or geometrical shapes (Kaya, 2002:141-142).

In the 1950s in the USA paper-based communication platform was applied for distance education which was particularly related to military use. Thanks to the new technological advancements discs, video cassettes, CD-ROMs, satellite broadcasting, video conferences and Internet have now grabbed vital position in distance education practices. In 1985 Phoenix University performed via Internet the first distance education practice. Distance education practices via Internet is currently the latest and most state-of-the-art distance education application but noting the fact that technological advancements progress in the blink of an eye, it is very much likely that even more advanced practices are to arise in the near future. Nowadays, spread of distance education practices via Internet enabled the unveiling of various uses of the system. Web-based education, Internet-based education and e-learning are just a few of such distance education practices via Internet (Yilmaz, Horzum, Fall 2005:113).

## **2.2. HISTORY OF DISTANCE EDUCATION IN TURKEY**

In Turkey the idea of distance education was first put on the agenda in a meeting in 1927 when educational issues were negotiated. In this particular meeting it was underlined that distance education was a benefit to raise an educated population. A distance education practice as teaching via letters was suggested but failed to be put into practice. The primary reason behind the failure to implement this suggestion was that for a nation with more than 90% illiteracy ratio then, it was against common sense, as they believed, to teach how to read without a teacher. The period between 1927-1955 corresponded to a time when in Turkey, distance education was discussed as an idea. The first distance education practices in Turkey were started by Ankara University Faculty of Law Bank and Trade Law Research Institute. Within the body of Ministry of National Education distance education practices in the form of “Teaching via letters” was pilot tested on November 7th, 1960 (Kaya, 2002:30).

In 1970 Eskişehir Academy of Administrative and Commercial Sciences commenced distance education practices. In the same date, next to Armed Forces, a number of universities such as Middle East Technical University, Istanbul Technical University and Yildiz University initiated cooperative distance education practices (İsman, 2011:111). In 1974 to meet the labor force demand required by new developments; to remove student accumulation in higher education platform; to offer education-teaching services to wider masses by making use of mass communication platforms; to climb the effectiveness of teaching Higher Education Center via Letters was founded. In this center teacher-training programs were organized (Demiray, 2010:82). In 1974-1975 academic year, 50 thousand students enrolled in this Center. In 1974 Pilot Higher Teacher School also started distance education and in 1975 with the establishment of Informal Higher Teaching Institute (YAYKUR), students who were first introduced with distance teaching in Pilot Higher Teacher School were transferred to this institution. YAYKUR was deactivated in 1979 (İsman, 2011:111-112).

In Turkish universities the first legal arrangement for open education aside from formal education was specified in article “c” item 43 of 04.11.1981 dated no. 2547 Higher Education Law. As stipulated under this article; “Higher education institutes are licensed to perform all forms of teaching and education activities via formal, informal and open education methods (<http://www.mevzuat.adalet.gov.tr/html/565.html>). The task to conduct distance education was assigned to Anadolu University that was opened pursuant to no. 41 Decree Law related to the Structuring of Higher Education Institutions issued on 20 July 1982 dated and 17760 no. Official Gazette. In 1982, Anadolu University put into practice its distance education model via Open Education Faculty (Kaya, 2002:33).

Between 1982-1993 the demand for Open Education that was affiliated to Anadolu University climbed rapidly. In this period Undergraduate Program in Management and Economics was not the only option. Pursuant to the official protocol co-signed with Ministry of National Education, associate and bachelor degree education was provided to circa 200 thousand teachers. Furthermore student enrolments from TRNC (KKTC) to distance education programs were accepted. As per the protocol co-signed with the Ministry of Health two-year Nursing, Midwifery and Health Technician Associate-Degree Programs; and pursuant to the protocol co-signed with the Ministry of Agriculture and Rural Affairs two-year Agriculture and Veterinary Associate Programs were opened. In 1987, named as Western Europe Project, associate and

undergraduate programs were implemented for Turkish citizens residing in several European states. In 1993 Open and Distance Education System was restructured as per no. 496 Decree Law to answer the needs of modern education. Management and Economics programs were transformed to four-year Faculties of Management and Economics. As stipulated under this Decree Law, Open Education Faculty was commissioned with offering all kinds of services relevant of books, radio-TV programs, computer, academic counseling, organization, exams and all student affairs on Distance Education System. Open Education Faculty was also in charge of executing associate, four-year completion, undergraduate and all forms of certificate programs.

In the period between 1993-1997 within the body of Open Education Faculty 17 associate degree programs were opened in the departments of Social Sciences, Home Economics, Bureau Management, Public Relations. Previously organized by OSYM(Student Selection and Placement Center) Open Education exams were, as of 1996, conducted by Anadolu University. At the onset of 1998 as demanded by new technological conditions and proliferation in the needs of education system at most, there had been a further rise in the use of Internet accompanied with all the relevant communication technologies and structuring that moved distance education far beyond its classical functions and thus a new era was heralded. Open and Distance Education System bearing in its body vital features for the New Turkish Higher Education System started to be moved beyond its classical objectives as of 1998 and the system was then endowed with an effective administrative body necessitated by such transformation. Accordingly all academic, technical and administrative units of Anadolu University were modified to effectively contribute to Open and Distance Education System. On the other hand communication and coordination among the faculties operating in this system were structured with a further effective and productive state of operation. The formed project groups defined new education domains to open via Distance Education System in Turkey thus an opportunity was spared for lifelong learning. In that way intensive and widespread emphasis could be rendered to modern information and communication technologies and via devising new education programs, the new system was initiated for implementation.

As of 1998 academic programs of Faculties of Management and Economics offering service through distance education method were restructured. Repetitive subjects in associate and undergraduate degree courses were corrected and contexts were revised. All books were redesigned, reprinted and republished in line with the modern developments in distance education. In parallel with the book contents, TV education programs were modernized and CD-ROMs were produced. Student quotas for Open and Distance Education System were annulled. As of 1998 academic year on Channel TRT 4, "News from our University" news show to educate and motivate students was aired during the academic term in parallel with the operational academic calendar. Under the academic commissioning of Ankara University, Faculty of Theology, Theology Associate Program was opened in 1998 ([http://w2.anadolu.edu.tr/aos/aos\\_tanitim/aos.aspx](http://w2.anadolu.edu.tr/aos/aos_tanitim/aos.aspx)). On Channel TRT4 courses were broadcasted at certain hours and course materials were also freighted to supplement these courses. Anadolu University is among the first 10 open universities in the world.

Fırat University stationed in city of Elazığ founded in its body on 2 October 1992 a local TV (FIRAT TV) to broadcast in and out of university platform the symposiums, conventions, courses and similar activities organized within the campus. In Ankara-stationed METU (Middle East Technical University-ODTÜ) IDEA (Internet-Based Asynchronous Education) launched in 1998 continued its e-learning activities on the Internet platform and asynchronously. Presently there is an E-MBA<sup>1</sup> program, numerous in-campus courses, foreign language education and certificate programs are actively operated. The system broadcasts via IP Multicast technique on a 24MHz-capacity DVB (Digital Video Broadcasting) transmitter positioned on Dexar, Türksat 1B satellite. Via a project titled as Unidersite, university-preparation courses are sold to the entire nation-scale within the distance of 1.2Mbps-3Mbps.

In İstanbul Technical University, students are required to come to computer labs inside the campus for the test of compulsory Information Course for 1800 students in sum and in a virtual test platform students take a test of randomly-selected questions from a question bank of 10.000 data.

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<sup>1</sup> E-MBA program is a one-hundred percent internet-based online education program to offer a master's degree.

İstanbul Bilgi University is the first university to start YOK-(Council of Higher-education) approved electronic organizational program titled as Bilgi E-MBA. This is an interactive program that provides competency in subjects ranging from marketing, entrepreneurship, finance to human resources. Available to watch via Internet from all over the globe, an official MBA diploma is granted once the program is completed successfully (Calli, Bayam, Karacadag, 2002: <http://aof20.anadolu.edu.tr/program.htm>).

Sakarya University first started its Internet-assisted teaching activities via an education interface developed in 1997 by academicians in department of informatics. Internet- assisted teaching activities first commenced in 2000-2001 academic year fall term as a pilot study among 150 students and a sum of 3 courses. Subsequent to the pilot study, the university offered Internet-assisted teaching to 1200 students in 10 different departments and in a short time the entire university courses were started to be shared via the Internet in this academic year (Tasbası, Aydın, May, 23-25, 2002, Eskişehir, <http://aof20.anadolu.edu.tr/program.htm>).

Parallel to a vast number of Turkish Universities, Yalova University likewise started to offer at the onset of 2012-2013 academic year Atatürk's Principles and History of Turkish Revolution, Foreign Language, Basic Science Technologies and Turkish Language courses via distance education method.

### **3. DISTANCE EDUCATION PRACTICES IN THE WORK LIFE IN TURKEY**

#### **3.1. SIGNIFICANCE OF EDUCATION FOR ORGANIZATIONS**

Because education in organizations is an adult-based education, particular importance must be attached to the learning traits of adults. Adult education is the focal point of andragogy. Compared to children, adults possess different learning traits that can be outlined as below (Turhan et al., 2012:8):

- Adults are mature and experienced individuals. In learning process they can resort to their positive and negative past experiences. Consequently it is observed that they may occasionally disagree with certain mindscapes and learning opportunities.
- It is conceived that adults can personally identify their learning needs, but it is also true that since adults are under the effect of their past experiences they may face challenges in identifying their needs. They would not seek to receive education on subjects they find futile. Contents of education must be adequate to answer their questions. Educational contents must be set to solve the problems they face.
- Adults seek to shoulder more responsibilities. As demanded by this responsibility they favor to partake more in design of education and demand the education to be on the same page with their personal objectives and wills.
- Adults must be given an opportunity to share their experiences with peers. While learning, adults desire to interact with other learners through practices. Adults also render help to others to learn inasmuch as they also must play the role of a rich resource for learning experience.
- Adults' learning rate decreases as they age, their focus of interest shifts and they usually lose their once-higher self confidence. In both work life and other phases of life where they compete with youngsters they are expected to learn under the same conditions and same rate with the younger ones. Adults would decisively not want to feel themselves petty and humiliated.
- There may emerge instances in which adults' achievements may be constrained. If it is realized that they are challenged, this instance must be corrected.
- Building new subjects on the topics earlier internalized by adults can facilitate their learning rate. Should learning message is transmitted without connecting to previously-learnt subjects or remain at quite a high level for the learners' capacity, adults may cope with extreme difficulty. Education designer must be cautious to present the education in smaller particles to facilitate adults' learning.
- Adults entertain a good number of rigid traits and viewpoints, thus they may hold prejudices regarding the subjects they can or cannot learn.

For adults connecting and enriching their life experiences with the new concepts, generalizations and explanations play vital role in their learning experience. Therefore it is essential that organizations pay heed to different traits of adults in their educational activities.

Table 2: The Ways Organizations Meet Educational Needs

Traineeship	Conferences
Coaching	Television
Working under Supervision	Co-working Based Education
In-service Education Centers	Intrinsic Learning
Courses	University Programs
Distance Education	Management Development Programs
Internship	Orientation for New Tasks or Roles
Work Definitions	Employment Handbooks

Resource: Ozen, Ustun & Karaman, Selcuk “İşletmeler İçin bir E-Learning Sistemi Geliştirme Modeli”, [ab.org.tr/ab03/tammetin/98.doc](http://ab.org.tr/ab03/tammetin/98.doc)

In modern age every single organization regardless of being small or large recognizes the value of education and its contribution to performance and attempt to identify the best solutions for their employees' education. Table 2 displays the ways organizations meet educational needs of their employees. As acknowledged organizations that value education and invest for the education of their employees are better at keeping up with changes and even more than that, they can, by leading the change itself, gain significant competitive advantages due to the fact that education is no longer treated on micro-level as education of the individuals only, but regarded as more comprehensive learning approach that treats the organization holistically. As reported, organizations that are filled with pride because of their huge size or market advantages and thus fail to invest in human capital can be shaken when confronted with winds of change and in due course they may lose their market advantage, reputation, profits and competitive advantages (Cınar, [www.ikyworld.com/egitim/isletmelerde\\_egit\\_ihyiyac\\_analizi.pdf](http://www.ikyworld.com/egitim/isletmelerde_egit_ihyiyac_analizi.pdf)).

Laborforce education corresponds to quite a comprehensive group of activities that aim to change the personnel with respect to various aspects. Such activities can be planned by organizations or the personnel can individually take part in such activities. Education is geared towards improving the skills of the personnel to perform their tasks better which would in effect elevate both the personnel and the organization to a better status. Therefore education can be treated with respect to all employees or as interpreted specifically, for the prospective managers of different organizations in the future, it is a process that is commonly executed in and outside the organizations and instilling numerous competencies to the personnel.

Education offered in any given organization gains the kind of knowledge and skills essential to boost employees' performance. In sum, education aims to transform the participants of education program. The individual adapts the newly-grasped information and skills to his/her environment. In the event that the employee is newly hired, adaptation to the workplace is facilitated and learning rate is quickened. Education offered in any given organization gains the kind of knowledge and skills essential to boost employees' performance. In modern age mind-blowing transformation of technology and complexities of management-function pose the need for training employees (Aydinli, Halis, February 2004, <http://www.mevzuatdergisi.com/2004/02a/02.htm>).

### 3.2. DISTANCE EDUCATION AND WORK LIFE IN TURKEY

#### 3.2.1. DISTANCE EDUCATION AND WORK LIFE

Practicing of “personal and organizational learning” approach in almost all platforms has given rise to “life-long continuous learning” approach that gained increased popularity and encompassed personal and professional fields likewise. As mandated by this approach increased use of technological practices in education and teaching environments introduced with itself “e-learning” concept. E-learning concept, from this perspective, ranks the first among the subjects rapidly transformed and grasping wider domains for

practice each new day. Work process and activities of modern work life is dominated by a nascent, flexible and interactive approach supported via full-time electronic solutions and computer-integrated. The most common distance learning method utilized in work life is e-learning that translates to a self-learning method performed in an electronic platform, basically computer based (Erdal, [www.meslekiyeterlilik.com/insanKaynaklari/2.E-ogrenme.pdf](http://www.meslekiyeterlilik.com/insanKaynaklari/2.E-ogrenme.pdf)).

E-learning has no altering effect on the personal learning styles but rather, by presenting a resourceful and interactive platform for learning, it complements classical methods. Studies conducted within this framework indicate that e-learning methods are widely preferred, due to the scope of concept and flexible learning platform offered to users, among organizations to instill Information Technologies (IT) competency. The relevant studies also underline that e-learning methods are harnessed in providing and promoting administrative skills such as management, leadership, teammate spirit, communication, customer services, quality management alongside with gaining certain competencies related to work and interpersonal relations (Sarac, Ciftcioglu, 2010:33).

E-learning processes practiced in work life can be detailed as online and offline.

- E-learning within the scope of online learning translates to learning via using corporate network body (intranet) or the Internet and this condition is defined as Web-based training/learning (Web Based Training / Learning: WBT / WBL).
- E-learning within the scope of offline learning translates to e-learning via using CD-ROM and computer and this condition is defined as computer-based training/learning (Computer Based Training / Learning: CBT / CBL ).
- Blended learning is defined as inclusion of multi-method learning and hybrid learning descriptions next to e-learning. In blended learning students are not dependent on one platform and are free to choose the best and most effective method for their learning. If, via E-learning, classical education methods and platforms are used in tandem to structure an effective and practical education program, blended learning concept is then put into practice.

Organizations can put into action their e-learning projects under two methods a.k.a solutions generated within the organization and outside the organization. In solutions generated within the organization the primary task is born by Department of Information Processing and this Department provides the technical substructure mandated by the very nature of projects. On the other hand as regards solutions generated outside the organization, partnership is built with an expert company. Both alternatives have their advantages and disadvantages. For the organizations with not any given Department of Information Processing establishing and furnishing a new department with personnel and software and relevant costs of investment are the key issue to pay heads to. Additionally in certain instances some organizations may be in need of outsourcing only to actualize their e-learning projects (Erdal, [www.meslekiyeterlilik.com/insanKaynaklari/2.E-ogrenme.pdf](http://www.meslekiyeterlilik.com/insanKaynaklari/2.E-ogrenme.pdf)).

Both public and private sector companies, even in traditional methods, receive support from an outsider training-consultancy company for training their company personnel. In the kind of solutions that demand technical knowledge and relevant background, as in e-learning, it is rather hard to be self-sufficient. At this point providers take the stage in order to assist the demanding organizations. E-learning Providers are commercial enterprises that generate and practice e-learning solutions; assess and analyze the needs in addition to providing consultancy services. In the training of personnel, e-learning service is primarily catered by providers. The number of such companies, also termed as e-learning sellers, has increased tremendously for the last few years parallel to the rising share of market in this segment.

Providers basically hire the personnel specialized in teaching design; these companies closely track technological advancements and remain updated about the new trends, specifically in e-learning segment. Providers with excelled communication skills, capable of coaching the companies, talented enough to assess performance capabilities of current practices are adequate to compute investment/return rates. Providers are specialized in group works and project management practices and rendering assistance. In

addition to such features, providers as commercial enterprises after all, required to possess all the other characteristics essential to survive in any competitive market.

E-learning providers can be categorized under three headings as content providers, technology providers and service providers. Content providers are the conventional in-class education companies and course content publishers. Technology providers are specialized establishments on e-learning tools, management systems and equipments. Service providers offer a variety of online features and tools, consultancy options, testing and certification services and services to develop special contents. Both public and private sector companies can receive only consultancy, platform structuring, content development and several other services from providers or they could purchase a complete set of e-learning solutions. In addition, in any stage of passing to learning practice, it is also feasible to receive assistance from providers (Ozen, Karaman [ab.org.tr/ab03/tammetin/98.doc](http://ab.org.tr/ab03/tammetin/98.doc)).

E-learning may not be necessarily applicable for each employee. Employees are required to be ready for e-learning from two aspects: From technical aspect and from the aspect of self-guided learning. As the first step, employees' basic skill deficiencies in the use of Information Technologies must be corrected to position them as basic-level users. E-learning is employee and learning focused. Educator plays a supporter and guidance role. Employee unveils the knowledge during the process of self-learning which could occasionally be a challenging approach for adults familiar with traditional teaching methods. In self-learning, employees' motivation and motivational factors hold significant role. It has been argued that the most effective motivating factors involve self-respect, life-satisfaction, job-satisfaction and several other intrinsic factors. On the other hand learner-centered educational approach argues that employees are given significant cognitive responsibilities such as analysis, synthesis, problem-solving and creativity. Due to a variety of socio-cultural and psychological impedances, employees may not yet be fully ready to assume such responsibility. Internalizing e-learning, kicked off as a corporate strategy, by the employees holds vital importance. During this internalization process, employee shall assume new roles such as learner individual, learner as group member and learner as an organization member. In the prevention of resistance against change that might be seen among employees, employees' "voluntary" participation to e-learning activities plays critical role. During e-learning process employees' must be supplied with adequate quantity and type of assistance. Such assistance systems emerge in two forms; pedagogical structuring of e-learning platform and online-assistance throughout the entire learning process. The Management can structure a general unit for assistance services. To offer assistance e-mail, chat, voice calls or phone calls are the potential tools to use or as another option, a comprehensive catalogue could be concocted and integrated to the system via Web. This has been used as a popular option in a wide range of public institutions and private sector companies (Acar Gurel, 26-28 May 2006:358,359, 361,362).

### **3.2.2. DISTANCE EDUCATION PRACTICES IN TURKEY**

In Turkey distance education has been widely popular for in-service trainings in public institutions and private sector companies alike. In-service training refers to the kind of training conducted so as to gain task-relevant knowledge, skills and attitudes to the employees within private and legal-entity corporations to the employees hired in return for certain wages or salaries. In-service training encompasses all kinds of learning-teaching activities that meet employed labor force's adaptation to the job, and also the emerging needs for professional development and progress. All that said, "in-service training can reasonably categorized as a sub-process of life-long learning" (Orucu et al., July 2007 <http://www.mevzuatdergisi.com/2007/07a/02.htm>).

Headed by the Ministry of National Education the system is popularly used in a long list of public institutions. It is also a favorite choice among multi-branch and agency sectors viz. automotive, transportation, and banking both in private and public sectors. Next to these sectors insurance, telecommunication, software, retail and pharmaceutical sectors also opt for distance education practices. A number of companies in Turkey have set within their body an education portal whilst some purchase this outsourcing service though enterprises such as Enocta to apply e-learning practices. A range of organizations choose to implement blended method. Arcelik, Koc Holding, Tofas, Turkcell and Petkim have founded their corporate portals. A range of large-scale enterprises such as Marshall and Pfizer have launched their e-learning practices (<http://www.capital.com.tr/elearningde-super-buyume->

haberler/16746.aspx). Below is a list of private and public sector organizations and enterprises in Turkey that apply distance education practices.

### 3.2.2.1. DISTANCE EDUCATION IN CERTAIN PUBLIC INSTITUTIONS

**Ministry Of National Education:** As has been stated above, this public institution is one of the establishments that most frequently apply distance education in their corporate in-service training activities. Employees are occasionally provided face-to-face education or at times distance education alone and at other times, distance education is blended with face-to-face education. For the organized distance in-service training activities “<http://e-hizmetici.meb.gov.tr>” portal is used. Participants enroll in relevant distance education courses by entering their passwords to MEBBİS In-service Training Module. Year-2015 distance education activities can be listed as Fatih Project Network Substructure Seminars, Introduction to Media Literacy Course, Coaching Course, Fatih Project, and Teacher Training Course (<http://oyegm.meb.gov.tr/d/j3/index.php>). Aside from in-service trainings, professional trainings can also be rendered via distance education. In MEB-affiliated Professional and Technical Open Education School opportunities are provided to gain professional skills to unemployed youngsters and certify their previous educational experiences (<http://www.memurlar.net/haber/460188/>).

**Universities:** The facilities of data transmission and communication offered in different formats via computer and Internet technologies have popularized education via Internet in the domain of higher education. In order to keep up with the changing demands of students, universities utilize Internet primarily to offer educational services through several programs which have increased in due time (Akdemir, August 2011:71). Distance education activities at universities are performed via distance education centers. These centers are officially founded as Distance Education Research and Practice Center and commonly used as abbreviated UZEM (Distance Education Center) next to the official name of the university such as Yalova University, Distance Education Practice and Research Center: YUZEM. Above is a list of distance education practices of some universities in Turkey. In Suleyman Demirel University there is one Distance Education Vocational School of Higher Education in which courses in the departments of Computer Use, Computer Technologies, Bureau Management and Executive Assistantship and Medical Services and Techniques are offered via distance education (<http://ue.sdu.edu.tr/>).

As noted hereinabove courses are practiced in virtual classroom environment in distance education system. Academicians and students are free to connect to the system from any Internet service provider and partake in virtual classroom platform. In synchronous courses offered within virtual classroom platform, academicians present the courses visually and orally; use blackboards and even share the saved tests on their computer. Students can connect the course via video or computer-call; ask questions during the course, or share files. Synchronously-performed courses can be saved for further use of all students who would like to practice the saved items any time convenient ([http://areluzem.arel.edu.tr/index.php?option=com\\_content&view=article&id=237&Itemid=330](http://areluzem.arel.edu.tr/index.php?option=com_content&view=article&id=237&Itemid=330), 01.08.2015).

**Ministry Of Family And Social Policies:** There is a distance education center within the body of the ministry. Probationary employee basic training and interactive courses developed within the scope of Family Education Program and titled as Family Education and Communication, Finance, Media, Health and Pre-Marriage Education are presented via distance education. Through live education module, presentations can be shared as in audio and video format to offer an interactive platform for courses and meetings. Assistance is provided to 500 users (<http://aspbuzem.gov.tr/>).

**Turkish Armed Forces (TSK):** In trainings offered within the body of TSK as well, it is feasible to come across distance education practices. Within the entity of Turkish Air Force, the first attempts to set a Distance Education Center (UZEM) were initiated in year 2000. The aim of this center is to manage the trainings given/to be given to employed officers, NCOs, specialized-sergeants and civil servants via distance education method to complement continuous education; to ensure that such trainings are provided via information technology-based systems and to manage the projected distance education information systems; to concoct complementary and information technologies-based educational materials supportive of formal education activities organized within the body of Air Force Technical Schools Command

([http://www.tekok.edu.tr/sinif\\_uzem-2.asp](http://www.tekok.edu.tr/sinif_uzem-2.asp)). The first attempts to form a body of Distance Education Center Command were launched in January 2003 and was approved by Air Force Command on 26 October 2004. Within the scope of approved entity, UZEM Command comprising of Computer Assisted Education Production Center Command, On-the-Job Training Documentation Branch Directorate and Distance Education Directorate started to actively operate on 1 September 2005. The new structuring of UZEM Command was, to implement revised HKT 379-13 (HKT 1-3) Air Force Command Education Doctrine with regards to October 2005-launched Continuous Education Model (SEM) Project, set on 11 November 2005 to execute the tasks assigned to the Center for the aim of rendering the projected training via distance education method. Proposed entity was approved and effectuated on 9 March 2006. UZEM Command structuring was, in the light of experiences gained from one-year practice, revised and submitted to Air Force Command. New structuring was approved and effectuated on 29 June 2007 ([http://www.tekok.edu.tr/sinif\\_uzem-1.asp](http://www.tekok.edu.tr/sinif_uzem-1.asp)).

Within 47 different units of Air Force Command via distance education provider (to access the contents of education); in 51 different units via 690 computers installed in computer-assisted education classrooms it is feasible for the trainees to access distance education documents. In addition via Learning Management System (ÖYS); trainees, trainers, officers and other users can, access all relevant activities from the onset of distance education to the completion, by reaching through a TSK-net connected computer and clicking ÖYS link under electronic information page of UZEM Command (<http://www.hvkk.tsk.tr/TR/IcerikDetay.aspx?ID=207>).

Pursuant to the amendment on the Article 12 of 25 May 1989 dated no 3563 Law on War Colleges on 26 June 2012, distance education practices were integrated (<http://www.mevzuat.gov.tr/MevzuatMetin/1.5.3563.pdf>). Commander and staff officer course (KOMKARSU) training is provided within the body of War Colleges to train captains and majors in parallel with the dynamic education form of modern-age and current military, political and financial developments; to improve the officers' in-service training levels and to boost their professional motivation. The education is a 40-week program. 20 weeks are distance education and 20 weeks are face-to-face education. NCO Senior Headquarter Services Education executed by Land Forces Education and Doctrine Command in the name of all forces to specifically train the NCOs to be assigned for the major headquarters in order to develop their qualifications for employment in headquarters; to gain the culture of unity and to boost professional motivation, a total of 34-week education program is offered. 16 weeks are distance and 18 weeks are face-to-face education (<http://www.hurriyet.com.tr/genelkurmaydan-ders-aciklamasi-21923644>).

**Police Department:** Via E-learning system set within the body of Directorate of Education Office and effectuated on 25/08/2011 dated no 28036 Official Gazette, as per Regulation of Branches on Police Department Class, Branch courses and tests; police department relevant training; office program trainings are offered and surveys can be applied to the personnel and via the structured digital library, it is feasible to share e-books (pdf, word) and course videos ([http://www.egitim.pol.tr/Ttknoloji\\_dstksb/Sayfalar/uzaktan\\_egitim.aspx](http://www.egitim.pol.tr/Ttknoloji_dstksb/Sayfalar/uzaktan_egitim.aspx)).

### 3.2.2.2. DISTANCE EDUCATION PRACTICES IN PRIVATE SECTOR

A number of major companies in private sector have established academies to transform their corporate experience/accumulation, organizational culture and values to education and information management. In some of the courses offered in the academies, distance education practices have been used. Below is explained some specimen companies.

**Turkcell:** Turkcell, a Technology and Communication Company in Turkey, launched its very first e-learning practices in 1999 and among all corporate companies in Turkey it became one of the first companies that offered to its employee's e-learning solutions. Next to e-learning, the company opened a virtual classroom platform in 2005, a mobile education platform in 2008, a self-learning platform in 2009 for the use of its employees and provided richer distance education solutions. Structured in 2006, Turkcell Academy has now turned into an information and development center adding further value to business world by providing development solutions to mobile-connected employees, agencies, business partners,

suppliers, clients and students in addition to all interested parties. Having reached over 50.000 people, Turkcell Academy now offers opportunities for education and development. By means of distance education practices, the system removes space and time limits and enables continuous development for the personnel. Furthermore, by saving money and time, efficiency in development activities can be pushed to higher levels.

Via Turkcell Academy Virtual Classroom Application, which is another distance education tool, employees stationed in different spaces can partake in educational activities or conferences on the web. The presentations in which interaction is promoted are offered in virtual classroom platform to the access of wide masses and thereby information-share becomes further effective. In that way it becomes feasible for the employees located in different geographical regions of Turkey to take part in the education from their computers. Aside from all these educational channels Academy Portal offers a number of self-learning tools to the employees to meet their personal needs and aspirations for personal development. In line with the advancements in the Internet and social media, the Academy presents to its employees Web-based personal development tools (self-learning tools) that they can access to reach the best practices, reports, videos etc. relevant of the subjects they need. The use of platforms such as Virtual Library (Getabstract), video portal, Harvard Custom Portal and Harvard Manage Mentor is also on the rise (Turhan et al., 2012:193).

**KOC Group:** Despite the analogies between the education and development processes practiced within the body of affiliated companies of the Group, there are still minor divergences among some companies. Nonetheless, the majority of group companies use KocAkademi to substructure their education and planning works. KocAkademi is an education, development, learning and sharing platform in which activities that can improve the development Koç Group employees are planned and practiced on the basis of group-company-employee needs. It is in itself a technology-based substructure. KocAkademi is a self-learning and performance-assistance system in addition to being a learning-platform that entails in its body rich self-learning resources. Among these learning resources are e-trainings, articles and OPAL. OPAL is one form of learning and information-assistance platform. Employees can access these learning resources anywhere, anytime. In order to develop themselves in the long term and to overcome work-life problems they are free to resort to these resources. Thousands of articles and hundreds of electronic trainings and identical learning packages in KocAkademi can easily be accessed from anywhere in the world. E-learning options in specific topics in particular can be put into use very fast and can be practiced successfully (Turhan et al., 2012:193).

**Yapi Kredi Bank:** Yapı Kredi Banking Academy was set for the aim of training the best bankers of the sector. The focal points of the Academy can be listed as personal development, leadership, banking, finance and social responsibility. Distance education is one of the most commonly-applied methods in the trainings. Via distance education it is much easier to offer trainings to the employees from the branches in different regions of Turkey, and it is aimed to warrant the continuity of a system that can standardize individuals' continuous knowledge and skill levels and integrate development as a major component of life (Onen, June 2009).

**Yapi Kredi Insurance Company:** IRIS Project as another distance education practice of Yapı Kredi Insurance Company merged with (<https://www.allianzsigorta.com.tr/tr/duyurular/haber-arsivi/allianz-sigorta-ve-yapi-kredi-sigorta-guclerini-birlestirdi>) Allianz Insurance Company on 30 September 2014 is also a vital practice. The corporate software (IRIS) that was put into use to ensure that substructure of information technologies is compatible with ever-changing technologies was then communicated to the employees, agencies and brokers via e-learning system. Through contributions of software developers, process managers and employees from the departments of Fire, Transport, Auto-Accident, Non-auto Accident, Engineering, Damages and Financing an efficient team work was formed and e-learning education designs were set in which a simulated and audio instruction of 2400 steps to explain the application of live system was placed. E-learning modules were customized as per user profiles (agency, broker, personnel) to offer within distinctive educational packs.

Subsequent to completing the designs, pilot practice was conducted among agencies selected for agency classroom trainings and by considering the agencies that missed the classroom trainings due to compelling reasons and also for the use of newly-hired agencies, essential complementary planning was organized. Before commencing agency trainings, IRIS Practice screen training was offered for General Directorate technical personnel and all regional personnel. To ensure that Regional Personnel employed in distinctive branches are competent enough to use application screens, training programs that include all branches were designed. Next, for each branch a synchronous screen practice training was presented on a daily base. For the personnel employed in elementary insurance branch in departments such as Sales Management and Call Center, a distinctive e-learning module was designed and offered to the use of relevant employees. Prior to the application stage, brief information on the program that simultaneously executed classroom education and e-learning model is as displayed in the table below. The saved amount of classroom education time in the first stage with the implementation of this project has been computed as 21.120 person/hour.

Table 3: Yapı Kredi Insurance Company IRIS Project, E-learning Classroom Education Data with respect to Participant Types (2012)

Participant Type	Number of Participants	Education Type
Agent	743	11.188
Broker	27	301
Personnel	301	1.652.9
Total	1071	13.041.9

Resource: Tecimen, Cem (10.08.2012), "E-öğrenme Hayata Değer Katmaktadır ve eğitim ve gelişim Uygulamalarının Tamamlayıcı Bir Parçası Haline Gelmiştir", Information Age Journal (**Bilgi Çağı Dergisi**), [www.bilgicagi.com](http://www.bilgicagi.com)

This particular distance education practice enabled the company to gain the benefits hereinafter (Tecimen, 10.08.2012, [www.bilgicagi.com](http://www.bilgicagi.com)):

- Access to a substantially-large participant group in a short time,
- Educating substantially-large masses in a short time,
- A functional measurement and evaluation system and ability to monitor participants' activities,
- The opportunities of the users to receive education anytime and anywhere with no working-hour limitations,
- Continuous access to the trainers and field-specialists through e-mails and forums,
- Repeated accessibility to knowledge,
- Savings on educational costs,
- Thanks to the provided means, sustainability of distance education,
- Rapid transfer of technological developments,

-Enabling the equal educational opportunities to all participants.

**ING Bank:** ING Bank is owned by Dutch ING Group operating in finance sector. It is headquartered in the Netherlands and the bank is Turkey-branch of the Group. Possessing a wide network of branches and employees in different cities, ING Bank presents to its employees a comprehensive e-learning catalogue to meet their educational needs quickly, timely and properly related to professional and also personal development domains. Online education is the platform that offers trainings on newly-launched products and campaigns.

Within the body of ING Bank-a multinational organization- there is an exclusive e-education platform designed by ING Global specifically for the use of all countries. Via this platform employees can select the e-trainings they want and by gaining a global perspective in this way, they have a chance to improve themselves in professional and personal development domains. Company directors report that the benefits of e-learning systems for their company are; “time and cost saving”, “accessing global trainings independent of time and space” and “transferring to the employees the right information in the right time” ([http://www.ingbank.com.tr/ingbank-basinbultenleri\\_15\\_09\\_2010.asp](http://www.ingbank.com.tr/ingbank-basinbultenleri_15_09_2010.asp)).

**Ulker Company Group:** The Group employing 41.000 workers (<http://www.yildizkariyer.com/InsanKaynaklari.aspx>) applies distance education practices in corporate in-service trainings. For the employees demanding an approved-education option, Directorate of Education provides the name of web site address and user name –password information to enter the system. During the time intervals that the personnel participate in approved and informed trainings, s/he is counted as on official absence of leave. If the personnel, despite receiving an invitation letter for any training, miss courses without informing the instructors or not having a valid excuse for absence and fail to notify the Directorate of Education minimum 1 week earlier, this employee is counted as “unexcused absentee”, but for serious personal problems or certifiable health problems (Sahin, Guclu, 2010:256-257).

**Turkish Airlines (THY):** THY signed a contract in 2008 with *enokta* to the end of minimizing the high costs related to trainings and to increase quality level. With this practice employees can now receive audio and visual education in any place distant from their workplaces. These trainings briefly include courses on entrepreneurship, aviation, communication on the phone, computer skills, leadership, first aid etc. After these trainings the personnel is tested and the successful ones are rewarded with certificates of achievement. In line with year- 2010 activity report of THY, the contributions of distance education to the companies were taken into account and procurement and preparation processes of 125 e-learning training were completed and 345.000 training activities were thus opened. By means of this opportunity, each year approximately 15 thousand employees benefit from e-learning education service ([www.turkishairlines.com/tr-TR/şirket/faaliyet.../tr-thy2010.pdf](http://www.turkishairlines.com/tr-TR/şirket/faaliyet.../tr-thy2010.pdf)). Within the body of Turkish Airlines Aviation Academy founded as an affiliation of Turkish Airlines, Turkish Airlines A.O. being in the first place, trainings are provided to domestic and foreign aviation companies, maintenance centers, courier companies, travel agents, universities, employees from other airline companies, airport companies, civil aviation sector companies and several other legal entities, foundations and establishments (<https://akademi.thy.com/hakkimizda.aspx>). Distance education is offered on Turkish Airlines Aviation Academy Distance Education Portal. Turkish Airlines personnel can access the portal by entering <http://lms.thy.com/> website whilst visitors outside Turkish Airlines can access the portal by entering <http://lms.thy.com/external/> website.

## CONCLUSION

Chinese proverb; “Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime” is a well-worded message summarizing the importance of education in human life. Education is an irreplaceable need in all moments of human life, and the same need is equally perceived by organizations. To elevate the organizational performances of employees, help them keep up with the new developments, solving organizational problems, career planning are the targets of the education offered in the organizations.

Nonetheless since speed has become an imperative issue in the increasingly-loaded business world, organizations that manage to access information in the shortest time and without failing work processes and put into use before their competitors will rise as leaders. On that account organizations put greater investments to educate their employees continuously. That is the way learner organizations are formed and on the basis of this formation lies self-learning. Target masses of the Education and Development activities held in the organizations are widely populated. These activities are not merely designed for employees; all directors, employees, agencies, suppliers, family members, solution partners, clients, university students and concerned parties can also benefit from the services offered. Information and Communication Technologies are also utilized while offering education services. In addition to face-to-face education, distance education practices are also applied. As distance education options; e-learning, virtual classroom practices, discussion forums, blogs, mobile education and social media are some of applied technological systems (Turhan et al., 2012:202).

Modern technologies are effective in providing distance education, but the world is still in a preparation phase to become full-ready for this practice. The reason of not being full-ready yet is related to both sub-structural and educational defects. Defects in the substructure of distance education can be listed as gaps in the legislation, absence of promotions in this domain, insufficient R&D investments, failure to form a public opinion and failure to raise awareness on the issue among decision makers.

Distance education provides several advantages to both organizations and organization personnel being educated. Employees can, compared to the ones receiving traditional classroom education, be more flexible in terms of time and space. Since they will not be forced to leave home to receive education they will neither feel pressure because of workload nor will fail to self improve due to the pressure to complete assigned tasks. As they will have the opportunity to access knowledge without time or space limitations, they can rehearse whichever subject they prefer on their own terms. As employees will be aware of the fact each employee is granted with the same opportunities they will be further committed to their organization. Distance education indeed offers time and space flexibility which in fact enables the employees to resume their work-tasks and organizational costs would fall in turn.

In education institutions educators conducting employee and distance education activities would no longer lose time in classroom environment which would spare them sufficient amount of time to continue academic activities or the kind of activities they are expected to finish. One point to take notice in distance education is that whether it is required to conduct practical studies in the aftermath of theoretical education. It is demanded from organizations to project that possibility beforehand. Provided that employees have a busy work schedule they may be unwilling to partake in distance education activities. To prevent the emergence of this conflict during e-education periods all barriers including heavy workloads to block the educational process must be eliminated so that employees would be more than willing to participate in the trainings. The main reason is that any forced participation would simply fall too short to achieve the objective targets.

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## Düşük Ücretle İşçi Çalıştıran İş Yerlerine Karşı Hareketin Kullandığı Çevrim İçi Uygulamalar

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### ÖZET

Küresel dünya ekonomisinin önemli yapı taşlarından olan çok uluslu şirketler ürünleri üretmek yerine bitmiş ürünleri almakta ve bunları markalaştırmaktadır. Üretim sürecinden kendilerini soyutlayan şirketler, tedarikçileri üzerinde belirledikleri özellikteki ürünleri hızlı ve ucuz bir şekilde üretmeleri için baskı uygulamaktadır. Üretim sürecinde şirketlerden gelen bu baskılarla birlikte; üçüncü dünya ülkelerinin yabancı yatırımlarını çekmek amacıyla diğer ülkelerin yanında daha cazip olanaklar sunabilmek için işçilerin haklarını göz ardı etmeleri sonucunda çalışma koşulları ve ücretleri konusunda dibe doğru bir yarış ortaya çıkmıştır. Bu şartlar altında var olan koşulların iyileştirilmesi adına düşük ücretle işçi çalıştıran iş yerlerine karşı çıkan hareket yeni iletişim teknolojilerini de işin içerisine katarak mücadeleye girişmiştir. Çalışma kapsamında hareketin çabalarında etkili olabilmek için kullandığı çevrim içi uygulamalar ele alınmaktadır.

**Anahtar Kelimeler:** Küreselleşme, İnternet, düşük ücretle işçi çalıştıran iş yerlerine karşı hareket, aktivizm, elektronik sivil itaatsizlik

### ONLINE PRACTICES OF THE ANTI-SWEATSHOP MOVEMENT

#### ABSTRACT

Multinational companies which are one of the important aspects of the global economy get the finished products and brand them instead of producing. Companies who isolate themselves from the production process apply pressure on suppliers to produce products in a quick and inexpensive way. Besides this pressure from the companies in the production process, third world countries offer more attractive opportunities by ignoring workers' rights in order to attract foreign investment into their countries alongside other countries. As a result of this situation a race to the bottom in wages and working conditions has emerged. In this race anti-sweatshop movement has arisen and worked for the improvement of existing conditions by using new communication technologies. This article examines online tactics which have been employed by the anti-sweatshop movement to enhance of their impact in struggle.

**Key words:** Globalization, Internet, anti-sweatshop movement, activism, electronic civil disobedience

#### GİRİŞ

Düşük ücretle işçi çalıştıran iş yerlerine karşı olan hareket küresel şirketleri çalıştırdıkları çalışanların haklarını gözetmek, çalışma koşullarını iyileştirmek, kodlar geliştirmek ve şirketin sosyal sorumluluk raporlarını yayımlamak konusunda yönlendirmek açısından önemli bir role sahiptir. Hareketin aktivistleri, tüketicileri aldıkları ürünlerin ve markaların arkasında var olan ancak kendilerinden gizlenen üretim pratiklerinin ortaya çıkması konusunda teşvik etmektedirler. Tüketicileri bilinçlendirme yönünde atılan adımlar uluslararası şirketleri üretim politikaları ve uygulamaları konusunda sorumluluk üstlenmeleri için zorlamaktadır. Bu açıdan pek çok şirket sosyal adalet “kapan”ına yakalanmış bulunmaktadır. Şirketler her gün, tüketicilerin, aktivistlerin ve pazarın insan hakları ve sosyal adalet konusunda kendilerine çeki düzen vermeleri için zorlamalarına maruz kalmaktadır. (Micheletti ve Stolle, 2008, s.750).

Üretim sürecinde küresel şirketlerin uygulamalarına yönelik endişelerin yaygın bir şekilde ifade edilmesi, tüketicilerin farkındalık geliştirmeleri ve bilinçli tercihler yapmalarıyla küresel üretim zinciri üzerinde reform gerçekleştirilmesine yönelik adımların atılması gündeme gelmiştir. Bu adımların atılmasında düşük ücretle işçi çalıştıran iş yerlerine karşı hareketin çabaları dikkatleri çekmektedir. Hareket mücadelelerini organize etmekte ve harekete geçmekte çevrim içi yollara da başvurmaktadır.

Hareketin nelere karşı hangi yollara başvurarak mücadele ettiğine detaylı olarak bakmadan önce, düşük ücretle çalışan işçilerin çalışma koşullarını daha iyi anlamak için çalışma yerlerinin bulunduğu bölgeleri ele almakta yarar var. Bu bölgelerin ortaya çıkışı ve çalışma koşullarının ortaya konulması düşük ücretle işçi çalıştıran iş yerlerine karşı hareketin çıkış noktasını anlamak açısından önem taşımaktadır.

## **İHRACATA YÖNELİK ÜRETİM SERBEST BÖLGESİ**

Üçüncü dünya ülkelerinden bazıları yabancı yatırımı etkilemek için çeşitli girişimlerde bulunmaktadır. Özel ekonomik bölgeler oluşturarak ticaretin artışını desteklemektedirler. Bu bölgeler ihracata yönelik üretim serbest bölgesi olarak (export processing zones-EPZ) ya da serbest ticaret bölgeleri (free trade zones-FTZ) olarak bilinmektedir. Bir EPZ bölgesi yabancı şirketlerin fabrikalarını kurmaları ve işlerini yürütmeleri için davet edildikleri bir alandır. Bu alanlarda Bowden'ın (2004) da belirttiği gibi ev sahibi hükümet şirketlerin yatırım yapmalarının karşılığında ithalat ya da ihracat gümrük tarifeleri kaldırmakta ve birkaç yıl boyunca vergiden muaf tutmaktadır (s.18).

Klein'in (2002) vurguladığı üzere "ürünler değil, markalar" stratejisinin parlak konseptine rağmen, üreticiler için üretim zahmetli bir yol olarak ifade edilmekte, birilerinin küresel markaların anlamlarını verecekleri ürünlerin yapımını üstlenmesi gerekmektedir. Bu noktada serbest ticaret bölgeleri devreye girmektedir. Endonezya, Çin, Meksika, Vietnam, Filipinler ve diğer yerlerde ihracat ürünlerini işleme bölgeleri giysi, oyuncak, ayakkabı, makine ve hatta araba yapımının ana üreticileri olarak ortaya çıkmaktadırlar (s.202).

EPZ'lerin Üçüncü Dünya ekonomilerine yardım edeceği düşüncesi ilk olarak 1964'te Birleşmiş Milletler Ekonomik ve Sosyal Konseyinin gelişmekte olan ülkelerle olan ticaretin ilerlemesi için bölgeleri onaylayan bir önergeyi kabul etmesiyle geçerlilik kazanmıştır. Bu düşünce, 1980'lerin başında Hindistan'ın düşük ücretli bölgelerinde üretim yapan şirketler için beş yıllık bir vergi indirimi sunmasına kadar hızlı bir artışa geçmemiştir (Klein, 2002, s.205).

EPZ'lerin ardında yatan teori, bunların yabancı yatırımcıyı etkileyeceği, her şey yolunda giderse bu yatırımcının ülkede kalmaya karar vereceği ve bölgenin montaj hatlarının teknoloji transferleri ve yerel endüstrilerle sürekli gelişme göstereceğidir. Fakir ülkelerin hükümetleri bu parlak tuzağa düşmekte, yatırımcıları vergi indirimleri ve gevşek düzenlemeler ile kendi ülkelerine çekmeye çalışmaktadırlar. Hükümetler yabancı yatırımı ülkelere çekmek adına birbirleriyle dibe doğru bir yarışın içerisine çekilmekte ve bu yarışta kendi ülkelerindeki işçilerin haklarını tamamen göz ardı etmektedirler. Örneğin Meksika Başkanı Vincente Fox, "Güney Meksika'da Guatemala ve Çin'deki koşulların aynı kuruyoruz. Onlarla aynı seviyede rekabet gücü sağlayabiliriz" sözleriyle bu durumu ifade etmektedir. Ancak Güney Meksika'nın çok düşük ücretleri bile, EPZ'lerin buraya yerleşmesine yetmemektedir (Klein, 2002: 206; Brecher vd., 2000, s.125).

Yabancı yatırımın eleştirilen yönlerinden biri de farklı ülkelerdeki EPZ'ler arasında kolaylıkla yer değiştirmeleridir. Çalışma standartlarının yükseltilmeye çalışılması buna neden olabilmektedir. Standartları yükseltmeye çalışan ülkeler yatırımcıyı kaybetmektedir. Örneğin, Filipinler'de sendika teknik olarak yasal olmakla birlikte, bu bölgelerde yaygın olan anlayış sendikalara karşıtlıktır. Eğer işçiler fabrikalarında sendika organize etme girişiminde bulunurlarsa, sorun yaratıcı olarak görülmekte, sıklıkla tehditler ve gözdağı vermelerle yüz yüze gelmektedirler (Wall, 2005, s.58; Klein, 2002, s.212).

Serbest ticaret bölgelerinde işçi hakları ihlalleri sıklıkla gözlenen bir durumken bu bölgelerdeki iş yerlerinin çalışma ortamlarını daha iyi anlayabilmek için bunlara daha yakından bakmakta yarar var. Bu iş yerlerinin özelliklerinin neler olduğu ne türde firmaların buralarda mal ürettiği konusu biraz daha detaylı bir şekilde ele alınabilir.

## **DÜŞÜK ÜCERTELE İŞÇİ ÇALIŞTIRAN İŞ YERLERİ**

General Accounting Office-GAO düşük ücretle işçi çalıştıran iş yerlerini "federal ya da devlet işçi yasalarından en az birini ihlal eden, minimum ücret uygulayan, fazla mesai, çocuk işçiliği, endüstriyel eve iş, mesleki güvenlik ve sağlık, işçi tazminatı ya da endüstriyel kayıt" gibi konularda ihlalleri olan çalışma yeri olarak tanımlamaktadır (Ross, 2004, s.22).

Düşük ücretle işçi çalıştıran iş yerlerindeki tehlikeleri buraları ziyaret eden araştırmacılar şu şekilde sıralamaktadır: Çalışma mekânlarının aşırı sıcak olması, fan ve vantilatörlerin eksik olması, ciğerleri kirli havadan koruyacak maskelerin olmaması ve kimyasal işlemlerden geçmiş kumaşla herhangi bir koruma olmadan temas. İşçilerde sıklıkla baş ağrısı, baş dönmesi, solunum yolları sorunları ve çeşitli cilt hastalıkları gibi tekrar eden sağlık sorunları görülmektedir (Featherstone, 2002, s.5).

Düşük ücretle işçi çalıştıran iş yerlerinde çalışanların hikâyelerini ele alan çalışmalara bakıldığında bunların büyük benzerlikler taşıyan detaylar üzerinde durdukları görülmektedir. Çalışma gününün bu iş yerlerinde son derece uzun olduğundan sıklıkla bahsedilmektedir. Klein (2002) "What Is This Movement?" isimli yazısında farklı ülkelerdeki çalışma saatlerine ilişkin örneklere yer vermektedir. Çalışma günü, Sri Lanka'da 14 saat,

Endonezya'da 12 saat, Güney Çin'de 16 saat, Filipinlerde 12 saattir. Uzun çalışma saatlerinin karşılığında ihracata yönelik üretim serbest bölgelerinde ödenen ücretler son derece düşüktür. Çin'de özel ekonomik bölgelerde markalı ürün üretiminde Wall-Mart, Ralph Lauren, Ann Taylor, Esprit, Liz Caliborne, Kmart, Nike, Adidas, J.C Penney ve Limited gibi firmaların saat başına 87 cent bazen de 13 cent ödediği tespit edilmiştir. Hükümet yatırımcıları korkutup kaçırmamak adına işçi haklarını düzenleyen yasalarda esnekliğe gitmekte bu durum da hor kullanımları ortaya çıkartmaktadır (2002, s.210-212).

Yabancı yatırımı cezbetmek amacıyla oluşturulan EPZ'lerde çalışanların durumları küreselleşmenin karanlık yüzü olarak eleştirilmektedir. Çalışanlar içerisinde en çok ezilen kesime bakıldığında bunların çocuklar ve kadınlar olduğu görülmektedir. Çocuklar sanayi devri zamanındaki koşullarda çalıştırılmaktadırlar. Örneğin, Hindistan'da tahmini olarak 55 milyon çocuk, kölelik koşullarında çalıştırılmaktadır. Bu çocuklardan kimisi fakir ailelerinin borçlarını ödemekte kimisi ailesi tarafından köle olarak satılmakta kimisi ise kölelik koşullarında çalıştırılmak üzere kaçırılmaktadır. En şanssız olanları çalışmalarının karşılığında hiç para alamamaktadır. Hintli resmi şef hakim P. M. Bhagwati, günde 14-20 saat çalışan erkek çocuklar gördüğünü, bu çocukların çalıştıkları yerlerde dövüldüklerini hatta baş aşağı ağaçlara asıldığını ifade etmektedir (Korten, 2001, s.218).

MIT'de ekonomist ve New York Times'da köşe yazarı olan Paul Kraugman "Çocukların düşük ücretle işçi çalıştıran iş yerlerinde çalışmalarından daha kötü bir şey olabilir mi?" diye sormaktadır. Bu sorunun cevabı ne yazık ki evettir. 1993'te Bangladeş'te çocuk işçilerin Wal-Mart için giysi ürettikleri ortaya çıkartılmıştır. Bunun üzerinde senatör Tom Harkin yasal çalışma yaşının altında işçi çalıştıran ülkelerden ithalatı yasaklayan yasa önerisinde bulunmuştur. Bunun doğrudan sonucu Bangladeş fabrikalarında çocuk işçilerin istihdam edilmesinin durdurulmasıdır. İşlerinden olan çocuklar daha kötü işlerde çalışmaya başlamış ve önemli sayıdaki çocuk fuhuş sektörüne itilmişlerdir (Derber, 2002, s.37).

Düşük ücretle işçi çalıştıran iş yerleri sadece Üçüncü Dünya ülkelerinde değil endüstrileşmiş ülkelerin gelişmiş şehirlerinde de bulunmaktadır. Amerika Birleşik Devletleri'nde Government Accountability Office-GAO'nun raporuna göre, New York'taki 6500 giysi atölyesinin üçte birinden fazlası düşük ücretlidir. Los Angeles'daki 5000 yerin 4500'ü, Miami'de 500 yerden 400'ü, Portland, New Orleans, Chicago, San Antonio ve Philadelphia'daki pek çok yerin düşük ücretli olduğu gözler önüne serilmektedir. Orange County'nin Küçük Saygon'unda 1 dolar yaygın olan bir ücrettir. New York'un Sunset Parkındaki Chinatown'da saatlik ücret tabanı 2 dolar civarındadır. Amerikalıların çalışmaktan kaçındığı düşük ücretli işlerin yüzde 75'inde göçmenler çalışmaktadır. Özellikle yasal olmayan göçmenler, çok kolaylıkla yaralanabilecekleri, az para ödenen ve ağır olan işlerde çalışmaktadırlar. Çoğunlukla günde 12-14 saat arasında, haftada 6 gün ve saati 6 dolardan çalışan işçiler şikâyet ettiklerinde ya da daha iyi ücret talep ettiklerinde genellikle göçmen ofislerine ihbar edilmektedirler (Ross, 2004, s.21-22; Sanbrano, 2002, s.59).

Hükümetin deregülasyonu, işçi hareketinin zayıf olması, ithalat yarışı ve fazla iş seçeneğine sahip olmayan göçmenlerin sayısındaki artış bu çalışma koşullarının ortaya çıkışında ve devamında etkili olmuştur. Çalışma koşullarının iyileştirilmesi adına işçilerin örgütlenip harekete geçmesi ve diğerlerine de ilham kaynağı olması açısından giyim endüstrisindeki büyük markalara karşı yapılan eylemler örnek teşkil etmektedir. Bu türde karşı duruşlar yalnızca giyim sektöründe değil düşük ücretle çalışan işçilere, restoran çalışanlarına, kolej öğrencilerine ve gençlere mücadele etmek konusunda yol gösterici olmuşlardır (National Mob Against Sweatshops, 2002, s.114).

### **DÜŞÜK ÜCRETLE İŞÇİ ÇALIŞTIRAN İŞ YERLERİNE KARŞI HAREKET**

Küreselleşmenin sömürücü yönüne karşı çıkan çeşitli toplumsal hareketler olmuştur. Bunların içerisinde en bilinenlerinden biri de düşük ücretle işçi çalıştıran iş yerlerine karşı olan harekettir (Clair, 2012, s.1). Hareket, küresel giyim endüstrisi üzerinde iş gücü standartlarını zorlayan, işçilerin çalıştıkları işyerlerinin koşullarını tespit eden ve şirketleri eylemlerinden sorumlu tutan kişilerin çabalarıyla ortaya çıkmıştır. Margaret Keck ve Kathryn Sikkink'in *Activists Beyond Borders* (1998) isimli kitaplarında belirttikleri gibi hareket uluslararası bir eylem ağına dayanmaktadır (aktaran DeWinter, 2000, s.101).

Şirketleri eylemlerinden sorumlu tutma hareketi, dağınık haldeki uluslararası aktörlerin bir ağı olup, gevşekçe örgütlenmiş olan yapıların sağladığı avantajları sonuna kadar kullanmaktadır. Değer sistemleri ortak olanları bir araya getiren hareket, belirli bir örgüte bağlılık ya da eylem için sabit bir stratejiye sahip değildir. Bu esneklik harekete yeniliklere adaptasyon ve öğrenmeye açıklık açısından kolaylık sağlamaktadır (Connor 2004, s.63). Amaçları şirketleri üretim süreçlerinde belirli standartlar koymanın yanı sıra; üretimin topluluklar, işçiler ve çevre üzerindeki etkileriyle ilgili olarak sorumluluk almak üzere zorlamaktır. Hareketteki katılımcıları ağırlıklı olarak Kuzey ve Güney yarım küredeki gevşekçe bağlantılı gruplar ve bireyler oluşturmaktadır. Bunların içerisinde sendikalar, insan hakları ve işçi hakları grupları, çevreci, dini, tüketici grupları ile yatırımcılar, ticaret

birlikleri, öğrenciler, üniversiteler ve sıradan yurttaşlar yer almaktadır. Hareket 1970'lerde, özelleştirme ve deregülasyon akımları ile ticaret ve yatırımın liberalizasyonun arttığı; sendika üyeliklerinde azalma yaşandığı, çokuluslu şirketlerin gücü konusunda farkındalığın arttığı ve Güney yarım kürenin Yeni Uluslararası Ekonomik Düzen konusunda isteklerinin öne çıktığı bir dönemde ortaya çıkmıştır (DeWinter 2000, s.102).

Amerikan kamuoyunun gündemine doksanlı yıllarda girmiş olan harekete doksanların sonlarına doğru eklektik bir grup olan 43 hükümet dışı örgüt ve sayıları giderek artan uluslararası organizasyon bağlantılı hale gelmiştir (Rock 2003, s.23).

Düşük ücretle işçi çalıştıran iş yerlerine karşı olan hareketin ortaya çıkışı ve kampanyalarıyla isteklerini biçimlendirmeleri; küresel giyim endüstrisinde son otuz yılda gerçekleştirmiş olan önemli değişiklikler bağlamında değerlendirilmektedir. Giyim ve tekstil sektöründe faaliyet gösteren Amerikan şirketleri, Çoklu Fiber Anlaşması'nın (Multi Fiber Agreement-MFA) korumasından yararlanarak; ikili müzakerelerle tekstil ve giyim ürünlerinin ithalatı ve ihracatı konusunda sınırları belirlemiştir. MFA, Kuzey Amerika Serbest Ticaret Birliği (the North American Free Trade Association) ve Karayipler Havzası Girişimi (the Caribbean Basin Initiative) ile birlikte gelişmekte olan bölgelerdeki üreticilerin rekabet gücünü ve ürün çeşitliliğini arttırmış; ayrıca üretim tekniklerini daha sofistike hale getirmelerine olanak sağlamıştır. Bunun sonucunda Doğu Asya, Meksika ve Karayipler Havzasında rekabet artmıştır. Bu bölgelerde hükümet yabancı yatırımı, ihracat işleme bölgesi yaratarak, esnek iş gücü ve çevre koruma standartları önererek, vergi indirimi ve gümrük vergilerinden muafiyetle teşvik etmektedir. Bu durum dibe doğru yarış sonucunu beraberinde getirmiş, gelişmekte olan bölgelerdeki hükümetler birbirleriyle rekabet ederek yabancı sermayeyi kendi ülkelerine çekebilmek için iş gücü piyasasını düzenlemeyip ücretleri düşük tutmuşlardır. Gelişmekte olan bölgelerde daha iyi çalışma koşulları için mücadele eden giyim sektörü işçileri, üreticilerin yatırımlarını başka ülkelere kaydırmalarıyla birlikte işlerini kaybetmeye başlamışlardır. Hükümetler bu durumda konuya el atarak, işçilere zarar veren şirket uygulamalarını düzenleyebilecekken üreticilerin yatırımlarını ülkelerinde tutmaya öncelik vermişlerdir. Hareketin, neo-liberal küreselleşmeyi küresel bütünleşmenin kaçınılmaz bir sonucundan ziyade hükümet ve şirketlerin bir yarattığı olarak görmesi ve giyim endüstrisinin işçiler üzerindeki etkilerini azaltmasına yönelik girişimlerde bulunması gereklilik olmuştur (DeWinter 2000, s.103-104).

### **HAREKETİN KULLANDIĞI ÇEVİRİM İÇİ UYGULAMALAR**

İnternet sınırlı bir bütçe ile hareket eden insan hakları gruplarına ve hükümet dışı örgütlere; düşük ücretle işçi çalıştıran atölyelere karşı mücadelelerinde bilgiyi yaymakta ve eylemlerini örgütlemekte büyük kolaylıklar sağlamaktadır. Birinci ve üçüncü dünya ülkelerinden aktivistler şirket uygulamaları konusunda sahip oldukları eleştiriler ve kaygılar çerçevesinde hareket ederek koalisyonlar oluşturmaya yeni iletişim teknolojileri sayesinde yönelmeye başlamışlardır. Farklı kesimlerden gelen bu kaygılar ortak odak noktalarında İnternet sayesinde birleşmekte ve güçlü stratejiler geliştirilebilmektedir (Carty, 2010, s.134).

Öğrenciler bu hareketin içerisinde son derece önemli bir role sahiptir. İnternete olan erişimleri ve yoğun kullanıcılar olmaları kampanyalarda öncü bir pozisyona bürünmelerini sağlamaktadır. Son dönemlerde yapılan araştırmalar yeni medya aktivizmine bağlı olarak üniversite öğrencileri arasında politik katılımın arttığını göstermektedir (Carty, 2010, s.134).

Web siteleri, elektronik posta, elektronik posta listeleri, boykotlar, kültürel bozgunlar ve elektronik imza kampanyaları düşük ücretle işçi çalıştıran iş yerlerine karşı hareketin sıklıkla kullandığı çevrim içi uygulamalar içerisinde yer almaktadır.

Web üzerinde aktivizmi destekleyen kimisi genel kimisi ise belirli bir konuya ya da şirkete odaklanmış olan siteler bulunmaktadır. Bunların içerisinde bazıları özellikle öğrencileri hedeflemekte ve çevrim içi aktivizmi kampüs temelli ya da ulusal düzeyde kampanyalar düzenlemek üzere örgütsel eğitsel teknoloji sağlayarak desteklemektedir. Bu web sitelerinin pek çoğunda büyük protestolar hazırlamak üzere sanal eğitim oturumları düzenlenmekte, bir ulusal hareketin yerel ayağını başlatmak üzere çevrim içi el kitapları, aktivizm kılavuzları, marşlar ve tartışma grupları için gerekli bilgi sağlanmaktadır (Carty 2010: 135). Örneğin İşçi Hakları İçin Kampanyanın (Campaign for Labor Rights-CLR) web sitesinde uluslararası eylem biçimleri konusunda eylem paketleri yer almaktadır. Bu eylem paketleri bilgilendirici verileri, örnek basın bildirimlerini, etkinlikleri destekleyici el broşürleri taslaklarını ve yerel topluluklardan gelen çokuluslu şirketlere karşı eylem raporlarını içermektedir (<http://afgj.org/campaign-for-labor-rights>).

Düşük Ücretle İşçi Çalıştıran İş Yerlerine Karşı Öğrenciler Birliği (United Students Against Sweatshops-USAS) düşük ücretle işçi çalıştıran iş yerlerine karşı olan hareket içerisinde son yıllarda belki de en önemli role sahiptir. Bilgi paylaşımlarının ve stratejilerinin çoğunu elektronik ortamda gerçekleştirmektedir. Birliğin web sitesinde

aktivistler örgütlenmek için gerekli görülen el kitaplarına ulaşabilmektedirler. Bu örgütlenme araçları içerisinde kampüste bir kampanya örgütlenmesinin nasıl gerçekleştirileceği bilgisinden protesto marşlarına, örnek el ilanlarından, imza kampanyalarına, sivil itaatsizlik için planlardan, düşük ücretle işçi çalıştıran iş yerlerine karşı eğitsel oturumlara ve üniversite temsilcilerinin elektronik posta bilgilerinin de içeren listelere kadar çeşitlilikte bilgi yer almaktadır. Web sitesinde aktivistlerin okul tatil dönemlerinde sosyal değişim için yapabilecekleri konusunda öneriler, burslar, USAS konferanslarına ilişkin bilgiler yer almaktadır. Sitede düşük ücretle işçi çalıştıran atölyeler ve tüketim alışkanlıkları konusunda aktivist grupları ile alternatif medya kaynaklarına ilişkin yetmiş yakın bağlantıya yer verilmektedir. Ayrıca USAS'ın web sitesinde Amerika Birleşik Devletleri 'nde gerçekleştirilen giyim sektöründeki işçilerin haklarının savunulduğu eylemler, harekete destek vermek için yapılacak bağış ve gönüllü olarak yapılabilecekler kadar çeşitli bilgilere yer verilmektedir (<http://usas.org/>).

Düşük ücretle işçi çalıştıran iş yerlerine karşı koalisyonun içerisinde yer alan Labour Behind The Label web sitesini düşük ücretle işçi çalıştıran endüstriye odaklı İnternet haber kanalına ve küresel ekonomide adalet için tartışan çevrim içi bir topluluğa dönüştürmek gayreti içerisinde (Carty, 2010, s. 137). Web sitesinde tüketicilere alacakları giysiler konusunda çeşitli bilgiler aktarılmaktadır. Ayrıca etik markalar önerilmekte, işçilerin haklarını iyileştirmek konusunda adım atan şirketlerden alış-veriş yapılması konusunda yönlendirmeler yapılmakta, ikinci el ürünlerin tüketimi konusunda dikkat edilmesi gerekenlere ilişkin bilgilere yer verilmektedir (<http://www.labourbehindthelabel.org/campaigns/item/980> 2014).

Bilgi akışı düşük ücretle işçi çalıştıran iş yerlerine karşı hareketin can damarıdır. Elektronik postalar ve bunların çok geniş kitlelere gönderilmesini sağlayan elektronik posta listeleri anlık bilgi aktarımını olanaklı kılmaları sayesinde öne çıkmaktadırlar. Elektronik postalar ile hareket uluslararası arenada dağınık halde bulunan aktivistleri saniyeler içerisinde birbirine bağlamaktadır. Fabrikalardaki çalışma koşulları, ücretler, giyim sektöründeki çalışanlara ilişkin grevler gönderilen elektronik postalar sayesinde farklı grupların arasında dolaşmaktadır. Yeni medyanın ortaya çıkardığı bu ortamda birbirlerine yeni iletişim teknolojileriyle bağlanmış olan aktivistler küresel sorunlara ilginin çekilmesi konusunda başarılı olabilmektedir. Bu sayede hızlı bir şekilde protesto örgütlemek olanaklı hale gelmiştir. Global Exchange'den Medea Benjamin e-postasının önemini "Şu anda eylem düzenlediğimiz her seferinde, bir e-mail gönderiyoruz ve yüz insan çıka geliyor. Sihir gibi. Bunu e-posta olmadan başaramazdık" sözleriyle ifade etmektedir (Bullert, 2010, s.403-404, <http://usas.org/>, 2014).

Düşük ücretle işçi çalıştıran iş yerlerine karşı hareketin kullandığı çevrim içi uygulamalardan olan elektronik posta listeleri ile üye olan kişilere rahatlıkla ulaşabilmektedir. Bu sayede hareketin içerisinde yer alan aktivistler, ilgi duyan kişiler ve giyim sektöründeki çalışanlar kendilerini ilgilendiren gelişmelerden haberdar olmaktadır. Harekete destek veren web sitelerinde yaygın olarak kullanılan e-posta listelerine e-posta adresi girilerek kolaylıkla üye olunabilmektedir. Örneğin Kukdong grevi, İnternetin düşük ücretle işçi çalıştıran iş yerlerine karşı hareket tarafından başarılı bir şekilde kullanılmasına örnektir. Kore kökenli Kukdong isimli fabrika Meksika'nın Puebla şehrinde 2001'in Ocak ayında faaliyete geçmiştir. Fabrikadaki kötü çalışma koşullarına karşı sekiz yüzün üzerinde işçi üç gün grev yapmıştır. Polisin sert müdahalesiyle işçilerin arasında yaralananlar olmuştur. Grevin sonunda işçiler işlerine döndüklerinde tehditlerle karşılaşmışlar bir kısmı ise tekrar işe alınmamıştır. Puebla'da olan olaylara ilişkin gelişmelere günlük olarak USAS'ın web sitesinde verilmiştir. Ayrıca USAS aktivistlerin değişen durumlara ilişkin anlık olarak yanıt verebilmeleri, gerçek zamanda destek olabilmeleri ve istismları kayıt etmek üzere bölgeye takipçi gönderilmesi için Kukdong isimli elektronik posta listesi düzenlemiştir. Farklı ülkelerden Nike çalışanları bu liste üzerinden birbirlerine grevlerinde destek mesajları göndermişlerdir. (Carty, 2010, s.137).

Düşük ücretle işçi çalıştıran iş yerlerine karşı hareketin çevrim içi ve dışı kullandığı taktiklerden bir tanesi de boykotlardır. Web siteleri ve elektronik posta ile duyurulan boykotlar büyük markaların kararlarını etkilemekte hala moda bir yöntem olup sosyal adalet durumları konusunda protesto çağrılarıdır. Uluslararası şirketlere karşı yürütülen boykotların listesi son derece kabarıktır. Nike da çalışanlarına karşı şirket sorumluluğu taşıması ve ürünlerini üreten taşeron firmalardaki çalışma koşulları nedeniyle bu listedeki şirketlerden biridir. Tüketicilerin düzenledikleri boykotlar son yıllarda büyük bir artış göstermiştir. Batılı ülkelerde bu türde yapılan boykotlar 1974 yılına göre sayılarını dörde katlamıştır. Bireyler tüketim toplumunda kendilerini politik olarak ifade edebilmek için boykot etme yolunu seçmektedir. Ancak belirtilmesi gereken önemli bir nokta da aktivistlerin boykotları amaçlarına ulaşmakta kullanırken tereddüt etmeleridir. Çünkü boykotlar şirketlerin operasyonlarını başka ülkelere kaydırarak işçilerin işlerini kaybetmelerine neden olabilmektedir (Micheletti ve Stolle, 2008, s.751).

Hareket büyük şirketlerin marka imajlarına karşı olan hassasiyetlerini kültür bozunun renkli, yaratıcı, eğlenceli ve oyuncu yönlerini de işin içine katarak çevrim içi uygulamalarında değerlendirmektedir. Kültür bozunuyla hareket, bilinçliliğin artırılması ve günümüzün tüketim toplumunda değer değişimini amaçlamaktadır. Düşük

ücretle işçi çalıştıran iş yerlerine karşı hareketin kültür bozgunu kullanımına güzel bir örnek Nike E-posta Değişimi 2001 verilebilir. Nike web sitesinde ürünlerini kişiselleştirme olanağı tanımaktadır. Massachusetts Institute of Technology (MIT)'de öğrenci olan Jonah Peretti şirketi, üzerinde "sweatshop" yazan ayakkabı sipariş ederek küresel tedarikçilerinde var olan çalışma koşullarını ortaya seren bir tartışmanın içerisine çekmiştir. Şirket tüketicilerine seçme özgürlüğü tanımakla birlikte Peretti'nin bu siparişini kelimenin uygunsuz olduğu gerekçesiyle reddetmiştir. Peretti Nike ile olan elektronik yazışmalarını arkadaşlarına göndermiş onlar da bunu diğerlerine göndermiştir. Bu e-posta yaklaşık olarak 11,4 milyon insana ulaşmıştır. Bu kültür bozgunu düşük ücretle işçi çalıştıran iş yerlerine karşı hareketi destekleyen web sitelerinde (Clean Clothes Campaign, Global Exchange, CorpWatch ve Campaign for Labor Rights gibi) hala yer almaktadır. Peretti'nin başlattığı bu e-posta değiş tokuşu birbirine benzer insanları yakınlaştırarak sanal bir topluluk yaratmıştır. Tüketiciler bu şekilde üretim ve tüketim arasında bağlantı kurarak düşük ücretle işçi çalıştıran iş yerleri problemi konusunda sorumluluk üstlenmeye hazır olduklarını ortaya koymuşlardır (Micheletti ve Stolle, 2008, s.762).

Düşük ücretle işçi çalıştıran iş yerlerine karşı olan hareketin web sitelerinde dikkat çekilmek istenen konularda sıklıkla kullanılan çevrim içi uygulamalardan birinin de imza kampanyaları olduğu görülmektedir. Bu imza kampanyalarında siyasi temsilcilerin ve şirket yöneticilerinin dikkatleri giyim endüstrisindeki işçilerin çalışma koşullarına çekilmeye çalışılmaktadır. Web sitesini ziyaret edenler harekete geç gibi linkler altında e-posta adreslerini girerek bu imza kampanyalarına kolaylıkla katılabilmektedirler. Örneğin Clean Clothes Campaign'ın web sitesinde giyim sektöründe çalışanlara geçinmelerine yetecek bir ücret ödenmesi konusunda imza kampanyası düzenlenmektedir. Bu elektronik imza kampanyasında katılımcının bulunduğu ülkeyi ve şehri seçmesi, adını ve elektronik posta adresini girmesi gerekmektedir. Bunlar tamamlandıktan sonra gönder butonuna basıldığında katılımcı "Giysimi diken kadın ve erkeklerin ailelerini doyurmak, kiralarını ödemek ve iyi bir yaşam sürdürmek için yeterli para kazanmalarını istiyorum. Geçinmeye yetecek ücret tüm dünyada tüm insanlar için bir hak. Geçinmeye yetecek ücretin tüm giyim sektöründe çalışanlara ödenmesi için zamanın geldiğini söylüyorum" metnini giyim sektöründeki şirketlere, bu şirketlerin ağırlıklı olarak faaliyet gösterdikleri ülkelerin hükümetlerine ve Avrupa hükümetlerine iletmek üzere göndermektedir (<http://www.cleanclothes.org/livingwage/living-wage>, 2014).

Hareket aktivistlerin kurduğu web sitelerinden, gönderdiği elektronik postalardan, oluşturduğu elektronik posta liste ağlarından, örgütlediği boykotlar, kültürel bozgunlar ve elektronik imza kampanyaları gibi çevrim içi uygulamalardan yararlanarak savunduğu fikirleri daha geniş kitlelere yaymaya çalışmaktadır. Çevrim içi uygulamalar sayesinde daha geniş kitlelere daha hızlı bir şekilde istenen mesajın iletilmesi olanaklı hale gelmektedir. Hareketin gerek bu çevrim içi gerekse de kullandığı diğer taktikler ile giyim endüstrisi üzerinde oluşturmaya çalıştığı baskının sonuçlarına da kısaca değinmekte yarar var.

## HAREKETİN ENDÜSTRİ ÜZERİNDEKİ ETKİLERİ

Kamunun ilgisini konuya çeken birkaç eylem 1990'ların ortasında düşük ücretle işçi çalıştıran iş yerlerine karşı olan harekete bir canlılık getirmiştir. GAP'ın 1995 yılında El Salvador'daki örgütlenmeye kalkan işçilerini işten atmakla tehdit eden bir tedarikçi kullandığı ortaya çıkmıştır. Aynı yıl, El Monte California'da Macy's ve Filen's gibi dev perakendecilere giysi üreten bir giyim fabrikasının yetmiş bir Taylandlı göçmeni dikenli tellerin ardında neredeyse esir tutarak, haftada 1,60 dolarlık saatlik ücretle ortalama seksen dört saat çalışmaya zorladığı bir baskınla açığa çıkartılmıştır (DeWinter, 2000, s.106).

Bu ortaya çıkan skandallardan zarar gören ancak hükümet dışı örgütler ve düşük ücretle işçi çalıştıran iş yerlerine karşı hareket tarafından ortaya konulan kodları kabul etmekte isteksiz olan giyim üreticileri kendi kodlarını oluşturmuşlardır. Nike, Reebok, Wal-Mart, K-Mart, GAP ve Levi's (1991 yılında kod kabul eden ilk giyim üreticisidir) gibi sayısız üretici, tedarikçilerinin üretim koşullarını düzenleyen kodlara sahiptir. Kendilerinin olmayan üretim yerlerindeki çalışma koşullarını düzenlemeye gönüllü olmak giyim şirketlerinde önemli bir değişime işaret etmektedir. Örneğin Nike'da, şirket sorumluluğuna ilişkin ve Reebok'da insan hakları için bir başkan bulunmaktadır (DeWinter, 2000, s.106).

Birleşik Devletler hükümeti 1996 yılında işyerlerindeki koşulları küresel ölçekte düzenlemek açısından gönüllüleri destekleme yönünde adım atmıştır. Clinton yönetiminin serbest ticaret gündeminin medyada yer alan skandallardan zarar görme endişesi, hükümeti giyim ve ayakkabı endüstrileri için hissedarlarca kabul edilebilir kodlar geliştirmek için harekete geçirmiştir. Beyaz Saray Giyim Sanayi Ortaklığı (The White House Apparel Industry Partnership) Liz Caliborne, Reebok ve Nike gibi büyük üreticiler ile insan ve işçi hakları gruplarından Uluslararası İşçi Hakları Fonu (The International Labor Rights Fund), Şirket Sorumluluğu Üzerine İnançlararası Merkez (The Interfaith Center on Corporate Responsibility-ICCR), Needle Trade Sendikası'ndan temsilciler (Union of Needletrades), Endüstri ve Tekstil Çalışanları (Industrial and Textile Employees-UNITE) ve emek

örgütleri federasyonu olan AFL-CIO'yu bir araya getirmiştir. Bunlar davranış ve izleme ilkelerinin kodunu geliştirerek, uygulanmasını bağımsız olarak denetleyecek kuruluşları akredite etmek üzere Adil Emek Birliğini (The Fair Labor Association-FLA) oluşturmuşlardır (DeWinter, 2000, s.107).

Hükümetin araya girmesi ve hükümet dışı örgütlerin çabalarıyla işyerlerindeki koşulların düzenlenmesi açısından atılan adımlar sonucunda gerek kodlar geliştirilmiş gerekse de bunların uygulanması konusunda çeşitli düzenlemelere gidilmiştir. Yaşanan bu gelişmeler düşük ücretle çalışan işçilerin çalışma koşullarının iyileştirilmesi açısından son derece önemlidir.

Harrison ve Scorse'un (2006) düşük ücretle işçi çalıştıran iş yerlerine karşı olan kampanyaların Endenozya'daki etkilerini ele alan çalışmasında, bu türdeki girişimlerin ücretlerin iyileştirilmesi yönünde önemli bir etkisinin olduğu ortaya konulmuştur. Düşük ücretle işçi çalıştırılmasına yönelik aktivizmin tekstil, ayakkabı ve giyim endüstrilerinde istihdamda olumsuz bir etkisinin olmadığını da ortaya koymuşlardır. Ücretlerde iyileştirme olması ve çalışan sayısında bir değişiklik olmaması, bu yönde gerçekleştirilen aktivizmin fabrikalardaki işçiler üzerinde olumlu bir etkisinin olduğunu göstermektedir. Harrison ve Scorse'un araştırmalarında odaklandıkları 1990-1996 yılları arasında işçi ücretlerindeki artışa rağmen pazardaki tekstil, ayakkabı ve giyim ürünlerine yönelik talepteki artış ile yabancı ve ihracat firmalarında çalışan sayısında artış gözlenmiştir. Ancak araştırmacılar çalışmalarının göreceli olarak kısa bir zaman dilimini kapsamasından ötürü bu kazanımların geçici olabileceğini de vurgulamaktadır. Yabancı şirketlerden Nike'nin üretimi Güneydoğu Asya'da Çin, Vietnam ve Kamboçya gibi düşük ücretli işçilerin istihdam edildiği ülkelere kaydırmaya başladığı belirtilmektedir (2006, s.17).

1990'lı yıllarda düşük ücretle işçi çalıştıran iş yerlerine karşı olan hareket gelişmekte olan ülkelerdeki işçilerin çalışma koşullarının iyileştirilmesi ve ücretlerinde bir artışa gidilebilmesi için çabalarını arttırmışlardır. Örneğin Endonezya, bu türdeki iş yerlerinde ürünlerini üreten markalardan Nike, Reebok ve Adidas gibi markalara ev sahipliği yapması nedeniyle aktivistlerin ana hedeflerinden birisi haline gelmiştir (Harrison ve Scorse, 2006, s.16).

Düşük ücretle işçi çalıştıran iş yerlerine karşı olan hareket tüketicileri şirketlerin üzerinde baskı kurmak amacıyla yönlendirebilmektedir. Giyim perakendecileri ve üreticileri medyada çıkabilecek kötü haberlere karşı marka imajlarının zarar görme riskinden ötürü son derece hassastırlar. Yaratıkları marka imajında kurumsal nitelikleri üründen çok "karakter", "değerler", "bilinç", ve "ruh" ile ilişkilendirmektedirler. İçlerinden bazıları da kendilerini sosyal sorumluluk sahibi olarak tanımlamaktadır. Markalaştırmakta başarılı olan ve kendileriyle ilgili belirli bir itibar yaratmış olan şirketler ürünleri ve kötü koşullardaki atölyeler arasında kurulacak olan bağlantının açığa çıkarılmasına ilişkin daha hassastırlar. Klein'in ifade ettiği gibi, "Eğer markalar kültürümüz ve kimliklerimizle gerçekten girift ise yanlış yaptıkları zaman kar yapmaya çalışan bir şirketin kabahati olarak affedilemezler. Bu markalarla iç içe yaşayan insanlar, onların yanlışlarından ötürü kendilerini suçlu hissedecekler ve bu durumla doğrudan bağlantı kuracaklardır". Bu durum harekete bir başka çıkış noktası vermektedir. Hareket bilinçlendirme kampanyaları düzenleyerek, şirket imajlarını ve logolarını işçi haklarının ihlaline karşı mesajlarını yayabilmek için bozguna uğratmaktadır (DeWinter, 2000, s.108-109).

Giyim sektöründeki şirketlerin düşük ücretle işçi çalıştıran hareketin eylemlerine karşı hassas olmalarının arkasında yatan nedenlerden birisi marka imajlarını korumaksa diğeri de borsada hisse senetlerinin bu türde eylemlerden etkilenmesidir. Firmaların tedarikçilerinin çalışma koşullarının tüketicilerine karşı açığa çıkarılması hisse senetlerinde düşüş yaşanmasına neden olmaktadır. Bunun yanı sıra şirketler bu koşulların iyileştirilmesi için kodların geliştirilmesi tarzında adım attıklarında hisse senetleri de bundan olumlu etkilenmektedir (Rock, 2003, s.23).

Düşük ücretle işçi çalıştıran iş yerlerine karşı hareketin çabaları ve basında işçilerin çalışma koşullarına ilişkin çıkan haberler etkilerini göstermiştir. Giyim şirketleri yabancı tedarikçilerinin yerel çalışma yasalarına uygun hareket etmelerini sağlamak konusunda sorumluluk almak için daha fazla çaba harcamaktadırlar. Ayrıca, şirketler üretim yaptıkları toplumların genel refahını yaptıkları eylemlerle etkilemelerinin sorumluluğunu giderek kabul etmeye başlamışlardır. Düşük ücretle işçi çalıştıran iş yerlerine karşı olan hareket başarılı bir şekilde üretim zincirinin hangi kısımlarının giyim perakendecileri ve marka üreticilerinin denetimine gireceği konusunda daha geniş bir anlayışı benimsetme konusunda başarılı olmuştur. Şirketler kendilerine ait olmayan yerlerdeki üretim koşullarını düzenlemenin görevlerinin bir parçası olduğunu giderek artan bir şekilde benimsemişlerdir. Aktivistlerden gelen baskıyla Nike, JanSport ve Gear for Sports gibi şirketler, daha önce ticari sır olarak sakladıkları fabrikalarının yerlerini açıklamışlardır. Bu bilgi, hareketin aktörleri için taşeron atölyelerinde neler olup bittiğinin takibini kolaylaştırmıştır (DeWinter, 2000, s.113).

## SONUÇ

Düşük ücretle işçi çalıştıran iş yerlerine karşı olan hareket şirketlerin hassas olan marka imajlarını Güneydeki üretim yerlerindeki koşullarla doğrudan bağ kurarak tehdit etmenin yolunu açmıştır. Hareket, tedarikçilerde var olan çalışma koşullarının tasvirini kampanyalarının meşruiyeti için görsel onay olarak kullanmaktadır. Aşırı uzun çalışma saatleri, güvenli olmayan çalışma koşulları, örgütlenmeye karşı kısıtlamalar, fiziksel ve psikolojik taciz çalışma ortamlarında yaygın olarak gözlemlenen özelliklerdendir.

Düşük ücretle işçi çalıştıran iş yerlerine karşı hareket çalışanların emekleri üzerindeki ihlallere karşı kamusal bilincin artırılması konusunda önemli bir başarı elde etmiştir. Hareket “sweatshop” (düşük ücretle işçi çalıştıran iş yeri) kelimesini kullanıma sokmuştur. Özellikle Birleşik Devletler’de ulusal dergiler, televizyon haberleri ve hatta yerel gazetelerde ve diğer basın raporlarında bu türde iş yerleri ele alınmaktadır (Micheletti ve Stolle, 2008, s.756).

Hareket yürüttüğü kampanyalarda çevrim içi uygulamalardan destek de alarak şirketlerin uygulamalarını yaygın bir kesime duyurmaya çalışmıştır. Çokuluslu şirketlere karşı yürüttüğü kampanyalar sayesinde bu şirketlerin adlarının kötü çalışma koşullarıyla bağlantılandığı makaleler üretilmiştir. Tanınmış markaların ürünlerinin üretildiği yerlerin bağımsız bir şekilde denetlenmesine izin vermesi için düzenlenen imza milyonlarca kişi katılmıştır. Ayrıca dünyanın farklı yerlerinde yüzlerce çevrimdışı protesto gösterileri düzenlenmiştir.

Çalışanların içerisinde buldukları koşulların iyileştirilmesi için yeni iletişim teknolojilerinin sunduğu olanaklardan yararlanan hareket bilgi akışını sağlamak için web sitelerinden, elektronik postalarından ve bunların dağıtımında e-posta listelerinden sıklıkla yararlanmaktadır. Şirketlerin ürünlerinin üretildiği fabrikalardaki çalışma koşullarının gerçekleriyle markalar arasında kurmaya çalıştıkları bağlantı şirket imajını zedelediğinden etkileyciliği yüksektir.

Çevrim içi uygulamalar düşük ücretle işçi çalıştıran iş yerlerine karşı harekete amaçlarına dikkat çekmek için uygun bir ortam sağlamaktadır. Sürdürdükleri kampanyalar ve boykotları daha geniş bir kesime duyurmanın yanı sıra bu etkinliklerine ilişkin detaylı bir şekilde bilgi sağlayabilmektedirler. Sıklıkla kullandıkları uygulamalardan olan çevrim içi imza kampanyalarını yürüterek yüksek bir katılımcı sayısına ulaşabilmektedirler. Kültürel bozgun tarzında etkinlikler ile şirketlerin mesajlarını dönüştürmekte, içeriğiyle oynamakta, farklı bağlamlara yerleştirmekte ve tüketicileri tüketim alışkanlıklarını yeniden düşünmek yönünde teşvik etmektedirler.

Düşük ücretle işçi çalıştıran iş yerlerine karşı hareketin, hükümetlerin yasal düzenlemede bulunma girişimlerinin ve çeşitli hükümet dışı örgütlerin çabaları sonucunda şirketler ürünlerinin üretildiği yerlerdeki çalışma koşullarının düzenlenmesi konusunda sorumluluk almayı kabul etmişlerdir. Kodların, çalışanların haklarını ve çevreyi gözeten uygulamaların geliştirilmesi gözlemlenen olumlu adımlardandır.

Hareketin kullandığı çevrim içi uygulamalar genel olarak ifade edilecek olunursa şirket uygulamalarına ilişkin farkındalığı arttırmıştır. Konuyla ilgili tartışmaları gündeme daha sık taşıyarak tüketim toplumunun problematik olan doğasının yeniden gözden geçirilmesine tüketicileri yönlendirmiştir. Düşük ücretle işçi çalıştıran iş yerindeki çalışanların şartlarının iyileştirilmesi için olumlu yönde adımlar atılmaktadır. Bu kazanımlar yetersiz olmakla birlikte hareket daha köklü adımlar atılabilmesi için şirketlerin ve hükümetlerin uygulamaları üzerinde baskı unsuru olmaya devam etmektedir.

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## Effect Of Education To Society Culture In The Digital Age

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#### ABSTRACT

Nowadays which learning one come forward more than teaching, we can define students as digital natives and teachers as digital immigrants. Therefore, reconsidering of educational administration have become an obligation with these student and teacher profile which have chaged in new age. As the major factor of education teachers have to be aware of the changing characteristics of students in the classroom, otherwise this will bring many conflicts. The purpose of this study is to explain the the effect of the education to community culture in the digital age, and the features and concepts of the digital natives and digital immigrants for an effective classroom management. . In addition, on the basis of these concepts is to determine how an effective classroom management should be. . this article is based on literature review. The domestic and foreign publications on the subject were reviewed and suggestions were made in accordance with available data.

**Keywords:** Community Culture, Social Change, The Digital Age, Digital Native, Digital Immigrants

#### Introduction

In today's world of rapidly change, the education system of society, faced with new educational paradigms developing and changing global and on a national basis. Actual unable to keep up with the changes and development of society and society's education systems remain in a difficult situation. Societies with adapting to the new paradigm of education must fulfill the age requirement. In parallel with the changes and developments in the culture of the society, according to the aims and objectives of education it is possible to have effective educational system.

As a requirement of the digital age, the subject and authority in the face of societies with other societies in the field of education systems are advantageous. In today's world of digital natives in the society needs analysis and relevant components of the education system is gaining importance in the change and development of society. The digital era education management is one of the features must be available in the education manager. The education manager the digital age, the era of the supposed topic of the changing and developing technology and knowledge of the field are aware of the advantages and disadvantages of following these developments and changes is a person who has a sense for the impact on the culture of society.

Humanity has encountered several massive transformations throughout the history. This massive transformation is the first of the soil and the transition to settled life, the second is the transition to an industrial society, and the third is the transition to the Information Society. There has been a change in society, developments in information and Communication Technology (Sütcü and Akyazı, 2005).

In parallel with the development of technology to conduct the education also experienced change has given effect to the idea of individual learning. Education and teaching rather than acting teacher-centered which has become independent of the physical environment can be executed (Tuncer, 2007).

Education is one of the basic needs of the individual and society. Societies need to have their qualifications aims to educate individuals, the individuals in society are trying to improve themselves in accordance with the norms of the new world order to meet this demand. This development is made possible by restructure the country of education and teaching programs. Communities are issues that led to these changes (Kaya, 2002:8 trans. Tuncer, 2007).

- The obligation to provide educational services to a large audience at the same time.
- Individual differences cannot be taken into account.
- Individuals can be determined from the amount of information they need.
- Failure to submit the appropriate methods and techniques of information.
- It requires a lot of time of the transfer of information.

In our age, we encounter with teaching and learning technologies at all levels of Education. Computer and information technology; education, economy, trade and health has set standards such as on many parts of our lives (Cepek and Hnojil, 2005).

Information is changing so fast, the skills of being dumped, but many teachers and even educational institutions are not possibly reach the rate. Education is one of people's most natural right. In our age, too much time is spent in education. Education encompasses a large part of life. However, the demand for education, so it is not possible to meet outside of educational institutions (Hernes, 2003). Today's employment conditions are regulated according to their individual skills and the current state of knowledge.

The technological development of technical skills as a result of the changed or former these skills in the direction of the inclusion of training demand cycle compartment as continuous learning continuous education defending possible approaches may be invalidated. Computer and want candidates to address these deficiencies identified by the use of online learning with the Internet emerges as a new education trend (Tuncer, 2007).

Technology is making great strides in advanced societies and the underdeveloped societies to increase the distance between the causes. Despite all this, the technology in the true sense of what that is yet save what is lost is not fully known (Tuncer, 2007).

Constantly changed under the influence of objective conditions of humanity, as a result, the transformation of perception and attitude has created generations of passing. Twenty and twenty-first century as a result of rapid social change, the differences between generations become more evident (Izmirlıoğlu, 2008, p.42).

Change is the truth of our age, despite the fact that individuals, organizations and Societies tend to the protection of the habits. The philosophy of each generation, culture and habits are different. Therefore, these conflicts are taking place and affects all systems of the generational conflicts. "Generation Z" as they are defined today's elementary and secondary students educated in a digital environment. Various aspects according to the characteristics of this generation are mentioned. In this process, the first two, the basic concept has emerged. The first concepts of "digital native" and the second "digital immigration" is called (Arabacı and Polat, 2013).

### **Digital Natives**

According to Prensky (2001: 3) in short today's young generation, about children growing up in a network environment can be used to express a concept that asserts that there was a difficulty. But then, this in-depth, working as an expert, the most appropriate naming scheme for this generation of the digital language by main language (Native speaker) motion to be spoken of as a "digital native" (digital native) stated that he thought to be it was appropriate. Prensky, new technologies for the generation growing up with that uses the "digital native" for generation is a concept nowadays widely accepted to qualify this concept.

In general, the digital native concept of the new millennium, or the Millennium (year 2000 or later) is called learning and is used to describe the age of the students. So from a very young age, and was born into a world of technology-based technology that improves language learning in a technological and met with them to new-generation students are called digital natives. (Prensky, 2001a, 2001b; Oblinger and Oblinger, 2005; Pedro, 2006).

Digital natives were born and are in harmony with the virtual environment, and it is accepted that the ties. So the difference between digital natives and digital immigrants, Internet/digital world is based on the perception of using; however, when this distinction is made only in the definition of the digital native culture is not restricted to more powerful prospective study of the age structure (Fritsch, 2010 trans. Çetin and Özgiden, 2013:4). Born after 1980, digital tools and environments located at the center of life, technology is one of the necessities of everyday life think that a lot of unique languages and in this digital world, digital natives, came into the world with today's technology and the work environment that can be addressed through new technologies that can play all over the day for the twenty-first century of children can to be said (Karabulut, 2015).

Digital natives use technology, learning activities, and especially for social and communication purposes (Lei, 2009 to trans. Günüş, 2011: 2). Digital natives can easily adapt to new technologies, and who aren't afraid to make a mistakes when using it or disturbing of the tool and technology with the re-launch, knowing that he might return everything to its former state, the individuals that use technology in a more comfortable way (Richei, et al. 2009: trans. Günüş, 2011:2).

According to Prensky (2001) digital natives have also changed the patterns of thinking. Prensky (2001), "neuroplasticity," the brain is the ability to shape itself against various stimuli) by pointing to the findings of

their research “experiences different types of brain structures unleashed” and “the brain is changing and according to the entry that receives the self-organized in a different manner” suggests. Indeed, in an experimental study of 12 to 15-year-old girls who played Tetris for a period of three months taken in the aftermath of the game in brain imaging (MR), which is an indicator of the amount of grey matter in the brain, the thickness of the cerebral cortex (cortical thickness) changes have been observed (Prensky, 2001, trans. Haier et al. 2009: 6).

We examined digital natives of using technology, it is observed that for five different reasons. These (Walcott, 2010, trans. Bilgiç et al. 2011: 4):

- Personal interest or pleasure,
- Social communication,
- Daily use (Information storage or access to information),
- Professional work,
- College/study.

Research regarding digital natives as a result of the information they need, which is easily accessible for any subject is observed. Members of this group to come together with people they've never met before in an online environment see it as a natural situation, and through sharing information with each other about these environments are more likely than older generations show that. In this context, learning the properties of digital natives can be explained in the following manner (Bilgiç, et al. 2011:4):

- They want quick access to information,
- Prefer a graphic instead of text,
- Random read an article in capsules instead prefer to read in a linear fashion from start to finish,
- They prefer games instead of serious work,
- Cognitive structures are not parallel rows,
- They want to do many jobs at the same time,
- They want to learn by exploring,
- Quick access to information they want,
- Prefer a graphic instead of text,
- Instead of reading an article in a linear fashion from beginning to end, the capsule in case of random read prefer.

These factors for digital natives access to information at the point of over speed, it can be argued that it is important for visuals and entertainment. Information reaching the desired speed can reach during the phase, and visual elements, and hosts that wish to have entertainment in a way that it is observed. For a long time because deal with more than one topic on the network are not considered in the focus of a topic. This has created a generation that is changing the cultural and structural changes in addition to new social relations, identity and belonging the structure, creativity, security, artistic production, privacy, information quality, and toxicity differences are found to occur on some issues, such as with a team. (Parsa and Aytas, 2014: 91 - 93).

One of featured as a priority in research, 1999, "self-teaching" is a study performed in relation to. "In the hole in the wall named in this study, the researcher Sugata Mitra is named from Oxford, New Delhi in a neighborhood on the suburban of an ATM (automated money transfer machine) shaped assembly has carried out a small experimental study planted a computer into a wall. The children must go to school in the neighborhood of the neighborhood of this property, rarely and none of them doesn't know English. They were previously met, none of the kids on the Internet or with the computer also. Children at the first time in such a situation, quite weird, wall-mounted and two weeks later you start messing with the computer mounted on the wall in a state of most of the young kids on the computer you have installed can play many of the games on their own. At this point, the status of the computer language is English, which is amazing and none of the kids that doesn't know English. This result Mitra "Kids learn to figure a way to do it if they want to do something" is summarized in the form of ([http://www.ted.com/talks/lang/en/sugatamitrathe\\_child\\_driven\\_education.html](http://www.ted.com/talks/lang/en/sugatamitrathe_child_driven_education.html)). So of the new millennium, students, children, learners, etc., regardless of any time or place, self-teaching and learning mechanisms can easily run the job. This property is in the classrooms of the students in the schools the basic question in how to change their participation in education and training (Arabacı and Polat, 2013).

### **Digital Migrations**

Born to before millennium (internet and web age) technology and technology products for individuals who met after puberty with the term "digital migration" concept is used. In other words, digital migration, in twenty ages and beyond meet internet, web and technology, use technological tools and technology-based or technology that digital natives can experience various difficulties in learning literacy identifies individuals at

lower levels compared to compliance issues (Prensky, 2001: 5). Digital immigrants are confronted with various problems when used in the process of trying to get new technological. On the subject of Bilgiç et al. (2011) explains, "Digital immigrants trying to adapt to the environments where these technologies are used with the development of technology in and of itself consists in a new process that finds of a generation," (Bilgiç, et al. 2011: 2).

But recently, technology has become a necessity for information purposes, given that in addition to using technology for entertainment, chatting, and video game they use for reasons such as it is observed. Whatever the digital natives, according to the purpose of access to information at the point of utilization of this tool (Arabacı and Polat, 2013).

One of the most important characteristics of digital immigrant individuals they are able to use digital media tools effectively. Linear readings, graphics, and hypertext instead of reading the prefer. Digital immigrants are individuals that adapt better to the digital environment where they may be, but "accent" and reveal them. To obtain information primarily from printed materials you prefer. Tend to use any technological product or a program or a guide a guide to using (Prensky 2004 than trans. Tonta, 2009: 5).

One of the most important magazines in America, "Time" magazine in 2012 about digital natives and immigrants, research on different media use the results are outstanding. These results (Business Wire, 2012):

Digital natives, 27 times in 1 hour, television, magazines, tablet computer, smart phone, or they can switch between platforms in the other channels.

Emotional states bumpy living experience at lower levels in a very short time and this society is tired of the attention is directed to change their emotional state in other media.

Digital native's percent of 65, even when switching between rooms within the home life from their limbs as though they were smartphones side without separating uses.

More than half of digital natives (54%), while expressing a preference messaging instead of talking with people, ratio 28% is described as digital immigrants (Arabacı and Polat, 2013).

In parallel differences are reflected in the two age groups in this study. Depending on the age when this distinction is made on the basis of research, a distinction has been made shows that. Therefore, the interest in and intimacy in an age of technology it is hard to argue that arise from the relationship. Prensky (2009), in his study of immigrants that right now are in the age range 30-40 more use of the technological tools in order to facilitate their work and they benefit from technology in a useful way. In this context, Prensky (2009), the digital age of the twenty-first century the difference between digital natives and immigrants was gradually reduced and "digital wisdom" would reveal that the concept of the front sees. Prensky (2009), considers two aspects of the concept of digital wisdom.

Digital wisdom, our innate cognitive capacity that occurred as a result of the use of digital technology to access the power of wisdom, means wisdom in the intelligent use of technology to improve our skills at the same time.

The seekers of wisdom in the minds of the future both in terms of structure present in both our brains will be completely different. The wisdom of the future, seeking wisdom offered by today's increasingly complex digital technology without the need for us to strengthen the level of cognitive may have access to, but this is complicated and in terms of the quality of what wisdom is, nor the nature to find his way in a world more technologically advanced (navigate) will not be sufficient (Prensky, 2009 trans. Tonta 2009: 5).

Especially it should be noted that the one human in the process of education and teaching principal. Because stand-alone "Technology is neither good nor bad; what is neutral." (Kranzberg Technology Law).

Technology, the use of good-bad or biased way, technology loaded "value" is closely related to progress (Tonta, 2009). Bill Gates an extensive research in this direction, Education and Research Foundation (TED) researchers have conducted in the United States at the beginning of the 2000s until to 2011. The purpose of this research in the majority of districts in the suburbs of students living in the United States and considered the forgotten geography education that enable them to succeed in life or the effective application of the variable to determine what happened. Also American is located in the state and suburban, is considered to be underdeveloped and out of the areas where a nationwide exam (SAT, etc.) students able to get high scores in the American educational system by discovering the secret behind their success, it was thought that a tour could restructure. Bill Gates announced the results of this investigation, the TED in 2011, held periodically and is presented by selecting the best example in applications all over the world on behalf of education event. The

scope of the research firstly, where various underprivileged areas, these children are able to be successful the children and the families of the questionnaires, through interviews have been achieved. In the second stage where all the factors that can have a positive impact on the success variable is considered within a pool was created. These variables are generated from the experimental and control groups students tested. Finally, all the teachers in America have been successful in the fields working to identify the various tests to determine the effects of these teachers by student achievement has been studied. Ultimately, the most important factors in today's climate contrary to the idea of technology on student achievement, successful the biggest factor in the success of the students "Teacher" factor ([http://www.ted.com/talks/lang/en/bill\\_gates\\_unplugged.html](http://www.ted.com/talks/lang/en/bill_gates_unplugged.html)). The variable remained in second place with technology.

### **Change and Social Change**

Özkalp (2009), social change is defined as new formations of material and spiritual elements in society. Social change is extremely difficult to separate from the social relations and cultural change. If so social change; social structure and social relations that compose it and the change of social institutions that determine these relationships. Social change; It is a socio-cultural change (Tezcan 1981: 163).

Social change, a group, organization, community or society is the process of switching from one format to another format. Some of the assumptions are available for social change. This change is a natural phenomenon of change is unstoppable, inevitable, change is constant, change is necessary, change shows similarities (uniform) (Özkalp, 2009: 299).

### **Education and Social Change**

From a theoretical perspective for viewing social change thinkers have suggested that social change is at the forefront of the various factors. At this point, L. White technology, K. Marx economy, M. Weber ideology and belief system interpreted as the main factor for social change (Ergün, 1994).

The concept of social change can be treated in two ways. The concept of social change as you progress in the direction specifies the meaning of devolution. In both directions of social change (Kurtkan, 1976: 272).

In fact, there is a reciprocal relationship between education and social change. There is a unidirectional relationship between education, social change rather than a reciprocal relationship. So education on the subject of social change (impressive) both the object (affected) state. Here it is difficult to determine the degree of mutual been mentioned, although a cause-and-effect relationship (Şişman, 2006). Change in the desired direction and nature of change is already and by definition, education is one of the most basic functions. The function of Education, provide social continuity by transferring only the existing cultural values to new generations, even though in doing so, makes the child's behavior by changing a biological entity as a social being (Dincer, 2003).

The most basic purpose of Education, improve the level of individual welfare the welfare of the society, to gain the individual's personality. Then education, the country's political, social, economic, and scientific institutions can be seen as a process that increases production capacity.

The technology used to make right sense of the transformation taking place in the field of education with the impact of information and communication technologies, people/students are very important to the impact on the understand.

A major change in the student profile that emerged as a result of this change and the possibilities of the educational system-educators and student characteristics across decision makers face mismatch that is the question: How should be behaved the digital natives?

However, the information which needs to be known explicitly and primarily, the characteristics of the target audience. Because the characteristics of digital natives; cross-country, such as the demographic structure of the affected domestic and socio-economic levels. The conditions that affect the existence of the digital natives in the studies conducted in the European countries are stated quite heterogeneous distributed as a result of studies (Rasanen, 2006, s.1). Therefore, a country's education system or a school has not yet been proven that all of the arrangement according to the profile of a student will lead to incorrect results. However, although the characteristics of the digital natives is heterogeneous from country to country, and from region to region, socio-economic status differences between the shows even though the beginning of change was spreading all over the world and now it is noticed that along with the technology.

Because the world is changing very rapidly according to the conditions of students in yesterday's world, tomorrow's world, it is necessary to prepare to deal with the uncertainties of higher order thinking skills.

Technology in education as in all areas of life, and the most important dimensions of the teacher and the students on the qualities of his bottom which have inevitable effects, it is clear that. Today's students are digital natives; teachers are called digital immigrants. (Prensky, 2004; Yılmaz, 2007; Carr, 2010; Bilgiç, Duman ve Seferoğlu, 2011; Demir, Özmantar, Bingölbali and Bozkurt, 2011 Arabacı).

Cultural and sociological changes between individuals due to the rapid development of technology, it is possible to experience. Now individuals of various geographical and sociological conditions as well as their ability to access and use technology as related to age also varies (Karabulut, 2003).

Social education in the digital age and perhaps to be amended and transferred to future generations which preserved the elements of which will be forgotten where a significant social policy issue has become. Besides, politicians also determine short and long term goals the future of social communities, educational policies and school configurations should adjust accordingly. It makes the environment to the forefront of the globalization of society and values, education and school systems, re-directing, developing and developed much more than it was in the past in all societies have configured in a different way (Sağ, 2003).

The current digital age with individuals of students trained with the methods and techniques of old digital native can be said to be wrong. In this case, teachers and students to understand each other, can cause failure to happen in a more qualified education. The difference in this binding for the closure of some of the teachers with training, self-improvement, it can be argued that they should use technology in the classroom especially in integrated activities.

In societies where the technology reaches of society never met with current technology could be and should be noted in this context should be kept separate.

Future-oriented education in terms of the fiction of the new world order, functioning to educate individuals in the effective way information is becoming important.

As a result, education, real quality and value on the democratic life of the entire people and institutions that there is a purpose for the individual, the social, and therefore finding (Dinçer 2003).

Educational, social, political, economic, etc. there are many aspects and is responsible to perform the functions usually does not determine itself.

Education, one of if desired in the same twins someone "Hitler", the other one "Gandhi" effective or is a powerful tool and power to grow as well, mostly receives from the purpose and power determine the social level, socio-economic and socio-cultural policies.

Accepting the basic process and how it works; "Society is like two mirrors were placed and mutual education and cannot be said to affect the whole of one another" it should be noted (Dinçer, 2003).

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## **Effective Approaches To English Language Teaching: Focus On Listening And Speaking Comprehension**

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### **ABSTRACT**

The role of language teachers is to equip students with the necessary tools to incorporate the principles of good communication skills in their learning and to eventually achieve the intended learning outcomes. It is believed that good teaching occurs when skilled teachers are willing to adapt and adopt different approaches to language teaching and learning, and appreciate their students.

The obstacles that an English language teacher faces are enormous. This talk will place in perspective some of the issues that many English teachers encounter while dealing with the learning process of the language skills. The focus of the talk will be on but not limited to best practices and innovative methods in language communicative skills mainly listening and speaking. With this in place, the talk will also cover some of the needs English language teachers ought to be aware of. For example, it will address aspects of learning, reflective teaching practice, acquisition of types of knowledge, and complexity of language teaching.

The objective of this talk is to offer a set of recommendations and suggestions on best practices of language teaching and learning. Also, the hope is to shed light on some strategies that will enable teachers of English to effectively use in their teaching and ultimately help students not only learn about the language but also use the language.

## **Effectiveness Of Behavioral Strategies Training (Bst) For Mothers In Reducing Anxiety And Conduct Problems Of Children With Attention Deficit Hyperactivity Disorder (Adhd)**

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### **ABSTRACT**

**The Aim:** present research has been conducted aiming at examining Behavioral Strategies Training(BST) to mothers in reducing anxiety and conduct problems of children with Attention deficit hyperactivity disorder (ADHD). **Method:** This research is a quasi-experimental study conducted on control group via pre-test and post-test. The statistical population consists of all the children with Attention deficit hyperactivity disorder(ADHD) referred to Imam Hossein Hospital, They were interviewed by psychiatrist and filled Conner's' Parent Rating scale by their mothers. Among the children with ADHD diagnosis 20 children were selected by random sampling . The instrument used in this research was Conner's Parent Rating Scales-Revised: Short Form (CPRS-R: S). The participants in experimental group were trained with mothers' behavioral strategies for 9 sessions and the control group received no intervention but they were for waiting list .The mothers filled pretest and post test questionnaire The data were analyzed via analysis of covariance (Anova). The results indicated that training behavioral strategies to parents can reduce anxiety and conduct problems. Findings indicate that behavioral strategies training (BST) to mothers reduces anxiety and conduct problems of the children with Attention deficit hyperactivity disorder.

**Key words:** Attention Deficit hyperactivity disorder (ADHD), behavioral strategies (BS), conduct problems, anxiety

### **INTRODUCTION**

Attention deficit hyperactivity disorder has been regarded as the most common behavioral disorder which has been recognized during childhood. This disorder is too inclusive and sustainable, defined via the characteristics such as inattention, hyperactivity and impulsivity. Prevalence of this disorder has been estimated 3 to 6 percent among children that its prevalence is greater among boys 3 to 9 times than girls. Concerning the etiology of this disorder, there are scientific evidences which stress biological are very important (Saunders and Prinz, 2005). Range of causes includes genetic transmission, character and temperament, factors before and after birth, and the differences in brain structures and the differences in the brain's biochemical status interact with environmental factors (Amiri Nasab, 2009). However, Attention deficit hyperactivity disorder has biological and genetic causes which are controlled with pharmacological interventions, but the results of several studies indicate that symptoms of this disorder cannot be improved by such treatments. However treatment of this disorder is mainly fulfilled by pharmacological interventions, but to date results from a variety of studies have not indicated any long-term effect for pharmacological interventions that just their effects have been witnessed during drug consumption (Georgia, 2004); for this, it requires consuming the drugs constantly and serious resistance by parents and child due to side effects of these drugs such as loss of appetite, insomnia, headache and abdominal pain and in some cases loss of height and weight (Alizadeh , 2011). Results from studies indicated that the children with Attention deficit hyperactivity disorder (ADHD) do not still receive sufficient health services despite availability of suitable health services. On the other hand, studies indicate that if this disorder is not treated, the children in adolescence and adulthood will be exposed to the hazards such as academic failure, dropout, delinquency, drug and alcohol abuse, indicating rise of serious problems and high financial and human costs in this context (Pelham & Fabiano, 2008; Frouzan nia, 2011). Some of studies had shown that the pharmacological treatments for parents and ADHD children may raise problems for them for them. The variety of psychological interventions have been proposed for training parents of this children that Behavioral strategy training (BST) is one of them. In this type of therapy, behavior modification is made at

home by parents. Further, this type of treatment causes an increase in different aspects of parental and family performance which can work out in treatment of the child in the light of new information that the parents find in this treatment for child's problems (Chronis, Fabiano & Wymbs, 2012). Further, followed by the criticisms on drug consumption, during the recent decades, some studies have shown that behavioral interventions and parent training are suitable alternatives for pharmacological therapy of this disorder that can be compared with consumption of low to average doses of drugs in some cases (Chen, Seipp & Johnston, 2008). Studies indicate that some of children with Attention deficit hyperactivity disorder (ADHD) are high risk to conduct disorders in adulthood (Barkley & Grosswait, 2001). According to the student population statistics and increasing prevalence of Attention deficit hyperactivity disorder (ADHD) in school children, helping parents in recognizing and control of symptoms of this disorder is very importance. Children with this disorder oppose parents' requests and don't perform their assignments.

Parents spend substantial times to monitor their children's activities. It is common that mothers exposed to the disturbed behaviors develop depression. So children with this disorder incur difficult conditions to family.

Most of the parents acknowledge that their parenting style is not effective in correcting behavior of their children, seek to learn new skills (Zargari nejad & Yazdan doust, 2007). Therefore, it is prudent to give important information to parents on children's behaviors in order to educate them that most of children's problems are treatable (Alizadeh, 2004). Indeed, target of parents training is to learn them new skills; obviously, parents are the only adult peoples who have permanent presence in the child's life, by training to cope more effectively with the child's behaviors, they are able to provide continuity and maintenance of therapeutic progress in their child (Gorji, 2004). On the other hand, with reduction in level of parenting stress through education, they will have more control on their children's behaviors. Studies indicate that such program has been economically effective compared to rest of therapeutic methods. Therefore, with regard to what mentioned, use of this method in treating behavioral problems of children with Attention deficit hyperactivity disorder is of great importance, in the present research the efficacy of the method is to be examined. With regard to what mentioned above, the present research aims to test the hypotheses below:

-Training behavioral strategies to mothers makes reduction in conduct problems of children with Attention deficit hyperactivity disorder.

- Behavioral strategies training (BST) to mothers reduces anxiety of children with Attention deficit hyperactivity disorder.

## RESEARCH METHOD

In the present research, quasi-experimental research method (pre-test & post-test) has been used. The statistical population consists of all the children with Attention deficit hyperactivity disorder (ADHD) referred to Imam Hossein Hospital. Attention deficit hyperactivity disorder (ADHD) were selected after psychiatric interview. Then their mothers filled Conner's Parent Rating Scales-Revised: Short Form (CPRS-R: S), and ultimately 40 children with Attention deficit hyperactivity disorder (ADHD) were selected randomly from this sample and then were divided randomly in 2 groups into experimental and control groups. In each groups were 20 sample.

## RESEARCH INSTRUMENTS

In this research, Conner's Parent Rating Scales-Revised: Short Form (CPRS-R:S) has been used to examine effect of mothers' behavioral strategies on symptoms of Attention deficit hyperactivity disorder. This scale is beneficial for the age group 3-17 years old. This scale consists of 48 questions that the responses including never, seldom, relatively high and very high are considered to give response to each question, to which scores 0 to 3 are given. After filling form, scores are summed, deducing that if the score is high, the child will be found with Attention deficit hyperactivity disorder (ADHD).

Cronbach's alpha coefficient has equaled to 0.86 for total score and equaled to 0.88 and 0.80 for subscales of conduct problems and anxiety (Arabgol, ehyaei & Vahid, 2001).

## BEHAVIORAL STRATEGY TRAINING PROGRAM PACKAGE

First session: education about Attention deficit hyperactivity disorder.

Second session: education about parent-child relationship and principles of behavior management.

Third session: a increase attention to child's positive behavior by parent.

Fourth session: ignoring improper behaviors.

Fifth session: formulating token economy program at home.

Sixth session: using behavior cost method and deprivation method.

Seventh session: using behavioral strategies for improper behaviors.

Eighth session: expanding management skill at other places.

Ninth session: management of future behaviors and relapse prevention.

## RESULTS

The results in his study presents that behavioral strategies training (BST) to parents has affected reducing symptoms of conduct problems and anxiety in children with Attention deficit hyperactivity disorder(ADHD).

Table 1. Levene's test to examine equality of variance of research variables

Variable	F	Df <sub>1</sub>	Df <sub>2</sub>	sig
Conduct disorder	0.084	1	28	0.774
Anxiety	0.009	1	28	0.927

As the results in table above indicate, significance level of all the calculated f-values is greater than 0.05, thus difference of variances is not significant statistically and equality of variances is true.

Table 2. Mean and standard deviation in two control and experimental groups in pre-test and post-test

Variable	Group	Mean	Standard deviation
Conduct disorder	Experimental	14.87	3.399
	Control	14.80	2.366
Anxiety	Experimental	14.20	3.707
	Control	14.78	2.833

Source of variations	Sum of squares	Freedom degree	Mean of squares	F	Sig
Conduct disorder	387.391	1	387.391	82.548	0.001
	90.085	19	4.741		
	415.846	1	4.781	86.971	0.001
	90.848	19			

The results showed in table, behavioral strategies training (BST) to mothers has affected reducing symptoms of conduct problems and anxiety symptoms in children with Attention deficit hyperactivity disorder (ADHD). Therefore, The research hypothesis concerning efficacy behavioral strategies training (BST) to mothers in reduction of symptoms of conduct problems and anxiety in children with Attention deficit hyperactivity disorder (ADHD) was confirmed.

## DISCUSSION AND CONCLUSION

Results from research indicated that training behavioral strategies to mothers reduced symptoms of conduct problems in children with Attention deficit hyperactivity disorder. This finding is consistent with the findings the other researches such as Carolin (2011), Zargari nejad & Yekeh Yazdan doust (2006), Housh var et al.(2009), Mohareri et al.(2009), Forouzan nia(2011). Those who filled the questionnaires have been mothers, their attitudes towards behavior, relationship and conduct problems of their children affect filling questionnaire. On the other hand, change of attitude is one of the most important benefits from holding group sessions to train parents. Therefore, during group training session's mothers learn that most of the children's behavioral problems are the same among families, so feeling of incompetence in their parental role reduced, this made mothers to undertake responsibilities of their parental roles with more self-confidence (Saunders and Prinz, 2005).

With regard to social learning theory, children learn violent behavior and conflict and repressive practices when their parents deal with their behavioral problems. Family issues compared to ADHD, play more important role in the etiology of aggression and conduct disorders. Indeed, with regard to the specific characteristic such as behavioral disorders of impulsivity in hyperactive children, observing aggressive behaviors used by parents in applying a dysfunctional system of punishment and reinforcement at home is the way for learning conduct problems in these children. With attending group programs for training parents besides other interventions, the parents acquire more precise strategies to encounter with the child's behavioral problems and make attempt to control sudden and arbitrary behaviors in anger and frustration through predetermined implication. In this way, they control transmitting negative emotions practically based on the social learning theory to their child and avoid increasing incidence of conduct problems (Zargari nejad & Yekeh Yazdan doust, 2007). It should be noted there is a vital link between poor parenting practices and children's anti-social behavior outcomes. In fact, with training of the effective parenting practices, signs of anti-social behavioral disorders and coping stubborn behaviors reduce in children significantly (Chronis et al., 2012). Further, since poor parenting practice has been assumed as one of the most important factors to reduce efficiency of behavioral therapy and occupational therapy in children with ADHD and on the other hand it can directly cause increase in negative and stubborn behaviors of children with ADHD, modification of parenting behaviors is of great importance (Peterson & Chamberlin, 1994). Further, obtained results indicated that training behavioral strategies to mothers affects reducing anxiety in children with ADHD. This finding is consistent with the research findings by Van den Hoofdakker et al (2012), Faber, Edwards & Wetchler (2003), Housh var et al.(2009), Zargari nejad & Yekeh Yazdan doust (2006), Amiri nasab(2009). Many behavioral problems in children with (ADHD) can be caused of their different sensory characteristics. Most of the mothers of these children have not a good understanding of their children sensory characteristics and needs. Behaviors of children including avoidant or sensory defenses are misunderstood as stubbornness and other communication problems such as aggression or shyness. Increase in understanding of mothers from their children's sensory needs can also be a factor in the improvement of their relationship with each other, increase of mutual acceptance and reduction of behavioral problems and anxiety in them ( Saunders and Prinz , 2005). Dysfunction in parents' performance can affect family functions, family roles, dynamics of family interactions and the ability of parents to implement a comprehensive plan required for treatment. Further, family dysfunction of parents associates to dysfunction of children including severe anxiety disorders in children, anxiety symptoms and general function of the child (Pelham and Fabiano, 2008). Lack of fathers' attended in this research has been regarded as one of the limitations of this research, which is due to their occupations problems, since fathers' contribution in meeting disciplinary principles cannot be neglected at home. Another limitation relates to number of participants and limitation in training sessions. It is suggested to study management training program besides different theocratic strategies in next research so as to examine extent of effectiveness of this program in different states. Apart from these factors, this training can be practiced in other behavioral and emotional disorders of children. Further, it is suggested to increase numbers of participants and correcting limitations of training sessions to generalize the results in future research. Since attention deficit hyperactivity disorder (ADHD) has been regarded as one of the most common behavioral disorders of children, it is suggested to any organization or entity which is the practitioner of education for children to hold training classes for parents so as to lower incidence of this disorder in children.

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## **Effectiveness Of The Computer And Internet Literacy Project In Public High Schools Of Tarlac Province, Philippines**

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### **ABSTRACT**

Evaluation is important to gauge the strengths, weaknesses and effectiveness of any activity. This study evaluated the iSchools Project implemented in the Public High Schools of Tarlac Province, Philippines by the Commission on Information and Communications Technology (CICT) in partnership with the selected State Universities and Colleges. Using survey questionnaires, data were gathered from the public high school teachers who were the recipients of the project. To supplement data from the survey, interviews with Principals and ICT Coordinators and actual observation of classes in the laboratory were also done. Findings showed that the beneficiary schools encountered problems in project implementation. These problems include hardware failure, difficulty on the use of software package, lack of follow-up on capability building, no available internet connection, limited access to the laboratory, and lack of repair/maintenance of the equipment in the laboratory. Despite these problems, however, the project was rated by the teachers as very satisfactory in terms of project administration, project components, and project delivery system. This implies that the project in general was effective in attaining its objectives which is ICT integration in education and to bridge the digital divide among public high school teachers.

Keywords: Computer and Internet Literacy Project, Educational Technology, Teacher Training, ICT Integration

## Effects Of Dynamic Geometry Software Integrated Workshops On Mathematics Teachers' Beliefs

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### ABSTRACT

The purpose of the current study was to examine the shifts in the middle school teachers' beliefs in relation to the use of computer technology in mathematics classroom through their involvement with eight weeks of workshops sessions based on utilizing GeoGebra tool. Six middle school mathematics teachers were volunteered to participate in these workshops sessions so as to gain practical knowledge and hands-on experience about the use of mathematical software in education. A multiple case study approach was employed in current study to investigate changes in beliefs. Semi-structured interviews, observation and field notes were used as a data collection instruments to gather required the data. Based on the initial findings, before the workshop sessions, the volunteer teachers had little aware of mathematical software use in mathematics teaching. The qualitative results provide evidence that following workshop sessions, teachers developed a new vision about the role of computer technology in education. It is not easy for teachers to infuse mathematical software in their future teaching of mathematics due to some impediments such as national exams, time issue and lack of infrastructure. This research provides some useful information about technology professional development for mathematics education and about the degree to which GeoGebra-integrated workshop sessions affected participants' beliefs.

### INTRODUCTION

The past two decade has seen the rapid development and remarkable changes in technology and naturally it has an effect on different aspects of our work and personal life. Many reform initiatives have been in place aiming to integrate digital technological tools into their educational systems. Today's educational technologies have the potential to be effective tools for mathematics teaching and students' learning. Hoyles and Noss (2003) stated that technology could be employed to promote learning by motivating students to become more open to exploring and discovering. Countries should be able to enrich their teaching and learning environments by incorporating technology so as to accelerate their students' achievements in mathematics education (Lavicza, 2010). From this perspective, revisions of middle school mathematics curriculum, in accordance with the new developments, were made in Turkey. Turkish mathematics teachers have been stimulated to infuse information and communication technologies effectively in their teaching practices and students are expected to gain the ability to use these technologies in their learning of mathematics (MONE, 2013). Recently, Dynamic Geometry Systems (DGS) and Computer Algebra Systems (CAS), the Internet, smart board, interactive e-content, projector and calculator have been increasingly becoming prevalent in mathematics classroom to promote learning activities. In particular, well-known computer applications, DGS have given more attention to relationships between points, segments and line circles, pupils are able to build geometric figures and make connections between them. GeoGebra-based tasks are designed by teachers may provide pupils the opportunity to engage with and explore the mathematical ideas with their peers (Preiner, 2008). Therefore, it is expected that technology used in the learning context may stimulate teachers and learners to work on mathematical ideas together by interacting each other with discussions about discoveries (Nasari, 2008).

Despite giant steps in the development of innovative technological tools, the effective integration of technology into learning-teaching process demonstrated slow progress and has not reached expected level (Ruthven, 2008). In fact that the implementation is a challenging process; there are several significant factors that affecting successful integration process which are identified as follows: teachers' conceptions and interest about the embracing of this innovation, resources, professional development of teachers, and appropriate technological-centered educational content (Hennessy, Ruthven & Brindley, 2005). In fact, we cannot dismiss entirely the role of teacher in this integration process. Teachers' decisions about what and how to teach become an important part of effective teaching practice in classroom. Teachers appear to act as the primary mediator between technology and its integration in their teaching provide rich learning environment. To attain the technological aims implied by the policy makers, Thompson and Kersaint (2002) suggested that teachers are provided an opportunity to gain hands-on experience with computer-based activities to become familiar with their new roles in this environment. This study puts forward the argument that as with any other innovation presented to schools, professional development of teachers has been an important aspect in the process; it is suggested that teachers should be equipped with new innovative approaches, materials and tasks so as to plan and design their teaching activities. It is rational to anticipate that teachers come to see the potential of computer technology in learning and teaching of mathematics. It is a belief that technology serves as a teacher's presentation instrument to enrich better visual, interactive and dynamic representation of geometrical figures. This type of use in education could provide learner

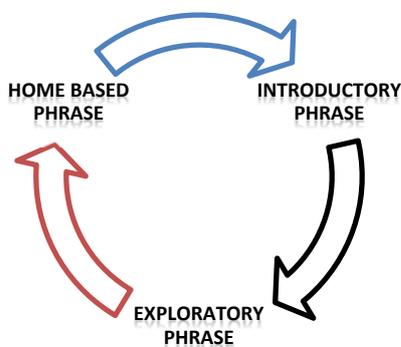
to see mathematical ideas and enrich teachers' teaching practices. Given the recognition of the significance of the teachers' role in integrating of technology in education, the variables of the teachers' decisions about the use of computer technology in mathematical context has become a key element of literature.

When analysing studies related to the use of mathematical software in the field of mathematics education, many of them focus on the professional development of teachers through creating in-service or pre-service courses (Ozyıldırım et al., 2009; Mainali and Key, 2012; Tatar, 2013). Ozyıldırım et al., (2009) conducted a study with 75 Turkish student teachers so as to explore their perspectives about mathematical software (including GeoGebra, Geometry Sketchpad). They were participated in computer-based lesson in the course of their one –semester undergraduate education. According to findings of this study, the student teachers had become aware of the significance of utilising DGS in mathematics teaching as it provides an experiential learning environment and enjoyable activities for pupils. Mainali and Key (2012) created and implemented the four day a GeoGebra-based workshops sessions for fifteen secondary school mathematics teachers in Nepal in order to examine their conceptions, interest concerning the mathematical software and technological challenges faced. The authors determined that constraints and difficulties with regard to accessing technological materials may exist in current classrooms. They concluded that although the GeoGebra-integrated workshop developed positive attitudes and motivation towards the use of computer technology in education, teachers were not ready to integrate this in their teaching. According to the study of Tatar (2013), after participation in a GeoGebra course, teachers believe the necessity of integrating the technology into mathematics lesson but this education at the university is not enough to use technology effectively in their future classroom. This study aimed at exploring the degree to which teachers change their beliefs in relation to the use of computer technology in mathematics classroom through their joining with eight workshops sessions based on using GeoGebra tool.

## RESEARCH DESIGN

This paper is based on research undertaken as part of my thesis. A multiple case study approach was designed in current study to investigate and explore changes in beliefs. Bogdan and Biklen (2007) stressed that in multiple case studies, “researchers study two or more subjects, settings or depositories of data” (p.69). As a multiple-case study, the present research explored technology related to beliefs of a group of teachers within the eight workshops sessions as they interacted with GeoGebra-based activities. Semi-structured interviews, observation and field notes were used as a data collection instruments to gather required the data. The study sample involved in six middle schools teachers, two of them are working in private school and rest of them are working in public school. Their teaching experience is ranging from six years to twelve years. The procedure of constant comparison (Glaser and Strauss, 1967) was employed in the cross-case analysis so as to elicit patterns across all teachers.

The workshop sessions included the researcher and the volunteer teachers in an investigation of mathematical ideas. They focused on open-ended GeoGebra-based activities (eight weeks, 26 hours). There are three main phrases on the workshop sessions; a) introductory, b) exploratory, and c) home-based exercises were seen in Table 1. The introductory phase aimed at providing teachers with technical knowledge to become acquainted with mathematical software. The exploratory phase of the workshop sessions was based on six pre-designed tasks. Teachers worked on these tasks with colleagues to find out the solutions through using computer technology. In the last phase, the teachers were requested to continue working on some events in their home so as to assess their practical knowledge about software.



**Figure 1:** Stages of the workshop sessions

## RESULTS

The results concerning to changes in teachers' beliefs in relation to the integration of computer technology in mathematics education were introduced in this current research. The participants' initial reflections about the mathematical software in mathematics classroom were revealed through the first interview. Although, most of the teachers had no experience of computers technology in teaching at the outset of the workshop, they were rather favorable about it. They were asked to respond the following question: if GeoGebra-based mathematical activities are used in mathematics lesson, their verbal commentaries were analyzed as follows:

Positive	Negative
It affects students' interest toward mathematics in a positive way.	It is not easy to obtain control over class during teaching with computer
It provides support students for the better comprehension of mathematical ideas with the help of visualization.	It does not improve students' arithmetic abilities.
It enables teachers to save the time which is wasted for drawing figures and note taking.	It takes more time to prepare computer-based mathematics activities.

**Table 1:** Teachers' initial beliefs about the use of computer technology in mathematics education

Before began the workshop, one of teacher mentioned that "I did not believe that the two (computer and mathematics) can come together before I saw the workshop you were talking about" [Interview]. He initially felt ambivalent about mathematical software use in mathematics. Other teacher commented that "When you are working with computer in class, you may face with some problems...while some students are studying; other may make noise at back... This problem leads to lose students' attention on lesson" [Interview]. This statement points to classroom management regarding learning while they are integrating computer technology into education. As a result, most of them initially held belief that using the mathematical software might assist to stimulate students' motivation and interests towards learning and provide the teacher with more time to conclude a lesson. It can be said that teacher' initially had a little notion of what certain role the mathematical software might play in mathematics.

It is rational to anticipate certain shifts in teachers' beliefs towards integrating mathematical software into education as a result of their participation. Teachers' beliefs in relation to integrating computer technology (GeoGebra) into mathematics were varied, and they would be categorized into three different perspectives:

Supplementary tool	Image-maker tool	Pedagogical tool
The computer could enrich teacher's conventional mathematical lesson	The computer provides provide visual activities and has the potential to transform how mathematics is introduced.	The computer could be used to explore and investigate aspects of mathematics and to allow learners to discover things.

**Table 2:** Teachers' beliefs in relation to using maths software

According to findings of the study, teachers have developed more concentrated ideas about the nature and characteristics of learning for the duration of workshop sessions. Following the workshop sessions, two of the teachers held the belief that the computer technology can be utilized in education as a pedagogical tool to survey and come to know some characteristics of mathematics and to facilitate students for understanding of mathematical ideas. For this perspective, using mathematical software can play a significant role in students' learning and students might have opportunities to review and understand its potential. Here is the example, "constructing an object in software, you have to use your imagination. When we are working on our tasks step by step; we are able to think in a mathematical way. Actually it requires deeper mathematical thinking so much in the process of construction" [Field notes]. Other participants who considered computer technology as an image maker tool to provide students with dynamic visual aspects of mathematics in order to improve the quality of their teaching. In this context, the visual aspects of GeoGebra may excite students' motivation towards learning of mathematics. One participant came to see the computer technology as an additional ingredient of education, like an extra educational tool for their teaching. From this perspective, the teacher should utilize several approaches in teaching mathematics and can be used mathematical software as a support for his existing teaching method. He appeared to not strongly appreciate about using it. On the other hand, collaborations with peers during the workshop sessions appeared to have facilitated some volunteer teachers to change their beliefs from regarding the computer as an extra educational tool for enriching lesson to seeing the computer technology as a pedagogical tool. Here is the example, "when you asked us to discuss software-based activities and problems with partner, I had never thought of mathematical ideas as discussible on the computer...Now, I believe that new conjectures can come up and new solutions can be invented through technology and discussion" [Interview].

## CONCLUSIONS

The aim of this paper was to explore shifts in teachers' beliefs towards the use of computer technology in mathematics education following the eight workshop sessions. Based on the initial findings, before the workshop sessions, the volunteer teachers had an incomplete picture about the use of mathematical software in mathematics teaching. The qualitative results provide evidence that following workshop sessions, teachers developed a new vision about the importance of computer technology in education. In particular, this type of the workshop sessions appeared to have supported teachers to develop ability for using mathematical software and they therefore were willing to use it in their teaching of mathematics. In fact, some constraints such as exams, time and lack of infrastructure became the volunteer teachers' shared worries, which may have an effect on their pedagogical decision making about integrating mathematical software into education. To sum up, the teachers became aware of the potential for utilizing GeoGebra as a didactic tool for development of the quality of education. They should be delivered direct experience and this experience will give them a chance to realize their own beliefs.

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## Efficiency Of Matrix Protocol (Mp) On Relapse Prevention And Improvement Of Quality Life In Methamphetamine Abusers(90 Days Follow Up)

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### Introduction

“Amphetamine Type Stimulants” term is used for a group of synthetic substances that are similar to amphetamine (phenylisopropylamine) chemically including amphetamine, methcathinone, ecstasy (Keroic Shank, 2005). By increasing release of chemical mediators such as dopamine, serotonin, and *noradrenalin, in synaptic space, they work as stimulating the central nervous system* (Rothman et.al, 2003). A study by the National Center for Addiction Studies conducted on patients with opiate dependence, found that 35 percent of patients who were in the treatment plan of opioid dependence, were eligible for diagnosis of Amphetamine Type Stimulants abuse which had significantly negative effect on the outcome of their treatment. Also, It was found that there was a significant positive correlation between the consumption of amphetamine-like drugs and positive urine samples for opioids ( Mokri, Chavarski, Taheri Nakhost, Schottenfeld, 2006). These findings, along with multiple reports of specific treatments requests for stimulant use disorders, reveal the need to have plans for prevention and treatment of stimulants use disorders.

A sharp drop in the quality of life stands out in crystal meth addicts more than other substances , because after the early euphoria and hyperactivity, they push down their users in a downhill of irreversible inactivity and lack of energy and depression . Quality of life is known as a valid scale to assess the impact of treatment and services provided to those affected people (Wong , Cheung, Chan, Law, 2005). Quality of life includes physical health, psychological status, social relationships, spiritual beliefs and personal experiences based on the peoples mental assessments (Robinson, 2008). The researchers also concluded that three-quarters of those who have completed treatment within one year after completion of treatment, have recurrence (Dallay , Marlatt, 2005). Therefore, it is necessary to develop programs for the treatment and prevention of consumption. Now America Psychiatric Association considers psychosocial therapies a basic element in all treatment plans of stimulants. Cognitive-behavioral therapy targets at preventing recurrence, reducing the temptation, positive attitude change and strengthening sobriety in addicts, so it is considered an effective tool for treatment of addicted people, improving the quality of life of these people. The treatment is based on the ability to learn adaptive and maladaptive behavior and how to change the latter . These treatments are first-line addiction treatment based on strategies for preventing relapse, problem solving, and basic skills training which are essential in the cognitive - behavioral therapy ( Malart, Gordon, 1985). One of the protocols of cognitive behavior therapy is a Matrix protocol. This protocol was created in 1980 by psychiatrists in America. This method is in the list of non-pharmacological treatments of National Institute of Drug Abuse (NIDA) in the USA .The National Center for Addiction Studies in recent years has considered these methods. This protocol has been prepared according to the treatment program in California Institute of matrix .Matrix protocol is a new approach and I has many social skills , life skills , behavioral and cognitive techniques . This protocol can help to prevent relapse and promotion of quality of life in addicted patients. Some studies showed the effectiveness of this protocole (Rawson, 2004). This protocole is used addict patients in Iran ( Mokri, 2012).

Although this program is designed for amphetamine abuse, but it is usefull for another substance or drug addiction.

Matrix protocol for outpatient was compared with hospital treatment in a pilot study on Cocaine abusters The results showed that Matrix protocol effective approach (Rawson, 1986). Research has shown that this method is effective on reduction of psychiatric symptoms in substances and alcohol abusers (Rawson, 1995, Bishop Tau, 1994,and Cocaine abusers (Huber, 1997). Using the Matrix protocol can

improves the health and life quality in drug addict patients that they were treated with Naltrexone (Rawson and McCann, 1998). Marie-Nelly and Angelin et.al, (2004) used 16 weeks Matrix protocol in treatment 978 opiate addicted patients. This study showed that Matrix protocol is effective. In study Haber and Shoptaw (1997) 500 Opiate addicted and 224 Cocaine-addicted patients compared. There were not any significant difference in two group that participated to Matrix Protocol.

Release principles and guidance of Matrix protocol has been along with many efforts for making this treatment native and exclusive. Because drug users belong to different social and cultural groups, this is one of the things that in the addiction therapy should be fully considered by therapists (Rawson, 2005).

The individual differences should be considered (Rawson, 2005) for Native Americans (Matrix Institute, 2006) or for homosexual and heterosexual users of methamphetamine (Ribbeck and Shaptaow, 2005). In a comparative study (Review) (1995) by Richard and colleagues Matrix protocol was known as a powerful method in treatment for cocaine abusers. In this study, Matrix protocol was compared with a routine treatment model. This study provided initial support for clinical efficacy of Matrix protocol (Richard, A, 1995). A controlled study by Richard A. et al. showed positive correlation between the duration and amount of participation in Matrix protocol and positive results during a year. Patients treated by Matrix protocol showed significant improvement in cognitive, behavioural functions (Richard, A, 2003).

In this Study the goal was efficacy Matrix Protocol (24 sessions) on relapse prevention and improving quality of life of methamphetamine addicted patients. Research question was the efficacy Matrix protocol in relapse prevention in crystal addicted patients. Another question was does it protocol is effective on improvement of quality life in crystal meth addicted?

## **Methodology**

### **Population, sample and sampling**

Experimental method is this study (Homan, 2005). two groups control and experimental group with pre and post-test) and three months follow up. The population includes all Crystal abusers in summer, autumn and winter of 2013, in the Roodsar city in Iran. Inclusion and exclusion criteria for the study were taking crystal meth at least one year and avoiding the use of opiates at the same time (Interview with the help of substance therapists and diagnostic tests), age range between 20 and 40 years, male patient, Diploma as the minimum degree, lack of severe psychiatric disorders (diagnosed by clinical interview and MMPI-2), not participating any other psychotherapy and N.A associations

98 addicted patients included this study and 30 patients randomly were selected and randomly divided in two groups (15 persons in each group experimental and as control group). The samples assessed with Urine test and quality of life questionnaire patients in the beginning intervention and the end of treatment and 90 days follow up. Experimental group patients were participated in Matrix training sessions (24 sessions).

All participants in experimental group attended classes 3 times a week, every time for 2 hours for a period of 8 weeks. At the start of every session urine analysis results were registered. Questionnaire of quality of life was completed at the beginning of session 1, at the end of session 24 and 3 month later.

### **The content of sessions**

Session 1. introduction of members with explanation of aims and group rules.

Sessions 2-5. behavioral techniques (identifying and controlling of external triggers such as avoidance of high risk persons and conditions or crave inducer things)

Sessions 6-10. behavioral techniques (identifying and controlling of internal triggers such as coping with negative emotions, coping with sensations for example pain...)

Sessions 11-15. cognitive beliefs (identifying and correcting negative beliefs toward person and positive beliefs toward substance)

Sessions 16-22. educating life skills (anger management, self-consciousness, assertiveness, communication, conflict resolution, negative emotional regulation)

Session 23-24. Reviewing of therapy sessions.

### Measurements

**Quality of life questionnaire SF-36:** The questionnaire contains 36 questions evaluates eight different areas of health, including public health (10 items), physical function (4 items), role limitation due to physical reasons (4 items), role limitation due to emotional reasons (3 items), bodily pain (2 items), social functioning (2 items), vitality (4 items) and mental health (5 items). Montazeri et.al measured reliability and validity of this questionnaire. The internal consistency coefficient for its 8 subscales was 70% to 85%. Their retest coefficient with one-week intervals was reported between 43% to 79%. Also, this questionnaire separates healthy persons and patients in all scales.

Daily registration slide and avoid form: in this research through urine test at the beginning of each slip or avoid treatment session, the subjects were tested repeatedly

2- **Urin test:** Urine tests are done for each patient in a session in experimental group.

### Results

Hypothesis 1) Matrix protocol is effective in the prevention of relapse in meth addictions.

Table 1) frequency of 3 months follow up in experimental and control group

Status after 3 months	(Relapse (slip)		(Healthy (clean		Total		Statistical estimation
	Number	percentage	Number	percentage	Number	percentage	
Matrix therapy	3	20	12	80	15	100	P=0/025
Routine treatment	10	66.7	5	33.3	15	100	
Total	13	43.3	17	56.7	30	100	

From 15 members in the experiment group, 12 patients (80%) were abstained (clean state) after 3 months and continued their abstinence. 3 patient (20%) failed to continue the abstinence. In control group only 5 people (33.33%) of 15 persons did not use substance . By using Fisher's Exact test and putting raw data there, it was concluded that with 95% of confidence and under less than 1% error, there was a significant decrease in recurrence rate 3 months after with matrix method compared to routine treatment.( P= 0.025). Based on these findings, we can conclude with confidence there is a real difference in preventing the recurrence of meth abuse between matrix and routine treatments.

Hypothesis 2): Treatment by Matrix method impacts positively on improving quality of life in patients with methamphetamine abuse. The mean score of the general population is 50 and the standard deviation for all 8 domains is 10. 8 divisions were merged to form two domains, the physical component score (PCS) and mental component score (MCS).

In PCS area, high scores are on PF, BP, RP, GH, and low scores for RE and MH. On the contrary, in MCS area, positive scores are for MH, RE, SF, VT, while negative scores belong to scores of PF and RP.

1-physical health (pcs) = physical functioning+ physical limitations + physical pain + public health

2. Mental health ( mcs) = social performance+ emotional problems+ mental health+ happiness

**Table 2) comparison between mean of pre-test and post-test scores of the 8 domains of quality of life questionnaire (SF-36) in the control group**

Scope	Time	Number	Mean score	Standard deviation	t-value	Statistics assessment
Physical performance(PF)	Pre-test	15	57	16.88	1.41	P=0.18
	Post-test	15	48.73	16.55		
RF performance limitations due to physical problems	Pre-test	15	45	25.35	1.72	P=0.107
	Post-test	15	29.33	18.4		
Functional limitation due to emotional problems RE	Pre-test	15	31.08	26.6	0.29	P=0.744
	Post-test	15	33.3	21.81		
Feel the exhilaration VT	Pre-test	15	41.66	14.84	1.8	P=0.093
	Post-test	15	31.33	13.68		
MHI mental health	Pre-test	15	45.02	9.82	0.353	P=0.729
	Post-test	15	46.4	12.35		
Social function SF	Pre-test	15	40.13	21.57	0.592	P=0.564
	Post-test	15	44.3	19.8		
PP physical pain	Pre-test	15	53.4	20.58	2.64	P=0.019
	Post-test	15	38.66	14.87		
Public health GH	Pre-test	15	37	16.45	0.765	P=0.457
	Post-test	15	33.33	15.54		

Using Paired T-test comparing pre- and post-test scores achieved in each of the areas of quality of life questionnaire (SF-36) in patients treated with the routine procedure were analyzed. The only significant difference is in the area of physical pain in the pre-test and post-test scores can be seen in the group treated in the routine way (P= 0.019). There is no significant difference between pre-test and post-test scores of routine treatment group (P> 0.05). Using ANCOVA variance analysis compares the average grades obtained in each of the areas of quality of life questionnaire (SF-36) with regard to the pre-test scores in both groups, patients in two groups were analyzed. Only in two areas of physical functioning and mental health there was no significant difference between two groups. (P=0.141, P=0.051). In other areas, there was significant differences between two groups (P<=0.05). In all these cases, the average scores obtained in the Matrix treatment was significantly higher than the scores by routine treatment

**Table 3) comparison between mean of pre-test and post-test scores of the 8 domains of quality of life questionnaire (SF-36) in the experimental group**

Scope	Time	Number	Mean score	Standard deviation	t-value	Statistics assessment
Physical performance(PF)	Pre-test	15	52.66	24.11	.719	P=0.484
	Post-test	15	58.33	17.18		
RF performance limitations due to physical problems	Pre-test	15	36.66	29.68	1.09	P=0.294
	Post-test	15	47.22	26.1		
Functional limitation due to emotional problems RE	Pre-test	15	26.69	22.53	3.61	P=0.003
	Post-test	15	59.96	33.8		
Feel the exhilaration VT	Pre-test	15	31.66	17.89	3.26	P=0.006
	Post-test	15	52.66	15.68		
MHI mental health	Pre-test	15	39.2	16.8	2.76	P=0.015
	Post-test	15	60	19		
Social function SF	Pre-test	15	34.33	22.99	2.73	P=0.016
	Post-test	15	62.83	19.38		
PP physical pain	Pre-test	15	49.83	27.58	1.1	P=0.287
	Post-test	15	59	12.59		
Public health GH	Pre-test	15	29.66	23.25	2.84	P=0.013
	Post-test	15	51	17.64		

Using Paired T-test comparing pre- and post-test scores achieved in each of the areas of quality of life questionnaire (SF-36) in patients treated with the matrix treatment method were analyzed. Only difference in the area of physical pain and performance limitations due to physical problems and physical performance in the pre-test and post-test scores isn't significant in the experimental group ( $p=0/484$   $p=0/294$   $p=0/287$ ). There is significant difference between pre-test and post-test scores of matrix treatment group in the rest of areas ( $P < 0.05$ ).

**Table4) comparison between mean of scores of the 8 domains of quality of life questionnaire (SF-36) according to pre-test scores in the experimental and control group**

Scope	group	Number	Mean score	Standard deviation	F-value	Statistics assessment
Physical performance(PF)	Routine	15	48.73	16.55	2.3	P=0.141
	Post-test	15	58.33	17.18		
RF performance limitations due to physical problems	Pre-test	15	29.33	18.4	4.3	P=0.048
	Post-test	15	47.22	26.1		
Functional limitation due to emotional problems RE	Pre-test	15	33.3	21.81	7.3	P=0.011
	Post-test	15	59.96	33.8		
Feel the exhilaration VT	Pre-test	15	31.33	13.68	12.43	P=0.002
	Post-test	15	52.66	15.68		
MHI mental health	Pre-test	15	46.4	12.35	4.16	P=0.051
	Post-test	15	60	19		
Social function SF	Pre-test	15	44.3	19.8	5.94	P=0.022
	Post-test	15	62.83	19.38		
PP physical pain	Pre-test	15	38.66	14.87	15.84	P=0.0001
	Post-test	15	59	12.59		
Public health GH	Pre-test	15	33.33	15.54	8.75	P=0.006
	Post-test	15	51	17.64		

Using ANCOVA variance analysis compares the average grades obtained in each of the areas of quality of life questionnaire (SF-36) with regard to the pre-test scores in both groups were analyzed. Only in two areas of physical functioning and mental health there was no significant difference between post-scores of patients of two groups. (P=0.141, P=0.051). In other areas, there was significant differences in post-test scores of treatment groups patients (P<=0.05). In all these cases, the average scores obtained in the Matrix treatment was significantly higher than control group.

Table 5) comparison between pre-test and post-test scores for physical health and mental health domains of quality of life questionnaire (SF-36) in the control group

Scope	Time	Number	Mean	SD	t-value	Statistics estimation
Physical health	Pre-test	15	48.1	13.61	2.21	P=0.044
	Post-test	15	37.51	13.08		
Mental health	Pre-test	15	39.52	14.04	0.151	P=0.882
	Post-test	15	38.83	12.8		
Life quality	Pre-test	15	43.81	12.23	1.31	P=0.21
	Post-test	15	38.17	12.59		

Using Paired T-test showed that the mean of pre-test and post-test scores in the health scale in control group was significant ( $P=0.044$ ). But there was no significant difference between mental health and life quality ( $P=0.882$ ,  $P=0.21$ ).

Table 6) comparison between pre-test and post-test scores for physical health and mental health domains of quality of life questionnaire (SF-36) in the experimental group

Scope	Time	Number	Mean	SD	t-value	Statistics estimation
Physical health	Pre-test	15	42.2	23.68	1.59	P=0.134
	Post-test	15	53.88	15.76		
Mental health	Pre-test	15	32.97	13.6	3.76	P=0.002
	Post-test	15	58.86	19.82		
Life quality	Pre-test	15	37.59	18.32	2.75	P=0.015
	Post-test	15	56.37	17.14		

Using Paired T-test showed that the mean of pre-test and post-test scores in the field of mental health and also quality of life questionnaire (SF-36) in patients treated with the matrix treatment method there was significant difference within pre-test and post-test ( $P=0.015$ ,  $P=0.002$ ), but there was no significant difference between physical health in pre-test and post-test scores of patients treated by matrix treatment method ( $P=0.134$ ).

Table 7) comparison between mean of post-test scores for physical health and mental health domains of quality of life questionnaire (SF-36) according to pre-test scores in the control and experimental group

Scope	Time	Number	Mean	SD	t-value	Statistics estimation
Physical health	Pre-test	15	37.51	13.08	9.08	P=0.006
	Post-test	15	53.88	15.76		
Mental health	Pre-test	15	38.83	12.8	9.24	P=0.005
	Post-test	15	58.86	19.82		
Life quality	Pre-test	15	38.17	12.59	9.92	P=0.004
	Post-test	15	56.37	17.14		

Using ANCOVA covariance analysis comparison between mean of post-test scores for physical health and mental health domains of quality of life questionnaire (SF-36) according to pre-test scores of patients who were treated by routine or matrix treatment method were analyzed. There was a significant difference between post-tests of all patients in two groups in the all areas ( $p \leq 0.01$ ). In all cases, mean score of patients in matrix method was significantly more than mean score of control group.

### Discussion and conclusion

ANCOVA test was used to analyze hypothesis two. There was a significant difference between post-tests of all patients in two therapy groups ( $p \leq 0.01$ ). In all of these cases, mean score of Matrix protocol was more effective than routine therapies. There is significant consistency between results of this research and results of Sugarman (2010), Ocella (2009), Deris and Holoon (2011), Mack Hock et.al in the efficacy of cognitive behavioral therapy method on life quality improvement of opiate addicts.

According to many studies, there is significant reduction in Matrix protocol in addicted patients. There is significant difference between control and experimental group in many researches. There is significant consistency between results of this investigation and results of Rawson and colleagues (2004), rails (2006), Shepta (2005), Copeland and Sorenson (2001).

In explaining the above findings, it can be stated that the quality of life is a complex and multifaceted general concept. In addition to person's perception, it depends on his / her physical and social conditions. Therefore, long-term and holistic intervention is necessary to improve it. It is obvious that the Matrix protocol is effective on physical health and mental health in experimental groups. Physical health of quality of life includes an individual assessment of his physical pain, physical function and physical limitations as well as public health. Person's knowledge, beliefs and thoughts has significant roles in the individual assessment of his physical condition. The results of the post-test of quality of life questionnaire showed that psychotherapy by Matrix protocol leading him / her to continue the plan and doing exercise program and orders of agenda, was able to improve their physical condition better than the control group. On the mental aspect of quality of life, the results showed the effectiveness of treatment. There is significant consistency between results of this research and results of about effectiveness of the Matrix protocol on the mental aspect of quality of life, the results show the effectiveness of treatment and Hayes (1993), Hulen (1993), Chris and Christophe (1996), Marllat et.al (2004), Saunders and Feny (2006). Mental health aspect of quality of life includes social functioning, emotional problems, mental health and vitality.

. The goal of this therapy was keeping the patient clean, using a multi-faceted learning coping skills and training in various fields. According to this findings and consistent with the other studies can be concluded that Matrix protocol has efficacy on preventing the recurrence in meth addicted patients, and improved quality of life so the Matrix protocol would be regarded a useful therapeutic approach in addiction treatment.

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## Eğitim Kurumlarında Eğitenin Çağdaşlığının Sorgulanması

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### ÖZET

İlkçağ insanı ile günümüz çağdaş insanı arasında artık tek bir nokta kalmamıştır. O da; neden, niçin, nasıl ve ne zaman gibi sorulara yanıt aramalarındaki öğrenme istekleridir. Toplumların tarihlerinde çok değişiklikler olmuş, fakat insanın doğasındaki öğrenme isteği hiçbir güç ve güçler tarafından (bunlar siyasal, dinsel veya ekonomik olabilir) engellenememiştir. Bilim adamları ve sanatçılar toplumların refahı için araştırmaya, düşünmeye, çalışmaya devam etmişler, öğrenme merakında olan günümüz insanına canları pahasına da olsa insanlığın ufkunu açan buluşlar, fikirler ve teknolojiler sunmuşlardır. Bu çabalar, genelde bilim adamlarının ve sanatçıların belli imkânlar ve disiplinler altında düşünme ve yaratma süreçlerini daha sağlıklı yaşayabildikleri eğitim ve bilim kurumlarında olmuştur. Çünkü eğitim kurumları doğası gereği bilimsel ve sanatsal araştırmaların beşiği olmuştur.

Ancak, buralarda bilimin, sanatın saygınlığının korunmasına gereken özenin gösterilmemesinin ileride telafisi mümkün olmayan çağ dışı nesillerin yetişmesine sebep olabileceği tehlikesi söz konusudur. Zaman zaman düşünce özgürlüğünden yoksun insanların öğretmenliklerin ve bunların eğiteceklerini düşündüğümüz genç beyinlerin ne derece sağlıklı, çağdaş bireyler olarak yetişecekleri tartışılması gereken bir konu olarak karşımıza çıkmaktadır. Eğitenlerin sürekli içinde değişimi barındıran çağdaşlık normlarına yani yeni bilgilere araştırmalara, teknolojilere, çağın beğenilerine, bilimsel ve sanatsal gelişmelere kapalı olmaları asla hoş görülmeyecek çağdışı bir durumdur. Diğer yandan ise kendisinin ekonomik sıkıntıları nedeni ile bilimsel ve sanatsal çalışmalarını yeterince yapamadığından şikâyetçi olan eğitenin, imkânlar sağlandığında ne denli aydın insanların ve yetkilerin kendisine verildiği halde bilimsel ve sanatsal gelişmelere hiçbir katkıda bulunmayan veya bu erki eğitimdeki çağdaş çabaların dışında başka amaçlar için kullananların da olabileceğini göz ardı etmemekte fayda vardır.

Geleceğin aydın insanları olmasını beklediğimiz gençlerin yani eğitenlerin, ancak bilimsel düzeylerinin eğitim kurumlarına uygunluğu tespit edilmiş beyinler tarafından, çağdaş insan normlarına uygun bireyler olarak yetişebileceklerine inanabilir ve bekleyebiliriz. Aksi takdirde; Atatürk'ün muhasır medeniyetler seviyesinden kastettiği çağdaş toplumların düzeyine ulaşmak hayal olacaktır.

### GİRİŞ

Dünyanın en ilkel veya çağdaş toplumlarının; yaşantıları, dilleri, doğaya bakışları, teknolojiyi kullanma bilgi ve becerileri, ekonomik hayatları, mistik düşünceleri veya buna benzer birçok yönleri çok farklılıklar içerir. Fakat tüm bunlara rağmen bu insanların; merak, şüphe ve öğrenme istekleri ortak özellikleri olarak kendini gösterir. İlkçağ insanı ile günümüz insanı arasında artık tek bir ortak nokta kalmıştır. O da; Neden, Niçin, Nasıl ve Ne Zaman gibi sorulara yanıt aramalarındaki öğrenme istekleridir.

### ÇALIŞMA

Toplumların tarihinde çok değişiklikler olmuş, fakat insanın doğasındaki öğrenme isteği, hiçbir güç veya güçler tarafından (bunlar siyasal, dinsel veya ekonomik olabilir) engellenememiştir. Geçmişteki üç beş olumsuz örneklerden yılmayan bilim adamları ve sanatçılar, toplumların refahı için araştırmaya, düşünmeye ve çalışmaya devam etmişlerdir. Bu insanlar, zaman zaman canları pahasına da olsa çalışmalarını sürdürmüş ve insanlığın ufkunu açan buluşlar, fikirler ve teknolojiler sunmuşlardır. Bu çabalar genelde; bilim adamlarının ve sanatçıların belli imkânlar ve disiplinler altında düşünme ve yaratma süreçlerini daha sağlıklı yaşayabildikleri eğitim ve bilim kurumlarında olmuştur.

Bu durum tesadüf müdür?

Elbetteki hayır.

Çünkü eğitim kurumları doğası gereği bilimsel ve sanatsal araştırmaların beşiğidir. Toplumların diğer tabakaları bu kurumlara tarih boyunca gıpta etmiş, buralarda eğitim verenlere ve eğitilenlere saygıyla bakmışlardır.

Toplumların değişik katmanlarındaki kişi, kurum ve kuruluşların yanlışlıkları, çağ dışı davranışları ve noksanlıkları belli bir tepkiden sonra genelde hoş görülüp unutulmuştur. Oysa bilim yuvaları olarak görülen eğitim kurumlarındaki yöneten – yönetilen – eğitilen ilişkilerindeki yanlışlıklar, taraflı davranışlar, yetersizlikler ve çağ dışı tutum ve davranışlar ise asla hoş görülmemiş ve unutulmamıştır. Çünkü buralarda bilimin ve sanatın saygınlığının korunmasına gereken özenin gösterilmemesinin; ileride telafisi mümkün olmayan çağ dışı nesillerin yetişmesine sebep olunacağı tehlikesi söz konusudur. Eğitim kurumlarının yetersiz altyapı sorunları bilinmektedir. Sağlıklı eğitimin sürdürülebilmesi için yetersiz altyapı sorunlarının giderilmiş olmasının yanı sıra, eğitmenlerin niteliğinin de sorgulanması gerekmektedir. Çünkü eğitmenlerin; düşünce özgürlüğüne, bilim ahlakına, bilgi ve beceriye sahip olmadığı koşullarda, ne derece sağlıklı ve çağdaş düşünce yapısına sahip genç beyinlerin yetiştirilmesinde katkıda bulunabilecekleri düşündürücüdür. Bazen öyle örneklerle karşılaşmaktadır ki insan ister istemez “kelin merhemi olsa kendi başına sürer” demekten kendini alamamaktadır. Çünkü hiçbir sosyal aktivitesi, bilimsel veya sanatsal faaliyetleri olmayıp, sıradan insan gibi hayatını diğer kazanç kapılarında koşuşturarak sürdüren eğitmenlerin mevcudiyeti de bilinmektedir. Bunlar zaman zaman günlük işleri ile uğraşırken eğitici olduklarını hatırlayıp, bir takım sokma akıllarla veya fiilen birilerinin desteğiyle faaliyette bulunuyor görünmektedirler. Bu yetersizliklerinin bilindiği, güya eğitmenlerin, bu hünerlerini ne zamana kadar sürdürebilecekleri tartışılır. Günümüzde bilim ve sanat kurumları tüm olumsuzluklara rağmen hala tek dışı kalmış canavar misali umut ve saygınlık kapısı olma özelliğini yitirmemiştir. Bu durum, büyük bir özveri ile araştırıp, geliştiren bir avuç bilim ve sanat insanının varlığındandır. Bilim ve sanat kurumları hiçbir dönemde, hiçbir koşulda ve hiçbir nedenle asli görevlerinin dışına çıkmamalı ve çıkartılmamalıdır. Bu nedenledir ki, bilim ve sanat eğitimi için bu kurumlara gelen eğitilenlere; çağdaş bir dünya görüşünün, bilimsel ahlakın ve öğrenme – araştırma merakının aşılabilmesi görevi, öncelikle kendisinin çağdaş bilime ve sanata saygısı olan, özgür düşünce yapısına sahip eğitmenlerce verilebilmesi için gereken her koşul ve ortam sağlanmalıdır. Bilindiği gibi çağdaş bireyin tanımında; yaşadığı çağın genel yaşam felsefesine olan uyumuna ve çağına uygun olarak doğayı, insanı tanıma ve bilme özelliğine bakılır. Bu tanımdan hareketle çağın bilim, sanat ve düşün insanların niteliğinin bu özelliklere sahip olması beklenir. Çağdaşlık değerinin sürekli değişkenliği göz önüne alınırsa, çağdaş insanın normlarının da yaşadığı çağa göre değişiklik göstereceği kaçınılmazdır. Özellikle eğitim kurumlarındaki eğitmenlerin; sürekli içinde değişimi barındıran çağdaşlık normlarına, yani, yeni bilgilere, araştırmalara, teknolojilere, çağın beğenilerine, bilimsel ve sanatsal gelişmelere kapalı olmaları asla hoş görülemez. Bu durum, toplumun diğer kişi, kurum ve kuruluşlarından önce, bilim yuvaları olarak bildiğimiz eğitim kurumlarımızdaki yöneten – eğiten – eğitilen ilişkilerindeki bireylerin çağdaşlığını bağlar.

## BULGULAR

O halde bizlerin; biraz da olsa, bir bilim insanının özgür düşünüp, araştırma cesaretine, gerçek bir eğitimcinin ülküsüne, modern ve gelişmiş ülkelerdeki insanların bilimsel ve teknolojik gelişimlerdeki bilgi ve becerilerine sahip olmamız gerekmektedir. Nitelikli eğitmenlerin; birden fazla dil bilmenin zorunluluğuna hem yerel, hem evrensel değerleri kabul etmenin gerekliliğine inanması şarttır. Nitelikten yoksun eğitmenlerin ise; zamanının ve gücünün çoğunu hizipleşmelere, bilgisizlik ve beceriksizliklerini başkalarına çamur atmakla veya atmak için fırsat kollamakla harcaması kaçınılmaz bir sonuçtur. Günümüzde, evrensel bireyin tanımının tartışıldığı bir ortamda, bağınazlıklara, ayrımcılıklara, dinsel ve siyasal duyguların sömürülmesine karşı, bilimsel tavır takınmamız, çağdaş bireyler olarak eğitmenler ve eğitilenler ilişkisine pozitif katkıda bulunmamız gerekmektedir. Çağdaş eğitimin sağlanabilmesinde siyasal erklerin, eğitim kurumlarının demokratik ve bilimsel araştırma çabalarına, ekonomik ve teknolojik açıdan destek olmaları gerekmektedir. Bu erklerin; özendirme, teşvik ve ödüllendirme gibi yöntemlerle çağdaş uygarlık düzeyinde bir eğitimin gerçekleştirilmesinde yapıcı olmasının önemi çok büyüktür. Her türlü ekonomik ve teknolojik imkânların sağlandığı eğitim kurumlarında hala çağdışı bir eğitim sürdürülüyorsa o zaman suçlanacak kesim bu kurumların idarecileri – eğitmenleri ile bu durumdan şikâyetçi olmayan eğitilenleri olabilir. Ancak tüm bu desteklerden, yani ekonomik ve teknolojik desteklerden hem eğiticiler hem de eğitilenler mahrum bırakılırsa, burada suçlanacak kişi veya kurumları, eğitim kurumlarının dışında aramakta fayda vardır. Kendisinin ekonomik sıkıntılar nedeniyle bilimsel ve sanatsal çalışmalarını yeterince yapamadığından şikâyetçi olan eğitmenin, imkânlar sağlandığında ne denli aydın insanların yetişmesinde katkıda bulunacağı hepimizce malumdur. Oysa tüm bu düşüncelere ters bir şekilde, imkânların ve yetkilerin kendisine verildiği halde bilimsel ve sanatsal gelişmelere hiçbir katkıda bulunmayan veya bu erki eğitimdeki çağdaş çabaların dışında başka amaçlar için kullananların da olabileceğini göz ardı etmemekte fayda vardır. Ne eğitilenlerin ne de eğitmenlerin adeta “olmazsa olmaz” kuralına uygun olarak birbirinden noksan olamayacakları kesin bir sonuçtur.

## SONUÇ

O halde öncelikle, çağdaş düşünen, araştıran, okuyan, yazan, üreten, konuşan ve aydın olmasını beklediğimiz gençlerin yetiştirilmesinin, bilimsel düzeylerinin eğitim kurumlarına uygunluğu tespit edilmiş eğitmenler tarafından gerçekleştirilebileceğine hepimiz inanmalıyız. Nitelikli eğitmenin yanı sıra, sayıları çok az da olsa eğitim kurumlarında birilerinin desteği ile görev almış olan bazı eğiticilerin akan suyun gücü ile dönen değirmenin kaplarından biri olarak bir müddet dönmelerini sağlamaları mümkündür.

Fakat bu tür eğitmenler için şunu söyleyebiliriz.

Unutulmamalıdır ki, sular kesildiğinde, hiç kimse, kendisine, bu çarkın dönmesi için mütemadiyen su taşıma zahmetinde bulunmayacaktır.

## Kaynakça

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## **Eğitimin Sosyokültürel Temelleri**

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### **ÖZET**

Eğitim insanlık tarihi ile yaşıt sosyal bir olgudur. Bunun için de eğitim, aile, siyaset, ekonomi ve din gibi beş temel sosyal kurumdan birisidir. Eğitim her ne kadar insanlığın ortak ürünü olan bir kavram olsa da algılama ve uygulama biçimi itibariyle zamandan zamana ve toplumdan topluma ya da sosyokültürel yapıya göre deęişen bir özellik taşımaktadır.

Eğitim ile toplum tipleri arasında nerede ise birebir bir ilişki vardır. Bazen eğitim toplumun bir fonksiyonu olarak görülürken, bazen de toplum eğitimin bir fonksiyonu olarak görülür. Birince halde eğitim mevcut toplumsal yapının devamına hizmet ederken, ikinci halde ise eğitim, toplumu dönüştürmenin temel aracı olarak görülür.

Bu bildiride eğitim ile toplumsal yapılar arasındaki ilişki analiz edilmeye çalışılacak ve soruna yönelik öneriler geliştirilecektir.

## **Eko-Okullarda Ve Klasik-Okullarda 8.Sınıf Öğrencilerinin Çevreye Yönelik Tutumlarının Cinsiyete Göre Karşılaştırılması**

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### **ÖZET**

Bu çalışmada eko-okullarda ve klasik-okullarda okuyan 8.sınıf öğrencilerinin çevreye yönelik tutumlarını cinsiyete göre karşılaştırmak amaçlanmıştır. Çalışma Ankara'da ki 2 eko-okul ve 2 klasik okuldan (127 eko-okul ve 149 klasik-okul öğrencisi) toplam 276 sekizinci sınıf öğrencisi ile gerçekleştirilmiştir. Veri toplama aracı olarak üçlü likert tipi ölçek "İlköğretim Öğrencileri Çevre Tutum Ölçeği" kullanılmıştır. Bu çalışma için Croanbach alfa güvenirlik katsayısı 0.624 bulunmuştur. Ölçek 24 tane olumlu ve 10 tane olumsuz ifadeden oluşmaktadır. Tutum ölçeğinden elde edilen nicel verilerin analizi SPSS 20 programı kullanılarak yapılmıştır. SPSS programında bulunan tanımlayıcı istatistik programlarından çapraz tablo (Crosstabs) kullanılarak öğrencilerin her bir soruya verdikleri cevapların kız ve erkek öğrencilere göre frekans ve yüzdelerinin nasıl değiştiğine bakılmıştır. Daha sonra ise bağımsız değişken olan cinsiyetin bağımlı değişken olan çevreye yönelik tutuma etkisine bakılmıştır. Bunun için birbirinden bağımsız iki farklı grup olduğu için bağımsız örneklem t-testi uygulanmıştır. Buna göre % 95 güven aralığı ile kız ve erkek öğrencilerin çevre ile ilgili olumlu ifadeler içeren sorulara verdikleri cevaplara göre aralarında çevreye yönelik tutum açısından anlamlı bir fark bulunmuştur  $t(249)=4,091$   $p<0,05$ . Çevreye yönelik yapılan olumlu hareketleri kız öğrencilerin erkek öğrencilere göre daha fazla desteklediği görülmüştür. Erkek ve kız öğrenciler arasında olumsuz ifadeler açısından çevreye yönelik tutumda anlamlı bir fark olup olmadığına bakmak için bağımsız örneklem t-testi yapılmıştır. Buna göre erkek ve kız öğrenciler arasında olumsuz ifadeler açısından çevreye yönelik tutumda anlamlı bir fark bulunmuştur  $t(263)=3,727$   $p<0,05$ . Burada çıkan sonuca göre kız öğrenciler çevre ile ilgili olumsuz davranışları erkek öğrencilere göre daha az desteklemektedir. Kız ve erkek öğrenciler arasında yapılan değerlendirmede çevre tutum ölçeğinde bulunan olumlu ve olumsuz maddeler açısından karşılaştırıldığında kız öğrenciler lehine anlamlı bir fark bulunmuştur. Buradan da anlaşıldığı gibi kız öğrencilerin çevreye yönelik olumlu tutumları erkek öğrencilerden daha yüksektir.

## Enhancing Students' Vocabulary Knowledge In Thai Studies Through Lexicographical Process

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### ABSTRACT

This research aimed to 1) compile words in Thai Studies field into conceptual categories in order to provide convenient sources of data and 2) enhance students' vocabulary knowledge in Thai Studies through lexicographical process. Lexical data was collected from primary sources related to Thai Studies. In addition, different types of dictionaries and encyclopedias were used as secondary sources. Lexical data were categorized by semantic field theory. The headwords and their lexical entries were grouped together and related in an associative networks. The arrangement of vocabulary items facilitated communication in Thai Studies and helped students develop self-regulated approach to vocabulary enhancement.

### INTRODUCTION

ASEAN's regional integration not only marked an important milestone at the end of 2015, but also increased people-to-people connectivity, public awareness, mutual understanding, as well as active participation among the people of ASEAN through economic, cultural and educational exchanges. Being one of the most diversified regions with many ethnicities, languages, heritages and socio-cultural dimensions, ASEAN will have to overcome many challenges. In Thailand, Thai citizens are encouraged to learn and speak English to prepare themselves for the possible influx of foreign workers and tourists. However, their English proficiency remains questionable. When compared to people in the countries where English is not the official language, Thais, with an average score of 45.35, were labeled "very low English proficiency" and Thailand was ranked 62 out of 70 countries according to the most recent Education First Proficiency Index (EF EPI, 2015). Obviously, this seems to be a considerable concern if English is the major hindrance to make foreigners understand and gain a deeper insight into Thai culture.

Many empirical studies suggested that vocabulary knowledge was a major prerequisite and causal factor in English proficiency. Staehr (2008) showed that vocabulary size and knowledge influenced the skills of listening, reading and writing. Decarrico (2001) suggested that if learners lacked vocabulary knowledge, they would soon discover that their ability to comprehend or express themselves clearly was limited. Meanwhile, Elder (2008) agreed that vocabulary acquisition played an important role in mastering a language. For this reason, a learner with insufficient vocabulary size will not perform well in every aspect of language.

Having many years of experience in teaching Thai Studies at Phranakhon Rajabhat university, the researcher has discovered that lots of his students still encountered many difficulties in explaining Thailand's cultural idiosyncrasies, mentality, arts, traditions, ways of life, etc. as well as in promoting knowledge, insight and appreciation of Thainess to foreign visitors into understandable English. The main reason is apparently their limited vocabulary size in Thai Studies field. Moreover, Thai students, confronting with a linguistic difficulty in reception or production, may not be able to find a solution to lexical problems in Thai Studies field in general dictionaries which list words in alphabetical order and are mainly designed for users from all possible cultural and linguistic backgrounds. Garcia (2005) noted that a great abundance of dictionary production has not matched by an adequate research into the type of users and language skills needed for the exploitation of dictionary. Based on this, the researcher planned to compile words by applying lexicographical process in order to enhance students' vocabulary knowledge in Thai Studies, so that they would be able to communicate and transmit information of Thailand with more efficiency and confidence.

### METHODOLOGY

A dictionary is considered as an essential source or a vital reference tool for language learning. It is used to grasp the meaning of words and helps EFL learners to master a language both productive and receptive skills. Good dictionary should be designed according to users' needs and requirements. The lexicographical process of Thai Studies involved five phases.

#### Phase One: Defining target users

During pre-lexicographical stage, a clear idea of who the users are and what they want from their dictionary is the most influential factor in order to make the dictionary tremendously useful (Atkins and Rundell, 2008). In this study, the target users were Thai students majoring in English who took Thai Studies subject at Phranakhon Rajabhat university. In addition, teachers, researchers, translators and personnel in tourism industry were also included.

### Phase Two: Designing properties of the dictionary

As part of the dictionary specific lexicographical process, the dictionary conceptualization plan has the most direct influence on the compilation process (Gouws and Prinsloo, 2005). In designing properties of the dictionary to ensure the target user's linguistic empowerment, the dictionary's language is bilingual and unidirectional so that the intended target user group could decode the source language (Thai) to understand, translate into or express him/herself in the target language (English). The information in the source language was provided through translational equivalents (L1 → L2 dictionary).

For the dictionary's medium, the researcher selected printed version due to some drawbacks of web-based and mobile Thai-English dictionaries where a search term is entered in a search box. For example, when the user wants to look up the English equivalent of the word “อุปสมบท” (to be ordained as a Buddhist monk) in <http://dic.longdo.com>, which is a widely used and reliable online bilingual dictionary for Thai users (Vitayapirak, 2013), there are not so many associated words found, to be used, and studied as shown in figure 1.

<p>■ Thai-English: NECTEC's Lexitron-2 Dictionary [with local updates]</p>	
อุปสมบท	[V] go into priesthood, See also: to be ordained, Syn. บวช, บรรพชา, Example: ท่านเกิดความเบื่อหน่ายในชีวิตฆราวาสจึงตัดสินใจอุปสมบทสู่เพศบรรพชิตอีกครั้ง, Thai definition: บวชเป็นภิกษุ
<p>■ ไทย-ไทย: พจนานุกรมฉบับราชบัณฑิตยสถาน พ.ศ. ๒๕๔๒ [เชื่อมโยงจาก royin.go.th แบบอัตโนมัติและผ่านการปรับแก้]</p>	
อุปสมบท	[อุปสมบต, อุบปะสมบต] ก. บวชเป็นภิกษุ. (ป. อุปสมปทา).
อุปสมบทกรรม	[มดทะกะ] น. การบวชเป็นภิกษุ.
<p>■ English-Thai: NECTEC's Lexitron-2 Dictionary [with local updates]</p>	
Buddhist ordination	[N] อุปสมบท, See also: บรรพชา, การบวช
<p>■ English-Thai: Nontri Dictionary</p>	
initiation	(ก) การเริ่มต้น, การอุปสมบท, การนำนาฬิก, การทำพิธีรับเข้า
ordain	(ข) บวช, บรรพชา, อุปสมบท, ดลบันดาล, สนิษิต
ordination	(ก) การบวช, การบรรพชา, การอุปสมบท, การดลบันดาล, การแต่งตั้ง

Figure 1: A search for an English equivalent of a Thai word in an online dictionary

Nesi (2000) clearly mentions the disadvantages of electronic dictionaries which limit the learning process since the users can learn just one or two equivalents or definition given for the entry. On the contrary, the dictionary of Thai Studies (Thai-English) provides a richer information of the words from the same concept domain as well as idioms and collocations related to the similar entry. Hence, the users can use it as a well-supported resource of knowledge in Thai Studies field.

### Phase Three: Collecting data

After the target users, purposes and properties of the dictionary had been identified, the researcher, together with 43 students majoring in English who took Thai Studies subject at Phranakhon Rajabhat University in the second semester of the academic year 2014, collected lexical data from primary and secondary sources.

#### 3.1. Primary sources

##### 3.1.1. Introspection

The primary source of data was gained through introspection, the direct gathering of data based on lexicographer's own linguistic competence, or the indirect result from the collection of informant data (Svensén, 2009).

In the first class meeting of Thai Studies course at Phranakhon Rajabhat university in the second semester of the academic year 2014, the project of lexicography of Thai Studies (Thai-English) and its purposes were introduced to the students. Instead of providing students the course description directly, the conceptualization of Thai Studies was meaningfully made by brainstorming in order to generate their basic knowledge of Thai Studies content. The students' ideas were noted and listed as follows: temple, festival, Thai dancing, literature, folklore, culture, history, musical instrument, food, art, value, tradition, belief, politics, royal family, ritual, silk, norms etc.

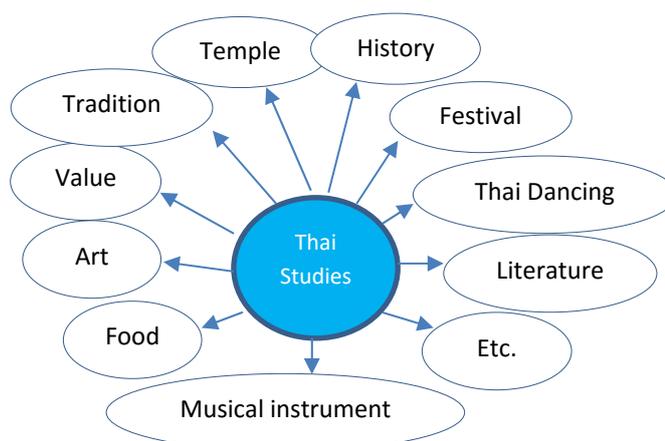


Figure 2: Conceptualization of Thai Studies

To avoid a problematic factor of incomplete data and unreliable method of data collection, other sources of information such as books, textbooks, articles, newspaper, internet resources and other authentic document related to Thai Studies were checked and consulted too.

### 3.1.2. Language corpus

Language corpus supports data collection and it has been used in a range of dictionary projects (Kilgarrif, 2013). The term ‘corpus’ can be defined as ‘a collection of language material selected according to certain criteria and used as a basis for linguistic investigation’ (Svensén, 2009). The corpus contains both spoken and written linguistic data and it makes lexicographical process more efficient and complete. For this lexicography of Thai Studies, the researcher collected raw data from the Thai National Corpus (TNC), which is believed to be sufficiently large and representative of the standard Thai language (Aroonmanakun, 2007). The Thai National Corpus itself is constantly available through the internet (<http://www.arts.chula.ac.th/~ling/TNCII/>).



Figure 3: Thai National Corpus

A web-based corpus can be searched accurately, rapidly and efficiently. The researcher used the Thai National Corpus to find collocation information about the lexical entries. The first step is to click at “collocate (please click for enable)”. Then, type the targeted word in Thai in the textbok appeared on your left hand side and click the ‘search’ button. For example, when you type the word “ล ะ ค ร ” [lá-kon] (stage performance or drama) which is the subordinate word of ‘Thai performing art’, the numeral data shows 5,077 examples found in fiction, newspaper, non-academic, academic, law and miscellany along with the word frequency in percentage so that the lexicographer can decide which collocations should be significantly provided in the dictionary.

No .	Collocation/ Related word	TOT	Fiction	Newspaper	Non-academic	Academic	Law	Misc	All	%
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No.	Collocation/ Related word	TOT	Fiction	Newspaper	Non-academic	Academic	Law	Misc	All	%
1.	พื้นทาง (Thai folk drama)	24	1		8	15			48	50.00
2.	ดึกดำบรรพ์ (Opera oriented dance)	141			18	123			345	40.87
3.	ชาตรี (A dance drama popular in the South and often seen at popular shrines in Bangkok as thanksgiving to a deity)	28	1	1	9	17			136	20.59
4.	เสภา (Thai folk drama with verse recital)	8	1			7			111	7.21
5.	สังคีต (A drama evolved from dialogue play with dance in which the actors perform in dialogue and in dance equivalently)	47			39	8			677	6.94
6.	รำ (Dance drama)	97	6	6	36	48		1	1400	6.93
7.	เวที (Stage play)	186	20	73	15	28		50	2861	6.50
8.	หนังใหญ่ (Shadow plays)	6			1	5			102	5.88
9.	โขน (Mime show)	8	3	4		1			301	2.66
10.	ตลก (Comedy)	15	5	4	2	1		3	1656	0.91

Table 1: The selected collocations of the word “ละคร” (stage performance or drama) from the Thai National Corpus

### 3.2. Secondary sources

The lexicography of Thai Studies (Thai-English) relied heavily on secondary sources such as primarily monolingual (Royal Institute dictionary) and bilingual dictionaries suitable for general use, and specialized dictionaries, for instance, dictionary of literary terms, dictionary of linguistics, dictionary of geography, dictionary of Buddhism, etc. In addition, lexical data were also collected from Thai Junior encyclopedias, initiative project by His Majesty King Bhumibol Adulyadej.

To gather lexical data from pre-existing encyclopedias and dictionaries in which the words are listed in alphabetical order, the headwords, normally broad terms whose meaning covered the meaning of the entry in the lemma list, should be set beforehand in order to facilitate the categorization of words according to their concept domain. For this lexicographical project, the researcher divided the content into 13 groups covering Thai Studies field including 1) topography 2) climate and natural disaster 3) appearance and human characteristics 4) society and governance in Thailand 5) economy, occupations and employment, 6) Thai culture and tradition 7) Buddhist concept 8) Thai architecture 9) visual art and handicraft 10) Thai performing art and music 11) Thai language and literature 12) Thai cuisine and 13) miscellany. So, it is an onomasiological dictionary that goes from concepts to words rather than from words to concepts (Sterkenburg, 2003).

#### Phase Four: Analyzing data and building subsidiary lemma lists

Lexical data were analyzed and categorized by semantic field theory. According to this theoretical framework, the headwords have a more general meaning than the subordinate words (Jackson, 2002). The headwords and their lexical networks were related by both hyponymic (showing the relationship between the more general terms and the more specific instances) and part-whole relations. The following table shows how words were conceptually structured:

Headword	Thai traditions					
1 <sup>st</sup> subordinate word	Customs associated with birth and adolescence		Customs associated with adulthood		Death and funeral customs	
2 <sup>nd</sup> subordinate word	Baby blessing ceremony	Topknot-cutting ceremony	Thai wedding ceremony	Monk ordination	Funeral	Beliefs concerning death
3 <sup>rd</sup> subordinate word	-baby cushion -childbirth, delivery - etc.	- sacred thread - spirit in the head - etc.	- bride-price - conch shell - engagement - nuptial - etc.	- alms-bowl - enlightenment - precepts - etc.	- ashes - coffin - crematorium - wreath -etc.	- barn owl - hades - next life - etc.

Table 2: Words related in an associative network

From the table, , the set of words in the 3<sup>rd</sup> subordinate group, for instance, “baby cushion”, “childbirth”, “delivery” belongs to a larger group “baby blessing ceremony”, which is included in a larger concept “customs associated with birth and adolescence”, and the latter is included in an even larger group devoted to Thai traditions. Semantic field, involved generally with brainstorming an associative network, categorizing lexical items and building subordinate words, can increase cognitive processing and develop students’ vocabulary knowledge (Ward and Annita, 1988). During this process, students were encouraged to think of and gather words that are related to the selected key topic from various sources.

#### Phase Five: Finding equivalents

As the purpose of the bilingual dictionary is to give target-language equivalents of words and expressions in the source language (Svensén, 2009), lexicographers may confront certain restrictions due to the differences in socio-cultural matter, grammar, concept formation and semantic ranges between two linguistic systems, for example, there are lots of Thai words which do not exist in English. The word “กราบ” [grāap], which means to prostrate oneself to worship, is not found in English-speaking cultures. In bilingual lexicography, lexical items in source-language and target-language are related with regard to meaning and usage. Therefore, some culturally-bound words or expressions have no one-to-one equivalent between the source language and the target language. When zero equivalence was found, the researcher used two methods: transliteration and explanatory or descriptive equivalence.

##### 5.1. Transliteration

Supplying term equivalents from one language into another is not as easy as it may seem. When the target language has no equivalent for source language units, the character of the source language is assigned to a different character of the target language. According to Mabasa (2005), transliteration is normally said to be direct loan by where a particular term is created from one language and the user adjusts its pronunciation, spelling and morphological characteristics to suit the target language. The transliteration technique was adopted mostly with the proper nouns.

Proper nouns in Thai	Transliterated words in English
เทศกาลลอยกระทง	Loy Krathong festival
นางนพมาศ	Nang Nopphamas
ประเพณีเป็ง	Yee Peng festival
วันวิสาขบูชา	Visakha Puja day
ศิลปะทวารวดี	Dvaravati art

Table 3: Transliterated proper nouns from Thai into English

The system for rendering Thai language words in the Latin alphabet appeared in the dictionary of Thai Studies (Thai-English) was strictly based on the Royal Thai General System of Transcription, published by the Royal Institute of Thailand. However, transliteration, according to Mabasa (2005), should not be excessively implemented as it can lead to language death or mere duplication of the source text (Ngobeni, 2013) which will not help the users of dictionary to achieve their communicative goal if the speakers of the target language do not understand the source language term. In this case, the researcher applied explanatory or descriptive equivalence.

##### 5.2. Explanatory or descriptive equivalence

Comprehensive explanation or description was often employed when dealing with culturally-bound words. This strategy is a target language paraphrase of the source language item, situated somewhere between a target language equivalent and a target language definition (Adamska-Safaciak, 2011). The following examples illustrate this point:

Culturally-bound words in Thai	Explanatory equivalents in English
กระบุง, กะต๋ม	bamboo container for holding cooked glutinous rice, sticky rice box
กระบวย	big spoon with long handle, deep spoon made of coconut shell
เฒ่าแก่	well respected person who plays the role of a go-between in asking the hand of someone's daughter to be married to someone's son
บายศรี	offering of cooked rice under a conical arrangement of folded banana leaves and flowers topped with the boiled egg
พระอภัยมณี	monk who officiates at an ordination ceremony, preceptor

Table 4: Explanatory equivalents of culturally-bound words from Thai into English

## RESULTS AND DISCUSSION

Since there is still no bilingual dictionary of Thai Studies in which the lexical items are arranged into conceptual association, this project is believed to provide a user-friendly resource which would enhance students' vocabulary knowledge in Thai Studies. The lexicography of Thai Studies (Thai-English) was presented in 3 constituent parts including megastructure, macrostructure and microstructure (Svensén, 2009).

### 1. Megastructure

The dictionary megastructure consists of preface, user's guide, list of abbreviations used in the dictionary, index, appendixes and lemma list which is the main component of a dictionary. All lexical entries, divided into two columns with a vertical line in the middle, are listed in Thai alphabetical order. Each entry is represented with a headword. Words in the source language are listed on the left while their English equivalents are found on the right.

## นาฏศิลป์ และ ดนตรีไทย (Thai Dancing Art and Music)

### I. นาฏศิลป์ไทย (Thai Dancing Art)

การฟ้อนรำ	dancing
การแสดงประกอบดนตรี	musicality
การออกแบบท่ารำ/ ทำเดิน	choreography
เข้าพระเข้านาง	to flirt, to be romantic, to court
โขน	Thai classic masked play enacting scenes from the Ramayana
การแสดงที่ต้องใช้พลังมาก	strenuous performance
บทเจรจาโขน	dialogues

ก้มลงจรดพื้น	to bend down to touch the ground
ก้มตัวลงข้างหน้า	to bend the body forward
กระโดดตบเท้า	to jump and clap feet together
กระโดดสองเท้าประชิด	jump with feet close
กั้นในอากาศ	together in the air
กระเียบเท้าทีละน้อย	to slightly move the body
ตามจังหวะของดนตรี	according to the beats of the song
การก้มศีรษะลงเล็กน้อย	slight bow of the head
การกระโดด	bound, jump
จีบ	to touch the inside of forefinger with thumb

Figure 4: Presentation of the lemma list

### 2. Macrostructure

Macrostructure is an organizational structure which applies to the dictionary in its entity. The lexical entries appeared in bilingual dictionary of Thai Studies (Thai-English) are arranged according to systematic or thematic macrostructure (Svensén, 2009) while the arrangement of lemma list found in most general-purpose dictionaries is in alphabetical macrostructure. Categorized into 13 semantic fields, the headwords and their subordinate words are related by semantic affinity and within each category and sub-category, the lexical items are alphabetized according to Thai alphabetical system, apparently more intricate than English. To determine Thai dictionary order, word items can be found its place according to the ordering of the 44 consonants. The inherent vowels are considered at a lower level of precedence than consonants and finally, if required, tone marks are considered with the final precedence. However, non-strict-alphabetical macrostructure is found on some occasions, particularly within the sub-lemma grouping while the overall lemma remains a strict-alphabetical one. The following table shows non-strict-alphabetical macrostructure within sub-lemma list.

อริยสัจ 4	the four noble truths
ทุกข์	suffering, misery, pain, sorrow, trouble
สมุทัย	the cause/ origin of suffering
นิโรธ	the cessation of suffering
มรรค	the path leading to the cessation of suffering

Table 5: Non-strict-alphabetical macrostructure within sub-lemma list

“อริยสัจ 4 (The four noble truths)” is the lexical entry under the headword “Buddhist concept”. Its sub-lemma list contains four words which are non-strict-alphabetically arranged according to Thai alphabetical system. The words can be strictly arranged as **ทุกข์**, **นิโรธ**, **มรรค** and **สมุทัย** according to Thai alphabetical order, but it will not reflect the idea of cause and effect which is considered as the heart of the Buddha’s teachings. In this case, strict-alphabetical macrostructure is not a good idea to be applied in this sub-lemma grouping.

### 3. Microstructure

Microstructure is, according to Louw (1999), “the structure of individual dictionary entries: their various parts and the mutual relationship of these including the typographical conventions used”. The microstructural functions aim to provide the accessibility of information and the user-friendliness, ensure ease of comprehension and create a homogenous style throughout the dictionary. The following table presents the information categories that constitute the microstructure of the bilingual dictionary of Thai Studies (Thai-English) as well as the conventions used to present them.

Information categories	Presentation and convention(s) used
Spelling	Headwords in bold font
Symbols	1. [ / ] used to indicate a choice

	<p>กระแสน้ำเชี่ยวกราก fast-flowing/ powerful/ strong/ swift/ treacherous</p> <p>current</p> <p>2. [ , ] used to separate two or more synonyms</p> <p>จันทาคติ bias, prejudice caused by loved, partiality</p> <p>3. [ ( ) ] used to</p> <p>3.1. give more information about the word</p> <p>ยิ้มสยาม Siamese smile (which is found on the face of a typical Thai)</p> <p>3.2. explain the cause</p> <p>ท้องคืดท้องแข็ง strained belly (due to uncontrollable laughter)</p> <p>3.3. give grammatical information</p> <p>เท้า, ตีน foot, feet (pl.)</p> <p>4. [ - ] used to indicate the subordinate words which are related to the larger word</p> <p>เทศกาลลอยกระทง Loy Krathong festival</p> <p>กระทง lotus-shaped vessel</p> <p>- กะลามะพร้าว coconut shells</p> <p>- เงินเหรียญ coins</p> <p>- ชิ้นส่วนของลำต้นของต้นกล้วย a slice of the trunk of a banana tree</p> <p>- ทำให้แม่น้ำเน่าเสีย to pollute the river</p> <p>- เทียน candle</p> <p>- รูปสามดอก three incense-sticks</p> <p>- ใบตอง banana leaves</p> <p>- โฟม styrofoam</p> <p>- เน่าเปื่อย, ย่อยสลาย to decompose</p> <p>- ย่อยสลายได้ตามธรรมชาติ biodegradable</p>
Equivalents	English equivalents occur immediately after the lemma.
Collocations	<p>Collocative partners are spaced distinctively from their base word.</p> <p>น้ำท่วม, อุทกภัย flood</p> <p>กำแพงป้องกันน้ำท่วม flood wall</p> <p>ทางระบายน้ำท่วม flood way</p> <p>น้ำท่วมฉับพลัน flash flood</p> <p>น้ำท่วมรุนแรง catastrophic/ devastating/ great/ severe</p> <p>flood</p> <p>ปริมาณน้ำท่วม flood runoff</p> <p>พื้นที่น้ำท่วม flooded area</p>

Table 6: The microstructure of the bilingual dictionary of Thai Studies

## CONCLUSIONS

With the advances in transportation and technology, the world has become increasingly interconnected. Communication among people from diverse linguistic and cultural backgrounds has also become a concern since it will lead to mutual understanding. The aim of this lexicographical project was the production of bilingual dictionary to facilitate communication in Thai Studies. In accordance with the purpose and intended use of the dictionary, the lexical entries, obviously the main component of a dictionary, were arranged according to conceptual categories. The lexicographical process of the dictionary of Thai Studies (Thai-English) started with defining target users, followed by designing properties, data collection, data analysis and finding equivalents respectively. During the phase of data collection, students were involved in gathering words which were semantically associated to the selected headwords from various sources. They were guided by the teacher to list the words by categories and to find the target-language equivalents. The anticipated benefits were to enhance their vocabulary knowledge in Thai Studies, provide user-friendly and convenient sources of data as well as break down their language barriers so that they could effectively promote knowledge and insight as well as appreciation of Thai Studies to foreign visitors.

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## **English And Demotivating Factors**

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Factors That Discourage Turkish EFL Students from Learning English Language

### **ABSTRACT**

This study aimed to investigate Turkish EFL students' demotivating factors in learning English as a foreign language. A demotivation questionnaire was administered to 60 university students. The participants of this study were asked to respond to a 24-item questionnaire to record their demotivational factors towards learning English as a foreign language. The data generated were statistically analyzed. Descriptive analysis and independent-sample t-test were run to identify whether or not any significant differences exist in the responses of male and female learners. The results indicated that Turkish students considered learning materials such as textbooks demotivating. Moreover, statistically significant differences were found between boys' and girls' attitudes in learning English language.

## Environmental Attitudes And Awareness Of Turkish, Libyan And Northern Cyprus University Students On Water

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### Abstract

This study aims at investigating environmental attitudes and awareness of Turkish, Libyan and Northern Cyprus university students on water. The environment and water issues for the university students in North Cyprus, Libya and Turkey. In order to determine attitudes and behavior of the university students in environmental education and water usage, questionnaires were applied to emphasize the importance of education in the formation of environmental awareness. The purpose of the study is to determine with the help of surveys the attitudes and awareness about water and investigate whether university students in North Cyprus, Libya and Turkey have enough consciousness on the subject. The research involves 300 university students in Northern Cyprus, Libya and Turkey. This study applied the relational model with quantitative research methods; it was carried out by giving students enough time to answer the questionnaire used as a data collection tool. The data obtained from the survey results were analyzed by SPSS 20 program. The Participants who were unrelated to the case determined that varies according to gender t – test, in determining whether parents' education level varies ANOVA, Cronbach's Alpha, Split-Half, Post Hoc test has been applied. Frequency and percentage were utilized to examine the behavior of the students regarding the adequacy of the environmental education. The findings obtained in this study show that students lack of environmental education concerning water and their general knowledge is not adequate.

**Keywords:** Environmental education, environmental awareness, environmental information, water.

### 1.Introduction

Environment is a set of living and inanimate interaction. The world also increased environmental pollution, especially starting from the kindergarten school and the necessity of the environmental education at university. The environment has largely replaced the environmental education on the new generations to grow up in terms of environmental issues and the importance of the quest for greater than (Sungurtekin, 2001).

All people in the audience and environmental education are also sensitive to the environment, the development of positive attitudes and behaviors regarding environmental protection. If included in school curricula, environmental education can be provided to achieve the objectives of environmental issues. Environmental education is fundamental for the protection of nature and natural resources. But air, water, soil, plants and biosphere in order to understand how to protect the fauna and to be able to get into biomes and ecosystems must be well known all around. For this, the pre-school education should provide materials to make a variety of activities and environments where children use their senses and are required to demonstrate feedback. Children realize their theoretical knowledge of the environment and they forms environmental protective habits. Life-long habits and values that we obtain by environmental education should start from early childhood that develops in the first years of our lives (Şimşekli, 2001).

Water, the main source of life, is the most essential need for all living beings. At first glance the earth of sufficient amount of water for all living beings. Although the total amount of water in the world is 1.4 billion km<sup>3</sup>, 97.5% of the water is the oceans and seas as salty water, 2.5% as fresh water in rivers and lakes. Less than 90% of fresh water resources are polarity and therefore men is trapped underground easily due to very limited amount of fresh water suitable to benefit from. On the other hand, the rapid growth of the population and as a result of industrialization global water resources are also consumed and the situation is tainted and pressure on these resources is increasing with each day.

Especially in recent years, lack of rain, and inefficient use of water resources in the world raised the need to top level. Today water scarcity in many regions of the world has become one of the most important issues of this century and global water crisis has began to be pronounced. In 2000, the Stockholm Water Symposium, about 350 million people in 26 countries drawn by thirst, and do not have sufficient water resources number of people were reported to be 1.2 billion people. These figures are taken into account as much as one third of the world population means when faced with water problem (Atabey, 2005).

Today, water has ceased to be the subject of only engineering work; economy has become the subject of ecology and social sciences. "Sustainable water management", "integrated water resources management", "water management" put forward a number of new concepts and began to discuss the implementation of these concepts. These discussions are particularly developed and developing countries continues, to face water pollution on, deficiencies in water supply, natural disasters such as droughts and floods. Since the 1990s, the World Water Council has ensured global cooperation and solidarity by setting up new international institutions such as the Global Water Partnership (Bilen, 2008).

Under these conditions, effective management of water resources has begun to hold one of the priority issues of the country. At the same time, sustainable use of limited freshwater resources, for the countries where it is crucial necessity of saving water saving is of vital importance for world order and prosperity.

## **2. Methodology**

### **2.1. Research Model**

In the research called "Comparison of Environmental Attitude and Awareness Levels of the students from TRNC, Libya and Turkey about Water", "relational screening model" was used. In the relational screening model, it is aimed at determining the existence or degree of covariance between two or more parameters (Karasar, 2009). This kind of researches could present an opinion about a cause-effect relationship to the researchers; yet, they can never been interpreted as a cause-effect relationship. Correlation researches are important research types which are effective on disclosing the relations between the parameters and determining the levels of these relations, and which provide essential clues to conduct high level researches related to these relations (Büyükoztürk and others, 2008).

### **2.2. Study Group**

The population of this research consists of 300 university students from TRNC, Libya and Turkey; taking education in 2014-2015 academic year in TRNC, Libya and Turkey.

### **2.3.Data Collection Tool**

In this research, the "Survey Purpose Form" and the "Environmental Attitude Scale" was used as the data collection tool.

### **2.4. Scoring Scale Classification Of The Substance**

The levels of knowledge of the university students participating in this research about the environmental education were revealed and interpreted in regards to the survey questions.

### **2.5.Data Analysis**

The data obtained from the surveys were analyzed in silico by using the computer program SPSS 20.0. While detecting if there was any difference in the environmental education and water usage awareness of the university students participating in the research from TRNC, Libya and Turkey in regards to their sexes, unrelated samples t-test was practised; and while detecting analysing the difference in their environmental education and water usage awareness in regards to their educational backgrounds, ANOVA, Cronbach's Alpha, Split-Half, Post Hoc test was practised.

### 3. Findings

This chapter is divided into three sections. The first characteristics of the respondents demographic section is examined. The second section provides a report on the characteristics of the measurement scales (Cronbrachs Alpha Test) used in the study. The final section then, discusses the analysis of the research hypotheses.

#### 3.1. Respondents' Characteristics

The profile of the respondents with respect to their gender, nationality, Population of the area where they live, education status of there mother, education status of there father and family is shown in Tables1.

**Table 1 : Frequency And Percentage For Gender.**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	134	44.7
Female	166	55.3
<b>Total</b>	300	100.0

Table 1 show that most of the respondents in the gender group are (44.7%) percent male and (55.3%) are female respondents (figure 1 shows that).

#### 3.2. The Result Of Study Depend On It's Questions.

**Research Question 1:** The difference between university students from Libya, Cyprus and Turkey in awareness raising of the environment around the water? The answer to this question is shows in mean.sta.deviation descriptive statistics (Table 11).

**Table 11(a) :Mean And Standard Deviation For Items**

<b>No.</b>	<b>Items</b>	<b>Mean</b>	<b>S.d</b>
1	How concerned are you about the quality of your local water environment?	3.63	0.80
2	How concerned are you about water pollution?	3.64	0.68
3	The Water Framework Directive aims to improve the “ecological condition” of water bodies across this area. This is a measure of both water quality and how good the rivers and canals are for wildlife. How would you assess the ecological condition?	2.95	1.08
4	Should the regulations to control water pollution be more strict, less strict, or about as strict as they are now?	3.73	0.89
5	Is the Environment Agency spending too much money trying to improve the water environment, too little money or about the right amount of money?	2.74	1.34
6	Is improving the local water environment more important than improving the local economy, less important than improving the local economy, or about as important as improving the local economy?	2.82	1.38
7	Should the government spend more money to improve the water environment, less money to improve the water environment, or about the same amount of money to improve the water environment?	3.89	1.05
8	How willing are you to change your lifestyle to reduce the damage you cause to water environment?	3.44	1.08
9	Is The business community interested in protecting water?	3.50	0.91
10	To conserve water, elected officials should pass ordinances that limit the number of single family homes that can be built each year	3.42	0.97
11	Elected officials should establish a public information office to disseminate information and educate citizens about water conservation	3.03	1.13
12	How do you feel about the formation of a local agency to control and manage water assets?	3.65	1.01
	<b>Total</b>	<b>3.37</b>	<b>0.42</b>

Table (11) shows that mean range between (2.74-3.89), is the highest mean for “Should the government spend more money to improve water environment, less money to improve water environment, or about the same amount of money to improve the water environment?”, and the lowest mean is for “Is the Environment Agency spending too much money trying to improve water environment, too little money, or about the right amount of money” (3.06). The overall mean for environment around water Reached (3.37), This shows the average level of awareness of the environment. The government should support the people to increase the level of awareness towards the environment of water. This means the government play a critical role in improving water environment through establishing the projects that concern the improvement of water environment.

**Table 11 (b): Mean Score.**

Mean Score	Interpretation
1.00 -1.80	Strongly disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Moderate agree
3.41 – 4.20	Agree
4.21 – 5.00	Strongly agree

Most of the means seem between 3.40 to 4.20 which means that most of the answers agree on the issue. There is only are moderate agreement?

**Research question2:** The difference between male and female in raising awareness of environment of the water ?

The answer to this question is show in Mann-Whitney Test table (12a-12b)

**Table 12(a): Result of Mann-Whitney Test To Awareness of Environment Due to Gender (n=300).**

	Gender	N	Mean Rank	Sum of Rank
Raising awareness of environment of the water	Male	134	148.41	19886.50
	Female	166	152.19	25263.50
<b>Total</b>			<b>300</b>	

**Table 12 (b): Test Statistics.**

	Gender	N	Mean Rank	Sum of Rank
Raising awareness of environment of the water	Male	134	148.41	19886.50
	Female	166	152.19	25263.50
<b>Total</b>			<b>300</b>	

Table 12 shows that, value of awareness of the environment due to gender reached to (-0.376), by Sig. (0.707). This indicates that there are no significant differences due gender in raising awareness of environment of water. The analysis indicated that there is no high differences between the awareness by males and females towards in water issues. The Ranks table is the first table that provides information regarding the output of the actual Mann-Whitney U test. It shows the mean rank and the sum of ranks for the two groups tested (i.e., the exercise and diet groups)

Mean rank represents the highest and lowest. In the table above the highest percentage is 152, 19 for the females, and lowest is for the males (148. 41). That means the females more aware of the environment of water. Table 12(b) the Sig is 0.707 so there is no significant differences concerning gender in raising awareness of environment of the water.

**Research question3:** What is the impact of the family's monthly income on students in the culture to do with the environment of the water? To answer this question Kruskal-Wallis Test was applied.

**Table 13(a): Result Of (Kruskal-Wallis Test) to Awareness of Environment Due to Monthly Income (n=300).**

	What is your income?	N	Mean Rank
Raising awareness of environment of water	Less than 1000 TL	4	160.50
	Between 1000-2000 TL	60	140.29
	Between 2000-3000 TL	107	143.31
	Between 3000-4000 TL	43	198.07
	More than 4000 TL	88	142.32
<b>Total</b>		<b>300</b>	

**Table 13 (b): Test Statistics**

<b>Raising Awareness of Environment on Water.</b>	
Chi-Square	15.386
df	4
Asymp.Sig.	0.004

Table 13 shows that value for awareness of environment with monthly income reached (15.386), by Sig. (0.04). This indicates that there are significant differences due monthly income, in order to differences favor of category monthly income (Between 3000 - 4000 TL). There is a positive relationship between monthly income and the level of awareness towards the environment. When monthly income provides a high quality life the awareness towards the element high. The mean rank in table 13 shows the income between 3000-4000 and it is the highest mean rank. Table b shows is significant differences due to monthly income with 0.04.

**Research question 4 (1):** What is the impact of the educational level of the mother and father on the student and does it affect the culture and environmental awareness of water? To answer this question (Kruskal-Wallis Test) was applied. Table14.

**Table 14: Test Statistics**  
**Raising Awareness of Water on Environment.**

Chi-Square	10.312
df	5
Asymp.Sig.	0.067

The level of education in the family by father and mother helped in increasing the level of awareness towards the environment. Table 14(a) shows that the highest mean rank is elementary (182.34). Table b shows no significant differences due to educational level of the mother (0.06).

**Question 4 (2):** What is the impact of the educational level of the mother and father on the student and does it effect the culture and environmental awareness of water? To answer this question (Kruskal-Wallis Test) was applied Table15.

**Table15 (a): Result Of (Kruskal-Wallis Test) To Awareness of Environment Due To Educational Level of The Fathers (n=300).**

	Education Status	N	Mean Rank
Raising awareness of environment of the water	Elementary	41	166.85
	Primary School	26	194.69
	Secondary School	41	149.71
	High School	73	149.97
	University	96	135.51
	Master-Doctorate	23	137.04
<b>Total</b>		<b>300</b>	

Table 15 shows that, Chi-Square.value for the awareness of environment with educational level of the father reached (11.685), by Sig. (0.05). This indicates that there is no significant differences due to educational level of the father.

**Question5:**What is the difference between recruits students in associations or institutions to cultural environment? To answer this question (Mann-Whitney) Testwas applied. Table16 ( a ,b ).

**Table 16: Result Of (Mann-Whitney) Test Of Awareness Of The Environment By Recruits Students (n=300).**

	Have you received?	N	Mean Rank	Sum of Rank
Raising awareness of environment of the water	Yes	125	145.58	18195.00
	No	175	154.03	26955.00
<b>Total</b>			<b>300</b>	

**Table 16 (b): Test Statistics**  
**Raising Awareness of The Environment on Water**

Mann-Whitney U	10320.000
Wilcoxon W	18195.000
Z	-836
Asymp.Sig.(2-tailed)	0.403

Table (16) shows that, value of awareness of environment by recruits students is (-0.836), by Sig. (0.403). This indicates that is no significant differences among recruits students in raising awareness of the environment of water. There is a high awareness by the students to protect the environment. The environmental crisis improved the level of the weaknesses towards the environment. In the table 16 we can see that mean rank is the highest with the answer (No) (%154.03). Table (b) shows no significant differences among recruits students in raising awareness of the environment of water (Sig.%0.403).

#### 4. Result

##### 4.1. The results of the research

In this research, “Survey Purpose Form” was practised in order to have an idea about the students’ awareness of the environment. Students’ answers were analyzed by using SPSS 20.0. The findings show the awareness levels of university students’ related to the environmental education.

This research supports the development of directed awareness information focused on improving the current level of understanding of sustainable shower, clothes washing, irrigation and tap use behaviors. Such targeted programs will result in significant reductions in water consumption within residential households. In my conclusion I braced on a search for master Millock, K. and Nauges, C. (2010), it was about environmental attitudes and policy Environmental and Resource Economics. Awareness of water consumption was found to be limited, with just over half of participants identifying as being conscious of the amount of water they consume. Many were found to have favorable attitudes to household water conservation, yet this attitudinal enthusiasm was translated only to a modest reduction in water consumption. Many also declared to using water saving practices. However, participants were more likely to engage in simple actions such as stopping dripping taps than for example, reusing bathwater. Furthermore, the favorable attitude and water saving intentions did not reflect the adoption of water efficient appliances. Less than half of all participants started that they do not own any such appliance.

In table 11 in the overall meaning of environment around the water is (3.37). This shows the average level of awareness of environment. The government should support people to increase the level of awareness towards the environment of water, by taking a crucial role in improving water environment through establishing the projects that concern improving the water environment. In my conclusion I also braced myself to a search for master by Bilir (2012), about environmental awareness and education of water, where the results were comparable to my own conclusions. While a favorable attitude to water conservation does not always translate to water saving behaviors, the fact that so many are in favor of water conservation provides much opportunity for future household water management strategies. In addition to the installation of water meters and increased water prices, participants highlight that increasing user knowledge of water issues (e.g. the consequences of wasting water, water consumption figures) as well as social marketing campaigns (e.g. providing information on how water can be saved in the house, communicating information about the quality and performance of water efficient appliances) would help encourage water saving behavioral change.

In table 12 Mean rank represents the highest and the lowest percentages. In the highest percentage is (152), for females, and the lowest for the males is (148). That means the girls are more aware of the environment of water.

Table 13, indicates that there are significant differences due to monthly income, (between 3000-4000 TL). There is a positive relationship between the monthly income and the level of awareness towards the environment. When monthly income provides a high quality life the awareness towards the element is higher.

The level of education represented by the family there parents helped in increasing the level of awareness towards the environment is in table 14 and 15.

In table 16, there is high awareness by the students to protect the environment. The environmental crisis improved the level of the weaknesses towards the environment. We can see that mean rank is the highest with the answer of (No) (%154.03). There is no significant differences among recruits students in raising awareness of environment of water (Sig% 0.403).

#### 4.2. Recommendations

- It should be provided that the environmental and water-related education should be given not only in universities but also in each school starting with the kindergartens; the public should be educated about water usage through the media; the social water awareness should be created. Even, the education models should be taken as examples from the developed countries studying on this point; and the knowledge should be shared by establishing common councils if necessary.

- The practical projects prepared by the students during university should be focused on. For instance; projects could be prepared in order to search the amount of water used in houses in a day; to encourage the students to make water budget in their homes by brainstorming; to search the water pollution issue; to show scarcity of water resources and how important water is.

- Education campaign programs should be developed to spread the environmental education which is the biggest agent on bringing environmental awareness to all parts of the society. Particularly, spreading the environmental education through mass media should be given importance. B2B collaboration should be performed in order to give the environmental education through TV, radio programs and the press. Within this scope, a center should be created by associating with the universities in order to prepare educational films, documentaries and materials to be used both in schools and in the press.

- Because of the fact that the subject “environment” is an interdisciplinary field, it could play the role of catalyst in realizing the general objectives of the education. In other words, increasing the awareness of the environmental education and water shouldn't be the subject of just one lesson.

- Because universities are the foundations giving education in modern level, and because a modern education can help the individuals gain awareness of loving and protecting the environment, elective environmental courses should be given to the people who take university education in majors different from the environmental science and the environmental engineering in order to inform them about environment of subjects.

- The term, “Recycling” means making the recyclable waste products, which cannot be used anymore, raw materials again by using various recycling methods. When the consumed product is recycled, the necessity of raw materials decreases. Thus, the increasing degeneration and damage to nature parallel with the population growth are prevented.
- Water treatment plants should be constructed for treating the waste water.
- Although it is confirmed that the students' knowledge levels on the environment and water usage are not that low, it is clearly seen that there is not essential care on it. In order to turn the knowledge into practice, it is important that all the state institutions and organizations, business world and non-governmental organizations -particularly, the National Education Ministry should develop responsibility projects and all people should participate in these projects.
- To support official efforts in the field of protection of water resources, everyone can participate in water conservation as a campaign "water saving tools" adopted by the Environment Agency to support both parents, mosques, schools and commercial and government buildings, where the technicians are accredited to visit every home and place of work for the installation of water-saving tools campaigns the taps. Organize these small items that have to be installed for free flow of water, and reduce water consumption.
- Rationalization is intended to optimize the use of water that leads to benefit from the least amount and the cheapest possible financial costs in all areas of activity. When you talk about the rationalization of water consumption the main goal is to educate the citizens of the importance of water as the basis of life and the basic element in all industrial, agricultural and tourism fields. And the call for rationalization not intended deprivation of the use of water as much as intended to work on changing patterns and consumer habits so that a daily consumption behavior of the citizen or the family to show restraint and balance and not wasteful .

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## Eurimages Membership And Turkish Cinema

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### ABSTRACT

Cinema-State relationship in Turkey until 1990s developed mostly around the issues of censorship and taxes. Neo-liberal economic and cultural politics after 1990s caused crucial breakups for the future of Turkish cinema. Turkey, on the one hand, organized a series of regulations in order for the free circulation of international capital and enabled Off-Shore Media Project in cinema through those regulations. On the other hand, the country became a member of international programs and institutions such as Eureka, MEDEA, See Cinema Network which were organized within the scope of European Union cinema politics, and carried forward its relationship with Eurimages. Eurimages membership caused a transformative effect in Turkish cinema in terms of economy, culture and art. Eurimages membership can be described as a new era of Turkish cinema or a moment when the country had an opportunity to rediscover itself. In this study, economic, cultural and artistic gains that Turkish cinema acquired thanks to Eurimages will be discussed. Besides, suggestions on how those gains can be carried forward in the future will be given.

### EU CINEMA POLITICS

Today, cinema is in the position of a globally-running industry. It can be seen that, especially Hollywood cinema dominates the world movie market and tries to disseminate the American lifestyle. Representations of a culture are taken over from the culture you are in and internalized. From this aspect, representations are politically crucial. Today, cinema products presented by a global marketing are important in terms of carrying out the political struggle. Ryan and Kellner (1997: 38) explains this struggle as: "Political interests in cinema are extremely powerful, because movies become a part of a wider cultural representations keeping alive the social institutions by manipulating the common thought of what the world is and what it should be, and the psychological stands that form a basis for building social reality one way or the other."

Many countries have a common dilemma in cinema politics: the relationship between culture and trade. Here there is always a struggle between the desires for forming a powerful economic sector that provides employment areas and the desires for a representative and local cinema that can help serious thinking upon the society through drama (Miller, 2000: 44). Ben Gibson states from the example of England that (1992: 30-31) the best way to understand the place of the governments while creating a movie industry is the necessity to arrange the related arguments between economic realities and a set of cultural priorities. Cultural priorities require the explanation of these issues: In which market the business should be carried out or which market is the one to provide service? Does it matter who shoots the movies of a country? What are our arguments for making a movie? Who is busy with trade and who produces culture or is culture a business of trade? Gibson expresses that (32) English producers could not attempt such a work because they did not believe there would be a market for a 'European' movie or the lack of their market-related experiences and information. The writer associates the problem related to film production which has various cultural characteristics in cinema with the distribution and marketing process of the movie. It seems that those problems related to the relationship between culture and trade can increase and occupy the agenda in the future. Miller (2000: 44) suggests avoiding economic and cultural minimalist (reductionist) approaches towards the solution of the problem.

With the development of globalization concept, some sort of changes can be seen in film industries and national and international policies that organize the relations in those industries. While the term 'national cinema' has been used for long years in the history of cinema, the terms 'multiculturalism' in 1990s and 'transnational' by and after 2000 have been used. Cinema has an international characteristic from the beginning due to the movie dealing between countries or co-productions. With the economic, cultural and political outcomes of the globalization process, national limits have been exceeded, and cinema has gained a transnational quality. "Neoliberalism", which is based on the circulation of capital exceeding national limits, and internationalization of labour are the prominent reasons of the appearance of globalization process. It can be stated that globalization process caused hopes and concerns about many issues as well as its positive and negative aspects. Considering the fact that 22 companies out of top 50 that run cinema, television, entertainment and music industries are USA-based, it can be seen Hollywood's dominant and hegemonic position in the concept of globalization can be seen (Ulusay, 2008: 23-24).

Globalization process further stratified the relations of film industries and cinema of the countries with economy and politics. Concepts such as international circulation of the capital and labour, the structure of

ownership which changes due to the vertical and horizontal coalescences, convergence of mass media and the related sectors create different perspectives on the analysis of cinema through political economy.

Starting from the Hollywood example, Wasko (1999: 226-227) states that the purpose of political economy approach is to realize the distribution of power in film industry and criticize it. Labour problems should be pointed out and efforts for producing alternatives for commercial movies should be made. Instead of adopting the status quo, people should stand up to that. Film industry as a whole should be considered a part of the society as a huge part of the communication and media industry. How one can become dominant in international movie markets and by which mechanisms is the dominance of the market sustainable should be pointed out. How the film export is associated with the market of the other media products, domestic film industry of the countries and political and cultural outlooks because of that situation should be focused on.

“European, Europeanness, belonging to Europe” and similar definitions have been discussed in and outside of Europe in terms of culture, society, politics, economy and philosophy, in addition, it can be stated that “European thinking” has become a current issue through movies. The idea of “European Cinema” has the similar discussions as well. Besides those discussions, transnational interactions and intercultural reception topics can be mentioned. According to Tim Bergfelder, who claims that European Cinema studies mostly equal to the national cinema studies, this situation reflects the main problem of European project existent from the very beginning; how can the desire of protecting national identity and cultural differences be associated with a society ideal? (2005: 191). When considered from the perspective of cinema history, it might not be necessary to use the definition of European cinema years ago. Instead of that definition, terms such as “French movie” or “Italian movie” were much more commonly used. “European Cinema” has become a category mentioned during the years when the limitations of European Union, Europeanness and Europe have been discussed in different platforms (Sevgen, 2005: 7).

Since the first years of cinema, Europe which has been considered a huge and profitable market by USA brought up art house films against Hollywood movie industry. “In addition to its indication of a production and narration style which exists in almost every country’s cinema no matter how different cultural characteristics it has or its place in the world geography is, art house film has been generally associated with European cinema” (Ulusay, 2003: 63). In relation to Hollywood film industry’s policies of gaining predominance as a market in Europe, it can be stated that Europe tended towards more protective politics, cultural diversity and art house films in the cultural field.

The formation of a holistic policy related to cinema and the other mass media in European community started in 1980s. As it will be mentioned later, a set of programs have been formed. About the process regarding Europe’s coalescence in 1992, Bergfelder (2005: 192) talks about two important conferences that caused European cinema regain significance by academic environment in 1989. Both conferences brought into question three important issues: “Problematizing Europe; the problem of national and cultural identity and differentiation and hierarchy between advanced culture and popular culture.” When viewed from a general perspective, these issues are still at the centre of debates.

European art house cinema is the prominent concept reconsidered in Europe in 1990s. European art house cinema, which places importance on the history of masterpieces, different cinema schools, the director himself/herself and brings forward auteur methods, has constituted a significant reference point in the determination of European culture politics. This idea, in a sense, has formed the basis of GATT negotiations during mid-1990s.

Bergfelder (2005: 191) points out that in order to provide persistence and protection for the art house cinema, the applications and institutions seen in European countries have been organized in a similar way for the last 40 years. A production based on state support as it is seen especially in France and Germany is the leading element in these mechanisms. Furthermore, dissemination of intra European distribution network and art house-based projection style, which are based on the marketization of the movies via film festivals such as Berlin, Venice and Cannes, finally, formation of magazine and newspaper network that believes in the spirit of art house cinema and its industrial structure are among these mechanisms. In addition, criticisms on European art house cinema have appeared. The major topics criticized are that European art house cinema created a cultural homogenization, it takes side with high culture and it is a reproachable elitist cinema with that aspect. Its exclusion of popular culture and the audience has taken the criticisms/discussions to extreme points. It has been stated that European art house cinema has been supporting a cultural and an ethnic ‘European stronghold’ (Bergfelder, 2005: 192).

The basic concept that is questioned within these developments is where the place of the European cinema in the expanding picture of the world cinema would be. State-funded cinema perception, which provides an individual expression through “Auterist” point of view, has made itself evident in the 1993 GATT negotiations, and a defensive discourse against Hollywood hegemony has become prominent. In this respect,

initiatives supporting co-operation in Europe have been supported. Besides, national tendencies of European art house cinema –as it has been mentioned above- have been debated by the academe, intra-national formations and inter-cultural reception topics in film production have been pointed out (Göktürk, 2005: 57). Within these changes, it is seen that Europe has been discussed around the identity concept since 1980s. The geographical and cultural borders of continental Europe have been discussed. European geography has reshaped within the scope of cultural-local connection in terms of economy, culture, and politics. Europe, which has been shaped in such a position, faces, in Ulusoy's (2008: 45-47) words, two different concepts of 'other'. On the one hand, the *other* is Hollywood which is the biggest rival against the European cinema. On the other hand, it is possible for Europe to encounter the *other* in itself which arises from its colonial history.

Within those discussions and improvements, the studies which have been carried out with the purpose of gaining Europe a holistic politics started in 1980s. Europe has founded funds and prepared programs for supporting the development of visual-audial culture and production-distribution opportunities. Units such as European Script Fund (SCRIPT) and Europe Distribution Office (EFDO) have been founded within MEDIA (Mesurés Pour Encourager le Développement de l'Industrie de Production Audio-Visuelle), and it has been aimed to support European cinema industry (Ulusay, 2003: 65).

On the one hand, a cultural space with a European scale has been formed through those programs; on the other hand supporting the industry (culturally and economically) in the competition with the USA has been targeted. The main supports given with that purpose are; Advocating co-productions, distribution networks and cinema halls, paving the way for futuristic and innovative projects, giving a demonstration of the movies through festivals and presenting them to the market.

#### **TURKEY'S EURIMAGES MEMBERSHIP**

One of the prominent characteristics seen in the politics of European cinema, as it is in Eurimages example, is advocating the projects open for cultural diversity and innovation. In addition, Herold states (2005: 291-292) that there is a tension in Europe between liberal commerce principles and cultural protective attitudes. The conflict between market concerns and cultural concerns is the idiosyncratic and dual –cultural and economic- characteristic of the movie. In effect, the problem centres around the discussions on how coherence can be achieved between those two characteristics as well as sacrificing the cultural one. It can be said that Europe seems closer to the cultural concerns within this dilemma. European attitude was clear-cut in the 1987-1994 GATT negotiations. According to that attitude, cinema is more of a cultural concept rather than a commercial one like vegetable or computer (Ulusay, 2003: 63).

Supporting co-productions is one of the most important developments in the European cinema politics. It can be stated that co-production practice brings a lot of advantages in production-distribution-projection areas. Cinema has an international quality from the beginning until today. This is seen not only in movie dealing, but also in the co-productions whose number has been increasing gradually. Cinema in many countries shows a tendency towards co-productions to be able to compete with the Hollywood industry. Although co-production, roughly defined as a work that is produced thanks to the integration of two or more countries' economic and technical utilities of their cinema, is a concept which has been supported in Europe since 1920s against the competition with the Hollywood movies, it experienced its major development in 1990s. European Council's co-production support fund Eurimages has been put into practice in 1989, however some members of the European Council did not participate in this program.

The number of the Eurimages members was 27 in 2000, but in 2005 it was 30 (Göktürk, 2005) and became 32 in 2008. Eurimages, which was founded in order to support co-production and distribution, has revived movie production in Europe. Having categories during the evaluation process of the projects such as artistic value, cinematic diversity, innovative movies, Eurimages has major goals such as supporting the productions with cultural diversity and investing in the cinema industry as an art (Ulusay, 2003: 67-68). On one hand productions that reflect many aspects of the European society have been supported, on the other hand investments have been made into "an industry which takes into consideration the commercial success as well as accepting cinema as an art like the other branches of art by acting according to these issues" (Ulusay, 2005; 347).

Turkey became a member of international programs and institutions in 1990s which were established within the scope of European Union cinema politics such as Eureka, MEDEA, See Cinema Network, and continued its relationships with Eurimages. Turkey became a member of Cinematographic and Visual-Audial Co-Production and Distribution European Support Fund (Eurimages) in 1990, and undertook Eureka Audiovisuel's National Coordinatorship which is an important foundation of the Ministry of Culture visual-audial field. Visual-audial Eureka was closed in 2003 with the decision of Eureka Coordinators Committee with the thought that the foundation has successfully accomplished its mission. Ministry of Culture keeps its relationship going with See Cinema Network (South-eastern European Countries Cinema Network) which was established in 2000 and of which Turkey has been a founder member. The purpose of the foundation is to

encourage South-eastern European Countries about cinema and carry out co-productions through co-operation between each other. As a result of the evaluations, points such as preparation of new regulations on taxation and sponsorship, application of copy rights, effective campaigns against knockoff products, securing the rights of cinema employees with legal regulations and supervision of their use of existent rights have been emphasized, and foundation of Cinema Institution regarding reconfiguration of the cinema field has been offered.

Co-production has been an experience which Turkey was not that interested in until 1990s. Turkish cinema participated in co-production of only 40 movies between 1931 and 1990 (Ulusay, 2005: 339). With Eurimages membership, it is seen that the same number has been reached in a short period of time; i.e. 9 years. Eurimages supported 40 movies between 1990 and 1998 among which 4 of them were documentaries and 36 of them were full-length movies. This is a considerable number for a country where co-production works are considered new. International co-productions not only revived Turkish cinema in and after 1990s, but also gave hope for the future. In this new era, where new generations have participated in Turkish cinema and co-production experience has developed, Turkish cinema has started to be mentioned in international environments.

Thanks to Eurimages membership, the problems of cinema related to freedom and production have been more or less overcome. Besides, it brought economic contributions. Europe's protection of itself from the effect of the American cinema or for the sake of forming a cinema image, European culture image, European countries have preferred the settlement whose centre was located in Strasbourg. Eurimages which can be considered a 'union of cinema' in European Union brought not only chances on the basis of freedom and expansions, but also provided economic contribution for Turkish cinema.

Eurimages was one of the two important developments that helped Turkish cinema get out of the financial bottleneck in 1990s. Before 1990 and in 1995, cinema experienced two predicaments that it was almost impossible to shoot films. During the first predicament, Ministry of Culture helped to overcome the situation, and during the second predicament between 1996 and 1997 Eurimages stepped in; 80% of the movies shot during those years were supported by Eurimages (Yurdatap, 1997: 4). Eurimages not only provides an important resource for the production network of the cinema sector, but also paves the way for meeting other countries' cinema practices and making use of their technical utilities. Except the above-mentioned issues, the most important contribution of Eurimages to Turkish cinema has appeared within the concept of "art house cinema". "Art house cinema", which is a differentiating concept for the determination of European cinema identity against Hollywood, has been legitimized in Turkey thanks to Eurimages-supported productions (Ulusay, 2002: 237). It is not correct to associate this change with only Eurimages. "Socialist-realist" movements at the beginning of 1960 and in 1970s and the movies of directors such as Refiğ, Erksan and Güney can be considered within the context of "art house cinema". "Women films" shot after 1980 and the movies dealing with before and after 12<sup>th</sup> of September have a role in emergence of this tendency. Knockoff video and cassette market presented many alternatives for the consumer and this helped them make a connection with the art house movies. Also, the channel TRT2's display of classical cinema examples and the festivals became a kind of a guide in this issue (235-239). However, the concept of "art house cinema" has gained a new momentum in Turkey thanks to Eurimages. Experience and talent exchange in movie production techniques were shared thanks to co-productions, and some scripts which would not find any producer in Turkey were taken into consideration through this way.

1990	1.000.000 FF	4.800.000 FF
1991	3.000.000 FF	6.250.000 FF
1992	4.500.000 FF	1.750.000 FF
1993	4.500.000 FF	5.400.000 FF
1994	4.500.000 FF	6.800.000 FF
1995	4.500.000 FF	10.600.000 FF
1996	4.500.000 FF	8.000.000 FF
1997	4.500.000 FF	9.550.000 FF
1998	4.500.000 FF	9.300.000 FF
1999	6.000.000 FF	5.800.000 FF
2000	6.000.000 FF	6.650.000 FF
2001	6.000.000 FF (914.964 Euro)	1.019.000 Euro
2002	914.694 Euro	1.838.000 Euro
2003	914.000 Euro	1.690.970 Euro
2004	1.000.000 Euro	1.477.400 Euro
2005	966.511 Euro	1.300.145 Euro
2006	767.173 Euro	1.071.350 Euro
2007	822.088,09 Euro	1.021.250 Euro

**Table 1: Table of subscription fees and subventions**

When looking at the table of subscription fees and subventions (Table 1), it is seen that Turkey has benefited from Eurimages membership. Except a few years, both subscriptions fees and subventions increased. In 18 years, Turkey paid 47.500.000 FF and 62.994.30 Euro subscription fee between 1990 and 2007, and had 74.900.000 FF and 94.181.15 Euro subvention in return. These subventions were disbursed for full-length movies and documentaries, distribution support for European movies, Turkish movies which took distribution support in Europe and cinema halls in Turkey.

5 documentaries and in total 84 full-length movies have been supported financially within 18 years. Until 1994 Eurimages did not fund the cinema halls in Turkey. It has started with funding 4 cinema halls in 1994, and it has been seen that until 2002 5 to 8 cinema halls in average each year were funded. After 2003, funding rates of the cinema halls increased: 11 halls in 2003, 15 halls in 2004, 21 halls in 2005, 23 halls in 2006, and 23 halls in 2007 have been financially supported. The audience had an opportunity to watch many European movies in Turkey thanks to the financial support of European movies distribution. 277 European movies in total within 18 years have been funded by Eurimages to be projected in Turkey.

Eurimages membership provided many new gains for Turkish cinema in terms of economy, culture and art. Eurimages membership, which has a transformative impact with these new gains upon Turkish cinema, can be called in a sense a new era for Turkish cinema. Within this context, Turkish cinema having an opportunity to rediscover itself with Eurimages membership should be supported more after 2000 when the relations with EU intensified, unlike previous periods, and should participate in other programs within the body of EU thanks to the regulations compatible with European cinema politics.

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## Evaluating Competitiveness Using Fuzzy Analytic Hierarchy Process: A Case Study Of Port Enterprises In Turkey

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### ABSTRACT

The issue competitive position of ports has been an important part of logistics industry. Most countries are making great effort to advance port competitiveness and to reduce logistic cost by investing enormous funds on port performance. The study aims a) to select the most competitive ports in Turkey under different sub-criteria; b) to offer fuzzy analytic hierarchy process (FAHP) as an effective and useful solution for resolving the uncertainty in the evaluation of port enterprises competitiveness. Fuzzy AHP method provides a structured framework for evaluating the alternatives on each level of the hierarchy using pair-wise comparisons. To achieve the objectives of the study, we use the FAHP, port competitiveness was evaluated and ports ranked according to the total weights obtained based on the expert judgments of logisticians.

**Keywords:** Competitiveness of Port, Strategic Cost Management, Fuzzy Analytic Hierarchy Process.

### PREFACE

Ports which are the basic components of sea transportation have great effects on countries' economic structure. Handling of loads in a time as short as possible and in a way as effective as possible increases expected benefits and provides competitive advantage in international trade. Operations that are held at the ports have high shares on expenditures. Therefore, competitive power of ports gains importance in reducing transportation expenditures.

Concept of competition has become an important subject also for ports. Competition factors include reducing waiting time of ships at the ports and reducing costs of loading/unloading/transferring. In this context evaluation of competitiveness within the frame of expenditure management at the ports provide benefits.

Fuzzy AHP is used widely in academic studies. FAHP is a useful method to determine advantages of related criteria to make a choice for a specific decision among the alternatives. In this study, a literature review is done to determine factors affecting port competitiveness and FAHP is used to determine degree of importance of these factors.

### 1. Competitiveness and Strategic Management Concept

Connected to increasing trade volume in the world competition gains importance among enterprises and puts low costs and high quality under the spotlight so that strategic management concept is needed. Competition strategy focuses on making factors that are off effect range work in enterprise's favor. Strategic cost management (SCM), an important tool for providing strategic competitive advantage, is compilation of operations and decisions for reducing expenditures of enterprises and developing their strategic positions (Cooper and Slagmulder, 2003, 23). Strategic cost management considers not only improving expenditures but also factors like increasing sales income, external environment and market conditions, prioritizing requirements and determining competitive goals etc.

Logistics is another subject that is important for determining strategies for enterprises. Companies consider paper work, speed and security while conducting logistics operations in addition to expenditures. Competition gains importance in port industry as well due to developing maritime. Apart from sectorial structure, technical and economical features of ports affect profits and costs. Serving up port services fast, coordinately and efficiently makes it possible to reduce logistics costs.

Strategic decisions related to future have uncertainties. In order to overcome unexpected situations, planning costs and reaching correct decisions and effective solutions for complicated problems provides advantages with companies. From this aspect, companies and directors try to improve competitiveness by using decision methods against decision problems.

**2. Fuzzy Analytic Hierarchy Process**

Analytic Hierarchy Process is one of the multi-criteria decision methods developed by Thomas L. Saaty (1977). With this approach, criteria and sub-criteria superiorities are determined by the help of paired comparison. Paired comparison is done through subjective and experimental evaluations of decision makers. FAHP is obtained by adjusting Fuzzy rationality to AHP. In Fuzzy Rationality, evaluations that are done for the criteria and alternatives are expressed orally. Decision maker’s ambiguous decisions are expressed more rational with the help of fuzzy paired comparison. Fuzzy AHP is used widely and developed by Chang (1996).

In Chang’s method a set of objects  $X = (x_1, x_2, \dots, x_n)$  and a set of goals  $U = (u_1, u_2, \dots, u_n)$  are defined. When expanded analysis is applied for each goal, m piece analysis values are obtained and each of them is triangular:

$$M_{gt}^1, M_{gt}^2, \dots, M_{gt}^m; i = \{1, 2, \dots, n\}$$

$M_{gt}^i$  Defined here show triangular fuzzy numbers with parameters of 1, m and u. Steps of Chang’s expanded analysis method defined as:

**1. Step:** Fuzzy synthetic dimension values are defined according to “i” criterion

$$St = \sum_{j=1}^m M_{gt}^j \otimes \left[ \sum_{t=1}^n \sum_{j=1}^m M_{gt}^j \right]^{-1}$$

$$\sum_{j=1}^m M_{gt}^j$$

To obtain this value fuzzy operation below is conducted:

$$\sum_{j=1}^m M_{gt}^j = \left( \sum_{j=1}^m l_j, \sum_{j=1}^m m_j, \sum_{j=1}^m u_j \right)$$

$$\sum_{t=1}^n \sum_{j=1}^m M_{gt}^j = \left( \sum_{t=1}^n l_t, \sum_{t=1}^n m_t, \sum_{t=1}^n u_t \right)$$

$$\left[ \sum_{t=1}^n \sum_{j=1}^m M_{gt}^j \right]^{-1} = \left( \frac{1}{\sum_{t=1}^n \sum_{j=1}^m u_t}, \frac{1}{\sum_{t=1}^n \sum_{j=1}^m m_t}, \frac{1}{\sum_{t=1}^n \sum_{j=1}^m l_t} \right)$$

**2. Step:**  $M_2 = (l_2, m_2, u_2)$  and  $M_1 = (l_1, m_1, u_1)$  are fuzzy numbers, probability degree of  $M_2 = (l_2, m_2, u_2) \geq M_1 = (l_1, m_1, u_1)$  is calculated in this way:

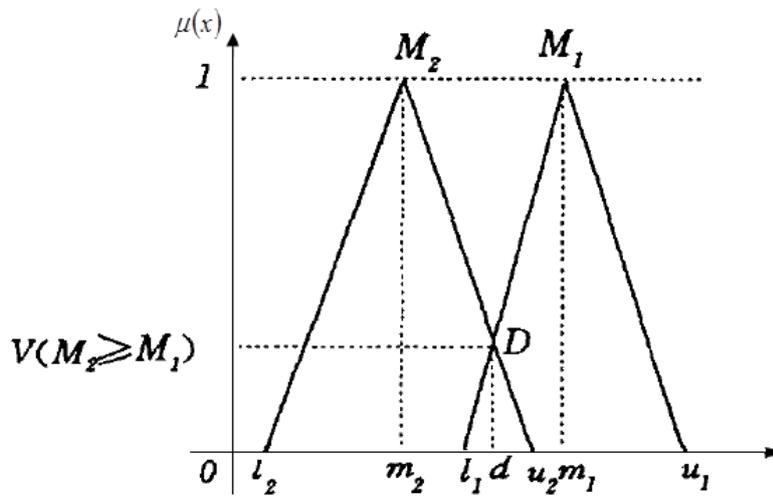
$$V(M_2 \geq M_1) = \sup_{y \in X} [\min(\mu_{M_1}(x), \mu_{M_2}(y))]$$

$$= \text{hgt}(M_1 \cap M_2) = \mu_{M_1}(d)$$

$$\begin{cases} 1, & \text{if } m_2 \geq m_1 \\ 0, & \text{if } l_1 \geq u_2 \\ \frac{l_1 - u_2}{(u_2 - u_1) - (m_1 - l_1)}, & \text{in other cases} \end{cases}$$

This statement is obtained. Here ordinate D is the highest point among  $d$ ,  $\mu_{M_1}$  and  $\mu_{M_2}$ .

**Chart 1: Triangle Fuzzy Number Intersection of  $M_1$  and  $M_2$**



**3. Step:** Probability degree of bigger fuzzy convex number than “k” piece convex fuzzy number.

$$V(M \geq M_1, M_2, \dots, M_k) = V[(M \geq M_1) \text{ and } (M \geq M_2) \text{ and } \dots \text{ and } (M \geq M_k)]$$

$$= \min V(M \geq M_i), i = 1, 2, 3, \dots, k \text{ as defined.}$$

For  $d^i(A_i) = \min V(S_i \geq S_k)$  and  $k = 1, 2, \dots, n$ ; if  $k \neq i$  weight vector is obtained as in below:

$$W^i = (d^i(A_1), d^i(A_2), \dots, d^i(A_n))^T$$

**4. Step:** Weight vector is normalized.

$$W = (d(A_1), d(A_2), \dots, d(A_n))^T$$

W weight vector is not a fuzzy number.

### 3. Application

#### 3.1. Material

Variables used in similar studies were taken into consideration while determining criteria that are used in FAHP structure. However, variable selection was affected greatly by the limited number of data declared in Turkey. Table 1 shows 14 selected ports and data related to them.

**Table-1: Criterion Values of Selected Ports, 2014**

Ports	Market Share (TEU)	Terminal Field (m <sup>2</sup> )	Pier Length (m)	Number of Cranes	Water Depth (m)
Marport	1.705.929	310.000	1.950	17	16
MIP	1.366.823	438.350	2.425	10	14
İzmir	697.026	500.000	1.050	7	11
Kumport	1.295.569	400.000	1.930	10	15,5
Mardaş	376.916	189.308	910	10	15,5
Gemport	331.430	255.000	839	7	36
Haydarpaşa	142.744	219.360	650	5	12
Evyap	457.537	150.000	500	4	19
Nemport	258.275	100.000	820	3	22
Yılport	305.135	202.000	325	6	16
Borusan	218.401	110.000	450	5	14,5
TCEEGE	219.469	120.000	750	3	20
Port Akdeniz	217.384	100.000	320	3	9,2
Rodaport	123.713	170.000	1.257	3	15

**Source:** TURKLİM, extracted by Akgül vd., 2015.

In depth interviews were done with the subject-matter experts for paired comparisons of criteria. Alternatives were put into orders after determining comparative importance of criteria. Matrix multiplication is performed with Quantitative values of 14 ports and weights determined via FAHP.

$$\text{Competitiveness Index of Ports} = \text{Criteria Weights} \times \text{Criteria Values} \quad (1)$$

In this study, scale in Table 2 is used to form paired comparison matrices in Fuzzy AHP.

**Table 2: Degree of Importance**

Verbal Importance	Importance Degree	Correlation of Importance Degree
Equally Important	(1, 1, 1)	(1, 1, 1)
Intermediate Value	(1, 2, 3)	(1/3, 1/2, 1)
Slightly Important	(2, 3, 4)	(1/4, 1/3, 1/2)
Intermediate Value	(3, 4, 5)	(1/5, 1/4, 1/3)
Strongly Important	(4, 5, 6)	(1/6, 1/5, 1/4)
Intermediate Value	(5, 6, 7)	(1/7, 1/6, 1/5)
Extremely Important	(6, 7, 8)	(1/8, 1/7, 1/6)
Intermediate Value	(7, 8, 9)	(1/9, 1/8, 1/7)
Completely Important	(8, 9, 9)	(1/9, 1/9, 1/8)

In this study, hierarchical structure is formed with the help of experiences and views of a group of experts from port industry. Stages, expressed in Fuzzy AHP (FAHP) method, were applied in an order and by using MS Excel it is solved and for fuzzy correlations, triangle membership functions were used.

Generally, performance at the ports are evaluated by the amount of load handling. So that, reaching optimum level of load traffic and handling of load are basic goals for port operations. In addition to load traffic, factors like terminal field size, pier length, current number of cranes and water depth are also important in facilitating competition power of ports. These factors have importance in terms of different dimensions. For example; terminal field size is related to loading/unloading/transferring/storage capacity while water depth is related to enabling heavy ships to approach and pier length is related to number of ships being processed. Table 3 shows paired comparisons of related criteria.

**Table 3: Paired Comparison of Evaluated Criteria for Port Competitiveness**

Criteria	Market Share	Terminal Field	Pier Length	Number of Cranes	Water Depth
Market Share	1,1,1	1,2,3	2,3,4	2,3,4	3,4,5
Terminal Field	1/3,1/2,1	1,1,1	1,1,1	1,2,3	2,3,4
Pier Length	1/4,1/3,1/2	1,1,1	1,1,1	1,1,1	1,2,3
Number of Cranes	1/4,1/3,1/2	1/3,1/2,1	1,1,1	1,1,1	1,2,3
Water Depth	1/5,1/4,1/3	1/4,1/3,1/2	1/3,1/2,1	1/3,1/2,1	1,1,1

Synthetic values that are obtained from values in Table 3 :

$$\sum_{j=1}^5 M_{g1}^j = (1,1,1) \oplus (1,2,3) \oplus (2,3,4) \oplus (2,3,4) \oplus (3,4,5) = (9,13,17)$$

$$\sum_{j=1}^5 M_{g2}^j = (1/3, 1/2, 1) \oplus (1,1,1) \oplus (1,1,1) \oplus (1,2,3) \oplus (2,3,4) = (5,333,7.5,10)$$

$$\sum_{j=1}^5 M_{g3}^j = (1/4, 1/3, 1/2) \oplus (1,1,1) \oplus (1,1,1) \oplus (1,1,1) \oplus (1,2,3) = (4.2, 5.333, 6.5)$$

$$\sum_{j=1}^5 M_{g4}^j = (1/4, 1/3, 1/2) \oplus (1/3, 1/2, 1) \oplus (1,1,1) \oplus (1,1,1) \oplus (1,2,3) = (3.583, 4.833, 6.5)$$

$$\sum_{j=1}^5 M_{g5}^j = (1/5, 1/4, 1/3) \oplus (1/4, 1/3, 1/2) \oplus (1/3, 1/2, 1) \oplus (1/3, 1/2, 1) \oplus (1,1,1) = (2.116, 2.583, 3.833)$$

$$\sum_{i=1}^5 \sum_{j=1}^5 M_{g1}^j = (24,232,33,246,43,833)$$

$$\left[ \sum_{i=1}^5 \sum_{j=1}^5 M_{g1}^j \right]^{-1} = \left( \frac{1}{43.833}, \frac{1}{33.246}, \frac{1}{24.232} \right) = (0.041268, 0.030079, 0.022814)$$

$$S_{Market\ Share} = (9,13,17) \otimes (0.041,0.030,0.022) = (0.205, 0.391,0.701)$$

$$S_{Terminal\ Field} = (5,333,7.5,10) \otimes (0.041,0.030,0.022) = (0.121, 0.225,0.412)$$

$$S_{Pier\ Length} = (4.2,5.333,6.5) \otimes (0.041,0.030,0.022) = (0.095, 0.160,0.268)$$

$$S_{Number\ of\ Cranes} = (3.583,4.833,6.5) \otimes (0.041,0.030,0.022) = (0.081, 0.145,0.268)$$

$$S_{Water\ Depth} = (2.116,2.583,3.833) \otimes (0.041,0.030,0.022) = (0.048, 0.077,0.158)$$

If we compare these values with fuzzy numbers:

**Market Share**

$$V(S_{Market\ Share} \geq S_{Terminal\ Field}) = 1; \quad V(S_{Market\ Share} \geq S_{Pier\ Length}) = 1;$$

$$V(S_{Market\ Share} \geq S_{Number\ of\ Cranes}) = 1; \quad V(S_{Market\ Share} \geq S_{Water\ Depth}) = 1;$$

**Terminal Field**

$$V(S_{\text{Terminal Field}} \geq S_{\text{Market Share}}) = 0.555; \quad V(S_{\text{Terminal Field}} \geq S_{\text{Pier Length}}) = 1;$$

$$V(S_{\text{Terminal Field}} \geq S_{\text{Number of Cranes}}) = 1; \quad V(S_{\text{Terminal Field}} \geq S_{\text{Water Depth}}) = 1;$$

**Pier Length**

$$V(S_{\text{Pier Length}} \geq S_{\text{Market Share}}) = 0.214; \quad V(S_{\text{Pier Length}} \geq S_{\text{Terminal Field}}) = 0.693;$$

$$V(S_{\text{Pier Length}} \geq S_{\text{Number of Cranes}}) = 1; \quad V(S_{\text{Pier Length}} \geq S_{\text{Water Depth}}) = 1;$$

**Number of Cranes**

$$V(S_{\text{Number of Cranes}} \geq S_{\text{Market Share}}) = 0.204; \quad V(S_{\text{Number of Cranes}} \geq S_{\text{Terminal Field}}) = 0.647;$$

$$V(S_{\text{Number of Cranes}} \geq S_{\text{Pier Length}}) = 0.92; \quad V(S_{\text{Number of Cranes}} \geq S_{\text{Water Depth}}) = 1;$$

**Water Depth**

$$V(S_{\text{Water Depth}} \geq S_{\text{Market Share}}) = 0; \quad V(S_{\text{Water Depth}} \geq S_{\text{Terminal Field}}) = 0.2;$$

$$V(S_{\text{Water Depth}} \geq S_{\text{Pier Length}}) = 0.431; \quad V(S_{\text{Water Depth}} \geq S_{\text{Number of Cranes}}) = 0.531;$$

$$V(S_{\text{Market Share}} \geq S_{\text{Terminal Field}}, S_{\text{Pier Length}}, S_{\text{Number of Cranes}}, S_{\text{Water Depth}}) = \min(1,1,1,1) = 1$$

$$V(S_{\text{Terminal Field}} \geq S_{\text{Cost}}, S_{\text{Pier Length}}, S_{\text{Number of Cranes}}, S_{\text{Water Depth}}) = \min(0.555,1,1,1) = 0.555$$

$$V(S_{\text{Pier Length}} \geq S_{\text{Cost}}, S_{\text{Speed}}, S_{\text{Number of Cranes}}, S_{\text{Water Depth}}) = \min(0.214, 0.693,1,1) = 0.214$$

$$V(S_{\text{Number of Cranes}} \geq S_{\text{Cost}}, S_{\text{Speed}}, S_{\text{Pier Length}}, S_{\text{Water Depth}}) = \min(0.204,0.647,0.92,1) = 0.204$$

$$V(S_{\text{Water Depth}} \geq S_{\text{Cost}}, S_{\text{Speed}}, S_{\text{Pier Length}}, S_{\text{Number of Cranes}}) = \min(0,0.2,0.431,0.531) = 0$$

Weight vector is defined as:

Normalized weight vector:

$$W^1 = (1, 0.555, 0.214, 0.204, 0)^T$$

$$W = (0.506, 0.281, 0.108, 0.103, 0)$$

Table 3 shows criteria weights that are calculated with FAHP method. According to this market share is the most important criterion and terminal field, dock length, number of cranes follow it up respectively.

**Table 4. Criteria Related Weights**

Criteria	Market Share	Terminal Field	Dock Length	Number of Cranes	Water Depth
Weights (W)	0.506	0.281	0.108	0.103	0

In accordance with (15) equation if port competitiveness index is calculated according to matrix multiplication, index value is obtained for each port.

**Table 5: Competition Power Ranking of Ports**

Ports	Index	Ranking
Marport	1.163	1
MIP	1.078	2
İzmir	607	4
Kumport	977	3
Mardaş	343	5
Gemport	330	6
Haydarpaşa	205	12
Evyap	328	7
Nemport	248	8
Yılport	247	9
Borusan	190	13
TCEEGE	226	11
Port Akdeniz	173	14
Rodaport	247	10

When an evaluation is done by looking at the relative priority values of criteria, there occurs a ranking among ports. Accordingly, port with a highest competition power is Marport while Port Akdeniz is the one with a lowest competition power.

## RESULTS

Different types of operations are conducted at the ports where is an intersection of land and sea transport. Competition power increases in international trade when port has efficient and active handling system. In this study, competitiveness of ports is modelled by one of the multi-criteria tools which is AHP. In recommended model, through decision making process criteria are weighted by using fuzzy numbers and in this way the goal was enabling decision-makers to evaluate ambiguities more easily.

In FAHP method order of criteria that is effective in port competitiveness is market share (0,506), terminal field size (0,281), dock length (0,108) and number of cranes on the dock (0,103). According to analysis results Marport is the one with the highest competition power, Port Akdeniz is the one with the lowest competition power.

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## **Evaluation Of Language And Speech Materials For Language And Speech Disorders: A Study Of Meta-Synthesis**

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### **ABSTRACT**

Speech is a concept that describes feelings and thoughts through verbal symbols of the organs of speech are produced. Language has a much more complex structure of the individual's thoughts and feelings in written, verbal, gesture, or behavior with similar behavior, the symbol of creation and to comprehend. Individuals may have speech or language disorders due to physiological or psychological factors. The present study focuses on speech and language therapy and evaluation of speech therapy materials. Although the number of studies focusing on the issue is significantly higher, the studies that analyse material designs are scarce. The present study aims to accumulate the results of the studies that have evaluated materials for language and speech disorders. Related studies have been analysed and the results are reported via content analysis.

**Keywords:** Language and speech materials, language and speech disorders, special education, speech therapy.

### **INTRODUCTION**

Immediately after the birth first cry is the first voice behaviour and continue to develop if that's not a problem in development. One of the most important ways to communicate is speech, as a word carries more meaning than people would use in our everyday lives. When people get down to the details "speech" and "language" these two concepts are intertwined with the concepts of entering, although people can see that are quite different from each other.

Speech in any language that describes feelings and thoughts through verbal symbols of the organs of speech are produced. Language has a much more complex structure of the individual's thoughts and feelings in written, verbal, gesture, or behaviour with similar behaviour, the symbol of creation and to comprehend. During the course of human life will continue to evolve. Language is a concept which is a much broader concept than the concept of speech. Language does not depend on verbal communication alone. At the same time are affected by all kinds of symbolic stimuli, and enables the use of these stimuli for communication. Nevertheless in the development of verbal language, symbols are transferring or understanding much more complex thoughts and feelings is which are much more important. Therefore, especially when using the goal of communication with various symbols, these must be stressed the importance of verbal symbols. The verbal expression of symbols is made by the organs of speech. A good central organization and neural structure of the peripheral organs have to work in sync and accurate. A disorder that may occur in the central or peripheral neural structures affected by any cause these structures.

Language and speech has a very complex structure. Our senses are in a very close relationship with this structure, they are; hearing, sight and touch. This affects all the senses very closely with language and speech development. Hearing that carry the verbal warning, it is much more effective than others. The aural warnings during fetal life are known to produce effects after six months. This effect suggests that the development of language begins much earlier. Therefore hearing for language and speech development is of paramount importance. In particular, speech development is directly related to the hearing. Lack of hearing directly affects the development of speech and speech could not develop.

Language and speech disorders as a proportion of all cultures and countries as a group are the most common obstacles researchers seen. Statistical study which is done in Turkey is very limited, with failing to indicate very easy when researchers rate developing countries. UNICEF (speech disorder all over the world; 3.5%) stated that in Turkey speech disorder over two million. This percentage arises when researchers add hearing impairment much more dramatic statement. There are also other obstacles, as well as the number of which is not less than speech disorder.

Language and speech disorders, while keeping rates as the biggest place in disability groups in our country and are very limited studies done in this area. Despite standing at the centre of speech therapy individual and speech-

language pathology (SLP), therapy material of speech therapy is the main factor for success (Pappas, McLeod, McAllister & McKinnon, 2008; Toğram & Mavis, 2009). In recent literature the choice of speech material is important when assessing the benefit of speech therapy. The materials which are used in speech and language therapy printed materials (Cagatay, Ege, Tokdemir, & Çağiltay, 2012).

There are many ways to enrich individuals' speech and language skills, including games, books, and oral motor activities. Online speech therapy resources offer a way to refine and practice their speech skills at home and /or therapy centre (Courtenay, 2016). Sometimes individual needs more speech therapy, whether it is to refine certain skills they are learning and reinforce what they are working on with their SLP. SLPs use a kind of methods and materials to achieve objectives in service delivery (John, 2004). Scientific method drives decision making involving assessment and intervention techniques. Many researchers declare feeling "lost in the knowledge explosion", especially where "high technology" is related. More experienced researchers may have started professional training at a time when "low technology" was standard practice, in spite of that any researchers even had professors who insisted that one needed as tools only one's mind, a pencil and a pad of paper to achieve any therapy goal. How difficult it was to do many therapy tasks armed with only these instruments (John, 2004).

Today, computers and technology are used creating speech therapy material for each speech and language impairment. Materials and technologies from the point of view computer-aided design give benefit for speech and language therapy. The most important points is updating could do easily and users of these materials are highly motivated. As the body of knowledge from science grows, and as technological options for diagnosis and treatment expand at an alarming rate, "keeping up" with innovations seems almost a full time job in itself.

According to John (2004), while the old "medical model" is slowly being replaced with more educational and habilitative models of practice, researcher has also recognized that "symptom management" must be replaced by treatment of underlying causes. When working with children who have developmental dyspraxia, articulation problems, fluency disorders, researchers often get the notion that there is something which researchers are missing. When working with adults who have apraxia, autistic spectrum disorders, researcher may get inkling that there is something below the level of the cerebral cortex that researcher should be addressing. That something often involves looking at the neurobiological substrates of the behaviours researchers are attempting to modify or improve. The therapists need to be able successfully evaluate and treat the substrates of some of the "higher order" communicative behaviours they are working with. There are cases in which those substrates involve the planning, sequencing and execution of motor activity. The timing, rhythmicity and motor skills that are underlying processes vital to cognitive, communicative and learning skills have often seemed "elusive" to precisely evaluate and treat.

The objective of this study was to determine interactive speech therapy materials which are used in international literature. In border of this general purpose browsing international literature in order to answer the following research questions:

- Which materials are used for speech and language therapy?
- In what way(s) materials used in therapy for speech and language disorders can be evaluated?
- What are the trends and tendencies in studies about therapy for speech and language disorders?

## **METHOD**

This study has been designed with meta-synthesis approach of content analysis. Content analysis can be divided into three categories: meta-analysis, meta-synthesis, and descriptive survey (Çalık & Sözbilir, 2014). Quantitative content analysis findings of a meta-analysis of studies included, whereas a meta-synthesis of qualitative analyses of the findings. The descriptive research includes the evaluation of trends in the size identifier of studies on a particular subject.

Meta-synthesis, the synthesis of the research on the same subject by creating the theme and contains the interpretation (Çalık & Sözbilir, 2014). The method related to the literature in order to answer to research questions determined following this method, related studies in literature have been searched on January 5th, 2015 in Google Scholar with keywords such as "*speech materials*", "*language disorders*", "*speech disorders*", "*language therapy*", "*speech therapy*" and only the contents of studies that have been cited more than ten times have been coded. Results obtained from this coding operation are summarized below:

## RESULTS

### *Speech and Language Therapy Materials*

The studies about speech and language disorders and related disorders were analyzed (Acero-villa & Gomis-Canete, 2005; Hariharan, Chee, Ai, & Yaacob, 2012). Of the materials used on the speech therapy are often written materials, where the form of word or phrases. In addition, some studies (Acarlar & Johnston, 2006; Çağatay, 2012; Fook, Hariharan, Yaacob, & Adom, 2012; Murray & Parker, 2004; Öster, House, Protopapas, & Hatzis, 2002; Rodriguez, Vaquero, Saz, & Lleida, 2008; Saz, et al., 2009; Schipor, Pentiu, & Schipor, 2012; Umanski, Kusters, Verbeek, & Schiller, 2008; Vicsi et al., 1999; Zin, Banihashem, Daud, Abdullah, & Lida, 2015) used computer-aided/based materials and in some studies (Hatzis, 1999), the logo and so on.

Saz et al., (2009) stated that Computer-aided speech and language therapy that began in the 1990s and one of the study is Pratt, Heintzelman, and Deming (1993)'s study which is done by IBM SpeechViewer and the first in this area. However, Rowe (2010) stated that the history of such studies began 1928 with the use of Bell Telephone Laboratories. Both researchers revealed that studies which are based under certain theories used IBM's synthesized speech materials. Researchers enhanced children's speech skills via visual materials with the help of computers.

In recent literature it had been obtained that speech therapy supported by computerized therapy materials (Coorman, Fackrell, Rutten, Van Coile, 2000; Duchateau, Cleuren, Van Hamme, & Ghesquiere, 2007; Gerosa & Narayanan, 2008; Hawley et al., 2003; Henton, 2002; Lleida & Rose, 2000; Menendez-Pidal, Polikoff, Peters, Lorenzo, & Bunnell, 1996; Robles-Bykbaev, López-Nores, Pazos-Arias & Arévalo-Lucero, 2015; Rodriguez et al., 2008; Sanders, Ruitter, Beijer, & Strik, 2002; Vaquero, Saz, Lleida, & Rodriguez, 2008). In particular It had been used the above-mentioned speech therapy materials are designed like a spelling a word, or reading a text etc. Computer-aided speech and language therapy materials were noted that the implementation of advanced variations of these methods. For example, the text reading speed can be replaced with computer assistance and/or can be given with the help of therapy games. It has been determined that such activities are conducted with more parental assistance. In addition to these techniques was to allow them to listen to their own voices of individuals achieved in the literature.

### *Evaluation of Materials Used in Speech and Language Disorders Therapy*

One of the most common scales is The Therapy Outcome Measure scale which is related to speech therapy was developed by Enderby & John (1997). The researchers began to develop the scale in 1994 and published a book about the development process (Enderby, John & Petheram, 2006). Once this scale was focusing more speech therapy issues and obtained no evidence of the speech therapy material evaluation.

Pratt et al.(1993) was used as a speech therapy material IBM's SpeechViewer that aims to develop children's ability to speak. However, the measuring tool in this study reached a subjective nature in conclusion. Other studies (Acarlar & Johnston, 2006; Bornstein & Haynes, 1998; Condouris, Meyer, & Tager-Flusberg, 2003; Pratt et al., 1993; Ukrainetz & Blomquist, 2002) used also measuring instruments, but generally the task of measuring instruments cannot reached clear evidence that the validity of these assessment tools are examined.

Results in screening tool for speech and language disorder indicated that related literature and access to some studies are in designing phase. Nevertheless, the materials used in speech therapy were not achieved quantitative evaluations.

### *Studies on Trends of the Speech and Language Disorders Therapy*

As a result of the speech therapy materials used in the speech therapy was obtained that focusing on the design. Generally in speech therapy studies it has been determined that teachers and/ or parents focused on the approach not to the speech material. Evaluation of these approaches found that the dimension of the task was attitudes, opinions and completion.

## DISCUSSION

Each individual is born with equal rights on an equal basis. For individuals with disabilities are subject to a specific duty of the relevant experts and managers to ensure these rights. Individuals who have a speech or language disorder are one of these obstacles. Individual, family, SLPs, teachers stakeholders with well-organized with a therapy and improve the quality of life of the material included in this group may be more easily compared to the other group members. This study focuses on the effects of these stakeholders and speech therapy materials.

Based on the above findings there is a lot of speech therapy materials that are used in speech and language disorders, did not focus on the exact meaning of speech therapy materials. It was inferred that only about materials, studies examine the design of the speech therapy material. The first of these materials are paper etc. then materials are presented with an increasingly number computer-aided materials. Printed materials transferred in to the digital environment, even when computer-aided materials are examined.

Measuring is an important step in scientific activities. The only studies to measure subjective results according to individual progress are reviewed. Koul, Petroi and Schlosser (2010) stated that there are problems in measurement of the meta-analysis because of many studies calculate the effect size of the study. These results seem to support this interpretation. The evaluation of the obtained results is not fully examined the material that used in speech therapy. This study examined the reasons for the failure of the studies associated with research teams and research area. Today studies on a specific subject have to conduct instructional designers, assessors, etc. the necessity for stakeholders to work together as well as the nature of the area researchers. This comment is supported by Saz et al. (2009) study and must be increased by specifying by interdisciplinary studies.

Studies that examined the trends of studies on speech and language therapy, researchers focused on the success of the therapy, attitude, etc. and were inferred in the direction of the examination of variables that tend to research. The main purpose of these studies was the success of the therapy, but the measurement of the above-mentioned limitations in terms of measuring the shape of is thought to be the success of these studies. In addition, the success of a speech therapy has not only connected to the type of researchers, but also to the wrong approach. The need to evaluate the overall success of a study depends on the type of speech therapy and as well as speech therapy materials should be examined in detail. Researchers need to focus on the material before this assessment can be made. Finally, it was inferred with similar and repeated studies. The reason for this repetition in the research area is associated with lack of meta-analysis and meta-synthesis of the study. Saz, Lleida, Rodríguez, Rodríguez, and Vaquero (2010) strengthen this association's similar emphasis in their study.

## CONCLUSIONS

It is very clear the importance of studies on speech and language therapy. But efforts need to focus on are updating of studies. Speech therapy material development and in particular to focus on evaluation of speech therapy materials is important.

Advices that will give direction to future studies showing clear results of this study are presented as below:

- Researchers and as well as material developers for speech therapies proposed to be added to the interdisciplinary working group.
- An emphasis on materials which is used in speech therapy proposed to examine the different types of digital media.
- Establishing specific standards for evaluating disorders of speech therapy materials to be used in therapy, more objective assessment of the materials which is developed and used for speech therapy is recommended.
- Increasing of variables, especially the variables in speech therapy are recommended to update their studies examining the relationship between trends.
- Periodically speech and language disorder treatments meta-analysis and meta-synthesis of related topics in the field work done and the determination of trends is recommended.

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## **Evaluation Of Opinions And Thoughts Of Social Services Associate Degree Program Students On Internship Applications: Anadolu University Open Education Faculty Sample**

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### **ABSTRACT**

The Social Services Associate Degree Program in Anadolu University Open Education Faculty began to provide training in academic year 2011-2012 to improve the attributes of staff operating in social service field and train new intermediate staff needed. As it is known, the social service is a discipline and an applied profession. The way of learning a profession is first to learn adequately the theoretical knowledge regarding that profession, and then to apply such knowledge in the working life. The application should be implemented correctly by means of internships so that its profession is maintained successfully.

It is required that the student completes 120 ECTS credits and then does internship for 24 working days so that the students receive diploma from this program. Within this system, 5,000 students do internship in every year. However, it cannot be entirely checked whether how much of the internship of a student group in such size does in compliance with the rules. Besides, it is understood that the students face some difficulties during their internship period. In this study the opinions, expectations and problems of intern students are analyzed by means of survey method, and proposals were suggested so that the internships are done in compliance with their purposes and the rules.

## Evidence-Based Mental-Health Promotion For University Students – A Way Of Preventing Drop-Out

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### ABSTRACT

Our paper reports on the results and consequences of an empirical mental health research fulfilled among 1618 university students at the University of Szeged, Hungary. Results indicated that 46,8% of students could be considered as mentally healthy, 42,1% of them were vulnerable and 11,1% were endangered. Among their general resistance resources (GRR) for coping in mentally demanding situations financial status was a definite negative factor, while mildly positive resources included friends, family, living environment, health status, learning and work. The lack of GRRs leads to becoming mentally endangered, which in turn inhibits the mobilisation of existing resources. There is a strong need for student-targeted mental health promotion actions, programmes, projects and education initiated in higher education.

### INTRODUCTION

The Physical and mental health status of the Hungarian population is rather unfavourable. Promotion of health culture and creation of a lifestyle that strengthens physical and mental health as well are of high priority in terms of improving the situation. The basic prerequisite of community level intervention is to characterise the actual mental health status of the target population. Empirical data provide a good starting point for the creation of community programmes and setting out the priorities.

The promotion and improvement of mental health and subjective well-being is a very important part of European Union Health Policy (European Pact for Mental Health and Well-being, 2008). This is based on the recognition of mental health being not only an individual value, but an individual and community resource as well that is very important in terms of EU's social and economic success. In accordance with this, the low level of mental health raises not only individual problems but human rights, social, economic and public health issues as well we have to address on Union and member state level also (European Pact for Mental Health and Well-being, 2008).

To define the concept of mental health we started from the WHO approach. According to the World Health Organisation mental health is not only the lack of mental and psychological disorders but it can be considered the state of subjective well-being in which every individual can recognise the inherent possibilities and cope with the natural stress situations of life, can work in a productive and fruitful way and play an active part in his/her own community's life (WHO, 2010).

As an antecedent of the above definition, the Hungarian Ferenc Szakács uses important key words in terms of our thinking. He states, that „...healthy (normal) is the person, who is capable of *independent life*, who *accepts the roles* arising from his/her life situation, *performs a work* sufficient for his/her capabilities, and in the meantime (therefore not at last) is *capable to please* and *lives his/her life* together with other people *in accordance with community and social purposes*.” (Szakács, 1994, pp. 29.).

Mental health is the most sensitive indicator of psychological normality, the capacity for life pleasures, meaning the individual feels safe and well in the world and in his/her “own skin”, is at peace with his/her environment (objective and subjective environment) and with him/herself, and has a feeling of comfort. He/she is able to utilize the sources of pleasure offered by life and is capable to fight for reaching these. This pervades his/her life skills, the organising of his/her lifestyle and the planning of his/her future.

On the basis of its experiences in mental health promotion and psychotherapy, our research group attempted to empirically define and validate three categories of psychological status (Lippai and Erdei, 2014). The starting point of our research was the fact that the psychological status of an individual is largely characterised by the experience of different scale difficulties, complaints during the adaptation to everyday challenges (cf. Generalised Adaptation Syndrome - Selye, 1965; transactionalist approach to stress - Lazarus, 1991).

We have created a short Mental Health Status Questionnaire and validated it on a representative sample of 1839 people from a middle-size Hungarian town called Hódmezővásárhely (Lippai and Erdei, 2014., Benkő et. al. 2013). Validation included comparing our data to national psychological life quality measurements worked out by Hungarostudy research (Kopp and Kovács, 2006). These measurements included elements like a) self-evaluation of subjective psychological well-being, positive life quality and mental health; b) low-spirit, depression, negative emotional states; c) hopelessness; d) lack of life goal and positive emotions; e) vital exhaustion accompanying stress; f) feeling of subjective competence in solving difficult tasks and g) sense of coherence helping to cope with everyday stress situations.

By comparing our data to data obtained along all the above dimensions of psychological life quality we found, that results of *mentally healthy* people were significantly more favourable than that of the *vulnerable* and the *endangered* group (Lippai and Erdei, 2014). Let us now see how can these three categories be characterised.

*Mentally healthy* people were characterised as those possessing appropriate self-power, self-evaluation. When they get to strongly stressful – loaded by emotional trauma and relationship conflicts – life situations, they are able to react in a structured way and actively cope with challenges. Their own resources are enough to fulfil everyday activities, they are also capable of controlling negative feelings and tensions resulting from stress situations. Adaptation problems can occur in this group also, but relatively rarely and on a temporary basis.

In case of people in the *vulnerable* group we can assume considerably different reactions in stress situations. The individual's response to actual stress situations is less active and can be characterised with parrying the problems and difficulties. In the background there is mostly the devaluation of oneself or his/her environment (self-evaluation problems). In case of the vulnerable person there are explicit adaptation disorders, typically in the form of some pronounced complaints or many smaller – but by and large with a significant effect – difficulties. That is why to be able to face problems and to handle everyday stress situations more effectively he/she has to *change*, in a way like acquiring a novel application of his/her existing resources.

The person characterised as *endangered* can not effectively handle everyday stress situations, emotional traumas, social conflicts and relationship difficulties, he/she is paralysed when confronted with a problem (serious decision dilemma). His/her existing external and internal resources are not enough for coping with the challenges of everyday life. The severe adaptation disorders appear in the form of serious complaints. That is why an external help is needed in learning new ways of coping, conflict management techniques and get support in their adaptation.

*In case of all three groups for the sake of effective intervention there is a need to set different mental health promotion targets and apply different methods.* That is why the recognition of these three groups and their empirical characterisation is an important step in the preparation of community level health promotion intervention (Benkő, 2009).

## THE STUDY

### Research aim

We aimed at researching mental health among university students in Szeged. Information referring to mental health is especially important in case of the university student population as this is the area where student related health promotion needs the most improvement.

### Research tool

The research tool was an assisted structured questionnaire interview administered by well-prepared interviewers. The research was carried out within the framework of grant *TÁMOP-6.1.5-14-2015-0004 – One step towards our health – The complex health promotion programme of County Csongrád*. Our questionnaire contained 10 socio-demographic questions and 8 topic-related questions in the following composition:

1. *socio-demographic questions*: gender, age, place of living, university faculty, major, term, education level of father and mother, financial status and academic performance.
2. *Indicators of mental health status*.
3. *Resources playing a role in the development of mental health*: social integration, social support, culture in the wider sense among others.

Data were processed by SPSS20 statistical programme.

### Research Sample

The sample consisted of the students studying at the University of Szeged. The University of Szeged is the biggest service-provider in the Southern-Great Plains Region of Hungary. It has 12 faculties and more than 20 000 students study here at the moment. 1618 students were asked during the research, among which 1565 students provided suitable answers for setting up the three categories of mental health. 464 students came from County Csongrád, where the university is located (29,1%) and 1129 students (70,9%) came from all over the country. Students of 10 faculties could have been reached. The profile of four faculties include teacher training also (see in italic). Evaluable amount of responses came from the Faculty of Medicine (FM - 37%), Faculty of Health Sciences and Social Care (FHSSC - 25,9%), *Juhász Gyula Faculty of Education* (JGYFE - 20,6%), the *Faculty of Natural Sciences and Informatics* (FNSI - 13,4%) and the Faculty of Dentistry (FD - 1,9%). The rest of the students came from the *Faculty of Arts* (FA - 0,3), Faculty of Economics (FE - 0,2%), Faculty of Pharmacology (FP - 0,2%), Faculty of Law (FL - 0,2%), and the *Faculty of Music* (FM - 0,1%).

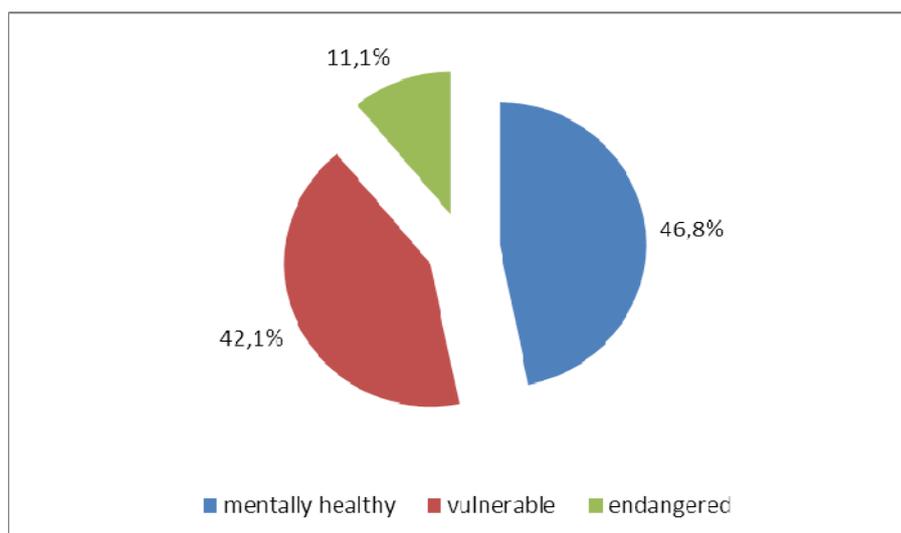
25,5% of respondents were male and 74,5% were female. We have created age-groups according to psychological categories. 94,3% were between 18 and 25 (adolescence), 5,5% were between 26 and 45 (young adult), 2,0% were between 46 and 65 years (age of upkeep). None of the respondents were above 66 years, which is the age of decline.

### FINDINGS

#### Mental health status indicators of students at the University of Szeged

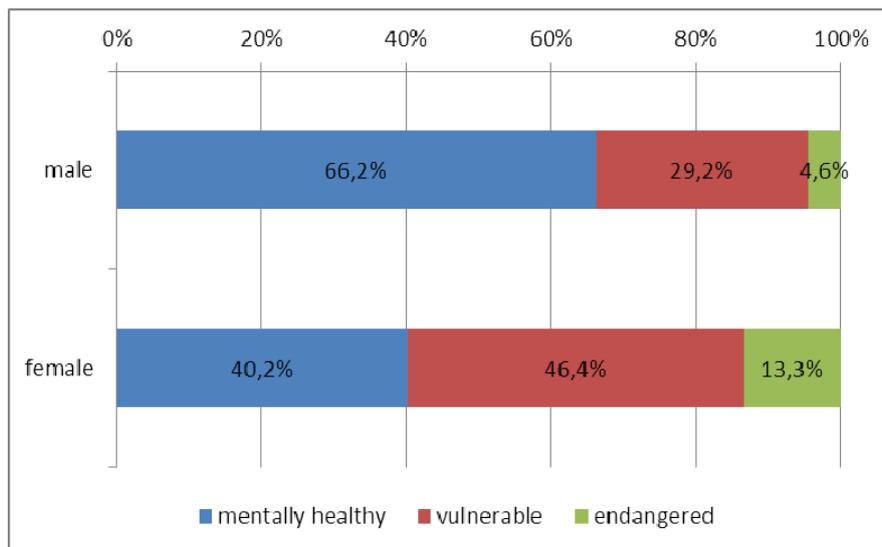
When analysing our data, the following student distribution among the developed three categories of mental health was found (Figure 1.)

**Figure 1.** – Mental health status of the student sample at the University of Szeged (N=1565)



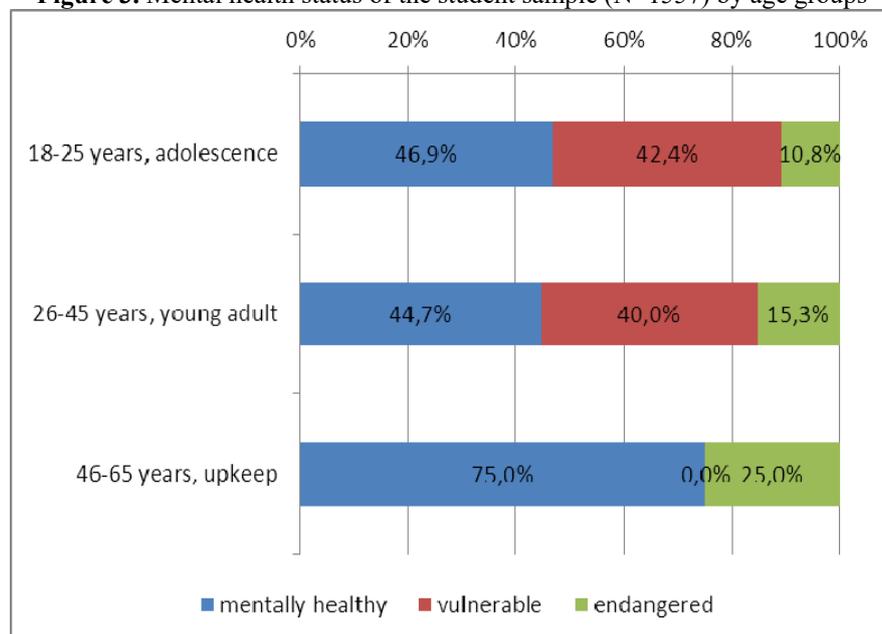
Our results show, that 46,8% of students could be considered as mentally healthy, 42,1% of them were vulnerable and 11,1% were endangered.

We have studied the observed categories along socio-demographic variables. Figure 2. shows the differences by gender.

**Figure 2.** Mental health status of the student sample (N=1553) by genders

We can see, that 66,20% of male respondents could be considered mentally healthy, while only 40,20% of female respondents belonged to the same category. 29,20% of male respondents were in the vulnerable and 4,60% of them were in the endangered group, compared to the corresponding 46,40% and 13,30% of female respondents. It can be stated, that data referring to female respondents were considerably unfavourable than those referring to male respondents.

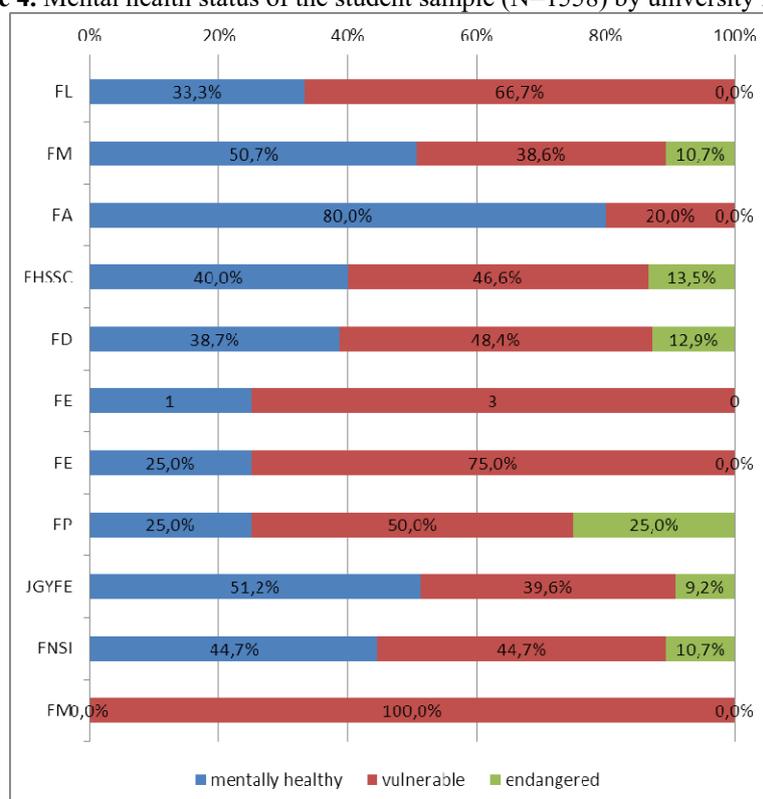
Age-group differences are shown on Figure 3. When creating the age-group categories, we have used the classification of the Hungarostudy researches (Kopp and Kovács, 2006).

**Figure 3.** Mental health status of the student sample (N=1557) by age groups

It is clearly visible, that almost half of the adolescent (18-25 years) and the young adult (26-45 years) group (46,90% and 44,70%) belonged to the mentally healthy category. Their respective ranking in terms of vulnerability was 42,40% and 40,00%, for endangerment it was 10,8% and 15,30%. There were only 4 respondents above the age of 46 years that is why a statistical statement can not be provided. To some up, by age the proportion of the mentally healthy was decreasing, while the proportion of those becoming vulnerable and endangered was increasing.

Data was also processed according to the university faculty students belong to. As it was already indicated, only 5 faculties provided statistically enough number of students to our research, so results should be treated with this restriction in mind (Figure 4.).

**Figure 4.** Mental health status of the student sample (N=1558) by university faculties



Compared to the complete sample results of the subsamples of the Juhász Gyula Faculty of Education and the Faculty of Medicine show slightly more favourable tendencies. At the Faculty of Education 51,2% of the subsample were mentally healthy, 39,6% were vulnerable and 9,2% were endangered. In case of the Medical Faculty the proportion of those mentally healthy were 50,70%, 38,6% were vulnerable and 10,7% were endangered.

The distribution of students in the 3 mental health categories at the Faculty of Natural Sciences and Informatics were as follows: 44,7% mentally healthy, 44,7% vulnerable and 10,7% endangered.

Less favourable results were obtained in case of the Faculty of Health Sciences and Social Care and for the Faculty of Dentistry. For both faculties the ratio of the mentally healthy were lower (FHSSC – 40,00%, FD – 38,70%), and the proportion of the vulnerable (FHSSC – 46,60%, FD – 48,4%), as well as of the endangered group (FHSSC – 13,50%, FD – 12,90%) was higher.

### Resources of students at the University of Szeged

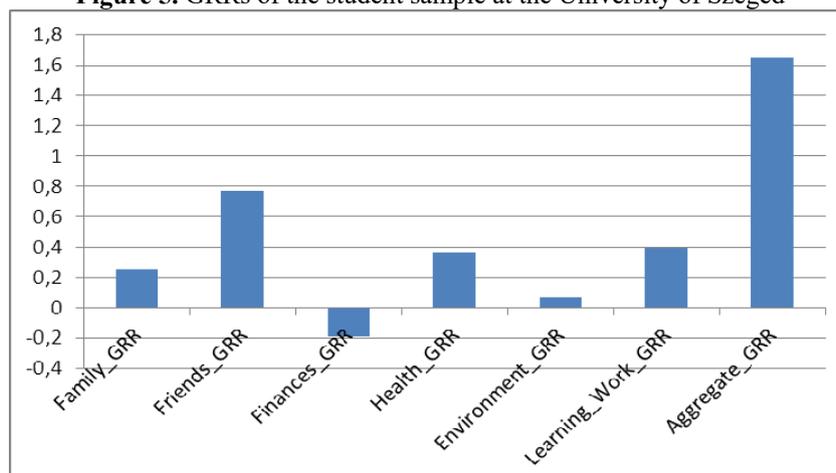
It is widely accepted in health promotion, mental health promotion literature, that the strength and number of General Resistance Resources (GRR) and their subjective Sense of Coherence define the success of coping with stressors. General resistance Resources are those biological, material and psychosocial factors which make it easier for individuals, groups and sub-societies to observe their life as consistent, structured and comprehensible (Antonovsky, 1987). Typical examples of GRRs are money, knowledge, experience, self-esteem, health-conscious behaviour, devotion, social support, cultural capital, intelligence, traditions, life-philosophy etc. The higher a person is on the continuum of resources, the more probable it is to obtain life experience that supports a strong sense of coherence. The lower is one positioned on such a continuum, the more likely it is to obtain experiences that support a weak sense of coherence.

On the basis of subjective sensing, the following GRRs were studied among the students of the University of Szeged:

1. *Social relationships - Family.*
2. *Social relationships – Friends*
3. *Financial status*
4. *Health status*
5. *Learning and work*
6. *Environment*

We have generated a GRR index for all domains with the minimum value of -2 and the maximum value of +1. Figure 5. shows the distribution of GRRs in the whole sample.

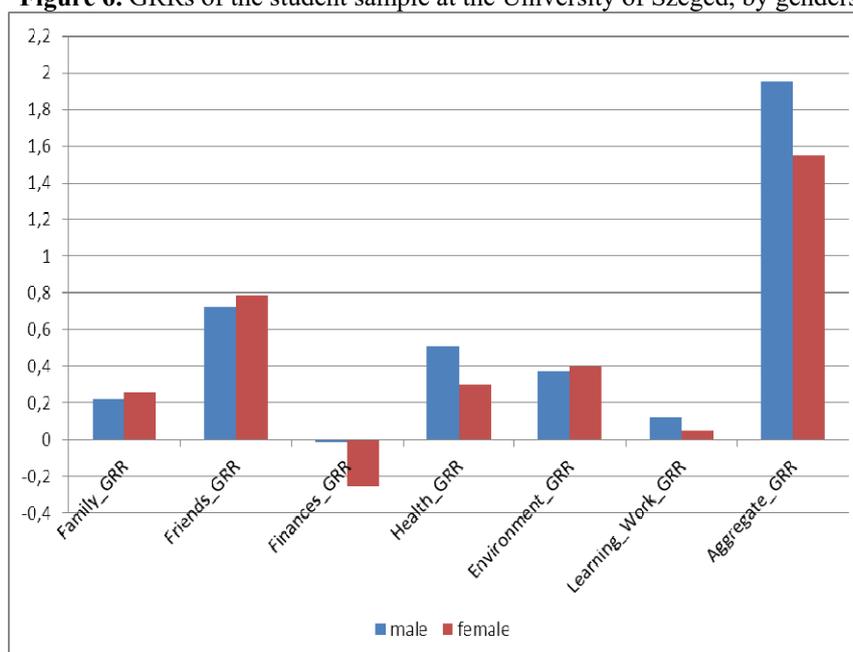
**Figure 5.** GRRs of the student sample at the University of Szeged



It is visible, that financial needs were evidently not satisfied. Mildly positive resources included friends, family, living environment, health status, learning and work. An aggregate GRR index was also generated out of the six separate domains (Aggregate\_GRR), the minimum value of which was -12, the maximum value was +6. This aggregate value was in the positive range, though not very strong.

Let us observe the gender differences in the development of GRRs (Figure 6.).

**Figure 6.** GRRs of the student sample at the University of Szeged, by genders

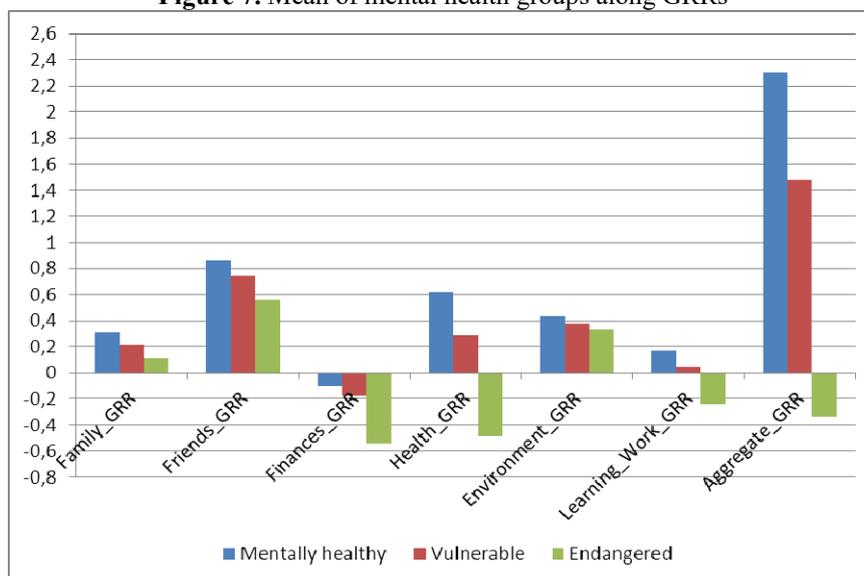


Female students were in a visibly worse position concerning the aggregate GRR value (1,55). Compared to the male respondents, they had a slight advantage only in case of family, friends and the environment.

When analysed by age, young adults, that is those between the age of 26 and 45 years had the least aggregate GRR value (1,40).

Let us compare the GRRs along the 3 groups of mental health (Figure 7.).

**Figure 7. Mean of mental health groups along GRRs**



There seems to be a clear relationship between GRRs and mental health status. In case of each GRR domains, the mentally healthy group possessed the highest set of resources, followed by the vulnerable ones, and the least resource belonged to the endangered group.

### Student expectations

It was an important question whether students would like to receive support in a hard life situation or in case of a crucial decision. 96,7% of all respondents indicated they would. So students needed and were willing to receive expert help. The expressed need was greater in case of female respondents (97,8%), while male respondents indicated 'yes' in 93,3%. Analysed by age groups, adolescents, that is those between the age of 18 and 25 years needed help the most (96,8%).

### CONCLUSIONS

On the basis of our research it can be stated, that the observed university students possessed low level of resources and the ratio of those in the vulnerable and in the endangered groups were high. That is why there is a need within the higher education system for processes, programmes and projects aiding social integration and social relationships, as well as focusing on establishing the relevant prerequisites. The lack of resources leads to becoming mentally endangered, being mentally endangered would in turn prevent the individual from mobilizing existing resources.

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## **EXAMINATION OF PERCEPTION OF COMMUNICATION SKILLS OF THE SECONDARY SCHOOL TEACHERS IN TERMS OF VARIOUS VARIABLES**

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### **Abstract**

The objective of this study is to examine whether communication skills of the secondary school teachers significantly changed or not according to the gender, age, professional seniority and branch. The target population of the research is the district of Gazimagusa of Turkish Republic of Northern Cyprus. For the sample of the research, three secondary schools have been selected in line with the objective of the research in the 2015-2016 academic year and the study have been conducted with 108 voluntary teachers working in these schools. As a result of the research, it has been observed that the communication skills of the teachers have significantly differentiated in the empathy sub dimension and have not differentiated in the sub dimensions such as transparency, equality, effectiveness and competence according to their genders. It has been observed that such skills have not significantly differentiated in the sub dimensions such as empathy and equality and have significantly differentiated in the sub dimensions such as effectiveness, transparency and competence according to age. It has been analyzed that such skills have not significantly differentiated in the sub dimensions such as empathy, transparency, equality and competence and have significantly differentiated in the sub dimensions such as effectiveness according to the professional seniority. It has been observed that average of the scores of the teachers have not significantly differentiated in statistical manner in the sub dimensions such as empathy, transparency, equality, effectiveness and competence according to the marital status. It has been analyzed that such skills have not significantly differentiated in the sub dimensions such as transparency and

significantly differentiated in the sub dimensions such as empathy, equality, effectiveness and competence according to their branches.

**Keywords:** Communication skills, Secondary school teacher

### **Introduction**

Communication, information generation, transfer and interpretation process (Dönmez,2008), two people in a relationship that you put into the psycho-social process (Cüceloğlu, 2000); Communication between individuals that occur in feelings, information sharing and thoughts that includes a multi-channel process (Cüceloğlu, 2005; 28). The general sense of the usual sense, “developed between two or more people, take its source from different needs of “Develops between two or more people, takes its source from the different needs of different densities experienced as intimacy from the acquaintance, they are the mutual interaction and emotional of behavior” (İmamoğlu, 2008). The need to communicate with people, whether that is due to the desire to influence the environment to spread knowledge, wants to educate, entertain or want to tell you the only one in the main purpose is to influence and to provide information against (Tutar, Yılmaz and Erdönmez, 2003). Communication, environment and predominantly reflect effective determinant of human effort may be on his own life (Levent, 2011). Communication with people as a social being in perform himself, in other words, not only as a biological organism, going to be member of the community (Kavak and Vatansever, 2007). Effective communicators; comfortable socially, sensitive to the body language, critical thinking skills and effective listening skills are those that you use (Şeker, 2000: 18). The most important skills necessary for effective listening and effective response (Korkut, 1996). In the lives of individuals, to educate itself to work on communication and to communicate effectively, there are considerable (Çetinkanat, 1996). Effective teachers; professional knowledge, professional skills, and they're reputable and reliable in the eyes of students. In class builds confidence providing dignity and talented teachers understand their students’ needs and produce solutions faster (Kılbaş, 2000). Effective teachers must be basically a good expert as well as an excellent Communicator. Teachers play a role in regard to communication, empathy, decision-making and social activities should be an integral part of the creative and critical thinking class control (Güçlü, 2003). Student success in the classroom environment created by the interaction of the teacher is very important. Teachers in the near and long-term interaction with students, learning in addition to the main function of facilitating learning are being installed to guide the functions such as model (Açıkgöz, 1998).

Behavior change in individuals through education is provided in the desired direction. Communication training communication education to develop behavior patterns through education starting to work with the concept of community was born (Şimşek, 2000).

Communication in education education is the most important element. Communication, academic skills, and in teaching and classroom management is highly effective in targeted information. In order to do a good job a teacher must be knowledgeable about communication theory and the Science of the soul (Yavuzer, 2003). In class, students and teachers to reach educational goals, and their information and experiences through various means of communication that provide an appropriate modify they share with the environment. Students readiness levels, interests and requirements, adequacy of facilities by their teachers; the educational purpose of the vehicles will be determined together with the guidance arrangement of the teacher communication (Çetinkanat (1998; Güçlü, 2012 and Başar, 2003).

For a teacher, communication skills, or technical information that supports educational is more important. Against such a question most people usually gives the answer communication skills. Healthy teachers cannot communicate, instructional in the sense that no matter how good will not benefit; in this case, on the contrary it may harm children (Nacar, 2010). A very knowledgeable teacher of children rather than teachers who communicate well, can love more was observed. Based on this description, first of all prospective teachers or teachers, advised to improve their communication skills (Nacar, 2010, Selçuk, 2000, 94).

Communication, well-managed classroom is the focal point of. In modern school teacher told the student he listened, lost its significance one-way communication. It is together the listening and speaking; students feeling, versatile communication skills they clearly reveal the thoughts and ideas is a must to learn all the teachers (Altıntaş,2000,129).

An analysis of research carried out with skill; It is seen that the descriptive and experimental studies. In the studies examined communication skills; teachers and administrators perception, social communication skills with the relationship level between the motivation level of the subject teachers, social communication skills with the relationship level between the motivation level of the subject teachers, administrators communication skills with the level of relationships between organizational values, deter behavior relationship, the relationship between school culture, the relationship between school success, manager of supportive leadership roles, the relationship between leadership styles It is disclosed (Kurt, 2015; Koçak, (2014); Fidan, 2013; Sabancı and Şekerci (2014); Dogan,

Uğurlu, Yıldırım, and Karabulut, (2014); Lal (2012; Çetinkaya (2012); Çankaya and Aküzüm (2010); Bektaş (2010). Northern Cyprus Ministry of National Education in secondary schools depends on the skills of the teacher's tasks not seen a study discussed. In this sense, it is thought will bring contribute to the field. In this context, in this study, perceptions of communication skills of secondary school teachers by gender, age, industry, seniority and examines whether marital status has changed according to a professional.

In this context, the general objective is to answer the following questions:

1. Middle Schools school teachers, the ability to communicate the scale of sub-dimensions, "empathy", "transparency", "equality", "effectiveness" and "adequacy" Is there a significant difference between the points?

## **Material And Method**

### **Research Model**

Middle Schools school teacher gender communication skills of perception, age, branch; seniority, is facing a descriptive research to examine whether it changes according to marital status.

### **The sample**

This is the sample of the research, whereas in the academic year 2015-2016 in the Famagusta district of the Turkish Republic of Northern Cyprus Ministry of national education consisted of secondary school teachers at the center of 108. Teachers who participated in the study 108 % 72.2% (n=78) and Mrs. % 27.8% (N=30) were male. Teachers are given information about the purpose of the study prior to the data collection, the voluntary ones were included in the study.

### **Data Collection Tools**

**Communication skills teachers Scale (CSTS):** Teachers to assess their perception of their communication skills Cetinkanat (1997) scale to 44 items. Empathy transparency, equity and efficiency dimensions for each 10, there are four items to assess the adequacy size. Cronbach's alpha values of the subscales in the original study of the scale; empathy .71, .67 transparencies, equality, .59, .45 effectiveness, competence is .50, Cronbach's alpha

coefficients for internal consistency of the scale: it is .81 (Çetinkanat, 1998). The reliability coefficient was found for this study was found to be .79.

### Analysis of The Data

The statistical analysis of research data, Middle Schooling the teachers' gender, based on of occupational seniority and branches in a meaningful way to determine whether differed (One-way) one-way analysis of variance and t-test techniques were used. The difference in the results of one-way ANOVA to determine which groups were used stems from the LSD test. Analysis of the data in computer have been achieved by using SPSS 17.0 software package.

### RESULTS

In the study, according to the teachers' communication skills and perceptions subscale is analyzed in terms of gender variable. The mean scores on the subscales for Women and communication skills of male teachers, standard deviation and t values are given in Table 1.

**Table 1. According to gender, communication skills subscale scores, standard deviations t-Values.**

Variables	Gender	n	$\bar{x}$	Ss	t	p	Cardinality
Empathy	Woman	78	47.564	3.566	3.947	.000	p<.05
	Man	30	44.466	3.875			
Transparency	Woman	78	33.461	4.176	-1.713	.090	p>.05
	Man	30	35.133	5.393			
Equality	Woman	78	40.179	3.737	-1.052	.295	p>.05
	Man	30	41.066	4.385			
Effectiveness	Woman	78	40.333	3.052	.492	.624	p>.05
	Man	30	40.000	3.403			
Qualifications	Woman	78	18.666	1.568	-.370	.712	p>.05
	Man	30	18.800	1.936			

Table A-1 as shown in Empathy, communication skills ( $t= 3.947$ ,  $p = 0.5$ ), the sub-dimension mean scores of male teachers were significantly higher than female secondary school teachers it was found that. Transparency ( $t= 1.713$ ), the equality ( $t= -1.052$ ),

Effectiveness ( $t=$ , .492), Qualification ( $t=$  -.370) is differentiate according to the gender of the teachers in the lower dimension's scores  $p>0.05$ ).

**Table 2. The Professional Communication Skills Teachers of the Teacher's seniority According to Results of Variance Analysis On Our Way of the Sub-Dimensions of the Scale**

Variables	Variance Source	Sum of Squares	sd	Average Of Squares	F Value	P Value	Severity	LDS
<b>Empathy</b>	Intergroup	77.796	2	38.898				
	Groups within	1544.722	105	14.712	2.644	.076	p>.05	
	Total	1622.519	107					
<b>Transparency</b>	Intergroup	38.102	2	19.051				
	Groups within	2209.306	105	21.041	.905	.408	p>.05	
	Total	2247.407	107					
<b>Equality</b>	Intergroup	38.935	2	19.468				
	Groups within	1611.472	105	15.347	1.268	.286	p>.05	
	Total	1650.407	107					
<b>Effectiveness</b>	Intergroup	98.185	2	49.093				
	Groups within	957.556	105	9.120	5.383	.006	p<.05	1<3
	Total	1055.741	107					2<3
<b>Competencs</b>	Intergroup	6.519	2	3.259				
	Groups within	292.000	105	2.781	1.172	.314	p>.05	
	Total	298.519	107					

In Table 2, teachers' communication skills scale the average occupational seniority by their scores in Empathy, Transparency, Equity, and adequacy, it is seen that the size of the sub is not significantly different. Effectiveness ( $F=5.383$ ,  $p<.05$ ); bottom size differed among the groups is that the observed difference in a meaningful way in which LSD was used to test in order to determine that. The difference LSD test results 1) under 10 years and have seniority; 2) with seniority of 11-20 years; 3) 21 years and have seniority over effectiveness to sub-in size 1-2, 1-3, and 2-3 between groups; Between groups 1-2 and 1-3 2. and 3. 2-3 between groups in favor of group 3. has shown that is in favor of the group.

**Table-3 Teacher Communication Skills by sectors of the teachers on the lower scale of the one-way analysis of variance results Size**

Varieties	Variance Source	Sum of Squares	sd	Frames Average	F Value	p Value	Severity	LDS
<b>Empathy</b>	Intergroup	243.384	8	30,423				
	Groups within	1379.135	99	13.931	2.184	.035	p<.05	1<5,1<9, 2<5,4<5, 6<5,2<5, 5<8,
	Total	1622.519	107					
<b>Transparency</b>	Intergroup	272,356	8	34,044				
	Groups within	1975.052	99	19.950	1.706	.106	p>.05	
	Total	2247.407	107					
<b>Equality</b>	Intergroup	295.939	8	36.992				
	Groups within	1354.468	99	13.681	2.704	.010	p<.05	2<1,4<2, 8<2, 9<2
	Total	1650.407	107					
<b>Effectiveness</b>	Intergroup	144.915	8	18.114				
	Groups within	910.825	99	9.200	1.969	.058	p>.05	2<1,4<2, 8<2,9<2
	Total	1055.741	107					
<b>Competences</b>	Intergroup	41.388	8	5.173				
	Groups within	257.131	99	2.597	1.992	.055	p>.05	1<2,4<2, 6<2,8<2, 2<5
	Total	298.519	107					

Table 3, Teachers ' communication skills scale scores are not significantly different according to the size of the sub branches their transparency, Empathy (F=2.184, p<.05); the Equality (F=2.704, p<.05); Effectiveness (F=1.969, p<.05); and proficiency (F=1.992, p<.05); bottom size, it is observed that differed in a significant way. The difference is that in the lower dimensions in order to determine in which LSD was used to test among the groups. The difference LSD test results 1) Turkish, 2) guidance, special education, 3) mathematics, 4) science, 5) music, art, physical education, 6) foreign language, 7) religion and culture, 8) technology and design, Computing, 9) branches of social studies, including Empathy, sub-size 1-5,1-9,2-5,4-5,5-6 and 5-8 between the groups 5.and 9. the group in favor of equality of the size of the bottom 1-2,1-3,1-4,1-5,1-7,1-8 and among groups 1-9, 1.the group, to the detriment

of effectiveness, sub-dimensions 1-2,2-4,2-8, 2-9 in favor of the group and between the groups 1.2 and qualification sub-dimension 2-1, 2-4,2-6,2-8,2-9, 2-5 and between groups 2 and 5. has shown that is in favor of the group.

## **Discussion**

In this section, statistical analysis of data obtained as a result, have been discussed and interpreted in a way connected with the literature. As a result of statistical analysis conducted on the gender, empathy, communication skills of teachers by gender dimensions in favor of female teachers has been shown to significantly differ. Women communicate better with their teachers than male teachers said students could put themselves students. Transparency, equity, effectiveness and adequacy of the sub-dimension of teachers ' communication skills is not different depending on gender was observed. They didn't do the male and female teachers gender in the classroom among students, planned, they might turn out to be proficient at using the information in the field. When examining the findings of the literature, with regard to their perceptions of communication skills of female and male teachers are getting different results. Some research was no significant difference between men and women ' perceptions of their communication skills (Öztaş, 2001; Günay, 2003 Acar ,2009; Keleşoğlu, 2009; Tek, 2008; Levent, 2011; Koçak, 2013; Posluoğlu ,2014).

Some research has concluded that the communication skills of female teachers is higher than male teachers (Şeker, 2000; Saracaoğlu, Öztürk ve Silkü, 2001; Ceylan, 2007; Özerbaş, Bulut and Usta, 2007; Toy, 2007). This work is consistent with the survey results. Cloud (2003), Booth, cool and Emirhan (2000) in their study of female teachers in total communication skills total score is higher than male teachers but there were no significant differences. According to gender, significant difference between the mean Score of communication skills scale of “effectiveness” and “competence” were found in the lower dimensions. According to the male teacher’s female teachers, with good communication skills “effectiveness” and “competence”, it was inferred that they have to average higher scores in the lower dimensions.

Generally speaking, the research; In terms of communication skills is understood that the differentiation of male and female teachers. In perceptions of being male or female differentiation according to the individual's communication skills, self-acceptance and self-

confidence may be associated with motivation, as it is thought that gender roles may be associated with. Female teachers are facing many obstacles until it starts to impact on the profession from childhood and the role they play in society according to their male counterparts to have a profession demonstrate more effort (Bulut,2003). Accordingly, the communication skills of female teachers, with students than male teachers said students could put themselves they communicate better. This result, women are more sensitive to other people's problems and others as being in good standing of the teaching profession and the expectations regarding the role of women may be due to be adopted by female teachers.

Teachers ' communication skills scale the average occupational seniority by their scores in Empathy, Transparency, equality and adequacy is not significantly different, it is seen that the size of the sub. It is observed that the effectiveness differed in a significant way lower in size. Accordingly, eleven and teachers with more seniority ' communication skills according to the teachers with seniority of 10 years and under, they are more structured where students communicate better, it can be said that are more effective at using the information in the field. This result increases as occupational seniority, teacher's classroom management communication skills in the form of residue can be detected. Studies examined in the literature, Levent (2011) communication skills according to the findings of the research sub-equality of the dimensions of sub-size comparison in terms of professional experience, teachers who are over 21 years of professional experience and the equality of the values of the values of the effectiveness of teachers with 10 years of professional experience or less were found to be significantly higher. Şeker (2000), low communication skills to the task of beginning teachers, in terms of communication skills of 16-25 year has seen teachers working in the profession they have the highest performance. Günay (2003) and Gazelle (20007) communication skills of teachers who are above 21 years in the profession and have reached the conclusion that high. These results are in line with the work. Öztaş (2001) as the result of different studies have concluded that affect the communication skills of the teacher's seniority.

Teachers communication skills their scores on the scale according to the size of the sub branches is that transparency is not significantly different, Empathy, equality, effectiveness and adequacy differed in the size of the sub, it is observed that in a significant way. Accordingly, music, art, Physical Education and Social Studies teachers to establish better communication with other branches of communication skills of the students according to the

students, it can be said that they could put themselves. Turkish Social Studies teachers' communication skills among students of other branches of the gender they didn't do planned, they might turn out to be more proficient at using the information in the field. Turkish, guidance and communication skills of special education teachers communicate better when compared to other branches where they are more structured, it can be said that are more effective at using the information in the field. Music, art, Physical Education, and guidance, special education teacher's student characteristics in more detail, the adequacy and efficiency of the daily plan they developed more positive attitudes than teachers in other subject it can be said that.

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### **Results and Suggestions**

Here, based on research findings and interpretation is given to proposals for studies related to internet addiction. Statistical analysis for the variable gender, Empathy, equality, adequacy and effectiveness sub-dimension of teachers' communication skills differed by gender in favor of female teachers, it was observed that in a significant way. Transparency, equity, effectiveness and adequacy of the sub-dimension of teachers' communication skills is different depending on the gender of that is understood.

Communication skills of teachers according to their score and the average age of the scale Effectiveness, Transparency, Competence dimensions of differentiation is seen that in a meaningful way. The difference in effectiveness sub-dimensions were in favor of the 20-30 age group. Transparency and the lower dimensions in the age group of 41-50 and 51 and above were in favor.

Teachers communication skills their scores on the scale according to the size of the sub branches is that transparency is not significantly different, Empathy, equality, effectiveness and adequacy differed in the size of the sub, it is observed that in a significant way.

Based on the findings of male teachers in the direction of further improvement of communication skills training in-service training seminars can be prepared. Given that it is effective communication skills experience in education who will be graduating new teacher candidates and new teachers for this purpose, the Institute of Education and training in terms of quantity and quality of their high school program, teacher training programs and determination of what features to use in the carrying direction can be made to work. The Ministry of national education of the Republic of Turkey in February 2016 at the period of the

assignments that will be assigned to this subject began to study with new teachers. Similar studies can be made in T.R.N.C. Our teachers can be given in-service training seminars to improve their communication skills “communication skills Training”.

Communication skills in teacher training institutions, a course that will give you the ability to be added to the program. For teachers, empathy, building positive relationships with others, as well as social skills in order to develop a variety of programs can be arranged.

In different cities of this research, teachers of different disciplines to be repeated with the Working Groups and wider, it is anticipated that it will provide the opportunity to make comparisons.

In addition to determining the level of communication skills of secondary school teachers how to more effectively use their communication skills should be improved, on issues such as the need to provide training on how to support qualitative research should be conducted.

Research results released in; According to school type-school teachers tend to use their communication skills disparities in the factors which play a role should be investigated.

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## **Examination Of Social Media Usage In Teacher-Parent Communication: Whatsapp Example**

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### **ABSTRACT**

The purpose in this study schools under the parent-teacher created with the purpose of ensuring the communication Whatsapp shared in the conversation history of Whatsapp in terms of the type of the media preferred, and investigate them separately about teacher and parents sharing. In addition, the viewpoints of the teachers on the subject have also been examined. In the study, which was designed as a case study, the example of Whatsapp was dealt with as a social media tools used in teacher-parent communication. The study was conducted with a guidance teacher who had instant messaging groups with the parents and who worked at a private primary school (4th Graders) in the city of Istanbul, since it was easily available. In examining the messages that were shared in the Whatsapp group in terms of the media type and the titles of the subjects that was preferred, the Whatsapp history was used; and in determining the viewpoints of the teacher on the Whatsapp group, semi-structured interview method was used. According to the findings of the study, the teaches considers the instant messaging group as a healthy social media platform for the purpose of establishing communication with the parents; however, is insufficient in informing the parents about educational and pedagogical instructions for them. It was observed that the group members were not sensitive about the private messages and about the messaging hours.

### **INTRODUCTION**

School-Family and Student are the basic elements of the educations systems. In order for education systems to produce desired outcomes, these three components must be in a strong communication and cooperation. According to Kavak (2008), especially the family, which makes the children acquire personality traits, must be made more participative in this process. For this reason, if the school management wants to achieve success in education-training, it must care for the parent-teacher relation in order to make the parents participative as much as teachers (Kavak, 2008).

The studies conducted on teacher-parents communication report that there must be a strong interaction between the teachers and the parents in order to achieve success in education (Özgan & Aydın, 2010). Sutherland (1991) conducted a study on this topic and reported that the academic success and development of the children was influenced positively by the participation of the parents in the education process; and emphasized that the parents as well as the teachers and students were the beneficiaries in this process. In this context, the teacher faces less difficulties in education process, and the parents can be informed more on the development of the student and develop themselves. On the other hand, Epstein & Dauber (1989) conducted a study and revealed the expectations of the parents from the school (teacher). In this context, parents want to contribute to the education process of their children, and await advice from the school (teachers). Applications that will strengthen the teacher-parent interaction, and the regulations and developments that will meet the expectations of the students are among the expectations of the parents from school.

Şişman (2002) conducted a study and emphasized that the teacher and parents should know and determine the expectations and the needs of each other for a healthy communication. Even if the parents do not interact with the teacher, they must communicate with each other at least about the student and classroom activities, the needs of the student, teaching materials and the expectations. According to Özbaşı & Badavan (2010), the interaction between the teacher and the parents develop the communication; and strengthens the connection between the parents and the teacher. Both school managers and teachers make use of many tools and methods in order to establish a communication with the parents. In this context, Mobile Information Services (MoNE, 2016a) and electronic Parent Information Systems (MoNE, 2016b) may be considered as the models.

The integration of technological devices to the education process prepare the opportunity for using the social network-based devices in this process (Sie et al., 2012).

Many social network platforms that have appeared in today's world have re-shaped the communication, interactions, cooperation, working and even the learning process of people. User-friendly interfaces and the secrecy of these tools attract the attention of many people no matter whether they are computer-literate or not. Millions of users are online with their true identities over the social networks. The social networks that are so much widespread are used for various purposes in educational processes in an efficient manner (Gülbahar, Kalelioğlu, & Madran, 2010). When the literature is examined, it is observed that Hrastinski et al. (2014), conducted a study and reported that social network platforms are beneficial tools that could serve as a coaching system for students. There are also authors that used these platforms as exercise technique (Özdener & Mihçı, 2014), as foreign language improvement tool (Plana et al., 2013) and as a learning management system (Wang, Woo, Quek, Yang, & Liu, 2012). When the traditional learning systems and social network platform are compared, it is observed that students prefer the social networks more as a learning management system (DiVall & Kirwin, 2012).

One of the important developments about social networks appeared as the "instant messaging services" in our social lives and were accepted as a tool of communication among people (Yazıcı, 2015). Instant messaging service represents the simultaneous communication of two or more people in a communicative manner. The cooperation or the communication realized with these tools may occur in written, audio or video messages (Shank, 2008). With the appearance of smart phones in our lives, applications for instant messaging have been developed and are extremely popular nowadays. Social network platforms may be considered as a class material and may also be used to ensure the student-teacher, teacher-parent communication. One of the most-commonly used instant messaging applications is the Whatsapp. (Bansal & Joshi, 2014).

Whatsapp is a smart phone application that operates over the current devices and operation systems. Whatsapp has been on the market since 2010, and provides the users with messaging, sending video and voice recordings, and pictures over the Internet (Bouhnik & Deshen, 2014). Whatsapp reached 1 billion users throughout its history. 42 billion messages are sent a day in 53 languages, and 1.6 billion photographs and 250 million videos are shared in a day (IANS, 2016). Right at this point, Whatsapp may be considered as a social network that enables people reach a lot of data in a fast manner. One of the properties of Whatsapp that facilitates communication is the possibility of forming a group and communicate within this group. The founder of the group is at the same time the manager of it, and is in a position that has the privilege of adding or removing members without the approval of other members. In addition, all the participants in the group has equal rights. The application provides the opportunity of warning for each message and turning off the warnings for 8 hours, one day or for one week (Bouhnik & Deshen, 2014).

The possibility of establishing a group in Whatsapp is used widely in state and private schools to establish teacher-parent interaction. Class guidance teachers may form a group in Whatsapp application and add all the parents to the group, or the teacher are included in the group that is formed by the parents. In this group, the exam dates, parents' meetings, daily assignments and many other information is shared by teachers. Parents are informed about these situations and communicate with teachers and other parents as soon as possible.

Bouhnik and Deshen (2014) reported that teachers have missing points about the use of Whatsapp groups for educational and pedagogical purposes, and recommended that teachers should share their experiences and exchange opinions with each other. When the literature is examined, it is possible to see that there are studies that examine the teacher-student communication in the use of Whatsapp for student-teacher-parents communication; however, the number of the studies that deal with teacher-parents communication is inadequate. Revealing how the instant communication between the teachers and parents over Whatsapp occurs will cast a light for the teachers who want to use social media for this purpose.

### **The Purpose of the Study**

The purpose in this study examining the messages that were shared in the conversation history of Whatsapp in terms of the type of the media preferred, and investigate them separately about teacher and parents sharing. In addition, the viewpoints of the teachers on the subject have also been examined. Answers for the following questions will be sought in the context of the study;

- What is the participation level of the teachers and parents in the Whatsapp group?
- How many of the messages arriving from the parents are answered?

- What kind of media (gallery, photograph, video, voice, location, and people) are shared?
- Which titles have been communicated in the group, are there any subjects other than the main purpose?
- What are the viewpoints of the teacher on the use of the group in communication with parents?
- How sensitive are the parents on the issue of *not* sharing “private messages” with the other individuals of the group?
- How sensitive is the teacher on *not* sharing “private messages” with the other individuals of the group?

## METHOD

In the study, which was designed as a case study, the example of Whatsapp was dealt with as a social media tools used in teacher-parent communication. The study was conducted with a guidance teacher who had instant messaging groups with the parents and who worked at a private primary school (4th Graders) in the city of Istanbul, since it was easily available.

**Data Collection Tool:** In examining the messages that were shared in the Whatsapp group in terms of the media type and the titles of the subjects that was preferred, the Whatsapp history was used; and in determining the viewpoints of the teacher on the Whatsapp group, semi-structured interview method was used.

**Whatsapp Conversation History:** Whatsapp Conversation History, which was examined in the scope of the study, is the history of the group, which was formed by a parent. The guidance teacher of the class was added later by the parent. In the content analysis performed in Whatsapp Conversation History, the messages that were shared in the group were handled in terms of the media type and the titles of the subject that was preferred, and were examined in terms of teacher and parent sharing. In the content analyses, which were conducted separately by two authors, the titles of the subjects that showed differences in terms of frequency distributions were examined and discussed for the second time and a consensus was reached.

**Semi-Structured Interview:** It was used for the purpose of determining the viewpoints of the teacher on the use of Whatsapp group for the communication of the teacher with the parents. The interviews were performed under three basic headings, and lasted 45 minutes each. The questions used in the semi-structured interview are as follows:

- Do you think that the instant messaging service used is influential in the communication with the parents?
- What is your reason for choosing Whatsapp among the other instant messaging services?
- Do you know the features that may be used in instant messaging group (“silent”, “call”, “back-up” “last seen” “share location”) and do you use them?

## FINDINGS

### The Participation Level of the Teacher and Parents

An analysis was made to determine the participation levels of the teachers and parents in the group, and it was determined that 27 parents out of 31 parents participated in the instant messaging group. The group members participated in the instant messaging group with 1486 messages in total. The content analysis of the messages and the number of the media is provided in Table 1.

**Table 1: The Content Analysis of the Messages and the Media Shared in Instant Messaging Group**

	The Number of the Group People	Total Messages In The Group	The Number of The Messages sent To The Teacher	The Number of The Messages sent To The Parents	The Number Of The Media Sent In The Group
Teacher	1	85	-	85	4
Parents who are incorporated to the instant messaging group	27	1401	124	1277	154
<b>TOTAL</b>	28	1486	124	1362	158

When Table 1 is examined, it was observed that 1277(91%) of the 1401 messages that were sent by the parents who participated in the group were addressed to the parents; the addressed person in these messages was mostly the parents, and there were 124 messages (9%) sent as addressing the teacher. The teacher answered all of the messages sent (100%), and participated in the conversations. When the number of the media sent in the group is examined, it was observed that the parents were more active in this process than the teacher.

### The Media Types Preferred

When the media types that were preferred is examined, it was observed that 158 media were shared in the instant messaging group. 154 of these messages consisted of the photographs that were added from the gallery, 3 consisted of videos, and 1 consisted of a voice message.

**Table 2: The Media Types and Titles of the Subjects Shared in the Group**

	<b>Titles of the Media Subjects</b>	<b>The Photos From Gallery</b>	<b>The Photos Taken By Whatsapp Application</b>	<b>Video</b>	<b>Voice</b>	<b>Location</b>	<b>Person</b>
<b>The Number of the Media Sent by the Parents</b>	Class Materials	35					
	Teacher's Day Activities	69					
	Activities in which the Parents Participated	18					
	Good-Will Messages	22					
	Ring Type Preferences, and the Shows prepared by the Students		3				
	The Information of those who made Payments	5					
	Detailed Questions on the Homework				1		
<b>The Number of the Media Sent by the Teacher</b>	The Activities of the Students	4					
		154	3	1			

When Table 2 is examined it was observed that the most frequently preferred media type was photograph from the gallery. Photographs were used in 154 message bodies. 150 of these messages were shared by the parents, and 4 was shared by the teacher. When a topic-based examination is made it was observed that the photocopy materials, the pages of the course book, maps and solved test questions distributed in the classroom had the biggest frequency, and were shared by only the parents. 22 photographs that included messages like "Good morning", "Have a nice Friday", "Good night", "the first photographs of the parent who had her baby", "short study" and some similar other good-will messages. The voice messages were preferred in the least level; and the features like instant photograph, location and people were not preferred at all.

### The Titles of the Topic

The titles of topics, numerical values and percentage rates in 747 (50.3%) messages that were sent in accordance with the purpose of the group, and the titles of topics in 739 (49.7%) messages that were sent as not related with the purpose of the group are given in Table 3.

**Table 3: The Content Analysis of the Messages that were Shared in the Group**

		<b>f</b>	<b>%</b>
<b>Totally Messages In The Group</b>		1486	
<b>Messages Sent To The Teachers</b>		124	8
<b>Messages Sent Between The Parents</b>		1362	92
<b>Messages In Scope Of The Group Aim</b>	Payment to the book company	106	14
	Determining the people who left and who were not in the group	23	3
	Sharing the link of a book campaign conducted for the children whose socio-economic status were inadequate	1	0
	Speaking about the missing keys of the Mangala Game bought for the students	3	0
	Asking and answering the homework of the day	123	16
	Determining whether a book series exist in adequate number in the students	74	10
	Sharing the current status of the homework of social sciences class	28	4
	Sharing a media showing that music is played in a school during breaks and statements of the parents	13	2
	Conversation about the organizations on the meeting of the teacher and parents	19	3
	Payment for the Science Test and study classes and the viewpoints of the parents	72	10
	Parents' exchanging viewpoints on a piece of information whose accuracy was suspicious for them about the exams	59	8
	The answering of a mathematics question asked by a parent by the parents	10	1
	Announcement of a celebration organization because the exams were over and sharing the images of the caterings	51	7
	An activity organized for the Teachers' Day	127	17
	Sharing the duties by the parents for the caterings	38	5
<b>Messages Outside The Group Aim</b>	Sharing a n image containing a goodwill and the comments on the image	191	25
	The other subjects	548	75

In the scope of the purpose, when Table 3 is examined, it was observed that the daily homework was asked and answered for the most time and there are 123 messages in this category. Again in the scope of the purpose, a link was shared by 1 parent for an organization for children whose socio-economic status were inadequate. None of the parents made a comment on this message or gave information on whether they would participate or not. The majority of the messages that were not sent in the scope of the purpose consist of goodwill messages (25%) ("Good morning", "good night", "Have a nice Friday"). The other issues were included in the study by considering that it would not be correct in terms of ethical concerns.

### **The Viewpoints of the Class Guidance Teacher**

In the interview with the class guidance teacher, it was determined that the teacher stated that instant messaging group was a healthy social media platform in terms of establishing communication with the parents. When the teacher was asked why s/he preferred this social media tool, s/he said that s/he had used it before, and it was proper in terms of seeing all the parents in one single medium, showing whether the messages were seen by the parents or not, and seeing which parents read the messages.

Again, the class guidance teacher said that the messages were sent between 16:30 and 20:30, which was after the working hours, and this was good for him/her for being able to answer them, and s/he added that s/he also tried to answer the messages that were sent at other times. However, when the messages were analyzed, it

was observed that the teacher answered until 21:53, and participated in the conversations. The teacher said that s/he knew the silent mode of the instant messaging group; however, since s/he was not disturbed by the contents of the conversations in the group, s/he did not use it.

### **The Sensitivity of the Parents and the Class Guidance Teacher on “Private Message” and the Distribution of the Messages according to Hours**

It was observed in the content analysis that there was no limitations in the conversations in the group; however, the group members did not show the due sensitivity about the private message issue. Because it was observed that some of the parents had sent private messages to the group instead of sending it individually (like a parent asking for the recipe of a cake from another parent). Similarly, the group members are not sensitive on the hour they send the messages. The hours when the messages were sent are given in Table 4.

**Table 4: The Distribution of the Messages according to the Sending Time**

	07:06 - 09:00 (Morning Hours)		09:00 - 16:30 (School Time)		16:30 - 00:05 (Evening Hours)	
	f	%	f	%	f	%
<b>Number of Messages The Teacher Has Sent to the Group</b>	9	11	17	20	59	69
<b>Number of Messages The Parents Has Sent to the Group</b>	123	9	464	33	814	58
<b>Totally Messages</b>	132	9	481	32	873	59

When Table 4 is examined it is observed that the messages are mostly sent at 07:06 at the earliest; and at 00:05 at the latest. The message sending time intervals was examined in 3 groups as morning hours, school time, and evening hours. 0% of the total messages were sent in the morning hours; 32% of them were sent during school time; and 59% were sent during evening hours. The class guidance teacher sent messages mostly in the evening hours (16:30-00:05) (% 69). Similarly, it was determined that the parents also sent messages during evening hours (16:30-00:05) (%58).

### **CONCLUSIONS**

In this study, the messages that were shared in Whatsapp conversation history were examined in terms of the media type preferred and in terms of the titles of the subjects; and the sharing of the teacher and parents were examined separately. In addition, the viewpoints of the teacher on this subject were also evaluated.

The group that was examined was established by a parent, and the class guidance teacher did not intervene about the rules that should be obeyed in the group. The subjects that were talked in the group were not described as unnecessary by the teacher and the parents, and it was observed that there was not an argumentative medium about the topics talked in the messages.

According to the study findings, it was observed that the parents were closely interested in the education process by staying in contact with the teacher (the books purchased, the examinations, the activities etc.), and that they were not only interested when there was a problem, but were in constant communication when decisions were made about the class. These results are in contrast with the results that was reported by Özgan and Aydın (2010) claiming that the parents did not support the teacher at an adequate level, the teacher-parents communication was performed in a limited frame, and that the parents were inadequate in cooperating with the teacher. Since the present study was conducted in a private school, similar studies must be conducted in wider groups and in state schools.

According to another study finding, the class guidance teacher said in the interview that the instant messaging group was a healthy social media platform in terms of establishing communication with parents. However, when the subjects that are spoken in the group were examined in educational terms it was observed

that the teacher did not inform the parents about educational and pedagogical issues. It was observed that the teacher exchanged information about the success levels of the students, discipline problems, social and psychological problems, the success levels in the classroom, and the relations with their friends. When the issue was examined in terms of the interviews made with the parents, it was observed that it did not meet the parent expectations highlighted in the study conducted by Epstein & Dauber (1989). It may be recommended that the teacher should exchange information on more educational and pedagogical issues when the teacher is forming the general frame in his/her messages with the parents, and they should be included in these messages. Because, according to Bouhnik and Deshen (2014), this situation plays an important role in developing the parents on this issue.

In the content analysis, it was observed that the group members did not sue sensitivity about the private messages, and they sent the private messages to the group although they could send them to individuals. It is interesting that the teacher is not sensitive at an adequate level about this issue. Because it is a situation where the teacher is expected to be a role model for the parents. Similarly, the group members did not show the due sensitivity about the message hours, and wanted to be in contact with the teacher at any time during the day. This result coincides with the results of the study conducted by Bouhnik and Deshen (2014) to examine the teacher-student communication and reporting that the students expected that the teacher was available on a 7/24 hour basis.

According to the study results, it is possible to claim that there are important missing points in the use of social media by the teacher for communication with the parents. The missing points on this issue may be completed by providing training and education for the class guidance teacher candidates on “the Use of Social Media in Education” at universities. It may also be recommended that the current class guidance teachers should be provided with in-service training on the issue. The groups that will be formed by class guidance teacher will be more efficient for students and parents if parents are informed about the use of the group.

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## Fen Bilgisi Öğretmen Adaylarının Magdaire Modeline Dayalı Dijital Oyun Tasarımı Etkinlikleri

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### ÖZET

Bu çalışmanın amacı, teknolojinin öğretim sürecine entegrasyonuna bir örnek olarak Microsoft tarafından geliştirilen Kodu Game Lab programını fen bilgisi öğretmen adaylarına tanıtmaya ve fen bilgisi öğretmen adaylarının söz konusu programa ilişkin yeterlikleri kazanarak dijital oyun geliştirmelerini sağlamaktır. Bu amaçla, 2014-2015 eğitim-öğretim yılı bahar döneminde Türkiye’de bir devlet üniversitesinin eğitim fakültesi ilköğretim bölümü fen bilgisi öğretmenliği anabilim dalının 4. sınıfında öğrenim görmekte olan 30 öğrenci ile çalışma yürütülmüştür. Bu grup, rastgele (random) örnekleme yöntemi ile seçilmiştir.

Bu çalışmanın verileri nicel verilerden oluşmaktadır. KODU Game Lab Programına İlişkin Teknik Yeterlik Testi (KPTY-T) Kodu programını tasarlayan ve sunan Microsoft’un teknik bültenine göre hazırlanmıştır. Uzman görüşleri doğrultusunda yapılan düzenlemelerin ardından teste son hali verilmiştir. Bu aşamadan sonra sesli düşünme (think aloud) protokolü uygulanmıştır. Sesli düşünme protokolü beş öğretmen adayı ile yürütülmüştür. Bu aşamada elde edilen veriler incelendikten sonra 36 maddelik testin son hali belirlenmiştir.

Uygulama kapsamı ve süreci Chien, Chang, Yeh ve Chang (2012) tarafından geliştirilen MAGDAIRE modeli temel alınarak hazırlanmıştır. Bu model, bir öğretmen eğitimi dersinde fen öğretmen adaylarının rolünü; teknolojinin pasif kullanıcıları olmaktan, teknoloji entegrasyonunu kendi kendine öğrenen teknolojinin aktif tasarımcıları olmaya taşımaktadır (Chien, vd., 2012). Bu bağlamda, Özel Öğretim Yöntemleri ders içeriği MAGDAIRE modeline uygun olarak düzenlenmiştir. Uygulamalar 6 hafta devam etmiştir. Bu süreçte, adaylar Kodu Game Lab programını kullanmayı öğrendikten sonra, ilköğretim 7. sınıf konusu olan “Maddenin Yapısı ve Özellikleri” ünitesinin kazanımlarını içeren dijital oyunlar geliştirmişlerdir.

Uygulama sürecinin başında ve sonunda KPTY-T ön test ve son test olarak uygulanmıştır. KPTY-T’nden elde edilen veriler t-Testi ile analiz edilmiştir. Analiz sonuçlarından elde edilen bulgular ışığında, öğretmen adaylarının 6 haftalık uygulama süreci sonunda Kodu Game Lab programını kullanma konusunda ilerleme kaydettikleri görülmüştür. Çalışmanın son aşamasında, rastgele örnekleme yöntemi ile seçilen 10 öğretmen adayı ile görüşme yapılmıştır. Bu aşamada, 4 sorudan oluşan yarı-yapılandırılmış görüşme yöntemi kullanılmıştır. Görüşmelerden elde edilen veriler incelendiğinde, öğretmen adaylarının gelecekteki meslek hayatlarında dijital oyun tasarımını kullanacakları yönündeki görüşleri dikkat çekmektedir.

## Findings Of Social Gender Inequality In Counseling Process

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### ABSTRACT

The general aim of the research is to identify the context of social gender inequality (SGI) encountered by psychologists and psychological counselors during the course of counselling, reveal their approaches, their opinions and perceptions about these contexts and bring into discussion their counselling approach considering SGI. The research is designed based on a phenomenological pattern, which is a qualitative research pattern. The study group consist of 10 psychologists and 8 psychological counselors, 8 males and 10 females from 8 different cities. The results of the study show that participants believe existence of SGI in Turkey and encounter SGI during the course of counselling. The greater part of the cases are female clients. The most preferred methods are creating awareness and insight about SGI. Solution Focused Brief Therapy and then Cognitive Behavioral Therapy are the most commonly-used approaches. The proper counseling environment is defined as to where the counselee feels free to explain her/himself truly comfortably. The participants recommend an environment that is purified from any material which can evoke SGI. They believe that the solution of the SGI depends on increasing the level of education.

### INTRODUCTION

Social Gender Inequality has been researched frequently in countries all over the world in recent years and is an issue dealt with in several ways. SGI and the concepts associated with it like diversity, social justice and reflections, intersectionality and their reflections to the counseling environment have begun to be researched with a growing interest (Seedall, Holtrop & Parra-Cardona, 2014). According to the data from World Economic Forum Gender Discrimination Report of 2013, Turkey ranks the 120th in 136 countries which makes Turkey ranked with the countries that have the highest inequality between women and men (The Global Gender Gap Report, 2013). There is an increasing interest in SGI and issues associated with it like diversity, social justice, and reflections of these concepts on counseling environment and researches about this subject has begun to take place in recent years. For instance, between 2008-2013, National Plan of Action for Gender Inequality had been prepared by various institutions and organizations, and an action plan for 2014-2018 have been started with the lead of Prime Minister Status of Women (Toplumsal Cinsiyet Eşitliği Ulusal Eylem Planı, 2008).

However, issues such as detailed studies of the psychological counseling, matters to be considered at the session, qualifications of sensitive SGI counselor and how a SGI sensitive counseling session should be structured are not discussed or researched long enough in our country yet. Counselors, work as support profession for key areas like education, justice, health, social services, law enforcement, and industry and so on, and therefore their contribution to SGI is extremely important (Bilge ve Ulukaya, 2011). Preventive, developer, remedial, router characteristics, in brief all remedies of psychological counseling and guidance services, and all remedies overlap with the goal of achieving gender equality.

Counseling session that is processing with an effort to not to make any gender discrimination is not only more fair but also more inclusive and equitable. When counselors take equality as their guide in the sessions, they realized the discrimination in the relationship that they haven't realized before. If counseling session is not based on the hypothesis of "to be the opposite gender", it is possible that issues that haven't addressed before are brought to the session and clients rethink about what is normal or healthy. Counselors who prioritize gender equality in the sessions and listen to the clients without gender inequality is able to see perspectives that they haven't before. A counseling session conducted without gender discrimination, does not intend to make men and women similar, contrary it aims to give chance to live individual differences more freely (Knudson-Martin and Laughlin, 2005). Moreover, research results reveals that gender-sensitive approaches and therapy environment make it easier to have positive outcomes from clients (Danforth & Wester, 2014; Strömbäck, Wiklund, Salander Renberg & Malmgren-Olsson, 2016; Waldegrave, 2009).

Psychological counseling's humanistic point of view could increase the success of SGI programs that are developed to increase awareness about the issue and counseling skills of counselors and can be used in future research.

However, as Chandler (2005) noted, the desire of a counseling relationship based on equality, is not enough to consider that relationship as an equitable relationship hence research on inequality in the counseling relationship shows the need for research and development in this regard. In this context, it is necessary for the counselor consult the client with client's identity that s/he carries to the session and try to determine what that identity and cultural norms mean for the client (Kararimak, 2008). On the other hand, counselors must have done the same questioning in themselves and should be aware of their prejudice and bias. At the same time, trying to find the impact of cultural factors on the problems experienced by the client is one of the main duties of psychologists and counselors as working on a core area working with people. It appears to be extremely important for our country forming policies and practices to provide information, create awareness and sensitivity about SGI. Researches about SGI sensitive counseling environment structuring should be done more sensitively especially in eastern countries where the roles of men and women is significantly dissociate from each other. Joshi (2015) emphasizes especially the decisive role of the mental health of gender in a patriarchal society and mentions it cannot be discussed separately from counseling services in his research on the need for gender-sensitive counseling interventions in India

Since children are considered as country's future and counselors constantly be together in the therapeutic interaction with children and young people especially in the school environment, it is required for counselors to gain a conscious awareness in this regard. A generation that grew up to be sensitive to SGI, will be a generation more to fulfill its social responsibility. To this end, the issues need to be addressed first are gaining a SGI concept, defining SGI sensitive counseling session and environment and stating necessary policies and practices. In such planning, instead of implementing foreign models one to one, taking into account of the cultural characteristics of the country and perform sensitivity studies on SGI will be much more functional.

## THE STUDY

The overall objective of this research is to determine SGI content faced in the counseling process by counselors and psychologists, their attitude to this content; to reveal their views and perceptions and to discuss SGI regardful counseling approaches. Answers to the following questions were sought in accordance with the general aim of the research:

1. What are believes of psychologists and counselors in the existence of gender inequality in our country? What do they think about the things need to be done to solve this issue via their profession within the framework of their duties?
2. Have they ever encountered cases involving gender inequality in their profession? What did they feel and think about such a situation?
3. Which sex did they worked more in SGI cases? When working with these clients, which intervention methods did they use and what did they pay attention to?
4. What are thoughts on "a suitable consultant" and "appropriate counseling environment" in order to ensure gender equality?

## RESEARCH MODEL

This research is designed in qualitative method to investigate the perceptions, opinions and attitudes of psychologists and counselors towards issues related to SGI that they encounter in counseling process. This study is designed with qualitative research design's phenomenology pattern. The aim of phenomenology pattern research is to uncover the perceptions, understandings and meanings that people assign to a phenomenon (Yıldırım ve Şimşek, 2011). In this context, the examined phenomenon in this research is contends about SGI that are encountered by counselors and psychologists in the counseling process and their attitude towards these contends.

## STUDY GROUP

Participants of the study that is conducted in 2015 are 10 psychologists and 8 counselors, 18 people in total and from Istanbul (6), Ankara (3), İzmir (3), Balıkesir (2), Diyarbakır (1), Eskisehir (1), Hatay (1), Mugla (1); 8 different cities in total. 2 participants were between the ages 22-25, 8 participants were between the ages 26-30, 6 participants were

between the ages 30-35, and 2 participants were over 35. 11 of them have undergraduate and 7 of them have graduate degree. The study is conducted with criterion sampling (Yıldırım ve Şimşek, 2011). The criteria is:

1. Participants should be seeing clients actively.
2. Participants should have attended the training program on social gender equality by The Ministry of Family and Social Policies of Turkey and United Nations Population Fund (UNFPA) and have information about content of SGI.

Participants who meet these criteria are determined according to voluntary basis and preliminary discussions. Also every effort was made to include participants from different cities to enrich the content of the responses.

### **DATA COLLECTION AND DATA COLLECTION TOOLS**

The data is collected in 2015 fall semester with Semi-structured interview form consisting of four open-ended questions conducted by researchers. Questions are formed by experts who themselves had also received xxx training and had done relevant literature review. Questions are implemented after expert opinion is taken. Questions are implemented by researchers to volunteer participants with 20 minute face to face interviews and notes are taken during the interviews. During the interviews, anything that would lead the answers of the participants were avoided.

Forms used in the study gather demographic and professional information first, and then four open ended questions mentioned in the purpose of the research are discussed with participants.

### **DATA ANALYSIS**

Each of the four questions posed to the psychologist and counselor in the study was assessed as a theme for the content analysis. Content analysis is a scientific approach that allows an objective and systematic way of research of verbal, written and other materials (Tavşancıl and Aslan, 2001).

Content analysis is used frequently in social sciences and can be defined as a repeatable technique in encoding book chapters, letters, historical documents, newspaper headlines and texts based on certain rules such as writing some words of systematic as outlined by smaller content categories. The study is done to determine the presence of certain words or concepts in a text or set of texts (Büyükoztürk, Kılıç-Çakmak, Akgün, Karadeniz ve Demirel, 2008). The main objective of content analysis is to achieve the concepts and relations that explain the collected data. Also it is possible to digitize the obtained oral data thus increase the reliability of the analysis and reduce the bias in the interpretation of the findings, and it became possible to make comparisons between emerging themes and codes (Yıldırım ve Şimşek, 2011).

The semantic analysis of the texts is done by two researchers in order to ensure the reliability of the coding first. Then, according to the stage of content analysis, qualitative research data obtained from documents carefully processed, the data is encoded, themes have been identified, codes and themes organized and findings are defined and interpreted. Each of the four questions posed to psychologists and counselors in the study was assessed as a theme for content analysis. Codes are generated based on the themes and their numerical values are given. Then, comments to explain the relationship between the findings are done in the framework of relevant literature and conclusions and recommendations are done in the light of findings.

### **FINDINGS**

In this section, the findings are given in the order of purposes of the research. The first objective of the study is to determine the beliefs of psychologists and counselors about the existence of SGI. Only one of 18 participants said that s/he didn't think that there is SGI in Turkey. All of the remaining participants indicated in various statements that they believe SGI exists in our country. Findings and frequencies about solutions and recommendations for SGI in our country in the professional framework are given in Table.1.

**Table 1: Solutions and Recommendations for Social Gender Inequality in our country in the Professional Framework**

<b>Solution Recommendations</b>	<b>f</b>	<b>%</b>
<b>Research should be conducted</b>	1	4,76
<b>Counselor should not use SGI language in the sessions</b>	2	9,52
<b>Education</b>	16	76,19
<b>Multi-Pronged solution process</b>	1	4,76
<b>Equal access to social facilities</b>	1	4,76
<b>Total</b>	21	100,00

As seen in the table, the most identified solutions are encoded under content related to education and entitled as “education”.

Psychologists and counselors gave the most important emphasis on education about SGI. In the interviews as much as sentences that emphasize on parents’ role in SGI like: *“The most important thing is to educate mothers”*, *“Mothers should be educated in the first step, then father’s role should also be considered in the education process”*, *“I can inform parents about SGI to prevent sexist messages that they expose to their children through their entire upbringing”* are seen; sentences that emphasize on vocational perspective like: *“Educational modules can be presented to police, soldiers and professional institutions and organizations”* *“Teachers and administrators should be informed about SGI.”* are also seen. Another most common sentence in the content of education is about gaining social awareness. It is seen that the importance of public awareness is emphasized like in the sentences: *“We can provide/increase the awareness of the society through education.”*, *“Conferences, trainings etc. about social gender can be arranged in order to gain awareness.”* These results show that psychologists and counselors give the most important emphasis on education in the context of SGI. In addition, two participants mentioned and emphasized the language in the counseling environment with sentences like: *“Not to place nor support sexist sayings nor sexist humor”*, *“To pay attention to the language used, make clients realize the language that they use, and investigate the main reasons beneath that language.”*

The second aim of the study is to question if psychologists and counselors encountered with cases involving gender inequality in their profession, and to reveal how it feels like to encounter such a case. Only two respondents said they haven’t encountered these types of cases. Other participants mentioned that they have encountered these cases with sentences like *“Because of our profession, we witness these cases every day,”* *“I encountered SGI cases many times and very often in my counseling sessions.”* It is seen that when investigating how encountering such cases make counselors and psychologists feel like, they mostly focused on negative thoughts and feelings as seen in table 2.

**Table 2:** What participants felt and thought about Social Gender Inequality cases that they have encountered.

	<b>f</b>	<b>%</b>
<b>Distinguishing how common SGI is</b>	1	4,00
<b>Feeling of Anxiety</b>	1	4,00
<b>Realizing lack of awareness on the issue</b>	3	12,00
<b>Feeling of intolerance</b>	2	8,00
<b>Feeling of hope</b>	1	4,00
<b>Feeling of devastation</b>	1	4,00
<b>Feeling of despair</b>	1	4,00
<b>The idea of multi-stage solution process</b>	4	16,00
<b>Feeling of anger</b>	7	28,00
<b>Feeling of sadness</b>	4	16,00
<b>Total</b>	25	100,00

As seen in the table, participants often mentioned that they feel anger when confronted with such cases. The feeling of anger is mostly towards men as seen in sentences like: *"Sometimes I hear anger in men"* or *"I feel angry towards cultural factors and men that make women feel insignificant"* as in the sentence, such as it is striking that rather than be directed to men. A multi-pronged solution process is mentioned with sentences like *"I think this problem needs a multi-pronged and multi-step solution process and a more social structure. However small but effective changes can be done through family or individual counseling"* as well as feelings like sadness and anxiety.

In addition, three participants, mentioned that they realized that due to low awareness of SGI, they didn't evaluate client's problem from the perspective of SGI.

Third objective of the study is to identify what psychologists and counselors think which sex exposed to gender inequality more, based on their session experiences with their clients. All participants stated that they encountered women clients more exposed to SGI, one participant mentioned about one male client who has exposed to SGI. Analysis about the methods that counselors and psychologists prefer to use when working with such clients are given in Table 3.

	<b>f</b>	<b>%</b>
<b>Notifying about necessary information</b>	3	12,00
<b>Using cognitive techniques</b>	4	16,00
<b>Using behavioral techniques</b>	1	4,00
<b>Empathy</b>	2	8,00
<b>Creating awareness</b>	8	32,00
<b>Being Neutral</b>	1	4,00
<b>Using solution focused approach</b>	6	24,00
<b>Total</b>	<b>25</b>	<b>100,00</b>

In the study it is seen that participants gave priority to the issue of raising awareness. As can be understood from the sentence *“Making clients notice the thoughts about gender roles and their perceptions about these roles and try to increase the level of awareness”*; awareness is used as making client be able to see their perceptions about SGI. Two participants also used the word insight with awareness. Solution focused intervention techniques are seen as more preferable. As seen sentences like: *“I would use solution focused approach. The most important thing, in working with such a client is to find its strengths”*, *“It will serve as a model for women the times that she broke the pressure, overcame the problems regardless the inequality and succeeded”*, participants emphasize on solution focused approach that stresses on client’s strengths. Also emphasis on doing something different is also seen in some sentences like: *“I am trying to approach to the issue with a perspective that is more focused on how we can change and what can be done different than previous ones and live in a more equal way.”* With the logic *“to change something, change everything”* in the systems theory, strengthening the context of women’s social-cultural role and status, will inflict everything more or less and will start the change.

Some participants stated that they use CBT techniques as intervention model. Some sample sentences are: *“It should be also questioned if the problem originates from SGI or personal perceptions.”*, *“CBT techniques that makes clients realize automatic thoughts can help clients aware of bias.”*, *“Directing clients to the necessary sources and notifying clients about necessary information, behavioral intervention techniques and creating empathy, and “Positive nor negative feedback should not be given to the clients about their gender and counselor/psychologist should have a neutral approach”* are the other highlighted ideas.

Fourth aim of the study is to determine the requirements appropriate counseling environment in the context of SGI. (see Table:4)

**Table 4:** Essentials of Social Gender Inequality Free Counseling Environment

	<b>f</b>	<b>%</b>
<b>Something extra is not required</b>	1	10,00
<b>Easy Access to counseling</b>	1	10,00
<b>Use of non-SGI materials.</b>	3	30,00
<b>Proper seating arrangement</b>	2	20,00
<b>Free environment</b>	3	30,00
<b>Total</b>	10	100,00

The importance of clients' freeness to express themselves in the counseling environment is emphasized like in the sentence: *"It should be an environment that clients can express themselves easily and openly."* Use of SGI free and suitable material for counseling environment is expressed by three different participants. Sentences like *"First of all, there shouldn't be any materials, magazines, books etc. symbolizing superiority of men or women, materials of sexual objectification in the counseling environment."*, *"Counselors should be careful about not having any materials, pictures, or furnishings that recall sexism."* can be given as sample sentences for SGI free counseling environment. Two participants mentioned it is important to have appropriate seating in counseling session. One of the participants stated the seating arrangement with his sentence: *"It is essentially important to arrange appropriate distance when working with opposite sex clients in order to not to discomfort the client."* However, there is also a participant stating that something extra is not needed to be done to make a more SGI free counseling session. The essentials of appropriate counseling in the context of SGI are stated as objectivity, awareness, sensitiveness and education.

**Table 4:** Essentials of Social Gender Inequality Free Counselor

	<b>f</b>	<b>%</b>
<b>Unbiased Counselor /Psychologist</b>	12	37,50
<b>Counselor /Psychologist Awareness</b>	6	18,75
<b>Sensitive Counselor/Psychologist</b>	2	6,25
<b>Trained/Equipped Psychologist/Counselor</b>	12	37,50
<b>Total</b>	32	100,00

Participants mentioned that psychologists and counselors should be well educated and equipped about the issue with the sentences: *"Counselors are expected to have done enough reading and to be up to date about the issue"*, *"Counselor should internalize the concept of gender equality"*, *"Counselors must be trained about social gender inequality"*, *"Counselors should be able to receive supervision from counselors who are experts of this issue"*, *"Counselors should be capable in working such trauma cases."* Also objectivity of counselors is another concept that is mentioned so often. Some sample sentences in objectivity of counselor could be: *"It is important not to give positive or negative feedback about client's gender."*, *"Especially in couple/family therapies it is important to create the environment of equality"*, *"The language of counselor should be unbiased and culture free"*, *"Counselors should be very cautious about the language and perspective that they have about SGI otherwise they could be a part of discrimination against women directly or indirectly."*, *"Clients must be listened with unconditional acceptance and respect, and nondirective language should be used in the sessions."*, *"A way free from stereotypes should be approached in counseling sessions"*.

Participants also mentioned about the importance of awareness of counselors and psychologists with the sentences: *“Counselors and psychologists should be aware of their perception of gender inequality first.”*, *“Counselors and psychologists should be aware of their own preconceptions about gender roles”*.

Sensitiveness of counselor and psychologist is also mentioned with sentences like: *“Especially working with these cases counselors and psychologists should know about their advocacy role and be able to remind legal rights of clients and direct them to relevant institutions and organizations.”*

## CONCLUSION

Participant psychologists and counselors believe there is SGI in Turkey. When they were asked to consider what can be done about SGI in terms of their professions, their first suggestion was education. The importance of parental education is stated right along with creating social awareness starting from basic education. Education, paying attention not to use any SGI sentences, doing more research on the subject, creating multi-pronged solution process and equal access to social opportunities are some of the results obtained from the research. In their study with master's level counseling students, Dickson, Jepsen & Barbee (2008), have found that counseling students' attitudes towards all forms of discrimination and stereotypes are changed in a positive direction with appropriate training programs.

In the light of the data obtained from the second the purpose of the research, counselors and psychologists met frequently with SGI cases. Problems about psychological health and relationships that are stated in counseling sessions are generally about gender inequality, traditional gender roles and the roles of both women and men and meanings that are ascribed to both men and women (Knudson-Martin & Macfarlane, 2003). It is concluded that working with clients exposed to SGI raises negative feelings like anger, sadness, despair, anxiety and intolerance. There are participants who mentioned that they needed multi-phase approach when they faced SGI cases. Also, three participants accepted that they didn't see the SGI perspective in their cases because their lack of awareness as psychologists and counselors. Only one participant mentioned that potential changes and awareness made him excited when working in a SGI case. The findings based on the third goal of the research justifies a large majority of participants work with women exposed to SGI. The first intervention method that participants preferred to use when working with these clients is creating awareness. Creating awareness, gaining insight about the SGI events that are faced by clients and help them to deal with that situation seems to be the most frequently used ways. The incorporation of the gender equality perspective is extremely important in terms of eliminating inequalities in socio-economic and political indicators. Bilge and Ulukaya (2011) emphasizes the need of gaining awareness in social roles and stereotypes in counselor education. In order to make appropriate arrangements in SGI, psychological counselor and guidance education programs should be revised, relevant theoretical/practical courses should be created, it should be checked what can be done through social responsibility projects. As the second most preferred technique, solution focused approach is used with focusing on the power of the client and emphasizing doing something different and use of cognitive behavioral therapy working with client's automatic thoughts and personal perceptions has taken the third place. Increasing knowledge and therefore awareness, the importance of empathy, behavioral approach and doing session with a gender neutral style and not giving any negative nor positive messages about the gender of the client is also mentioned in the solution process. As part of the fourth goal of the study, participants were asked about a proper counselor and counseling environment in order to prevent SGI in counseling session. When describing an appropriate counseling environment it is seen that participants described that kind of counseling environment as a place where clients can feel comfortable and express themselves freely, free from all kinds of objects, books, magazines, pictures and furniture that evokes social gender inequality.

Counselor who is careful about SGI is described as a person who is trained about the subject, equipped with adequate awareness about the issue of gender discrimination, treat their clients equally, not doing any gender discrimination during the sessions, sensitive to the subject, and be unbiased. The allegation about the neutrality of psychotherapist cannot pass more than a myth these days and it became a requirement for counselors and psychotherapists to enrich their qualifications (Knudson-Martin & Laughlin, 2005). In their research Knudson-Martin, Huenergardt, Lafont, the Bishop Schepper and Wells (2015) concluded that especially in couples therapy there should be seven clinical sufficiency in the context of gender and power. 1. *To identify laws in cultural discourses.* 2. *To attune with the emphasis of the socio-cultural sense* 3. *To name the underlying power relations.* 4. *To enable secure connection.* 5. *To strengthen public harmony,* 6. *To create an equation model* and 7. *To make couples share the responsibility of the relationship.* Knudson-Martin & Laughlin (2005) states that a SGI sensitive counselor should be careful about imposing his/her beliefs, aware of his/her own limitations in terms of SGI, and efforts to extend his/her limits.

According to the authors, counselor is a person who is aware of the importance of his/her role in social change and should be mediator between the client and client's environment.

Even, counselors should ask themselves the question about women's and men's role in the society and the limits that are brought with this roles and must be aware of their prejudices and misunderstandings on this issue.

Chao & Nath (2011) revealed in their study with 313 college counselors that counselors should be aware of their own gender roles and ethnic identities first in order to develop SGI sensitivity. It is one of the most controversial topics in recent years to train counseling students with flexible thinking skills, avoiding generalizations, aware of the environment that influence the individual identity, and with cultural sensitivity especially in multicultural and diverse countries (Kararmak, 2008). It is necessary to detect evidence of SGI, cultural perspective on the role of women and men in society and reveal prejudice and bias. The findings about this subject should have the features to facilitate to encounter counselors' discriminatory tendencies. As the next step, the arrangements to transfer this information to create a sensitive counseling environment, course contend or programs.

Then the arrangements of the transfer in the counseling environment sensitive approach to culture, this information should be designing course content or programs. It is hoped that detecting evidence about SGI in counseling environment in Turkey will contribute to creation of contend in use of specific areas like psychological counseling, group counseling, family counseling, couples counseling, child and adolescent counseling.

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## Geleneksel Haber Organizasyonları Ve Dijital Gazetecilik: ‘The Guardian’ Gazetesi Örneği

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### ÖZET

Günümüzde birçok geleneksel haber organizasyonu başarılı dijital stratejiler geliştirerek ayakta kalmak için mücadele etmektedir çünkü çok kısa bir zaman içerisinde kendilerini rekabetin önemli ölçüde arttığı teknolojik bir savaşta bulmuşlardır. The Guardian gibi gazeteler teknolojinin büyük gelişimi ve okuyucuların dijitalleşen dünyaya adapte olmalarının karşısında oldukça akıllı dijital stratejilere sahip organizasyonlar olarak karşımıza çıkmaktadır. Manchester kökenli bir gazete olan The Guardian, 1999 yılında theguardian.co.uk ile online yayıncılığa tam anlamıyla başlamış ve 2011 yılında ‘dijital öncelikli’ stratejisiyle adresini theguardian.com olarak değiştirmiştir. 2015 yılının Ocak ayında ise web sitesi tasarımını büyük ölçüde yenilemiştir.

Bu anlamda çalışma öncelikle günümüz internet gazetecilik yapısını ve geleneksel haber organizasyonlarının bu süreçte yaşadığı değişimi belirlemeye çalışacaktır. Çalışmada yakın zamanda büyük bir değişim yaşamış olan The Guardian gazetesinin dijital uyum süreci aktarılacak ve izlediği yol ve yöntemler belirlenecektir. Geleneksel organizasyonların dijital uyum sürecinde göz önünde bulundurulması gereken noktalar çalışmanın ana amacını oluşturmaktadır.

### ABSTRACT

Nowadays many traditional news organizations are developing successful digital strategies for struggling to survive. Because in a very short time, they have found themselves in a big technological competition. Newspapers like The Guardian have a smart digital strategies against to big technological development and readers digital addiction. The Guardian which born in Manchester, began strictly to the online publishing in 1999 with the site of theguardian.co.uk. In 2011, The Guardian changed its site name to theguardian.com with for its ‘digital first’ strategy. In January of 2015 the newspaper renewed its web site design.

In this sense this study will try to determine today's journalism structure and changes in the traditional news organizations. The study will describe The Guardian's changes in the near time and its ways and methods while processing of adaptation to the digital term. The main aim of this study is; points that traditional news organizations must have consider in adaptation process to the digital age.

### GİRİŞ

Genel olarak, “endüstriyel”, “mass” veya “broadcast” gibi kavramlarla da ifade edilen geleneksel medya deyince akla ilk olarak radyo, televizyon ve gazete gibi yazılı, görsel ve işitsel medya organları gelmektedir. Ancak habercilik kavramı radyo, televizyon ve gazete arasında farklılıklar arz etmekte olsa da literatürde yeni medya teknolojileri karşısında bu medya organları geleneksel medya anlayışı içerisinde değerlendirilmektedir (Yurdigül ve Zinderen, 2012, s. 84). Daha kısa bir anlatımla; internet öncesi haber medyası geleneksel medya olarak anılmaktadır. (Gürcan ve Birsan, 2000).

1990’lı yıllarla birlikte aktif olarak dünyamıza giren internet, iletişim teknolojilerindeki gelişmelerle birlikte, geleneksel kitle iletişim araçlarını (radyo-tv-gazete) ve özellikle de dördüncü gücün temsil yeri olan gazeteleri derinden etkilemiştir. Geleneksel gazetenin işlevlerini tümüyle -hatta fazlasıyla- yerine getiren sanal gazeteler, alternatif medya aracı olarak ortaya çıkmış ve medya kuruluşları bu yeni uygulama alanına büyük ilgi göstermişlerdir (Kazaz, 2007, s.223). Özellikle gelişen teknoloji sayesinde internetin yaygınlaşması, insanların bilgiye daha çabuk ulaşma isteğinin bir sonucu gibi görünmektedir. İnternet haberciliğinin bu kadar hızlı kabul görmesi, geleneksel alışkanlıklardan uzaklaşılmasını da beraberinde getirmiştir. Geleneksel habercilikten internet haberciliğine geçilmesi de olağan, hatta beklendiği bir gelişme olarak değerlendirilmelidir (Kazaz, 2007, 227).

İçinde yaşadığımız dijital çağ, diğer birçok alanda olduğu gibi kitle iletişim araçlarını da yapı ve yöntem bakımından değiştirmeye zorlamaktadır. Gazeteler var oluş nedenleri olan haber verme işlevlerini geleneksel yapısının yanı sıra internet ortamında da sürdürmeye çalışan etkin bir medya ortamıdır. Bu iletişimsel yapılanmanın internet ortamındaki sunuş şekline farklılandırmalar yapılmaktadır. (Kırçıl ve Karagüler, 2003). Bireysel ve toplumsal mirasın kuşaktan kuşağa aktarılmasında, kamuoyu oluşumunda ve tarihsel bilgilerin ham olarak ilk derlenip toparlanma yeri olan geleneksel türdeki gazetelerin yanında, internetin kullanımının yaygınlık kazanmasıyla günümüzde internet gazeteciliği olarak adlandırılan yeni bir gazetecilik türü ortaya çıkmıştır (Gezgin, 2002, s.30).

Haberin vazgeçilmezliği, kitle iletişimi sürecine ve kitle iletişim aracı tanımına yeni açılımlar getiren internet ortamında da haberi kullanan sitelerin ortaya çıkmasına yol açmıştır. Hammaddesi haber olan geleneksel kitle iletişim araçlarının internet ortamında site edinmeleriyle başlayan bu süreç, yalnızca internet ortamında habercilik yapan sanal gazetelerin ortaya çıkmasıyla devam etmiştir (Gürcan ve Birsen 2000, s. 2). Geleneksel medyaların yondeştiği, multimedya haber faaliyetlerinin ve ürünlerinin somutlaştığı bir alan olarak internet yeni medya uygulamaları açısından oldukça önemlidir. Günümüzde pek çok türden içeriğin taşınmasında ve dağıtımında önemli olduğu kadar merkezi bir konumda da olan internet, kültürün endüstriyel üretimi ve tüketimini dönüştürme açısından geleneksel medya kurumlarının faaliyetlerinin değişimine zemin hazırlayan bir role sahiptir. Bu değişimler haber üretiminden, haberin içeriğinin oluşturulması ve dağıtımına kadar bir dizi gazetecilik pratikleri üzerinde kendini göstermiştir (Yıldırım, 2010, s. 233).

Tüm dünyada geleneksel medya organlarına sahip medya şirketleri internet gazeteciliğine el atmış ve internet haberciliği bu anlamda geleneksel medya şirketlerinin tekelinde olmasa bile medya şirketlerinin önemli ölçüde hakim olmaya çalıştıkları bir alan olmaya başlamıştır. Dolayısıyla internet gazeteciliği anlayışının bu çerçevede geleneksel medya anlayışına paralellik gösterdiği söylenebilir de teknolojinin getirdiği birçok yenilikle internet gazeteciliğinde “haber” anlayışı geleneksel medyadaki “haber” anlayışından birtakım farklılıklar göstermeye başlamıştır. Yeni teknolojilerle yeni ortamlarda bir iletişim sürecinin yaşandığı yeni medya ile birlikte geleneksel gazetecilik anlayışı da değişim göstermiştir. Bunun bir sonucu olarak gazetecilik ve haber anlayışı pratikte farklılaşmaya başlamıştır (Yurdigül ve Zinderen, 2012, s. 85). Ancak şunu belirtmek gerekir ki; geleneksel ortamlarda yayın yapan kuruluşların internet gazeteciliği yapmaya başlamaları teknik ve finansal açıdan pek zor olmamıştır. Haber metinleri ve görsel malzemeler, geleneksel yayın sürecinin elektronik dizgi ve sayfa düzeni aşamalarında bilgisayar ortamına zaten aktarılmaktadır. Bu malzemelerin, fazla değişiklik gerektirmeden, hatta doğrudan bir şekilde internette de yayımlanabileceği kolaylıkla keşfedilmiştir. Böylece internet üzerinde hiçbir yayın tecrübesi olmayan gazetelerin basit teknik yardımlar sayesinde yayınlarını internete taşımaları mümkün olabilmektedir (Çevikel, 2004, s. 151).

Geleneksel gazeteler enformasyon ve iletişim teknolojilerinde yaşanan bu denli hızlı gelişmelerden en çok etkilenen bir medya türü olmuştur. Geleneksel gazetelerin, yeni enformasyon ve iletişim araçları ile rekabet edememesi neticesinde gazetelerin tirajlarında belirgin düşüşler görülmeye başlamış hatta kuruluşu çok eski yıllara dayanan çok sayıda geleneksel gazete yayım hayatından çekilmek zorunda kalmıştır. Ünlü İngiliz gazetesi Financial Times 124 yıllık yayım hayatı içerisinde ilk kez gazetesinin dijital abone sayısının 300 bini aşarak basılı gazetesinin abone sayısını geride bıraktığını kamuoyuna duyurmuştur (Çakır, 2007, s.146). 146 yıllık geçmişi bulunan The Seattle Post-Intelligencer 17 Aralık 2009 tarihinde son kez basılı gazete olarak dağıtıldıktan sonra tamamen çevrimiçi ortamda yayıma geçmiştir. 150 yaşındaki Colorado'nun en eski gazetesi olan Rocky Mountain News 2009 yılında yayım hayatından çekilmiş; 100 yıllık Christian Science Monitor gazetesi 2009 yılında ilk uluslararası çevrimiçi gazete olmuştur (www.radikal.com.tr).

Avustralya'nın en eski haber dergisi The Bulletin tirajının düşmesi nedeniyle 128 yıl sonra kapanmıştır. Dünyanın en ünlü dergilerinden birisi olan Amerika Birleşik Devletleri'nde 80 yıl önce yayımlanmaya başlayan haftalık ekonomi-politika dergisi Newsweek ise 2013 yılından itibaren yalnızca çevrimiçi ortamda yayım yapacağını kamuoyuna duyurmuştur. Bir zamanların efsane dergisi Newsweek'in sadece dijital ortamda yayımlanacak olması haber dergiciliğinin de sonunun geldiğine işaret etmiştir (Aktaş, 2012, s.3).

The Washington Post köşe yazarı Alvaro Vargas Llosa yazılı medyanın yanlış teşhis ve tercihlerinin kurbanı olduğunu söyleyerek şu yorumu yapmıştır: “Çin ve Hindistan istisnaları bir yana dünyada genel eğilim gazetelerin tirajlarının azalması yolunda. Gazetelerin ABD'de olsun Avrupa ve Latin Amerika'da olsun en büyük hataları üzerlerine gelen tehlikeyi mali ve teknolojik bir olgu olarak algılayıp gerçek-te kültürel bir olgu olduğunu fark etmemeleri oldu. Geçen yirmi yılda basın sektörünün tehlide karşı koyuşu iki planda oldu. Biri, mali yapıyı yeniden biçimlendirmek ve kağıda basılı gazetelerin bir de online versiyonunu yapmak. Basın sektörü yeni teknolojiyi salt kendi başına bir şeymiş gibi ele aldı. Sandı ki ünlü bir marka ile bir web sitesi kurularsa teknolojinin getirdiği rekabet sıkıntısı da kurnazca çözülmüş olur. Ne var ki hiç de öyle olmadı çünkü olay kültürel oldu. Artık insanlar internette aynı hizmeti çok daha seri bir şekilde ve çok daha ucuza mal edebiliyorlar. Bu nedenle gazetelerin yapması gereken; sitelerini ziyaret eden okuyucularının sitede daha uzun süreli kalmasını sağlamak. Bunun için de kültürel değişime ayak uydurmaları gerekir. İnsanlar, okudukları, gördükleri ve duydukları hakkında daha fazla kontrol sahibi olmak istiyor” (Çakır, 2007, s.145-146).

Geleneksel gazeteler, internetin sahip olduğu teknolojik özellikleri de kullanarak çevrimiçi ortamda yayımladıkları gazetelerinin içeriklerini, bu teknolojinin gereklerine uygun bir hale getirerek internet kullanıcılarına sunmaya başlamışlardır. Diğer taraftan geleneksel gazeteler tüm çabalarına rağmen düşen

tirajlarının önüne bir türlü geçememişlerdir. İnternet kullanımının ve internete bağlanan çeşitli türlerdeki mobil cihaz kullanımının yaygınlaşması ile beraber, bireylerin medya tüketim eğilimleri bir ortamdan diğer bir ortama doğru kaymaya başlamıştır. İnternette geçirilen süre uzadıkça, basılı gazete okumaya ayrılan sürenin de orantısız olarak azaldığı görülmüştür. Dolayısıyla internet kullanıcıları, ulusal ve uluslararası arenada olup bitenlerden haberdar olmak için çevrimiçi ortamda yayım yapan çeşitli platformlardan ve gazetelerin çevrimiçi sayfalarından yararlanır olmuştur (Aktaş, 2012, s. 4).

Bu noktada geleneksel gazetelerin ayakta kalabilmeleri için teknolojik yeniliklere ve internet ortamına adapte olması gerekliliği doğmuştur. Bunun en güzel örneklerinden biri New York Times'dır (NYT). 164 yıllık bir geçmişe sahip olan NYT ilk kez 1996 yılında dijital geçiş yapmış ve o günden bugüne birçok kez dijital hayatında değişim yaşamış ve farklılık yaratmıştır. Bugün NYT'ın yapmış olduğu en başarılı uygulamaları arasında NYT Now ve bir açıklayıcı gazetecilik örneği olan The Upshot bulunmaktadır.

Özetle gazetecilik ve teknoloji birbirlerine entegre olmuş ve geleneksel yayıncılar bir kavşağa gelmiştir. Ancak burada asıl önemli olan nokta doğru dengenin nasıl kurulacağıdır. Doğru dengeyi yakalayabilmek için haber organizasyonları ne yapmalıdır? Bunu yakalamak için sadece teknoloji uzmanlarını işe almak ve onlarla çalışmak veya var olan gazetecilerinin teknolojik becerilerini mi geliştirmek gerekmektedir? Aslında geleneksel haber organizasyonları için önemli olan tek şey 'gelişmektir'. Bu sadece teknoloji uzmanlarıyla çalışarak başarılacak bir şey değildir. Geliştiriciler ve gazeteciler günlük üretim üzerinde birlikte çalışmalıdır. Asıl başarı; teknoloji ekibi ile editöryal ekibin birlikte sorunsuz bir şekilde çalışmasıyla mümkün olabilir. Bu başarıyı yakalayabilen gazetelere örnek olarak İngiltere'nin köklü gazetelerinden The Guardian gazetesi gösterilebilir.

The Guardian; The Times ve The Daily Telegraph ile birlikte İngiltere'nin üç büyük gazetesi arasında yer almaktadır. 1821'de Manchester Guardian adıyla haftalık gazete olarak kurulmuştur. İngiliz hükümetinin 1855'te gazetelerden alınan damga vergisini kaldırması üzerine günlük olarak yayımlanmaya başlamıştır. Zamanla ülke çapında yayımlanan bir gazeteye dönüştüğünden, 1959'da adından "Manchester" sözcüğü çıkartılmıştır. The Guardian evrensel bakış açısı, edebiyat ve sanat yazıları, eleştirileri ve dış haberleriyle ün yapmıştır. Bir tröstün mülkiyeti ve mali güvencesi altında olmasına karşın her zaman bağımsız liberal bir tavrı benimsemiştir. Bu durum "İngiltere'nin aykırı vicdanı" olarak nitelendirilmesine yol açmıştır. The Guardian'ın Fransız-Alman Savaşı'nı (1870-71) tarafsız bir biçimde yansıtmasıyla başlayan kusursuz yayın politikası, bu sırada gazetenin başına getirilen Charles Prestwite Scott'un 57 yıllık yönetiminin bir ürünü olarak kabul edilmiştir. The Guardian, zaman zaman halkın tepkisini çeken davaları benimsediği için okuyucu kaybetmişse de bağımsız yayın politikasını, geniş ve derinlemesine haberciliğini her zaman sürdürmüştür. Haber kalitesi ve bunları sunuş biçimiyle yerel bir gazete düzeyini aşarak dünya çapında saygınlık kazanmıştır.

### **THE GUARDIAN GAZETESİ'NİN ONLINE YAYINCILIĞA GEÇİŞİ**

Eylül 1995'te The Guardian'ın yönetim kurulu tarafından resmi olarak oluşturulan yeni medya ekibi elektronik yayıncılığa geçiş ve uygulamaları gerçekleştirmek üzere kurulmuştur ve Kasım ayında The Guardian'ın web sitesi olarak başlatılan Go2; bilgisayar, bilim ve teknoloji eki olarak online yayınına başlamıştır. 1996 yılının Şubat ayında özel bir site olan Eurosoccer.com, Euro'96 karşılaşmaları ile ilgili haberler vermek üzere The Guardian tarafından kurulmuştur. Aynı yılın Ekim ayında Whitbread sponsorluğunda yine The Guardian tarafından Shift Control adlı haftalık web dergisi yayın hayatına başlamıştır. Ekim ayında ayrıca RecruitNet sitesinde The Guardian kendi reklamını yaparak ilk kez online reklamcılığa adımını atmıştır.

1997 yılının Ağustos ayında The Guardian tarafından seçimler ile ilgili bilgilerin yer aldığı bir site ve ayrıca football.co.uk adlı bir site kurulmuştur. The Guardian 'Unlimited' web sitesi ise 1999 yılının Ocak ayında yayın hayatına başlamıştır. Haberler, futbol, kriket ve iş dünyası haberleri içeren site, daha sonraları film, eğitim, kitap ve alışveriş konularını içeren bir habercilik yapmıştır. Aynı yılın Eylül ayında sitenin bir milyon kullanıcı kaydı oluşmuştur. Ekim ayında ABC tarafından yapılan ilk istatistikler sitenin internet kullanıcıları tarafından aylık 10.2 milyon kez görüntülediğini açıklamıştır.

2000 yılında Guardian Unlimited web sitesi prestijli bir ödül töreni olan US Eppy Awards'ta en iyi tasarıma sahip interaktif gazete ödülünü almıştır. İngiliz Basın Ödülleri'nde ise en iyi internet haber servisi olarak seçilmiştir. Aynı yıl The Guardian tarafından observer.co.uk ve mediaguardian.com siteleri yayın hayatına başlatılmıştır. Kasım ayında ise The Guardian yayınlarını internete taşıyan ve reklam kampanyalarını tüm platformlarına taşıyan ilk medya kuruluşu olmuştur.

2001 yılının Şubat ayında büyük bir pazarlama ve marka stratejisi olarak geliştirdiği Guardian Unlimited sayfa ismi olan guardianunlimited.co.uk adını guardian.co.uk. olarak değiştirdiğini duyurmuştur. Nisan ayında Unlimited'in ilk TV reklam kampanyası başlatılmış ve aynı ay The Guardian 30.2 milyon sayfa tıklanması ve

2.4 milyon kullanıcısıyla İngiltere'nin en popüler internet gazetesi olmuştur. 2002 yılına gelindiğinde Guardian Unlimited 5 farklı kategoride mobil telefon SMS hatırlatması servisine başlamıştır. Bu hatırlatma kategorileri arasında; genel haberler, medya haberleri, siyasi haberler, futbol ve gol haberleri yer almıştır.

2003 yılında Guardian Unlimited; Crosswords, The Wrap (İngiliz gazetelerinin günlük özet haberlerini e-mail yoluyla bilgilendirme) ve The Informer (Öğlen saatlerinde günlük haber bilgilendirmeleri ve bir sonraki günün gerçekleşebilecek önemli haberleri hakkında bilgilendirme) adlı ücretsiz olan versiyonlarına ücretli reklam alımına başlamıştır. 2004 yılının Mart ayında The Guardian'ın dijital editörleri geliştirilmiş web tabanlı bir arayüzle makalelere ve basılı gazetede görsel ve reklamlara erişim sağlamıştır. 2005 yılında Guardian Unlimited 9. Geleneksel Webby Ödülleri'nde en iyi internet gazetesi ödülünü almıştır. The Guardian 2006 yılında kullanıcıların tartışma ve anlaşmazlık yaratan konulara istedikleri yorumları yapmalarını sağlamak amacıyla kullanıcıları davet ederek açık uçlu sorular soran bir site olan Comment is Free'yi hayata geçirmiştir. The Guardian yabancı ve yerli haberlerde 'web first' (önce web) yaklaşımını benimsemiş ve yapılan tüm haberleri yazılıp düzenledikten sonra son hızla web'e taşıma alışkanlığını başlatmıştır.

2007 yılına gelindiğinde Guardian Unlimited tasarım değişikliğine gitmiş, siteye interaktif içerik, görsel, grafik ve video koymaya başlamıştır. Ekim ayında gazete Amerika'daki kullanıcıları ve takipçileri için tasarladığı yeni web sitesini, Guardianamerica.com'u yayın hayatına başlatmıştır. ABC araştırmasına göre 2008'de The Guardian web sitesi guardian.co.uk aylık 20 milyon kullanıcıya ulaşmıştır. 2009 yılında The Guardian'ın iPhone ve iPod Touch uygulaması ilk ayında yaklaşık 70,000 kişi tarafından indirilmiştir. Aynı yıl yine Webby Ödülleri'nde en iyi internet gazetesi ödülünü almıştır. En prestijli ödül törenlerinden 5 yıl içerisinde 4 kez en iyi web sitesi ödülünü alan gazete, büyük bir başarı yakalamıştır. Yine aynı yıl Ekim ayında yeni markası olan ve çevresel haberlere yer verdiği EnvironmentGuardian.co.uk. yayın hayatına başlatmıştır.

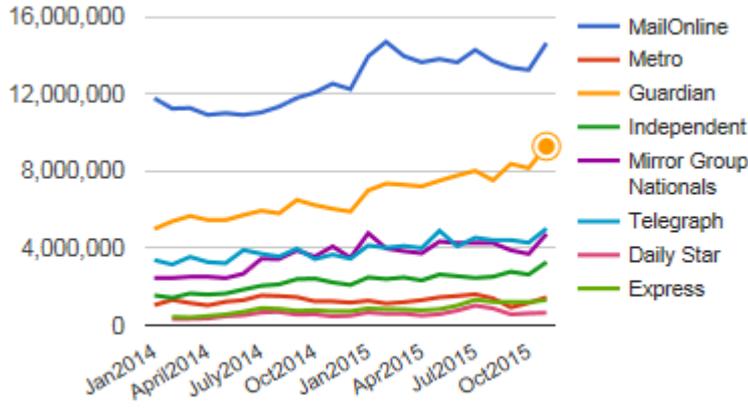
2010 yılının Mart ayında Guardian.co.uk yeni yüzüyle yayın hayatına devam etmiştir. Aynı yıl Mayıs ayında sitenin bir bölümü yasalarla ilgili haberlere ayrılmış theguardian.com/law, Eylül ayında ise tüm dünyayı ilgilendiren global gelişmelerle ilgili yeni web sitesini yayın hayatına başlatmıştır. Kasım ayında bir dizi yeni özellik taşıyan, hızlı güncelleme yapılan ve geliştirilmiş bir tasarıma sahip olan yeni bir mobil site kullanmaya başlamıştır. 2011 yılının Ocak ayında ise iPhone ve iPod Touch için yeni mobil uygulama başlatılmış ve bunu aynı yılın Eylül ayında Android uygulaması izlemiştir. Haziran ayında Guardian News&Media (GNM), Amerika için tasarladığı ve New York'tan dijital olarak yürütülen guardiannews.com sitesini yayın hayatına başlatmıştır. The Guardian'ın iPad uygulaması ise Ekim ayında hayata geçmiş ve 2012 Ocak ayına kadar neredeyse yarım milyon insanın uygulamayı indirdiği raporlanmıştır.

2012 yılının Haziran ayında The Guardian web sitesi dünya genelinde 30.4 milyon kullanıcıya ulaşmış ve bu onu dünyanın en popüler üçüncü internet gazetesi yapmıştır. Temmuz ve Ağustos aylarında The Guardian kendi kapsama alanını genişletmek için dijital girişimlerini geliştirmiştir. 2013 yılının Nisan ayında okuyucuların canlı haber ve içeriğe katkıda bulunduğu yeni bir dijital platform olan GuardianWitness yayına başlamıştır. Mayıs ayında ise Avustralya versiyonu olan Guardian Australia yayın hayatına başlamış, Temmuz ayında global etki yaratmak amacıyla daha global bir domain olan theguardian.com olarak yayın hayatına devam etmiştir.

2014 yılının Eylül ayında aylık 114 milyon ana sayfa trafiğine sahip olduğunu rapor edilmiştir. Ekim ayında ise The Guardian News&Media Grubu Amerika'daki kullanıcıları için 8 ay boyunca 25 bin geri bildirim alarak düzenlediği yeni web sitesini oluşturmuştur (www.theguardian.com).

#### **'THE GUARDIAN' VE DİJİTAL ÖNCELİKLİ STRATEJİSİ**

The Guardian gazetesi 2015 yılının Ekim ayında İngiltere dışındaki uluslararası kullanıcıları için web sitesini yenilemiştir. Gazete en son 2015 ocak ayında web sitesini yeniden tasarlamıştı ve o tarihten Ekim ayına kadar olan süre içerisinde gazetenin global olarak web trafiğindeki yeri %20 oranında artmıştır. 2015 yılının Kasım ayında yapılan araştırmalara göre The Guardian günlük okuyucu kitlesinde %13.77 artış gözlemlenmiş ve Kasım ayı boyunca bir günde ulaştığı ortalama insan sayısı 9,276,546'ya ulaşmıştır (www.journalism.co.uk).



### İngiltere gazetelerinin günlük web trafiği (Kasım 2014-2015)

Bununla birlikte The Guardian İngiltere'nin en çok tweetlenen gazetesi olmuştur. Searchmetrics tarafından belirlenen haftalık tweet sayısı 392,358'dir. 307,690 tweet ile The Daily Telegraph ikinci, 237,381 ile Daily Mail üçüncüdür. Bu rakam The Guardian'ın yeni tip okuyucu kitlesine ne kadar ulaştığının en büyük göstergesidir. Searchmetrics tarafından yapılan bu çalışmada 11 İngiliz gazetesinin web sitesinden paylaşılan hikayelerin haftalık tweet sayısı bulunmaktadır:

1. The Guardian, 392,358 tweet
2. The Daily Telegraph, 307,690 tweet
3. Daily Mail, 237,381 tweet
4. Independent, 214,868 tweet
5. The Mirror, 113,194 tweet
6. Financial Times, 61,065 tweet
7. Daily Express, 24,165 tweet
8. Daily Record, 11,107 tweet
9. The Times, 8,772 tweet
10. Daily Star, 6,556 tweet
11. The Sun, 3,531 tweet (www.journalism.co.uk).

The Guardian ana sayfasında 'Ophan' adlı uygulamayı kullanmaktadır. Ana sayfaya yerleştirilen ve web sitesi ana sayfa analizini yapan 'Ophan' adlı uygulama; diğerlerine göre yüksek performans gösteren her hikayenin tıklanma oranını belirleyen sıcak bir haritaya sahiptir. Örneğin editörler Myanmar'da gerçekleşen seçimlerle ilgili ana sayfada yer alan bir hikayenin web sitesinde en yüksek tıklanma oranına sahip olduğunu düşünmektedir. Ancak 'Ophan' analizlerine göre hikaye en fazla tıklanan 50. hikayedir. The Guardian'ın Dijital Editörü Matt Wells bu durumla ilgili olan düşüncelerini şöyle ifade etmiştir: "Ana sayfamızı sadece Ophan analizlerine göre düzenlemiyoruz. Eğer sadece analizlerle hareket etseydik, en çok tıklanan hikayeyi ilk hikaye olarak yerleştirirdik. Biz; ana hikayemiz olduğunu düşündüğümüz hikayenin doğru bir şekilde ulaşmadığını gördüğümüzde hikayeyi okuyucular için daha net ve anlaşılır bir hale getirmek için bu analizleri kullanıyoruz. Bu gibi durumlarda hikayeyi daha farklı bir fotoğrafla sunmanın ya da daha farklı bir başlıkla okuyucunun karşısına çıkarmanın daha doğru olduğunu düşünüyoruz" (www.journalism.co.uk).

Gazetenin tasarladığı esnek tasarım sayesinde Amerika ve Avustralya baskısından sorumlu olan uluslararası editörler, kendi özelliklerine ve yapılarına göre The Guardian ana sayfasından seçtikleri hikayeleri kendi ana sayfalarında yayımlayabilmektedir. Ana sayfada editöryal kararlar verilebildiğini ifade eden Wells konuyla ilgili şu sözleri dile getirmiştir. "Ana sayfamızda editöryal kararlarımızı ve seçimlerimizi belirlemek için gerçek zamanlı analitik araçlar kullanıyoruz". The Guardian aynı zamanda özellikle hafta sonu ana sayfasında yer alan spor içeriğinin yönetimini de geliştirmiştir. Kurumun içerik yönetim sistemi, bölüm editörlerine ana sayfayı güncelleme izni de vermiştir. Örneğin; spordan sorumlu bölümün farklı çalışanları ana sayfada güncelleme yapabilmektedir. Böylece belirli uzmanlık isteyen haberlerin girişi uzman ellerden çıkmaktadır.

The Guardian gazetesi son zamanlarda kullanıcılara internet bağlantısı olmadan da web sitesinin ziyaret edilebilmesini sağlayan özel bir çevrimdışı deneyim inşa etmiştir. Kullanıcılar masaüstü veya mobil olarak Google Chrome kullandıkları takdirde internet bağlantıları olmaksızın siteye girdiklerinde onları ana sayfada yer alan bir bulmaca karşılamaktadır. Kullanıcılar internet bağlantıları gerçekleşene kadar bu bulmacayı çözerek vakit geçirebilmektedir. Bu uygulama Google Chrome tarafından desteklenmiştir. Bu aynı zamanda gelecekte

internet bağlantısı gerekmeden kendi tarayıcısında The Guardian okumak isteyen insanlara çevrimdışı bir ana sayfa inşa edilmesi anlamına gelmektedir. Gazete son web tasarım değişikliğinden itibaren bu tür ufak değişiklikleri aralıklarla gerçekleştirmektedir.

Wells, ana sayfaların öldüğü hakkındaki fikirlerini şu cümleler ile açıklamıştır: “The Guardian, ‘ana sayfa ölüyor’ düşüncesinden tamamen uzaktır. Okuyucular web sitesine sosyal medya aracılığıyla gelse bile bu okuyucuların düzenli okuyucu olmayacakları anlamına gelmemektedir. The Guardian ana sayfasını 7/24 düzenliyoruz ancak okuyucu alışkanlıkları her an değişebilmektedir. Bu yüzden okuyucular için sürekli deneyimlerimizi geliştiriyoruz ve hikayelerimizi mümkün olduğunca çok insanın gözü önüne koymak için her yolu deniyoruz.” (www.journalism.co.uk).

Bununla birlikte The Guardian’ın yeni görsel ekibi, görsel gazeteciliğin hammaddelerini bir araya getirmiştir. Grafik masası, resim masası, interaktif ekip ve dijital tasarımın bir bölümü ile multimedya ekibi gazetede bir araya gelmiştir. The Guardian’ın yeni dijital editörü Aron Pilhofer, görsel gazetecilik, veri gazeteciliği ve hedef kitle geliştirme ekiplerini yeni nesil haber organizasyonlarını ziyaret edip ilham alarak geliştirmiştir. Pilhofer; bu tip değişimleri yakalamak için diğer haber odalarını gezmenin ve farklı modeller keşfetmenin vakit geçirmek için harika bir yöntem olduğunu belirtmiştir. Pilhofer katıldığı bir radyo programında bu yeni ekibin birçok engeli ortadan kaldıracağına inandığını belirtmiş ancak önemli olanın tasarımcılar, geliştiriciler, grafik sanatçıları ve fotoğrafçılarla birlikte olan doğru kombinasyonu yapmak olduğunu belirtmiştir. Editörlerin asıl görevi hikayelerin nasıl anlatılacağını belirlemek ve gerçekleşen büyük olaylarla ilgili hikayeler oluşturulacağı zaman ekipleri koordine etmektir. Farklı ekipler kendi aralarında yarı bağımsızdır, bu anlamda farklı ekipleri bir araya getirip yan yana oturduğunuzda bazen çatışma içeren sohbetler gerçekleşir ve farklı fikirlerin ortaya çıkması için bu yöntem oldukça yararlıdır (www.journalism.co.uk).

#### **‘THE GUARDIAN’ GAZETESİNİN DİJİTAL İLKELERİ**

The Guardian bugün dijital okuyucu alışkanlıklarını ve tercihlerini öncelikli tutan ve standart baskı biçimini terk eden bir yayıncılık anlayışıyla hareket etmektedir. Ana sayfasında yeni bir görünüm elde eden The Guardian içeriğin daha hızlı yayınlanmasını sağlayan yeni aerodinamik İçerik Yönetim Sistemi (Content Management System-CMS) ile sıfırdan tasarlanmıştır. The Guardian’ın açıklamasına göre bu değişimin temel sebebi okuyucuların çoğunluğunun haberlere birincil kaynak olarak web sitelerinden ulaşma alışkanlıklarının değişmesidir.

The Guardian’a göre görsel öncelikli, az metinden oluşan ve dikey yapıdaki haberler okuyucuyu yormaktadır. Bu tür haberler sebebiyle insanlar kendilerine sunulan ilgi çekici haber deneyimlerini kaçırmaktadır. Gazetenin tasarım aşamasında öncelik verdiği bazı kilit ilkeler mevcuttur:

- 1) Her makale bir ana sayfa olmalıdır. (Bireysel makaleler okuyucuyu web sitesine yönlendiren önemli bir yoldur. Sosyal medyada paylaşılan her makale bir ana sayfa olarak değerlendirilmelidir.)
- 2) Değerli hikayelerin önemini göstermek. (Emek verilerek tasarlanmış ve üretilmiş olan her makalenin yani hikayenin hak ettiği değeri görebilmesi gazete için önemli bir noktadır. Bu sebeple okunmayan makaleler üzerinden ders çıkarılarak makalelerin daha farklı sunulması öngörülmektedir.)
- 3) Gazetecilerin daha hızlı bir şekilde ve daha iyi hikayeler yayınlamalarını sağlamak. (Gazetenin çalışanlarından en büyük beklentisi iyi bir hikaye yazımıdır. Diğer taraftan hız önemlidir. CMS gazetecilerin metin, resim ve videoları içeren zengin hikayelerini yayınlamaları için gereken süreyi hızlandırmayı amaçlamaktadır. Örneğin gazeteciler hikayelerinde dört farklı boyutta görsel kullanmışsa CMS bunu otomatik olarak kırıp aynı boyuta getirebilmektedir. Bununla birlikte CMS mobil düşünce yapısına da sahiptir. Hikayenin akıllı telefonlarda nasıl gözükeceğini de göstermektedir. Diğer bir özellik ise mobilde gözükecek başlığın 70 karakter üzerine çıkması durumunda ekranda kesik gözükeceği uyarısıdır. Ayrıca The Guardian haber masası için oluşturulmuş olan İş Akışı uygulaması ile gazetecilerin o anda dünyada ne üzerine çalıştığını görebilmeleri için hazırlanmıştır. Yani kısaca iş akışı uygulaması gazeteciye hangi hikayeler üzerinde çalışıldığını göstermektedir. CMS ile elde edilen bilgiler doğrultusunda hazırlanan bu akış sayesinde aynı hikayenin birçok kez yazılması engellenmektedir.)
- 4) Okuyucuya daha sadık, daha düzenli ve ilgili davranmak. (The Guardian okuyucuya ana sayfasında daha cazip bir düzen sunmaktadır. Kişiselleştirilmiş ana sayfa ile ana sayfada ekran altında son dakika haberleri sunulmaktadır. Okuyucu herhangi bir hikayeyi okurken son dakika gelişmelerini kaçırmaması diye düzenlenen bu tasarım oldukça etkileyicidir. Gazetenin gerçekleştirmiş olduğu yeni tasarımda ayrıca ‘canlı blog’ uygulaması da kullanıcının tekrardan siteyi ziyaret etmesi amacıyla yenilenmiştir. Canlı blogların üst kısmında yer alan madde işaretleri ile önemli noktalar kullanıcıya özetlenmektedir.)

Aynı canlı blog'u aynı gün içerisinde birden çok kez ziyaret eden okuyucu son ziyaretten bu yana önemli olayları özetleyen madde işaretleri ile haberleri okumakta ve bu sayede vakit kaybetmemektedir.

- 5) Açıklık ve Şeffaflık. (The Guardian sitenin tamamen yenilenmesi sürecinde sadık okuyucularının oldukça şaşırıldığını belirtmiştir. Tasarım öncesi okuyucularla toplantı yapılmış ve yeni sitenin açılması sürecinde bu açıklığın gelişim için önemli olduğunu vurgulamıştır. Birçok anket yapılmış ve bu anketler GitHub üzerinden paylaşılmıştır. Bu anketlerle ilgili 130,000 adet geri bildirim alındığı bildirilmiştir (www.journalism.co.uk).

## GELENEKSEL GAZETELERİN DİJİTALE UYUM SÜRECİNDE İZLEMESİ GEREKEN YÖNTEMLER

### Ana sayfa uyarlaması

Bir kullanıcı uluslararası haberleri takip etmek istemektedir ve yerel haberlere ilgisi yoktur; bir diğeri yenilik ve teknolojiye dair makaleleri bir solukta okumaktadır ve fakat finansal haberlerden hoşlanmamaktadır; bir diğeri kullanıcı ise bağımsız haberleri beğenmekle birlikte bilim ve spora ilgi duymamaktadır. Tüm bu örneklerin dışında haberleri çok kısa bir sürede okuyup bitirmek hepimizin ortak noktasıdır. Hal böyle iken okuyucu olarak, bizler neden gerçekten ilgilenmediğimiz konulara her gün katlanmaktayız? Kendi kişisel tercihlerimiz yerine neden önerilen haberleri kabul etmek zorundayız? Bu noktada online gazeteler okuyuculara; takip etmek istedikleri konuları, etiketleri, bölümleri, içerikleri ve de okumak istediği yazarları seçme gücü vererek kendi ana sayfalarını uyarlama olanağı sunmalıdır. Ana sayfaların geçerliliklerini kaybetmekte olduğu düşüncesi göz önünde bulundurulursa; kullanıcılara kendi istedikleri haberlere ulaşabilmesi için son bir şans verilmesi faydalı olabilir. Yani okuyuculara kişiselleştirilmiş bir deneyim sağlanması gerekmektedir. Örneğin; The Guardian, mobil uygulamasında üyelerine bu gibi bir kararlar verebilme özelliği sunmaktadır.

### Sosyal Platform Oluşturmak

Gazeteler genellikle aynı ilgi alanları olan, siyasi ve toplumsal konularla ilgili aynı görüşlere sahip, aynı şehir ve bölgelerde yaşayan ve aynı yaşlarda olan okuyucularla iletişim içerisinde. İşte tam bu sebeple; gazeteler bir üretim ve dağıtım platformu olmaktan çıkıp, daha çok sosyal ağlar gibi davranmalıdır. Bir okuyucu okuduğu makalenin başka hangi okuyucular tarafından okumakta olduğunu, hangi okuyucuların beğenip beğenmediğini, makaleyle ilgili ne düşündüklerini öğrenmek isteyebilir ve diğeri üyelerden makale önerileri almak isteyebilir. İşte bu yüzden geleneksel haber organizasyonları kendi organize ettiği ve geliştirdiği bir okuyucu topluluğu oluşturabilir. Bu tarz somut bir topluluğun oluşturulması, kendi üyeleri arasında bir haber dağıtımını geliştirebilir. Bu noktada; The Washington Post, The New York Times ve Knight-Mozilla OpenNews arasında ortak çalışma olan Coral Projesi (<https://coralproject.net/>) doğmuştur. Her ölçekteki yayıncılar için gazeteciliğinin etrafında daha iyi topluluklar inşa etmek amacıyla açık kaynak araçlar yaratan Coral Projesi, aynı zamanda web'de bu toplulukları geliştirmek için uygulamaları toplayan, paylaşan ve destekleyen bir çalışma olarak karşımıza çıkmaktadır.

### Son Dakika Gelişmeleri

Günümüzde gerçekleşen haber tüketimi saniyeliktir ve genellikle bu tür haber tüketimi hareket halindeyken ve mobil üzerinden gerçekleşmektedir. Bu kadar kısa bir süre içerisinde zaten önceden edinilen bilgileri tekrar okumak kullanıcılar için zaman kaybıdır. İşte bu yüzden kullanıcıyla ilgili olmayan haberlerin sayfanın en alt kısmında, henüz okunmamış haberlerin ise en üst kısma yerleştirilmesi büyük bir ayrıcalık yaratacaktır.

Özellikle son dakika gelişmeleri çok kısa olmalıdır. Geleneksel haber organizasyonları kullanıcılara sadece ilgili bilgileri göstererek gereksiz bilgiye son vermenin bir yolunu bulmalıdır. Bu noktada 2012 yılında ilk başta iOS uygulamasıyla başlayan ve Matt Galligan, Ben Huh ve Arsenio Santos tarafından kurulan Circa, önyargılardan bağımsız, varsayım ve görüşleri içermeyen daha saf bir habercilik yapma amacıyla kurulmuştur. 2015 yılının Şubat ayında web versiyonunu başlatan Circa, Haziran ayında maddi zorluklardan dolayı kapandığını duyurmuştur. Ancak Circa'nın 2016 yılında Sinclair Yayın Grubu tarafından tekrar çalışmalarına başlayacağı bilinmektedir.

### Okuyucunun Ruh Haline Göre Makaleler

Yeni makaleler keşfetmenin en iyi yolu her zaman gazetelerin bize sunduğu 'ilgili makaleler' bağlantısı değildir. Bu bağlantı önerileri bazen okumakta olduğumuz içerikle konu bakımından alakası olmayan makaleler de önermektedir. Gazeteler, makaleler arasında içeriklerin bağlanması için yenilikçi yollar bulmalıdır. Birbirleri ile konuya dayalı olarak değil, anlatı tarzındaki "ruh haline" veya okuyucuda tetikleyebilecekleri tepkiye dayalı olarak ilişki kuran makalelerin bir listesini oluşturmak ve bunu okuyucuya sunmak faydalı olabilir.

### Metin-Veri Akışı Teknolojileri

Haberleri aldığımız mobil araçlar gittikçe daha ufak hale gelirken, web siteleri git gide okuyucuya daha fazla cevap verebilmek için yarışmaktadır. Akıllı saatler, gözlükler veya diğeri giyilebilir eşyalar bugün cep telefonlarının olduğu

gibi yaygın hale geleceği zaman, kelimelerin bu küçük ekranlardan nasıl okunacağı ayrı bir tartışma konusu haline gelmiştir. Bu gibi ince ve küçük ekranlar üzerinde metinsel bir içeriği sunmak, önümüzdeki yılların en büyük zorluklarından biri haline gelecektir ve bütün yayıncıların bunun üstesinden nasıl gelebileceklerini düşünmeleri gerekmektedir.

Metin-veri akışı teknolojileri bu konuda gerçekleşen yararlı çalışmalar olarak karşımıza çıkmaktadır. Huffington Post'un iOS uygulamasının fabrika ayarlarında hazır bulunan bir hizmet olan Spritz, bu çalışmaların en ünlüsü sayılabilir. Bu yazılım, gözlerimizi bir terimden bir diğerine hareket ettirmemiz için bizlere kolaylık sunmaktadır ki Spritz bu hareketin bizim okumak için sarf ettiğimiz en büyük çaba olduğunu söylemektedir. Spritz uygulaması oluşturduğu temeli, "Optimal Recognition Point (ORP)" denen bir kavram üzerine kurmaktadır. Bu terimin henüz resmi bir Türkçe karşılığı olmasa da anlamı, herhangi bir kelimeyi algılamak için bakılması gereken optimal noktanın neresi olduğunu bulmakla ilgili bir terimdir. Spritz'in yaratıcıları, sayfa üzerinde bir sonraki kelimeye ait ORP'nin nerede olduğunu ararken harcanan eforun, kelimeyi algılama esnasında harcanan efordan daha fazla olduğunu keşfetmişlerdir. Programın çalışma prensibi de bu algılama noktası üzerine kurulmuştur. Spritz ile bir kitabı okurken kelimeler karşınıza birer birer gelmektedir. Her kelimenin ORP noktası, yani en hızlı şekilde kelimeyi algılayabilmeniz için bakmanız gereken nokta kırmızı olarak işaretlenmiştir. Kelimelerin akış hızı okuyucu tarafından belirlenebilmektedir. Uygulama dakikada 250 kelime okuma hızında başlamakta ve okuyucu isterse bu değeri 50'nin katları oranında 1000'e kadar arttırabilmektedir. Özellikle daha az anlatsal yapıda olan haber makalelerinde, kullanımı çok kolay olan ve çok etkili olan bir teknolojidir.

### **Yerleştirilebilir Makaleler**

Genelde gazetecilere özgü içerik daha geniş dağıtım elde ettiği ve böylece daha büyük bir kitleye ulaştığı sürece, daha değerli hale gelmektedir. Videolar, görseller veya haritalar bir siteden bir diğerine özgür bir şekilde gezilebilmektedir. Aynı olanağın makalelere de sağlanması haber organizasyonları açısından doğru bir yol olabilir. Yani öncelikle metinsel içeriğin web sitesinin sınırlarının dışında dolaştırılmasının bir yolu bulunmalıdır. Örneğin gazeteci içeriğin içinde kendi reklamının yapılması şartıyla içeriğini bir siteye koyduğu zaman ilerleyen zamanlarda belirli bir hedef kitleye ulaşabilir. Ve hatta bu kitlenin miktarına dayanarak kazanılan paradan bir parça siteye ödeme de yapabilir. Bu modelle böylece kitlenin oluşmasına değer biçilebilir.

Bununla birlikte içeriğin internette gezinen kullanıcı tarafından değer kazanmasını sağlayacak başka yöntemler de mevcuttur. Vox son zamanlarda, diğer medya şirketlerine kendi "Kart Dizinlerini" (Card Stacks) bedava yerleştirmelerine imkan veren yeni bir özellik sunmuştur. Bu kart dizinleri, birçok konuyla ilgili listeler (En iyi 18 Tv şovu) veya ilgili hikayeyi doğrulayan bilgilerin yer aldığı bir makale listesi (Amerika'daki silahsızlanma ile ilgili) olabilmektedir. Bunlar yayıncılara hikaye ile ilgili içerik ve açıklamalar eklemelerine gerek kalmadan büyük bir kolaylık sunmaktadır. Kartlar diğer Vox hikayelerine dikkat çeken çeşitli linkler de içermektedir ve okuyucuların önüne büyük bir Vox logosu getirmektedir. Vox bu şekil bir marka yerleştirme ile ciddi bir reklam yapmaktadır.

### **Jeolojik Tabanlı Anlık Bildirimler**

İnsanlar sürekli bir yerde bulunmaktadır ve muhtemelen etrafında olan biten şeylere merak duymaktadırlar. Okuyucu yaşadığı şehirde veya ziyaret etmekte olduğu bir ülkede olabilir. İşte bu yüzden, yerel haberler icat edilmiştir. Dolayısıyla okuyucuların etraflarında olan bitenden haberdar kalmalarını sağlayacak bir yol bulmak gazeteler açısından çok önemlidir. Vice News'dan The Guardian'a kadar birçok uygulama bu yöntemle kullanıcılarına anlık bildirimler göndermektedir. Fakat bazen kullanıcıya gerçekten hitap etmeyen bildirimler gönderilebilmektedir. Örneğin The Guardian uygulaması Amerika'da yaşayan bir kullanıcıya İngiltere politikası ile ilgili bildirimler yollamaktadır. Bunun yerine jeolojik-tabanlı bildirimler gönderilmesi kullanıcıya çok daha özel olma hissiyatı verebilir. Eğer okuyuculara sadece kendi çevrelerinde olan hikayeler ile ilgili bildirimler gönderilirse bu hikayenin tıklanma ve makalenin tamamını okuma olasılığını arttırabilir. Bu durum bir bakıma gazetenin okuyucuların oldukları yere gitmesi anlamına gelmektedir.

### **Farklı Haber Başlıkları ile Farklı Platformlar**

Bazı haber siteleri (BuzzFeed veya Upworthy) Facebook ve Twitter sitelerinde hangi haberinin daha çok paylaşıldığını görmek için, aynı haberi farklı başlıklarla veya görsellerle paylaşmaktadır. Kısaca aynı haberin veya makalenin başka başlıklarla farklı platformlara yayılması durumu gittikçe yayılmaktadır. Sharelines adı verilen uygulama ile makalenin başlığı değiştirilerek alternatif versiyonları yaratılmaktadır. L.A. Times, Mashable, Forbes, The Chicago Tribune ve diğer haber organizasyonları bu uygulamayı sıklıkla kullanmaktadır. 20 dolardan daha az bir ücretle kurulabilen bu uygulama ile hedefe ulaşmak daha kolay olabilir (www.medium.com).

## SONUÇ

Geleneksel haber kuruluşları bir geçiş dönemi yaşamaktadır ve yapmaları gereken en önemli şey bu süreci ve oryantasyonu Vox Medya veya Quartz gibi yeni nesil haber organizasyonlarından öğrenmektir. Çünkü yeni nesil haber organizasyonlarının en büyük başarısı ne yapmaya çalıştıklarının bilincinde olmalarıdır. Hangi kullanıcıya hitap ettikleri ve onlar için ne gibi değerler yaratmak istediklerinin bilincindedirler. 2006 yılında Jonah Peretti BuzzFeed'i kurduğunda muhtemelen ne üretmesi gerektiğini ve hedef kitlesinin kim olduğunu biliyordu. BuzzFeed o günden bu güne önemli ölçüde büyümüş ve bir çeşit araştırmacı gazetecilik örneği olmuştur. 2012 yılında kurulan Quartz ise iş dünyası haberlerine yoğunlaşmış ve mobil cihazlar kullanan varlıklı iş adamlarını hedef kitle olarak belirlemiştir. Daha çok uluslararası bir yayıncılık anlayışını benimsemiş ve okuyucularına global dünyadan ekonomi hikayeleri sunmuştur. Diğer bir yeni nesil haber organizasyonu olan Vice ise; stratejisinde 3 temel maddeyi benimsemiştir: Marka, tavır ve tutarlılık. Vice kime hizmet ettiğini ve onlara nasıl ulaşılacağını çok iyi bilen bir organizasyon olarak karşımıza çıkmaktadır. Bu anlamda geleneksel haber organizasyonları geçtiğimiz yıllarda başarılı olan dijital iş modellerine bakarak ve bunları takip ederek kendilerini organize etmenin farklı yollarını aramalıdır.

The Guardian'ın WikiLeaks ile ortaklığı, telefon hack takibi, ABD Ulusal Güvenlik Ajansı tarafından yürütülen gözetim programları gibi büyük olayların merkezinde olması ününü pekiştirmiştir. Gazetenin yazarları, hissedarların, gazete sahibinin veya siyasilere müdahalesi olmadan gördükleri doğruları söylemekte özgürdür çünkü The Guardian'a göre 'gerçeği sunmak ücretsizdir'. Manchester'daki yerel köklerinden büyüyen bu gazete; ciddi, güvenilir ve bağımsız gazetecilik öncülerinden sayılmaktadır. Şimdilerde ise 'önce dijital' yaklaşımıyla yeni nesil haber organizasyonlarıyla yarışır hale gelmiştir.

The Guardian farklı platformlarda bulunabilen ve çok çeşitli içeriğe sahip bir haber kuruluşudur ve uluslararası düzeyde dijital yenilik, kalite ve bağımsızlık ilkeleriyle çığır açan bir gazete olarak kabul edilmektedir. Birçok kez ulusal ve uluslararası düzeyde en iyi internet gazetesi olarak seçilmiştir. The Guardian'ın dijitalde bu kadar başarılı olmasının nedeni doğru zamanda hareket geçmesidir. Ayrıca bu büyük medya devi, geçmişten aldığı derslerle ve deneyimlerle bugünlere gelmiştir. Başarıyla veya başarısızlıkla sonuçlanmış her deneyim gazetenin daha sağlam ilerlemesini sağlamıştır. The Guardian bugün dijital habercilik sektöründe uzmanlık ve bilgi birikimi ile varlığını korumaktadır.

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## **Generic Assessment Rubrics For Computer Programming Courses**

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### **ABSTRACT**

In programming, one problem can usually be solved using different logics and constructs but still producing the same output. Sometimes students get marked down inappropriately if their solutions do not follow the answer scheme. In addition, lab exercises and programming assignments are not necessary graded by the instructors but most of the time by the teaching assistants or lab demonstrators. This results in grading inconsistencies in terms of the marks awarded when the same solution is being graded by different person. To address this issue, a set of assessment rubric is necessary in order to provide flexibility for critical and creative solutions among students as well as to improve grading consistencies among instructors and teaching assistants or demonstrators. This paper reports the development of assessment rubric for each domain in computer programming courses; cognitive, psychomotor, and affective. The rubrics were then implemented for one academic semester consisting of 14 weeks. An interrater reliability analysis based on Kappa statistic was performed to determine the consistency in using the rubrics among instructors. The weighted kappa is 0.810, therefore, the strength of agreement or the reliability of the rubric can be considered to be 'very good'. This indicates that the scoring categories in the rubrics are well-defined and the differences between the score categories are clear.

## Günümüzde Televizyon Haberlerinde İdeoloji

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### ÖZET

Günümüzde ideoloji kavramı pek çok farklı şekillerde tanımlanmaktadır. En genel anlamda, ideoloji, inanç sistemi olarak tanımlanabilir. İdeoloji Althusser'in belirttiği gibi farklı araçlarla bizlere sunulmaktadır. Althusser, ideolojik araçları ikiye ayırmıştır: devletin ideolojik aygıtları; okul, medya, siyasi partiler, kanaat önderlerini kasarken; devletin baskı aygıtları; asker, polis, mahkeme, hapishane gibi kurumlardır.

Belirtildiği gibi medya da egemen sınıfın ideolojisini yaymada kullandığı temel araçlardan biridir. Medya araçlarına baktığımız da genel anlamda akla, televizyon, gazete, radyo gibi geleneksel kitle iletişim araçları akla gelmektedir. Bu noktada vatandaşın en fazla tercih ettiği, güvendiği yayın organının televizyon olduğundan dolayı, çalışmanın araştırma bölümünü televizyon haberleri oluşturmaktadır. Günümüzde televizyon haberlerinde ideoloji başlıklı çalışma, 4 bölüm şeklinde hazırlanmıştır. Çalışmanın birinci bölümünde, genel olarak iktidar kavramı üzerinde durulmuş, ikinci bölümünde televizyon ve tarihçesi üçüncü bölümde televizyon haberlerinde ideoloji kavramı literatür taraması yöntemiyle incelenmiştir. Çalışmanın son bölümünü oluşturan araştırma bölümünde ise, 2 Kasım 2015 Pazartesi günü ( 1Kasım seçimlerinden sonraki gün) ATV ve FOX ana haber bültenleri içerik analizi yöntemiyle incelenmiş ve elde edilen sonuçlar, yorumlar bu bölümde sunulmuştur.

### GİRİŞ

#### 1. İdeoloji kavramı

Günümüzde medyada ideoloji kavramını ele alacak olursak, ilk olarak ideoloji kavramını açıklamak yerinde olacaktır. İdeoloji teriminin, tek bir tanımı bulunmamaktadır. Literatürde ideoloji kavramına ilişkin farklı birçok tanım mevcuttur. Bunların bazılarını ele alacak olursak,

Terry Eagleton'a göre, Marx düşüncesinde ideoloji, en az dört anlama gelmektedir:

- İdeoloji, kendilerini tarihin temeli olarak gören ve insanların ilgisini toplumsal koşullardan başka yöne çekerek baskıcı bir siyasi iktidarın ayakta kalmasına hizmet eden yanıltıcı veya toplumsal bağları kopartılmış inançlara karşılık gelebilir.
- İdeoloji, egemen toplumsal sınıfların maddi çıkarlarını doğrudan doğruya dile getiren ve onun yönetimini desteklemeye yarayan fikirler anlamına gelebilir.
- İdeoloji, içinde bir bütün olarak sınıf mücadelesinin verildiği ve güçlü bir ihtimalle, siyasi açıdan devrimci güçlerin doğru bilincini de içeren kavramsal formların tamamını kapsayacak şekilde genişletilebilir.
- Meta fetişizmi nedeniyle, gerçek insani ilişkiler şeyler arasındaki gizemli ilişkiler gibi görünür ve bunun da çeşitli ideolojik sonuçları olur. Öncelikle toplumun gerçek izleyiş tarzları gizlenir; emeğin toplumsal karakteri göz ardı edilir; toplum, bu meta mantığı ile parçalanır, toplumu artık bir bütün olarak düşünmek kolay olmaktan çıkar ve böylece kapitalist düzen bir bütün olarak görünmeye son vererek, kendini siyasi eleştirilerle, daha az yıpratılabilir bir şey kılar. Bir diğer ideolojik, sonuç, cansız yaratıklar tarafından tahakküm altına alınması toplumsal yaşama bir doğallık ve kaçınılmazlık havası verir; toplum, insanlarca inşa edilen bir şey olarak algılanmaz ve dolayısıyla insanlarca değiştirilemez bir şey olur ( Eagleton, 1996: 126).

Marx, ideoloji dört farklı anlamda tanımlarken, diğer araştırmacılar da kendi tanımlarını geliştirmiştir. Örneğin, Lenin ile birlikte ideoloji, farklı sınıfsal çıkarları açıklayan, kuramsal bir mücadele alanı olarak tasarlanmış ve yansız ya da daha olumlu bir içerik kazanmıştır ( Dursun, 2014: 30).

Tüm farklı tanımların yanı sıra, genel anlamda ideolojinin iktidar ve iktidar ilişkileriyle ilgili olduğunu söylemek yanlış olmaz. Peki bireyler ideoloji nasıl algılıyor ve ideoloji konusunda nelerden etkileniyor? Bu soruların cevabını Althusser ve Gramsci gibi araştırmacıların çalışmalarında bulmak mümkün. Şöyle ki, hepimiz gündemden haberdar olmak için her gün mutlaka televizyon izliyor, radyo

dinliyor ya da gazete okuyoruz. Çoğumuz bu kitle iletişim araçlarından aldığı iletileri doğru olarak kabul ediyoruz. Hatta günümüz geleneksel medyasında son yıllarda sosyal medya eklendi. Gazetede bir haberi okumak için bir gün beklerken, sosyal medya aracılığıyla internetin en önemli özelliği olan eş zamanlılık ile anında gündemden haberdar olabiliyoruz. Burada asıl önemli olan, tüm bu iletişim araçları ile egemen ideoloji, iktidar ya da egemen sınıf bizi etkilemeyi nasıl başarıyor? Bu noktada Althusser'in çalışmalarını incelemekte fayda vardır. Althusser'e göre, egemen sınıf, var olan ideolojisini devam ettirebilmek için bir takım araçlar kullanmaktadır.

Yapısalcı bu düşünürü göre ideoloji, toplumsal formasyonla birlikte var olan, her şeyi etkileyen önemli bir yapı ve güçtür. İdeoloji yaymada kullanılan aygıtlar devletin olabileceği gibi devlet dışı da olabilirler. Devletin hem baskı aygıtları hem de ideolojik aygıtları vardır. Ama aralarında kesin sınırı yoktur. İdeolojik çaba hem kullanılan aygıtta hem de onun eylem ve işleminde konuşlanmıştır ve yaşam pratiğiyle birlikte yürür. Üretim ilişkilerinin yeniden üretimini de, sahip olduğu ideolojik gücü kullanarak, devletin bu iki tür aracı sağlar. Bu iki kaynağın çabaları, kimi kez birbiriyle örtüşür (Althusser,1970' den akt. Kazancı, 2002: 58).

Althusser'in bahsettiği devletin baskı aygıtları; ordu, mahkeme, polis, hapishane gibi kurumlarken; ideolojik aygıtlar ise; medya, okul, siyasi parti, aile ve kanaat önderleridir. Marx ve Engels ideoloji hakkında, German Ideology'de "yöneten sınıfların düşünceleri her çağda yöneten düşüncelerdir, yani yöneten maddi güç olan sınıf aynı zamanda o çağın yönetici entelektüel gücüdür." Gramsci ise; bu noktada hegemonya kavramını ileri sürer. Hegemonya kavramı, önderlik anlayışı, önemli nokta hegemonyanın, bir ölçüde hukuksal ve meşru zorun yanı sıra, ilke olarak hegemonya içinde tabi durumdaki sınıfların ve toplumsal grupların aktif rızalarının kazanılması yoluyla başarıldığını belirtmektedir (Hall, 1994: 126).

## 2. Kitle İletişim Aracı Olarak Televizyon

Bu bölümde televizyonun kısaca tarihçesinden, özelliklerinden ve bireylere etkilerinden söz edilecektir. Televizyonun tarihçesine kısaca değinecek olursak,

Televizyonun icat edilmesinde ilk teknik buluş, Andrew May tarafından 1873 yılında yapılmıştır. May, ışık dalgalarının elektrik akımına çevrilebildiğini, selenyumun elektriğe karşı dirençli olduğunu buldu. Daha sonra Paul Nipkow resmi dönerken tarayabilen döner disk aracını keşfetti. Nipkow'un döner diski keşfetmesiyle 1907 yılında Alan Cambell Swinton ile Boris Rosing yaptıkları çalışmalarla katot ışınlarından görüntü aktarmada yararlanabileceğini kanıtladılar. 1923 yılında Vladimir Zworykin tarafından ikonoskop (icenoscope) adını verdiği elektronik taramada kullanılan aracı geliştirerek ilk elektronik tarama ile görüntü yayını gerçekleştirdi. Yapılan çeşitli çalışmalardan sonra elektronik tarama tekniği kullanılarak yapılan ilk düzenli televizyon yayını 1936 yılında İngiltere de başladı (Aziz, 2013:4 6-47). Ülkemizde ise, ilk televizyon yayını 9 Temmuz 1952' de İstanbul Teknik Üniversitesi'nin (İTÜ) stüdyolarında yapıldı (Serim, 2007: 27). Televizyonun kitle iletişim aracı olarak yaygınlaşması ise, 1950'li yıllarda olmuştur. Televizyon radyonun ilk yıllarında olduğu gibi, fiziki boyutları, şebeke elektriğinden beslenmesi gibi nedenlerle evlerimizin başköşelerinde topluca izlenen bir kitle iletişim aracı olarak kullanıldı (Atabek, 2001: 77).

20. yüzyılın ikinci yarısında televizyonun icat edilmesiyle birlikte bu dönem, televizyon çağı olarak adlandırılmış ve televizyon, toplumun geneli için vazgeçilmez kitle iletişim araçları arasına girmiştir. Bir öykü anlatma sistemi olarak televizyon; hem haber ve eğlence içerikli teknolojik bir araç, hem kültürün ve sanatın üretildiği bir kaynak, hem de siyasal ve toplumsal bir kurum olarak tanımlanabilir (Işık, 2007: 90). Siyasal ve toplumsal bir kurum olarak tanımlanan televizyon, bireylerin günlük yaşamında önemli yer tutarak toplumsal, eğitsel, siyasal, iktisadi ve kültürel yaşamın hemen her alanında ciddi rol oynamaktadır. İnsanlar gündelik yaşamlarını televizyon programlarına göre şekillendirmektedir. Neredeyse her evde birden çok televizyon bulunmakta olup, televizyon insanlar için yaşamın vazgeçilmez bir enformasyon unsuru haline gelmiştir (Ellialtı, 2011: 16). Günümüzde medya denildiği zaman hemen hemen herkesin aklına öncelikle televizyon gelmektedir. Hatta televizyonun tüm diğer kitle iletişim araçlarını kapsadığı iddia edilmektedir (Çakır, 2005:124). Öyle ki toplumun geneline veya belli bir bölümüne bir mesaj ileteceği zaman, derhal akla gelen ilk araç televizyondur. Televizyon hem göze, hem de kulağa hitap ettiği için iletişim açısından çok büyük bir etkiye sahiptir. İnsanların % 50'si gördüklerini hatırlayabilirken ancak, %10'u duyduğu şeyleri hatırlayabilmektedir. Görme ve duyma unsurları bir araya geldiğinde mesajın etkisi büyük ölçüde artmakta, böylece insanlar bu tür mesajları daha iyi hatırlayabilmektedir. Kimi zaman en büyük işlevi, eğlenceye yönelik programlar sunma olarak değerlendirilen televizyonun mal ve hizmetlerin dağıtılmasını sağlama, haber verme, eğitime ve aydınlatma gibi son derece önemli işlevleri de bulunmaktadır.

Bu derece işlevsel bir kitle iletişim aracı olan televizyonun gücü bilimsel alanda, sanatla ilgili ortamlarda ve benzeri pek çok alanda açıkça hissedilebilmektedir (Sezgin, 2007: 90).

Belli bir toplumsal yapının, ekonomik, siyasal, kültürel ve teknolojik ürünü olan televizyon gündelik yaşamın ayrılmaz parçası olarak hızla yaygınlaşmaktadır. İnsanların yaşam alışkanlıkları üzerinde etkili olan televizyon insanları eğlendirmek ya da onlara hoşça zaman geçirildiği duygusu yaratmak için vardır. Bütün bunların yanı sıra düşünsel süreçlere ve toplumsal kültürün yaratılması sürecine etki etmektedir. Televizyon özellikle gelişmekte olan ülkelerde en gözde ve etkili kitle iletişim aracı olma özelliğini korumaktadır (Büyükbaykal, 2004: 56).

Yayınladığı programlarla düşünsel süreçleri ve toplumsal kültürü etkisi altına alan televizyonun bireyleri etkilediği kuşkusuz bir gerçektir. Televizyonla ilgili olarak gerçekleştirilen “içerik analizleri” (contentanalysis) ve “kanaat-davranış araştırmaları” (opinion-attitudesurveys), televizyon programlarının aile, eğitim, iş, yaş ve cinsiyet, doğum ve ölüm gibi birçok toplumsal gerçeklikler konusunda deforme edici etkilerinin olduğunu; programlarda sergilenen mesajların toplumdaki suç işleme eğilimlerini tahrik edici ve şiddet olaylarını arttırıcı doğrultuda etki yaptığını olanca açıklığıyla ortaya koymuştur (Arslan, 2004: 2-3).

Arslan’ında belirttiği gibi hayatımızın merkez noktasında olan televizyon bireyleri oldukça etkilemektedir. Özellikle çocuklar gerçek ve kurgu arasındaki ayrımı yapamadığından televizyonda yayımlanan programları gerçek olarak algılamakta ve bu olayları hayatında uygulamaya yönelmektedir. Örneğin, çizgi filmlerdeki uçma yeteneği olduğu zannedilen hayali kahramanların etkisinde kalarak kendisinin de bu yeteneğe sahip olduğunu düşünerek hayatını kaybeden çocuklar mevcuttur. Bu nokta televizyonun aslında ne kadar üzerimizde etki sahibi olduğunu göstermektedir. Öte yandan günümüzde yaygın bir iletişim aracı haline gelen televizyon tüm kitleye açıktır. Her yaş, cins, eğitim, meslek, ırk, din, dilden insana seslenmek mümkündür. Ve yeni yayın sistemleri sayesinde sınırlar ortadan kalkmaktadır. Teknolojideki gelişmeler sonucunda iletişimin daha geniş kitlelere yayılması ve yayılmanın gerçekleşebilmesi için araçlara ihtiyaç duyulması, kitle iletişim araçlarından televizyonun önemini daha çok arttırmıştır (Gürer, 2009: 118).

Tüm olumlu ve olumsuz yönlerinin yanı sıra, televizyonun kendisinden önceki kitle iletişim araçlarından bazı farklı yönleri bulunmaktadır. Televizyon, radyo gibi evlerin içine girip oturma odasının bir parçası olmuştur. Ama radyodan farklı olarak işitme duyusunun yanı sıra görme duyusuna da hitap etmek suretiyle televizyon, sadece enformasyon ve eğlenceyi eve taşımakla kalmamış, dünyayla olan ilişkimizi de değiştirmiş, yeniden tanımlamıştır (Mutlu, 1997: 48).

Bu noktada McLuhan’ın Küresel Köy kavramına değinmekte fayda vardır. McLuhan’a göre televizyon gibi elektronik araçların gelişmesiyle küresel bir köyde yaşadığımız söylenebilir. Öyle ki 11 Eylülde Amerika da ki ikiz kulelere düzenlenen saldırı, Libya’da Kaddafi’nin katledilmesi, ülkemizde yaşanan 17 ağustos depremi vb. olaylardan televizyon aracılığıyla milyonlarca insan anında haberdar olabiliyor. Esasında tüm bunlar televizyonun ve diğer kitle iletişim araçlarının iletişimde zaman ve mekân sınırlarını ortadan kaldırdığının birer kanıtıdır. Tüm bu örnekler, ideoloji konusunda da televizyonun hayatımızın odak noktasında olduğunun göstergesidir.

### 3- Televizyon Haberlerinde İdeoloji

Bu bölümde televizyon haberlerinde ideolojinin nasıl ortaya çıktığı ve yayıldığı incelenecektir. Her şeyden önce televizyon haberleri, belirli anlamların üretildiği ya da ideolojilerin yeniden üretildiği alanlar olarak son derece problemlidir. Haber etiği üzerine yapılan değerlendirmeler ve medya mülkiyetindeki yoğunlaşma eğilimlerine yönelik eleştiriler dışında, televizyon haberlerinin metinsel özellikleri, anlam üretme stratejileri ve ideolojik mücadele alanları olarak potansiyelleri Türkiye’deki iletişim ve medya çalışmalarında sorun olarak görülmekte ve bunlara yönelik ayrıntılı çözümlere de yeterince girilmemektedir (Dursun, 2014: 23).

Günümüzde televizyon da haberlerin sunumu noktasında ideolojinin nasıl etki ettiğine bakacak olursak, televizyon kanallarında haber hikayesine bakmak, olayların hikayelendirilme tarzlarına ve biçimlerine, yani nasıl sunulduğuna eğilmek gerekmektedir. Bu noktada televizyonda yer alan haberlerin anlatsal özelliklerine, cümle yapıları ve sözcük seçimlerine, ideolojik seslenişlere dikkat edilmelidir (Dursun, 2014: 181).

Dursun’un belirttiği gibi televizyon haberlerinde ideoloji kavramı ön plana çıkmakta ve bazı kriterlere göre değişmektedir. Öyle ki, bir televizyon kanalında ilk sırada sunularak önemli görülen haber başka bir kanalda son sırada verilebilir. Bir kanalda 5 dakika boyunca sunulan bir haber başka bir kanalda 1 dakika içinde sunulabilir. Tüm bunlar medya aracının, televizyon kanalının yayın politikasıyla ilgilidir. Bu durum literatürde araçsalci yaklaşım kavramıyla açıklanmaktadır.

Araçsalıcı motifli ideoloji kavrayışında ideoloji, sınıfla ya da toplum içinde ekonomik, siyasal veya askeri alanlarda belli ayrıcalıklara sahip gruplarla ilişkilendirilerek ele alınmaktadır. Bu kavrayış ideolojiyi kabaca belli bir sınıfın, toplumun geneli üzerinde tahakküm kurmasına ve kendi düşüncelerini meşrulaştırmasına yarayan önemli araçlardan birisi olarak tarif etmektedir. Bu anlamda ideoloji, genellikle “mutlu azınlık” olarak dile getirilen ekonomik, siyasal ve/veya askeri açıdan yönetme ayrıcalığına sahip kesimin kendi çıkarları doğrultusunda “ezilen çoğunluk” üzerinde hâkimiyet kurmasına yardımcı olmaktadır. İdeoloji bu kavrayış içerisinde esas olarak işlevleri ve toplum içinde yarattığı etkiler açısından tanımlandığı için, ideolojiden her bahsedilişte kastedilen “ideolojinin işlevleri” ya da “ideolojik etkiler/sonuçlar” olmaktadır. Bu çerçevede ideoloji sorunu, “ideoloji kimin çıkarlarına hizmet ediyor?”, “ideoloji hangi amaçlar doğrultusunda kullanılıyor?”, “toplum içinde ideolojik işleyişten kimler zarar görüyor, kimler yararlanıyor?” türündeki sorular etrafında tartışılmaktadır (Çam, 2006: 162).

Araçsalıcı yaklaşım esasında medya patronlarına vurgu yamaktadır. Bu yaklaşımda ön plana çıkan düşünce şudur; televizyonu ele aldığımız da haber kanalındaki medya patronu hangi ideolojiye sahipse, o kanalda savunulan ideolojiyi destekleyen haberlere yer verilmekte ya da var olan haber sahip olunan ideoloji kapsamında değerlendirilerek, insanlara sunulacaktır.

Günümüz medyasında ideolojinin nasıl yayıldığını ve insanları nasıl etkilediğini anlamaya yönelik birçok çalışma vardır. Bu çalışmaları araştırmacılar üç döneme ayırmaktadır:

Kitle iletişim araçlarının birey davranışlarının şekillenmesinde bir takım etkileri vardır. Geçmişten günümüze kadar bu konuyla ilgili çeşitli araştırmalar yapılmıştır. Denis McQuail bu tür iletişim araştırmalarını üç ayrı dönem halinde sınıflandırır: Birinci dönem 19. yüzyıl sonları 1930’lar arasını, ikinci dönem 1940-60 arasını ve üçüncü dönem de 1960’lar sonrasını kapsamaktadır (Özer, 2013: 61). Birinci dönem araştırmalarında izleyici pasif izleyicidir. Yani kitle iletişim araçlarının etkisine fazla miktarda maruz kalan izleyicidir. Bu görüş, 1970’li yıllara kadar iletişim alanında büyük bir egemenlik kurmuştur (Uzun, 2013: 85).

Birinci dönem olan kısa süreli güçlü etkiler dönemi, bireyi pasif kabul eder ve sorgulamadan kitle iletişim araçlarından gelen her türlü iletiyi bireylerin kabul ettiği varsayımına dayanır. Bu dönemde geliştirilen modellere örnek olarak hipodermik iğne modeli verilebilir.

İkinci dönem araştırmaları 1940-1960 yılları arasındaki dönemi kapsayan çalışmalardır. Bu dönem, zayıf medya etkileri olarak ta adlandırılır. Bu dönemin temel görüşü, medyanın insan davranış ve düşüncelerini belirlemede etkili olmadığı, bireylerin davranışlarını etkileyen farklı unsurlarında olduğudur. Bu dönemde geliştirilen çalışmalara örnek olarak iki aşamalı akış modeli verilebilir.

1960 ve 1990 yılları arasındaki dönem güçlü ve uzun süreli etkiler döneminde ise, kitle iletişim araçlarının bireylerin davranış ve düşüncelerinin oluşumunda göz ardı edilemeyecek etkileri olduğu inancı hâkimdir. Bu dönemde geliştirilen modeller ise, suskunluk sarmalı, gündem belirleme, medya bağımlılığı gibi modellerdir. Tek yönlü iletişim modelini izleyen ve insanların kitle iletişim araçlarının pasif tüketicileri olduğu fikrini taşıyan bu yaklaşımların izleyiciyi geri planda bırakması, daha sonra izleyiciyi merkez alan modellerin doğmasına neden olmuştur. 1970’lerden sonra yapılmaya başlanan izleyici odaklı araştırmaları tetiklediğini belirtebileceğimiz kullanımlar ve doyumlar yaklaşımında, izleyicinin kitle iletişim ürünlerini hangi gereksinimlerle tükettiği açıklanmaya çalışılır (Çetinkaya, 2008: 19).

## **4. Televizyon Haberlerinde Medya ve İdeoloji: 2 Kasım 2015 Haberlerinin Televizyonda Sunumu**

### **4.1. Araştırmanın Konusu**

Araştırmanın konusu; çalışmanın teorik bölümünü oluşturan ideoloji kavramının genel bir tanımlamasını yaparak, televizyon haberlerinde ideolojinin nasıl yayıldığını ifade etmektir.

### **4. 2. Araştırmanın Metodolojisi**

Metodoloji başlığı altında araştırmanın amaç ve önemi, araştırma modeli, araştırmanın uygulanması, örneklem seçimi, verilerin toplanması ve analizi belirtilmiştir.

### 4.3. Araştırmanın Amacı ve Önemi

Bu çalışmanın genel amacı, televizyon haberlerinde ideolojinin nasıl yayıldığını, insanları nasıl etkilediğini ortaya çıkarmaktır.

Çalışma, 1 Kasım seçimlerinden hemen sonra 2 Kasım 2015 pazartesi ana haber bültenlerinin analizi çerçevesinde günümüz medyasında ideoloji kavramını açıkladığı için önem taşımaktadır.

### 4.4. Araştırmanın Yöntemi

Çalışmada literatür taraması ve içerik analizi yöntemi kullanılmıştır.

### 4.5. Sınırlılıklar:

Çalışmanın uygulama aşaması 1 Kasım genel seçimlerinde en fazla izlenen Fox Ana haber bülteni ve ATV Ana haber bültenini kapsamaktadır. Çalışma bu iki kanal ile sınırlandırılmıştır.

### 4.6. Araştırmanın Uygulanması ve Örneklem Seçimi

Çalışmanın uygulama bölümünde reyting oranları araştırılarak en fazla izlenen Fox ve Atv kanalları örneklem olarak seçilmiştir (<http://www.medyafaresi.com/ratingler/2015-11-01>, Erişim Tarihi: 04.01.2016). Çalışmanın amacı, genel anlamda günümüz medyasında ideoloji yansımalarını ortaya koymak olduğundan ve sunucuların, medya patronlarının ideolojileri en fazla seçim dönemlerinde yansıtılmalarından dolayı 2 Kasım 2015 Pazartesi günü ana haber bültenleri incelenmiştir.

## 5. Bulgular Ve Yorum

Bu bölümde 2 Kasım 2015 Pazartesi günü incelenen FOX ve ATV kanallarının haber bültenlerinin incelemesine yer verilecektir.

### - Haberin Başlangıcı/ Giriş

#### ATV

**Cem Öğretir:** “ Bugün 2 Kasım 2015 Pazartesi, Türkiye seçimini yaptı, vatandaş istikrar istedi.”

#### FOX

**Fatih Portakal:** “ 1 Kasım 2015 Genel seçimleri sonuçlandı AKP tek başına iktidar oldu.”

### - Haberin Süresi

#### ATV

ATV 45 dakikalık haber bültenin yaklaşık 25 dakikasını AKP'nin tek başına iktidar olması ve diğer partilerin oy oranlarıyla karşılaştırarak seçim yorumu yapmıştır. Kalan süre içinde de yurttan gerçekleşen olaylar sunulmuştur.

#### FOX

FOX haber bülteni 40 dakikalık süresinde 20 dakika kadar genel seçimlerden bahsetmiş, kalan zamanda yurttan gerçekleşen olaylar sunulmuştur.

### - Haberin Sırası

Her iki haber bülteninde de seçim konusu ilk sırada verilmiştir.

### - Haberlerin Cümle Yapıları ve Sözcük Seçimleri

#### ATV

2 Kasım 2015 Pazartesi günü ATV ana haber bülteni şu manşetle başlıyor: “ 5 ay sonra Büyük Zafer”, “ AK Parti tek başına % 49.5 oy aldı ve 317 vekil çıkardı”, “MHP-HDP geriledi, CHP şokta”, “ Muhalefet eridi”, “ Türkiye AK Parti dedi”.

Haber bülteninin sunucusu Cem Öğretir, bu başlıklarda haberleri sundu.

## FOX

2 Kasım 2015 Pazartesi günü FOX ana haber şu manşetlerle başlıyor: “ Türkiye seçimini yaptı”, “Sonuç Ortada”, “ 5 ay içinde ne değişti AK Parti oyunu % 9 arttırdı?”, “ Muhalefet neden kaybetti?”

### - Haberlerin İçeriği

#### ATV

Ana haber bülteni sunucu Cem Öğretir, yaklaşık 10 dakika 7 Haziran -1 Kasım seçim sonuçlarını karşılaştırdı. 7 Haziran seçim sonuçları şu şekilde iken;

AKP: 258 CHP: 132 MHP: 80 HDP:80

1 Kasım seçim sonuçları şu şekilde değişmiştir:

AKP: 317 CHP: 134 HDP: 59 MHP: 40

Genel seçim oranları verildikten sonra, ATV ana haber de, 5 ayda ki geçen sürede değişimin nedenleri sunuldu. Ve bu haber şu başlıkla sunulmuştur: “ AK Parti cephesinde düğün bayram varken, muhalefette cenaze...” başlığıyla habere girilmiştir.

ATV ana habere göre, AK Partinin tek başına iktidar olma nedeni, MHP’ nin her teklifi hayır cevabıyla reddetmesi ve CHP’nin iktidar olma hırsıyla reddetmesi gereken şeyleri bile kabul ederek kendi ideolojisi ile çelişmesidir. HDP ise, terör sürecinde gerekeni yapmadığından, kürt seçmenini kaybetti. Bu ifadelerin yanı sıra, ATV haberin şu cümlesi dikkat çekici: “ vatandaş muhalefete güvenemediği için emanet sahibine verme düşüncesiyle hareket etti.” Ülkemizde son zamanlarda yaşanan terör olayları vatandaş istikrar arayışına yöneltti. HDP ve MHP marjinalleşti. HDP ve MHP’nin marjinalleştiğini ifade eden Cem Öğretir, Türkiye’de artık iki partili döneme geçiş yapılabileceğini ifade etti.

#### FOX

Ana haber bülteni sunucu Fatih Portakal, yaklaşık 10 dakika 7 Haziran -1 Kasım seçim sonuçlarını karşılaştırdı. 7 Haziran seçim sonuçları şu şekilde iken;

AKP: 258 CHP: 132 MHP: 80 HDP:80

1 Kasım seçim sonuçları şu şekilde değişmiştir:

AKP: 317 CHP: 134 HDP: 59 MHP: 40

Seçim oranlarını ifade ettikten sonra, Fox haber, Cumhurbaşkanı Recep Tayyip Erdoğan’ın sabah namazını kılmak için gittiği Eyüp Sultan Camii’nde yaptığı konuşmaya yer vermiştir:

Cumhurbaşkanı: “ Seçim sonuçları hayırlı olsun, bir olalım dirlik olalım.” Recep Tayyip Erdoğan’ın bu sözlerini sunucu Fatih Portakal şu şekilde eleştirmektedir:

Fatih Portakal: “ AK Parti her zaman olduğu gibi yine tek başına iktidar olduğunda birlik çağrısı yapıyor. Fakat Ak Parti ve Sayın Cumhurbaşkanının eylemleriyle sözleri zamanla birbiriyle çelişiyor. Ülkede vatandaşlar arasında bir kutuplaşma oluşuyor. Bizler kamuoyu olarak tüm bu sözleri denetlemeyiz. Verilen vaatlerin yapılıp, yapılmadığı denetlemeli ve yansıtılmalı, bilinçli olmalıyız.” Ve şu sözleri ekliyor sunucu: “ önümüzde çetin sorunlar var, Suriye, terör ve ekonomik sorunlar gibi. Evet, bu sorunları aşabilmemiz için kenetlenmemiz gerekiyor ama bu eleştirmeyeceğimiz anlamına gelmez. Biz doğru bildiğimizi söyleriz ama eleştiri noktasında da dil önemli.”

FOX ana haber bu habere sonra ATV haberin yer vermediği bir habere de yer veriyor.

Sosyal medyada seçim sonuçlarının açıklanmasının hemen ardından Orhan Kara kurt, twitter 'da Cumhurbaşkanı Erdoğan'ın fotoğrafını paylaşarak, fotoğrafa şu yorumu yaptı: “ An itibariyle Reisi Cumhurbaşumuz”.

FOX haber daha sonra, AK Partinin ne kazandığını, muhalefetin neden kaybettiğine programında yer vermiştir.

AK Parti vatandaşı cezbeden vaatleri ve teröre karşı birlik mesajı verdiğiinden dolayı kazanırken,

MHP milliyetçilik mesajını AK Partiye kaptırmasından ve Bahçeli'nin kendisine yöneltilen her teklife hayır cevabını vermesinin olumsuz etkilediğini,

CHP' nin verdiği vaatleri daha sonra Ak Partinin vermesi vatandaşın güvenini sarstı,

HDP 'nin ise, terör olaylarından dolayı oy oranı azalmıştır.

Fatih Portakal, kendisini sosyal medyada eleştiren AK Partilere size canlı yayında şu şekilde cevap vermiştir:

“ Ben bir siyasi partili değilim. Ben sıradan bir haberciyim. Beni siyasi rakip olarak görmemeniz gerekiyor. Ben sadece işimi yapıyorum. Seçimin galibi AK Parti ise, bizde izlenme de birinciyiz, bizi de takdir etmeleri gerekiyor. FOX ana haber, 1 Kasım seçimlerinde birinci oldu. Bizi lütfen rakip olarak görmeyin, biz kamu adına bu işi yapıyoruz.”

Yapılan içerik analizinde görüldüğü gibi, FOX ve ATV kanallarının ideolojileri oldukça farklıdır ve bu en fazla da haber bültenlerine yansımaktadır. ATV iktidarın, egemen ideolojinin kanalı olduğundan, haberlerini onun ideolojine uygun olarak oluşturmakta ve sunmaktadır. İktidar yanlısı olduğu için, AK Partiyi değil, daima muhalefeti eleştirmektedir. Bu çok açık belirtilen haberlerin içeriğinde görülmektedir. FOX kanalı ise, iktidara tamamen zıt bir ideolojidedir. Bu yüzden daima iktidarı, AK Partiyi, ve onun üyelerini sert bir şekilde eleştirir. Haberin başlığından, sunumu, içeriği hatta sunucunun ses tonu ve beden diline kadar her şey esasında kanalın yayın politikası doğrultusunda ideolojisini de yansıtmaktadır. Dolayısıyla, ideolojilerin farklı olması, aynı haberi, farklı ideolojiye sahip kanalların farklı cümle ve sözcüklerle anlatmasına, eleştirmesine ya da övmesine neden olmaktadır. Sadece FOX ve ATV 'de değil, dikkat edildiğinde tüm televizyon kanallarının kendi ideolojisine uygun şekilde haber ürettiğini açık bir şekilde görebiliriz.

## **Sonuç**

Bu çalışma günümüzde Türkiye'de medya aracılığıyla ideolojinin yansımalarını ortaya koymak amacıyla yapılmıştır. Çalışmanın uygulama kısmında 1 Kasım 2015 seçiminden sonraki günde 2 Kasım 2015 Pazartesi gününde, seçim sonuçlarının iktidar partisi ve muhalefet partisi hakkında yapılan haberlerin ele alınması, medya ve ideoloji arasındaki ilişkilerin daha anlaşılır kılınması içindir. İdeolojinin siyaset üzerine inşa edilmesi, medya ve ideoloji arasında da kuşkusuz bir bağ oluşturmaktadır.

Çalışma sonucunda yayın organlarının ideolojileri ve sunduğu haberler arasında siyasal iktidara yakınlık ve uzaklık olarak tanımlayacağımız nedenlerin, medya içeriği ve özellikle haber söylemi üzerinde çok önemli bir etkiye sahip olduğu ortaya çıkmıştır. İncelenen televizyon kanallarının seçimden sonraki dönemde kullandıkları haber söylemleri, televizyon kanalının ait olduğu yayın grubunun siyasal iktidarla ilişkilerinden, okuyucu kitlesinin dünya görüşüne ve siyasal partilerden alınan reklamlara kadar çok farklı değişkenlerden etkilenmektedir.

Sonuç olarak çalışma kapsamında incelenen televizyon kanallarının yayın politikalarının ve iktidarla olan ilişkilerinin kanalda yayımlanan haber bültenlerinde etkili olduğu gözlenmiştir.

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## Hız. Peygamber'in Hadislerinde Temsil Ve Teşbihlerin Bir Eğitim Metodu Olarak Kullanılması

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### ÖZET

Hız. Peygamber'in (s.a.v.) en önemli görevi risâleti tebliğ etmektir. Bu yüce risâlet görevini tebliğ ederken ilk muhatapları o günkü Araplardır. Tebliğinin dili ise Arapçadır.

O günkü Arapça, edebi sanatlar açısından gelişmiş bir seviyededir. Aydınlar başta olmak üzere toplumun büyük çoğunluğu edebi zevke sahiptir ve fesahat ve belâğatın inceliklerini anlayacak seviyededirler.

Böyle bir topluma gönderilen Hız. Peygamber'in (s.a.v.) en önemli sıfatlarından biri de Fesahat ve Belâğatta çok ileri bir seviyede olmasıdır. Onun bu özelliği, gönderildiği toplumun Arapça dil seviyesi ile mütenasiptir ve irşadının başarılı olmasında en büyük yardımcılarından biri olmuştur.

Karşısındaki insanlar onun davetini kabul ettiğinde efendimizin görevi bitmiş olmamaktadır. Bilakis bu yeni dine girenlerin yeni bir inanç ve yeni bir kültür ile yetiştirilmelerinde tam bir eğitimlik görevi üstlenmiştir. Burada Efendimiz mükemmel bir eğitimlik olarak karşımıza çıkmaktadır.

Muhataplarını eğitirken onun en büyük özelliği, dilsel zekayı çok iyi kullanabilmesidir. Bunu bizzat kendisi de beyan etmekte ve "bana *cevamiul kelim* özelliği verildi" demektedir. Cevamiu'l-Kelim, az kelime ile çok şeyleri anlatabilme becerisi ve isti'dadı demektir.

Efendimizin eğitim metodunda çokça kullandığı edebi sanatlardan birisi de teşbih ve temsillerdir. Teşbih veya temsil; anlatılmak istenen yeni bir şeyin, muhatapların zihinlerinde var olma ihtimali daha yüksek başka bir şeye benzetilerek ya da kıyaslanarak anlatılması demektir. Temsiller, acaip ve garip olan ve belki de ilk defa duyulan, bu yönüyle de anlaşılabilirliği biraz daha zor olabilecek bazı yeni mefhumların, zihinlerde var olan benzer mefhumlarla izah edilmesinde çok kullanışlı bir metottur. Kapalı ifadelerin açıklanmasında ve uzak manaların yaklaştırılmasında kullanılırlar.

Biz bu çalışmada biz, Efendimizin (s.a.v.) çok sıkça kullandığı bu eğitim-öğretim metodunu örnekleriyle açıklayacağız. Muhatabın zihninde ve gönlündeki te'sir gücünü inceleyeceğiz. Efendimizin risâlet görevini başarıyla tebliğ etmesinde bu metodun ne kadar işe yaradığını ortaya koyacağız.

Bu yönüyle bu çalışma, aynı zamanda bu günkü eğitimciler için de kullanışlı bir metod olarak bir örneklik teşkil edebilecek ve onların da başarısına bir katkı sağlayabilecektir.

Kelimeler: Hız. Peygamber (s.a.v.), Eğitim-Öğretim metodu, Fesahat, Belağat, Temsil-Teşbih

### The Art Of Comparison In The Hadith As A Method Of Education

#### ABSTRACT

The most important task of the Prophet, is to notification to the prophethood to mankind. Arabs are the first addressee, while he notificates to this duty at that days. Arabic is the language of Communique.

At that times Arabic is at an advanced level in terms of literary arts. The majority of the society, especially intellectuals have literary tastes. They all are at the level of understanding the intricacies of the belâğat and fesahat (eloquence).

Also, one of the most important features of the Prophet who been sent to such a society, is a very advanced level in fasahat and balağat. His property is commensurate with the level of the society in which Arabic has been sent and guidance of one of the greatest help to succeed.

When the people who are across of the Prophet, are accepted the invitation, his task is not finished. On the contrary, has played a full teaching duties for those who has entered to this new religion, with a new faith and culture. Here the Lord appears to be an excellent instructor.

While the Prophet was training his addressees, his biggest feature was to use the linguistic intelligence very well.

In stating this himself, saying "I was given the *cevamiu'l-kelim* feature" he says. Cevamiu'l-Kelim, is the ability of telling a lot of things with a few words.

The bring similitudes, it is one of the literay arts that frequently used by the Prophet in training method. To make similarity means to compare new ideas to her meanings which exists in the minds of the addressees. Similitudes also, are used in the description of closed expressions and for approximation of remote meanings

In this study, we will explain this method of education that is very frequently used by the Prophet, with an examples. We will examine the impact force in the minds and hearts of the interlocutor. We will reveal how these methods work in the accomplishment of Muhammad's prophetic mission.

This article can be regarded as a descriptive study in this respect. However, it can be considered as a good method for the trainers of these days and can provide a contribution to their success.

Key words: The Prophet, education method, literary arts, the art of similitude, eloquence, rhetoric.

## الأمثال في أحاديث النبي صلى الله عليه وسلم منهجا في التعليم

### مقدمة:

كان العرب كما عرف قديما أهل فصاحة وبلاغة وبيان. لذلك كان لزاما على الرسول صلى الله عليه وسلم أن يكون أكثر منهم فصاحة وبلاغة. وهذا مما كان يسهل عليه تبليغ رسالته.

المهمة الأولى؛ كيف يتعامل الرسول صلى الله عليه وسلم معهم عن طريق اللسان الفصيح حتى يجذب الناس إليه.

و المهمة الثانية؛ تعليم هؤلاء عقيدة جديدة وهي عقيدة الإيمان بالله ورسوله وثقافة الإسلام السمحة التي تختلف كل الاختلاف عن حياة العرب القديمة وثقافتهم في الجاهلية.

وكان الرسول صلى الله عليه وسلم لديه القدرة على إستمالة المستمعين عن طريق حديثه الجذاب الذي يتمثل في ذكاء اللسان. وذلك لأن الرسول أوتي جوامع الكلم. وخير الكلام ما قل و دل. أي كان في استطاعة الرسول صلى الله عليه وسلم أن يفهم الناس بكل ما يريد عن طريق استخدام الكلمات القليلة.

وكان الرسول صلى الله عليه وسلم يستخدم الأمثال كثيرا حينما يخاطب هؤلاء وكان ذلك لتعليمهم. ومنهج الأمثال عند النبي كان له أكبر الأثر في تعليم العرب ثقافة الإسلام التي تختلف كل الاختلاف عن عقائد الجاهلية ليخرجوا من الكفر إلى الإيمان.

أهمية التمثيل والتشبيه في أحاديث الرسول صلى الله عليه وسلم:

1. تقريب المعنى للمخاطب.
2. توضيح كل ما هو غامض من المعاني
3. أن يعرف المخاطب الفرق بين أسلوب النبي صلى الله عليه وسلم عليه السلام وأسلوب كل فصحاء العرب.
4. فهم كل ما يقصده النبي
5. أن يتعلم المخاطب أسلوبا جديدا في الخطاب الذي يستميل ويجذب إليه الناس.
6. وكان منهج الأمثال للرسول يؤدي في النهاية إلى الإمتاع والإقناع والاستمالة.

وكل ذلك كان رغم فصاحة لسان العرب وقت ذلك. وكانوا يتعجبون من حديث الرسول صلى الله عليه وسلم فقد ظهر أكثر منهم فصاحة و بيانا وبلاغة.

نحن إن شاء الله سنبحث في منهج الرسول صلى الله عليه وسلم في التمثيل والتوضيح وأهميته ومدى تأثيره في نفوس الناس و قلوبهم.

وبعد الانتهاء من توضيح منهج الرسول صلى الله عليه وسلم سوف يستفيد منه المعلمون في زماننا هذا ذلك المنهج البناء الذي يوضح روح وثقافة الإسلام.

### العرب في عصر الجاهلي:

والعصر الجاهلي هو ذلك العصر الذي سبقه الإسلام بمائة وخمسين عاما.

ورغم أن العرب كانوا لا يعرفون القراءة والكتابة إلا إنهم كانوا أهل فصاحة وبلاغة وبيان و حسن الكلام. فكانوا يتكلمون باللغة العربية الفصحى السليمة. وذلك بالفطرة والسليقة.

والدليل على ذلك؛ فكان منهم الشعراء والخطباء. وقد وصلنا من هذا العصر كثير من الشعر وخاصة المعلقة وكثير من الخطب البلاغية الفصيحة. ونحن حتى الآن نستفيد من أشعارهم وخطبهم في معرفة اللغة الفصحى. وقد نزل القرآن الكريم على محمد بلغة العرب في الجاهلية تلك اللغة العربية الفصحى.

وكان أول من فسر القرآن بالشعر هو ابن عباس وكان عمر بن الخطاب. يقول إذا خُفي علينا الحُرُف في القرآن إلتمسناه من الشعر. فكان الشعر ديوان العرب في الفصاحة والبلاغة والبيان.

وقد تعلمنا كل ألوان البيان والبديع من كلام العرب في الجاهلية من كلامهم وأشعارهم وخطبهم.

وقد تعرفنا على الإستعارة والكناية والتشبيه والمجاز والتورية والطباق والمقابلة والتصريح وحسن التقسيم وغير ذلك الكثير والكثير. وكل ذلك جاء في القرآن الكريم الذي نزل بلغة العرب.

### رسالة محمد صلى الله عليه وسلم:

نزل القرآن على محمد صلى الله عليه وسلم. فهو رسول ونبي ليخرج الناس من الظلمات إلى النور من الكفر إلى الإيمان. وكان العرب وقت ذلك من الكفار الذين يعبدون الأصنام والأوسان. ولا يعبدون الله سبحانه وتعالى.

فكانت رسالة محمد صلى الله عليه وسلم الإيمان بالله والرسول والأنبياء وعبادة الله وحده. وكان لزاما على محمد صلى الله عليه وسلم تبليغ الرسالة كاملة للإنس والجن تصديقا لقوله تعالى: {وما أرسلناك إلا رحمة للعالمين} (الأنبياء، 107) صدق الله العظيم.

وقد كان العرب ينقسمون إلى عرب الشمال وعرب الجنوب. وكانوا قبائل عدة أيضا؛ مثل قبيلة عَيْسَ وَزُبَيَانَ، وبني أسديوكر، وتغلبَ وطِيءَ. وكان أكثر القبائل في الفصاحة والبلاغة والبيان قبيلة قريش. وكان فيها أسواق يقال فيها الشعر والخطابة. وكان شعراء العرب وخطباءهم يذهبون من كل صوب (جهة) إلى قريش وإلقاء الشعر والخطابة.

وكان رسول الله صلى الله عليه وسلم من قبيلة قريش، من بني هاشم. وكان أكثر الناس فصاحة وبلاغة. وهذا جلي واضح في خطبه وكلامه وأحاديثه الشريفة. فكان رسول الله صلى الله عليه وسلم متحدنا فصيحا وبلغا وأبيقا ( رجل لبق أو لبيق؛ وهو الحاذق الرفيق في كل أمر. انظر ابن منظور، لسان العرب، 18/226). لا يضاهاه أحد من العرب في ذلك حتى الفحول من الشعراء والخطباء. فكان في خطب رسول الله صلى الله عليه وسلم الإمتاع والإقناع والاستمالة. هذا إلى جانب ما عرف عنه من صدقه وأمانته وحب للناس وحب الناس له.

وبدا محمد صلى الله عليه وسلم تبليغ الرسالة عن طريق الخطاب الفصيح البلاغي الذي ليس له مثيل بين العرب. فكان يستخدم الكلمات والعبارات والزئانة المناسبة التي تجعل الناس يستمعون إليه جيدا وينصتون ويفكرون فيما قال. ففي كلام الرسول صلى الله عليه وسلم كل ألوان البيان والبديع، ولكن بطريقة جذابة تؤدي إلى الإمتاع والإقناع والاستمالة.

### استخدام الرسول صلى الله عليه وسلم التمثيل والتشبيه:

لاننسى أن الرسول صلى الله عليه وسلم يتحدث إلى أناس هم من الفصحاء والبلغاء. وكان هو أكثر فصاحة وبلاغة كما وضحا مرارا وتكرارا.

أتبع الرسول صلى الله عليه وسلم في أحاديثه ما يُسمى بالتمثيل والتشبيه. ونحن نعرف أن ذلك يؤدي إلى توضيح الصورة، أي أن مثل هذه التشبيهات والتمثيل توضح المعنى وتجعله أكثر بيانا. ويؤدي إلى سُرعة الاستمالة والفهم للمستمع.

ومن أحاديث الرسول صلى الله عليه وسلم التي تعتمد على التمثيل والتشبيه؛ قوله: "إنما مثلي ومثل الأنبياء قبلي مثل رجل بنى بنيانا فأحسنه وأجمله إلا موضع لبنة. فجعل الناس يطوفون به ويقولون: ما رأينا أحسن من هذا لولا موضع هذه اللبنة، ألا فكنت أنا تلك اللبنة." { البخاري، مناقب، 18؛ مسلم، فضائل، 20؛ الترمذي، أدب، 77؛ أحمد بن حنبل، 256/2، 137، 361/3، 137/5. }

هذا مثل في نبوة محمد صلى الله عليه وسلم وأنه خاتم الأنبياء والمرسلين وبه تتم حجة الله على خلقه، ومثل ذلك بالبنين الذي يشد بعضه بعضا. ونقص الكمال بتقصان بعضه فأكمل الله به دينه وختم به وحيه.

وهذا الحديث يتفق مع قوله تعالى: "إن الله يحب الذين يقاتلون في سبيله صفاً كأنهم بنيان مرصوص" (الصف، 4). صدق الله العظيم.

وجاء في مثل هذا في أشعار العرب أيضا، قال قيس ابن قاسم:

فما كان قيس هلكاه واحداً؛ ولكنه بُنيان قوم تَهْدَمُ

وقال شاعر آخر:

أولئك قوم إن بنؤا أحسنوا البنى؛ وإن عاهدوا أوفوا وإن عقدوا شدوا

من ذلك يتضح أن محمدا صلى الله عليه وسلم في أحاديثه إتفاقا مع كلام الله الذي لا يفوقه كلام. فكما استخدم القرآن أسلوب التمثيل الذي يؤدي إلي البيان والوضوح وإقناع. استخدم ذلك رسول الله صلى الله عليه وسلم في أحاديثه فكما نتعلم من القرآن نتعلم من أحاديث رسول الله. ولا ننسى ذلك الإتفاق الذي جاء في أشعار العرب الذي نزل القرآن بلغتهم التي يتحدثون بها.

### ضرب أمثال من القرآن والحديث:

قال الله تعالى في كتابه الكريم:

"مثل الذين حملوا التوراة ثم لم يحملوها كمثل الحمار يحمل أسفارا...." (الجمعة، 5)

والحديث:

عن النُّعْمَانِ بْنِ بَشِيرٍ رَضِيَ اللهُ عَنْهُمَا، عَنِ النَّبِيِّ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ قَالَ: {مَثَلُ الْقَائِمِ عَلَى حُدُودِ اللهِ وَالْوَاقِعِ فِيهَا، كَمَثَلِ قَوْمٍ اسْتَهَمُوا عَلَى سَفِينَةٍ، فَأَصَابَ بَعْضُهُمْ أَعْلَاهَا وَبَعْضُهُمْ أَسْفَلَهَا، فَكَانَ الَّذِينَ فِي أَسْفَلِهَا إِذَا اسْتَقَوْا مِنَ الْمَاءِ مَرُّوا عَلَى مَنْ فَوْقَهُمْ، فَقَالُوا: لَوْ أَنَّا خَرَقْنَا فِي نَصِيبِنَا خَرْقًا وَلَمْ نُؤَدِّ مَنْ فَوْقَنَا، فَإِنْ يَتْرُكُوهُمْ وَمَا أَرَادُوا هَلْكَوا جَمِيعًا، وَإِنْ أَخَذُوا عَلَى أَيْدِيهِمْ نَجَّوْا، وَنَجَّوْا جَمِيعًا} (البخاري، شركة 6، شهادات 30؛ الترمذي، فتن 12؛ أحمد بن حنبل، 268، 269، 270، 273/4).

"وإن أخذوا على أيديهم" من غريب الحديث؛ يقال أخذت على يد فلان إذا منعتة عما يريد أن يفعله، كأنك أمسكت يده. يعني منوعهم من أن يخرقوا السفينة (ابن أثير، النهاية، 28 / 1).

ومن خلال نزول القرآن على الناس بأسلوبه الفائق والرائع الذي يستميل القلوب والعقول.

ومن خلال أحاديث الرسول صلى الله عليه وسلم التي استخدم فيها لغة الفصاحة والبيان عن طريق التمثيل كانت النتيجة المرجوة. ألا وهي:

دخول الناس في الإسلام بعد أن كانوا في كفر وضلال. فقد انتشر الإسلام في كل أرجاء الأرض بين العرب وحتى خارج بلدان العرب فقد استطاع الرسول عن طريق فن الخطاب في الأحاديث الشريفة أن يُقنع الناس برسالاته العظيمة وحتى وقتنا هذا.

### التشبيه وأقسامه مع أمثال من الأحاديث النبي صلى الله عليه وسلم:

التشبيه هو إلحاق أمرٍ بآخر في معنى مشتركٍ بينهما، بأداةٍ. وقد فرق العلماء بين التشبيه والتشبيه التمثيلي. وخالصة ما وصلوا إليه أن بين الاثنين عمومٌ وخصوصٌ. فالتشبيه عامٌ يطلق على كلا النوعين. أما التشبيه التمثيلي فهو خاصٌ. لأنه يقتصر على التشبيه الذي يكون وجهُ الشبهِ فيه مُركَّبًا سواءً كان الوجه المركب حسيًّا أو عقليًّا. وهذا ما ذهب إليه الخطيب القزويني في إيضاحه. (الخطيب القزويني، الإيضاح، ص203)

وهذا التعريف الذي ذهب إليه الخطيب القزويني هو ذلك التعريف الذي اعتمده البحث وتبناه وسار عليه في سرد الأحاديث الواردة في ثنايا البحث.

والهدف الذي يقصده البحث هو بيان أثر التمثيل وسرّه البلاغي في الأحاديث الواردة في ثنايا البحث. وإظهار فضيلة التمثيل وقيمته البلاغية في كشف المعاني وإيضاحها ودوره في إستمالة القلوب وتحريك النفوس وتحفيز الأذهان لقبول ما يُوجَّه إليها من نصيح وإرشادٍ أو تحذيرها وتنفيرها مما تُمجِّه الطبايع وتكرهه النفوس. (الخطيب القزويني، الإيضاح، ص204)

و أركان التشبيه أربعة، هي: المشبه، والمشبه به، وأداة التشبيه، ووجه الشبه. (الجارم، ص 20).

وبالتفصيل؛

أ-المشبه

- ب- المشبه به (المشبه والمشبه به يسمان بطرفي التشبيه)  
ت- وجه الشبه: هو الوصف الخاص الذي قصد اشتراك الطرفين فيه.  
ث- أداة التشبيه: هي اللفظ الذي يدل على معنى المشابهة: كالكاف، وكان، ومثل وما في معناهم.

أداة التشبيه يكون؛

إما حرفا مثل؛ الكاف وكان

إما فعلا مثل؛ يشبه، يماثل، يحاكي، يناظر.

إما إسما مثل؛ شبيه، مشابه، مثيل، مماثل، نظير.

وأداة كان؛ تفيد التشبيه إذا كان خبرها جامدا (غير مُشتاق)، والشك إذا كان خبرها مشتقا، نحو كأنك فاهم.

مثال للتشبيه من أحاديث النبي صلى الله عليه وسلم:

"الحسد يأكل الحسنات كما تأكل النار الحطب." (أبو داود، كتاب الأدب، باب في الحسد، 208/5 برقم 4903 ؛ ابن ماجه، كتاب الزهد، باب الحسد، 1408/2 برقم 4210)

في هذا الحديث الشريف؛

المشبه: الحسد،

والمشبه به: النار،

وأداة التشبيه: مثل،

ووجه الشبه: سرعة الفناء في كل.

وللتشبيه أنواع:

أولاً، التشبيه المفصل: هو ما كانت أركانه الأربعة مكتملة (المشبه، والمشبه به، وأداة التشبيه، وجه الشبه). مثاله؛ "حديث الحسد" كما في الفوق.

**ثانياً، التشبيه المجمل:** هو ما حذف فيه أداة التشبيه فقط أو وجه الشبه فقط.

**ثالثاً؛ التشبيه البليغ:** هو يتكون من مشبه ومشبه به فقط.

ويأتي التشبيه البليغ على عدة صور:

- 1- المبتدأ والخبر. مثل؛ المؤمن مرآة أخيه
  - 2- الحال وصاحبها. مثل؛ وقف الجيش صخرة أمام الأعداء.
  - 3- في صورة مفعول المطلق. مثل؛ تفوق الطالب تفوق العبقرة.
  - 4- إضافة المشبه به إلى المشبه. مثل؛ يسعد الطالب بنور العلم.
- رابعا، التشبيه التمثيلي:** هو نوع من التشبيه لا يكون وجه الشبه فيه مفردا وإنما يكون صورة منتزعة من عدة أمور. مثلا، قول الرسول صلى الله عليه وسلم: {مِثْلُ الْمُؤْمِنِينَ فِي تَوَادُّهِمْ وَتَرَاحِمِهِمْ وَتَعَاطُفِهِمْ مِثْلُ الْجَسَدِ؛ إِذَا شَكَى مِنْهُمْ عَضْوٌ، تَدَاعَى لَهُ سَائِرُ الْجَسَدِ بِالسَّهْرِ وَالْحُمَى.} (البخاري، أدب، 27، مسلم، البر والصلة، 66، برقم 2586، وأحمد بن حنبل، 270/4).
- فالمشبه في الحديث الشريف هو: حالة المؤمن في أن كلا منهم يؤيد الآخر ويرحمه ويعطف عليه.
- والمشبه به هو: حالة الجسد عندما يتألم منه عضو فإن جميع الأعضاء تحس معه بهذا الألم وتببت ساهرة متوجعة.
- ووجه الشبه: هو وجود عناصر مترابطة تشترك بالإحساس وتتأثر كلها بما يصيب أحدها.
- خامسا، التشبيه الضمني:** هو مثل التشبيه التمثيلي في أنه تشبيه حالة بحالة أو هيئة بهيئة لكنه يختلف عنه في أنه لا يأتي على صورة من صور التشبيه المعروفة، وإنما يفهم من الكلام ضمنا.
- مثلا يقول الشاعر في مدح الرسول صلى الله عليه وسلم:
- فإن تفق الأنام وأنت منهم؛ فإن المسك بعض دم الغزال
- يعني، شبه الشاعر الرسول صلى الله عليه وسلم في تفوقه رغم أنه بشر، بالمسك ذي الرائحة الجميلة رغم أنه يخرج من الدماء. (ولأمثلة كثيرة راجع؛ بوللي، البلاغة العربية، 41-68)

#### الأمثال للتشبيه التمثيلي من أحاديث النبي صلى الله عليه وسلم:

- 1- وفي قول النبي صلى الله عليه وسلم الذي رواه ابن عمر رضي الله عنه عن النبي صلى الله عليه وسلم قال: {أَنَّ مِنْ الشَّجَرِ شَجْرَةً لَا يَسْقُطُ وَرَفْهُهَا إِنِّهَا مِثْلُ الْمَسْلَمِ. حَدَّثُونِي مَا هِيَ؟ قَالَ: فَوْقَ النَّاسِ فِي شَجَرِ الْبُؤَادِيِّ قَالَ عَبْدُ اللَّهِ: فَوْقَ فِي نَفْسِي أَنَّهَا النَّخْلَةُ. ثُمَّ قَالُوا: حَدِّثْنَا مَا هِيَ يَا رَسُولَ اللَّهِ؟ قَالَ: هِيَ النَّخْلَةُ} (البخاري، علم، 4، بيوع، 94، أطلعة، 42، أدب، 89؛ مسلم، مناقيق، 61؛ الترمذي، أدب، 79؛ أحمد بن حنبل، 115/2، 61، 12، 31).

وقد بيّن لنا الرسول صلى الله عليه وسلم صفات المسلم الحقّ وأنّ ثَمَّةَ شَيْبَةٍ بَيْنَهُ وَبَيْنَ النَّخْلَةِ وَهَذَا لَيْسَ كُلُّ مُسْلِمٍ يَخْطِي بِهَذَا الشَّيْبَةِ. وإنما المسلم الطائع لربه النافع لغيره ثَمَّةَ شَيْبَةٍ بَيْنَهُ وَبَيْنَ النَّخْلَةِ. والسؤال الآن لماذا اختار الرسول صلى الله عليه وسلم النخلة على وجه الخصوص دون غيرها من الأشجار الأخرى. والجواب أن النخلة هي الشجرة الوحيدة التي تشتمل في كل اجزائها وفروعها على كثير من الفوائد. فبركة النخلة في كل اجزائها مستمرة في كل أحوالها فمن جين تطلّع إلى أن تيبس تكمن فيها الفائدة ثم ينفع بكل اجزائها حتى النوى في غلب الثواب والليلب في الجبال وغير ذلك مما لا يحصى على أحد وكذلك المسلم ببركته عامة في جميع أحواله. فهو دائما نافع لغيره ونفعه للغير مستمر حتى بعد موته. وهذا ليس لكل مسلم على السواء وإنما المسلم الحق الطائع لربه والمتمسك بدينه المنفذ لأوامر ربه والمتحلي بصفات الإسلام فهناك شَيْبَةٌ بَيْنَ الْإِثْنَيْنِ فَكُلَاهُمَا فِيهِ الْخَيْرُ وَالْبِرْكَةُ وَالنَّفْعُ لِلْآخَرِينَ.

وقد علم الرسول صلى الله عليه وسلم الأمة الإسلامية ما يجب ان يكون عليه كل مسلم ومسلمة من الخير والنفع والجود والإحسان مع الناس جميعا. ليس مع المسلمين فحسب. وإنما مع كل الاجناس والكائنات فكما أن النخلة كثيرة النفع وكل ما فيها مفيد للغير يجب على المسلم أن يكون كذلك نافعاً لغيره. ولا يقتصر النفع عليه وحده ولا على بني جنسه من المسلمين وإنما ينبغي أن يتعدى هذا النفع لغيره من كل الكائنات

فالمشبه في الحديث الشريف هو حال المؤمن الطائع لربه كثير النفع له ولغيره.

والمشبه به حال النخلة المثمرة كثيرة النفع للغير.

والوجه المشترك بين الطرفين كثرة النفع وتعدده وإستفاده الغير منه.

ويظهر لنا بوضوح القيمة البلاغية للمثل في إبراز المعاني وتصويرها إما تصويراً وإبراز الأشياء المعقولة والمعنوية في صورة الأشياء المحسوسة. ويعمل بذلك على استقرار المعاني في النفوس وتثبيتها في الأذهان أنه لَحَقَّ أَسْلُوبٌ فِي غَايَةِ الرَّوْعَةِ وَالْجَمَالِ كَيْفَ لَهُ أَنْ يَنْقُلَ الْمَعْقُولَاتِ إِلَى مَحْسُوسَاتٍ. وَإِنَّ لَهُ أَنْ يَجْعَلَ الْمَعَانِي الَّتِي يُرَادُ إِظْهَارُهَا مِثْلَةً أَمَامَ الْعَيَانِ تَسْتَحْضِرُهَا الْعُقُولُ مَتَى شَاءَتْ وَتَهْتَرُ لَهَا الْقُلُوبُ وَتَطْرُبُ لِتَصْوِيرِهَا الْأَذَانُ. فَمَا أَرْوَعُ التَّمَثِيلِ وَأَبْلَغُهُ فِي تَجْسِيدِ الصُّوَرِ.

وتظهر لنا روعة التمثيل وجماله في قوله صلى الله عليه وسلم: {يُوشِكُ أَنْ تَدَاعَى عَلَيْكُمْ الْأُمَمُ كَمَا تَدَاعَى الْأَكْلَةُ إِلَى قَصْعَتِهَا. قَالُوا: أَمِنْ قَلْبَةٍ نَحْنُ يَوْمَئِذٍ يَا رَسُولَ اللَّهِ قَالَ: لَا وَلَكِنَّكُمْ غُنَاءٌ كَغُنَاءِ السَّيْلِ.} (أبو داود، ملاحم، 5؛ أحمد بن حنبل، 379/3، 278/5).

والآن ننظر في هذا الحديث الشريف لنرى كيف كان للتمثيل الأثر البالغ والفعال لإظهار هذه الحقيقة وكشفها وتوضيحها وجعلها مرئية أمام الأعين وتحذير المؤمنين مما سيحل عليهم في آخر الزمان من تكاليف أعدائهم ومحاولة النيل منهم بكل سبيل. وقد أُرشد الحديث الشريف الأمة وعلمها بصورة محسوسة وبطريقة عملية لنصحها وتحذيرها من الكيد لها من قبل أعدائها بصورة محسوسة بارزة المعالم حيث شبه النبي صلى الله عليه وسلم تداعي الأمم الكافرة واجتماعها معاً من أجل القضاء على هذه الأمة المحمدية بتداعي الأكلة اصحاب النهم والشره إلى طعام لذيذ تواجد في القصة.

وَوَجْهُ الشَّبَه بَيْنَ طَرَفِي التَّشْبِيهِ الْإِهْتِمَامِ وَالتَّدَاعِي عَلَى أَمْرِ مِنْهُمْ. وَالحديث الشريف أَظْهَرَ لَنَا تِلْكَ الْمَكِيدَةَ الَّتِي تُصَنِّعُ وَتُحَاكُّ لِلْمُسْلِمِينَ مِنْ قِبَلِ أَعْدَانِهِمْ. وَلَمْ يَقُلِ الرَّسُولُ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ: تَدَاعَى عَلَيْكُمْ الْيَهُودُ أَوْ تَدَاعَى عَلَيْكُمْ النَّصَارَى أَوْ تَدَاعَى عَلَيْكُمْ الْمَجُوسُ أَوْ عِبَادُ النَّارِ أَوْ غَيْرِهِمْ. وَإِنَّمَا قَالَ: تَدَاعَى عَلَيْكُمْ الْأُمَّمُ بِصِيغَةِ الْجَمْعِ. وَالْأَلْفُ وَاللَّامُ الْجَنْسِيَّةُ. أَي تَدَاعَى عَلَيْكُمْ كُلُّ الْأُمَّمِ غَيْرِ الْمُسْلِمَةِ وَإِنْ كَانَتْ تِلْكَ الْأُمَّمُ فِيمَا بَيْنَهُمْ عَدَاوَاتٌ. لَكِنْ لِأَجْلِ أَنْ الْكُلَّ يَكْرَهُ الْإِسْلَامَ وَيَكِيدُ لَهُ فَفَدَتْ تَوَحُّدَتْ تِلْكَ الْعَدَاوَةُ. وَصَارَتْ قُلُوبُ هَؤُلَاءِ قُلُوبًا وَاحِدًا مِنْ أَجْلِ النَّيْلِ وَالتَّنْكِيلِ لِهَذِهِ الْأُمَّةِ الْمَحْمُودِيَّةِ.

وَالحديث الشريف أَثَرُ الصُّورَةِ التَّمثِيلِيَّةِ لِإِبْرَازِ تِلْكَ الْحَقِيقَةِ وَإِظْهَارِ هَذِهِ النِّيَّاتِ الْخَبِيثَةِ الَّتِي انْطَوَتْ عَلَيْهَا قُلُوبُ الْأَعْدَاءِ وَكَيْفَ كَانَ لِلتَّمثِيلِ الْأَثَرُ الْبَالِغُ فِي بَيَانِ تِلْكَ الْحَقِيقَةِ حَيْثُ صَوَّرَ الْحَدِيثُ الشَّرِيفُ مِنْ خِلَالِ التَّمثِيلِ صُورَةَ هَذِهِ الْأُمَّمِ وَمُحَاوَلَاتِهِمُ الْمُسْتَمْتِيَّةَ لِلْقَضَاءِ عَلَى هَذِهِ الْأُمَّةِ الْخَيْرَةِ بِتِلْكَ الصُّورَةِ الْمَائِلَةِ أَمَامَ الْعِيَانِ صُورَةَ مَجْمُوعَةٍ مِنْ أَصْحَابِ النَّهْمِ وَالشَّرِّهِ. وَقَدْ قَتَلَهُمُ الْجُوعُ. فَوَجَدُوا قِصْعَةً أُمَّتَلَاتُ بِطَعَامٍ لَدِيذٍ. فَأَقْبَلُ هَؤُلَاءِ الْجِيَاعُ بِكُلِّ مَا أَوْتُوا مِنْ قُوَّةٍ لِإِلْتِهَامِ هَذَا الطَّعَامِ لِشِدَّةِ جُوعِهِمْ وَكَثْرَةِ نَهْمِهِمْ حَتَّى كَادُوا مِنْ شِدَّةِ الْجُوعِ وَالنَّهْمِ وَالشَّرِّهِ أَنْ يَأْتُوا عَلَى هَذِهِ الْقِصْعَةِ الَّتِي وُجِدَ فِيهَا الطَّعَامُ. وَفِي هَذَا إِظْهَارٌ لِمَدَى الْحَقْدِ وَالغِلِّ الَّذِي أُمَّتَلَا بِهِ قُلُوبُ هَؤُلَاءِ الْأَعْدَاءِ. فَهُمْ يُحَاوِلُونَ بِكُلِّ مَا أَوْتُوا مِنْ سَبِيلٍ وَلَا يَدْخِرُونَ فِي ذَلِكَ جَهْدًا أَنْ يَأْتُوا مِنْ هَذِهِ الْأُمَّةِ الَّتِي هِيَ خَيْرُ الْأُمَّمِ.

يَا لَرُوعَةَ هَذَا التَّمثِيلِ وَبِلاغَتِهِ الَّتِي تَأْخُذُ بِالْأَلْبَابِ وَتَهْوِي الْقُلُوبَ هَرًّا وَتُحَرِّكُ الْمَشَاعِرَ وَيَسْتَقِرُّ الْمَعْنَى فِي النَّفْسِ أَيْمًا اسْتِقْرَارًا فَالْمُسْلِمُ عِنْدَمَا يَسْتَمِعُ لِهَذَا الْحَدِيثِ يَشْعُرُ وَيَحْسُ وَيَدْرِكُ وَيَسْتَقِرُّ فِي ذَهْنِهِ وَعَقْلِهِ هَذَا الْحَقْدَ الدَّفِينِ الَّذِي أُمَّتَلَا بِهِ قُلُوبُ الْأَعْدَاءِ مِنْ خِلَالِ تِلْكَ الصُّورَةِ الْحَيَّةِ الَّتِي رَسَمَهَا التَّمثِيلُ وَقَدْ اسْتَقَرَّ فِي وَجْدَانِ كُلِّ مُسْلِمٍ وَمُسْلِمَةٍ أَنَّ هَذَا الْحَقْدَ وَهَذَا الْعَدَاءَ لَنْ يَنْتَهِيَ مَدَى الدَّهْرِ وَأَنَّ الْعَدَاءَ لِلْإِسْلَامِ وَالْمُسْلِمِينَ عَدَاءٌ مُتَّصِلٌ فِي قُلُوبِهِمْ لَنْ يَنْتَهِيَ مَا بَقِيَ الزَّمَانُ وَهَذَا مَا أَخْبَرَ بِهِ النَّبِيُّ الْعَدْنَانَ وَأَظْهَرَ التَّمثِيلُ وَجَعَلَهُ مَائِلًا لِلْعِيَانِ وَلَا شَكَّ أَنَّ الْحَدِيثَ الشَّرِيفَ عَلَّمَ الْأُمَّةَ وَأَرشَدَهَا إِلَى التَّحذِيرِ مِنْ هَؤُلَاءِ الْأَعْدَاءِ بِطَرِيقَةٍ عَمَلِيَّةٍ كَانَتْ لِلتَّمثِيلِ دَوْرٌ فِي إِظْهَارِهِ وَإِبْرَازِهِ. وَمِنْ ثَمَّ كَانَ الْوَاجِبُ عَلَى كُلِّ مُسْلِمٍ أَنْ يَنْتَبِهَ لِمَا يُحَاكُّ لَهُ مِنْ قِبَلِ الْأَعْدَاءِ وَالْأَلْفِ يَنْخَدِعُ يَوْمًا بِأَفْعَالِهِمْ وَالْأَلْفُ يَنْظُنُّ مُسْلِمًا عَاقِلًا أَنَّ هَؤُلَاءِ الْأَعْدَاءِ مِنَ الْمُمَكَّنِ أَنْ يَتَوَدَّدُوا إِلَيْهِ يَوْمًا وَعَلَى الْمُسْلِمِينَ جَمِيعًا أَنْ يَجْعَلُوا هَذَا الْحَدِيثَ الشَّرِيفَ أَمَامَ أَعْيُنِهِمْ وَأَنْ يَكُونُوا عَلَى حَذَرٍ مِمَّا يُحَاكُّ لَهُمْ دَوْمًا

### نتائج البحث:

لا شك أن التمثيل في الحديث لعب دوراً كبيراً في توجيه المسلمين وتعليمهم وإرشادهم ونصيحهم من خلال تلك الصورة التشبيهية. وأسهم في ترسيخ هذا المفهوم في قلوب السامعين من المؤمنين بطريقة عملية ساهمت في تحريك القلوب والأفئدة واسترعاء الانتباه لما يؤجج لهم من نصح وإرشاد وتوجيه.

بعد هذا الجهد الذي بذلته للوقوف على بعض من بلاغة النبي صلى الله عليه وسلم وعلى جانب من بلاغته النثرية التي لا يستطيع بشر على وجه الأرض أن يقيف على كل جوانب البلاغة النبوية كاملة وإنما هي شذرات تحاول جاهدين أن نقف على بعض منها. وقد تدوّقت بنفسي جانباً من جوانب تلك البلاغة النبوية من خلال هذا البحث الذي أردت أن أبين كيف استخدم النبي صلى الله عليه وسلم هذا الأسلوب البلاغي التمثيلي في توجيه وتعليم الأمة.

وقد توصّلت بعد النظر في الأحاديث التي كانت مادة للبحث إلى النتائج التالية:

- 1- أن الرسول صلى الله عليه وسلم هو أفصح وأبلغ العرب.
  - 2- تميّزت الأحاديث التي كانت مادة للبحث بالإيجاز ووضوح المعاني.
  - 3- أسلوب التمثيل من الأساليب البلاغية ذات الأثر الفعال في عملية التعليم.
  - 4- تميزت الأحاديث التي وُردت في البحث بالقوة البلاغية والإقناعية وتقوية الحجة والبرهان.
  - 5- ظهر بجلاء دور التمثيل في توضيح المعنى وتجسيده وتصويره بأبلغ صورة.
  - 6- كان للتمثيل في الأحاديث أثر رائع وبلغ في ترسيخ المعاني في النفوس وتشبيتها في الأذهان.
  - 7- ظهر من خلال البحث فسيحة التمثيل في تعليم وإرشاد الأمة وحثهم على الفضائل وتوجيه السلوك.
- وأرجو من الله أن يوفقنا فيما كتبنا وبيننا. فإن كان حسناً فمن الله وبرعايته، وإلا فمن نفسنا الخاطئة، وسبحان المنفرد بالكمال. وآخر دعوانا أن الحمد لله رب العالمين.

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## İfade Özgürlüğü Perspektifinden Medya Özgürlüğü Ve Sınırları

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### ABSTRACT

The media, in other words the press has a very great role and influence in all societies, The present times, the media has also been added by a lot of new forms of information and communications, such as web sites. This has further created the new benefits to society, but it has also brought along no small challenges. In the human rights law doctrine and implementation, some rights are possibly limited. The rights to freedom of expression and freedom of the media are found among these rights. “The International Covenant on Civil and Political Rights”, in Article 19.3, stipulated: “*The implementation of the right stipulated in Clause 2 of this article is attached together with the obligations and responsibilities in particular. Therefore, it may be subject to certain limitations; however these limitations must be specified in the law and is necessary to: a) respect the rights or reputation of others; and b) protect national security or public order, health or morals of society*”.

The limitations to the rights to freedom of expression and of the media are also supported by Article 20 of ICCPR, in which the nations need to stipulate by law the ban on all the forms of propaganda for war, causing national, racial and religious hatred or incite the racial discrimination, hostility or violence. This stipulation does not run counter to the right to freedom of expression, because it conforms to the objectives of the United Nations Organization and the requirements of a civilized society. So, practicing the rights to freedom of expression and of the media always has the limitations. But the limitations should observe the principles by the rule of law. It is the evidence character, for the right of other people as well as in the common interests of society and should be stipulated by law.

*Keywords:* Freedom of Expression, Freedom of The Media, Limitations, National Security, Public Order, Health of Society, Morals of Society

### 1. GİRİŞ

İfade özgürlüğünün ve korunmasının asıl önemli yanı, toplumu rahatsız edecek düşüncelerde kendini göstermektedir. Şöyle ki, aslında olması gereken, bir düşünce ve yaklaşımın bir devletin mevcut düzeni ile ters düşmesi durumunda bile, farklı siyasal tercihlerin demokratik ilke ve değerlere zarar vermemek şartıyla, yani *cebir, şiddet söylem ve eylemi içerisinde bir tavır sergilememek suretiyle*, siyasal düzlemde kendini ifade edebilmesidir. Yoksa bu, sistemle çatışan görüşlerin illegal yollara ve şiddete sapsması ihtimaline kapı aralanması anlamına gelir. Bu türden düşünce ve söylem biçimlerinin korunması, *demokratik toplum düzeninin gereklerinden olan çoğulculuk, hoşgörü ve açık fikirlilik* ilke ve değerleri açısından da bir ihtiyaçtır. Bir açıklık ve şeffaflık rejimi olan demokrasilerde, tüm hak ve özgürlüklerde olduğu gibi, ifade özgürlüğünün ve onun spesifik bir görünümü olan medya özgürlüğünün de sınırlanması gereği, hukuk düzenlerinde ilke olarak benimsenmektedir. Rejimin açıklık yönünün korunması şartıyla, zorunlu ve istisnai durumlarda ifade ve medya özgürlüğünün sınırlanabileceği olgusu, bütün hukuk devletlerince kabul gören bir yaklaşımdır

### 2. İfade Özgürlüğünün Anlamı ve Niteliği

Demokratik bir yönetim modelinin ön şartı olan ifade özgürlüğü, yeni ve daha iyi görüş ve yaklaşımların ortaya çıkmasının temelini oluşturmaktadır. “*Müdafale-i eskardan barika-i hakikat tevelliüd eder*” meşhur deyişle de anlatıldığı gibi, hakikat ve gerçeğe ulaşmanın, fikirlerin alınıp verilmesinden ve farklı görüş ve düşüncelerin çatışmasıyla mümkün olacağına dikkat çekilmektedir. Öncelikle gerçeği araştırma, bulma ve yayma haklarının pratiğe geçirilmesi anlamında ifade özgürlüğü, daha da önemlisi kamusal tartışmayı ve muhalefet etmeyi sağlayıcı özellikleriyle imtiyazlı noktada bulunmaktadır (Sunay, 2001, 2). Tezlerin anti-tezlerle çatışması sonrasında senteze varılabileceğini ve herbir sentezin de aslında bir tez olduğu gerçeğinden hareketle, kendi anti-tezine zemin hazırladığı dikkate alınır, toplumlar işte böylesine bir *fikirlerin serbest pazaryeri* ortamında gelişme ve ilerleme sağlayabilecektir. Yeni düşünce ve taleplerin dile getirilmesi, mevcut sistemin eksik ve kusurlarını ortaya çıkarmakta, yanlış uygulamaların bertaraf edilmesini sağlayarak sosyal gelişmeye katkıda bulunmaktadır. Farklı ve birbiriyle yarışan fikirlerin olduğu ve bunların serbestçe tartışıldığı bir ortamda, bireylere farklı görüşler arasında seçim yapma imkanı da sunulmuş olmaktadır. Bu şekilde düşünceleri açıklama ve yayma özgürlüğünün tanınması sayesinde, kişilerin, kendi düşüncelerinin doğru olup olmadığını anlayabilme imkanına da sahip olduğu görülmektedir (Bıçak, 2016). Bu sayede kişilerin, entelektüel

ve iletişim yönüyle kendilerini geliştirmelerine ve sonuçta, farklı ve yeni fikirlerin yayılması ile de sistemin hata ve eksiklerinin görülüp düzeltilmesi imkânına zemin hazırlanmaktadır (Tezcan, 2006, 27).

Demokrasi ile görüş ve düşüncelerin serbestçe açıklanıp yayılması arasındaki ilişki, temel haklardan olan ifade özgürlüğüne, günümüzde çok daha farklı ve üstün bir değer kazandırmıştır (Özbudun, 1995, 57). Hatta bu noktada, insanlık ve medeniyetin ilerleyip yükselebilmemesinin, bireylerin serbestçe düşünebilme ve bu düşüncelerini barışçıl biçimde açıklama ve yayma hakkına sahip olmasıyla doğru orantılı olduğu söylenebilir (Çeçen, 1995, 204). Anayasal demokrasilerin temel taşlarından olan ifade özgürlüğü, demokratik amaçların gerçekleşebilmesi, toplumun özgürce tartışması ve hukuk çerçevesinde her konuda bilgi edinebilmesinin önünün açılması noktalarından demokrasinin olmazsa olmaz bir değeridir (Erdoğan, 2007, 25).

İfade özgürlüğü, bir düşünce, inanç, kanaat, tutum veya duygunun barışçıl biçimde açığa vurulması serbestiyetini anlatan ve bir çok özgürlüğün kullanımında temel araç besleyici fonksiyonu gören bir önem arz etmektedir (Kaboğlu, 1993, 46). Şöyle ki, bu araçsallık fonksiyonu çerçevesinde mesela, siyasi görüşleri eleştirip yayma hakkı, toplantı ve gösteri yürüyüşü hakkı, dilekçe hakkı, dernek özgürlüğü, sendika hakkı, iletişim özgürlüğü, bilgi edinme hakkı, bilim ve sanat özgürlüğü (sanatsal ifade, resim yapma ve sergileme vb.) gibi hakların, ancak gerçek anlamda tanınıp güvenceye bağlanmış olan ifade özgürlüğünün bir sonucu olarak kullanılabileceğini söylemek mümkündür (Doğan / Demirdal, 2015, 635, 636). Şayet ifade özgürlüğü zemininde yükselen bu türden haklar, bilim ve sanat özgürlüğü gibi açıkça AİHS kapsamında ele alınıp düzenlenmemiş ise, AİHM içtihatlarına göre bu özgürlüklerin AİHS m.10 içerisinde değerlendirilmesi gerektiğine de dikkat çekilmektedir (Anayurt, 2004, 123). Doktrinde ifade özgürlüğünün birbirinden ayrılmaz iki yönüne dikkat çekilmiştir. Şöyle ki; bir kişi, kendi görüş ve düşüncelerini ifade etme özgürlüğünün yanı sıra, aynı zamanda her türlü bilgi ve düşünceyi arama, alma ve verme özgürlüğüne de sahip olduğu kabul edilirse, kişinin ifade özgürlüğünün haksız biçimde sınırlanması durumunda, başkalarının bilgi ve fikir alma özgürlüklerinin de sınırlanması kaçınılmaz olur. Yani ifade özgürlüğü, bir yandan kimsenin görüş ve düşüncelerinin ifade edilmesinin keyfi olarak sınırlanmamasını gerektirirken, diğer yandan da herhangi bir bilginin alınmasını ve başkalarının açıklanan düşüncelere erişebilme potansiyelini ifade etmektedir (Kalabalık, 2015, 471). Yani bu perspektiften bakıldığında bilgi edinme hakkının da ifade özgürlüğü kapsamında ele alınabileceği görülür. Ancak bu konuda AİHM'nin henüz olumlu bir tavır içerisinde olduğu söylenemez. Yani AİHM'nin, kamusal işler hakkında bilgi edinme hakkının Sözleşme sisteminden çıkarılabileceği kanaatinde olmadığı görülmektedir (Doğan / Demirdal, 2015, 640).

### 3. İfade Özgürlüğünün Kapsamı

İfade özgürlüğü, türü ne olursa olsun, her türlü düşüncenin söz, yazı, resim veya başkaca yollarla diğer kişilere aktarılıp yayılabilmesi ve onları kendi düşünce ve inançlarının doğruluğuna ikna edebilme, inandırabilme ve tercihleri doğrultusunda tutum ve davranışlarda bulunabilmeyi kapsamaktadır (Kalabalık, 2015, 471). Bu özgürlüğün kapsamı noktasında şu hususun da altını önemle çizmek gereklidir: AİHM'nin Handyside v. İngiltere kararında da belirttiği üzere; ifade özgürlüğü, sadece olağan karşılanan, zararsız ya da önemsiz görülen bilgi ve düşüncelerin açıklanması açısından değil, ayrıca devlete ve toplumun belirli bir bölümüne aykırı gelen, onları rahatsız eden ve endişe verici düşüncelerin açıklanması açısından da geçerlidir. İfade özgürlüğünün bu şekilde anlaşılıp yorumlanması, demokratik toplum için olmazsa olmaz değerler olan çoğulculuk, hoşgörü ve geniş düşünceliliğin bir gereğidir (Handyside / İngiltere, BN 5493/72, KT 7.12.1976, 49 vd. <http://www.bailii.org/eu/cases/ECHR/1976/7.HTML>). Erişim Tarihi: 13.03.2016). Demek oluyor ki, birer özgürlük kullanma türü olarak gereken pek çok ifade ve açıklama şeklinin olduğu karşımıza çıkmaktadır (Erdoğan, 2006). Bu noktaya ilişkin olarak AİHM, ifade özgürlüğünün konu ve kapsamını bir hayli genişleten içtihatlarına istikrar kazandıran bir eğilim sergilemektedir. AİHM, içtihatlarında, toplumu taciz eden, şok etkisi oluşturan, sarsıcı, tiksindirici görüş ve düşüncelerin de açıklanıp yayılmasının ifade özgürlüğü alanında olduğuna ısrarla dikkati çekmektedir.

Modern demokrasilerde ifade özgürlüğünün, genelde siyaseten azınlıkta olanların görüşlerinin korunması biçiminde algılandığı görülmektedir (Algan, 2014, 65 vd.). Çoğunluğun görüşlerinin ifade edilmesine gerek duyulmaması veya ona iktidarların gücünün yetmeyebileceği ihtimali bir yana, görüş ve düşünceleri toplumun geneli tarafından hoş karşılanmayan, hatta ürkütücü yaklaşımlar içerisinde olanların, ifade özgürlüğüne sanki daha çok ihtiyaç duydukları da söylenebilir (Doğan / Demirdal, 2015, 637). Zira toplumda yaygın olarak kabul edilen düşünce ile ifade özgürlüğü ilişkisinin çok da fonksiyonel olmadığı açıktır. Bu yönüyle bakılırsa ifade özgürlüğü, “öteki”nin özgürlüğü şeklinde kendini gösterir. “Öteki ile ilişkilerde yaşanan problemler, ifade özgürlüğünün sınırlandırılmasını da beraberinde getirmektedir. Burada, gözden kaçmaması gereken temel nokta, “öteki” ile ilişkidir. Modern toplumların mustarip oldukları hoşnutsuzluk, yani post modern ıstırap, “öteki”nin engellenmesidir. Ötekinin engellenmesi, liberal demokrasilerde yaşanan özgürlük krizini tetikleyen faktörlerden biridir. “Öteki” ile ontolojik ilişkimizi sağlam bir moral temele dayandırmadan özgürlükten söz edebilmek, bir hayli güç, belki de imkânsızdır. “Öteki” olgusu, gerçekte “biz” olgusunun dışında olan değildir. O halde herkesin, kendi içinde bir öteki figürü taşıdığı realitesini göz ardı etmemesi gerekmektedir (Arslan, 2003, 9-10).

İfade özgürlüğünün ve korunmasının asıl önemli yanı, toplumu rahatsız edecek düşüncelerde kendini ortaya koymaktadır. Şöyle ki, aslında olması gereken, bir düşünce ve yaklaşımın bir devletin mevcut düzeni ile ters düşmesi durumunda bile, farklı siyasal tercihlerin demokratik ilke ve değerlere zarar vermemek şartıyla, yani cebir şiddet söylem ve eylemi içinde bir tavır göstermemek suretiyle, siyasal düzlemde kendini ifade edebilmesidir. Yoksa bu, sistemle çatışan görüşlerin illegal yollara ve şiddete sapması ihtimaline kapı aralanması anlamına gelir. Bu türden düşünce ve söylem biçimlerinin korunması, demokratik toplum düzeninin gereklerinden olan çoğulculuk, hoşgörü ve açık fikirlilik ilke ve değerleri açısından da bir ihtiyaçtır. AİHM'nin, bu yöndeki içtihadına parti kapatma kararları nedeniyle Türkiye aleyhine açılan ve ihlalle sonuçlanan davalar nedeniyle de rastlanabilmektedir. (Bkz. TBKP ve Diğerleri v. Türkiye, BN 19392/92, KT. 30.01.1998, 43, <http://www.bailii.org/eu/cases/ECHR/1998/7.HTML>. Erişim Tarihi: 13.03.2016; Sosyalist Parti ve Diğerleri v. Türkiye, BN 21237/93, KT. 25.05.1998, 47, <http://www.bailii.org/eu/cases/ECHR/1998/7.HTML>. Erişim Tarihi: 13.03.2016)

#### 4. İfade Özgürlüğünün Sınırları

Bir açıklık ve şeffaflık rejimi olan demokrasilerde, tüm hak ve özgürlüklerde olduğu gibi, ifade özgürlüğünün de sınırlanması, hukuk düzenlerinde ilke olarak benimsenmektedir. Rejimin açıklık yönünün korunması şartıyla, zorunlu ve istisnai durumlarda ifade özgürlüğünün sınırlanabileceği olgusu, bütün hukuk devletlerince kabul gören bir yaklaşımdır (Çeçen, 2015, 322-323). Özgürlük ile düzen arasında denge probleminin açılımı konusunda Arslan, Arthur Miller'dan şu aktarımı yapmaktadır: "Münferit bir zulüm karşısında mazlumlara sadece acınabilir, böylesi bir durumda bizlere de acınacağı gibi. Ama hiçbir baskı olmaksızın da toplumsal bir hayat kurulamaz. Düzen ile özgürlük arasında bir denge bulmak zorundayız." İşte bu özgürlük ve düzen dengesi zorunluluğu, ifade özgürlüğüne yönelik sınırlamaların da hareket noktasını oluşturmaktadır. Bu çerçevede, ister kendi içinde bir amaç-değer olsun, isterse de başka değerlerin bir aracı olarak görülsün, ifade özgürlüğünün bir toplumdaki tek değer olmadığı da açık bir realitedir. Dolayısıyla toplumun huzuru, milli güvenlik, genel ahlak, başkalarının hak ve özgürlüklerinin korunması gibi değerlerle çatıştığı zaman, bir uzlaşmanın da sağlanması gerekecektir (Arslan, 2003, 29). Bir toplumda kamu düzeninin sağlanması ve kamu yararının korunması doğrultusunda, kamu otoritelerinin, ifade özgürlüğü ile ilgili düzenlemeler yapabilmesi ve hukuk devleti içerisinde sınırlayıcı tedbirler alabilmesi kaçınılmazdır. Buna ilişkin olarak AİHS'nin ifade özgürlüğü düzenlemesi (m. 10), konuya ışık tutmaktadır. Şöyle ki; milli güvenlik, ülke bütünlüğü, kamu güvenliği, kamu düzeni, genel sağlık, genel ahlak, gizli bilgilerin açıklanmasının önlenmesi, yargının bağımsızlığı ve tarafsızlığının korunması, bireylerin hak ve onurlarının dokunulmazlığının sağlanması, suçun önlenmesi ve toprak bütünlüğünün korunması gibi istisnai durumlar ve genel kurallar çerçevesinde ifade özgürlüğü korunabilmektedir (Çeçen, 2015, 323).

İfade özgürlüğünün, çoğulcu demokratik bir toplumda dahi sınırsız olamayacağından hareketle, hakaret, küfür, tehdit, iftira, suça teşvik, suçu ve suçluyu övmek, terör propogandası yapmak, nefret içerikli ve ırkçı söylemler içeren anti-demokratik ifadelerin hoşgörüyü hak etmediğini vurgulamak gerekir. AİHM, bu gibi durumlarda AİHS m. 17'ye atıfta bulunarak, m. 10'da düzenlenen ifade özgürlüğünün kötüye kullanılmayacağına işaret etmiştir (Küzeci, 2007, 181). Buna yönelik olarak *Otto Preminger Institut / Avusturya kararında* AİHM, dini değerlere hakaret edildiği iddiasıyla Katolik Kilisesi'nin şikayeti üzerine, bir filme daha gösterime girmeden kovuşturma açılmasının, mahkeme kararıyla filme el konulması tedbir ve müdahalelerinin AİHS m. 10'daki ifade özgürlüğünü ihlal etmediği kanaatine varmıştır (Doğan / Demirdal, 2015, 639-640).

#### 5. AİHM Kararlarında İfade Özgürlüğünün Sınırlanması Kriterleri

AİHM'nin ifade özgürlüğü ile ilgili davalardaki verdiği değişik kararlarda, hangi yaklaşımı öne çıkardığı noktasında net bir kriter olmamakla birlikte, her somut olayın kendi şartları içerisinde, söz konusu söylem ve eylemin ifade özgürlüğü kapsamında kalıp kalmadığını belirlemeye çalıştığı görülmektedir. Benzer davalarda emsal oluşturabileceği belirtilen bu içtihatlar arasında AİHM, kamuya mal olmuş kişiler hakkında yayınlar yapılabileceği, kişilerin çalıştıkları kurumları eleştirebileceği, ordudaki askeri disiplinin zayıflatılmayacağı, kutsal ve ahlaki değerlere saldırılmayacağı, gizli istihbarat kayıtlarına erişimin engellenebileceği, ordu için poster veya broşür dağıtılamayacağı, avukatlara reklam yasağı konulabileceği, terör örgütünü destekleyen, öven ve terörü ve teröristi masum göstermeye çalışan açıklamaların yapılamayacağı, adalet ve güvenlik personeline siyaset yasağı getirilebileceği, kin ve nefret artırmaya yönelik beyanların yasaklanabileceği türünden kararlara imza atmıştır (Kocasakal / Aksoy, Avrupa İnsan Hakları Bağlamında İfade Özgürlüğü, [www.tchd.org.tr](http://www.tchd.org.tr), 8-9, Erişim Tarihi: 15.03.2016). AİHM, ifade özgürlüğü konusunda verdiği kararlar çerçevesinde oluşturduğu hukuki alan ile, üye ülkelere yol göstererek, tüm üye ülkelerde bu yönde bir hukuk anlayış ve standardı örgütlemeye çalıştığı anlaşılmaktadır (Çeçen, 2015, 325).

AİHS, aşırılıkları önlemek için, çoğulculuk, hoşgörü ve açık fikirlilik şeklinde özetlenebilecek demokratik değerler üzerine kurulu bir kurumsal çerçeve oluşturmaya çalışmaktadır. Bu amaca yönelik olarak AİHM ise, çeşitli kararlarında saldırgan ve Sözleşmeye aykırı olduğu düşünülen 'ırkçılık', 'yabancı düşmanlığı', 'saldırgan milliyetçilik' ve 'azınlık ve göçmenlere uygulanan ayrımcılık' gibi değişik ifade

biçimleri üzerinde önemle durmaktadır. Ancak AİHM, bu sayılan aşırılığa yönelik ciddi ve gerçek kışkırtma (provokasyon) içeren ifade türlerine karşı yasakçı bir eğilimdeyken, bireylerin (gazeteci ve siyasetçiler dahil), başkalarını ‘kızdıran’, ‘şoke eden’, ‘rahatsız eden’, ‘öfkeliendiren’ ve hatta ‘tikindiren’ türden ifade biçimlerine karşı ise, özgürlükçü bir perspektifle hoşgörü gösterilmesi gerektiğini düşünmektedir (AİHM, Nefret Söylemi (Bilgi Notu), Haziran 2015, [http://www.echr.coe.int/Documents/FS\\_Hate\\_speech\\_TUR.pdf](http://www.echr.coe.int/Documents/FS_Hate_speech_TUR.pdf), Erişim Tarihi: 20.03.2016).

Erbakan / Türkiye davasında AİHM, nefretin yayılmasını, teşvikini ve yüceltilmesini içeren ifade biçimlerinin asla hoş görülemeyeceğine de şu şekilde vurgu yapmıştır: “...Hoşgörü ve tüm insanların eşit haysiyetine saygı; demokratik, çoğulcu bir toplumun temellerini oluşturur. Dolayısıyla, ilkesel olarak bazı demokratik toplumlarda hoşgörüsizlik temelinde **nefreti yayan, teşvik eden, yücelten ya da gerekçelendiren tüm ifade türlerine karşı yaptırımlar getirmek ve hatta bu ifade türlerin engellemek zorunlu görülebilir...**” (Erbakan / Türkiye BN 59405/00, KT. 06.07.2006, 56 <http://www.bailii.org/eu/cases/ECHR/2006/94.html>, Erişim Tarihi: 20.03.2016).

AİHM, ifade özgürlüğüne ilişkin davalarda, başkalarını ‘kızdıran’, ‘şoke eden’, ‘rahatsız eden’ ifade biçimlerine karşı özgürlükçü bir perspektiften bakarak hoşgörü ve sabır gösterilmesi gerektiğini belirtirken, bu söylemlerin arkasındaki düşüncelerin **şiddetli bir yöntem olarak kullanmak, şiddet övgüsü yapmak, şiddetli teşvik, telkin ve tavsiye etmek** ve de **şiddet çağrısı yapmak** suretiyle gerçekleştirilmesi teşebbüslerini ise asla ifade ve medya özgürlüğü kapsamında kabul etmemektedir. İçerisinde “*şiddet*” olgusu barındıran söylemleri demokratik toplum açısından son derece tehlikeli gören AİHM, bu kriterlere yeri geldikçe atıf yapmaktadır. Türkiye ile ilgili şu iki kararda da bu kriterler kullanılmaktadır:

Tekin Sürek adlı bir dergi sahibinin, yayınladığı mektuplar sebebiyle aldığı mahkûmiyet kararını değerlendiren AİHM, adı geçen mektupların **kanlı bir intikam çağrısına vardığını** ve mektuplardan birinin kişilerin adlarını açıkça vererek, bunlara karşı **nefreti kışkırttığını** ve bu **kişileri fiziki şiddet riskine maruz bıraktığını** belirterek, şiddet içeren ifadeleri demokratik bir toplumun da hoş görmeyeceğinden, ortada bir hak ihlali olmadığına hükmetmiştir. (Sürek / Türkiye, BN 26682/95, KT. 08.07.1999, 12 <http://www.bailii.org/eu/cases/ECHR/1999/94.html>, Erişim Tarihi: 19.03.2016).

Partisinin bir toplantısı esnasında basın mensuplarına yaptığı açıklamada, ABD’nin Irak’a müdahalesini, bir terör örgütü liderinin hücre hapsini ve polislin gözaltına aldığı kişilerin ortadan kaybolmasını eleştirmiştir. Bu söylemlerinin ardından Faruk Temel, şiddet ve diğer terör yöntemlerini alenen savunup propagandasını yapmaktan mahkûm edilmiştir. AİHM bu konuda, Temel’in muhalefet partilerinden birinin üyesi, yani siyasal bir aktör olarak konuştuğuna ve toplumda genel ilgi gören bazı konularda partisinin görüşlerini savunduğuna dikkat çekmiştir. Mahkeme ayrıca, Temel’in söylemlerinin, başkalarını **şiddet kullanımı, silahlı direniş veya isyana kışkırtmadığı** ve **nefret söylemine varmadığı** düşüncesinden hareketle başvuranın ifade özgürlüğünün ihlal edilmiş olduğuna karar vermiştir (Temel / Türkiye, BN 16853/05, KT. 01.02.2011, 12 <http://www.bailii.org/eu/cases/ECHR/2011/94.html>, Erişim Tarihi: 19.03.2016).

AİHM, 4.12.2003 tarih 35071/97 sayılı bir diğer kararında da, çağdaş kurumlara dönük **şiddet içermeyen** ve **şiddet kışkırtıcılığı yapmayan** açıklamaların, ifade ve medya özgürlüğü kapsamında değerlendirilmesi gerektiğine dikkat çekmektedir (Arslan, 2005, 27).

## 6. Medya Özgürlüğü ve Kapsamı

Yazılısı, görseli ve sanal alanıyla medya veya daha yerleşik söylemiyle basın, toplumu ilgilendiren görüşlerin tartışılıp, bilgilerin yayılması ve toplumun haberdar edilmesi konusunda fevkalade önemli bir fonksiyon icra etmektedir. Medya özgürlüğü, genel anlamda düşünceyi açıklama ve yayma, yani ifade özgürlüğünün daha spesifik bir görüntüsüdür. Medya özgürlüğünün kapsamı içerisinde, *bilgi edinme, yayma, eleştirme, yorumlama* ve *eser meydana getirme* haklarının olduğunu göz ardı etmemek gerekir. İfade özgürlüğünün, kendisini öncelikle görünür hale getirmesinin basın ve yayın yoluyla olduğunun öne sürülmesi yanlış olmaz (Doğan / Demirdal, 2015, 641). AİHS’nin herhangi bir maddesinde özel olarak düzenlenmeyen bu özgürlüğe AİHM, demokratik toplumun vazgeçilmez bir unsuru olmasından hareketle özel bir önem ve değer izafe etmektedir. Medya özgürlüğünün kapsamında bulunan hakların neler olduğuna bakılacak olursa, şöyle bir tasnif yapılabilir:

- Haber, düşünce ve bilgilere erişim hakkı,
- Haber, düşünce ve bilgileri yorumlama, eleştirme hakkı,
- Haber ve düşünceleri basma ve yayma hakkı,
- Haber ve düşünceleri eser olarak ortaya koyma hakkı (Algan, 2014, 69 vd)

Bu tasnife de göz atıldığında, haber, bilgi ve düşüncelere erişmenin tek başına yetmediği, ayrıca elde edilen bilgi ve düşüncelerin, birey tarafından dış dünyaya ulaştırılması da medya özgürlüğünün zaruri gereklerinden olduğu görülmektedir. Medya özgürlüğü, demokratik bir toplumda kamu gücü kullananlar üzerinde “*gözetim*”, “*eleştiri*” ve “*denetim*” fonksiyonlarını yerine getirmektedir. Bu özgürlüğün, ilerde ayrıntılı biçimde de anlatılacak sınırları ihlal edilmemek şartıyla, en muhalif görüşleri dile getiren basın yayın kuruluşlarının, faaliyetlerini sürdürmelerinin sağlanarak, medya dünyasında tekelleşmenin önlenmesi ise, devlet

açısından yerine getirilmesi gereken bir yükümlülüktür. Bu yükümlülüğün bir uzantısı da, kamu otoritesinin, kamu reklamlarının medya kuruluşlarında yayınlanması hususunda ayrımcılığa sapmaması zaruretidir (Algan, 2014, 71 vd.). Medya özgürlüğünün kapsamını oluşturan haklar, aynı zamanda medyanın birer fonksiyonu sayılır. Bu fonksiyonların özünde ise, medyanın toplumu bilgilendirmesi yatmaktadır. Bu bilgilendirmenin, doğru bir şekilde, yani olgusal gerçekliği çarpıtmadan ve ters yüz etmeden yerine getirilmesi ise medya açısından bir yükümlülüktür. Bu çerçevede medyanın, suça teşvik, şiddeti övme, ırkçı ve nefret içerikli söylemler sergilemesinin medya özgürlüğü ile ilgisinin olmadığı açıktır. İşte bu türden, suç sayılan fiillerin basın-yayın araçları vasıtasıyla işlenmesi durumunda, karşımıza “basın suçu” kavram ve olgusu çıkacaktır. Basın suçları konusunda AİHM’nin verdiği kararlar çerçevesinde belli bir anlayışın yerleştiği görülür. Bu anlayış doğrultusunda basın suçu gerekçesiyle hapis cezası verilme ihtimalinin, ancak istisnai durumlar bakımından söz konusu edilebileceği öne çıkmıştır. Yukarıda da temas edilen bu istisnai durumlara ise, medya araçlarıyla suça teşvik (tahrik) edici, şiddeti telkin ve tavsiye edici, nefret ve ırkçı nitelik taşıyan söylemler gibi demokratik toplum düzenini yıkmaya elverişli ifade biçimlerinin basın ve yayın yoluyla yayılması örnek olarak gösterilebilir.

Medya özgürlüğü sayesinde toplum, kamu otoritesini temsil eden ve kamu gücünü kullanan yöneticilerin hangi konularda nasıl düşündüklerini öğrenme imkânına sahip olabilmektedir. Bu durum ise kamusal yetki sahiplerinin, icraatlarının demokratik toplumda tanınan sınırlar içerisinde kalıp kalmadıkları hususunda toplumu bilgilendirmek açısından önemlidir. Meşru güç kullanma tekelini elinde tutan yöneticilerin, yetkilerini demokratik toplum gerekleri dışına çıkararak kullanabilme risklerine, sivil toplumun göstereceği tepkinin derece ve mahiyetinin boyutlarının, medya unsurlarının, ancak doğru ve tarafsız biçimde oluşturacağı kamuoyu sayesinde anlaşılabilirliği söylenebilir. Lingens / Avusturya kararında AİHM, medyanın, politik ve kamuyu ilgilendiren konularda kamuoyunu aydınlatma yükümlülüğünün yanında, başkalarının onur ve kişilik haklarını koruma yükümlülüğü olduğuna da dikkati çekmektedir. AİHM, *hoş görülebilir eleştiri sınırnın*, siyasal aktörler ile normal bir kişi açısından aynı olmadığına, siyasetçiler ile kamuya mal olmuş kişilerin daha fazla eleştiriye katılmak durumunda kalmaları gerektiğine işaret etmektedir. Ancak toplumun doğru ve tarafsız bir şekilde bilgilendirilmesi ile siyasi aktörlerin de özel hayatlarının korunması arasındaki hassas dengenin korunup gözetilmesi gerektiği de asla göz ardı edilmemelidir (Lingens / Avusturya, BN 9815/82, KT 08.07.1986, 41 vd. <http://www.bailii.org/eu/cases/ECHR/1986/7.html>. Erişim Tarihi: 13.03.2016; Kaboğlu, 2000, 113). Aksi halde, bir tür “**glass house**”da, yani herkesçe görülebilen ve her an kırılıp dağılmaya müsait bir “camdan ev”de yaşayan kamuya mal olmuş kişilerin ve özellikle de siyasi aktörlerin, büsbütün savunmasız bırakılması ile karşılaşırız ki, bu da, en çoğulcu ve özgürlükçü demokrasilerde bile arzulan ve görülen bir şey değildir.

AİHM m. 10 çerçevesinde ifade özgürlüğü ve dolayısıyla medya özgürlüğü konusunda verdiği kararlarda, demokratik toplumun temel gerekleri olarak çoğulculuk, hoşgörü ve açık fikirlilik kavramları etrafında yoğunlaşmakla birlikte, medya özgürlüğünün mutlak ve sınırsız olmadığına ve kamu otoritelerinin, ifade özgürlüğünü kısıtlama noktasında büyük bir takdir marjı olduğunu da kabul etmektedir. Bu doğrultuda AİHM, Handyside / İngiltere kararında; yayınlanmış “*Küçük Kırmızı Ders Kitabı*” adlı kitabın kamu gücü tarafından yasaklanıp toplatılmasını, kamu yararı ve genel ahlak açısından haklı gördüğünü belirterek, AİHS m. 10’un ihlal edilmediği kanaatine varmıştır (Handyside / İngiltere, BN 5493/72, KT 07.12.1976, 59, <http://www.bailii.org/eu/cases/ECHR/1976/5.html>. Erişim Tarihi: 13.03.2016). AİHM, Handyside kararındaki gibi, Muller ve Diğerleri / İsviçre kararında da, ifade özgürlüğünün ahlak ve etik değerlere aykırı olamayacağı gereğinden hareketle, sanatçının sergilediği resimlere el konulmasının ve söz konusu müstehcen eserleri nedeniyle para cezasına maruz kalmasının, ifade özgürlüğünün ihlali olarak görülemeyeceğini belirtmiştir (Muller ve Diğerleri / İsviçre, BN 10737/84, KT 24.05.1988, 37, 43, <http://www.bailii.org/eu/cases/ECHR/1988/5.html>. Erişim Tarihi: 14.03.2016).

AİHM’nin, *terör propagandası yapmaya ve terörü ve teröristi övmeye veya masum ve mazur göstermeye çalışan* basın yayın faaliyetlerinin yasaklanmasını öngören uygulamaların medya özgürlüğünün ihlali anlamına gelmeyeceğine dair bir kararı da bu anlamda önem taşımaktadır. İngiltere’de teröristlerle ilgili röportajlar yayınlanmasını yasaklayan idari işlemlere karşı açılan davada, IRA’nın sivil kanadı Sinn Fein lehine yayın yapılmasının yasaklanmasını AİHM, *milli güvenlik* gerekçesiyle alınmış bir müdahale olarak nitelemiş ve bu tarzda alınan tedbirlerin medya özgürlüğünü orantılı biçimde kısıtladığından hareketle, AİHS m. 10’un ihlal edildiği iddiasını reddetmiştir.

## 7. AİHM Kararlarında Medya Özgürlüğü ve Sınırları

Modern dünyada, yerine getirdiği fonksiyonların yanı sıra, gösterdiği hızlı gelişim ile dördüncü kuvvet olarak da anılan medya, sahip olduğu özgürlükle, ifade özgürlüğünün önemli bir parçası konumundadır. Buna göre medya özgürlüğü, düşüncelerin basın-yayın araçlarıyla serbestçe ifade edilmesi özgürlüğü iken, diğer bir yaklaşım ise, medya özgürlüğünün, genel anlamdaki ifade özgürlüğünden daha geniş imtiyazlara sahip olmasını gerekli görmekte ve bu özgürlüğün, basının kamuoyu oluşturma ve demokratik hayatı biçimlendirme güç ve fonksiyonu dolayısıyla, daha özel bir korumayı hak ettiği kanaatini taşımaktadır.

AİHM, medya özgürlüğüne ilişkin bireysel başvuruları, genel olarak üç aşamalı bir incelemeye tabi tutarak değerlendirmekte ve bir hak ihlali olup olmadığına karar vermektedir. Bu aşamalardan ilki, devletin müdahalesinin hukuken öngörülmüş olup olmadığıdır. Yani müdahalenin kanun veya benzeri bir hukuk normuna dayanıp dayanmadığı, dayanıyorsa, bu normun erişilebilir, açık ve öngörülebilir olup olmadığı, bu ilk aşamada incelenmektedir. İkinci aşamada ise, devlet müdahalesinin AİHS m.10/2'de belirtilen milli güvenlik, ülke bütünlüğü, kamu güvenliği, suçun veya düzensizliğin önlenmesi, genel sağlık ve genel ahlakın korunması, başkalarının şeref ve haklarının korunması, gizli bilgilerin açığa vurulmasının önlenmesi ve yargı organının bağımsız ve tarafsızlığının korunması şeklinde sayılan meşru amaçlardan bir veya bir kaçını hedefleyip hedeflemediği ve de müdahalenin öngörülen bu amaçlarla orantılı/ölçülü olup olmadığı araştırılmaktadır. Son aşamada ise AİHM, hukuken öngörülen ve meşru bir amaca ulaşmak için yapılan müdahalenin demokratik bir toplumda gerekli olup olmadığını inceleyip kararını vermektedir. AİHM, demokratik toplumda gereklilik kriteri ile ilgili içtihat standardını, öncelikle basın-yayın alanıyla ilgili olan Sunday Times / Birleşik Krallık (*Başvuru no: 13166/87*) ve Handyside / Birleşik Krallık (*Başvuru no: 5493/72*) kararlarında belirlemiştir.

AİHM, Lingsens / Avusturya kararı çerçevesinde, medyanın, başkalarının itibarını zedelemesi zaruretine dikkati çekmektedir. Medyanın, demokratik toplum gereklerinden olan çoğulculuk, hoş görü ve açık fikirlilik için önem arz eden görevinden dolayı, siyasetle ilgili haber ve düşünceleri iletme, belirtilen sınırları aşmamak şartıyla eleştirilerde bulunmak asli görevlerindedir. AİHM, bu noktaya ilgili kararında şöyle vurgu yapmaktadır: “*Basın özgürlüğü, halkın siyasal liderlerin düşünceleri ve tavırları hakkında bir görüş edinebilmesi ve oluşturabilmesi için en uygun yolların biridir. Daha genel olarak, özgür siyasal tartışma, Sözleşmenin bütününe egemen olan ‘demokratik toplum’ kavramının tam özünü biçimlendirir. Politikacıları eleştirmenin kabul edilebilir sınırları, özel bireyleri eleştirmenin sınırlarına göre daha geniştir.*” (Sümer, 2010, 58)

Medya özgürlüğünün sınırlarının belirlenmesi ve anlaşılması konusunda AİHM'nin aşağıda da yer verilecek karar örneklerinin incelenmesi sonucunda da görüleceği üzere, AİHM, medya özgürlüğünü demokratik toplumun olmazsa olmaz bir değeri olarak kabul etmekle birlikte, bu özgürlüğü tek değer olarak da görmemektedir. Medya özgürlüğünün de sınırları olduğu gerçeğini, AİHS m. 2/2'deki sınırlama gerekçelerini yorumladığı pek çok kararında somutlaştırmak suretiyle, hukuk pratiğinde nasıl uygulanması gerektiği konusunda ışık tutmaktadır. AİHM'nin bu yöndeki kararlarından bir kısmını, konumuz çerçevesinde ele alıp hukuken analiz etmeye çalışacağız.

**Leroy / Fransa Kararı:** Bir karikatürist olan Denis Leroy, 13.09.2011 tarihinde haftalık bir gazetede yayımlanan bir karikatüründe, ABD'deki ikiz kulelere yapılan saldırıyı ele alarak çiziminin altına; “*hepimiz bunu hayalini kurduk... Ama Hamas gerçekleştirdi*” Leroy, “*terörü mazur göstermek*” suçundan çarptırıldığı ceza sebebiyle ifade ve basın özgürlüğünün ihlal edildiğini ileri sürüp AİHM'ne başvurmuştur. AİHM, Leroy'un söz konusu eseriyle, Amerikan emperyalizminin **şiddete dayalı şekilde yıkılmasını yücelttiğini, 11 Eylül saldırılarının faillerine manevi desteğini ifade ettiğini, binlerce sivil karşı işlenen şiddet konusunda onaylayıcı ifadelerde bulunduğunu ve kurbanların haysiyetini azalttığını** tespit etmiştir. Mahkeme, karikatürün yayımlanmasının, insanlarda belli bir düzeyde tepkiye yol açtığını ve bunun Bask ülkesinde şiddeti tahrik etme ve kamu düzeni üzerinde açık bir etkiye yol açma kapasitesinin olduğunu gözlemlediğinden hareketle medya özgürlüğünün ihlal edilmediğine karar vermiştir (*Leroy / Fransa, BN 36109/03, KT. 02.10.2008, 12 <http://www.bailii.org/eu/cases/ECHR/2008/94.html>, Erişim Tarihi: 19.03.2016*).

**Pavel Ivanov / Rusya Kararı:** Bir dizi makale yazıp yayımlamak suretiyle, Yahudileri Rusya'da kötülüğün kaynağı olarak gösteren Pavel Ivanov, Yahudileri Ruslara karşı entrikalar kurmakla suçlamış ve sonuçta ifadelerinin anti-semitik içerikli olması ve bu söylemleriyle etnik ve dini nefrete teşvik ettiği gerekçesiyle mahkûm olmuştur. İfade özgürlüğünün ihlal edildiği düşüncesiyle Ivanov'un açtığı davada AİHM, başvuranın, yayınlarında Yahudilere karşı **nefreti teşvik etmeyi** amaçladığı ve belirli bir etnik gruba karşı **şiddeti savunduğunu** düşündüğü için AİHS m. 10'un ihlal edilmediğine, yani Ivanov'un yayımladığı makalelerdeki söylemlerin ifade ve basın özgürlüğü sınırlarını aştığına karar vermiştir (*Ivanov / Rusya, BN 35222/04, KT. 20.02.2007, 12 <http://www.bailii.org/eu/cases/ECHR/2007/94.html>, Erişim Tarihi: 19.03.2016*).

**Jersild / Danimarka Kararı:** Jens Olaf Jersild adlı gazeteci, “*Greenjackets*” diye anılan ve Danimarka'daki göçmenler ve etnik gruplar hakkında hakaret içeren söylemlerde bulunan gençlerin oluşturduğu bir gruptan üç kişiyle gerçekleştirdiği bir TV röportajından alıntılarla yaptığı bir belgesel sonucunda ülkesinde, ırkçı yorumlara yardım ve yataklık etmekten mahkûm edilmiştir. AİHM, bu olayda daha özgürlükçü bir yaklaşım sergileyerek, başvurucuya karşı hak ihlali yapıldığı kanaatine varmıştır. Bunun için de AİHM, açık biçimde ırkçı söylemler geliştiren *Greenjackets* grubunun üyelerini ayrı, bu grubu tanıtmak, analiz etmek ve açıklamak ve “toplumda halihazırda büyük kaygılar uyandırmış bir konunun spesifik boyutlarına” değinmek amacıyla olduğu söylenen Jersild'i ayrı kefelere koyarak bir içtihadı varmıştır. Mahkeme Jersild'in yaptığı **belgeselin, ırkçı görüş ve fikirleri yaymayı değil, sosyal bir probleme ilişkin olarak kamuoyunu bilgilendirmeyi hedeflediğinden** hareketle, verilen mahkûmiyetin ifade ve basın özgürlüğünün ihlaline yol açtığına karar vermiştir (*Jersild / Danimarka, BN 15890/89, KT. 23.09.1994, 12 <http://www.bailii.org/eu/cases/ECHR/1994/94.html>, Erişim Tarihi: 19.03.2016*).

Garaudy / Fransa Kararı: Fransız yazar Roger Garaudy, “İsrail-Mitler ve Terör” adındaki yayımladığı kitabında, insanlığa karşı suçların varlığını reddetme, bir grubun, yani eserde kastedilen Yahudi toplumunun, alenen kötülenerek ırkla ilgili nefrete teşvik suçlarını işlediği gerekçesiyle mahkûm edilmiştir. Garaudy’nin hak ihlali iddiasını görüşen AİHM, kitabın muhtevasının, Yahudi soykırımını inkâra yöneldiğinden hareketle, “insanlığa karşı suçların reddinin, **Yahudileri ırksal olarak aşağılamanın** ve onlara karşı **nefreti kışkırtmanın** en ciddi biçimlerinden biri” olduğunu belirtmiştir. AİHM, bu gerekçelerini biraz daha açarak; *açıkça ortaya konulmuş tarihi olayların reddedilmesi yönündeki söylem ve yayınların, bilimsel ve tarihi bir araştırma konusu oluşturamayacağından hareketle*, asıl amacın Nasyonel Sosyalist rejimi geri getirmek ve kurbanların kendilerini tarihi çarpıtmakla suçlamak anlamına geleceği ifade edilmiştir. Bu tür söylem ve eylemlerin, AİHS’nin savunduğu temel değerlere açıkça aykırı olduğunu belirten Mahkeme, bir hakkın, başka hakların ortadan kaldırılmasını amaçlayan biçimde kullanılmasını yasaklayan m. 17’ye dayanarak, ifade ve basın özgürlüklerinin ihlal edilmediğine karar vermiştir (*Garaudy / Fransa, BN 65831/01, KT. 24.06.2003, 12 <http://www.bailii.org/eu/cases/ECHR/2003/94.html>, Erişim Tarihi: 19.03.2016*).

Sürek / Türkiye Kararı: Türkiye’nin güneydoğusunda askeri güçlerin terör operasyonlarını şiddetle kınayan ve onları, bağımsızlık ve özgürlük mücadelesi veren Kürtleri acımasızca bastırmakla suçlayan okur mektuplarını yayınlayan bir derginin sahibi olan Kamil Tekin Sürek, bu yayınlarıyla, “devletin bölünmezliğine karşı propaganda yapmaktan ve kin ve düşmanlığa tahrik” suçundan mahkûm olmuştur. Mahkûmiyetin medya özgürlüğüne aykırılığı iddiasıyla davaya bakan AİHM, adı geçen mektupların **kanlı bir intikam çağırısına vardığını** ve mektuplardan birinin kişilerin adlarını açıkça vererek, bunlara karşı **nefreti kışkırttığını** ve bu **kişileri fiziki şiddet riskine maruz bıraktığını** belirlemiştir. Başvurucu, mektuplarda ifade edilen görüşlerle kendini bizzat ilişkilendirmese de bu mektupların yazarlarına, dergisinde yer açmak suretiyle, **şiddet ve nefreti tahrik etmelerine yarayan bir ortam sağlamıştır**. AİHM, derginin sahibi sıfatıyla bilgilerin toplanması ve halka yayılması bağlamında derginin yayın ve gazetecilik personelinin üstlendiği görev ve sorumlulukların, çatışma ve gerginlik hallerinde daha da büyük önem arz ettiğini dikkate alarak, Sürek’in bu yayıncılık faaliyetinin AİHS m. 10 kapsamında bir medya özgürlüğü sayılmayacağına karar vermiştir (*Sürek / Türkiye, BN 26682/95, KT. 08.07.1999, 12 <http://www.bailii.org/eu/cases/ECHR/1999/94.html>, Erişim Tarihi: 19.03.2016*).

Zana / Türkiye Kararı: Diyarbakır Belediye Başkanı Mehdi Zana, Cumhuriyet gazetesinde yayınlanan bir açıklamasında; “PKK’nın ulusal kurtuluş hareketini destekliyorum. Katliamlardan yana değil, yanlış şeyler her yerde olur. Kadın ve çocukları yanlışlıkla öldürüyorlar...” demiş ve yargılanarak mahkûmiyet almıştır. AİHM, olayda bir bireyin kendini ifade etme özgürlüğü ile demokratik bir toplumun kendini terör faaliyetlerinden koruması arasında denge kurulup kurulmadığı noktasına odaklanmıştır. Mahkeme, ilgili beyanatın, soyut olarak tek başına değil de, olayın özel şartları içerisinde ele alınması gereğinden hareketle, bu mahkûmiyetin demokratik bir toplumda gerekli ve ölçülü olduğuna düşünerek, bu söylemlerin ifade özgürlüğü kapsamında el alınamayacağına karar vermiştir (*Zana / Türkiye, BN 18954/91, KT. 25.11.1997, 12 <http://www.bailii.org/eu/cases/ECHR/1997/94.html>, Erişim Tarihi: 19.03.2016*). AİHM, bu olaydaki söylemlerin **şiddet kullanımını ve silahlı direnişi** mazur ve masum gösterme eğiliminde olması nedeniyle ifade özgürlüğü çerçevesinde değerlendirilmesini doğru bulmamıştır.

## 8. SONUÇ

AİHM, ifade özgürlüğü ve dolayısıyla medya özgürlüğü konusunda verdiği kararlarda, demokratik toplumun temel gerekleri olarak ‘**çoğulculuk**’, ‘**hoşgörü**’ ve ‘**açık fikirlilik**’ kavramları etrafında yoğunlaşmakla birlikte, medya özgürlüğünün mutlak ve sınırsız olmadığına ve kamu otoritelerinin, ifade özgürlüğünü kısıtlama noktasında büyük bir takdir marjı olduğunu da kabul etmektedir. AİHS, aşırılıkları önlemek için, çoğulculuk, hoşgörü ve açık fikirlilik şeklinde özetlenebilecek demokratik değerler üzerine kurulu bir kurumsal çerçeve oluşturmaya çalışmaktadır. Bu amaca yönelik olarak AİHM ise, çeşitli kararlarında saldırgan ve Sözleşmeye aykırı olduğu düşünülen ‘**ırkçılık**’, ‘**yabancı düşmanlığı**’, ‘**saldırgan milliyetçilik**’ ve ‘**azınlık ve göçmenlere uygulanan ayrımcılık**’ gibi değişik ifade biçimleri üzerinde önemle durmaktadır. Ancak AİHM, bu sayılan aşırılığa yönelik ciddi ve gerçek kışkırtma (provokasyon) içeren ifade türlerine karşı yasakçı bir eğilimdeyken, bireylerin (gazeteci ve siyasetçiler dahil), başkalarını ‘**kızdıran**’, ‘**şoke eden**’, ‘**rahatsız eden**’, ‘**öfkelen diren**’ ve hatta ‘**tiksindiren**’ türden ifade biçimlerine karşı ise, özgürlükçü bir perspektifle hoşgörü gösterilmesi gerektiğini düşünmektedir.

AİHM, ifade özgürlüğüne ilişkin davalarda, başkalarını ‘**kızdıran**’, ‘**şoke eden**’, ‘**rahatsız eden**’ ifade biçimlerine karşı özgürlükçü bir perspektiften bakarak hoşgörü ve sabır gösterilmesi gerektiğini belirtirken, bu söylemlerin arkasındaki düşüncelerin **şiddeti bir yöntem olarak kullanmak, şiddet övgüsü yapmak, şiddeti teşvik, telkin ve tavsiye etmek** ve de **şiddet çağırısı yapmak** suretiyle gerçekleştirilmesi teşebbüslerini ise asla ifade ve medya özgürlüğü kapsamında kabul etmemektedir. İçerisinde “**şiddet**” olgusu barındıran söylemleri demokratik toplum açısından son derece tehlikeli gören AİHM, bu kriterlere yeri geldikçe atfı yapmaktadır. AİHM’nin, **terör propagandası yapmaya** ve **terörü ve teröristi övmeye** veya **masum ve mazur göstermeye çalışan** basın yayın faaliyetlerinin yasaklanmasını öngören uygulamaların medya özgürlüğünün

ihlali anlamına gelmeyeceğine dair karar örnekleri de, ifade ve medya özgürlüğünün çerçevesini belirlemek adına önem taşımaktadır.

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## **Impact Of Open And Distance Learning On Agriculture Education**

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India has been recognized as an effective strategy for the empowerment of farm science graduates in rural as well as urban areas bringing women together from all spheres of life to fight for their rights or a cause. Through distance education, it is easier to transport knowledge to people than transport people to the people of knowledge. Because of these special features of distance education, it benefits certain categories of people who for various reasons are unable to avail of the formal education system. These include persons without formal qualifications, persons belonging to different age groups, disadvantages groups, and employed persons. Distance learning in agricultural courses empower both the farm and nonfarm graduates through certificate course, vocational training and personal contact programme becomes an inevitable tool for providing skills based education and training radically change the way that agriculture is portrayed as a viable carrier path in enhancing the agricultural production .

In this context, the Directorate of Open and Distance Learning was established at Tamil Nadu Agricultural University since April 2005 is vested with the responsibility of organizing continuing education in agriculture and allied sciences for the benefit of various segments of the learners who aspire for correspondence education and interested in starting agro-based industries in rural areas. The distance learning programmes of the University created tremendous impact among the farming community through increasing their technical knowledge in adoption of farm technologies, improving the standard of living by considerable increase in farm income, generation of additional employment opportunities and scope for establishment of rural industries. The enrolment of candidates in Agricultural courses for farm / nonfarm science increased steadily over the past decade and it's reached a gross enrolment ratio of 62% in 2015, in that 37 % are both farm/ non farm women's were benefited through this ODL course. DODL is becoming more and more significant for continuing education, skill up gradation of in service personnel and for quality education of relevance to learners located at educationally disadvantageous locations

Open and Distance learning is highly flexible compared to a conventional on-campus programme. It has developed human resource capabilities and skill development in rural populace especially for those who have not been able to get formal education. Distance education in Agriculture provides capacity to understand the complex factors that shape agricultural systems and obtain a sound foundation in the scientific principles and analytical skills of knowledge. Distance learning mode gives farm women / nonfarm women the flexibility to further their education to enhance the agricultural production, while maintaining other responsibilities such as full time job or a family. Training to rural and urban farm science graduates especially with the adoption of modern agricultural techniques that are tailored to local conditions and that use natural resources in a sustainable manner with a view to achieving economic development in agricultural production. Empowered women through distance learning can increase their income, develop a stable rural livelihood and contribute to ensuring food security. However, true empowerment of women should move beyond livelihoods to wealth creation and business leadership/ women entrepreneurship in agriculture. Through Open and Distance learning, farm women have explored new ways to expand the use of agricultural technology through on farm training programmes encompassing the components of crop production by organic farming practices, which enhances the Agricultural Productivity.

## Implementing Open Source Platform For Education Quality Enhancement In Primary Education: Indonesia Experience

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### ABSTRACT

Information and Communication Technology (ICT)-supported learning using free and open source platform draws little attention as open source initiatives were focused in secondary or tertiary educations. This study investigates possibilities of ICT-supported learning using open source platform for primary educations. The data of this study is taken from a 3-years ICT-supported education quality enhancement project involving 300 elementary schools and 200 junior high schools in the Special Province of Yogyakarta, Indonesia. In this research, 50 elementary and 50 junior high schools are used as samples for pilot observation. Technology Acceptance Model and Structural Equation Model are employed to analyze the findings. It is concluded that open source platform is accepted even in a low e-readiness environment such as in primary educations. Further, this research also develops strategies to successfully implement open source platform for ICT-supported learning in primary educations. However real e-learning outcome is not yet measured as this study is performed before the national exam of the participating students performed.

### INTRODUCTION

Information and communication technology (ICT) is expected to produce positive effects in education not only because ICT can improve communications among relevant education stakeholders, such as students, school managers, teachers, and government staff responsible of education, but it can also increase motivation to study. It is believed that ICT will contribute in supporting teaching and learning process, enhance school governance by improving accessibility to useful Web sites, enhancing ICT skills, and improving interactions among schools and teachers. ICT is also often perceived as a catalyst for change; change in teaching style, change in learning approaches and change to access to education information (Hoskins & van Hooff, 2005), (Lee, Tseng, et al, 2007).

Funded by the Japan International Cooperation Agency (JICA), the Ministry of Communication and Information of the Republic of Indonesia together with the Government of Special Province Yogyakarta has initiated an information and communication technology utilization program for educational quality enhancement in Yogyakarta Province. The project involved selected 300 elementary schools and 200 junior high schools in the Special Province of Yogyakarta, Indonesia. This project is used as a model of ICT-based education quality enhancement implementation in Indonesia and expected to be replicated to other provinces in order to level up the quality of education.

The expected outcome of the project is to enhance the quality of primary educations in Yogyakarta Province especially in mathematics and science. The outcome will be observed through increase in the average score in National Exams, increase in Mathematics and Science Olympiad participation, increase in teachers' ICT competence in general ICT skills as well as in the utilization of ICT for teaching-learning process.

The study is important for three reasons. First, this is the first large scale ICT-supported learning project implemented in primary educations in Indonesia. Most of e-learning implementation project in developing countries focus on higher level educations such as secondary schools (Year 10 to Year 12) or even tertiary education or university level (Anonymous, 2008). The result of this study can be used further to formulate better strategy in implementing e-learning in primary educations in other provinces or countries. Secondly, the project is implemented using open source platform. OpenSUSE, a Linux distribution was chosen by the project to minimize project cost as well as an initiative to introduce open source at early age students. Even though National Education ICT Curriculum is based on Microsoft platform, the decision of using open source in developing countries struggling with copyright problems like Indonesia is deliberately taken as free and open source platform has many beneficial advantages (Orman, 2007). The third reason is that Yogyakarta Province, a relatively small and rural province, was chosen as the pilot province for the project. The project can be seen as a "model" for and open source based e-learning implementation in primary education in Indonesia as Yogyakarta Province can be considered representing average of Indonesian provinces. The scientific importance of this study is to investigate factors that determine e-learning readiness and e-learning implementation success.

However, due to that the project finished by end of 2012, the expected real outcome is not yet available to be measured. Kickul & Kickul (2006) described that e-learning outcomes are determined primarily by attitude towards e-learning. Therefore this study uses behavioral intent to use as a proxy to the e-learning outcomes. The limitation of this study is assuming that behavioral intent to use as approximation to the e-learning outcome. Further observation is undergone to investigate the real outcome of the project after one full cycle of study of the participating students from their National Exams results.

### **IMPLEMENTING ICT-ASSISTED LEARNING FOR EDUCATION QUALITY ENHANCEMENT**

While most application of ICT were in the area of improving business competitiveness in business sectors, the application of ICT to improve quality of education has drawn attentions to researchers in the last decade. ICT is expected to generate breakthrough in education as what it did in the area of business. Various efforts in integrating ICT into educational settings to support teaching learning have been initiated since the 1980s (Starr & Milheim, 1996).

Research has shown that e-learning outcomes are influenced by a complexity of factors. Kickul & Kickul (2006) found that students' attitude towards e-learning, such as proactive personality and learning goal orientation, is an important determinant of e-learning outcomes. Beyond students' attitude, other researchers have shown that various factors such as learning strategy (Santhanam, Sasidharan, & Webster, 2008), technology acceptance, and system quality (Chang & Tung, 2008), effective or appropriate e-learning environment (Gregg, 2007; Wangpipatwong & Papsatorn, 2007), and also learning motivation (Meissonier, Houz , Benbya, & Belbaly, 2006) have significant contribution to the e-learning outcome.

An observation by Ho (2009) with focus on analysis of e-learning system quality, technology readiness, online behavior, and learning outcome of students in urban junior high schools, concluded that the quality of the e-learning systems and the technology readiness supported by appropriate leadership behavior play a significant impact on the e-learning outcome.

### **MEASURING E-LEARNING READINESS IN THE SAMPLE SCHOOLS**

As measuring readiness is important before implementing e-learning systems especially in schools that have little access to computers. Chapnick (2000) developed a model to measure e-learning readiness. She categorized readiness into 8 factors. The first factor is psychological readiness. This factor includes students and teachers attitudes toward e-learning initiative. This factor is considered one of the most important factors as it impacts directly the e-learning implementation process. The second is sociological readiness. This factor considers the interpersonal and cultural aspects of the e-learning environment. Learning preference of the students and teaching preference as well as existing learning culture may impacts e-learning outcome significantly. The third is environmental readiness. This factor considers education stakeholders support, education policy, and leadership's attitude toward e-learning. The fourth factor is human resource readiness. This factor considers the availability of human resources to support e-learning infrastructure and develop e-learning content. The fifth factor is financial readiness. This factor considers the availability of budget to support e-learning implementation and operation. The sixth factor is technological skill (aptitude) readiness. This factor considers observable and measurable technical competencies of the content developers, technical support staffs, and teachers' ICT competencies. The seventh factor is equipment readiness. This factor considers the availability of e-learning ICT infrastructure which includes workstations, screen projectors, network connection, and other relevant proper equipment possession. And the last factor is content readiness. This factor considers the e-learning material for relevant subject matters and suitability with applicable subject curriculum.

In this observation, 50 elementary schools and 50 junior high schools are selected as sample schools. Each sample elementary school is represented by its mathematics teachers in Year 4, Year 5, and Year 6 as the e-learning is only employed for Mathematics, while sample junior high school is represented by its mathematics teachers and science teachers in Year 7, Year 8, and Year 9 as in these years e-learning is applied for Mathematics and Science. The total number of respondents is 600 teachers. Most of the teachers were not exposed to open source before as the National Education ICT Curriculum is based on Microsoft Windows platform and the teachers are familiar with that proprietary platform. The sample schools are evenly distributed to all areas of Yogyakarta Province. The sampling method is convenience sampling method because the geographical span of the Province and the implementation duration of the project that span 3 years. The e-learning readiness is measured before the implementation of the project by distributing questionnaires to the teachers. All samples are tracked such that the respondents of e-learning readiness measurement and the respondents of technology acceptance model are the same teachers.

The e-learning readiness is measured using Chapnick's e-readiness model (Chapnick, 2000). However due to the nature of the project, only 5 out of 8 factors are measured. The 3 excluded factors are financial readiness and equipment readiness as the project was fully funded by JICA and block grant from the Provincial Government, and the schools are provided with necessary equipment to implement e-learning. Content readiness is also excluded as e-learning material suitable with national curriculum will be developed and provided by the Project. The digital content product of teaching material in multimedia format for subject matter of Mathematics for Elementary School Year 4, 5 and 6 and subject matter of Mathematics and Sciences (Physics, Biology and Chemistry) for Junior High School Year 7, 8 and 9 with a total of 75 topics has been developed and installed in the participating schools.

The 5 factors measured are psychological readiness (Psi), social readiness (Soc), environment readiness (Env), human resource readiness (Hum), and technological skill readiness (Tec). The result is shown in Figure 1.

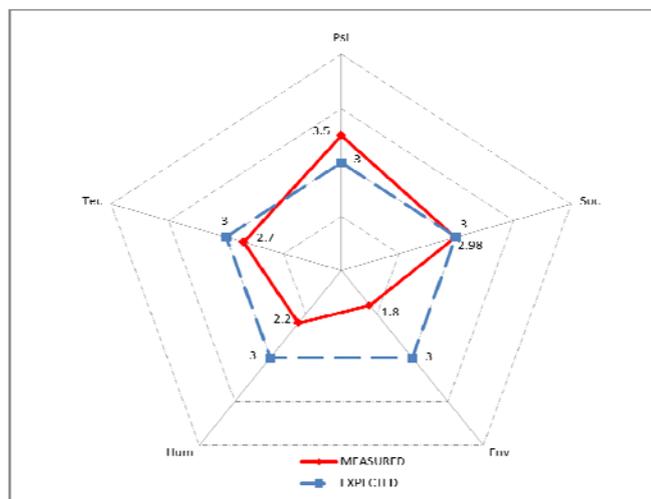


Figure 1. Measured e-readiness versus expected e-readiness in participating schools

It is shown that from Figure 1, psychological readiness is higher than what is expected. This shows that teachers and students in participating schools are very enthusiastic to be involved in the Project. Some observation and interviews confirm this. They are very eager to be selected as participating schools of the project and being included in the Project increase their motivation and increase also the school's reputation. High value of sociological readiness confirmed that Yogyakarta Province selection of the project was the right choice. Schools and teachers in Yogyakarta Province have sufficient interpersonal quality and culture to embrace ICT in their work. This is also confirmed by high percentage of teachers who own laptops and tablets than in other province in Indonesia. It is found that 89% of teachers own laptop or tablet.

Utilization of ICT in learning involved existing groups of teachers, both at the elementary and junior high schools. In elementary school domain, there are groups of teachers based on subjects or class called *Kelompok Kerja Guru* (teachers working group), while at the junior high schools there are groups of teachers based on the subjects referred to the *Musyawarah Guru Mata Pelajaran* (community of subject teachers). These forums aim to improve teachers' professionalism through systemically guided approach and active teaching and learning activities, and to improve the quality of taught subjects. The existence of the groups contributes to psychological readiness and sociological readiness as the groups facilitates teachers helping each other and sharing solution to the problems related to the development of teaching methods and materials.

However, while psychological readiness and sociological readiness are sufficient, the environment, human resource, and technological skill readiness are below expectation. There is a lack of support in this area from other stakeholders such as schools' inspector, parent association, and also lack of commitment from the school masters in some schools. It is found that ICT leaderships of the school masters, especially old school masters, are low. Many of them are still technologically backward and even have technophobia.

Junior high schools have ICT subject matter teacher with sufficient ICT skill available as ICT laboratory manager. Unfortunately their ICT skill is based on Microsoft platform which is not compatible with the selected open source platform of the Project. Meanwhile elementary schools have only class teacher who teach every subject, so there is no teacher with sufficient ICT skill available. Besides that, elementary schools only have

teachers and do not have administrative or support staff like in junior high or senior high schools, so they do not have ICT laboratory manager.

The low value of technological skill is due to the chosen platform of the project which is based on open source platform. The e-learning platform is based on OpenSUSE, a Linux distribution, while the students and teachers ICT skills are based on Microsoft platform as mandated by the National Curriculum from the Ministry of Education and Culture.

### TECHNOLOGY ACCEPTANCE OF THE E-LEARNING SYSTEM

Before the e-learning system is implemented in learning process, further observation is made to formulate the right implementation strategy in order to ensure project success. Technology Acceptance Model (Davis, 1989) is employed to model how users accept and intent to use e-learning technology. Structural Equation Model (SEM) is applied for testing and estimating causal relations of factors that influence decision about how and when they will use e-learning when users are presented with a new technology.

The respondents of this survey are the same as the respondents of e-learning readiness measurement described in previous section. The data is taken after the respondents accomplish a training program on Linux environment and on the use of the e-learning in teaching-learning process. SmartPLS is used as analysis tool for path modeling of latent variables (Ringle, Wende & Will, 2005). Quality of the questionnaire is conducted by distributing the questionnaire to 100 respondents to perform reliability and validity test. The quality of the data can be seen from Table 1.

Table 1. Quality criteria of Linux questionnaire

	AVE	Composite Reliability	R Square	Cronbachs Alpha	Crossvalidated Redundancy	Crossvalidated Communality
INTENT	0.74	0.90	0.69	0.82	0.48	0.41
ATT	0.60	0.74	0.32	0.41	0.16	0.33
EASE	0.73	0.90		0.81	0.55	0.33
USEFUL	0.77	0.94	0.63	0.92	0.48	0.65

Using SmartPLS, the network is modeled into path diagram as shown in Figure 2.

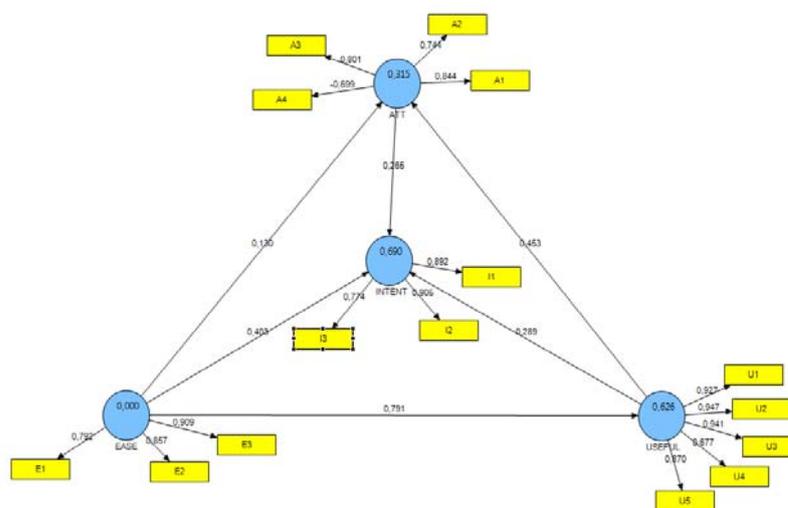


Figure 2. Path model for Linux acceptance from 100 schools. EASE = perceived ease of use, USEFUL = perceived usefulness ( $R^2 = 0.636$ ), ATT = attitude toward using ( $R^2 = 0.315$ ), INTENT = behavioral intent to use ( $R^2 = 0.690$ )

Table 1 shows that all indicators have composite validity  $> 0.70$ , therefore the model is considered valid. The  $R^2$  indicates that endogenous variables have either good (USEFUL, INTENT) or moderate (ATT). Perceived ease of use is the strongest predictor for behavioral intent to use (0.403). The teachers expect that using Linux should be as easy as using Microsoft Windows. Perceived ease of use strongly affects perceived usefulness (0.791)

while perceived usefulness strongly affect attitude toward using (0.453). However there is only perceived ease of use has significant effect to attitude toward using (0.403), but the other predictors only contribute moderate effects. This again confirms that teachers really do not care what the chosen platform is as long as it is easy to use.

*Table 2. Bootstrapping Linux acceptance*

	Original Sample (O)	Sample Mean (M)	Standard Error (STERR)	T Statistics ( O/STERR )
ATT -> INTENT	0.27	0.26	0.09	2.94
EASE -> ATT	0.49	0.48	0.12	4.09
EASE -> INTENT	0.76	0.76	0.05	15.57
EASE -> USEFUL	0.80	0.85	0.05	16.42
USEFUL -> ATT	0.45	0.47	0.13	3.57
USEFUL -> INTENT	0.41	0.44	0.13	3.21

Bootstrapping the model as shown in Table 2 indicates that relationships are significant ( $t > 1.96$ ) with perceived ease of use affect perceived of usefulness (0.80) and behavioral intent to use (0.76). An interesting finding is with indicator A4 which measured the question "I do not like to the idea of using Linux in my school" with a significant value of -0.699. The cross loading of indicator A4 shows also that this indicator has a high discriminant validity. Therefore it can be concluded that the choice of using Linux as the e-learning platform will not impact the outcome of the project as long as it is easy to use.

The survey is done to study factors related to the e-learning digital content using technology acceptance model to all respondents in 100 tracked sample schools after reliability and validity test.

*Table 3. E-learning content acceptance data quality criteria*

	AVE	Composite Reliability	R Square	Cronbachs Alpha	Crossvalidated Redundancy	Crossvalidated Communality
INTENT	0.82	0.93	0.83	0.89	0.65	0.60
ATT	0.72	0.82	0.75	0.55	0.51	0.55
EASE	0.73	0.91		0.87	0.53	0.53
USEFUL	0.79	0.94	0.76	0.91	0.57	0.63

From Table 3, it can be concluded that the data obtained is qualified for further processing. Using SmartPLS, the network is modeled as shown in Figure 3.

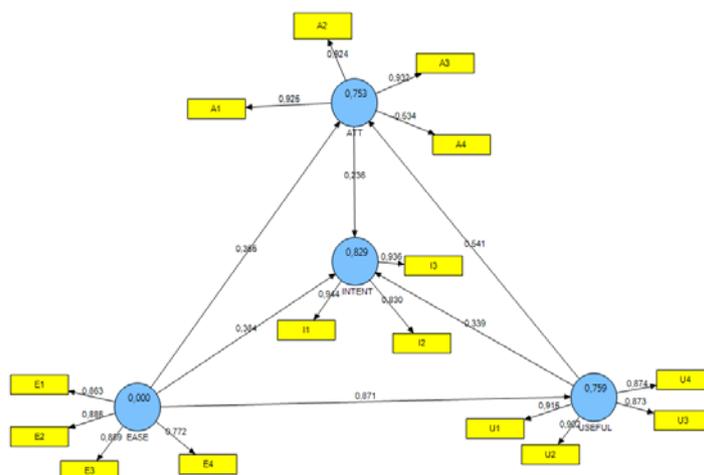


Figure 3. Path model for e-learning content acceptance of teachers in 100 sample school. EASE = perceived ease of use, USEFUL = perceived usefulness ( $R^2=0.759$ ), ATT = attitude toward using ( $R^2 = 0.753$ ), INTENT = behavioral intent to use ( $R^2 = 0.829$ )

Figure 3 shows that all indicators, except A4, have convergent validity  $> 0.70$ , therefore the model is considered valid. The  $R^2$  indicates that all endogenous variables have either good (USEFUL, INTENT, and ATT). Perceived ease of use is the strongest predictor for behavioral intent to use (0.384).

Table 4. Bootstrapping e-learning content acceptance

	Original Sample (O)	Sample Mean (M)	Standard Error (STERR)	T Statistics ( O/STERR )
ATT -> INTENT	0.24	0.24	0.10	2.26
EASE -> ATT	0.83	0.82	0.05	14.59
EASE -> INTENT	0.87	0.86	0.05	15.96
EASE -> USEFUL	0.87	0.86	0.05	17.18
USEFUL -> ATT	0.54	0.53	0.11	4.77
USEFUL -> INTENT	0.47	0.47	0.10	4.30

Bootstrapping the model shown in Table 4 indicates that relationships are significant ( $t > 1.96$ ) with perceived ease of use strongly affect perceived of usefulness (0.87) and behavioral intent to use (0.87). Perceived ease of use strongly affects perceived usefulness (0.87) while perceived usefulness affect attitude toward using (0.54). All endogenous variables show significant effect to attitude toward using being the smallest (0.24). Further interviews reveal that there are several factors affecting this.

First is that culturally in Indonesia, in primary education the teacher is the “guru” with all its attributes even though some active learning efforts have been introduced recently. Secondly, teachers do not possess suitable didactic method in technology-supported learning environments. Some of their fear is that computer will replace their “guru” status. They mainly use computer for preparing slides, exam questions, or searching teaching materials, not for teaching subjects. Thirdly, subjects like Mathematics for example, most teachers consider as a very clerical subject with full of hands-on exercises so teacher’s physical presence is a mandatory.

An interesting finding is with indicator A4 which measured the question “I do not like to the idea of using e-learning for my subject as it will waste a lot of my time” with a moderate value of -0.534. The cross loading of indicator A4 shows also that this indicator has a high discriminant validity, but lower correlation with variable INTENT. This also confirms that there is a slight sense of insecurity of the teachers related to the e-learning implementation. Further interviews show that this insecurity feeling mostly occurs with teachers who are above 50 years of age which consist of 23% of the sample.

## CONCLUSION

The study has shown that open source based e-learning can be implemented even in a low e-readiness environment such as in primary educations. The existence of teacher groups and forums where teachers share solutions and support each other contributes to the success of implementation in this kind of environment. Users in such environment accept whatever platform as long as they perceive it to be easy to use. It is also found that even all factors contribute significantly to the e-learning intention to use; there is also some feeling of insecurity especially among teachers with over 50 years old of age facing with modern technology.

The limitation of this study is the use of behavioral intent to use as a proxy to the expected outcome as the expected real outcome is not yet available. Therefore further investigation should be performed to measure the real outcome of the project in enhancing the quality of education from the national exam results after one full education cycle of participating students. A strategy to maximize the impact based on the findings of this research has been developed. The findings are also used to develop a roll out plan to replicate this project in other provinces.

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## Importance Of Practical Lessons For Students Of Technical And Engineering.

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### ABSTRACT.

The present work is dedicated to evidence the importance of the practical lessons with real tools and machines for the students of technical and engineering. A sample of 24 students in 4 groups participated during the evaluation of the practical lessons. These students take a course named manufacturing of mechanical components (MMC); here they are instructed about the employ of some tools and machines and how to perform during real manufacturing in small offices and laboratories to create special mechanical components. At the end of the course the students were agreed that practicing is absolutely necessary in technician and engineering courses and they coincided in the fact that this is also a good way to reinforce theory and recognize its importance for a better formation.

**KEYWORDS:** Practical lessons, Understanding and formation, Tools and machines, Young students, Engineering courses.

### INTRODUCTION.

Nowadays, technology has been incorporated to all industries and the students on universities and faculties require being in contact with problems they will find in their professional future (Georgina D. A., Hosford C. C 2009); specially in technician and engineering studies where many abilities and criterions must be developed; moreover creativity to find the most intelligent solutions and the knowledge of some instruments and equipments are basic in order to build products and control procedures inside industries, thus the need for well-train students is very important.

Although technology has been quickly developed and allows to control many processes automatically (Georgina D. A., Olson M. R 2008); machines and tools continues being used in many industries due to many mechanical components with particular features must be manufactured; moreover many metallic and mechanical components must be repaired, the built of many prototypes also requires from particular pieces and many times the easiest way to solve these needs is to make them by human operation; this remains being the faster and cheaper option due to the use of numeric control machines is expensive and requires of programmers and expert designers.

Practical lessons are very important for teaching and learning processes, especially to develop abilities on students. Practicing helps the student to recognize many terms used in the engineering vocabulary moreover the practices reinforce theoretical concepts and put the students in contact with real situations. Thus the importance of a good instruction is essential. During the course of MMC, the students are taught about theoretical principles (Dornekamp B. Gerard 1993). They are instructed on how the machines work in two theoretical weekly lessons and then a third longer practical lesson is given to instruct the students about the real use of tools and machines.

The first step is to teach the students about theoretical of tools and machines. These lessons involve the physical and chemical principles and also the mechanical function; at the same time the appropriated technical vocabulary is introduced including the safety rules of the equipments to guarantee their own security, furthermore, the students are also instructed about the variables involved on every machinery process such as the control of machine speed and movements like RPMs, cutting methods etc. moreover the students are also introduced to relate other previous classes such as materials science or manufacturing with mechanical design; finally they relate their knowledge with real applications.

Practical lessons in all technological studies are very important not only allows the students identify technical elements (Kim Ch., et al. 2013); they are stimulated to develop new projects. The sample of 24 students for this study was divided in 4 groups of 6 persons to maximize their practical time with tools and machines.

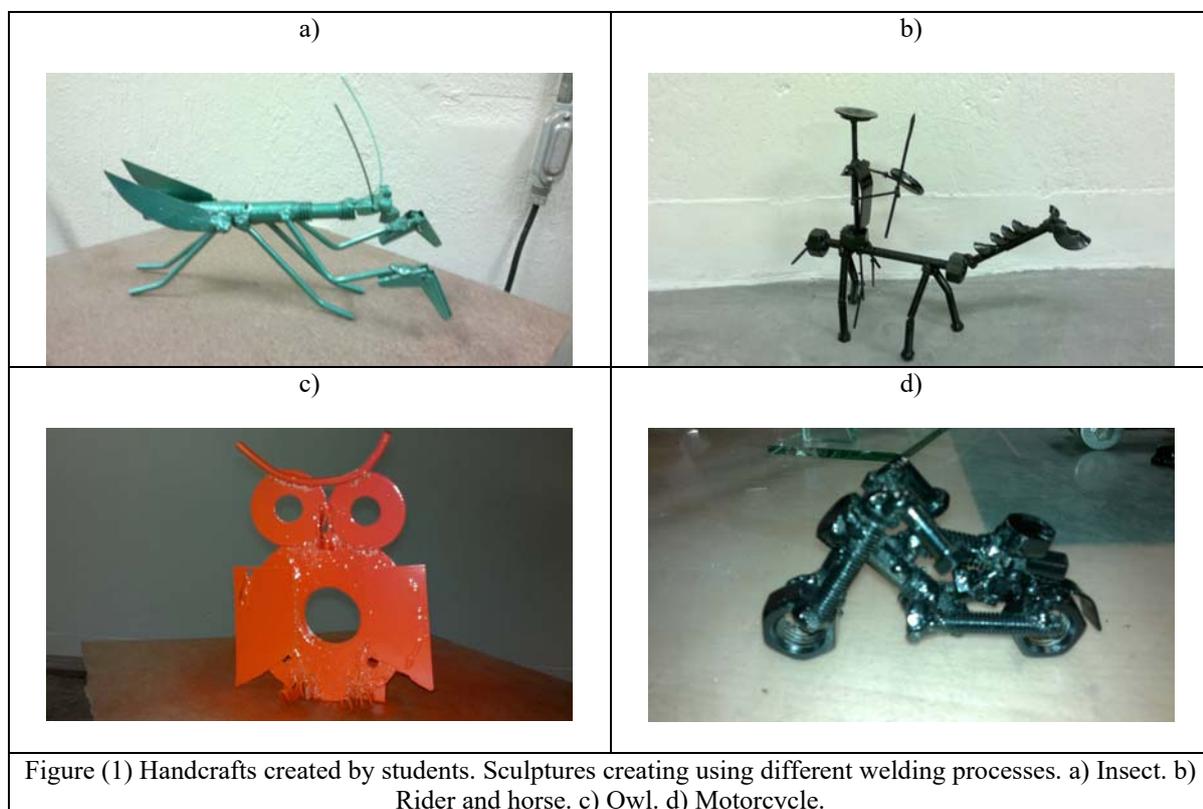
### TEACHING AND LEARNING FIRST TOPIC OF THE COURSE (WELDING).

The first topic of the MMC course is welding. Welding is a very important topic due to welding is used nearly everywhere, different kind of welding methods are used for assembling of many electrical (Ertmer P. A., et al. 2012), electronic and mechanical products and devices such as vehicles, domestic instruments and personal

gadgets, welding is widely used in building companies; welding is also employed to repair some mechanical components such as gears, chains, pistons etc. and to create more complex elements based on other which are easier to be manufactured. Moreover the welding is widely used to repair pipelines and join metallic pieces for many industries like automotive and other transportation industries.

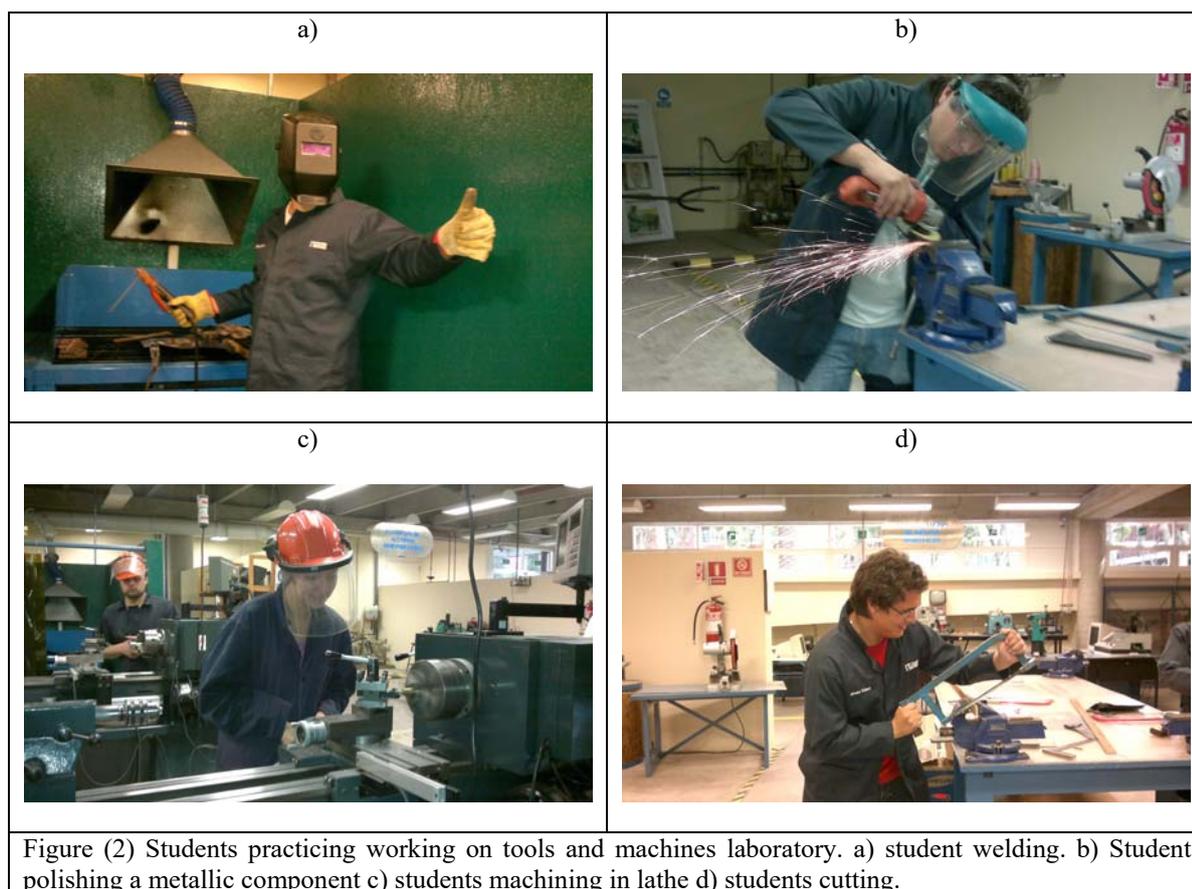
The welding topic in the course is divided in some short topics where the student are instructed about how the welding procedures were historically developed and how welding is classify according with its physical principles but also according with the uses these are focused; else the students are taught about the soldering process and the cutting procedure using flames at the beginning of the course. Soldering using flames energy is often employed to join some light metallic pieces especially in sheet metal working; here students are induced to work carefully. They learn about the gas safety use and how the power of a strong combustion is applied. The next topic is electric arc welding, here the students are taught to employ the electric parameters such as electrical voltage and current and how the use of supporting or adding materials can help to obtain a better and hardly weld of metallic alloys, the students learn about the appropriated employment of any type of electrode according with the materials to be joined etc. They also learn about the function of the slag and the gases shield during the solidification of the new metal over the original. Then the students are instructed about some more sophisticated welding procedures such as TIG and MAG which are technologically advanced procedures frequently employed inside industries to joint metals with a low weldability. Furthermore the students are induced to read short lectures or articles of journals about welding based on the fact that welding is an area in continuous improvement and technological development.

Practical lessons are focused to teach the students considering they are beginners due to the many of them never have been in contact with a hard or a real industrial working process. The students practice welding over steel sections marking and puddling; then they begin to practice joining some steel sections; then they practice joining strongly an oil pipeline. Moreover welding of complex mechanical elements is also included in this section of the course. Finally the students have three lessons to develop a personal project; here they create a handcraft work; they let fly away their imagination to weld anything. The sculptures created are used to evaluate them and help to improve their ability and develop their imagination. Figures (1a) to (1d) show some of the handcraft works created by the students. In addition, the students must solve 2 theoretical tests during this part of the course as a contribution for their evaluation.



### TEACHING AND LEARNING SECOND TOPIC OF THE COURSE (MACHINING).

During the second part of the course the students learn about the use of tools and machines, they practice different machining operations such as sawing, grinding, engraving, polishing etc. using milling and lathes; here the students begin learning about the management and operational conditions of the machine, they also learn about how to control the variables involved such as penetration and cutting speed and their influence on the final quality and surface polished. Students are trained with the methods for frontal and cylindrical cutting, moreover they learn about milling, drilling and create a tape in different metallic materials and in the same way that welding topics, they are instructed about the security rules for working. Figures (2a) to (2d) show some students working in the manufacturing laboratory during different practice lessons. Finally they relate the machining procedures and methods with the materials properties such as hardness or ductility.



The students also learn to choose the most appropriated method for machining a mechanical work piece in order to save money and time. The students are also instructed to establish a relation between the properties of the metallic pieces and the manufacturing procedures with emphasis on the final finishing and tolerances for an appropriated assembly. In the same way than for the first topic of the course the students have 6 lessons to create another handcraft. The lathe handcrafts provides another partial evaluation of the students performance. Figures (3a & 3b) are some of the handcraft created by the students. In addition the students solve two more theoretical tests to obtain their final score.

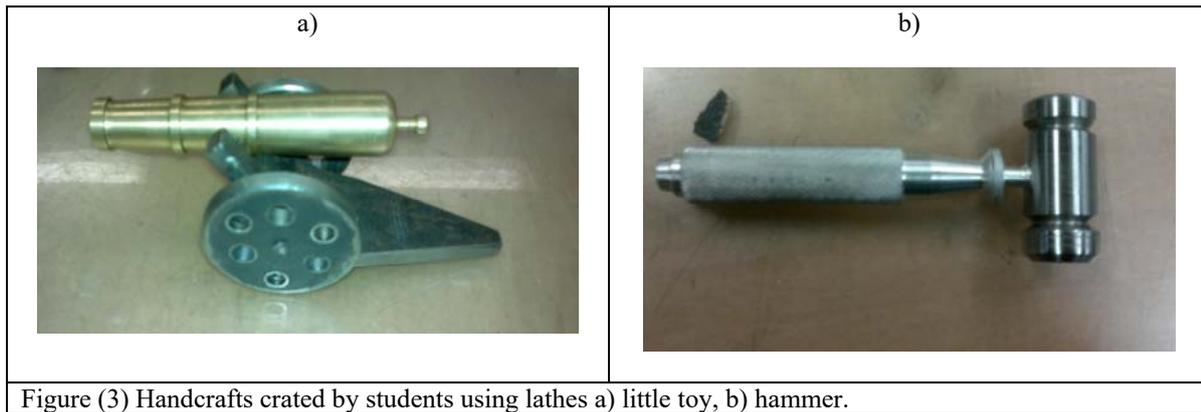


Figure (3) Handcrafts crated by students using lathes a) little toy, b) hammer.

### QUESTIONNAIRE TO KNOW THE STUDENT OPINION OF THE COURSE.

It is important to know the student performance but it is also important to know their opinion about the course to improve the teaching and learning process. The following questionnaire was asked to the students at the end of every course and the responses averaged are show in figure (4). During this evaluation the responses provided for the students were set in a scale from 0 to 10; here 0 represents that the students are absolutely disagree and 10 is the maximum opposite or agree.

1. Do you consider important the practicing lessons for the manufacturing course?
2. Did you feel in contact with real industrial processing and technical methods?
3. Do you consider that welding and machining practices are appropriated for this course?
4. Do you think that the course will help on your professional perform?

In addition a blank space was provided for the students in order they wrote their personal opinions and suggestions. Here the student told, once they were in contact with machines and tools they make a good break in comparison with other theoretical courses, moreover the students told that they felt a deep proud for their handcrafts and felt their performance were satisfactory.

The students also told that technology for machining has been incorporated in many industries; thus the requirement of good qualified technicians and engineers is very important. In consequence the incorporation of courses where the students learn to work with machines and industrial equipments is absolutely necessary.

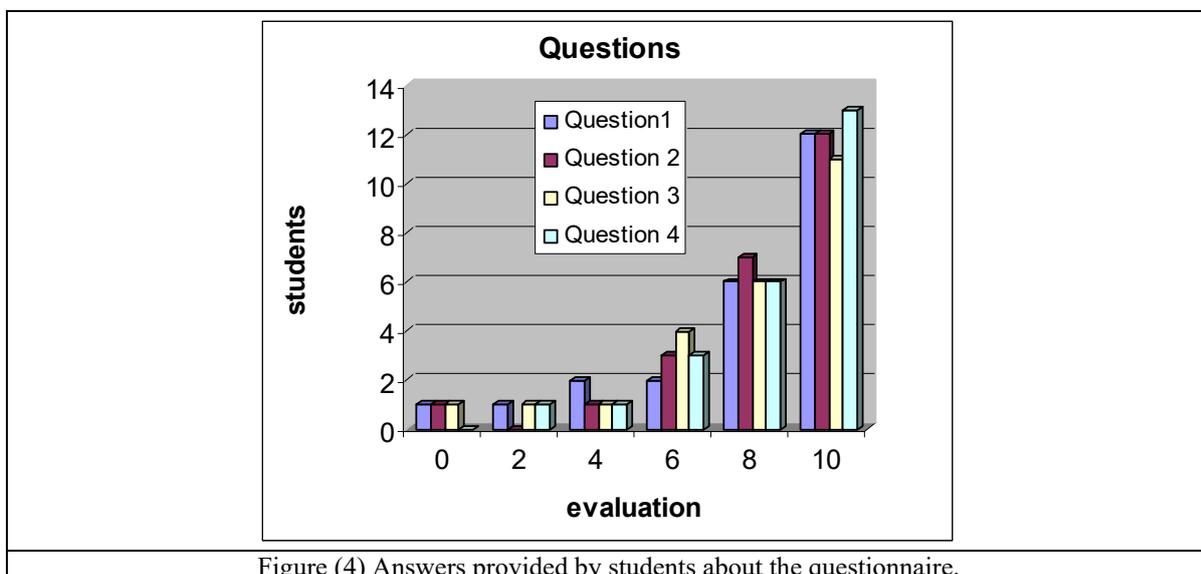


Figure (4) Answers provided by students about the questionnaire.

Students were agreed with the inclusion of the new manufacturing technologies during technical and engineering courses (Cox Kevin R. and Clark David 1994). Else, the students go further telling that they wish to incorporate more machining practices and elements due to technology is in constant evolution and more and more methods are developed day at day.

A high percent of the students felt happy to have been in contact with real tools and machines. Moreover a high percent of the students affirmed that their abilities improved during the course (Ramirez-Lopez A., Muñoz D.F., 2015); and a good percent of the student were agreed with the fact that their imagination and creativity was stimulated during the practical lessons specially for developing new projects.

## CONCLUSIONS.

According the student performance and opinion at the end of the course we can affirm the following facts:

Practical lesson helped the student to identify the theoretical concepts and to know the specific technical terms used in the vocabulary which many times are new or difficult to understand.

Moreover, many students talked about that the manufacturing of mechanical components is a good complement for some other courses they took previously such as materials science or mechanical design.

In addition the students commented that their criterions about how to select the most appropriated method to produce an industrial or mechanical element were also improved.

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## Improving Nos Understanding Through History Of Science Instruction: Contextualized Explicit And Reflective Approach

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### ABSTRACT

The research objective of this study was to compare the relative effectiveness of history of science (HOS) integrated instruction and curriculum-oriented instruction on sixth grade students' understanding of nature of science (NOS). Accordingly, two classes were assigned to experimental group and other two were assigned to comparison group randomly. Experimental group was instructed by contextualized explicit and reflective approach in lessons that utilized history of science instruction on circulatory system while comparison group followed regular curricular activities suggested in national science curriculum. Both groups' NOS views were compared with pre, post and follow up measurements using VNOS-E. The result showed that, experimental group students' NOS views regarding targeted aspects improved in varying degrees after HOS instruction. The improvement in students' NOS views was discussed by attributing to contextualized, explicit and reflective NOS instruction.

**Keywords:** History of science, nature of science, contextualized instruction, explicit approach, reflective nature of science.

### INTRODUCTION AND REVIEW OF RELATED LITERATURE

The development of students' understanding of nature of science (NOS) was emphasized as a major goal for science education (American Association for the Advancement of Science [AAAS], 1989; National Research Council [NRC], 1996). NOS has been conceptualized as "the epistemology of science, science as a way of knowing, or the values and beliefs inherent to the development of scientific knowledge" (Abd-El-Khalick, Bell, & Lederman, 1998, p. 418). Abd-El-Khalick et al. (1998) identified the characteristics of scientific knowledge as tentative (subject to change), empirically-based (based on and/or derived from observations of the natural world), subjective (theory-laden), partially based on human inference, imaginative and creative, socially and culturally embedded. Two additional aspects are the difference between observation and inference; and theories and laws.

There are few studies which explored students' NOS views at grade six level (Akerson & Abd-El-Khalick, 2005) and there is a need to explore elementary level students' understandings of NOS to help them develop their current views (Akerson & Abd-El-Khalick, 2005; Smith, Maclin, Houghton, & Hennessey, 2000), especially at an early age. Two main pedagogical approaches, namely implicit and explicit, have been used to develop students' NOS views by researchers (e.g. Abd-El-Khalick & Lederman, 2000; Khishfe & Abd-El-Khalick, 2002). Implicit approach assumes that when students engaged in scientific inquiry-oriented activities, they will automatically come to realize NOS tenets. On the other hand, in explicit approach NOS is viewed as a cognitive objective which requires planning instruction to teach NOS (Khishfe & Abd-El-Khalick, 2002). The literature supports that implicit approach is not as effective as explicit approach in developing informed conceptions of NOS (e.g. Abd-El-Khalick & Lederman, 2000). Smith and colleagues (2000) found that students who were taught NOS explicitly developed more sophisticated understandings than students who were involved in implicit teaching of NOS. The study of Khishfe and Abd-El-Khalick (2002) also supported that six grade students who participated in implicit-inquiry oriented instruction could not develop informed views of NOS. In addition to implicit and explicit approach, reflective elements were integrated to explicit approach in which NOS aspects first introduced to students then opportunities were provided for students to reflect on their understanding of NOS (Abd-El-Khalick, Bell, & Lederman, 1998; Khishfe & Abd-El-Khalick, 2002). Clough (2006) argued that explicit and reflective approach can be contextualized or decontextualized. NOS activities such as black box or discrepant events are examples of decontextualized NOS instruction while contextualized NOS instruction emphasizes NOS aspects explicitly embedded within the science content. Clough argued that while decontextualized NOS instructions provide important opportunities for developing NOS understanding; deep understanding of NOS requires contextualized activities.

There are a number of studies pointing out that history of science (HOS) should be incorporated into science education to develop students' NOS conceptions (e.g. Clough, 2006; Klopfer & Cooley, 1963; Matthews, 1994). It was stated that "generalizations about how the scientific enterprise operates would be empty without concrete examples... Without historical examples, these generalizations would be no more than slogans" (AAAS, 1989, p. 111). NRC (1996) also emphasizes that "the historical perspective of scientific explanations demonstrates how scientific knowledge changes by evolving over time..." (p. 204). However Abd-El-Khalick and Lederman (2000) argued that HOS instruction alone cannot be sufficient to develop NOS understanding and emphasized that students' attention should be directed to NOS aspects explicitly.

In lights of the literature, this study investigated whether sixth grade students develop informed NOS views through incorporating contextualized explicit and reflective approach in lessons that use history of science. In this study, students' attention was explicitly drawn to target NOS aspects then opportunities were provided for students to reflect on their understanding of NOS through contextualized activities from the history of the circulatory system. Being a part of dissertation study, following overarching research question guided this work.

1. How do experimental and comparison group students' nature of science views of targeted aspects change from pre-instruction to post-instruction?
2. How do experimental and comparison group students' nature of science views of targeted aspects change from post-instruction to follow-up measurements?

## METHODOLOGY

The subjects of this study consisted of 95 grade six students from four intact classes. Two classes were assigned randomly as experimental group ( $N = 51$ ) and two as comparison group ( $N = 44$ ). The comparison group received curriculum-oriented instruction (COI) for circulatory system while the experimental group received history of science incorporated curriculum-oriented instruction (called HOS instruction throughout this paper). Both groups' views were compared with pre, post and follow up measurements using Views on Nature of Science Elementary School Version [VNOS-E] (Lederman & Ko, 2004).

The first author instructed the experimental group because studies supported that even if classroom teachers have adequate NOS understanding, they are not able to teach NOS aspects to their students or they are not motivated to teach it (Akerson & Abd-El-Khalick, 2003; Bell, Lederman, & Abd-El Khalick, 2000). The comparison group was instructed by their science teacher. Every effort (e.g. preparing lesson plans together and observing each other's practice, habituating the classroom before implementation) was undertaken to ensure that the teacher and the researcher implemented content-specific activities in the same way to the extent possible.

The historical materials developed for this study aimed to reveal how the knowledge of circulatory system evolved from ancient times to the present. Specifically how the function of heart was understood by different scientists and different societies, how the invention of microscope led to the development of knowledge on constituents of blood, how the blood transfusion developed throughout the history, and how the physiology of blood circulation was interpreted by different scientists (e.g. Galen and Harvey's Theory of Blood Circulation) were addressed. By means of historical materials, different aspects of NOS were emphasized. The historical materials were introduced in four phase. In the first phase students were engaged in specific historical document. Students studied the material either individually or as a small group (i.e. *Experiencing Historical Material*). In the second phase, handouts, containing probing questions about related historical material, were provided to students. The goal of this phase was to make them prepared for the next phase and organize their thoughts with reference to historical materials at hand (i.e. *Engaging in Probing Questions*). The aim of third phase was to provide students an open space to share their opinions with historical evidences. Students presented their ideas, elaborated others thoughts, challenged with counterclaims and provided evidence from historical material (i.e. *Whole Class Discussion*). In the last phase, students were guided to generalize the central historical material to the complex epistemology of science. In this phase, it was intended that students develop an appreciation of nature of science through making connections between the specific historical activity and scientific enterprise (i.e. *Creating Generalization*).

In order to investigate participants NOS views, a rubric was developed by two independent researchers. An inter-rater reliability analysis using the Kappa statistic was performed to determine consistency among researchers. The Kappa measure of agreement value was .78 with  $p < .001$ . The inter-rater reliability is statistically significant and met the expectations for reliable assessment (Landis & Koch, 1977). In this rubric,

students' NOS views were categorized as "naïve" "transitional" and "informed". Data analysis was performed through descriptive statistics and McNemar Test. The results were supported with qualitative data as well.

## RESULT

In this study students' understanding of five aspects of NOS (i.e. *empirically based*; *tentative*; *subjective*; *creative* and *imaginative*, and *inferential*) were aimed to be developed. For this specified purpose, participants' NOS views were compared at each consecutive time of testing for each group. In other words, participants' pre-post and post-follow up NOS understandings were compared within each group separately. In a general sense, the result showed that experimental group students' NOS views regarding aforementioned aspects were improved in varying degrees after HOS instruction. They also articulated similar views when compared their follow-up views with post-instruction views. On the other hand, comparison group could not develop informed views of NOS during the course of the study. Table 1 summarizes the overall results found in this study.

**Table 1.** Overall summary of within group comparisons regarding targeted NOS aspects.

Aspect	Time Pair	Group	Naive	Transitional	Informed
<i>Tentative</i>	Time 1-Time 2	Experimental	↓	↔	↔
		Comparison	↔	↔	↔
	Time 2-Time 3	Experimental	↔	↔	↔
		Comparison	↔	↔	↔
<i>Subjective</i>	Time 1-Time 2	Experimental	↓	↔	↑
		Comparison	↔	↔	↔
	Time 2-Time 3	Experimental	↔	↔	↔
		Comparison	↔	↔	↔
<i>Empirical</i>	Time 1-Time 2	Experimental	↔	↓	↑
		Comparison	↔	↔	↔
	Time 2-Time 3	Experimental	↔	↔	↔
		Comparison	↔	↔	↔
<i>Creative and Imaginative</i>	Time 1-Time 2	Experimental	↔	↔	↑
		Comparison	↔	↔	↔
	Time 2-Time 3	Experimental	↔	↔	↔
		Comparison	↔	↔	↔
<i>Inferential</i>	Time 1-Time 2	Experimental	↓	↑	↑
		Comparison	↔	↔	↔
	Time 2-Time 3	Experimental	↔	↔	↔
		Comparison	↔	↔	↔

**Note:** In Table 1, "↓" refers to statistically significant decrease; "↔" refers to statistically non-significant change; "↑" refers to statistically significant increase, based on McNemar Test result.

As represented in Table 1, the proportion of participants in experimental group who exhibited a naïve view about tentative aspect of NOS changed significantly right after HOS instruction,  $\chi^2 = 5.88, p = .013$ . Participants were more likely expressed naïve views before HOS instruction (52%) than after HOS instruction (29%). The following quote pairs exemplify how participants' tentative views change before and after HOS instruction.

**Student A before HOS instruction:** ... Science is to come up with an invention. In science, scientists make various inventions in different areas... I don't think what scientists know will change in the future.

**Student A after HOS instruction:** Science is any attempt in which scientists try to find new and different knowledge about a topic... I believe that scientists conduct study in order to modify or change what they know at present... Yes, every scientific knowledge is subject to change.

Before HOS instruction, participant A elucidated naïve views while s/he articulated informed views after the instruction regarding tentative aspect of NOS. Before the instruction s/he seemed to believe that scientists invent the things around us. S/he also explicitly underlined that scientific knowledge is not subject to change. But after HOS instruction, s/he could perceive that science has evolutionary characteristics, therefore s/he stated that every scientific knowledge is subject to change.

The proportion of participants in comparison group who held naïve ( $\chi^2 = .21, p = .648$ ), transitional ( $\chi^2 = .00, p = 1.000$ ), and informed views ( $\chi^2 = .17, p = .687$ ) about tentative aspect of NOS did not change significantly from

pre- to post-instruction. The following quote pairs show how comparison group participants' views on tentative aspect were consistent from pre- to post-instruction.

**Student B before COI instruction:** *There are always realities in science and scientific knowledge is proven by research and experiments...*

**Student B after COI instruction:** *Science covers everything, at least partly. By the help of scientific methods scientists can prove scientific knowledge and find the realities.*

In terms of subjective aspect, the proportion of participants in experimental group who held naïve views decreased significantly (40% to 17%) right after HOS instruction,  $\chi^2 = 5.26, p = .019$ . Moreover, there was a significant change in the proportion of participants who demonstrated an informed subjective views after HOS instruction,  $\chi^2 = 7.68, p = .004$ . Participants were more likely in informed level after HOS instruction (48%) than before HOS instruction (19%). The following quotes pair illustrates how experimental group participants' views about subjective aspect of NOS changed after HOS instruction.

**Student C before HOS instruction:** *The trace and the fossil of each dinosaur are different from each other. Therefore the fossils they [scientists] are working on belong to different dinosaurs. So, they disagree about them [dinosaurs' extinction].*

**Student C after HOS instruction:** *Each scientist has different point of view. They are interpreting the evidence based on it. That is why they don't agree with each other about the reason why dinosaurs disappeared.*

The proportion of participants in comparison group who held naïve ( $\chi^2 = .21, p = .648$ ), transitional ( $\chi^2 = .00, p = 1.000$ ), and informed views ( $\chi^2 = .36, p = .549$ ) about subjective aspect of NOS did not change significantly from pre to post-instruction. Following quotes pairs exemplify representative responses of students in comparison group regarding subjective aspect.

**Student D before COI instruction:** *Dinosaurs are appearing on TV, so scientists could gather information about them from TVs. They [scientists] might collect information from computers too. Therefore they [scientists] know that dinosaurs lived on the Earth... Weather people are sure about weather pictures because they [weather people] obtain that information from scientists.*

**Student D after COI instruction:** *Scientists collect information about dinosaurs from TVs, other people, and computers. Therefore they [scientists] know that dinosaurs' survived in ancient times... Weather people are 100% sure about weather picture because they broadcast the report of experts and scientists.*

It was evident in Student D's responses that her/his views about subjectivity in scientific endeavor was durable from first to next measurements. In other words COI did not lead her/his subjective NOS views to develop.

Regarding empirical aspect of NOS, the proportion of participants whose response revealed a transitional view changed significantly before and after HOS instruction ( $\chi^2 = 9.38, p = .002$ ). Participants more likely exhibited a transitional views before HOS instruction (50%) than after HOS instruction (17%). There was also a significant change in the proportion of participants who elucidated informed views ( $\chi^2 = 16.53, p < .0005$ ). Participants were more prone to appreciate the role of empirical evidence in science after HOS instruction (75%) than before HOS instruction (25%). The following quotes show how the participants' views on empirical aspect changed from pre- to post-instruction in experimental group.

**Student E before HOS instruction:** *Science is arising from mental thoughts of a person... Science is different from other subjects because science is the accumulations of those thoughts. There are also some thoughts in other subject but they are limited.*

**Student E after HOS instruction:** *Scientists always reasons about situations. In science people do research, observe the nature, and conduct experiment on scientific topics. This is the difference between science and other topics.*

Student E could not make a distinction between science and other disciplines in terms empirical based nature of science before the instruction. After HOS instruction, however, s/he could acknowledge that science is different from other disciplines due to its empirical nature and s/he referred to the observation, research, and experiments in science.

Consistently, there was not a significant change in the proportion of participants who expressed naïve views ( $\chi^2 = 2.50, p = .109$ ); transitional views ( $\chi^2 = .31, p = .581$ ); and informed views ( $\chi^2 = .36, p = .549$ ) after COI when

compared with proportion of participants before COI. The following quote pairs show how the participants' view on empirical aspect was consistent from pre- to post-instruction in comparison group.

**Student F before COI instruction:** *Science is one of our courses in the school. Others, for example literature and art, are also courses in the school. I mean no difference exist between science and others.*

**Student F after COI instruction:** *There is nothing that makes science different from other school courses. They are all one of the school subjects and they are all identical...*

Student F failed to understand the empirical nature of science before and after COI. In her/his response to the second questionnaire item about the distinction between science and other subjects, s/he could not differentiate science from other disciplines by taking into account the empirical nature of science. S/he considered science as a school subject in both measurements.

In terms of creative and imaginative tenets of NOS, there was a significant increase in the proportion of participants who articulated informed views after HOS instruction,  $\chi^2 = 4.5$ ,  $p = .031$ . Before HOS instruction, only 25% of all participants in experimental group articulated informed views. However, almost half of the participants (46%) expressed informed views after HOS instruction. The following quote pairs show how the participants' views on creative and imaginative aspect developed from pre- to post-instruction in experimental group.

**Student G before HOS instruction:** *Scientists have conducted scientific research; therefore they are sure about dinosaurs' appearance... No I don't think that scientists use their imaginations when they do their work. They inform us about the knowledge they obtain. If they incorporated it [creativity and imagination] into their work, then we would have incorrect knowledge.*

**Student G after HOS instruction:** *Scientists may not be exactly sure about dinosaurs' appearance. On the one hand, they [scientists] seem to be created dinosaurs' appearance. On the other hand it was reported that they once lived on the Earth through photography and etc.... Yes I believe that scientists use their imagination... I think that scientists utilize creativity and imagination during the beginning of any scientific study.*

Before HOS instruction, student G elucidated naïve views regarding creative and imaginative NOS. S/he seemed to believe that scientists know about dinosaurs because they conduct scientific research. S/he did not make any reference to the role of creativity and imagination in science. S/he also explicitly stated that creativity and imagination would make scientists to arrive wrong conclusions. But after HOS instruction, s/he articulated transitional views regarding the same aspect. S/he seemed to have undecided about the role of creativity and imagination in science. S/he could not decide whether scientists use their creativity or whether they only report what they see. S/he also stated that early stage of scientific investigations include those skills.

In comparison group, the proportion of participants who demonstrated naïve ( $\chi^2 = 2.12$ ,  $p = .143$ ), transitional ( $\chi^2 = 1.89$ ,  $p = .167$ ), and informed views ( $\chi^2 = .00$ ,  $p = 1.000$ ) about creative and imaginative aspect of NOS did not change significantly from pre- to post-instruction. Following quote pair demonstrates one of the students' views before and after COI. It was evident in those students' responses that comparison group students could not make progress in their views regarding creative and imaginative NOS after the instruction.

**Student H before COI instruction:** *... Yes. Scientists use their imagination in planning and in conducting experiments. By this way they decided on how to precede their work. But scientists are supposed to be objective in other phases such as reporting their result...*

**Student H after COI instruction:** *Of course scientists use their creativity and imagination in their study. They hypothesize what to research and then conduct their experiments. I think they use their imagination during stating hypothesis and their creativity during experiments. But final part should be imaginative and creativity free...*

Before the instruction student H expressed that scientists use their imagination and creativity only in some particular phase of their studies, planning and conducting experiments. After the instruction, s/he accepted the role of creativity and imagination as well; but stated that scientists use them only during hypothesizing and conducting experiments. In short, s/he expressed transitional views on both measurements.

Regarding inferential aspect of NOS, the proportion of participants in experimental group who held naïve views, ( $\chi^2 = 16.06$ ,  $p < .0005$ ); transitional views, ( $\chi^2 = 4.50$ ,  $p = .031$ ); and informed views, ( $\chi^2 = 4.90$ ,  $p = .021$ ) changed significantly right after HOS instruction. The proportion of participants holding naïve views decreased,

while the proportion of participants articulating transitional and informed views increased right after the HOS instruction. Before the instruction, while 36 (75%) students held naïve views; 18 (38%) students expressed naïve views after HOS instruction. Only 7 (15%) students articulated transitional views before the instruction. This number increased to 17 (35%) after HOS instruction. Compared to 5 (10%) students prior to instruction, the number of students who articulated informed views increased to 13 (27%) after HOS instruction. The following quotes show how the participants' views on inferential aspect of NOS developed from pre to post-instruction in experimental group.

**Student I before HOS instruction:** *Scientists are certain about it [the way dinosaurs looked]... Dinosaurs' traces reveal their appearance.*

**Student I after HOS instruction:** *By combining the parts of skeleton, scientists created possible appearance of dinosaurs. In this way they gained knowledge [about dinosaurs' appearance]. I think they are not sure about it because those shapes are scientists' own design.*

It was also evident in the following student's (E27) response that experimental group student could expressed more adequate understanding about the distinction between observation and inference after HOS instruction.

**Student J before HOS instruction:** *They [scientists] are not totally sure about the way dinosaurs looked. Because they [scientists] didn't see them [dinosaurs].*

**Student J after HOS instruction:** *They [scientists] are struggling to join the different fossils of dinosaurs together. Scientists don't have all the information about them. Based on what they have, they are trying to estimate their appearance.*

This students (Student J) articulated naïve and informed views before and after HOS instruction respectively. Before the instruction, s/he held the stereotypic naïve conception that "knowing is seeing". After HOS instruction, however, s/he could demonstrate informed understanding of the distinction between observation and inference in the construction of scientific explanations. In her/his post response, s/he referred that scientists are attempting to estimate dinosaurs' appearance (inference) based on studying ever found dinosaurs' fossils (observation).

For the comparison group, the proportion of participants who held naïve ( $\chi^2 = .27, p = .607$ ), transitional ( $\chi^2 = .17, p = .687$ ), and informed views ( $\chi^2 = .00, p = 1.000$ ) about inferential aspect of NOS did not change significantly from pre to post-instruction. The following quote pairs show how the participants' view on inferential aspect was consistent from pre- to post-instruction in comparison group. Participant K expressed naïve views before and after curriculum-oriented instruction.

**Student K before COI instruction:** *...by analyzing the bones of dinosaurs which dates from past, they [scientists] have had information about their [dinosaurs] existence on the Earth... They [scientists] are conducting DNA tests on the bones [fossils] of dinosaurs. By this way, they obtain their appearance accurately.*

**Student K after COI instruction:** *Geologists found the traces of dinosaurs under the soil and scientists analyze them in the laboratories. They have discovered their existence by this way... They [scientists] also examined their DNA sequence and found how they [dinosaurs] appeared.*

Students K believed that direct evidence is the only source of scientific knowledge and nothing else is relevant to scientific explanations. Her/his response illustrated her/his understanding of science as strictly evidence based. S/he could not demonstrate an understanding that scientists inferred the way dinosaurs looked by grounding their inference to fossils of dinosaurs. In brief, s/he could not demonstrate an adequate understanding of the distinction between observation and inference at both measurements.

So far, students' pre- and post-instruction views on targeted NOS aspects were compared. Based on this evaluation, results indicated that students in experimental group revealed better understanding in all targeted aspects of NOS after receiving HOS instruction. Comparison group students, on the other hand, did not show any improvement about these aspects after getting curriculum-oriented instruction as expected.

When experimental group students' post and follow-up NOS views were compared within the group, it was found that they expressed quite similar responses to the VNOS-E items at both measurements. Moreover, comparison group students articulated quite similar responses at post and follow-up measurements too. This means that both groups retained their post views five weeks after the instructions.

## DISCUSSION

This study investigated the influence of HOS instruction including contextualized explicit and reflective NOS discussions on students' understanding of NOS views. The results revealed that students involved in HOS instruction developed informed conceptions of NOS. This study provided empirical evidence for the influence of HOS instruction on the development of NOS views among grade six students. Khishfe and Abd-El-Khalick (2002) pointed out to the lack of research on explicit and reflective approach among younger students because most studies investigated science teachers' understanding of NOS. The improvement in students' NOS views can be attributed to contextualized, explicit and reflective NOS instruction. Clough (2006) argued that decontextualized NOS instruction is not adequate to develop NOS understanding. He further stated that contextualizing NOS through "integrating historical and contemporary science examples that are tied to the fundamental ideas taught in particular science subjects. Such examples illustrate the complexities and challenges individual scientists and the scientific community experience in constructing ideas and determining their fit with empirical evidence" (Clough, 2006, p, 474). The incorporation of history of science supports students to further develop and acknowledge adequate NOS understandings. This study implies that HOS should be a part of science education to draw students' attention to the development of scientific knowledge.

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## Increasing Undergraduate Students' Exam Performances In Statistics Course Using Software Socrative

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### Abstract

Socrative is a free online assessment tool that empowers instructors to engage and assess their students as learning happens. Through Socrative, instructors can design assessments online and students can access the assignments with any device or browser. In this study, the Socrative was used to increase students' exam performances in Canik Basari University- Turkey, in fall semester of 2015-2016 academic year. The paper describes how a consistent use of Socrative facilitated students' exam preparation in an introductory statistics course. A post-test design with control group was deployed to examine the effect exam preparation through Socrative on students' grades. The ANCOVA results showed that there existed a statistically significant difference between control and experimental group students' final grades ( $F(1, 92) = 6.92, p = .010, \eta^2 = .07$ ), once their means had been adjusted for midterm grades. Further, results showed that the students are satisfied with this preparation style likely because the immediate feedback given helps to improve student understanding of the concepts. This study indicated that along with usual usage it can also be burdened to increase students' performances on exams by sharing homework sets through Socrative.

**Keywords:** Software Socrative, Exam preparation, Statistics course, Online homework

### INTRODUCTION

Quick advancement of technology is transforming the educational environment. Schools nowadays are more equipped with smart boards, tablets, Internet, and computers than a decade ago. Along with the technological growth the teaching and assessing approaches also change. For instance, it is now easier to apply a survey, instantly aggregate the results and analyze more quickly than two decades ago. One of the emerging technology is the web based student response system (SRS) which was generally operated with clickers. The use of SRS is becoming more widespread in higher level education (Heaslip, Donovan, & Cullen, 2014). There are several online SRS programs such as Socrative, Edmodo, Weebly, and Class Dojo. This study is dealing with Socrative which is popular among the instructors of Canik Basari University.

### Socrative software

Socrative is a free online assessment tool that empowers instructors to engage and assess their students as learning happens. Through Socrative, instructors can design assessments online and students can access these assignments with any device (laptops, phones, or tablets) or browser. More specifically, it allows instructors to administer in-class surveys, homework assignments and quizzes, aggregate result in real time, generate reports to monitor and visualize student learning (Socrative, 2016). When quizzes are completed, teachers have the option to generate reports to email, save to Google Drive, or download as Excel or portable document format (PDF) files.

One of the most beneficial aspect of Socrative platform is that it allows the instructors to mix both the order of questions and the order of their choices. For instance, during a quiz different questions appear on the mobile phone of each student. Moreover, the process of creating and reordering questions is very intuitive. Another, useful application is that, it allows groups of students to work through quizzes in a race to answer the most questions correctly. Where correct answers move an avatar forward and incorrect answers keep it in place.

Teachers and students will log in to Socrative software in different way. As such, an instructor must sign up for a teacher account. Upon creating an account, so teachers will assigned in a unique room code. In terms of students, they will use this code to identify the virtual classroom, in this way they can gain access to quizzes, homework or surveys that teachers share. Importantly, logging on to Socrative using the room code does take a few minutes for students.

Socrative platform allows to create quizzes and homework sets that can include any combination of multiple choice, true or false, and short-answer questions. Furthermore, it include the ability to attach images to questions as well as to add explanations of correct answers so that students can have immediate feedback. Moreover, the prepared materials can be shared with colleagues and one can import preexisting quizzes into his/her virtual classrooms, allowing collaboration with colleagues. Overall, this user-friendly tool is very convenient. It is highly recommended for those who are looking for a means of assessing student learning as well as increasing classroom engagement (Nawalaniec, 2015).

The use of Software Socrative in university teaching is rapidly increasing in contemporary time. It can be used for several aims such as; improving student engagement and the learning experience (Dervan, 2014; Liu & Taylor, 2012), just-in-time teaching (Krause, 2013), active learning (Coca & Slisko, 2013), making the lecture more enjoyable both for the students and for the teacher (Piatek, 2014), collaborative learning (Awedh, Mueen, Zafar, & Manzoor, 2014), and receiving immediate feedback about instruction (Hadiri, n.d.).

### **Web-based homework**

Homework is traditionally assigned to students by instructors to be completed at home, for students to increase their content knowledge. However, students require feedback after completing any assigned homework. Once instructor's feedback is executed, students are then able to adjust their errors (Leong, 2014). On the other hand, some students need special supports to be motivated, to study systematically and to prepare thoroughly for the exams. One way to give feedback to students' homework solutions is web based homework platform, which, in general, refers to any system of homework problems made available online to students with automatic answer grading capability and immediate feedback on correctness of student solutions (Demirci, 2010). A student then retries the question again receiving feedback if an incorrect solution is given. Given the crowd nature of typical statistics classes at the university level and the inability of teachers to provide such feedback consistently to every student in the room, where software that is able to do so, provides a solid support to students and serves to support in-class instruction. In doing problems and assignments with the aid of their hand on technological devices, students are able to practice the material, refine their understandings and arguably improve their ability to master the content.

Rapidly growing technological development and widespread use of the Internet in instruction encourage teachers to assign web based homework (Altun, 2008). On the other hand, the use of online homework by instructors has led to search on several aspects of web-based homework applications, such as, students attitudes toward online homework (Altun, 2008; Leong, 2014), the effect of web-based homework on students' achievement (Babaali & Gonzalez, 2015; Chow, 2014; Demirci, 2010), and student perceptions of online homework use (Ongun, Altas, & Demirag, 2011; Richards-Babb, Curtis, Georgieva, & Penn, (2015).

This study has further burdened Socrative and used it as a web based homework platform. The aim of this study was to increase students' performances on exams by sharing homework questions through Socrative. The research described herein, was driven by the following research questions.

1. What affect does the use of Socrative as an online homework system have upon students' exam grades in the undergraduate statistics course?
2. What is the attitude of the students towards the use of Socrative as an online homework system?

### **METHOD**

In this study, the Socrative was used to increase students' exam performances in Canik Basari University (CBU), Turkey. The paper describes how a consistent use of Socrative facilitated students' exam preparation in an introductory statistics course for business, international commercial and business (ICB), and psychological counseling and guidance (PCG) majors. The methods used included both quantitative and qualitative data. A post-test design with control group (Fraenkel, & Wallen, 1996) was deployed to examine the effect exam preparation through Socrative on students' grades. Qualitative data were collected to identify the strengths and weaknesses of using Socrative as a tool to give homework to enhance students' exam performances through an online questionnaire.

### **Participants**

Canik Basari University is a four-year degree granting private institution located in Samsun, Turkey. It is one of two universities in Samsun which has four faculties: Education, economics and administrative sciences, architecture and engineering, and arts and sciences. While the faculty of education offers four-year degrees in areas: Turkish education, foreign languages education and, psychological counseling and guidance; the faculty of economics and administrative sciences offers four-year degrees in areas of: business, international commercial

and business, and political science and international relations. The faculties offers an extensive list of courses in these areas. Among these is Statistics-I: The research presented here focuses on this course. Specifically, we look at data collected in the form of final exam scores and analysis of students' attitudes on using Socrative as a tool for exam preparation.

In total, 46 students in their second year in business major, 23 students in their second year in ICB major and 78 students from PCG major at their first year were taking introductory Statistics-I course. This was a course including descriptive statistics along with correlation and regression topics. It is a pre-requisite for Statistics-II course which contains inferential statistics concepts. The course proves to be a challenge to many students who do not have a strong mathematics base. Fifteen, eight and six students respectively from aforementioned majors were repeating the course. Since they were not required to attend the lessons they were excluded from all analysis. Moreover, since 23 students did not indicate their amount of participation to the homework activities were also excluded. Thus, a total of 95 undergraduate students, 58 female and 37 male, were used for all analysis.

Table. 1. Demographics of the participants

	Variable	f	%
Gender	Men	37	39
	Women	58	61
Major	Business	23	24
	International commercial and business	15	16
	Psychological counseling and guidance	57	60

### The intervention

In CBU the fall semester of 2015-2016 academic year ended in December. All students were allowed one week to prepare for their final exam. During this break two snowy days elongated the gap to nine days. The instructor (the first researcher of this study) of Statistics-I course shared seven homework sets during the break. The homework sets comprising various types of questions were shared each evening and was replaced with a new one after 24 hours. The homework questions were shared through Socrative which allowed the instructor to see students' performances on each question. The instructor shared the answer of each homework set after 24 hours and he shared questions similar to those least answered in the previous homework in new homework sets.

During the last lesson of the course students were announced for this application and the announcement was shared in students' email, Twitter and Facebook groups. Besides, Socrative was used in several lessons so that all students were familiar with its usage. Totally seven homework collections were shared and students participated to these homework sets in different percentages. Of the 95 students 32 never participated and 5, 4, 12, 13, 11, 9, 9 students participated 1, 2, 3, 4, 5, 6, and 7 times respectively. Students that never participated and those participated one and two times were taken as control (41 students) and those who participated three or more times were taken as experimental group (54 students).

### Instruments

Three sources were utilized to collect data. First, students' midterm grades was used to equate the groups' initial differences. The midterm was a regular exam applied to assess students' knowledge related to descriptive statistics topics, such as mean, median, mod, standard deviation, quartiles, Box and Whisker Plot, standard normal distribution, and Z and T scores. The midterm consisted of 41 multiple choice questions prepared by the first author from various statistics books, such as "Statistics for the behavioral sciences" (Gravetter, & Wallnau, 2006) and "Statistical Methods for Psychology" (Howell, 2012).

Second, students' final exam grades were used to reveal group differences after the intervention. In other words, some of the students prepared for the exam through Socrative however some of them did not. On the final exam students were asked 8 open ended questions assessing students' knowledge on correlation and regression at basic level. These questions were also selected from various statistics books such as "Introduction to Statistics and SPSS in Psychology" (Mayers, 2013) and "Statistical Methods for Practice and Research- A Guide to Data Analysis Using SPSS" (Gaur & Gaur, 2009).

Third, an online questionnaire of eight Likert type (1 – Strongly Disagree, 5 – Strongly Agree) items and three essay questions to extract information on the students' judging of the use of Socrative for exam preparation. The questionnaire items (see Table 1) were prepared by the authors. The final version of the questionnaire was decided after several electronic mailing between the authors. Then, the questionnaire was administered to three

students in a one-on-one situation to make sure that students interpreted the questions unambiguously. We observed that they answered all items without hesitation and were able to interpret all questions correctly. During the last homework sharing, the students filled out this online questionnaire which was published on Socrative. On the other hand, the internal consistency of the survey questionnaire; Cronbach's alpha value obtained was .913.

## RESULTS

The effect of doing homework through Socrative on final exam results were analyzed with ANCOVA where students' midterm grades were used as covariate. The aim behind using ANCOVA was to equate the pre-existence differences between control and experimental group students (Pallant, 2013). The strong linear correlation (.64) between students' midterm and final grades allowed using it as covariate. The correlation coefficient .64 suggests a fairly predictable relationship between students' midterm and final grades. Two of the most important assumption of ANCOVA; Levene's test for homogeneity of variances and the homogeneity of regression slopes, were tested. It was found that the error variance of the final grades was equal across the groups (those who participated and who did not participated to homework activities), and no interaction between the covariate and the independent variable (final exam scores) was detected ( $F(1, 91) = 1.67, p = .20$ ).

The descriptive statistics indicated that the mean of final grades of students who did not participate in Socrative-assisted homework activities was 31.51 and for those who participated in the activity was 58.24. The difference between group means was assessed with ANCOVA (Table 1).

Table 1. ANCOVA results

Source	Type III Sum of Squares	df	Mean Square	F	p	$\eta^2$
Corrected Model	38450.74	2	19225.37	37.85	.000	.451
Intercept	326.95	1	326.95	.644	.424	.007
midterm	21801.10	1	21801.10	42.92	.000	.318
group	3516.69	1	3516.69	6.92	.010	.070
Error	46729.01	92	507.92			
Total	292411.00	95				
Corrected Total	85179.75	94				

The ANCOVA results showed that there existed a statistically significant difference between control and experimental group students' final grades ( $F(1, 92) = 6.92, p = .010, \eta^2 = .07$ ), once their means had been adjusted for midterm grades (see Table 2). This means that when students' midterm grades are controlled there is a significant effect of sharing homework sets through Socrative on students' final grades. Meanwhile the eta square value, .07 indicated a moderate effect size. The moderate effect is based on the Cohen's (1988) conventions for effect sizes;  $\eta^2 = 0.01$  (small),  $\eta^2 = 0.06$  (medium), and  $\eta^2 = 0.14$  (large) effects. Finally, the adjusted means with the effect of covariates was found 41.14 and 50.43 for control and experimental groups respectively. In other saying, after ANCOVA adjustment, final grades of the control groups increased for 9.63 points while that of experimental group decreased for 7.81 points.

The results of the attitude survey indicated that students have a positive moderate attitude toward preparing for exam with Socrative application. The maximum average score that could be obtained from the survey was five and average of all students was calculated as 3.81 showing a moderate attitude. Table 2 includes the items of the questionnaire along with mean and standard deviation of each item.

Table 2. Descriptive statistics of questionnaire items

#	Items	Mean	SD
1	This application serve my purpose	3.92	0.98
2	I liked Socrative	4.08	0.95
3	I regularly prepared for the exam with this application	3.69	1.04
4	With this application I prepared for the exam with relish	3.56	1.14
5	With Socrative I prepared more for the exam	3.84	1.02
6	I want this application to be used in the next exam also	4.01	1.09
7	Socrative should be used in other subjects as well	4.06	1.08
8	I hope to get a high mark in the exam with this application	3.35	1.06

As seen in Table 2, three items (2, 5 and 7<sup>th</sup> items) are related to Socrative software and the others (1, 3, 4, 6, 8<sup>th</sup> items) are assessing the use of Socrative as a tool for homework sharing. While the mean for items that assess Socrative was found 4.00, the mean for the usage of Socrative for sharing homework sets was found as 3.71. Students have scored the item “I liked Socrative” the most (4.08) and the item “I hope to get a high mark in the exam with this application” the least (3.35).

Besides the Likert type questions assessing the students’ attitudes toward the use of Socrative as a homework platform, there was a question asking students amount of participation to the homework activities. Seven homework sets were shared within 9 days and students’ participation rates varied between 1 and 7 times with mean and standard deviation of 4.33 and 1.77 respectively.

Another positive indicator of using Socrative to prepare students for exam by sharing homework sets is the correlation between students’ final grades and amount of participating to homework question solutions. The Pearson correlation results indicated that there was a significant positive large association (.52) based on Cohen’s (1998) classification (.10 are “small,” those of .30 are “medium,” and those of .50 are “large”).

The last two items on the questionnaire were “What was the best use of sharing homework questions on Socrative?” and “What are the problems associated with sharing homework questions on Socrative?” To represent the students’ responses we constructed two answer sculptures as shown in Figure 1 and Figure 2. In the answer sculptures rounded rectangles denote responses related to use of Socrative as homework sharing platform, trapezoid ones represent responses directly related to Socrative software and the elliptic ones symbolize other types of responses.

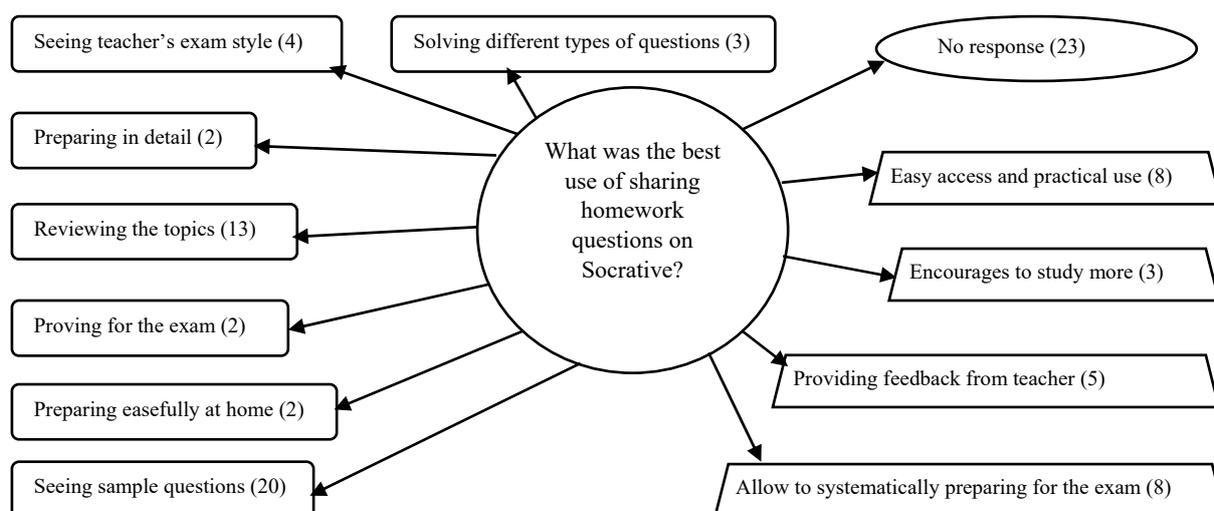


Figure 1. Answer sculpture for best use of Socrative as a homework sharing platform

As seen in Figure 1 %25 of the responses are directly related to proving the Socrative. For example, 8 students found it useful in allowing to systematically preparing for the exam and 3 students declared that it encourage them to study more. Similarly, %24 of the students did not supplied any responses and %48.4 of the students supplied responses related to best use of Socrative as a homework sharing platform. For instance, 20 students found that platform is useful, where it allows seeing sample questions, and 2 students found it helpful by allowing to calmly studying at home.

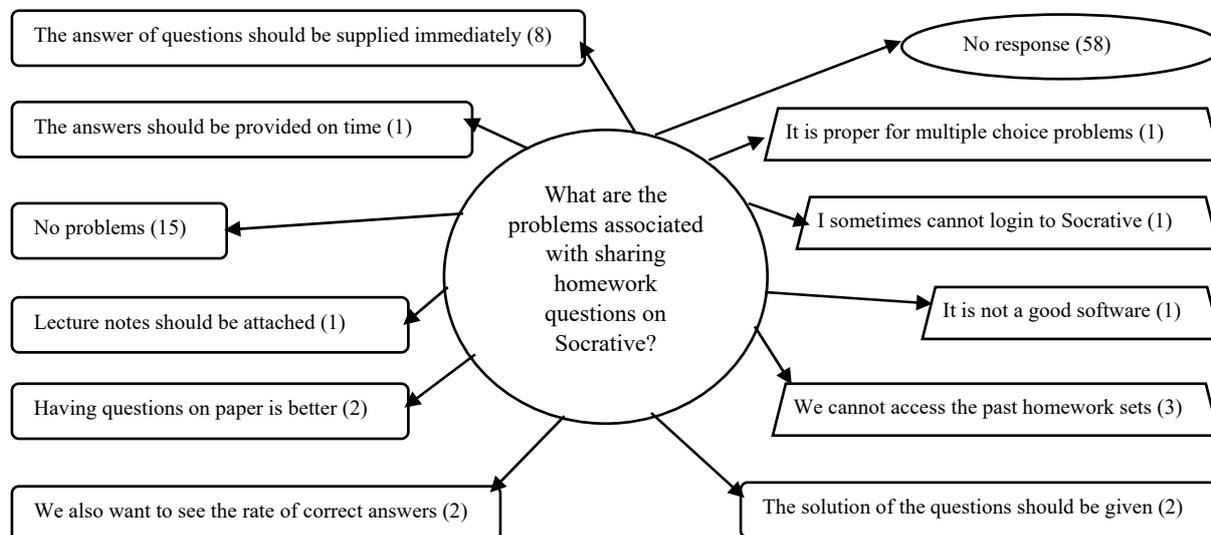


Figure 2. Answer sculpture for the problems associated with the use of Socrative as a homework sharing platform

As seen in Figure 2 %61 of the students did not supplied a response for the problems associated with the use of Socrative for sharing homework sets and %16 of them found no problems. However, %23 of the students stated various problems. For instance, the fact that students could not immediately get the answers of the homework sets (8 students) and instead of on paper, having question on their tools' screen (2 students) were seen as problems. Similarly, could not accessing the past homework sets (3 students) and sometimes could not logging to Socrative (one student) was the problems directly related to Socrative that students mentioned.

## DISCUSSION and CONCLUSION

As is evidenced by the data presented, those students in the treatment group had a higher average on the final exam than those in the control group. In other words, participants having the Socrative-assisted homework before the final exam performed well within the range of those without the Socrative-assisted homework. This conclusion do agree with those of (Altun, 2008) who indicated that online assignments increased student motivation and academic achievement, and those of (Babaali & Gonzalez, 2015) who showed the effectiveness of an online homework system to supplement instruction. However, (Chow, 2014) and Sosa et al. (2011) found that the students using the computer-based homework instruction are just as successful as those using the traditional method of homework instruction. Contrary, (Demirci, 2010) and Bonham, Beichner, and Deardorff (2003) reported that students who used the WebAssign system experienced no significant differences in learning gains comparing to students using the traditional hand-written homework. These findings implies that more rigorous studies, perhaps those control the experience of the instructors and students' prior knowledge, are needed.

The results also indicated that students' attitudes toward use of Socrative as a homework assignment platform or toward preparing for exam through Socrative was moderate. Similarly, (Hadiri, n.d.) indicated slight positive changes toward Socrative when it was used for formative feedback. Other studies (Altun, 2008; Leong, 2014) concerning students attitudes toward use of Socrative was also positive.

Some studies (Dervan, 2014; Godzicki, Godzicki, Krofel & Michaels, 2013); Heaslip et al., 2014; Manuguerra & Petocz, 2011) have indicated the increase in the students' engagement when they use technology in or outside classroom. The results gathered from the open ended questions of study correspondingly specified that students became more engaged with their exams when Socrative was used as an online homework platforms.

The students in the sections utilizing the Socrative to complete the homework assignments are assumed to have increased students' time on task in general. This most likely have positively impacted their ability to understand the material and influenced their performance on the final exam as well. In other words, the differences in students' success can be attributed to the support and feedback that the software provides coupled with an increase in the time spent doing homework. Moreover, despite the fact that students in the treatment sections did significantly better on their final exams, there is still a group of students who scored incredibly low on their final exam. Still, the high correlation between students' final grades and their amount of use of Socrative for preparation, indicate the general effectiveness of Socrative software.

Obviously, doing homework sets with Socrative, the environment provides a sense of distance and protection from the audience not available in the classroom.

Incorporating the Socrative in the exam preparation enables students to prepare for the exam with relish, regularly prepare for the exam and prepare more for the exam. Moreover, it provides opinions to questions from the instructor, receive feedback from the instructor while outside the classroom, and also the instructor assess their understanding of the course materials from distance. These results are valid for the statistics course, however, we envision that this would be the same if the Socrative be utilized in other, similar courses, as well.

First the questionnaire was applied than students' final scores were declared. This was done because of the probability of students being affected by their score on the final exam. There were two groups of items on the questionnaire; those assessing the Socrative and those assessing the usage of Socrative a homework sharing platform. The results indicated that attitude word Socrative (4.00) was more positive than using it for homework platform (3.71). The meaningfulness of the difference was searched by conducting independent sample t test. It was found that the difference was statistically significant;  $t(145)=12$ ,  $p=.00$ . This finding implies that students have enjoyed with Socrative more than using it as a homework sharing platform. Which further implies that Socrative should be used for other purposes such as engagement and motivation. The students' scoring the least on the eighth item might have been affected by their belief that the Statistics-I course was a difficult course.

As a conclusion, the results revealed that preparation for exam using Socrative led to an increased exam grades. Further, results showed that the students are satisfied with this preparation style likely because the immediate feedback given helps to improve student understanding of the concepts. This study indicated that along with Socrative's usual usage it can also be used to increase students' performances on exams by sharing homework questions through Socrative. Based on the feedback received from students it is recommended that Socrative to be applied frequently in higher education institutions and in other subjects as well.

Many students struggle to keep up with the courses possibly because of do not knowing how to prepare for exams and needs motivation. Instructors' homework sharing on the web may be a solution to this problem. Further studies are necessary to generalize that the use of Socrative as homework platform will have the same learning results.

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## **Institution Exams Held Within The Scope Of Anadolu University Examination Services Analysis Of General Ability Questions**

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### **ABSTRACT**

The exams and examination services within the scope of applicable legislative regulations in Turkey consist of central exams held by the Ministry of National Education and the Presidency of Student Selection and Placement Center (ÖSYM), open education exams of the higher education institutions and examinations held at home and abroad upon requests public institutions and organizations and private law legal persons.

Anadolu University holds both the examinations included in open education system and the institution examinations upon requests of public institutions and organizations and private law legal persons within the scope of these legislative regulations. 83 different exams of 11 different exam types were held by Anadolu University and 92,000 questions were asked in such exams. 2700 of these questions belong to 10 public and private sector's institution exams held in 2015 by Anadolu University. These exams are composed of general ability, general culture and field information sections

In this study, the preparation process of general ability questions included in the institution exams held in line with the demand for public and private sectors other than open education exams in 2015 by Anadolu University, and the item analysis performed following exams are described with sample questions.

## **Institutional Strengthening Initiative: Using Faculty And Its Professional Development As A Lynchpin**

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### **ABSTRACT**

This paper presents experiences of institutional capacity building initiative, which was part of Strengthening Teacher Education in Pakistan (STEP) Project funded by Global Affairs Canada (GAC) (former the Department of Foreign Affairs, Trade and Development, Canada, and CIDA) and supported by the Aga Khan Foundation in Canada and Pakistan.

Three interconnected ideas underpinned this initiative: institution as unit of change; importance of culture and context in the process of change; and faculty and its professional development as a lynchpin for institutional improvement. The intervention spanned over a year with a focus on faculty collaboration, reflective practice and action research under the overarching theme of Professional Learning Community. The outcome of this project was two action research projects conducted by the participants of this initiative.

The faculty involved in the project greatly appreciated the intervention as it provided ongoing input as well as support through various means. It was evident that this kind of University-College relationship could reap far-reaching results in capacity development, and in improving overall management of teaching and learning in the college, in addition to the teaching in the classroom.

## **Integrating Computer-Assisted Language Learning in Saudi schools: A change Model**

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### **Abstract**

Computer-assisted language learning (CALL) technology and pedagogy have gained recognition globally for their success in supporting second language acquisition (SLA). In Saudi Arabia the government aims to provide most educational institutions with computers and networking for integrating CALL into classrooms. However, the recognition of CALL's efficacy does not translate into easy acceptance and integration in English as a Second Language or English as a Foreign Language (ESL/EFL) classrooms in Saudi schools particularly where teaching of both English language, and information and communication technologies (ICT) is subject to religious and cultural constraints. There are ranges of other barriers that impede native Arabic speakers from learning English. Accordingly, the research question addressed in this paper is an exploration of the overt and covert factors that affect CALL use and integration in Saudi Arabian secondary schools. A case study approach using mixed methods was employed to interview and observe a sample of teachers and school inspectors in urban and rural secondary schools. Results were supplemented with an online questionnaire and analysed using both descriptive statistics and thematic analysis.

Previous research has identified the objective of CALL as 'normalisation' or complete integration of computers into everyday classroom life where they are used routinely by language students and teachers in the same manner as other learning tools. This concept is used as a standard by which to identify the material and non-material factors that impede SLA along with the technological pedagogical content knowledge (TPACK) model and the technology acceptance model (TAM) (Alsofyani, bin Aris, Eynon, & Abdul Majid 2012) created to improve and understand the use of technology acceptance in classrooms. Ostensibly, the fact that young learners are already familiar with blogging, online chatting and gaming, iPods, smartphones and instant messaging should enhance the efficacy and ease of introducing digital technologies into the classroom. Yet despite teachers and students having access to a variety of ICT in a personal capacity, the analysis of results suggests that they are unable to integrate CALL effectively because of both overt and material constraints to do with access, training and resources on the one hand, and less tangible cultural and religious reasons that affect motivation and attitudes on the other. Urban and rural schools experience these factors differently. While constraints are not directly linked to lack of funding, or interest at the policy level, where the Ministry of Education has an express commitment to improve English language teaching, the results suggest some ambivalence about policy implementation.

The conclusion draws on the findings to recommend a model, emerging from the analysis, which proposes to address the covert and overt issues the study identifies, and provide systematic support for integrating CALL into Saudi Arabian English language classrooms.

Keywords: CALL, English language teaching, Saudi Arabia, second language acquisition

## **Integration Between Applications, Real Life Experience**

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### **Abstract**

Many of the schools now are using and implementing integration between their subjects such as integration between math and science. The integration in this paper is integration between software applications. The schools have many standalone applications to do one task at a time, isolated from their rich environment and the opportunities to be shared. Integration between the current running applications will be reflected positively on the teachers' satisfaction and the quality of the reports generated. Applications' functionalities are limited to their own capabilities and use. Integration between the applications will enhance the follow of information within the schools' departments as well as the teachers. In this paper, I will demonstrate how we implement the integration in our school explaining how to find and reach information, how to report an issue to the correct person based on our student support team duties. The applications used for this projects are: our grading system, MS Access, MS Outlook, MS Excel, and Visual Basic as the programming language.

## Integration Of Technology-Based Resources In Adult Learning And Teaching Contexts: A Literature Review

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### ABSTRACT

The purpose of this paper is to provide the reader with a comprehensive review, drawing on the current education in technology literature. With this review, the reader is expected to expand their horizon of some of the instructional design related considerations and issues pertinent to the incorporation of technology-based resources into adult learning and teaching settings. This extensive review can particularly shed light to why, for whom, and how these technology-based resources are to be integrated into curriculum, rather than whether or not they should be. Two specific technologies were selected for this literature review: *Social networks* and *podcasts*. With the writing of this review, it is the hope that the reader can widen their current knowledge of both the pedagogical value of these web 2.0 technologies and potential challenges they pose as they are integrated into educational activities at schools—in this study, adult learning and teaching contexts.

**Key Words:** Literature review, technology-based resources for effective instruction, instructional design related considerations, adult learning and teaching environments, web 2.0 technologies, social networks, podcasts, pedagogical value, advantages, challenges.

### INTRODUCTION

Ongoing debates among believers and skeptics of the pedagogical value of technology supported learning and instruction is not an indicative of a one-size-fits-all model in the 21<sup>st</sup> century classroom. While some school systems adopt and implement a completely face-to-face approach to getting students to interact with the content, with each other, and with their instructor, some others fully opt for online education to leverage students' learning and teachers' instructional practices. The debacle here does not stem from whether or not instructors should implement technology-based resources in their class-related activities. Paramount instructional decisions are made not based on the "usage level of technological resources, but the [proper] usage of technology in educational environment with convenient pedagogical approach" (Sezer, Yilmaz, & Yilmaz, 2013, p. 141). As such, in order to optimize effective learning and teaching with various web 2.0 technologies both inside and outside of the classroom, instructors need to consider several factors. These design considerations involve instructors' own design-related decisions in conjunction with the learning objectives they determine, the educational context they are teaching in, their personal attitudes towards and perceptions about integration of technology-based resources into curricula, types of learner groups they are working with, these learners' previous educational backgrounds, differences in their learning styles, modes and preferences of learning, study skills, and cognitive processing competencies (Clark & Mayer, 2011). Learners' current level of confidence and comfort in their use of these technologies, along with their preferences on their hardware and software use, administrative issues such as budgeting and school administrators' support on the use of technology-based resources in class, determiners of educational policies, involvement of parents and other stakeholders, as well as legal and ethical issues with intellectual property use—proper conduct of copyright laws—can be cited as additional considerations for design of effective instruction. Given the current educational milieu where millennials (Tomei & Morris, 2013) rule their own learning processes with rather a student-centric approach, a thorough review of the literature needs to be conducted.

### SOCIAL NETWORKS

According to Tomei and Morris (2013), "social networking is defined as a web-based service that allow individuals to construct a public profile within network parameters that permit the user to admit or restrict those with whom they mutually agree to share a connection" (p. 141). Applications such as blogs, social networks, content communities or virtual social worlds can all be placed under the umbrella of social media, which can be referred to as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0" (Aymerich-Franch & Fedele, 2015, p. 54). College students tend to adopt social media applications both for entertainment and learning purposes (Cao, Aijan, & Hong, 2013). Dahlstrom (2012) asserted that "students use various social media applications and it has become an indispensable part of their everyday life for personal and learning purposes. Mobile technologies and smartphones interweave social media in their palms and at their command"

(as cited in Cao, Aijan, & Hong, 2013, p. 582). Bicen and Cavus (2011) posited that there are several social networking sites that have come to existence with the advances in information and communication technologies (ICTs) (as cited in Benson & Morgan, 2014). However, Facebook has prevailed among all. Boyd and Ellison (2008) asserted that social networks allow for the following three: 1) construct a profile that is either semi-public or public in an online system, 2) create a user list based on the individual's connections, and 3) view other users' profiles and shared friends, as well as their connections through the systems, in addition to those of their own (as cited in Benson & Morgan, 2014).

### **SOCIAL MEDIA AND A PARADIGM SHIFT FROM TEACHER-CENTERED TO STUDENT-ORIENTED LEARNING**

Regarding the utility of social media on today's students' transformation into self-directed learners, it is possible to assert that as various mobile learning technologies came to existence, they have had a tremendous impact on students' transforming into autonomous, independent learners. This role is evident in the emerging paradigm shift from yesterday's traditional, teacher-centered learning is replaced by student-centered learning and/or learner-generated content. With respect to this, Kukulska-Hulme (2010) stated that social media act as a catalyst, enabling a "pedagogical refocus from teacher-directed content delivery to student-generated content and student-generated learning contexts" (p. 2).

### **ROLE OF SOCIAL NETWORKS IN STUDENTS' TRANSFORMATION INTO SELF-DIRECTED LEARNERS**

In their recent study, Yildiz and Scharaldi (2015) found that "there is a growing number of research and support by academics" in this field (p. 259). The *Digital Media and Learning Initiative* funded by the McArthur Foundation released the report findings of the Digital Youth Research project back in 2008, in support of kids' using digital media for informal learning. The research findings reported that "youth engage in peer-based, self-directed learning online" (Ito, 2008, Digital Youth Research, para. 9). Ito (2008) noted that social media lead to freedom of expression for younger learners and allow for "autonomy for youth that is less apparent in a classroom setting. Youth respect one another's authority online and they are often more motivated to learn from peers than from adults. Their efforts are also largely self-directed" (para. 11) when compared to learning objectives predetermined by their instructor and in a classroom environment.

### **SOCIAL MEDIA TOOLS UTILIZED IN THE WORKPLACE**

Today's learning organizations have begun to ensure that their employees receive not only formal training, but also informal forms of education and professional development for the entire success of the workplace. For example, these organizations have begun to adapt to current demands of the global economies today, by fully adopting social media tools to several of their departments. Muya and Nafukho (2015) underscored that "as social media penetrates our everyday lives, organizations and human resource development professionals are looking at how to leverage social media tools to enhance workplace learning and development" (p. 93).

There is no doubt that employers in this day and age are searching for the top talent; that is, the type of diverse workers—or global citizens—that have technical expertise that calls for a vast array of digital skills and a high level of adaptability to both formal and informal learning settings, with quite a lot of cultural sensitivity and receptivity for constructive feedback. Workers today need to be able to respond to the wants and needs of the customers and consumers. Hunt (2010) drew attention to a *Career Builder* survey, which demonstrates that today's employers increasingly use social media for recruitment purposes. The author also discussed that "at this point in time, social media neither can, nor should replace traditional recruiting methods; however, it is necessary for organizations to supplement their efforts online. Fueling traditional recruiting strategies with social media requires understanding how the different sites operate" (Hunt, 2010, p. 38).

### **PODCASTS**

"A podcast is a digital media file, or a series of such files, distributed over the Internet using syndication feeds, for playback on portable media players and personal computers" (Tomei & Morris, 2013, p. 84). Design and delivery of effective teaching heavily relies on instructors' ability to connect with their students on both personal and social levels, especially given that today's learners comprise progressive, self-directed, diverse communities of knowledge builders, content creators, and information disseminators. The "millennials (born 1982-2002)" (Tomei & Morris, 2013, p. 84) do not just accept the given message as the *de facto* reality, yet question it. They recreate content with a myriad of web-based tools, making it more authentic for not only their individual learning, but for that of others on a

global scale. As such, “podcasting provides one of the most widely recognized formats to reach millennials” (Tomei & Morris, 2013, p. 84). According to Tomei and Morris (2013), Podcasts are easy technologies to locate on the Internet, especially through specific online “warehousing services such as Apples iTunes and iTunes University. Information gathered from a simple search often produces volumes of downloadable resources for listening and viewing on virtually every noteworthy academic content area” (p. 84).

Podcasts are referred to as audio instruction designed with the following four design principles: 1) Selection of the narrative format, 2) fleeting nature of spoken words, 3) environmental soundscape, and 4) difference between hearing and listening. Ferrington (1994a) contended that the goal of good audio design with podcasts is to “effectively engage the listener in active and attentive listening” (as cited in Carter, 2012, p. 55). Both the weakness and the strength of the audio medium, from Arnheim’s (1986) viewpoint, is a “blind medium that relies on the elements of sound and silence to communicate information or emotional content to the listener” (as cited in Carter, 2012, p. 55). Podcasts achieve both.

### **EVALUATION OF SOCIAL NETWORKS AND PODCASTS: ADVANTAGES OF INTEGRATING SOCIAL NETWORKS INTO LEARNING AND TEACHING**

A plethora of online social networking sites (SNSs) has arisen due to today’s technological advances. Some of these are Facebook, Myspace, twitter, wikis, blogs, and virtual worlds (Bicen & Cavus, 2011, as cited in Benson & Morgan, 2014). Welcoming social media tools into the classroom environment is significant, for they are very powerful tools of learning. The members of the *net generation* (Glenn, 2000) recognize their own important role in helping “shape the future of this increasingly global, interconnected society” (Wesch, 2008, p. 7, as cited in Yildiz & Scharaldi, 2015, p. 259). Through SNSs, students can create new forms of expression and new rules for social behavior. They can share their creative works such as a video they produced, an online, interactive game they designed, or a SNS they customized based on their personal preferences. They can then receive feedback and response from their peers online which is often immediate, and includes breadth of information. Such information exchange greatly adds to these learners’ media skills and knowledge repository, particularly because this online, often asynchronous exchange provides them with the ability to learn, create, and share at their own pace and based on their own learning needs and personal learning styles. These learning gains through social networking explain that the social media and the digital world are very likely to lower barriers to students’ autonomous learning in the digital age.

Today, it is undoubtedly that social networks have demonstrated their ability to encourage collaborative and real-life skills through which learners can transfer their knowledge to real-world scenarios. Thanks to social networking technologies, students can find the opportunity to collaboratively engage in knowledge building communities with their cyber peers and their instructors, and thus feel like they are part of a virtual, yet a legitimate learning environment wherein they can easily socialize. According to Moore and Kearsley (2012), “for many students, this is a valued way of reducing their feeling of isolation” (p. 171). Social networks promote meaningful and much richer communication between learners and learners, learners and faculty, and learners and content. The last type of interaction (i.e., learner-content interaction) stands out among all three, because it allows for a new paradigm shift in today’s digital education: Learner-centered approach to learning versus yesterday’s obsolete teacher-focused education. Finally, group thinking and positive interpersonal interactions among learners, instructors, and the content can provide instructors with an invaluable pedagogical toolkit that facilitates their assessments of their students’ academic performances.

### **DISADVANTAGES OF INTEGRATING SOCIAL NETWORKS INTO LEARNING AND TEACHING: CHALLENGES SOCIAL NETWORKING SITES POSE TO BOTH STUDENTS AND INSTRUCTORS**

The extent of social media use depends on not only the positive aspects (i.e., perceived benefits and opportunities), but also negative factors (i.e., perceived risks and challenges) (Cao, Aijan, & Hong, 2013). Cao, Aijan, and Hong (2013) found in their recent work that “external pressure, perceived usefulness, perceived risk and task– technology compatibility are all important in explaining social media use decision” (p. 591). Negative implications of social media use in learning and teaching should be understood especially from an ethical perspective, when the personal and public domains overlap on the same platform. In another recent research investigating this issue, Aymerich-Franch and Fedele (2014) contended that “as any other revolution in the human history, the incorporation of social media in the different social spheres comes with reactions of both fear and enthusiasm” (p. 57). When “Facebook, MySpace, and Twitter are unsupervised and must be used by instructors” (Tomei & Morris, 2013, p. 89), potential

pitfalls of integrating such open public online communities into learning/teaching practices should be fully understood by these learning agents.

Based on the findings of their study, Aymerich-Franch and Fedele (2014) indicated that besides their positive implications, social media tools such as Facebook, MySpace, Twitter, Skype, weblogs, and other such SNSs also raise concerns on the part of the students. Rather than indicating how the faculty intend to use SNSs in their teaching or what function they perceive SNSs to have in their instructional design and delivery, the study results actually demonstrate the perceptions and attitudes of several college-level students towards their SNSs use. These students' responses appear to have affected the findings of this inquiry in the way that it turns out that social media do, indeed, raise serious concerns and moral questions in the minds of these young users/learners. The large sample of the study includes university students who constantly utilize SNSs as part of their private sphere. According to Livingstone (2008), "despite the strong connection of this first generation of digital natives and new media, the increasing use of social media among teenagers and teens is also of concern of both public opinion and scholars" (Aymerich-Franch & Fedele, 2014, p. 56).

The findings of this research indicate that social media may impose risks for these young people, particularly on their privacy. Youth seem to have created a *bedroom culture*, which, in the digital learning landscape, represents these young learners' private, leisure activities they hold separate from their school or family-related obligations. Simply put, they want to socialize by use of these social media tools, instead of using them primarily as a vessel for learning. Some studies even show that "students believe that certain social media such as Facebook are not designed for education but for socializing" (Hewitt & Forte, as cited in Aymerich-Franch & Fedele, 2014, p. 58). On these digital spaces, young learners tend to create for themselves identities that are both individual and group-based and what they experience here is a sense of intimacy and community (Aymerich-Franch & Fedele, 2014). As paradoxical as it sounds and although they do not want public sphere to clash with their private sphere, young people seem to frequently use social media publicly. Because of this reason, the study results reveal that students often opt out of using them as part of their private lives. In other words, they do not want their personal boundaries to be crossed. In support of this argument, the study results inform that as they choose to rather learn in an informal manner through multiples modes of media that help enhance both their verbal and visual literacy (Clark & Mayer, 2011), they tend to exclude formal educational activities from their private sphere. Now, this brings to mind the question, *will youth ever acknowledge the use of social media tools in the context of a blend of both formal and informal learning where visual communication is concerned?* This remains yet to be further inquired.

#### **IDENTITY MANAGEMENT AND PRIVACY: ANALOGY TO FOCALTY'S PANOPTICON DESIGN**

According to Benson and Morgan (2014), privacy refers to the "right of individuals to freely decide the aspects of their lives to remain in the private domain and those belonging to the public one" (p. 57). However, the more public these young learners go by using these social media tools, the more vulnerable their identities become to potential online predators who might stalk them, by picking them as their cyber victims. Also, while some students report that they positively perceive social media to be a potential vehicle for learning (e.g., watching faculty's lectures, engaging in discussions with the faculty and peers, listening to topic-related podcasts, etc.), some others (almost other half of the respondents) state that they have serious concerns as to whether these media might cause issues with identity management and privacy. Thus, students appear to reject to use social media they normally "use in the private arena for educational purposes in order to keep a separation between their social and academic life" (Hewitt & Forte, 2006; Selwyn, 2009, as cited in Aymerich-Franch & Fedele, 2014, p. 58).

Young users of these social media sites "may reveal information that may be used for marketing and commercial purposes, which, according to Barnes (2006), makes their private spheres open to redundant online advertisements. I have additionally found that these social media sites may "allow for high levels of surveillance. Governmental agencies, college officials or parents can access networking sites while young users think of it as private spaces" (as cited in Aymerich-Franch & Fedele, 2014, p. 57), which, once again, precludes these young users from trusting these sites or perceiving them to be completely private. A good metaphor to use at this point can help describe such surveillance mechanism, and that would be *Focault's Panopticon design* (Barnes, 2006; Fuchs, 2010, as cited in Aymerich-Franch & Fedele, 2014, p. 58).

### **ADVANTAGES OF INTEGRATING PODCASTS INTO LEARNING AND TEACHING**

Audio created good design principles play a crucial role in effective learning and instruction, for they positively contribute to the learning processes of especially learners who have lost their sight. In other words, podcast scan significantly contribute to visually impaired students' learning. Integration podcasts into curriculum can additionally facilitate learning experiences of non-traditional, diverse learner populations, including limited English proficient (LEP) students. Common knowledge within the second/foreign language field provides that LEPs are often described as linguistically and culturally diverse students that speak a second/foreign language other than native tongue. Thus, by use of audio presentations (i.e., podcasts) in class—or outside of the classroom environment—instructors can leverage the effectiveness of their teaching practices. Podcasting implemented in second/foreign language learning and teaching settings can significantly enhance LEP students' listening skills in the English language despite the fact that English is not their comfort zone to comfortably listen to and verbally communicate with others.

Particularly the third audio instruction design principle mentioned earlier in this paper requires a special address and understanding, because of the presence of Environmental Soundscape (e.g., attending to foreground or background sounds in the podcast). According to Ferrington (1994b), "active listening involves the ability to discriminate between sounds within a multi-pattern context" (as cited in Carter, 2012, p. 56). Regarding this (instructional) design principle, Carter (2012) posited that this "multi-pattern context (soundscape) has three layers through which the listener will isolate, identify, integrate, inspect, and then interpret spoken words to seek meaning in the sounds" (p. 56). Podcasts unequivocally enable such a learning environment for listeners as they internalize the given message(s). Tomei and Morris (2013) found in their recent study that "users find podcasting convenient [and] listeners control all aspects of the process and can use podcasting technology for a variety of educational (or entertainment) reasons" (p. 84). "Perhaps at a more elementary level, podcasting allows parents to take a more active role in the children's education while enabling teachers to reach students through a medium that has become part of their daily lives" (Tomei & Morris, 2013, p. 85).

### **DISADVANTAGES OF INTEGRATING PODCASTING INTO LEARNING AND TEACHING**

One of the concerns related to the negative aspects of integrating podcasts into learning and teaching is appropriate content use and creation. Because it is easy to create, publish, and distribute information created through podcasts and with minimal technological skills, teachers and parents need to be more involved in the student-created content both at school and at home. They need to be cognizant of whether students are able to use and/or create content appropriately. Appropriate content use and/or creation depends upon the manner in which students use the language, whether they are offending others advertently, recklessly, or irresponsibly—or even doing this inadvertently. Students may not be aware of the consequences of, according to them, an innocent and ignorant cyber attack on others' cultures, languages, ethnicities, races, religions, and political ideologies. It is thus imperative that parents and teacher get more closely involved in the extent to which students upload content on podcasts accurately and truthfully.

On legal and ethical levels, unseen dangers may also emerge when students use podcasts for learning in the online environment. They may upload content, by potentially distorting or falsifying the original piece of information, simply by violating copyright laws. Regarding the aforementioned cons of podcast use in learning/teaching processes, Tomei and Morris (2013) stated the following:

Without the historically safe environment of the printed text, the quality, accuracy, and suitability of podcasted, content is a concern to educators, parents, and students themselves. To be effectively used for classroom learning, close scrutiny by educators remains a critical aspect of podcasting in the classroom. Also, in the open and collaborative environment of the Internet, anyone can easily acquire copyrighted material without the permission of copyrights holders and adds a new dimension to the issues of intellectual property for many educators. (p. 85)

Violation of laws pertinent to intellectual property rights might pose huge risks not only for students themselves, but also for their instructors, their families, the school system, and on a greater scale level, for the entire community. Not to mention the ethical aspect of violation of copyright laws when these tools are integrated into learning and teaching activities—this is yet another con of podcast use inside and outside of the classroom, which needs further address and inquiry. Parental and teacher involvement related to these negative aspects and repercussions of

podcasting is utterly important, and therefore, the issue needs to be more closely watched by students' parents and teachers.

On another level, Tomei and Morris (2013) maintained that when students create their own podcasts to interact, share, and learn together with their instructors and their peers, they may not be aware of the safety of the online environment they are engaged in. Cyber stalking, online identity theft, and online privacy concerns are new terms that have recently entered in today's online learning platforms (Aymerich-Franch & Fedele, 2014), posing serious risks on the part of the students. Hence, this issue, too, needs further address and investigation by school administrators, instructors, parents, and the greater community. Further studies should be conducted in terms of the ramifications and future implications of cyber stalking where podcast integration into learning/teaching is involved.

#### **FACTORS TO CONSIDER WHEN USING EACH TECHNOLOGY WITH ADULT LEARNERS: SOCIAL NETWORKS AND ADULT LEARNERS' MOBILITY IN THEIR LEARNING PROCESSES**

Social networks have considerable potential for adult learners and are cost-effective because they not only support the type of learning that is socially networked, but also the type of knowledge that is constructed by learners recreating the content themselves. As such, instructors should consider the vitality of creating meaningful and relevant learning experiences for their adult learners. Current literature on adult learners' use of social networks in their learning processes informs that social media tools allow them to continue to autonomously learn the world outside of their classroom first through modeling their teachers and their peers, and finally, by themselves with support of mobile technologies. Mazman and Usluel (2009) found that social media enable adult learners to collaboratively interact with their lecturers and engage with other students on a common platform where they all share the same interests. When learning of adult English as second language (ESL) students is under focus, these adult learners ultimately end up mastering an array of competencies in the English language. If so, then instructional designers and instructors should take into account the huge impact of handheld devices on adult learners as they use these tools to socialize and learn via online, social platforms.

Adults' learning is best facilitated in an environment where students socially network, collaboratively engage in problem solving, and construct knowledge at their own pace (Newby, Lehman, Rushell, & Stepich, 2010). With respect to the collaborative knowledge construction theories, Yang (2012) further found that students learn more conveniently in a mobile learning (m-Learning) environment, for it enables cooperative learning. Students' use of social networks is promoted by this type of learning, which explains the degree to which adult learners' use of mobile technologies and social networks comeingle. Drawing from the current literature, it is thus feasible to conclude that adult students'—in our context, adult ESL students'—(language) learning experiences with mobile technologies both inside and outside of the classroom environment are optimized.

With the overlap of social networks and mobile technologies, instructors should additionally attend to the most recent pedagogical design frameworks as they create their lesson plans for this learner group. One of the most outstanding m-Learning frameworks that can facilitate a deeper understanding of how social networking and m-Learning comeingle is Park's (2011) four-type pedagogical framework. The framework involves the following four categories: 1) high transactional distance and socialized mobile learning activity, 2) high transactional distance and individualized mobile learning activity, 3) low transactional distance and socialized mobile learning activity, and 4) low transactional distance and individualized learning activity. It is noteworthy that the third category (i.e., low transactional distance and socialized mobile learning). This specific domain of Park's (2011) m-Learning related framework can have pedagogical implications for learners socializing and learning through SNSs. This third category clearly demonstrates the aforementioned overlap between social networking and learning with mobile tools. The inference in this context should be that as learners get on SNSs by use of mobile technologies for the purpose of socializing, networking, and most importantly, for learning, they become closer to one another and the barriers of geographic distances are almost removed. This (i.e., m-learning—social networking collaboration) could be a good pedagogical analysis for instructional designers to consider at the onset of their instructional design process involving social networks and adult learners.

Another consideration by instructional designers and instructors should be positive communication and dialogue as students and instructors engage in informal learning and teaching activities by mutual use of social media. When creation of an informal learning community is considered by learning agents who are to design effective instruction, they will also recall Keegan's (1995) *intersubjectivity* element embedded in his Equivalency Theory (as cited in Simonson, Smaldino, Albright, & Zvacek, 2012). *Intersubjectivity* comes to existence between teachers and learners

as they recreate an informal learning environment in an artificial manner (Simonson et al., 2012)—or recreate the reality. It is through these socially networked, recreated, online, informal learning communities that instructional designers or teachers can possibly observe the level of *unstructured and yet continuous, dialogic interplay* between instructors and their adult learners.

### **PEDAGOGICAL VALUE OF PODCASTS: MOTIVATION, CULTURE, AND MORE**

In the article they co-authored on podcast pedagogy, Dennen and Myer (2010) contended that “in the context of podcast-based learning, students need to be motivated to not only listen to a podcast, but also to pay attention to the message within the podcast for the podcast to be a successful learning tool” (p. 44). Other than motivational factors, instructional designers need to keep in mind that student-created podcasts can be very informative in their learning processes. Understanding the overlap of the podcast pedagogy in instructional design and student engagement and motivation in learning is pivotal for the salience of the entire design process. The most recent literature on podcasting pedagogy informs that “individual preferences for podcasts versus other learning technologies have been aligned with learning styles, with podcasts being a match for sequential, reflective, and verbal learners (Saeed, Yang, & Sinnappan, 2009, as cited in Dennen & Myer, 2010, p. 44).

Instructors also need to remember that teaching would be more effective if podcast creation were congruent with *Keller’s Attention, Relevance, Confidence, and Satisfaction (ARCS)* systematic motivational design model. This is a solid guide for instructors to follow, for it poses interplay between appropriate design principles and learner motivation mentioned earlier (Dennen & Myer, 2010). Considering motivational factors that play a substantial role in students’ learning via podcasts, Dennen and Myer (2010) asserted that “through careful scripting and the selection of an appropriate narrator, podcasts can be optimized for each of these motivational concepts” (p. 44).

In conjunction with teacher-generated podcasts, it is always a good idea to use a *female narrator* that uses a conversational tone and first person subject pronouns, instead of a more formal tone. Dennen and Myer (2010) provided that a female narrator “who uses more informal language and who speaks directly to the learner with statements about “I” and “you” will have the most positive impact on student learning and motivation” (p. 44). With this in mind, it is essential that those who are to design effective instruction not overlook the role of inclusion of a female narrator when creating a podcast for their course. The narrator’s conversational, informal, and yet informative tone should also remind these instructional designers of a paramount design principle, which is the *personalization principle* (Clark & Mayer, 2011).

As for student-created podcasts, as they integrate podcasts into their lesson plans or curricula, instructors should set certain assessment criteria such as students’ unique tone of voice, flow of sentences, as well as coherence and unity in meaning of the message transmitted (Dennen & Myer, 2010). Other evaluation criteria could be determined and announced to learners as their speaking fluency—in terms of pronunciation and enunciation of vocabulary words, use of expressions, idioms, local vernacular, and humor. Humor added to a podcasts not only helps present the content in a more informal manner, but allows learners to feel like they are an organic part of the podcast script. In this way, students engage in the content which they find authentic. Also, although they learn informally, they acquire information more comprehensively as opposed to the pedagogical impact of what formal—and possibly overwhelming—learning methods would do. Once again, adding the humor component into a podcast should remind instructional designers the *personalization principle* suggested by Clark and Mayer (2011). In his much acclaimed work on guiding adult learners (i.e., college-level students) toward gaining critical media literacy by use of audiovisual elements, Daniels (2012) found that humor is a fundamental design element used to evoke students’ emotions, thereby, leaving an emotional impact on them .

Gaining a richer understanding of the real world in which they live is attributed rather to adult learners compared to younger learners. Adult learners deepen their current knowledge and enrich their previous and current experiences more effectively and efficiently through student-created podcasts—or also through teacher-generated podcasts following up on lectures (Dennen & Myer, 2010). When it comes to English language learning environments, current literature indicates that through podcasting tools both inside and outside of the classroom, these learners can understand and appreciate the cultural value of their language learning processes. Teachers should take this exceptional *metacognitive* aspect of adults’ learning by use of podcasts into serious consideration. They should not underestimate the pedagogical and pragmatic values of podcasting on a cultural level and across disciplines—or, in our case, in second/foreign language learning/teaching contexts. By listening to podcasts, by generating podcasts

themselves, and by sufficient practice with podcasts, students can start picking up on U.S. cultural and linguistic cues, social norms, cultural symbols, cultural values, as well as the social etiquette in use of the language.

Students can appreciate societal, cultural, or verbal symbols around them, which can lead them to reflect on their learning. Self-reflection has a tremendous pedagogical value as far as the learning experiences of language students are concerned. Thum (2008) contended that self-reflection is a personal journey, a process of “bringing inner road-blocks or wishes to the light, [which] is one of the most important things to do for personal inner growth. It is one of the best ways to attain clarity and by that immense power” (para. 3). Through self-reflection, students are somewhat compelled to reevaluate their own strengths and weaknesses as they use their verbal skills by creating or listening to these audio presentations. When they engage in self-reflection, students end up gaining and/or developing higher levels of listening and speaking competencies in the English language. Podcasts are great instructional technologies to achieve this educational goal.

## CONCLUSION

Issues with proper implementation of intellectual property rights will continue to be a part of the aforementioned web 2.0 technologies integrated into curriculum to enhance 21<sup>st</sup> century literacy. However, keeping it legal should not be exclusive to these technologies—and to adult ESL learning/teaching settings—in particular. There is still much needed research to be conducted on whether or not or to what degree a majority of these technologies poses legal and/or ethical challenges as instructors incorporate them into their curricula. Unethical and illegal use of intellectual property can spark much controversy in the field of instructional media and design. Yet, it will be through these debates that scholars in the field can conduct solid research and propose concrete solutions to optimizing effective teaching both inside and outside of the classroom. If the aim in today’s technology-based education is to help learners gain 21<sup>st</sup> century skills on several aspects of their learning experiences, then, it would not be unviable to conclude that best practices in learning/teaching settings cannot come without addressing these issues and proposing pragmatic solutions to them with appropriate pedagogical approaches held. As Sezer, Yilmaz, and Yilmaz (2013) put it earlier in this paper, what is pivotal is “not the usage level of technological resources, but the usage of technology in educational environment with convenient pedagogical approach” (p. 141).

On a final note, of the most recognized factors to consider in the process of creating learning environments that involve a convergence of pedagogy and technology is attending to the learning needs of the digital natives (Prensky, 2010), in addition to their learning differences and preferences. This instructional design principle holds true across all disciplines, offering pragmatic solutions in today’s web-based, technology-supported educational environments. Further review needs yet to be conducted in the field, addressing these issues and providing a more comprehensive understanding of and appreciation for the aforementioned overlap and impact of educational technologies implemented in the 21<sup>st</sup> century classroom. Only then can pedagogical, instructional, technological, design-related, legal, and ethical implications for and ramifications of technology integration into learning and teaching be better comprehended and appreciated.

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## Interactive Learning By Using Augmented Reality Technology: The Development Of Electronic Publication Course For Education In Thailand

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### ABSTRACT

The purpose of this study were to determine that the interactive learning with using AR technology has more or less in higher education in Thailand, the satisfied to use AR applications, and how can teachers and students get benefit from learning and teaching with this method. The research survey was conducted through online questionnaires. A sampling frame is the group of 26 master degree students who learning in the development of electronic publication course at the Educational Technology Department, Kasetsart University Thailand. The results showed that students who have never interactive learning by using AR technology before with up to 90% and after they have learned in the course of 12 weeks, the students' behavior of learning developed into cognitive 55%, psychomotor 30% and effective 15%. They were satisfied with in using AR applications at the highest level. AR technology get starts electronic publication to life interactive with video, 3D model, infographic, audio and multi-scene. Educators can seamlessly enhance learning materials with digital content and students can participate interactively with smart devices and applications to tracking textbooks or digital materials that come to life.

**KEYWORD:** Interactive Learning, Augmented Reality, Electronic Publication

### INTRODUCTION

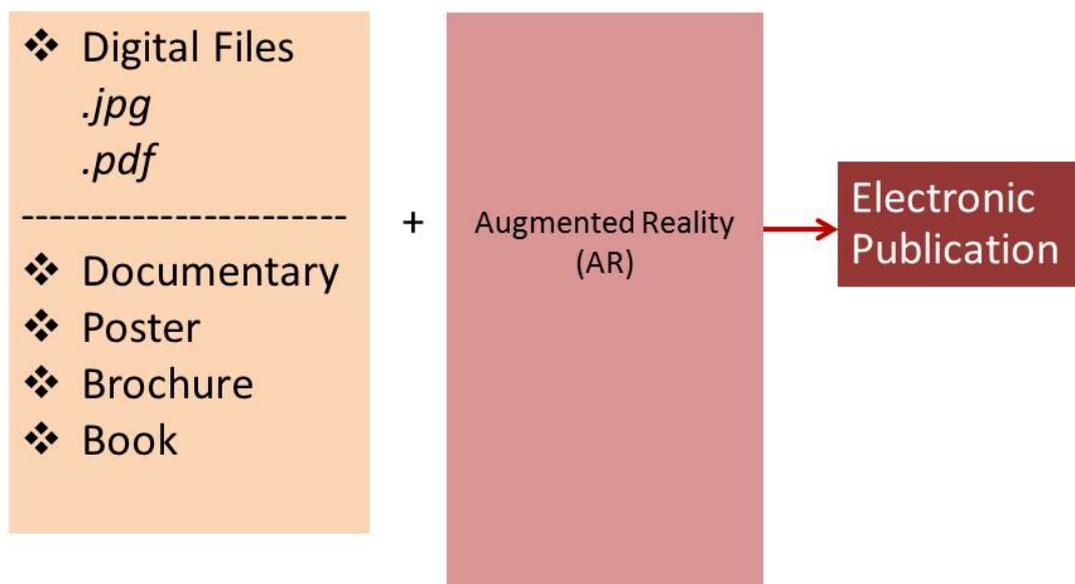
Interactive learning is a pedagogical model that encourages students to be part of the lesson instead of passive observers, quietly sitting at a desk taking notes or memorizing information. Students interact with the material, each other and the teacher in an active way. Interactive learning can take many forms in the classroom, hands-on group projects, lessons using technology, class discussions and simulations replace traditional lecture-based instruction (Susan Revermann, 2015). Historical interactive activities are available online to engage the history or social studies students. Some activities ask students to become involved and learn more about journeying to a new world. History is not the only subject area with activities. There are a variety of science activities as well (Lindy Hatten, 2015). Students can learn from the new interactive learning environment with smart devices and interactive real world. One of the interactive application type of learning is called “Augmented Reality” (AR). AR aim at simplifying the user’s life, by bringing virtual information not only to his immediate surroundings, but also to any indirect view of the real-world environment, such as a live - video stream, AR enhances the user’s perception of and interaction with the real world (J. Carmigniani, B. Furht, 2015). AR is a term used for a wide range of related technologies aimed at integrating virtual content and data with live, real-time media. The idea of AR is to mingle what is not really there with what is there as seamlessly as possible, and to present users with an enhanced, or augmented, display of the world around them (Tony Mullen, 2011, p.13). The nature of the augmentation could be anything from a textual display of data overlaid on real scenes or objects to complete, interactive 3D graphical scenes integrated into real ones.

### STUDY

For this study, the researchers have developed an interactive electronic publication including digital files, e.g. .jpg, .pdf, documentary, poster, brochure and book by using the free AR applications (Fig. 1). The students can use a smartphone or tablet tracking at trigger image or marker contains to interact with some contents, graphics, 3D models, videos, multi-scenes, audios, and info-graphics.

Tools and Technologies – For this study there are varieties of equipment such as, smart devices, networking, applications, technology, in working with AR applications, ranging from free solutions including Aurasma, Blippar, Augment, and Zappar (Fig. 2) that is reasonably accessible, inexpensive or free, minimally restrictive, and versatile while also enabling nontrivial programming.

## (Electronic Publication)



**Fig. 1** Electronic Publication Elementary



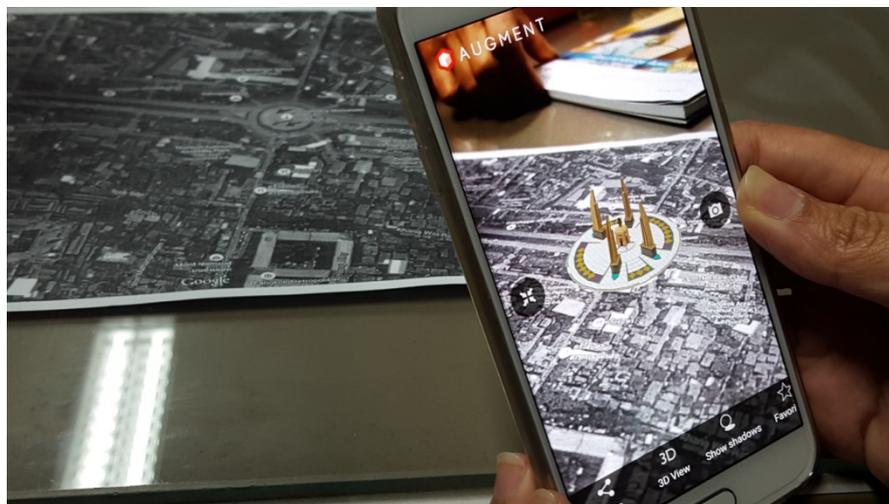
**Fig. 2** The free applications of AR

-Aurasma is a free app of iOS and Android devices that uses advanced image recognition to blend the real-world with rich, interactive contents, such as videos, audios, animations and website. Step by step to using Aurasma : (1) Download free app from Play Store or App Store and installed. (2) Follow auras channel with key words “paitoonsrifa”. (3) Scan the trigger image to alive.

-Blippar is the augmented reality and image recognition technology for transforming classrooms into

digital interactive learning environments. Stoke the imaginations of students of all ages with textbooks and materials that come to life with their mobile device.

-Augment is an app that allows to visualize 3D models in a real environment, synchronize multiple mobile devices or tablet and create multiple custom trackers. The 3D visualization and simulation of augmented reality in a familiar environment facilitates students' understanding of concepts hard to interpret in 2D (Fig. 3).

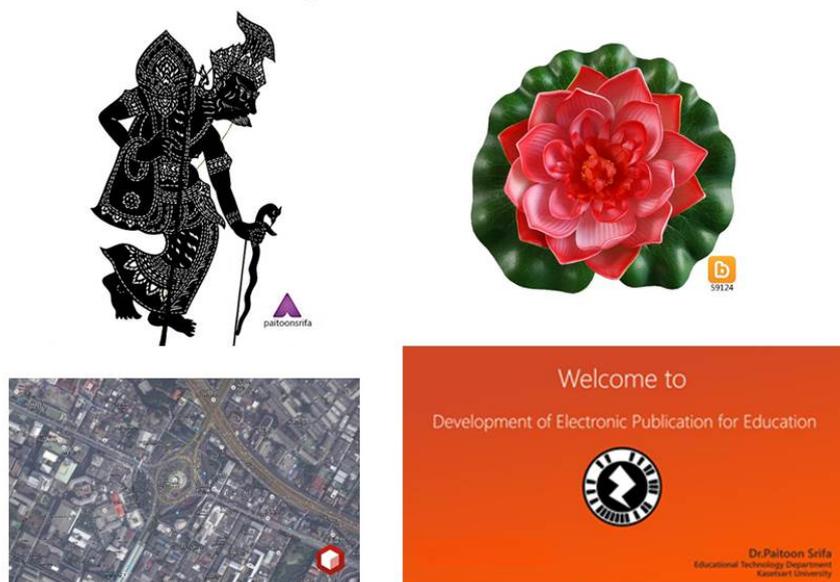


**Fig.3** Student scan the map by using “Augment” application to see 3D model of Monument of Democracy, Bangkok Thailand

-Zappar is the application that can see and recognize images and objects in the world around. Zapcode can appear on just about anything; delivering video, audio, 3D animation, photos, games, links and a whole bundle of mind-blowing fun to mobile devices.

In addition to Smart Devices, Internet and Applications, the important elements of AR including with “Trigger images” sometimes called “Tracker” (Fig. 4).

### Tools and Technologies (Trigger Images or Tracker)



*Trigger Images or Tracker*

**Fig. 4** The Trigger Images or Tracker

## FINDINGS

Augmented Reality is the integration of graphic content into live videos or user environment. AR apps for smartphones and tablets analyze web camera or GPS data to provide users with relevant content (Andrei Klubnikin, 2015). AR technology, which is a computer-generated technology that enhances user perception and experience (Poonsri Vate-U-LAN, 2015). Research results showed that interactive learning, students had used social media as tools, e.g. Facebook, Website, Line, Telephone and AR technology affect to learning in the development of electronic publication course for behavior of learning into cognitive 55%, psychomotor 30% and the effective 15%. The student satisfaction with using AR applications at the highest level. In the classroom (2015) almost of students in Thailand never used AR technology before, they used smartphones for tracking trigger images more than the tablet and interested in AR technology to look alive on textbooks with video, 3D model, info-graphic, audio and multi-scene by using Aurasma, Blippar, Augment and Zappar applications. When we are using AR in the classroom, it had a fun and creative way for students to learn. As more students and teacher have access to mobile phones or tablets to explore new interactive learning techniques.

## CONCLUSIONS

To study the interactive learning with the AR technology quite a new model in Thailand, most of the learning interactive ways in the classroom through the CAI, Web-based, Social Media, but not for publication or documentary. AR is being used to create richer social networking experiences that allow to use mobile devices and appeals to the education approach that students learn the most when they take control of their own learning and interaction with the real world (Gregory Kipper, Joseph Rampolla, 2012, p.19). AR In particular, due to the recent advances in mobile devices and networking technologies, the use of mobile collaborative augmented reality (Leila Alem, Weidong Huang, 2011, p.6). The interactive learning system can create an appropriate situation for knowledge, exploring and constructing and automatically offer deliberately designed stimuli corresponding to the learner's input (Jiyou Jia. 2012). AR is changing the way to interact with the world. Turn everyday objects, images, and places into new opportunities for engagement through striking augmented reality experiences, bring handouts and presentations to life with video, photos, audio, etc. and give students a new way to learn and visualize ideas.

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## **Intercreativity And Smooc. The Importance Of The Collective Intelligence In The ECO European Project**

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### **ABSTRACT**

The ECO European Project funded by the European Commission is dedicated to bringing MOOCs to a new dimension by taking advantage of the possibilities offered by the Web 2.0. This paper focuses on the second iteration of the sMOOCs, after a previous research done on the first iteration (Osuna et al., 2016). This research studies the characteristics of the ECO sMOOCs in order to see if they are designed and implemented within an intercreative environment that leads towards collective intelligence. The methodology followed is quantitative and data collection was conducted using self-administered questionnaires with closed or semi-closed questions.

### **KEYWORDS**

Intercreativity, collective intelligence, smart mobs, sMOOC, MOOC, e-learning, m-learning

### **INTRODUCTION**

The ECO project (eLearning, Communication and Open-data: Massive Mobile, Ubiquitous and Open Learning) is funded by the European Community “Competitiveness and Innovation Framework Programme” (CIP). Theme 2: “Digital content, open data and creativity”. Obj. 2.3.a: “Piloting and showcasing excellence in ICT for learning for all”. It started in February 2014 and will last for three years. This project was conceived to create and implement sMOOCs in regional hubs with the ultimate goal of showing teachers at all educational levels how to design, organise and develop their own sMOOCs using mobile technology. Its objective is to extend to a pan-European scale the most successful learning experiences based on MOOCs in Europe. ECO works on increasing awareness of the benefits of Open Educational Resources (OER) for citizens as well as for institutions. A main key of the ECO sMOOCs is the accessibility for all kind of users, i.e. removing barriers in the learning processes making them accessible for people with special needs, those at risk of exclusion due to social status, age, etc.

The ECO project is a consortium of twenty-two partners, that is: eleven universities and two specialised higher education centres from six countries, seven small and medium enterprises specialised in social media, and institutions from outside the EU. The sMOOCs are offered in six languages: English, Spanish, French, German, Portuguese and Italian.

Firstly, we presented a previous research called “The ECO European Project: A New MOOC Dimension Based in an Intercreativity Environment” (Osuna et al., 2016), where it was pointed out that the ECO sMOOCs are based on both theories Connectivism (Siemens, 2004) and Social Constructivism (Vygotsky, 1978). It was demonstrated that the ECO sMOOCs are built up within an intercreative environment where learners can create their learning communities in order to develop social engagement and their own knowledge. This teaching and learning methodology where each user, teacher and student, can be a ‘webactor’ (Pisani & Piotet, 2009), helps to promote the collective intelligence of all the participants.

Secondly, this study focuses on the variables that promote intercreativity in the second iteration of the fifteen sMOOCs offered by ECO in order to expand the research throughout all the calls. Thus, it will be possible to get more data that will help factors such as intercreativity and collective intelligence to be deeply understood.

### **THEORETICAL FRAMEWORK**

The ECO project is based on the sMOOCs. The first *s* stands for social because the learner is put at the centre of a social networking approach, learning through interaction and conversation with other learners and seamless because of the inclusive model and approach that crosses borders and allows access across devices (Fueyo et al., 2015). Thus, “ECO sMOOCs are “social”, since they provide a learning experience marked by social interactions and participation, and “seamless”, since ideally they should be accessible from different platforms and through mobile devices and integrate with participants' real life experiences through contextualisation of content via mobile apps and gamifications” (Fueyo, et al., 2015, p. 8). A sMOOC follows the culture of participation which according to Henry Jenkins (2009) it pursues the following features:

1. relatively low barriers to artistic expression and civic engagement,
2. strong support for creating and sharing creations with others,
3. some type of informal mentorship whereby what is known by the most experienced is passed along to novices,
4. members who believe that their contributions matter, and
5. members who feel some degree of social connection with one another (at least, they care what other people think about what they have created). (pp. 5-6)

As stated in the first report “The ECO European Project: A New MOOC Dimension Based in an Intercreativity Environment”, these are the main characteristics of the ECO sMOOCs:

They are multilingual courses designed with special attention to both people in risk of social exclusion and people with visual and hearing disabilities; they facilitate interaction, communication and feedback with other students doing the course and with the academic staff; they promote collaboration, creativity and personal reflection; the learning environment facilitates participation in a multicultural context and a variety of scenarios, game-based exercises and technologies; they allow maximum accessibility and usability and are available on mobile devices; structure of the courses is flexible and based on Constructivism, Connectivism and social networking where everybody being involved is *EMEREC* (Cloutier, 1973). (Osuna et al., 2016, p. 119)

One of the key factors of sMOOCs is intercreativity. Tim Berners-Lee came up with the term in 1996 by joining the words interactivity and creativity. This author explains:

We should be able not only to follow links, but to create them – between all sorts of media. We should be able not only to interact with other people, but to create with other people. Intercreativity is the process of making things or solving problems together. (Berners-Lee, 1999, p. 182)

It refers to the idea of creating new knowledge and more creative and productive content thanks to the collaboration and the participation of each participant. This type of intercreative environment is typically found in “techno-social communities” (Camarero Cano, 2015). As explained by Lucía Camarero Cano (2015): “one way or another, we live in a society in which analogue and digital social networks are interconnected, forming traditional (analogue) and virtual (digital) communities whose indissoluble convergence is what we call technosocial communities” (p. 188). Hence, the ECO sMOOCs are developed in these techno-social communities where the intercreative flourishes in order to promote collective intelligence. That is possible because the sMOOCs are not enclosed in themselves, but they incorporate in their everyday *praxis* social networks such as Facebook and Twitter among others, open webinars in which anyone can participate, as well as other open resources.

As was seen in the research that took place in the first iteration (Osuna et al., 2016), the ECO sMOOCs have been created within an intercreative environment, that is why, it is possible to talk about a common brain, that is, the development of collective intelligence (Lévy, 1994) and smart mobs (Rheingold, 2002). No one knows everything, but everyone has certain skills and some knowledge. Collective intelligence is much more than the sum of individuals. If everyone joins in and shares their bit of knowledge, society will be one step closer to achieving one stronger common force with everyone working in the same direction (Lévy, 1994). So that, Howard Rheingold (2002) states that:

Smart mobs consist of people who are able to act in concert even if they don’t know each other. The people who make up smart mobs cooperate in ways never seen before because they carry devices that possess both communication and computing capabilities. (p. xii)

The collective intelligence and the idea of the smart mobs will benefit the sMOOCs in order to boost social engagement and intercreativity. The more it increases these factors, the more it will expand a common brain and vice versa. Howard Rheingold (2002) explains how important is to be aware of some aspects in order to be able to make intelligent decisions via technology:

- How to regulate the mobile Internet in ways that free innovation and promote competition without undermining the foundations of democratic societies
- The interdisciplinary dynamics of cooperation systems, natural and artificial
- The cognitive, interpersonal, and social effects of mobile, pervasive, always-on media
- How ubiquitous mobile Internet Access and information embedded in places might reshape cities. (p. 202)

The sMOOCs endeavour to give these capabilities and training to all their participants. Thus, the teaching and learning experiences will take place ubiquitously, anywhere, anytime and from any kind of device, within techno-social communities. It is not possible to achieve goals individually that will be accomplished collaboratively. Hence, the ECO sMOOCs work on improving all the small factors that are involved and make a difference regarding intercreativity and collective intelligence achieving a more interconnected society.

### RESEARCH METHODOLOGY

This research along with the previous one (Osuna et al., 2016) was a first approach to the study of intercreativity and collective intelligence from a quantitative methodology perspective. Afterwards, a second research will be done within the three iterations focusing on the qualitative aspects. Thus, both results will be contrasted for a more complete evaluation of the data. As was done in the previous research regarding the first iteration, this second one aims to analyse how the sMOOCs offered by the ECO project promote intercreativity and contribute to developing collective intelligence.

Therefore, the dimensions taken into consideration were:

- “To examine the gender of the students enrolled in the sMOOCs.
- To evaluate content assessment.
- To analyse course content.
- To study communication e interaction.
- To evaluate user satisfaction” (Osuna et al., 2016, p. 120).

In the following table, there are listed the four intercreativity-related dimensions and their respective categories analysed:

**Table 1:** The dimensions and categories evaluated (Osuna et al., 2016, p. 120).

<b>Dimensions</b>	<b>Categories</b>
Content assessment	<ul style="list-style-type: none"> <li>- suit the course</li> <li>- are interesting</li> <li>- are rigorous</li> <li>- are up-to-date</li> <li>- accessible to all people</li> </ul>
Content course	<ul style="list-style-type: none"> <li>- Technical problems support</li> <li>- Suitability of tasks and games</li> <li>- Platform usability</li> <li>- Design of collaborative tasks</li> <li>- Video subtitles</li> <li>- Responses given by teaching team</li> <li>- Design of individual tasks</li> <li>- Load distribution during the course</li> <li>- Audiovisual materials</li> <li>- Documents provided</li> <li>- Videos and video lectures</li> </ul>
Communication and interaction	<ul style="list-style-type: none"> <li>- Social interaction and support given by other participants</li> <li>- Posts and comments made by students</li> <li>- Posts, educational artefacts and shared resources</li> <li>- Feedback and comments on the work done</li> </ul>
User satisfaction	<ul style="list-style-type: none"> <li>- Designed to achieve the proposed objectives</li> <li>- Promotes learner creativity</li> <li>- Promotes discussion and personal reflection</li> <li>- Promotes learner engagement</li> </ul>

Data was collected using a self-administered questionnaire with closed or semi-closed questions. It was deployed using the LimeSurvey open source platform and the data collected was analysed with SPSS (Statistical Package for Social Sciences). Given its universal scope and the diversity of the courses, a tool had to be designed that:

- a) It could be applied on every MOOC designed.
- b) Comparison of results between different MOOCs could be done.
- c) Information on people following the MOOCs could be achieved.
- d) It allowed collect opinions from the people in the MOOCs.
- e) It was easy and quick to answer, given that who participated in the MOOCs come from very different life situations, cultures and professional experiences.
- f) It covered the main dimensions of relations with MOOCs.
- g) Left aside the features of the MOOCs that could be monitored through other channels of information, as tracks left in participation in tasks, forums, quizzes, etc.
- h) Itself could be evaluated, with a view to its application in future developments of the ECO project. (Fueyo, et al., 2016).

The sample used was the seventeen sMOOCs in six different languages offered by the ECO Project:

1. Alfabetización Digital para Personas en Riesgo de Exclusión: Estrategias para la Intervención Socioeducativa.
2. Competencias creativas para el profesorado (Creativity MOOC Camp).
3. Competências digitais para professores.
4. Comunicación y aprendizaje móvil.
5. DIY Education aux médias et à l'information.
6. ELearningProjektmanagement an Schulen.
7. Flipped Classroom.
8. Innovación Educativa y Desarrollo Profesional. Posibilidades y límites de las TIC.
9. Introdução aos Sistemas de Informação Geográfica.
10. M'appare il mondo: dalle carte alla Terra digitale partecipata.
11. PreCalculus: Introduzione alla Matematica per l'Università.
12. MPSW: "Ma pédagogie à la sauce web 2.0".
13. Necessidades Educativas Especiais. Como ensinar, como aprender.
14. Recursos Educativos Abiertos. Aplicaciones pedagógicas y comunicativas.
15. Videos for teaching, learning and communication.
16. Estrategia en la gestión de comunidades Online. El Community Manager
17. sMOOC Step by Step

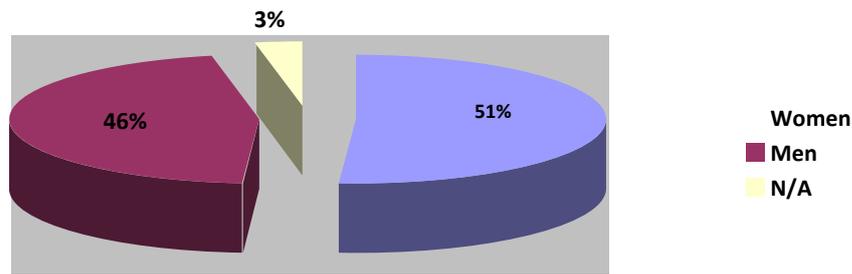
## FINDINGS

Below is a summary of the results for each variable related to intercreativity:

A total of 725 people completed the questionnaire: 51% were women, 46% were men, 3% either did not answer the question or declined to. There is a significant variation from the data of the first iteration, where men only reached 38% of total.

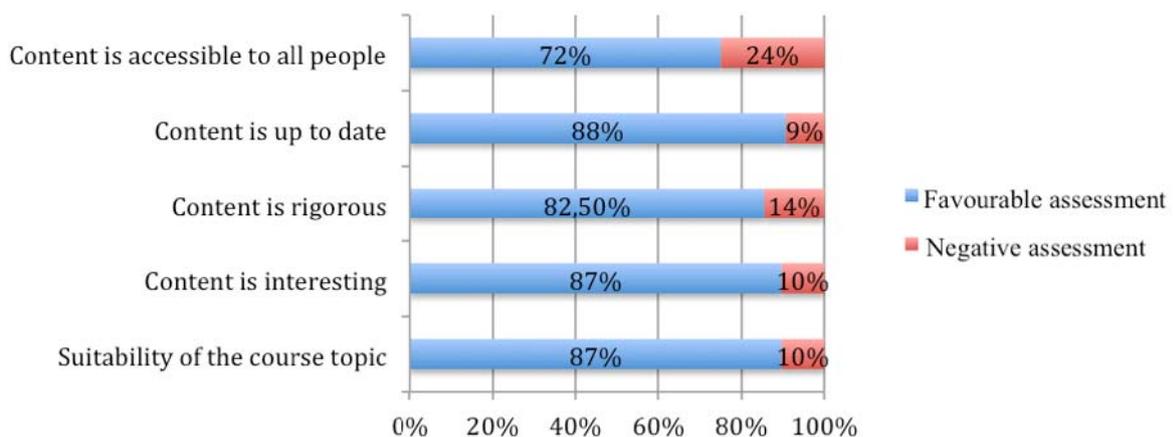


Figure 1: Gender first iteration (Osuna et al., 2016, p. 121).



**Figure 2:** Gender second iteration.

Most of the participants gave positive values when assessing the content. Five aspects were taken into consideration: 'suitability of the course topic', 87% in the first iteration and in the second 97,4% of the people gave a favourable assessment whereas the opinion of 10% in the first iteration and 2,6% in the second was negative; 'Content is interesting', 87% in the first iteration and 97,1 in the second was favourable while 10% in the first iteration and 2,9 in the second was negative; 'Content is rigorous', 82,5% in the first iteration and 96% in the second one offered a positive assessment while 14% in the first iteration and 4% in the second was negative; 'Content is up to date', 88% in the first iteration, 97,1% in the second was favourable assessment and just 9% in the first iteration and 2,9% in the second was negative; and the biggest criticism was for 'Content is accessible to all people', where the assessment in 72% in the first iteration and in the second 94,6% of the cases was favourable and in 24% in the first iteration and 5,4% in the second it was negative because the course content was not always accessible by people with different learning experiences. As can be observed by comparing both iterations, the positive percentages of favourable valuations contained in the second edition are much higher than in the first one.



**Figure 3:** Content assessment first iteration (Osuna et al., 2016, p. 122).

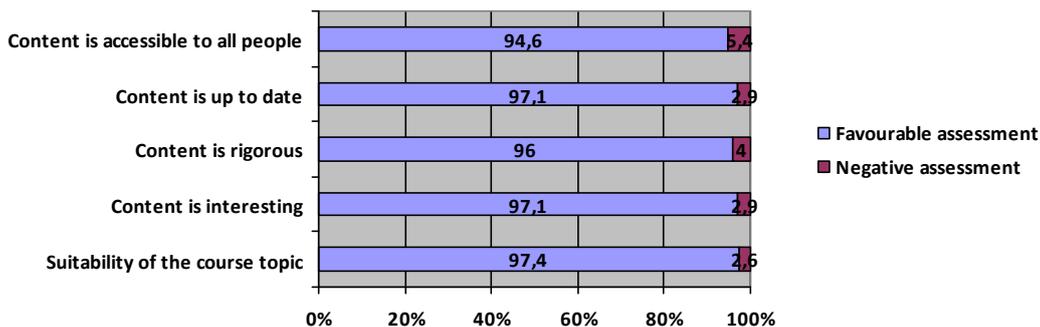


Figure 4: Content assessment second iteration.

When it comes to course content the picture was different: on one hand, satisfaction was high regarding the material prepared for each course (videos, video lectures, documents); on the other hand, users continue to be more critical of the technical infrastructure, platform usability, technical support and the design of collaborative tasks. It continues to be important to bear in mind that a high percentage of students did not answer due to lack of technical experience and this should be considered a training obstacle more than a technical problem. Should be noted that the assessment given by the students regarding the documents produced by peers have a good assessment. Regarding the written materials, it necessary to point out that they have had an improvement in the assessment of students approaching the Good valuation of video materials. That is to say, “the dimensions related to the materials have gained importance” (Fueyo et al., 2016) On the other hand, “the other critical aspect, to the extent that exceeds a 13% of learners who describe it as poor or very poor, is related to the answers by the teaching staff, followed by the design of collaborative tasks (12.1%)” (Fueyo et al., 2016). Global data have not changed from one edition to another, so it remains an important task for the future.

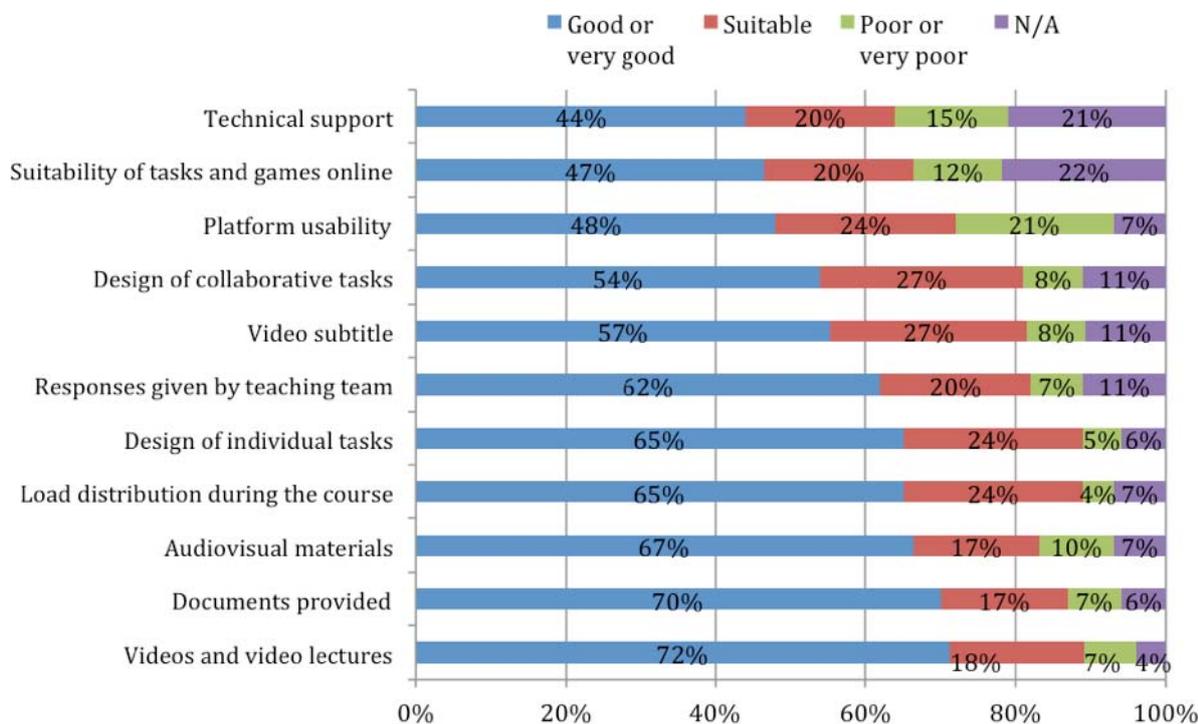
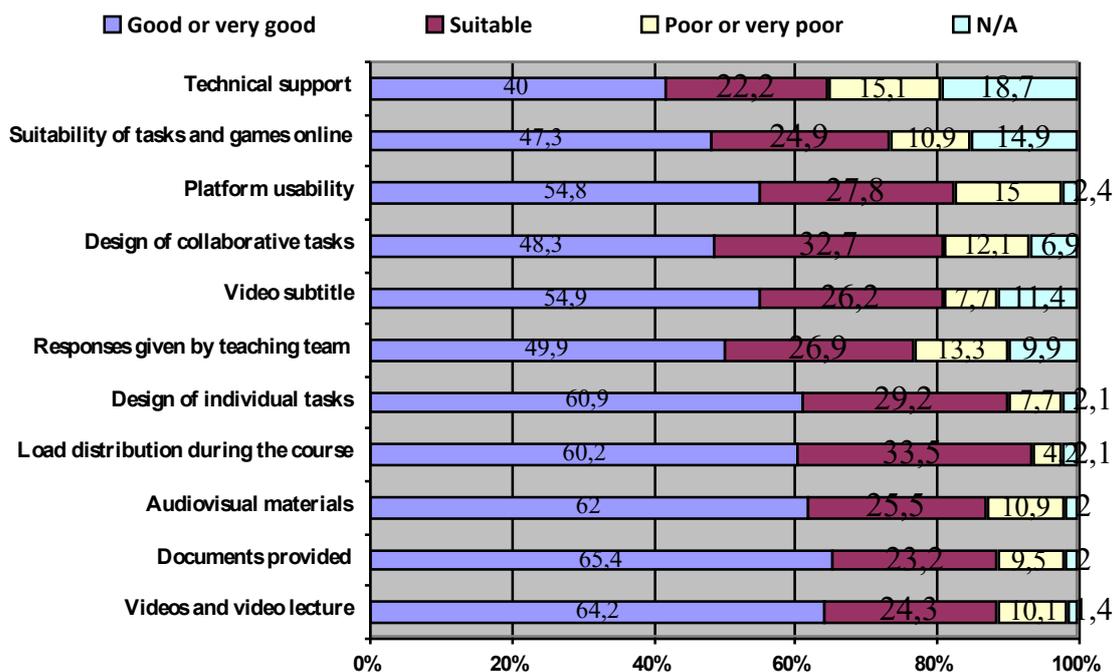


Figure 5: Course content first iteration (Osuna et al., 2016, p. 122).



**Figure 6:** Course content second iteration.

Design aspects of the course instructions are rated very positively. The design of individual tasks and the audio and video materials development, as well as their distribution, have found positive responses (Good and Very Good) over 60%. Likewise:

The comparison of the values obtained by these aspects in the first and second evaluation is of special interest. It is thus seen that, except for the usability of the platform and the adequacy of quizzes or tests, the project has experienced a decline in the percentage of those who qualify the course dimensions as good or very good. However, differences between the two assessments are very scarce, except for the teaching staff support and, to a lesser degree, the videos. (Fueyo et al., 2016)

The feedback given regarding course communication and interaction was mainly positive. When considering the four aspects within this variable, the courses were seen as participative and encouraging social engagement. However, continual improvement in this area is needed to achieve higher levels of satisfaction. Participants expressed generally that peers are potential partners in the learning process:

The social interaction generally experienced during the course was considered excellent by 18.7% of those polled and good by 42.6% of them. In fact, there are four dimensions of this social experience - overall interaction, posts and materials shared by peers- whose positive rating (excellent or good) exceeds 60%. (Fueyo, 2016)

The courses' effort to generate interaction among participants is recognised by the participants themselves.

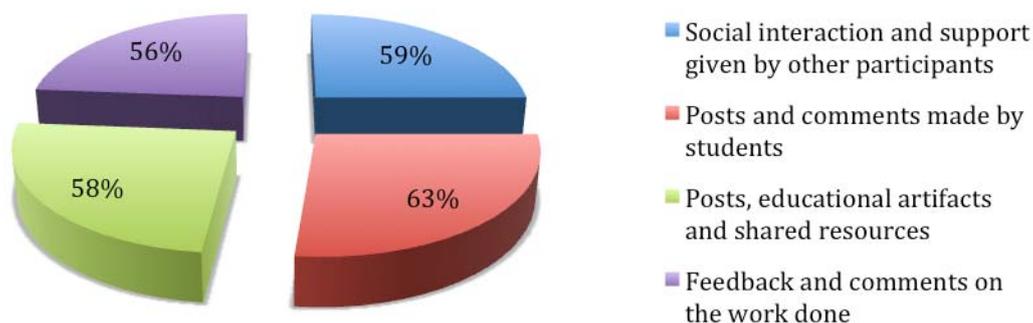


Figure 7: Communication and interaction first iteration (Osuna et al., 2016, p. 123).

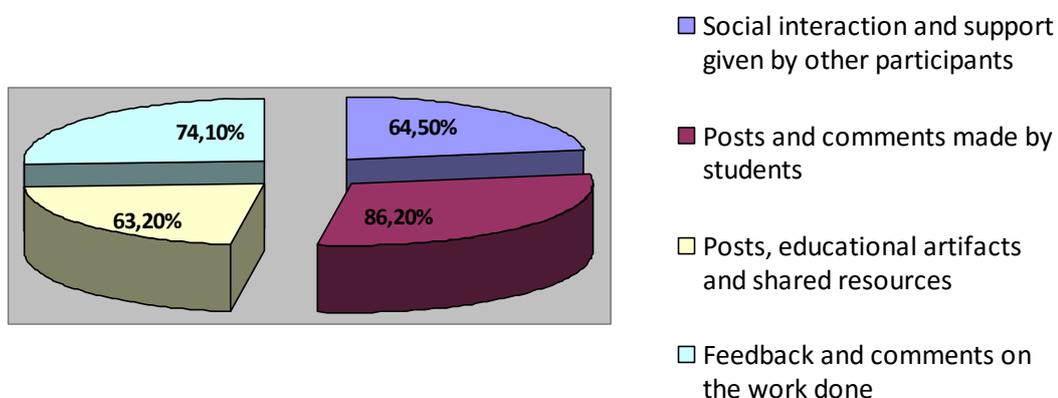


Figure 8: Communication and interaction second iteration.

User satisfaction focused on expectations, creativity, discussion and personal reflection, and engagement and interaction among participants. The five aspects received favourable reviews and verify that the design of the courses actively enhances these points.

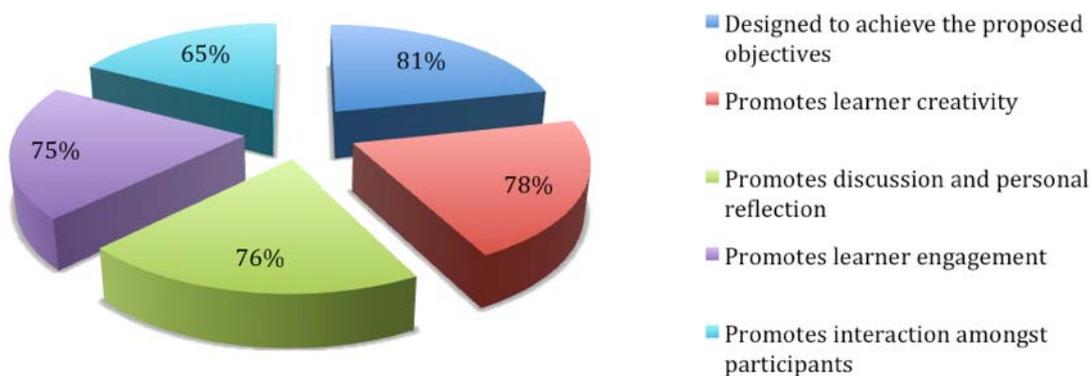
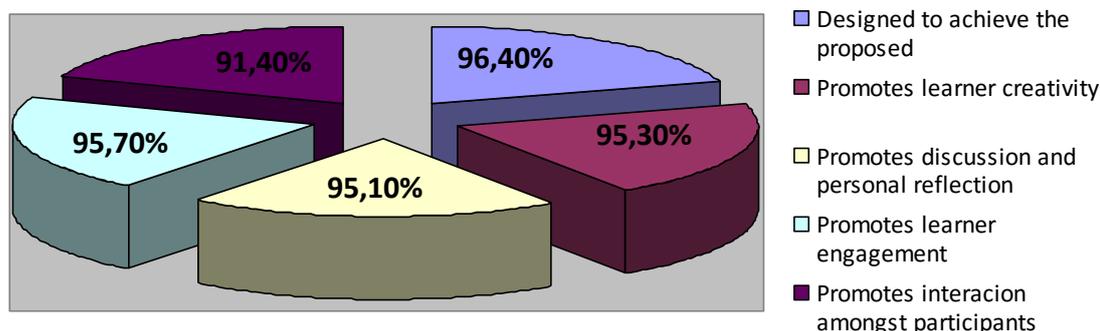


Figure 9: User satisfaction first iteration (Osuna et al., 2016, p. 123).



**Figure 10:** User satisfaction second iteration.

The high degree of overall satisfaction of participants in the sMOOCs can be seen in almost every aspect of the questionnaire. The results reaffirm the achievement of the objectives and, in particular, “over 80% believe that the course is correctly designed to achieve the objectives, being probably one of the most important criteria from a quality standpoint” (Fueyo, 2016). The aspect that has received very good scores, but less than other sections is the promotion of the interaction among students course. Overall, the general results achieved are much higher than those of the first iteration .

## CONCLUSIONS

As was found out within the first iteration research (Osuna et al., 2016), the overall results showed that the ECO project sMOOCs were designed and implemented under the prism of intercreativity. The design of the courses, their content and their teaching and learning methodology, based on Constructivism and Connectivism, are part of an attempt to develop the courses taking into account the characteristics of intercreativity. Thus, this second research performed within the second iteration, shows that the sMOOCs are developed within an intercreative environment. That is, the ECO sMOOCs promote interaction among all the participants, students and teachers, turning both into active producers of knowledge as well as they having a high ability to spark discussion and personal reflection, critical thought and creativity.

The areas that need improvement are mainly technical support and the usability of the platform. On the other hand, all the gamification tasks need to be improved, since the valuation of students has not improved in the second iteration. Another aspect to focus on is the interaction among all the participants in the courses because although it has increased, it is something that has continue to be boosted and enhanced in order to get an intercreative environment. Finally, a fact to be highlighted is the regression regarding the assessment of students within the second iteration in comparison with the first one.

A new qualitative study of intercreativity in the sMOOCs of the ECO project has been launched. The results of both will allow new strategies to be designed and implemented to improve the courses, so that it will be possible to build and strengthen the collective intelligence.

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## Investigation Of Anger Expression Styles Of The Secondary School Students Through Picture Drawing Method

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### ABSTRACT

Aim of this study is to find out anger expression styles of secondary school students through drawing pictures. For this reason, students were asked to draw a picture that reflects their thoughts about “how they express themselves when they get angry”. In this qualitative research, content analysis was used. Sample group is comprised of 150 students (50 female, 100 male) between the ages of 15 and 18 high school students from İstanbul (25) and Balıkesir (125) in 2014-2015 academic year. Collected data was analyzed by categorical analysis method. Data was evaluated by calculating frequency (f) and percentage (%). Drawings of the students were categorized by types of anger expression (anger-in, anger-out, anger control) in “The State Trait Anger Scale” which was developed by Spielberger et. al (1983). The obtained expressions are grouped under 27 titles regarding to similar properties. The most frequent behavior patterns of students when they get angry are respectively “shouting”, “physical damage”, “swearing” and less often “riding a motorcycle”, “talking to oneself”, “exercising with sandbag”. Then the expressions which fall into the categories of anger-in, anger-out, anger control was evaluated by accounting frequency (f) and percentage (%) in terms of gender and disciplinary penalty variables.

**Keywords:** anger expression, picture, behavior pattern, gender, disciplinary penalty

### INTRODUCTION

Anger is an emotion with varying degrees of intensity but that may led to positive or negative results in almost every individual's life. Anger might be expressed varies with context and shows an alteration by means of the ongoing developmental period or conditions. In recent years, coping with anger and the ability of expressing in acceptable levels of social life have been the focus of several researchers and practitioners. There are many researches and training programs available in order to reduce, cope with and control anger (Duran & Eldeleklioğlu, 2005; Karataş, 2009; Serin & Genç, 2011; Sorias, Aydın & Sütçü, 2010; Cenkseven, 2003). When the aforementioned studies examined, effectiveness of reducing and controlling adolescents' anger was evaluated by means of cognitive behavioral techniques for reducing anger and aggression, and group therapy programs using these techniques. Besides, a considerable part of these studies has been applied to adolescents within preventive counseling activities. Adolescents have a complex and changeable mood due to the secreting hormones. Expecting social acceptance the adolescents, cannot comprehend the reasons of the rules which are strict and stereotyped for them and have difficulty in adapting the environment. This situation makes them fragile, furious and even aggressive (Adana & Arslantaş, 2011). Adolescents need to have a healthy period in puberty in order to grow to required maturity and meet the expectations. The fundamental condition of a healthy period in puberty is to recognize the strong emotions and control the behaviors during puberty (Duran & Eldeleklioğlu, 2005).

Anger is one of the basic emotions such as love, fear and enjoyment that experienced intensively in puberty. Anger is an emotional reaction to repression, disappointment, hurt, fear and violation of our rights (Kulaksızoğlu, 2001). Anger arises in individuals in different ways. These are anger-in, anger – out and anger control (Bostancı, Çoban, Tekin & Özen 2006; Lerner 2007; Özer 1997; Starner & Peters 2004; Sung, Puskar & Sereika 2006; Tambağ & Öz 2005). Anger-in is an alternative adjustment mechanism that the individual uses against anger factors by hiding or holding inside of oneself. Anger - out is abreacting the anger by verbally or acting it. Anger control is the state that in what extent the individual control his/her anger or tend to calm down

while involved in an interaction and the controlling experiences that express the anger with personal reactions (Starnes & Peters, 2004).

It is stated that failure in appropriate expression of anger led to some behavioral (timidity, silence, crying, sadness, anorexia, bulimia, etc.) and physiological (sweating, headache, difficulty in breathing, etc.) problems which seen particularly in adolescents (Balkaya & Şahin, 2003), and factors such as health status, gender, academic success, family and peer relationships may determine the adolescents' way of anger expression. Better recognition of anger is important. In this way, school counselors may have a key role in developing appropriate coping skills for adolescents and early detection of mental and physical problems.

In the literature, there are many studies about investigating the anger of adolescents (Albayrak & Kutlu, 2009; Aslan & Sevinçler-Togan, 2009; Balkaya & Şahin, 2003; Gülveren, 2008; Kanoğlu, 2008). Albayrak and Kutlu (2009) found a positive significant correlation between trait anger and anger – in, anger – out and anger control in a study which aims to determine 16-18 years old adolescents' anger expression styles and relationship between their individual/family characteristics and anger expression styles. The study reveals that, as trait anger level increases, anger – in and anger – out levels increase but anger control level decrease. However, as anger – out level increases students' anger control decreases. The results of the study conducted by Starr and Peters (2004) show that there is a positive correlation between trait anger and anger control, anger – in and anger – out.

There are many ways to evaluate the anger of individuals. In this regard, quantitative methods were used more frequently. State-Trait Anger and Anger Expression Scale (Albayrak & Kutlu, 2009; Gülveren, 2008; Serin & Genç, 2011), State-Trait Anger Expression Inventory (Kanoğlu, 2008), Multidimensional Anger Scale (Balkaya & Şahin, 2003) and Locus of Control Scale (Gülveren, 2008) were used as data collection tools in the quantitative studies related to anger. At the end of analyzing these studies, it is seen that the State-Trait Anger Expression Inventory is mostly used for finding out anger expression styles of high school seniors and university students and their anger management skills. State-Trait Anger Scale and Locus of Control Scale are mostly used for measuring anger levels and anger expression styles of high school students and Multidimensional Anger Scale for determining emotions, thoughts and attitudes of individuals between the ages of 15-65 related to the anger. Also, Aslan and Sevinçler-Togan adapted Burney's (2001) Adolescent Anger Rating Scale to Turkish and made the analysis of linguistic equivalence, reliability and validity.

The use of drawing method for anger expression may provide an advantage in terms of acquiring more and diverse data without qualitatively categorizing individuals' opinions. Adolescents' reflecting feelings of anger and expression of life through picture drawing method is important in order to understand their inner world and mentality. Therefore, it is aimed to investigate the anger expression styles of the adolescents through picture drawing method. The research questions have been listed below:

1. *How did secondary school students express their feelings of anger in their drawings regarding the moments when they get angry?*
2. *Do anger expression styles of secondary school students vary in terms of gender?*
3. *Do anger expression styles of secondary school students vary in terms of whether they get disciplinary penalty or not?*

## **METHOD**

This research is a qualitative study investigating high school students' perceptions about their anger expression styles through the pictures they draw.

### **Study Group**

The sample was comprised of 150 adolescents (50 female, 100 male) between the ages of 15 – 18 who study at four public school in Istanbul and Balıkesir during the 2014 – 2015 academic year.

### **Instruments and Data Collection**

Data were collected during the fall semester of the 2014-2015 academic year. Students have been interviewed individually or in small groups at the counseling service. Consisting of 5 adolescents; the group members were positioned different places in the room in order not to be affected from each other. First, they were asked to fill an A4 – sized form, then the following instructions were given; "Think of a time you get angry, what makes you angry? How do you express something that makes you angry? Draw it back of the paper". There was no time limitation. After the students who feel sure about completing the picture were interviewed individually then their expressions which they used while drawing and incoherent parts were noted down to the back of the paper with the help of some questions.

### **Data Analysis**

In this study, content analysis method was used to investigate anger expression styles of adolescent students through picture drawing method. Content analysis is a scientific approach that allows investigating the verbal, written and other materials in an objective and systematic manner (Tavşancıl & Aslan, 2001). In the social sciences frequently used content analysis is described as a systematic and reproducible technique that is summarized with some words of a text such as book, book chapter, letter, historical document, newspaper headline and article with coding which based on certain rules. Study is conducted aiming to determine the presence of specific words or concepts in a text or a set of text (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2008). According to Yıldırım and Şimşek (2006) who implies the fundamental purpose of content analysis as to reach the concepts and connection which explain the collected data, it is necessary to conceptualize the collected data, after then data should be organized validly and themes explaining the data should be determined (Sert, Kurtoğlu, Akıncı & Seferoğlu, 2012).

In this study, pictures drawn by adolescents (150 pictures) was first prescreened and then evaluated considering whether they draw according to instructions. Afterwards, in order to ensure coding reliability the pictures were semantically examined by each researcher and evaluated anger expression styles of adolescents availing the code list based upon the related literature. Aforementioned code list is as below. After this phase data were arranged, grouped by code and digitized when applicable. The data obtained from this study were analyzed using the SPSS (Statistical Package for Social Sciences) 15.0 for Windows. Descriptive statistical methods (frequency, percentage) were used while evaluating the research data. Finally, the data obtained were interpreted.

### **Code List:**

State-Trait Anger and Anger Scale (STAS) was used to determine the categories required for the analysis. State-Trait Anger and Anger Scale (STAS) was developed by Spielberger et. al (1983) in order to determine anger expression styles of students. State-Trait Anger and Anger Scale yielded three factors: anger-in, anger-out and anger-control (Öner, 1997). These three sub-group forms the code list, in other words main categories of the study.

### **FINDINGS**

In this chapter, the findings related to the research questions are presented.

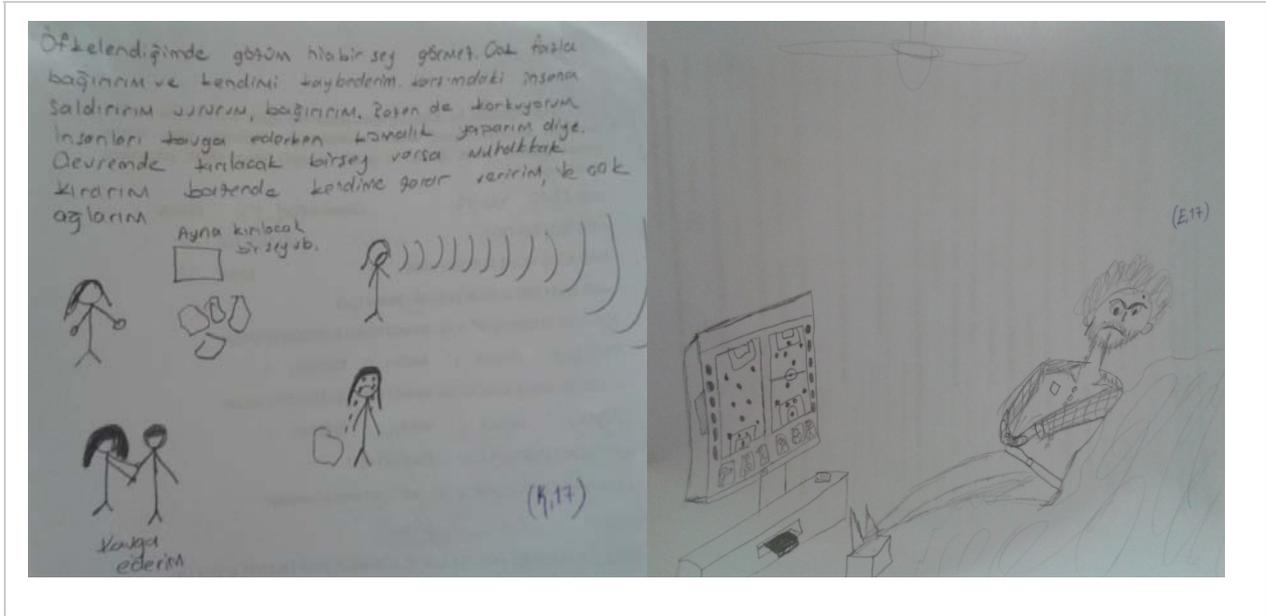
The first research question is “*How did secondary school students express their feelings of anger in their drawings regarding the moments when they get angry?*”. The findings for this question are given in Table 1.

<b>Table 1. Anger expression styles of students in their drawings regarding the moments when they get angry</b>		
	<b>f</b>	<b>%</b>
Shouting	73	48,7
Physical Damage (hit, beat, punch, stab, breaking nose, give a black eye, kick, push, spank)	69	46
Swearing (swear unreservedly, slang, cursing)	55	36,7
Damaging to goods (destroy, punch a pillow, shatter the dining table , throw the phone)	34	22,7
Walking (strolling, walking)	32	21,3
Listening to music	30	20
Threatening (warn sternly, “I will see you at the school sout”, “you will see” , “this is not here”)	26	17,3
Walk away (leaving there, keeping away from that person, change of venue)	19	12,7
Social support (call the friends, tell the family, share with a friend)	19	12,7
Playing a game (jumping a rope, playing ball, playing computer games)	17	11,3
Taking a deep breath	15	10
Crying	13	8,7
Smoking cigarette	12	8
Trying to forget	12	8
Self destruction (seaming, punch the wall, punch yourself in the mirror, hit yourself)	11	7,3
Sleeping	9	6
Writing (scribbling a paper, writing on a paper)	8	5,3
Talking (trying to understand by talking, putting some sweet lines, warning politely)	6	4
Reflecting (wreaking the anger on others, teasing someone else)	5	3,3
Sport	4	2,7
Drinking alcohol	4	2,7
Stay silent (not to speak)	4	2,7
Eating dessert (eating chocolate, eating dessert)	3	2
Ignoring (ignoring, paying no attention)	3	2
Exercising with a sandbag	2	1,3
Self-talking	2	1,3
Riding motorbike	1	,7

When Table 1 is examined, 27 different expressions are observed in the drawings of the students to explain their anger expression styles. Among these statements the drawings are respectively at most “shouting” (73, %48,7),

“physical damage” (69% and 46), “swearing” (55, %36,7); the drawings respectively at least “ride motorbike” (1, 0.7%), “self-talk” (2, %1,3), “exercising with a sandbag” (2, 1.3% increase) are observed.

The drawings of the students about their anger expression styles have been divided into categories; anger in, anger out and anger control. Some of the pictures that could be example for the anger expression styles of the students. On the pictures there are M/F letters for gender and the numbers beside which show the ages.

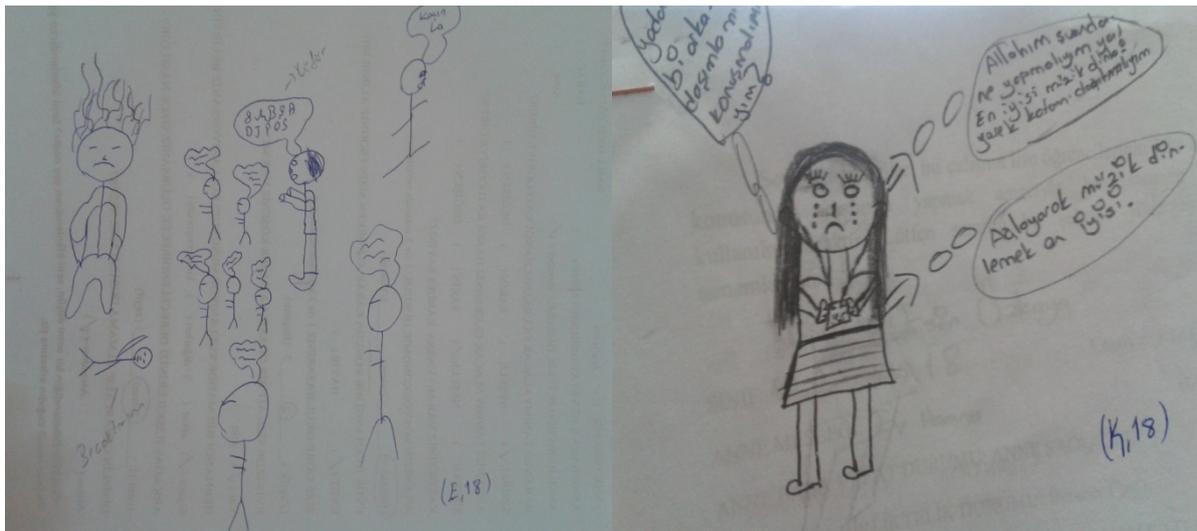


1. The drawing of the student F-17

Drawing 2. The drawing of the student M-17

The student F-17 expressed her anger by shouting at the angry time, and physical damage to the other person, breaking things up and crying on her drawings and written works.

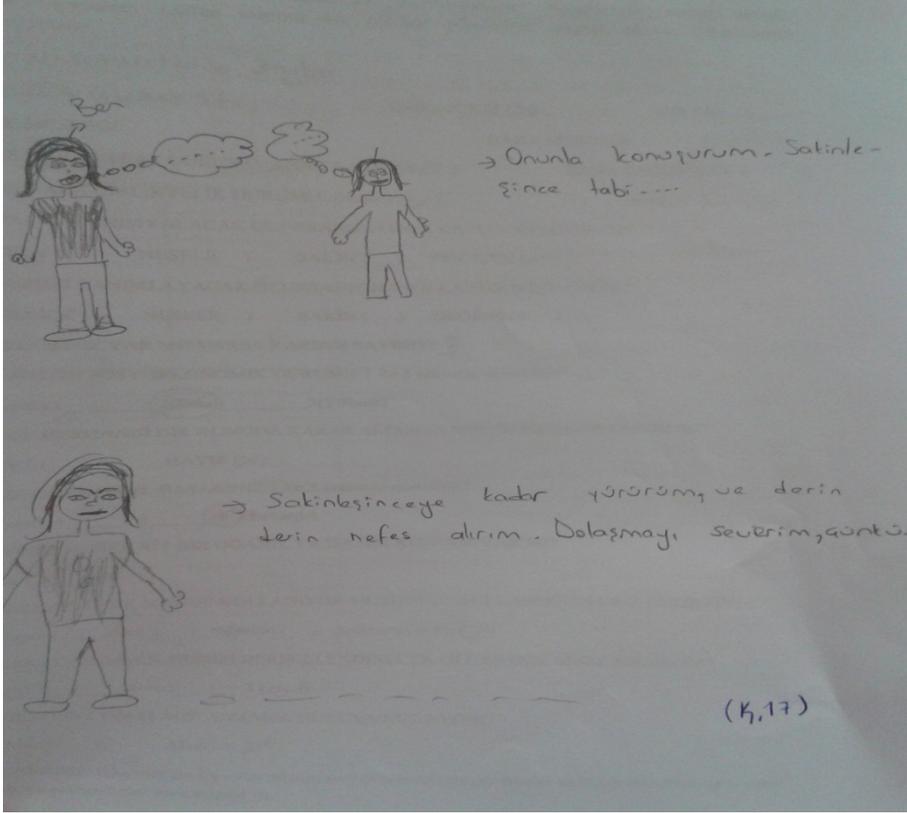
The student M-17 has drawn himself as playing computer games when he was asked to draw his behavior regarding the moments he gets angry. This drawing shows that the behavior of M-17 is in the category of anger control.



Drawing 3. The drawing of the student M-18

Drawing 4. The drawing of the student F-18

When student M-18 was asked what he meant after he drew the picture, he answered “When the people around swear at me, I get angry and I stab one of them”. This drawing shows that, anger is reflected outward as physical damage. The student F-18 stated that when she gets angry first she hesitates about what to do, then she shows the behaviors of crying and listening to music by drawing out the figure on her picture.



Drawing 5. The drawing of the student K-17.

When another 17 year-old female student is asked to draw her behaviors of the moment she gets angry, she stated that first she takes a deep breath and walks to control her anger so as to calm down, after she calms down she tries to talk with the person she is angry with.

The second research question is “Do anger expression styles of secondary school students vary in terms of gender?”

The findings for this question are given in Table 2.

		Female (50)		Male(100)	
		f	%	f	%
Anger In	Self destruction	3	6.0	8	8.0
	Crying	11	22.0	2	2.0
	Smoking cigarette	0	0	12	12.0
	Drinking alcohol	0	0	4	4.0
	Self-Talking	1	2.0	1	1.0
Anger Out	Shouting	28	56.0	45	45.0
	Damaging to Goods	8	16.0	26	26.0
	Physical Damage	15	30.0	54	54.0
	Swearing	9	18.0	46	46.0
	Threatening	1	2.0	25	25.0
	Reflecting	0	0	5	5.0
Anger Control	Walking	10	20.0	22	22.0
	Listening to music	17	34.0	13	13.0
	Moving Away	7	14.0	12	12.0
	Playing a game	1	2.0	16	16.0
	Social Support	8	16.0	11	11.0
	Writing	4	8.0	4	4.0
	Sport	1	2.0	3	3.0
	Riding a motor-bike	0	0	1	1.0
	Eating Dessert	2	4.0	1	1.0
	Ignoring	2	4.0	1	1.0
	Taking a deep breathe	9	18.0	6	6.0
	Trying to deal by talking	5	10.0	1	1.0
	Sleeping	2	4.0	7	7.0
	Trying to Forget	6	12.0	6	6.0
	Staying Silent	4	8.0	0	0
	Exercising with a sandbag	0	0	2	2.0

In table 2, the statements under the category of Anger – In such as “crying” (11, %22) is mostly used by female students and “smoking cigarette” (12, %12), “self – destruction” (8, %8), “drinking alcohol” (4, %4) is mostly used by male students. It is observed that the statements which fall into the Anger-Out category such as “shouting” (28, %56) is mostly used by the females; “physical damage” (54, %54), “swearing” (46, %46),

“damaging to goods” (26, %26) and “threatening” (25, %25) are mostly used by the males. It is found that, the statements under the category of Anger Control such as “listening to music” (17, %34), “taking a deep breath” (9, %18) and “social support” (8, %16) are mostly used by the females; “playing a game” (26, %16) statement is mostly used by the males. Additionally, the statements of “walking” (females %20, males %22) and “moving away” (females %14, males %12) are found in the similar rates for both gender.

The third research question is “Do anger expression styles of secondary school students vary in terms of whether they get disciplinary penalty or not ?”

The findings for this question are given in Table 3.

		Taking Disciplinary Punishment(46)		Not Taking Disciplinary Punishment(104)	
		f	%	f	%
Anger – in	Self destruction	4	8,7	7	6,7
	Crying	2	4,3	11	10,6
	Smoking cigarette	7	15,2	5	4,8
	Drinking alcohol	2	4,3	2	1,9
	Self-Talking	2	4,3	0	0
Anger – out	Shouting	31	67,4	42	40,4
	Damaging to Goods	12	26,1	22	21,2
	Physical Damage	41	89,1	28	26,9
	Swearing	28	60,9	27	26,0
	Threatening	15	32,6	11	10,6
	Reflecting	0	0	5	4,8
Anger Control	Walking	9	19,6	23	22,1
	Listening to music	5	10,9	26	25,0
	Moving Away	2	4,3	16	15,4
	Playing a game	3	6,5	14	13,5
	Social Support	2	4,3	17	16,3
	Writing	2	4,3	6	5,8
	Sport	1	2,2	3	2,9
	Riding a motor-bike	0	0	1	1,0
	Eating Dessert	1	2,2	2	1,9
	Ignoring	1	2,2	2	1,9
	Taking a deep breathe	3	6,5	12	11,5
	Trying to deal by talking	1	2,2	5	4,8
	Sleeping	3	6,5	6	5,8
	Trying to Forget	3	6,5	9	8,7
	Staying Silent	0	0	4	3,8
	Exercising with a sandbag	0	0	2	1,9

In the Table 3, it is seen that expression of “smoking” is mostly used by penalized students (7, %15,2) and “crying” by others (11, %10,6). Expressions under the category of anger - out such as “physical damage” (41, %89,1) “shouting” (31, %67,4) and “swearing” (28, %60,9) is prominently observed in penalized students. Among the students who haven’t got disciplinary penalty the “Shouting” expression (42, %40,4) has the highest proportion, the other expressions are scattered proportionally and have a low proportion. Expressions fall into the category of anger control such as “walking”, “social support” and “moving away” are found to be observed in the students who didn’t get any disciplinary penalty. Expressions fall into the category of anger control such as “listening to music” (26, %25), “walking” (23, %22,1), “social support” (17, %16,3) and “moving away” (16, %15,4) mostly observed among the students who didn’t get any disciplinary penalty. Among the penalized students “walking” (8, %19,6) has the highest proportion, the other expressions scattered proportionally and have a low proportion.

## DISCUSSION AND RESULTS

In the study which aims to investigate anger expression styles of the secondary school students through picture drawing method, the students' drawings were collected under 27 titles and the results were discussed in accordance with these titles. One of the expected results of the study is drawing process enables abreacting besides suppressing the difficulty in expressing for participants who can comprehend the discrete operations.

Considering the pictures related to the students' behaviors when they get angry, it is detected that most frequently used drawings are respectively "shouting", "physical damage", "swearing" and less often "riding a motorcycle", "talking to oneself", "exercising with sandbag". It's seen that many of the students prefer acting out their anger while minority of them attempt to control it. According to Spielberger (1991) anger out means that turning anger onto objects or other people around. People who show anger out are usually sensitive and intolerant against environmental obstacles and control attempts (Özer, 1994).

Considering the findings related to anger expression styles of students in terms of gender, expressions such as "crying" is mostly used by female students under the category of anger – in and "smoking cigarette", "self – destruction", "drinking alcohol" is mostly used by male students. Under the category of anger – out, expressions such as "shouting" is mostly used by female students and "physical damage", "swearing" by male students. Expressions such as "listening to music", "taking a deep breath" and "social support" is mostly used by female students and "playing a game" by male students fall into anger – control category.

As the findings suggest, anger expression style of female students is "crying" which they are more likely to do so in terms of their gender roles whereas male students prefer to show a more aggressive behavior like "self – destruction" due to their gender roles. Among other researches on the subject there have been found some findings parallel to findings of the present study. According to the results of the study made by Demirci Danişık (2005) show that female students suppress their anger more than males do, male students express their anger more aggressively and there is a correlation between gender and anger. So, those who have masculine roles are more prone to anger, other people can easily observe their anger and stated that they are less inclined to suppress their anger. On the other hand those of the feminine role are less prone to express their anger apparently, they stated that they are generally inclined to suppress and control their anger. In the literature, there are some studies contrary to the existing findings that suggest there is no significant difference in terms of gender (Sweeting & Hunt, 2014; Kopper, 1993).

Considering the findings of whether they get disciplinary penalty or not, researchers found that the expression of "smoking" is mostly used by penalized students and "crying" by others. Expressions under the category of anger - out such as "physical damage", "shouting" and "swearing" is prominently observed in penalized students. Expressions fall into the category of anger control such as "walking", "social support" and "moving away" are found to be observed in the students who didn't get any disciplinary penalty.

Findings related to the disciplinary penalty reveals that penalized students are more prone to act their anger out and aggressive, while the others have more attempts to control their anger. As the other studies in the literature suggest; Karataş (2008) found a significant difference between students' guilt and shame scores on behalf of penalized students in which she investigated the high school students' guilt and shame scores in terms of gender and whether they get disciplinary penalty or not. Appearing in the discipline committee of high school and feeling wretched in that process may lead to psychological tension and make the students feel guilty and humiliated. Özmen (1995) stated that antisocial tendency scores of penalized students are higher than non – penalized students in his study which aims to find out relationship between disciplinary penalty and adjustment situations of high school students. Also Mercan (2001) asserts that penalized students feel regretful, sad and angry in his study examining the views on the results of imposing disciplinary penalty. Considering the aforementioned studies, it is possible to say getting disciplinary penalty may cause psychological tension, guilty and embarrassment for students. All these studies and findings are similar to the findings of this research.

Based on the results of the study, the following recommendations are put forward. In order to support protective and supportive consolidation activities; considering the developmental characteristic of the adolescents some groups (such as anger control groups, coping with anxiety groups, interaction groups) can be created where the students can express themselves. Giving importance to social activities at school activities, students improve their sporting activities in order to better evaluate the time, departure time to be useful for day trips and school parties. Attaching more importance to social activities at school, increasing sports activities for making use of the time well, sparing time for one – day tours and school parties may be beneficial. In this way, students have the chance of being discharged and expressing themselves more easily. This study revealed that the students express themselves and discharge through drawing method. From this point of view when particularly studying with the adolescents, doing expressive and art therapy supported activities, psychological counseling activities

are considered to be useful for students to express themselves in different ways, especially for the ones who have difficulty in controlling anger.

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## Investigation Of Mobile Assesment Environment Design Studies

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### ABSTRACT

One of the essential components of education is evaluation and assessment. Evaluation and assessment is significant for e-learning activities as well as traditional face to face activities. Development in mobile technologies and internet have facilitated using mobile devices for e-learning activities. Mobile learning is to deliver or to receive content and learn via mobile devices. It is possible to find various m-learning researches in the literature. Using mobile devices for assessment is infrequent in comparison with using for instruction.

Document analysis was performed in this study. This research was focused on researches which was intended designing mobile assessment environment. For his purpose, studies between 2008 and 2016 years were investigated via electronic databases. Fourteen studies were reached within the scope of literature review. Studies were examined in point of methodologies, participants, technological frameworks, designed environments and findings. In this study, researchers showed the circumstance of using mobile devices for evaluation and assessment goals. It is assumed that this study will guide and provide information for researchers who are interested in researching about mobile assessment.

### INTRODUCTION

Mobile learning (m-learning) is to deliver or to receive content and to learn via mobile devices. M-learning is also defined as an e-learning approach that uses mobile devices (Riad & El-Ghareeb, 2008). Kukulska-Hulme and Traxler (2005) describes mobile learning as a learning approach that is implemented with mobile devices like smartphone or PDA which make learning portable, spontaneous and individual. M-learning and ubiquitous learning implementations have been increased in the last decade according as development of mobile technologies. Furthermore, personalized and adaptive functions of m-learning systems have become key features (Harchay, Cheniti-Belcadhi & Braham, 2012a).

Evaluation and assessment is significant for e-learning activities as well as traditional face to face learning activities. Harchay, Cheniti-Belcadhi and Braham (2012b) underline that assessment is fundamental component of learning process and inseparable from learning activities. Assessment is a formal process that is planned to get information about students' educational variables like knowledge, attitude, ability and purposes to get valid, reliable and useful information about students' achievements and effectiveness of instruction (Riad & El-Ghareeb, 2008). All instructional processes can be applied more useful and more powerful using mobile technologies (Nikou & Economides, 2014). Assessment process is also one of the learning activities which can be performed via mobile devices. In addition, Nikou and Economides (2014) highlight mobile assessment is an up and coming assessment approach. However, The success of assessment process depend on user acceptance. They also state that mobile assessment can be performed in both indoor and outdoor (park, museum, etc.) learning areas whereby students use their own mobile devices to reach materials and answer questions.

It is possible to find various m-learning researches in the literature. M-learning activities only for instructional purposes are more common beside mobile assessment activities. As mentioned above, mobile assessment is significant and rising approach for e-learning/m-learning activities. The aim of this study is to investigate and analyze researches which was intended designing and/or using mobile assessment environment.

### THE STUDY

In this study we analyze researches about mobile assessment environments. Document analysis is employed in the scope of the study goal. Document analysis is a form of qualitative research (Patton, 2005). In this study, fourteen documents are interpreted to summarize and find out tendencies about mobile assessment topic for researchers and developers. Within the document analysis, relevant keywords are searched in common scientific search engines and databases, i.e. *EBSCO*, *Web Of Science*, *ERIC*, *Scopus*, *Springer* and *Google Scholar*, to

reach studies in the literature. Used keywords in queries are *mobile learning*, *mobile assessment*, *m-learning*, and *mobile-based assessment*. Study search is applied with year limitation between 2008 and 2016. Titles of the investigated articles are shown in Table 1.

**Table 1.** List of the article titles

Study No	Title	Researchers	Year
1	A Service Oriented Architecture to Integrate Mobile Assessment in Learning Management Systems	Riad & El-Ghareeb	2008
2	Mobile Formative Assessment Tool Based on Data Mining Techniques for Supporting Web-Based Learning	Chen & Chen	2009
3	The Implementation and Evaluation of a Mobile Self- and Peer-Assessment System	Chen	2010
4	Towards a Formal Description of Mobile Personalized Assessment	Harchay, Cheniti-Belcadhi & Braham	2012a
5	A Model Driven Infrastructure For Context-awareness Mobile Assessment Personalization	Harchay, Cheniti-Belcadhi & Braham	2012b
6	Apps for Assessment: A Starting Point	Besara	2012
7	Mobile Assessment Guide for Research in Schizophrenia and Severe Mental Disorders	Kimhy, Myin-Germeys, Palmier-Claus & Swendsen	2012
8	TELEMA: A Low-cost and User-friendly Telephone Assessment Platform	Fernandez, Johnson & Rodebaugh	2013
9	Integrating Mobile-phone Based Assessment for Psychosis Into People's Everyday Lives and Clinical Care: a qualitative study	Palmier-Claus et al.	2013
10	Use of Mobile Assessment Technologies in Inpatient Psychiatric Settings	Kimhy, Vakhrusheva, Liu & Wang	2014
11	Evaluation of Mobile Assessment in a Learning Management System	Bogdanovic, Barac, Jovanic, Popovic & Radenkovic	2014
12	Mindtool-Assisted In-Field Learning (MAIL): An Advanced Ubiquitous Learning Project in Taiwan	Hwang, Hung, Chen & Liu	2014
13	Acceptance of Mobile-Based Assessment from the perspective of Self-Determination Theory of Motivation	Nikou & Economides	2014
14	M-AssIST Interaction and Scaffolding Matters in Authentic Assessment	Santos, Cook & Hernández-Leo	2015

In the next section, studies have been reported in point of their methodology, participants, findings (related to mobile assessment), technological frameworks and designed environments as ordered chronologically.

## FINDINGS

According to results of the analysis, we classified studies according to type of mobile device (ToMD), type of the service (ToS), generated the assessment tool (GAT), the use of LMS (e.g. moodle) (UoLMS), the use of semantic elements (UoSE) and research methodology (RM). The classification of these studies are shown in Table 2.

**Table 2.** Properties of the studies.

Study No	ToMD	ToS	GAT	UoLMS	UoSE	RM
1	All Platform	Web-service, SMS	Yes	LMS was designed in study	No	Practical
2	PDA	Web-based	Yes	Personalized e-learning System	No	Practical
3	PDA	Web-based	Yes	None	No	Practical
4	PDA	Web-based	Yes	Personal Learning Environment	Yes	Practical
5	None	None	No	None	Yes	Practical
6	None	None	No	None	No	Theoretical
7	None	None	No	None	No	Theoretical
8	Mobile phone	Web-service, SMS, Call-service	No	None	No	Practical
9	Smartphone	Android-base, SMS	Yes	None	No	Practical
10	PDA	Web-based	Yes	None	No	Practical
11	All Platform	Web-service	Yes	Moodle	No	Practical
12	PDA	Web-based	Yes	None	No	Practical
13	Smartphone	Web-based, Multi OS	Yes	None	No	Practical
14	None	None	No	None	No	Theoretical

Riad and El-Ghareeb (2008) was designed a Service Oriented Architecture (SOA) for the purpose of integrating mobile assessment in Learning Management System (LMS). They defined SOA as “design pattern that helped enterprises overcome integration obstacles, and gain agile and interoperable advantages within architectures”. Proposed LMS consists of web services to acquire advantages of different external services. The LMS has two main layers; (i) *Interface Layer*, (ii) *Service Layer*. Interface layer prepares dynamic outputs for users based on user inputs and calls web page to show data. Service layer handles web services which produce core of the LMS. Service layer have sub-layers which are *Orchestration Layer*, *Application Services Layer* and *Agents Layer*. Orchestration layer manages required interaction details for executed service operations. Application services layer holds stateless services (e.g. Send Mail, Manage Courses, Manage Assessment, Manage SMS, Send SMS, Retrieve SMS). Agents layer records and analyzes system logs in order to detect failures, so, provides feedback to instructors about their courses.

Chen and Chen (2009) aimed investigating participants’ promotion of learning performance. The research design was the pretest–post-test nonequivalent group design of quasi-experimental method. Participants whose ages were between 9 and 11 years old were chosen from three grade classes of *Taipei County Jee-May Elementary School*. There were 35 students in experimental group and 34 students in control group. The experimental group used Personalized E-Learning System (PELS) with learning feedback of formative assessment during two-week mathematical courseware in a computer classroom. PELS has two main functions for teachers. By means of the first function that ensures monitoring students’ statuses, teachers can (i) view detailed degrees of learners, (ii) view variances of students’ learning abilities during learning process and (iii) view students’ test scores. Second function allows teachers to (i) assess students learning statuses (e.g. attendance statuses, concentration degree, question and answer responses, and learning comments), (ii) record students’ question and answer responses, (iii) evaluate students’ concentration degrees and (iv) create own comments for students. Personal Digital Assistants (PDAs) are used to encourage teachers for using formative assessment tool in a computer classroom. In order to compare the difference of students’ learning performances, pre-test and post-test were performed before and after learning process. In addition, a questionnaire was performed to evaluate students’ satisfaction degree. The questionnaire consists of 24 questions and measures if PELS satisfy requirements of students. According to the experimental results students’ mathematics abilities were promoted after learning process which is proposed with formative assessment. Questionnaire results showed that students were agreed that their mathematics abilities were promoted and they were attracted to learn mathematics with proposed learning mode.

Chen (2010) developed a web-based Mobile Assessment Participation System (MAPS) that facilitates self and peer assessment using PDAs. MAPS is created using PHP programming language and MySQL for database management. MAPS allows users assess self or peer, individual or group performance and synchronously or asynchronously via PDAs. All students have a PDA with MAPS in the proposed implementation model of MAPS. Thirty seven students who take teacher-education courses with the researcher attended the study. Fourteen participants were undergraduate students and twenty three participants were graduate students. Each student performed the MAPS during two round assessment activities that student assess own and one another’s final projects. Findings showed that; (i) most students reported that they would fairly assess peers, (ii) there was no significant correlation between the instructor grading and self-grading and (iii) there was no significant

correlation between the instructor grading and peer grading.

Harchay, Cheniti-Belcadhi & Braham (2012a) aimed to assess students' knowledge in a mobile environment and to propose a solution that can be integrated in a Personal Learning Environment (PLE). An approach was described to assess students' knowledge in a mobile environment through bringing personal tests. Researchers proposed to use the social web ontologies (e.g. FOAF and SIOC). Research goal was to place mobile assessment framework in a PLE. An assessment object is created as the output of framework by using set of web 2.0 tools. An *assessment object* consists of a question and its possible answers according to *user* (teacher, learner etc.), *course* and *assessment situation*. Assessment object is solved by *mobile device* and *social tools*.

Harchay, Cheniti-Belcadhi & Braham (2012b) purposed to build a flexible framework for personalized assessment content in mobile learning environments. Researchers designed a model that performs semantic of a framework to personalize mobile assessment environments according as learning context. The framework bases on using an assessment context for personalization. A scenario is used by the researchers to recognize *Mobile Assessment Situation*. *Mobile Assessment Object* that comprise an "identifiable and reusable object" is proposed for mobile assessment. Considered mobile environment requires the coordination of various tools and devices to deliver a personalized assessment item. Researchers proposed a *domain model*, a *context model*, a *user model*, a *scenario model* and a *metadata model* to execute semantics of the framework. Steps of this approach are defined as (i) gathering information about the *learner*, *the assessment context* and *the assessment content*, (ii) filtering the context data and deriving the most relevant information for assessment activities, (iii) inferring the new context information base on *the environment*, *the current assessment activities*, *the current device* and *learner's profiles*, (iv) logging the learner progress according to different context variables.

Besara (2012) examined existing mobile applications (app) in app stores (e.g. Apple App Store, Google Play Store) instead of designing a new app or model. Researcher emphasized that assessment projects are divided into two categories; (i) qualitative assessment and (ii) quantitative assessment. She pointed to importance of the division and highlighted that it should be considered while choosing the mobile app. In point of data collection tools, she proposes media recording or drawing tools for qualitative data collection and counters, environmental meters or surveys for quantitative data collection. She expressed that both qualitative and quantitative type of data can be gathered with a ell-chosen mobile device. It is important to check out whether the app exists on app store and is compatible with device while deciding the mobile device.

Kimhy, Myin-Germeys, Palmier-Claus & Swendsen (2012) proposes mobile assessment strategies for data collection from individuals who have *Schizophrenia* or *Severe Mental Disorders*. Researchers underlined that both mobile assessment and traditional paper-and-pencil assessment strategies have strengths and weaknesses. Paper-and-pencil approaches are explained as *inexpensive*, *easily available*, and *user-friendly* for the most participants. For all that, mobile assessment approaches allow *easy data input*, *precise information on response times*, *possibility of diverging (data)* and *increased speed of assessment process*. They stated some technical problems (e.g. battery life, damaged devices and software problems), ease of use (for computer-unfamiliar individuals) and the difficulty of gathering data with open-ended questions. They expressed that mostly PDAs and smartphones are used in studies. It is highlighted that mobile device battery life and length of planned assessment should be considered. Additionally, researchers emphasized that video or audio recording capabilities needed to be considered or locked for protecting other patients' secrecy. Participants' potential concerns about using assessment devices due to lack of knowledge defined as a potential challenge.

Fernandez, Johnson & Rodebaugh (2013) aimed to test of the functionality of TeLEMA. TeLEMA is defined in the study as "telephone based assessment platform that uses a web service to send and receive calls and text messages" which is accessed on a web site and removes requirement for special hardware. Researchers explained features according to components of TeLEMA. There are two components in the TeLEMA; (i) survey engine that sends/receives calls and sms, (ii) web interface that is used to create surveys, manage participants and view/download survey data as detailed (e.g. sheets for overall compliance, per-day compliance, per participant survey responses, and overall survey responses) Excel workbook. In case responses cannot be presented numerically, TeLEMA supports voice recording to collect qualitative data. Researchers conducted a pilot study using TeLEMA to perform validity analyses whether psychological constructs being assessed. The pilot study comprised of an introductory laboratory session, 1 week of Ecological momentary assessment (EMA) surveys, and a second laboratory session 1 week after surveys ended. Twenty-three undergraduate students, at the mean age 19, attended the pilot study at a Midwestern university. *The Social Interaction Anxiety Scale*, 5 point Likert-type with 20-items, was performed via paper and pencil in the first session. Participants used TeLEMA to response four randomly timed surveys each day during a week. The performed surveys assessed state affect and social anxiety. Researchers described the process as "participants were asked to think back to the period of time

since the last survey and to indicate their agreement with each statement by entering a number from 1 to 5". Study results pointed out that participants found TeleMA easy to use and secure. Acquiescence rates of participants were equal level with other EMA methods using mobile devices.

Palmier-Claus et al. (2013) have studied on a research which as regard mobile assessment in daily life. In the study, researchers tried to discover individuals' understanding and perceptions of mobile-phone based psychotic symptoms monitoring to confirm how it might be presented into participants' daily lives and clinical care. Study design was randomized repeated measures. Twenty-four community based individuals with non-affective psychosis participated six days of assessment via sms or smartphone app with a 7-day rest period in between. Participants filled in self-report questions about their symptoms via text-messages or via the mobile app. The smartphone app was developed for Android devices. The application was not wirelessly enabled. Participant's answers stored on smartphone and downloaded at the end of six days. At the same time, openCDMS system which expedite sending question as sms and storing responses was used. Researchers had qualitative interviews for the purpose of finding out participants' perceptions and experiences. Data gathered from interviews were analyzed with thematic analysis. Data analysis results brought out three themes about mobile phone technology. The themes are (i) *usability and familiarity*, (ii) *acceptability, validity and integration into domestic routines* and (iii) *perceived impact on clinical care*. Participants found the app *fast and easy to use*. However, use of the touch screen was perceived as a limitation of the app by participants who were unfamiliar with smartphones. The text-based system was also found usefulness. Participants reported they felt more comfortable and secure with a device which is familiar instead of a new and unknown technology.

Kimhy, Vakhrusheva, Liu & Wang (2014) studied feasibility of mobile devices for inpatients with schizophrenia. Thirty-three patients with schizophrenia and related disorders who hospitalized at the New York State Psychiatric Institute were enlisted. Researchers provided PDAs to participants (Palm Tungsten T3) as mobile device. Basic operations of the PDA were presented to participants by researchers. Afterwards, participants attended two practice sets of questions which sessions continued for 20 minutes. Within study process, participants were a given mobile device that was programmed to make notification randomly 10 times between 10:00am and 10:00pm. Participants carried the PDA during all day. When the PDA voiced notification sound, individuals answered the questionnaire on the screen (e.g. "I feel depressed", "I hear voices that other people can't hear") to bring out information about their *symptoms, mood, location, and social context*. Responses reported as a value between 1 ("not at all") and 100 ("very much"). At the same time, participants answered questions about their location on the unit and their social context. In the data analysis, multilevel linear mixed effects model analyses were performed to analyze patients' self-reported rating of mood and symptom controlling correlation among repeated measurements. Researchers reported that using mobile devices in inpatient psychiatric settings is feasible and useful. In addition, they highlighted that potential locations on inpatients settings where may trigger negative mood or symptoms may be determined by using mobile devices.

Bogdanovic, Barac, Jovanic, Popovic & Radenkovic (2014) discussed about problem of using and transmitting learning content from Moodle to mobile devices. Researchers aimed to inspect students' habits, motivations and technical possibilities to engage m-learning activities to e-learning process. Forty students participated the study who attended *Mobile Business* course at the Faculty of Organizational Sciences, the University of Belgrade during the winter semester in the 2010/11 school year. A mobile quiz application is developed in PHP programming language using Moodle API. The application bases on server side customization of pages for mobile delivery by using XHTML Mobile Profile. Interface of the application was designed as compatible with various mobile devices. It is planned to perform (i) a questionnaire for collecting information on infrastructure and habits of participants in using mobile technologies, (ii) a test to assess knowledge of students and (iii) a questionnaire for collecting data about mobile test effects on students. Findings of the study indicated that developed quiz application improves students' success, and increases satisfaction and motivation for using mobile devices in learning process.

Hwang, Hung, Chen & Liu (2014) executed the study as part of a four-year national Mindtool-Assisted In-Field Learning (MAIL) project was began in Taiwan in 2008. Developing mindtool assisted ubiquitous learning (u-learning) environments was the goal of the project. Mindtools are defined as "cognition tools that are able to assist students to think and learn in a meaningful and constructive way through stimulating them to expand their cognitive ability in interpreting, analyzing, synthesizing and organizing their knowledge" by the researchers. During four years (2008 to 2012) seventy-three u-learning activity-based studies were conducted to examine *the learning system, mindtools, learning models and strategies, evaluation scales and design of the learning content and activities*. In-field activities in various learning contents and academic disciplines were carried out (i.e. 38 natural science studies, 19 social science studies, 5 computer science studies, 2 nursing training studies, 7 language learning studies, 1 mathematics study and 1 Art learning study) as a part of the MAIL Project. Total numbers of participants increased from about 500 in 2008 to 3000 in 2012. Researcher reported that total number

of participants reached 6000 in 2014. In this study, researchers developed a repertory grid-oriented mindtool. By the agency of developed tool and knowledge-sharing system, students were allowed (i) to browse and to upload their own repertory grids, (ii) to receive feedback from teachers, (iii) to browse others' repertory grids and (iv) discuss with their peers. The experimental results pointed out the students who participated mindtool-based u-learning activities; (i) significantly changed their attitudes toward learning science, (ii) significantly improved their learning achievements compared to students who learned with traditional concept maps, (iii) improved their high-order critical thinking capabilities and (iv) significantly improved their knowledge structure after u-learning activities.

Nikou & Economides (2014) combined two theoretical frameworks to examine the factors that affect the acceptance of mobile assessment (m-assessment). The theoretical frameworks were *Technology Acceptance Model* (TAM) and *Self-Determination Theory* (SDT) of Motivation. In the proposed structural model, researchers tried to find out *Perceived Autonomy*, *Perceived Relatedness* and *Perceived Competency* constructs with *Perceived Usefulness* and *Perceived Ease of Use* constructs whether affect *Attitudes Towards Use* and *Behavior Intention to Use* m-assessment. A measurement instrument, consisted of seven point Likert-type 21 items, was used to investigate seven latent constructs of the model. In order to predict factors affecting m-assessment adoption, Partial Least-Squares (PLS) with Smart PLS 2.0 was employed. Using the m-assessment was voluntary. Totally 167 undergraduate students who enrolled in *Introductory Informatics* course, in the Department of Economic Sciences of a European University participated the study with their own smartphones. Operating systems of the smartphones were differentiated (i.e. 79% Android, 15% iOS, 5% Windows Phone and 1% other). Participants responded 30 multiple choice questions in 30 minutes using m-assessment. Researchers reported that "TAM and SDT can be useful predicting students' acceptance in the context of m-assessment". Results of the analyses showed (i) *Perceived Autonomy*, *Perceived Relatedness* and *Perceived Competency* constructs have a positive effect on *Perceived Usefulness*, *Perceived Ease of Use* and *attitudes towards m-assessment*, (ii) *Attitudes Towards Use* is attributed to *Perceived Autonomy*, *Perceived Relatedness* and *Perceived Usefulness*, (iii) *Perceived Usefulness* is attributed to *Perceived Autonomy*, *Perceived Relatedness*, *Perceived Competency* and *Perceived Ease of Use*, (iv) *Perceived Ease of Use* is attributed to *Perceived Autonomy*, and *Perceived Relatedness*, (v) *Behavior Intention to Use* is attributed to *Attitudes Towards Use* and *Perceived Ease of Use*.

Santos, Cook & Hernández-Leo (2015) presented *mobile-Assessment Interaction Scaffolding Temporal* (m-AssIST) model which is used to analyze the profits and restrictions of current m-assessment systems. Researchers expressed the model as:

*M-Assist considers the different interaction possibilities during the temporal axis of an assessment activity (i.e., before, during and after the activity): (a) interactions with other learners, (b) interactions with the environment (i.e., indoors/outdoors spaces), (c) interactions with physical objects encountered in an environment, (d) interactions with the assessment activity, and finally (e) interactions with augmented digital information shown to support the activity.*

They emphasized that the model can be used in both analyzing and designing processes of a formative or authentic assessment activity. Authentic assessment is defined as demonstrating and practicing student skills like in real life tasks. It is stated that the model catches required emergent properties to analyze and design m-assessment activities.

## CONCLUSIONS

In this study, researchers tried to find out the circumstance of using mobile devices for evaluation and assessment goals. It is assumed that this study will guide and provide information for researchers who are interested in researching about mobile assessment. Fourteen studies investigated in the scope of the study goal. Findings pointed out there are variety of mobile assessment implementations with regard to participants, study fields, type of mobile devices and type of the services. On the basis of this finding, it is possible to state that mobile assessment applications can be used with different student degrees and disciplines in education. Even some studies found that m-assessment was applied for clinical care.

Findings also showed common tendency of mobile assessment design studies is employing web-based technologies like PHP or JAVA. Applications on these platforms adequate for different type of mobile devices and operating systems. Used mobile devices in investigated studies are mostly PDAs. PDAs may be the main reason employing web-based technologies. To date, percentage of PDAs is low among the mobile devices. For this reason, following new technologies and designing mobile apps for smartphones or tablet PCs could be more applicable.

There was just one study that a smartphone app is developed in among the investigated studies. At the same time no study found that performed about designing m-assessment app in Turkish literature. This situation indicates a gap in the research field of designing mobile assessment application. Studies performed in this field would be significant.

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## **K-12 Teachers' Perceptions Of Barriers And Benefits In Technology Usage**

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### **ABSTRACT**

This study explores K-12 teachers' perceptions of the benefits and barriers to technology integration by either teachers or students in K-12 instruction. The sample was composed of 68 students enrolled in online classes in the graduate studies in education department of a small private liberal arts institution in the southeast. Data was collected using an anonymous, online survey. Open and axial coding was used to identify themes in barriers and benefits in both student and teacher technology use. Even with the emphasis on providing 1:1 technology, availability of technology was most frequently identified barrier, while increased engagement was the most frequently identified benefit. Content instructional issues or teacher knowledge were not as strongly identified barriers or benefits.

### **INTRODUCTION**

Since computers began to be used in schools in the mid 1970's, educators have extensively discussed their potential for helping to increase academic growth (Hew & Brush, 2007). Computers presented endless possibilities, but the limited number available did not allow for their frequent classroom usage. The ratio of students to computers in 1983 was estimated at 168 to 1 (Anderson & Ronnkvist, 1999). As schools attempt to meet the needs of 21<sup>st</sup> century learners, they have significantly increased the number of digital devices available.

In 2010, it was reported that 97% of teachers in the United States had access to at least one classroom computer every day with 93% of those computers having Internet access (National Center for Educational Statistics, IES, 2010). The Center found that the ratio of students to computers was 5.3 to 1. The increased availability of computers seems like it should have increased daily use of technology in K-12 instruction; however, only 40% of the teachers interviewed reported using computers often during their instruction. But digital resources include more than just computers. The various types of information and communication technologies available have increased. Most U.S. K-12 schools currently have access to high speed Internet as well as other digital resources such as printers, video projectors, digital white boards, iPads, iPods, and smart phones. The educational technology landscape has been transformed through these additional resources (Robinson, McKenna & Conradi, 2012).

The anticipated increase in academic performance resulting from the expanded technology usage, has not materialized. The National Assessment of Educational Progress (2013) is reporting reading and mathematics test scores that are at about the same level as they were 40 years ago. This seems to support Kozma's (2003) observation that a positive impact of technology on achievement does not happen automatically. Instead, the impact of technology is determined by how teachers use the digital resources in their classroom instruction, not just the acquisition of educational technology.

### **THE STUDY**

This study examines K-12 teachers' perceptions of the benefits and barriers of educational technology in classroom instruction when used by teachers or students. The research data was collected using an open ended qualitative survey format. The sample was composed of teachers enrolled in online classes in the graduate studies in education department at a small private liberal arts institution in the southeastern United States. Through an email invitation, the teachers were invited to complete an online, anonymous survey about their perceptions of the benefits and barriers they or their students experienced while using educational technology.

## REVIEW OF LITERATURE

Today's students regularly use technology outside of the classroom. Research has indicated that technology can be used to increase student motivation, attitude, engagement, and self-confidence. In addition, it can be used to help improve students' organization and study skills. Increasing motivation, engagement, self-confidence, organization, and study skills significantly improved school attendance and academic performance (Warschauer, 2006). Spektor-Levy and Gronot-Gilat (2012) determined that when students were given a complex, computer-based learning task, students who were taught in a 1:1 digital environment academically outperformed students who were taught in a more traditional classroom. Using a researcher designed computer based instrument, data indicated that students from the 1:1 digital classrooms significantly outperformed their peers in 9 of the 15 literacy skills assessed. This improved academic and technology performance is particularly important because many of the high stakes standardized assessments are currently technology based (WGBH Educational Foundation, 2014). However, Dawson (2012) found that the technology benefits were not just academic. His research findings indicated that computer usage also resulted in better teacher-student and home-school relationships.

In the United States, many states have developed technology goals. Florida is one of these states, and has identified five educational goals. The third goal, *Florida's Digital Educators*, is to "empower educators with the skills necessary to integrate technology to improve students' rates of learning" (Florida Department of Education, 2006, para. 4). Although Florida references the goal of "technology integration," this has been defined in a variety of ways. Hew and Brush (2007) defined technology integration as the use of computing devices for instructional purposes. They included such devices as desktop computers, laptops, iPad, iPods, smart phones, handheld computers, software programs, and Internet resources. These digital devices are becoming more readily available in the school setting. However, teachers through their lesson planning impact the actual technology practices in any school (Spektor-Levy & Garanot-Gilat, 2012). Consequently it is important to determine the factors that enhance or restrict teachers' technology implementation rather than just technology availability.

Hutchison and Reinking (2011) in their survey of 1,441 United States educators found a significant gap between teachers' perceptions of the importance of integrating technology and their classroom use of these skills. The mean teacher perception of the importance for evaluating information online was 2.08 on a Likert scale ranging from 0 to 3, but the mean frequency of classroom use was only 1.03 on that same scale (Hutchison & Reinking, 2011, p. 322). The difference of -1.21 indicated that teachers thought students should be able to evaluate online information, but they did not teach those skills in their instruction. The United States is not the only place this phenomenon occurred. This concern is evident world-wide. Internationally teachers are struggling to find the most effective ways to integrate technology into their instruction (Nyagowa et al., 2013; Orlando, 2013; Peeraer & Van Petegem, 2012). Jordanian teachers reported rarely using technology for educational purposes (Al-Zaidiyenn, Mei, & Fook, 2010), while in Tanzania, the integration of technology into classroom learning rarely occurred despite several national initiatives aimed at improving technology integration (Mwalongo, 2011).

A variety of different factors impact technology integration. Ertmer et al. (1999) classified barriers into first and second order barriers. First-order barriers are those that are outside of the teacher, such as a lack of resources. While their classification is dated, the concepts are still applicable. Multiple research studies have identified potential obstacles to technology integration (Hew & Brush, 2007; Spektor-Levy & Gronot-Gilat, 2012), one of the most common obstacles is a lack of technological tools. This would be an example of a first order barrier. Second-order barriers would be those factors that occur because of characteristics within the teachers, such as their attitudes or skills.

Hew and Brush (2007) conducted a meta-analysis of 48 studies on technology integration. They grouped the identified barriers to integration into five main categories: resources, knowledge and skills, institutional attitudes and beliefs, assessments, and culture. They determined that the first two categories, resources and knowledge and skills were most often identified. The resources category would be a first-order barrier and would include such factors as access to the technology, time, and technical support. Hew and Brush (2007) found that factors such as the amount of technology, where the technology was housed, ease of access to technology, and the number of technical support personnel all impacted teachers' decisions about technology integration in their instruction.

Ertmer (2005) indicated second-order barriers such as the teachers' knowledge, skills, and confidence were important because these factors impacted whether the teachers chose to use the technology that was available. He stressed the importance of overcoming these barriers by providing professional development. He argued that

teachers need effective technology integration professional development that focused on content appropriate technology and skills, provided hands on opportunities, and addressed teachers' needs.

Another identified barrier to digital integration was teachers' technology skill levels. Moradi-Rekabdarkolaei (2011) compared teachers' and students' technology proficiency by administering the ICT Literacy Assessment to 384 secondary students and 367 secondary teachers in Iran. The ICT Literacy Assessment was chosen because it measured "cognitive problem solving and critical thinking skills associated with using technology to handle information" (Moradi-Rekabdarkolaei, 2011, p. 45). Moradi-Rekabdarkolaei, (2011) found a "meaningful difference between the ICT literacy of teachers and students" (p. 43) with the students scoring higher than the teachers on all areas of accessing, managing, integrating, evaluating, and creating information. The teachers in the study indicated that they were reluctant to use technology in their classrooms because they felt deficient in their technology skills. Teachers' perceived lack of proficiency could explain why educators are not yet integrating technology into their instruction. This lack would be a second order barrier.

However, Waycott, Bennett, Kennedy, Dalgarno, and Gray (2010) questioned the existence of a digital divide between students and teachers. Although students are often referred to as "digital natives" (Waycott et. al., 2010, p. 1202), their research revealed that "digital immigrant" teachers were just as likely to embrace technology as their students (Waycott et. al., 2010). The authors determined that assuming teachers were reluctant to integrate technology due to a resistance to technology itself was a misconception. Perrotta's (2013) findings supported Waycott et al (2010). Perrotta (2013) further warned of the dangers of "bashing" teachers and portraying them as "outmoded, obstructive, or ignorant" (p. 325) simply because they continued to utilize traditional instructional methods. When Perrotta (2013) surveyed 683 teachers in 24 secondary schools in the United Kingdom, he discovered that conflicting expectations and school-level circumstances were more significant determinants to technology integration than individual teacher characteristics.

## DESIGN

Technology integration could be examined in various ways; through first person perception expressed in surveys, teacher observation studies comparing teacher technological practices, or action research. In this study a qualitative survey was used to analyze teachers' perceptions.

Three hundred and ten graduate students enrolled in online classes in the graduate education programs at a small private liberal arts institution in the southeastern United States were invited to complete an anonymous online survey regarding their technology usage, and the barriers and benefits they and their K-12 students experienced when using educational technology. The graduate students were sent an email containing the link to the online Qualtrics survey. The email explained the purpose of the voluntary, anonymous study.

The study attempted to answer the following questions.

1. What factors impact technology use in K-12 instruction by teachers enrolled in online graduate studies in education programs?
2. What factors impact how teachers enrolled in online graduate studies in education program incorporate technology in their K-12 instruction?
3. What K-12 digital instructional benefits and/or barriers were identified by K-12 teachers enrolled in online graduate studies in education programs?

Email invitations were sent to the 310 students enrolled in the three online graduate education programs: Exceptional Student Education, Reading, and Educational Leadership. Using a mixed method survey design, the study explored teachers' perceptions of the benefits and barriers of educational technology in K-12 instruction when used by teachers or students. The convenience sample was composed of responses from 68 students enrolled in graduate education programs at a small private liberal arts institution in the United States. The graduate students were invited to complete the anonymous survey regarding their perceptions of the benefits and barriers of educational technology and the types of and frequency of technology used in their K-12 classroom.

The online survey was comprised of both quantitative and qualitative questions. Nominal measurement scale demographic information was collected for each respondent to ascertain the grade and subject level at which the respondent taught. Demographic data provided the researchers with a rich description of the sample participants. Next, using an interval Likert scale, the researchers gathered data about the frequency and types of technology utilized in the classroom instruction by both teachers and students. Frequency counts and percentage were used to

analyze the frequency of teachers' and students' technology utilization and type of technology integrated in the classroom. The final four questions in the survey were open-ended qualitative questions assessing teachers' perceptions of barriers and supports for integrating technology in the K-12 classroom instruction. Axial and open coding methodologies were used to analyze and identify themes based on factors impacting teachers' and students' technology use, and teachers' perceived benefits and barriers. All qualitative data was coded by each researcher to determine inter-rater reliability. All quantitative and qualitative data was corroborated and triangulated to ensure the validity of the results.

## RESULTS

Analysis of demographic information revealed most respondents (74%) taught reading and/or language arts. In addition, nearly two-thirds of the responding teachers taught in STEM classes (math and science) while fewer than 10% taught elective classes. Most of the respondents were elementary teachers. The majority of respondents indicated they taught primary (K-2) elementary school (41%) and one – third (33%) reported teaching intermediate (3 – 5) elementary and middle school. Less than one-fifth of the respondents indicated they taught high school (19%). Consequently, the majority of the respondents appeared to be elementary teachers on the kindergarten through fifth grade level who taught in multiple content areas.

With regard to classroom technology utilized and with what frequency, most respondents indicated they used a computer (100%) and digital projector (89%) at least weekly with most indicating they used a computer (93%) and a digital projector (85%) daily. Approximately half of the respondents indicated they used an interactive white board (56%), digital camera (48%) or iPad (47%) at least once a month. However, smart phones with their internet and texting capabilities were not used as extensively by the respondents. Nearly three fourth of the respondents (77%) indicated they never used text messaging in their classrooms and half (50%) indicated they never used smart phones in their instructional delivery.

Respondents were asked four open-ended survey questions:

1. What are some of the barriers you face in implementing technology into your daily classroom instruction?
2. What are some of the benefits you experience when implementing technology into your daily classroom instruction?
3. What factors impact the frequency with which you as the teacher use various types of educational technology?
4. Which factors impacted the frequency and purposes for which your students use educational technology?

Each researcher coded the qualitative data and reviewed it for inter-rater reliability. During this process, the researchers debriefed to identify any variations in coding and coexistent themes. Following the inter-rater reliability check, the researchers finalized the data results into overarching themes leading to recommendations. Data interpretation allowed the researchers to “make sense” of the data by theorize toward developing patterns and meanings. Using an analytic inductive reasoning process, data coding and concomitant interpretation, the researchers were able to:

1. Ascertain the common themes or recurring regularities that emerged from the data (Patton, 2002). This entailed internal homogeneity or the extent to which data belonged to a certain category or theme or dovetailed with a category of theme. This also entailed external heterogeneity or the extent to which the data did not belong in a category. It allowed the researchers to clearly identify that the differences between categories (Patton, 2002).
2. Test the data for convergence, or identify how the data did not make connections with themes or categories or align with the research questions and broader environmental scan purpose.
3. Identify deviations from the common themes and, when possible, to provide explanations of the deviations. Deviant cases or data that diverged from the categories or themes was given careful consideration and examination as to why it did not “fit” into the categories or themes.
4. Bring forth the stories or a narrative enquiry that emerged from the data analysis from which to draw recommendations.
5. Bring forth patterns or themes that may suggest additional data that needs to be collected.
6. Align the themes and narrative stories that emerged with the review of literature.

Data analysis and interpretation provided the structure for the ensuing results, analysis, and recommendations. Inter-rater reliability was evident in the identified themes. Overwhelmingly, based on the work or classification system developed by Etmer et al., respondents indicated first order barriers to technology use. The availability of the technology impacted teachers' decisions as to when and whether they utilized technology in their classroom instruction. Approximately three-fourths of the respondents identified first order barriers while one fourth identified

second order barriers. Four different types of first order barriers were identified. The preponderance of the respondents (80%) were concerned about the amount and availability of technology. Though not as significant, the location of the technology, the amount of student instructional time, and the availability of technical support personnel were also identified as barriers (See Table 1).

Table 1  
*Teacher Perceived Barriers to Technology Use*

Total of 54 Barriers Identified	Number*	Percentage
Total First Order Barriers Identified	41	76%
Amount of Technology	33	61%
Location of Technology	3	6%
Amount of Instructional Time	3	6%
Availability of Support Personnel	2	3%
Total Second Order Barriers Identified	13	24%
Teacher Knowledge and Skills	13	24%

\*Note. Number of responses based on 54 barriers identified.

The most frequently perceived benefit of incorporating technology was increased student engagement. About half of the respondents (59%) indicated that the use of technology increased student engagement. A quarter of the respondents indicated the benefit of increased student understanding. The remaining quarter of the responses were split between technology providing a method for differentiation, an opportunity to work on researching skills, and providing more current content information (See Table 2).

Table 2  
*Teacher Perceived Benefits of Technology Use*

Benefit	Number*	Percentage
Increased Student Engagement	38	59%
Increased Student Understanding	15	23%
Increased Instructional Differentiation	6	9%
Increased Exposure to More Current Content Material	3	5%
Increased Opportunities to Use Research and Evaluation Skills	2	3%

\*Note. Number of responses based on 64 benefits identified.

The next two survey questions attempted to compare the reasons for the frequency with which teachers used technology and the reasons for the frequency with which students used technology. Slightly more than half of the time, teachers' decisions about the use of technology were determined by its availability or lack of availability rather than its connection or applicability to the content being taught. A quarter of the time the decision was influenced by instructional factors such as an opportunity for differentiation, student interest, or content objectives. The final quarter of the responses were divided between teacher issues such as available time, ease of use, and district policies.

Respondents were also asked to identify factors that impacted the frequency and purposes of students' technology use. Responses were divided between both positive and negative factors, with three-fourths (75%) of the respondents identifying negative factors impacting decisions about students' technology usage. Half of the respondent identified concerns about the availability of the equipment. One quarter of the responses were divided between concerns about bandwidth and the available time. The final quarter of the responses focused on instructional concerns such as the learning objectives, conducting research, and constructing and presenting information (See Tables 3 and 4). Some barriers only affected either teacher or student use, but not both. District concerns only impacted teacher usage and bandwidth was only a concern that impacted student usage.

Table 3

*Factors Impacting Teacher Technology Usage*

Teacher Factors	Number*	Percentage
First Order Concerns		
Total School Constraints	39	67%
Availability of Equipment	36	62%
Instructional Time Schedule	3	5%
Total District Constraint	1	2%
Amount of Instructional Time	1	2%
Second Order Concerns		
Total Instructional Constraints	15	26%
Curricular Content Issues	6	10%
Student Engagement	7	12%
Differentiation of Instruction	2	3%
Total Teacher Knowledge and Skill Constraints	3	3%
Ease of Use	3	3%

\*Note. Number of factors based on 58 factors identified.

Table 4

*Factors Impacting Student Technology Usage*

Student Factors	Number*	Percentage
First Order Concerns		
Total School Constraints	36	75%
Availability of Equipment	27	56%
Instructional Time Schedule	5	10%
Bandwidth	4	8%
Second Order Concerns		
Total Instructional Constraints	12	25%
Curricular Content Issues	6	12%
Student Content Generation	3	6%
Student Research	3	6%

\*Note. Number of factors based on 48 factors identified.

**CONCLUSION**

The results of this study indicated that first order barriers, such as technology availability, are still major concerns that impact both student and teacher technology use. Equipment availability, more than any other factor, seemed to have the greatest impact on whether technology was integrated into classroom instruction. Teacher knowledge and skill, although a concern, were not the teachers' first considerations. The major reason teachers chose to use technology was because they felt it resulted in increased student engagement. Some of the same factors that impacted whether students used the computer were evident in the decision about whether teachers used technology. Equipment availability, instructional time schedules, and curricular concerns were all concerns that impacted both teacher and student technology usage. Bandwidth, on the other hand, was not an inhibiting factor in teacher use, but it was in student use.

In 2006 Florida established the goal of empowering educators to improve student learning through technology integration (Florida Department of Education, 2006), consequently it was hoped that teachers would identify second order barriers rather than first order barriers. However, seven years after the law was passed, teachers' most frequently identified concern was the availability of technology. This supports Hew and Brush's (2007) findings of the most significant barrier to technology integration is a lack of technology resources. However, the results of this study did not indicate that teacher knowledge was a perceived barrier for this sample of teachers. These results may have been impacted by the sample chosen for this study rather than being characteristics of all teachers.

Teachers in this study more frequently viewed technology as a tool for increasing student engagement and understanding, rather than for the higher order skills of researching and evaluating thus supporting Hutchinson and Reinking's (2011) findings that teachers are not using technology as frequently for evaluating information. Expanding educators' technology knowledge base might expand technology usage to include evaluating curricular

content, increasing student engagement, and differentiating instruction. As these issues are addressed, teachers might develop more extensive ways to use technology for research and evaluation.

Instructional concerns, which seem like they should be the driving force in technology usage in education, were not the primary concerns. Instructional concerns were determining factors only about a quarter of the time. After teachers determined that the technology was available, then they considered the instructional content and how technology could be used to enhance instruction.

The open ended format of this research allowed the participants to identify as many areas or factors as they felt were relevant for each question. Some respondents identified only one issue while others identified multiple factors. As long as a factor was identified in the response, it was included in the open and axial coding of the responses. A future study would be necessary to consider the weight or impact each of these factors had on educational planning. Researchers might also want to further examine and prioritize the identified first and second order barriers. Teachers reported the perceived benefits of increased student engagement and understanding, further research would be needed to determine whether these perceived benefits can be quantified.

There are some limitations inherent in this study. The majority of the respondents were elementary (K-5) teachers who taught multiple content areas, even though middle and high school teachers were included in the sample. Consequently the data might more accurately represent the concerns of elementary teachers rather than those of middle and high school teachers. In addition, the sample was composed of students who had chosen to enroll in an online graduate program. The study sample might represent a subset of teachers who feel more comfortable in the digital environment than those in the general population do. Therefore, the results might not be able to be generalized to the larger teaching population. The respondents predominately taught in Florida public and private schools, so these results might represent the concerns of Florida's teachers rather than national concerns. These are all questions that would need to be addressed in other studies. Technology and access to technology are ever changing variables. Future research may want to explore teachers' access to, not only the technology, but also to opportunities for professional development focused on integrating technology into instruction.

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## Kamu Hizmetlerinin Elektronik Ortamda Sunumu: E-Devlet Projesinin Halkla İlişkiler Modelleri İle İncelenmesi

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### ÖZET

21. yüzyılda teknoloji alanında yaşanan çeşitli gelişim ve değişimler, ekonomi, finans, eğitim gibi birçok alanı etkilediği gibi iletişim alanını da etkilemiştir. İletişim alanında yaşanan teknolojik gelişmeler kurumların halkla ilişkiler faaliyetlerinde bir takım düzenlemeler yapılmasını gerekli kılmaktadır. Öyle ki, halkla ilişkilerin en önemli amacı; hedef kitle ile kurum arasında iletişim, etkileşim sağlamaktır. Bu amacı, bir kamu kurumu halkla ilişkiler birimine ilişkilendirdiğimizde, kurumun hedef kitlesini vatandaşlar oluşturmaktadır. O halde, kamu kurumlarında çalışan halkla ilişkiler birimlerinin amacı, vatandaş ve devlet arasındaki iletişimi sağlamak, kolaylaştırmaktır.

Halkla ilişkiler birimi, kamu kurumu ile vatandaş arasındaki iletişimi sağlama noktasında çeşitli çalışmalar yürütse de bir takım sorunlar ortaya çıkmaktadır. Kamu işlerinin fazla zaman alması, gereksiz kaynak israfı, yönetsel dil sorunu, rüşvet gibi faktörler bu sorunlara örnek olarak verilebilir. Küreselleşmeyle birlikte, iletişim teknolojilerinin vatandaşlara bilgiye anında ulaşım imkânı sunması, devlet-vatandaş iletişiminin de değişimini zorunlu kılmıştır. Bu değişim ve gelişmelerin doğrultusunda ülkelerin vatandaşlara sunduğu kamu hizmetleri noktasında yeni bir devlet modeli ortaya çıkmıştır. Bu yeni model e-devlet olarak adlandırılmaktadır. Elektronik devletle birlikte tüm kamu işlemleri internet ortamına taşınmış ve vatandaşlara online olarak sunulmaya başlamıştır. E-devletin tek duraklı hizmet anlayışıyla geleneksel devletteki uzun süren başvurular, vatandaş yoran kamu işlemleri ve vatandaş- kamu çalışanı arasındaki münakaşalar önlenmeye çalışılmıştır. Şeffaf devlet modeliyle birlikte vatandaşlar istedikleri bilgiye arzu ettikleri zamanda ulaşabilmekte ve tüm kamu işlemlerini tek bir web sitesi üzerinden yapabilmektedir. Elektronik devletin kullanıma başlamasıyla birlikte geleneksel devlet modelindeki devlet-vatandaş arasındaki tek yönlü iletişim çift yönlü iletişime dönüşmüştür. Böylelikle vatandaşlar kamu kurumlarında ulaşmak istedikleri bilgiye haftanın yedi günü, günün yirmi dört saati ulaşabilmekte ve devlet yönetiminde bir nebze de olsa söz sahibi olabilmektedir.

**Anahtar Kelimeler:** Halkla İlişkiler Modelleri, e-devlet

### 1. GİRİŞ

Bilgisayar ortamındaki bir takım değişim ve gelişimlerle birlikte dünya da küreselleşme süreci başlamıştır. Özellikle internetin 21.yüzyılda yaygınlaşmasıyla birlikte bilginin paylaşımı artmış ve insanlar istedikleri bilgiye ulaşabilme imkânına sahip olmuştur. İnternetin her türlü bilgiye ulaşma olanağı sunması, bu iletişim aracının halkla ilişkiler ortamında kullanılmasını da kaçınılmaz kılmıştır. Halkla ilişkiler de kullanılan radyo, televizyon, gazete, dergi gibi geleneksel kitle iletişim araçlarına çift yönlü iletişime olanak tanıyan internetin katılımı kuşkusuz devlet ve vatandaş iletişimine değiştirmiştir.

Kamu kurum ve kuruluşlarında halkla ilişkiler çalışmalarına değindiğimizde, halkla ilişkiler biriminin görevleri en genel anlamda tanıma ve tanıtmadır. Öz olarak tanıma ve tanıtmaya, halkla ilişkiler uygulamasının iki temel evresi olmaktadır. Yönetilene aydınlatma, yönetimin eylem ve işlemlerini ona açıklama, tanıtmaya; halkın isteklerini, şikâyetlerini öğrenme, tanıma olarak nitelenmektedir (Kazancı, 1980: 32).

Halkla ilişkilerin literatürdeki amaçları incelendiğinde, genel anlamda amacın kurumun hedef kitleleriyle çift yönlü iletişimi sağlaması olduğu dikkat çekmektedir. Kamu kurumlarını ele aldığımızda ise, kurumun hedef kitlesi halktır. İnternetin yaygınlaşması halkla ilişkiler projelerinde ve devlet yönetiminde de bir takım değişiklikleri gerçekleştirme zorunluluğunu meydana getirmiştir. Bilgisayar ortamındaki değişimlerle web 1.0 teknolojisiyle başlayan elektronik devlet çalışmaları devlet odaklıyken, web 2.0 teknolojisiyle yapılan elektronik devlet uygulamalarında ise; yurttaş odaklılık ön plandadır. Elektronik devletin kullanıma başlamasıyla birlikte geleneksel devlet modelindeki devlet-vatandaş arasındaki tek yönlü iletişim çift yönlü iletişime dönüşmüştür. Böylelikle vatandaşlar kamu kurumlarında ulaşmak istedikleri bilgiye haftanın yedi günü, günün yirmi dört saati ulaşabilmekte ve devlet yönetiminde bir nebze de olsa söz sahibi olabilmektedir.

Bu çalışmada, halkla ilişkiler modelleri ve iki yönlü simetrik halkla ilişkiler modeli uygulanarak oluşturulan e-devlet projesi, tek duraklı hizmet anlayışını benimseyen elektronik devlet modeliyle geleneksel devletin farkları, elektronik devletin gelişim aşamaları ve modelleri, Türkiye de ve dünyada elektronik devletin uygulama alanları, elektronik devletin kullanımıyla değişen devlet-vatandaş iletişimi, e-devletin kamu kurumlarında kullanımı konuları incelenmiştir.

## 2. Kavramsal Çerçeve

Halkla ilişkiler bilimcileri, basın ajansı, kamuyu bilgilendirme, çift yönlü asimetric, çift yönlü simetrik model olarak halkla ilişkiler modellerini dört başlık altında toplamıştır (Grunig, 2005: 307).

### 2.1. İki Yönlü Simetrik Model

İlk olarak James Grunig tarafından ortaya atılan iki yönlü simetrik modele göre halkla ilişkilerin rolü, çeşitli kişi, görüş ve değerlerin bir araya geldiği ve farklı sonuçların elde edildiği bir tartışma forumu oluşturmaktır. Grunig, halkla ilişkiler mesleğinde etik kararların alınmasında en iyi yolun tartışma forumunun esas alındığı iki yönlü simetrik iletişim modeli olduğunu önermektedir (Lieber, 1998'den akt. Saymer, 2006: 8).

Peltekoğlu bu modelin özelliklerini şu şekilde ifade etmektedir:

- Bağımlılık: sistemi çevresinden ayıran sınır olmakla birlikte, sistem çevrenin içindedir.
- Açık Sistem: kuruluş bilgi alışverişine açıktır.
- Hareketli denge: çevre değiştiğinde bu değişikliğe uyum sağlanması beklenen uygulamadır (Peltekoğlu, 1993: 27)

### 2.2. KAMU HİZMETLERİNİN ELEKTRONİK ORTAMDA SUNUMU: E-DEVLET

E-devlet elektronik devletin kısaltılmasıdır ve şu şekilde tanımlanabilir: çağdaş toplumdaki devlet ve birey ilişkilerinde, devletin vatandaşa karşı getirmekle yükümlü olduğu görev ve hizmetler ile vatandaşların devlete karşı olan görev ve hizmetlerinin karşılıklı olarak elektronik iletişim ve işlem ortamlarında kesintisiz ve güvenli olarak yürütülmesine e-devlet denilmektedir (Çarıkçı, 2010: 98).

E-devlet, haftanın yedi günü günün yirmi dört saati kesintisiz iletişim olanağı ve tek duraklı hizmet anlayışıyla vatandaşlara kamu kurumlarından istenilen bilgi ve belgeye ulaşma kolaylığı sağlamaktadır. Ayrıca, e-devlet; bilişim ve iletişim teknolojilerinin gelişimi, özellikle de internet adı verilen küresel iletişim ağı, yönetim sürecini geliştirecek, kamu yönetimini etkili ve verimli kılacak, katılımcı ve etkin demokrasiye yeni imkanlar sunacak bir modelin ortaya çıkmasına yol açmıştır (Uçkan, 2003: 3). Kamu hizmetlerinin elektronik sunumu, yurttaşları zaman ve mekân kısıtlamalarından kurtarmaktadır. E-devlet girişimleri; yurttaşların daha kolay, ucuz, hızlı ve güvenli bir biçimde gereksinim duydukları hizmetlere ve bilgilere ulaşmalarını sağlamaya dönük bir içeriğe sahiptir (Yıldırım, 2010: 3).

Devlet hizmetlerinin elektronik ortama taşınabilmesi için bir takım unsurlar gerekmektedir. Naralan' a göre; devlet hizmetlerinin bilgisayar ortamında hızlı ve kolay bir şekilde vatandaşlara sunulması için şu bileşenlere ihtiyaç duyulmaktadır:

1. İletişim Aygıtı: Elektronik ortamda hizmetlerin alınabilmesi için iletişim ağı ile uyumlu kullanılabilen bilgisayar, mobil aygıtlar, PDA( Personel Digital Assistant) gibi aygıtlar gereklidir.
2. İletişim Kanalı: Devlet ile kullanıcı arasında bilgi aktarımını sağlayan iletişim aygıtı ile birlikte kullanılabilen ağ. E-devlet uygulamalarında yaygın olarak kullanılan iletişim kanalı internettir. E-devlet aslında internetin mantıksal bir uzantısıdır denebilir.
3. Web sitesi: Devlet hizmetlerinin elektronik ortamdan alınabilmesine imkân veren güvenli veren güvenli ve resmi internet siteleri (Naralan, 2008: 6).

Bu temel unsurların gelişimi ve etkileşimiyle oluşan yeni devlet modelinin yani elektronik devletin temel özellikleri şunlardır:

1. Elektronik Devlet Bir Bilgi Devletidir

Kamu kurumları arasındaki iletişimin artması ve kurumsal bilgi sistemlerinin bütünleşmesinin sağlanması sayesinde tekrarlar, aşırı bürokratik süreçler, zaman kayıpları, kâğıda dayalı işlemler önemli ölçüde azalmıştır. Vatandaşa gerekli bilgilerin büyük bir kısmı bilgi sisteminden güncellenmiş şekilde hazırdır. Dolayısıyla

elektronik devlet bütünleşik, organize ve eşgüdüm içinde çalışan bir kamu yönetimi yapısı sunmaktadır (İnce, 2001: 25).

## 2. Elektronik Devlet Teknik Bir Devlettir

E-devlet modeli, bir evrakın kamu kurumuna ulaştığı andan itibaren, yetkili kişiler tarafından herhangi bir zamanda, nerede ve ne aşamada olduğunun elektronik ortamda bilinmesi ve izlenmesine ilaveten, elektronik ortamda inceleme yapılabilmesine olanak veren yapısıyla teknik üstünlüğünü ortaya koymaktadır (Saygılıoğlu ve Arı,2003'ten akt. Demirel, 2006: 90).

## 3. KAMU HİZMETLERİNİN ELEKTRONİK ORTAMDA SUNUMU: E-DEVLET PROJESİNİN HALKLA İLİŞKİLER MODELLERİ İLE İNCELENMESİ

### 3.1. Araştırmanın Önemi

Bu çalışma, kamu kurumlarında, halkla ilişkiler açısından devlet ve vatandaş iletişimde yaşanan sorunların ortaya konulması, iletişim teknolojileri alanında yaşanan çeşitli gelişim ve değişimlerin sunduğu olanaklar çerçevesinde devlet-vatandaş arasındaki iletişim sorunlarının giderilmesine ilişkin oluşturulan modelin, kavramsal çerçevesini, aşamalarını, özelliklerini literatür taramasıyla incelemesi ve kamu kurumlarında yaşanan iletişim sorunlarına çözüm olarak sunulan elektronik devlet uygulamalarının hangi hizmetleri içerdiğini, geleneksel devlet modeli ile farklılıkları, vatandaşlara sunduğu imkanları ele alması açısından önemlidir.

### 3.2. Araştırmanın Amacı

Bu çalışma da geleneksel anlayışından online devlet anlayışına geçilmesiyle kamu hizmetlerinin sunumunda halkın elektronik devlet modeli ile ilgili görüşlerini belirlemek amaçlanmıştır.

### 3.3. Sınırlılıklar

Kamu kuruluşlarında karşılaşılan sorunlara halkla ilişkiler modelleri çerçevesinde çözüm bulmak amacıyla hazırlanan bu araştırma, kamu kuruluşları hizmetleriyle sınırlandırılmıştır. Vatandaşların e-devlet kullanım ve beklentilerini belirlemek amacıyla [www.turkiye.gov.tr](http://www.turkiye.gov.tr) sitesini kullanan Sakarya'da yaşayan vatandaşlara anket çalışması yaparak görüşleri alınacaktır.

### 3.4. Araştırmanın Varsayımları

Ankete cevap verenlerin soruları doğru olarak cevapladıkları varsayılmıştır.

### 3.5. Araştırmanın Yöntemi

Çalışmada literatür taraması ve alan araştırması yöntemi kullanılmıştır. Alan araştırması yöntemi uygulanırken, elektronik devlet modelini inceleyen diğer çalışmalar incelenerek hazırlanmış anket soruları doğrultusunda araştırmanın konusu, amaç ve yöntemine uygun 20 adet anket sorusu oluşturulmuştur

### 3.6. Araştırmanın Uygulanması ve Örneklem Seçimi

Vatandaşların kamu kurumlarında gerçekleştirilen hizmet sunumlarında karşılaşılan sorunları önlemek amacıyla geliştirilen e-devlet projesinin vatandaş tarafından algılandığını belirlemek amacıyla Sakarya ilinde ikamet eden ve [turkiye.gov.tr](http://turkiye.gov.tr) sitesini kullanan vatandaşlara anket uygulaması yapılmıştır.

Anket sorularında ilk 15 soru katılımcıların elektronik devlet modeli ile ilgili görüş ve düşüncelerini almak amacıyla likert ölçek kullanılarak hazırlanmıştır. Bu doğrultuda hazırlanan likert ölçekli sorulardan katılımcıların, belirtilen düşünceyle ilgili maddeye 1ile 5 arasından kendi tutumuna en yakın olan ifadeyi işaretlemeleri istenmiştir. (1= kesinlikle katılmıyorum, 2= katılmıyorum, 3=kararsızım, 4= katılıyorum, 5= kesinlikle katılıyorum) Son beş soru ise katılımcıların demografik özelliklerini belirtmektedir.

### 3.7. Bulgular ve Yorum

Çalışmanın bu bölümünde Sakarya ilinde ikamet eden 50 kişiye yapılan anketin sonuçları frekans analizleri ile verilmektedir.

#### 3.7.1. Frekans Analizleri

Frekans analizleriyle katılımcıların demografik özellikleri ve e-devlete ilişkin görüşleri belirlenmiştir. Yapılan frekans analizi sonucunda elde edilen veriler şu şekildedir:

Deneklerin yüzde 46'sı (23 kişi) kadın; yüzde 54'ü (27 kişi) ise erkek katılımcılardan oluşmaktadır. Ankete cevap veren deneklerin yüzde 52'sinin 28 yaş ve üzeri aralığında; yüzde 28'inin 18-22 yaş aralığında; yüzde 20'sinin de 23-27 yaş aralığında bireylerden oluşmaktadır. Ankete cevap veren deneklerin yüzde 30'unun öğrenci; yüzde 20'sinin ev hanımı; yüzde 16'sının esnaf; yüzde 14'ünün memur ve yüzde 10'unun emekli ve serbest meslekte çalışan bireylerden oluşmaktadır. Ankete katılan deneklerin aylık harcama gider düzeyi aralıkları ise şu şekildedir; yüzde 46'sı 1101 TL ve üzeri; yüzde 26'sı 801-1100 TL arasında; yüzde 24'ü 500 TL'den az ve yüzde 4'ünün ise 501-800 TL arasındadır. Ortaya çıkan bu veriler Sakarya İlinde ikamet eden deneklerin çoğunluğunun (%46'sının) 1101 TL ve üzeri aylık harcamaya sahip olduklarını göstermektedir.

Aşağıdaki tablo incelendiğinde (Tablo 1), 50 kişiden oluşan örneklem grubunun e-devlet modeline ilişkin düşünceleri görülmektedir. Likert ölçekle hazırlanan sorulardan “ e-devletin yaygınlaşmasıyla kamu hizmetlerinden haftanın 7 günü, günün 24 saati yararlanabiliyorum.” görüşüne, katılımcıların, çoğunluğunun % 72'sinin katıldığı görülmektedir. ( katılıyorum ve kesinlikle katılıyorum tutumunun toplamı). Katılımcıların, %16'sı bu düşüncede kararsız olduklarını belirtirken, %12'si bu düşünceye katılmamaktadır.

“ e-devletin yaygınlaşmasıyla kamu hizmetleri daha verimli hale geldi.” görüşüne, katılımcıların, % 2'si (1 kişi) kesinlikle katılmıyorum, % 14'ü (7 kişi) katılmıyorum, %22'si (11 kişi) kararsızım, %54 (27 kişi) katılıyorum, %8'i (4 kişi) kesinlikle katıldığımı ifade etmiştir.

“ e-devletin yaygınlaşmasıyla devlet-vatandaş iletişimde karşılaşılan sorunlar giderildi” görüşüne, katılımcıların, % 4'ünün (2 kişi) kesinlikle katılmıyorum, % 8'inin (4 kişi) katılmıyorum, %36'sının (18 kişi) kararsızım, %40'ının (20 kişi) katılıyorum, %12'si (6 kişi) kesinlikle katıldığımı ifade etmiştir.

“ e-devletin yaygınlaşmasıyla devlet-vatandaş etkileşimi arttı.” görüşüne, katılımcıların, % 4'ünün (2 kişi) kesinlikle katılmıyorum, % 10'unun (5 kişi) katılmıyorum, %20'sinin (10 kişi) kararsızım, %40'ının (20 kişi) katılıyorum, %26'sının (13 kişi) kesinlikle katıldığımı ifade etmiştir.

“ e-devletin yaygınlaşmasıyla kamu hizmetleri hızlı bir şekilde vatandaşlara sunuluyor .” görüşüne, katılımcıların % 12'sinin (6 kişi) katılmıyorum, %20'sinin (10 kişi) kararsızım, %48'inin (24 kişi) katılıyorum, %20'sinin (10 kişi) kesinlikle katıldığımı ifade etmiştir.

Likert ölçekle hazırlanan sorulardan “ e-devletin yaygınlaşmasıyla kamu işlemlerinde bazı formaliteler önlendi.” görüşüne, katılımcıların %6' sını (3 kişi) kesinlikle katılmıyorum, % 8'inin (4 kişi) katılmıyorum, %40'ının (20 kişi) kararsızım, %28'inin (14 kişi) katılıyorum, %18'inin (9 kişi) kesinlikle katıldığımı ifade etmiştir.

Likert ölçekle hazırlanan sorulardan “ e-devletin yaygınlaşmasıyla kamu işlemlerindeki yolsuzluklar giderildi.” Görüşüne, katılımcıların %14' ü (7 kişi) kesinlikle katılmıyorum, % 8'inin (4 kişi) katılmıyorum, %34'ünün (17 kişi) kararsızım, %30'unun (15 kişi) katılıyorum, %14'ünün (7 kişi) kesinlikle katıldığımı ifade etmiştir.

“ e-devletin yaygınlaşmasıyla kamu hizmetlerinde gerçekleştirilen işlemlerin maliyeti düştü.” görüşüne, katılımcıların %8' i (4 kişi) kesinlikle katılmıyorum, % 14'ünün (7 kişi) katılmıyorum, %22'sinin (11 kişi) kararsızım, %42'sinin (21 kişi) katılıyorum, %14'ünün (7 kişi) kesinlikle katıldığımı ifade etmiştir.

“ e-devletin yaygınlaşmasıyla ihtiyaç duyduğum her kamu hizmetine anında ve kolaylıkla ulaşabiliyorum.” görüşüne, katılımcıların % 4'ünün (2 kişi) katılmıyorum, %42'sinin (21 kişi) kararsızım, %36'sının (18 kişi) katılıyorum, %18'inin (9 kişi) kesinlikle katıldığımı ifade etmiştir.

“ e-devletin yaygınlaşmasıyla vatandaşların beklentileri büyük ölçüde karşılanmaktadır.” görüşüne, katılımcıların %6'sının (3 kişi) kesinlikle katılmıyorum, katılımcıların % 4'ünün (2 kişi) katılmıyorum, %22'sinin (11 kişi) kararsızım, %56'sının (28 kişi) katılıyorum, %12'sinin (6 kişi) kesinlikle katıldığımı ifade etmiştir.

“ e-devletin yaygınlaşmasıyla vatandaşlara daha güvenilir bir ortam sunulmaktadır.” görüşüne, katılımcıların %8’inin (4 kişi) kesinlikle katılmıyorum, katılımcıların % 8’inin (4 kişi) katılmıyorum, %30’unun (15 kişi) kararsızım, %34’ünün (17 kişi) katılıyorum, %20’sinin (10 kişi) kesinlikle katıldığını ifade etmiştir.

“ e-devletin yaygınlaşmasıyla kaynak israfının önüne geçilmiştir .” görüşüne, katılımcıların %8’inin (4 kişi) kesinlikle katılmıyorum, katılımcıların % 14’ünün (7 kişi) katılmıyorum, %26’sinin (13 kişi) kararsızım, %36’sinin (18 kişi) katılıyorum, %16’sinin (8 kişi) kesinlikle katıldığını ifade etmiştir.

“ e-devletin yaygınlaşmasıyla kamu hizmeti alan vatandaşlar arasında eşitlik sağlanmıştır.” görüşüne, , katılımcıların % 16’sinin (8 kişi) katılmıyorum, %22’sinin (11 kişi) kararsızım, %54’ünün (27 kişi) katılıyorum, %8’inin (4 kişi) kesinlikle katıldığını ifade etmiştir.

“ e-devletin yaygınlaşmasıyla daha şeffaf bir devlet anlayışı oluştur .” görüşüne, katılımcıların %4’ünün (2 kişi) kesinlikle katılmıyorum, katılımcıların % 10’unun (5 kişi) katılmıyorum, %32’sinin (16 kişi) kararsızım, %42’sinin (21 kişi) katılıyorum, %12’sinin (6 kişi) kesinlikle katıldığını ifade etmiştir.

“ e-devletin yaygınlaşmasıyla kamu kurumlarında yaşadığım sorunlar sona erdi .” görüşüne, katılımcıların %12’sinin (6 kişi) kesinlikle katılmıyorum, katılımcıların % 12’sinin (6 kişi) katılmıyorum, %38’inin (19 kişi) kararsızım, %22’sinin (11 kişi) katılıyorum, %16’sinin (8 kişi) kesinlikle katıldığını ifade etmiştir.

Tablo 1. Deneklerin E-Devlete İlişkin Görüşleri

Elektronik devlet modeline ilişkin görüşler	Kesinlikle katılmıyorum		Katılmıyorum		Kararsızım		Katılıyorum		Tamamen Katılıyorum		Toplam	
	f	%	f	%	f	%	f	%	f	%	f	%
e-devletin yaygınlaşmasıyla...												
1- Kamu hizmetlerinde 7/24 istediğim işlemi gerçekleştirebiliyorum	3	6,0	3	6,0	8	16,0	8	36,0	18	36,0	50	100
2- Kamu hizmetleri daha verimli hale geldi	1	2,0	7	14,00	11	22,0	27	54,0	4	8,0	50	100
<b>3- Devlet-vatandaş iletişiminde karşılaşılan sorunlar giderildi</b>	2	4,0	4	8,0	18	36,0	20	40,0	6	12,0	50	100
4- Devlet-vatandaş arasında etkileşim arttı	2	4,0	5	10,0	10	20,0	20	40,0	13	26,0	50	100
<b>5- Kamu hizmetleri hızlı bir şekilde vatandaşa sunuluyor</b>	0	0	6	12,0	10	20	24	48,0	10	20,0	50	100
6- Kamu işlemlerinde bazı formaliteler önlendi	3	6,0	4	8,0	20	40,0	14	28,0	9	18	50	100
<b>7- Kamu işlerindeki yolsuzluklar giderildi</b>	7	14,0	4	8,0	17	34,0	15	30,0	7	14,0	50	100
8- Kamu hizmetlerinde gerçekleştirilen işlemlerin maliyeti düştü	4	8,0	7	14,0	11	22,0	21	42,0	7	14,0	50	100
<b>9- e-devlet kullanarak ihtiyaç duyduğum her kamu hizmetine anında ve kolaylıkla ulaşabiliyorum</b>	0	0	2	4,0	21	42,0	18	36,0	9	18,0	50	100
10- Vatandaşın beklentilerini büyük ölçüde karşılamaktadır	3	6,0	2	4,0	11	22,0	28	56,0	6	12,0	50	100
<b>11- Vatandaşlara daha güvenilir bir ortam sunmaktadır</b>	4	8,0	4	8,0	15	30,0	17	34,0	10	20,0	50	100
12- Kaynak israfının önüne geçilmiştir	4	8,0	7	14,0	13	26,0	18	36,0	8	16,0	50	100
<b>13- Kamu hizmeti alan vatandaşlar arasında eşitlik sağlanmıştır</b>	0	0	8	16,0	11	22,0	27	54,0	4	8,0	50	100
14- Daha şeffaf bir devlet anlayışının oluşmasını sağlamıştır	2	4,0	5	10,0	16	32,0	21	42,0	6	12,0	50	100
<b>15- Kamu kurumlarında yaşadığım sorunlar sona erdi</b>	6	12,0	6	12,0	19	38,0	11	22,0	8	16,0	50	100

### Sonuç ve Öneriler

Son yıllarda teknoloji alanında yaşanan yenilikler doğrultusunda iletişim teknolojilerinde gelişmeler yaşanmaktadır. Bu gelişmelerden belki de en önemlisi günümüzde en gözde iletişim aracı olan internettir. Artık hemen hemen her evde bilgisayar ve internet bulunmakta ve vatandaşlar tarafından etkin bir şekilde kullanılmaktadır. İnternet teknolojisinin vatandaş tarafından bu şekilde etkin kullanılması ve hemen hemen her işlemi tek bir tuşla vatandaşın devlet ve devlete bağlı çalışan kurumlardan aldığı hizmete daha kolay ve hızlı erişmek istemesi kamu işlemlerinin internet ortamına taşınmasını zorunlu kılmaktadır. İnternetin etkin bir şekilde kullanılması ülkemiz de de elektronik devletin doğmasına ve kullanımının yaygınlaşmasına zemin hazırlamıştır. Türkiye’de elektronik devlet uygulamaları 2008 yılında 22 hizmet sunumuyla başlamış ve 2013 yılı itibarıyla sunulan hizmet sayısı 891’e ulaşmıştır. Kamu hizmetlerinin online olarak sunulmaya

başlamasıyla birlikte vatandaşlar tek bir web sitesi([www.turkiye.gov.tr](http://www.turkiye.gov.tr)) üzerinden tüm kamu işlemlerini gerçekleştirebilmekte, istediği bilgi ve belgeye ulaşabilme imkanına sahip olmaktadır.

Halkla ilişkiler modeller bağlamında e-devlet projesini inceleyen bu çalışma, Sakarya ilinde pilot çalışma olarak uygulanmış ve oluşturulan anket yüz yüze katılımcılara uygulanmıştır. Pilot çalışmanın örneklem grubu 50 kişiden oluşmaktadır. Anket çalışmasında elde edilen bulguları özetleyecek olursak;

Ankete katılan kadın sayısı, 27 erkek sayısı ise, 23'tür. Bu noktada cinsiyet noktasında katılımcıların eşit sayıda olduğu söylenebilir. Ankete katılan deneklerin büyük çoğunluğu, 27 ve üzeri yaşında bireylerdir. Katılımcıların büyük çoğunluğu, öğrenci ve ev hanımı olan insanlardan oluşmaktadır. Ankete katılan bireylerin çoğunluğu, aylık 800 TL ve üzerinde gelire sahiptir ve çalışma Sakarya ilinde yapıldığından dolayı örneklem grubu sadece Sakarya'da ikamet eden bireylerden oluşmaktadır. Katılımcıların e-devlet modeline ilişkin görüşlerine bakıldığında; Katılımcıların çoğunluğu (yüzde 72) elektronik devletin yaygınlaşmasıyla kamu hizmetlerinden haftanın 7 günü günün 24 saati faydalanabildiğini düşünmektedir. E-devletin yaygınlaşmasıyla kamu hizmetlerinin daha verimli olduğu görüşüne ise, katılımcıların yüzde 62'si katıldığını belirtmektedir. Katılımcıların çoğunluğu yüzde 52'si e-devletin yaygınlaşmasıyla devlet-vatandaş iletişiminde karşılaşılan sorunların giderildiğini düşünmektedir.

Katılımcıların çoğunluğu yüzde 66'sı oluşan yeni devlet modeliyle devlet-vatandaş arasında etkileşimin arttığı görüşüne katılmaktadır.

Ankete katılan örneklem grubunun çoğunluğu yüzde 68'i e-devletin yaygınlaşmasıyla birlikte kamu hizmetlerinin hızlı bir şekilde vatandaşlara sunulduğu görüşüne katılmaktadır.

Katılımcıların yüzde 46'sı e-devletin yaygınlaşmasıyla birlikte kamu işlemlerinde ki bazı formalitelerin önlenildiği görüşüne katılırken, yüzde 40 gibi çoğunluğu bu görüşe katılma noktasında kararsız olduğunu belirtmektedir.

E-devletin yaygınlaşmasıyla birlikte kamu kurumlarında ki yolsuzlukların giderildiğine katılımcıların yüzde 44'ü katılırken, yüzde 34'ü bu görüşe katılma noktasında kararsız olduğunu belirtmektedir. Katılımcıların çoğu yüzde 56'sı e-devletin yaygınlaşmasıyla birlikte kamu hizmetlerinde gerçekleştirilen işlemlerin maliyetinin düştüğü görüşüne katılmaktadır. Katılımcıların yüzde 54'ü e-devlet ([turkiye.gov.tr](http://turkiye.gov.tr)) sitesini kullanarak ihtiyaç duyduğu her kamu hizmetine anında ve kolaylıkla ulaşabildiğini ifade etmektedir. Elektronik devletin vatandaşların beklentilerini büyük ölçüde karşıladığı görüşüne katılımcıların yüzde 68'i katılmaktadır. Yeni devlet modelinin vatandaşlara daha güvenilir bir ortam sunduğu görüşüne, katılımcıların yüzde 54'ü katıldığını belirtmektedir. Katılımcıların yüzde 52'si e-devletin yaygınlaşmasıyla kaynak israfının önüne geçildiği görüşünü desteklemektedir. Katılımcıların çoğunluğu yüzde 62'si e-devletin yaygınlaşmasıyla kamu hizmeti alan vatandaşlar arasında eşitliğin sağlandığı görüşünü desteklemektedir. Örneklem grubunun yüzde 54'ü e-devlet modelinin yaygınlaşmasıyla daha şeffaf bir devlet anlayışının oluştuğu görüşünü desteklemektedir. E-devletin yaygınlaşmasıyla kamu kurumlarında yaşadığım sorunlar sona erdi düşüncesine katılımcıların yüzde 38'i katıldığını belirtirken; yüzde 38', bu görüşe katılma noktasında kararsız kaldığını ifade etmektedir.

Yukarıda maddeler halinde örneklem grubunun çeşitli demografik özelliklerine ve e-devlet modeliyle ilgili görüşlerine değinilmiştir. Genel anlamda katılımcıların, vatandaşa sunduğu kamu hizmetlerinin internet üzerinden online olarak sunulmasını doğru bulduğunu, vatandaşın kamu hizmetlerinden 7/24 faydalanabildiği, kaynak israfını önüne geçildiği, kamu hizmetlerinin daha verimli hale geldiği, devlet-vatandaş iletişiminde karşılaşılan sorunların giderildiğini düşünmektedir.

Elektronik devletin kamu kurumlarından sunulan hizmet noktasında bir dönüm noktası olduğu kabul edilebilir. Ancak, e-devletin bazı eksiklikleri de vardır. Bunlara değinecek olursak; sayısal uçurum ve günümüzde hala internete ulaşmanın güçlüğü en önemli problemler arasındadır. Öncelikle, elektronik devletin fayda ve kullanımı noktasında vatandaşı bilgilendirmek amaçlı çeşitli seminerler verilmelidir. Sayısal uçurumu önlemek amacıyla elektronik devlet hizmeti veren site ([www.turkiye.gov.tr](http://www.turkiye.gov.tr)) daha kolay kullanılabilir hale getirilmeli ve her ne kadar kamu hizmetlerinin online sunumu gelişmiş bir ülke olmanın adımı olsa da internete ulaşım güçlüğü önlemek amaçlı şehirlerin belirli bölgelerine ATM tipi düzenekler yerleştirilerek vatandaşın internet üzerinden her an her yerde kamu hizmeti alması sağlanabilir.

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**“Kitabi-Dədə-Qorqud” Dastanının Müxtəlif Xarici Dillərə Tərcüməsi****Zemfira İsxan qızı ABBASOVA***ADPU-nun doktorantı, elmi işçi.**zema.abbasova.aliyeva@mail.ru***Abstract**

Yazılı ədəbiyyatdan əvvəl Azərbaycan dilində çox zəngin şifahi xalq ədəbiyyatı nümunələri yaranması faktı təkzibedilməzdir. Kökləri mifoloji dünya görüşünə Dədə Qorqud dastanları B.E.XI yüzilliyində “Kitabi-Dədə-Qorqud” adı altında yazıya alınmış, əlimizdə olan nüsxələr isə XVI əsrdə üzü köçürülmüş əl yazmalarıdır. Bunu həm “Kitabi-Dədə-Qorqud” dastanı, həm də görkəmli türk filoloqu Mahmud Kaşğarının 1072-1074-cü illərdə yazdığı və bütün türk xalqlarının ümumi abidəsi sayılan “Divani-lügət-it-türk” çoxlu misra və beytlər, nəğmələr, epik məzmunlu parçalar təsdiq edir.

Təsadüfi deyil ki, müxtəlif dövrlərdə, müxtəlif alim və filosoflar tərcümə işini yüksək dəyərləndirmiş, mədəni əlaqələri inkişaf etdirmək üçün tərcümənin əvəzsiz rolu olduğunu vurğulamışlar. Bu mənada tərcüməni “bəşəriyyət tarixində xalqları bir-birinə bağlayan mənəvi körpü adlandırmışlar.”[8]

Azərbaycan ədəbiyyatı nümunəsi olan “Kitabi-Dədə-Qorqud” dastanının müxtəlif dillərə tərcüməsi xüsusi əhəmiyyət daşıyır. Eləcə də ədəbi nümunələrimizin müxtəlif dillərə tərcüməsi, eləcə də bu tərcümələrlə bağlı tədqiqatlar aparılması aktual məsələlərdəndir. “Kitabi-Dədə-Qorqud” və onun ayrı-ayrı boyları bir çox xalqların dillərinə tərcümə olunmuş və çoxsaylı tədqiqat əsərləri yazılmışdır.

“Kitabi Dədə Qorqud”un Azərbaycanda öyrənilməsinə XX əsrdən başlanmışdır. İ.Musaxanlı, B.Çobanzadə, İ.Hikmət kimi böyük alimlər bu sahədə ilk araşdırıcılar olmuşdur. H.Araslı KDQ-u 1939-cu ildə latın, 1962-ci ildə kiril əlifbası ilə nəşr etdirmişdir. Eposun elm aləminə məlum olan üç əlyazması vardır: Drezden, Vatikan və Berlin nüsxələri. Həmin əlyazmalarda oğuz bəylərinin bəhədirləri və cəngavərlik rəşadətlərinin Dədə Qorqud tərəfindən düzülüb qoşulduğu göstərilir. Məlum olur ki, Dədə Qorqudun Məhəmməd Peyğəmbər əleyhisalamın dünyaya gəldiyi vaxta yaxın bir zamanda yaşamışdır. “Rəsul əleyhisalam zamanına yaxın Boyat boyundan Qorqud ata diyərlərbir ər qopdu. Oğuzun ol kişi tamam bilicisiydi,-nə deyərsə olurdu.”

Abidə ilk dəfə tədqiqata alman şərqşünası Fridrix fon Ditsi tərəfindən cəlb edilmişdir. İndiyədək “Kitabi-Dədə-Qorqud”-un iki əlyazması məlumdur. Bunlardan biri- alman şərqşünası Fridrix fon Dits tərəfindən İstanbuldan Almaniyaya aparılmış və Drezden şəhərinin kitabxanasına bir müqəddimə və on iki boydan (dastandakı ayrı-ayrı əhvalatlar boy adlanır) ibarət olan Drezden nüsxəsi, o biri isə XX əsrin 50-ci illərində Vatikanda tapılmış bir müqəddimə və altı boydan ibarət nüsxədir. Elmə XX əsrdən məlum olan “Kitabi-Dədə-Qorqud”-un üçüncü əlyazma nüsxəsi Azərbaycan EA əlyazmalar İnstitutunda hazırlanmışdır. Abidə haqqında ilk dəfə alman alimi Fridrix Dits məlumat vermiş və Təpəgöz boyunu 1915-ci ildə alman dilinə tərcümə edib dərc etdirmişdir.

Alman şərqşünası Teodr Nöldeke 1959-cu ildə Drezden nüsxəsinin əlyazmasını alman dilinə tərcümə etmiş, və çap etmək qərarına gəlmişdir.

V.V. Bartold 1894-1904-cü illərdə əsərin dörd boyunu rus dilinə çevirərək çap

etdirmişdir. O, 1922-ci ildə isə dastanın tam tərcüməsini başa çatdırmışdır və çapa hazırlamışdır. Həmin tərcümə 1950-ci ildə Bakıda (Həmid Araslı və Məmməd Hüseyn Təhmasibin redaktəsi ilə), 1962-ci ildə isə Viktor Jirmuniski və A.Kononov tərəfindən nəşr olunmuşdur.

İtalyan türkoloqu Ettore Rossi 1952-ci ildə Vatikan əlyazması əsasında Vatikanda İtalyan dilində əsəri çapa vermişdir. [1]

“Kitabi-Dədə-Qorqud” 1916-cı ildə ilk dəfə olaraq Türkiyədə Kilisli Rüşət tərəfindən çap olunmuşdur.

1973-cü ildə “Kitabi-Dədə-Qorqud” dastanı Texas Universitetində türkoloq alim, professor Farrux Sumer, ingilis dilinin ədəbiyyatı üzrə Ankaradan olan professor Əhməd Uysal və Texas Universitetinin ingilis dili müəllimi Uorren Uolker tərəfindən ingilis dilinə tərcümə edilmişdir.[9]

“Kitabi-Dədə-Qorqud” şərq dillərindən isə ilk dəfə farscaya tərcümə olunaraq, 1978-ci ildə Təbrizdə “İbn Sina” nəşriyyatında çap edilmişdir. Dastanı Təbriz alimlərindən Fəriba Əzəbdəftəri və Məhəmməd Həriri Əkbəri tərcümə

etmişlər. Onlar dastanın tərcüməsi üçün 1974-cü ildə Londonda ingilis dilində çap olunmuş tərcüməni əsas götürmüşlər.[7]

“Kitabi-Dədə-Qorqud” dastanının gürcü dilinə tərcüməçiləri və araşdırma müəllifləri gürcü türkoloqları Elizbar Çavelidze və Georgi Şaqlaşvilidir. Dastan 1987-ci ildə çapdan çıxmışdır. Onlar “Kitabi-Dədə-Qorqud” dastanını oğuzcadan tərcümə etdiklərini yazsalar da, açıqca görünür ki, türk alimi Orxan Şaiqin 1973-cü ildə buraxdırdığı KDQ nəşrinə daha çox əsaslanıblar. Kitabın ön sözündə “Kitabi-Dədə-Qorqud” dastanının Drezden, Vatikan nüsxələrinin çapı, araşdırılmasında alman, italyan, rus, türk mütəxəssislərinin işi ayrıca dəyərləndirilir. Təəssüf ki, H.Araslı, M.H.Təhmasib, Ə.Dəmirçizadə, T.Hacıyev, Ş.Cəmşidov, F.Zeynalov, S.Əlizadə, Anar kimi Azərbaycan mütəxəssislərinin bu mövzudakı araşdırmaları yada salınmır. [3]

Həmçinin epos fransız və fars dilinə tərcümə olunaraq İngiltərə, İsveçrə, ABŞ və İranda çap olunmuşdur. “Kitabi-Dədə-Qorqud” fransız dilində 1998-ci ildə şərqşünas, türkoloq Lui Bazan və Fransa Kollecinə araşdırma laboratoriyasının direktoru Altan Kokalp tərəfindən tərcümə edilərək “Qalimar” nəşriyyatında çap edilmişdir. Kitaba çağdaş türk romançısı Yaşar Kamal ön söz yazmışdır. Fransız dilinə bu əsər Drezden və Vatikan nüsxələri istifadə edilməklə tərcümə edilmişdir.

Keçən əsrin 80-ci illərində “Kitabi-Dədə-Qorqud” Yuqoslaviyada serb-xorvat dilində nəşr olunmuşdur. Abidəni serb-xorvat dilinə Belqrad Universitetinin professoru Slavolyub Cindiç tərcümə etmişdir. Dastan Belqraddakı “Xalq kitabı” nəşriyyatında çapdan çıxmışdır. Xalqımızın qədim mənəvi dastanı 2002-ci ildə rumin dilinə tərcümə olunmuşdur.

KDQ dastanının xarici dillərə tərcüməsi barədə yazılanların qısa icmalı sübut edir ki, bütövlükdə bu tərcümələr dastanın öyrənilməsi, türk xalqlarının adət və ənənələrinin təbliği baxımından mühüm və əhəmiyyətlidir.

### İstifadə olunmuş ədəbiyyat.

#### Azərbaycanca

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### Summary

In this article it is researched the translation of the epos of The book of Dede Korkut into different foreign languages. And also it is spoken about the importance of the issue of translation. The translation of folklore examples to foreign languages is very important and urgent matters from point of view development of our culturam connections.

**Key words:** The book of Dede Korkut, epos, oghuz, the chapters of Drezden, Vatikan, Berlin, the issue of translation.

### Резюме

В данном статье исследуются переводы “Книга Деде Коргуда” на разных иностранных языков. Также разговариваются важность вопросы перевода. Перевод образцов фольклора в иностранных языках является одним из важных вопросов в развитии нашем культурных связей.

**Ключевые слова:** Книга Деде Коргуда, эпос, огуза, экземпляров Дрездена, Ватикан, Берлин, вопросы перевода.

## **Kurumsal Dergicilik Bağlamında; Sakarya Ticaret Ve Sanayi Odası İle Bolu Ticaret Ve Sanayi Odası Dergilerinin Karşılaştırılması**

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### **ÖZET**

Kurumların kendilerini tanıtmak, iç ve dış müşterileri ile etkin bir iletişim kurmak için geliştirdikleri en önemli araçlardan bir tanesi kurumsal olarak çıkardıkları dergilerdir. Kurumlar ürettiklerini veya hizmetlerini dışarıya satarken bu konudaki iletişim araçlarını da etkin bir şekilde kullanmaktadır. Kurum içi ve kurum dışı olarak ikiye ayrılan kurumsal dergiler, içe dönük olarak personelini; eğitmek, bilgilendirmek, çalışanlarla iletişim kurmak, verimliliği ve motivasyonu artırmak amacıyla çıkarılırlar. Kurum dışı dergileri ise, hizmet, fikir ya da ürünü satmak ve ilgili kurumun prestijini yükseltmek amacıyla çıkarılırlar. Çalışmada ülkemizin ekonomik çalışma hayatında önemli yere sahip olan Sakarya Ticaret Sanayi Odası (SATSO) ve Bolu Ticaret ve Sanayi Odası (BoluTSO)'nun çıkardıkları kurumsal dergiler ve internet sayfaları çeşitli boyutları ile değerlendirilmiş ve bazı önemli bulgulara ulaşılmıştır.

**Anahtar Kelimeler:** Kurumsal dergicilik, vizyon, kurumsal kimlik

### **1.GİRİŞ**

1980'li yıllar pek çok ülkede kültürel, ekonomik, sosyal yaşam ile politika alanında önemli düşünce değişimlerin meydana geldiği bir dönem olmuştur (Yirci, Kocabaş, 2013, s: 1523). Türkiye'de bu düşünce değişimlerinin yaşandığı ülkeler arasındadır. Bu değişimler toplumun hayatında önemli bir yere sahip olan ekonomik sisteminde de değişik uygulamaların oluşmasına neden olmuştur. Bu değişimlerden önemli sayabileceğimiz bir olguda ekonomik değer üreten kurumlarının sivil toplum kuruluşuna sahip olarak bir güç olma olgusudur.

Ülkemizde özellikle ekonomi sektöründe özelleştirilme olgusunun başlamasından sonra gerek özel teşebbüse ait kurumlar gerekse kamu kurumları kıyasıya bir rekabet içerisine girmiştir. Bu rekabet küreselleşen dünyada kendisini iyiden iye hissettirmektedir. Her sektörde olduğu gibi ekonomi sektörü de büyük bir rekabet yarışının içerisinde bulunmaktadır. Kurumların; globalleşen dünyada hızla gelişmesiyle beraber dışarıya açılan yüzlerine daha da önem verdikleri ve prestijlerini daha da artırmaya yönelik çalışmalarını hızlandırdıkları bilinmektedir. Kurumların kendilerini tanıtmaya yönelik faaliyetlerinden biri de; yaptıkları hizmeti, ürünü ya da fikri kurum dışı dergileri çıkararak satmaktır. (Gönenç, 2006, s:10)

Kurumlar ürettiklerini veya hizmetlerini dışarıya satarken iletişim araçlarını da etkin bir şekilde kullanmaktadır. Sakarya İlinde 1924 yılında kurulan ve neredeyse Cumhuriyetle yaşıt olan Sakarya Ticaret ve Sanayi Odası (SATSO) ile yine 1926 yılında kurulan ve Sakarya İline komşu olan Bolu Ticaret ve Sanayi Odası (BoluTSO) oluşturdukları kurumsal kimlik kavramını etkin biçimde hedef kitlelerine yansıtan önemli kurumlardandır. Sakarya ve Bolu Ticaret ve Sanayi Odaları nerdeyse bir asra yakın bir tarihe sahip kurumlardır. Kuruluş tarihleri birbirlerine yakın olmasına rağmen her iki kurum da sunmuş oldukları hizmet bağlamında rekabet halinde bulunmaktadır. Kurumsal kimlikleri sayesinde; Türkiye'de ekonomi ve ticaret alanında seçkin bir yere sahip olmak için, üstün yönleriyle de adlarından söz ettirmektedirler. Kurumlarının üyelerine sunmuş oldukları hizmetlerinin kalitesi de kendi içlerindeki rekabeti vazgeçilmez kılmıştır.

Bu çalışmada Sakarya Ticaret ve Sanayi Odası ile Bolu Ticaret ve Sanayi Odası kurumlarının çıkarmış oldukları kurum dışı dergileri incelenerek, karşılaştırılması yapılmıştır. Çalışmada; kurumsal dergicilik bağlamında literatür taramasının yanı sıra, her iki kurumun dış paydaşlar için çıkardıkları dergilerin içeriği, kurumların internet sitelerinde sunmuş oldukları hizmetler incelenmiştir.

### **1.1.Dergicilik Kavramı**

Dergi; en az haftada bir, en fazla üç ayda bir çıkacak şekilde düzenli bir yayın aralığına sahip, içerisinde okunacak metinler barındıran, okurları tarafından parayla satın alınan ya da talep edilen, gazete gibi diğer yayınlardan bağımsız olarak ciltli olarak dağıtılan süreli yayındır (Gönenç, 2006, s:8)

### **1.2.Dergi Çeşitleri**

Dergiler; tüketici dergileri, kurum dergileri, sektör dergileri, bilimsel dergiler ve marjinal dergiler olarak beşe ayrılırlar (Gönenç, 2006, s:9).

#### **1.2.1. Tüketici Dergileri**

Günümüzde sayıları ve türleri hızla artan tüketici dergileri; parayla satılması zorunlu olan, mutlaka içerisinde reklam barındıran, belli bir kapağı bulunan, nüsha ve abone satışı yapan, bunu da sergileyen yapıda olan, kendi kategorisinde tutarlı bir yol çizen dergi çeşididir. Çocuk dergileri, ekonomi dergileri, gençlik dergileri, haber dergileri, gezi dergileri, müzik dergileri, spor dergileri, kadın dergileri, yemek dergileri, sinema dergileri, dekorasyon dergileri, sağlık dergileri, kültür ve sanat dergileri, erkek dergileri, moda dergileri çeşitleri vardır. (Gönenç, 2006, s:9).

#### **1.2.2. Sektör Dergileri**

“Gayri Safi Milli Hasılayı oluşturan mal ve hizmet üretimi ve dolaşımı içeriğine yer veren dergilerdir.” (Gönenç, 2006, s:10).

#### **1.2.3. Bilimsel Dergiler**

Akademik çevreler tarafından yayınlanan ve bilimsel konuları içerisinde barındıran dergi çeşididir. Bilim dergilerinin evrenselliği en temel özelliğidir. Hedef kitlesi olarak ta o bilim dalıyla uğraşanları belirtebiliriz. (Gönenç, 2006, s:10).

#### **1.2.4. Kurum Dergileri**

Kurum içi ve kurum dışı olarak ikiye ayrılır. Kurum içi dergileri; eğitmek, bilgilendirmek, çalışanlarla iletişim kurmak, verimliliği ve motivasyonu artırmak amacıyla çıkarılırlar. Kurumların iç iletişimde en çok yararlandığı, çalışanlarına aidiyet hissi sağladığı ve ortak bir dil yakaladıkları kurumsal dergileri hazırlamak. Kurum dışı dergileri ise, hizmet, fikir ya da ürünü satmak ve ilgili kurumun prestijini yükseltmek amacıyla çıkarılırlar (Gönenç, 2006, s:10).

#### **1.2.5. Marjinal Dergiler**

Diğer dergi çeşitlerinden farklı, kendine özgü bir yapıda çıkan dergilerdir. Okuyucularına ulaşımı, yayınlanması diğer dergilerden çok farklıdır (Gönenç, 2006, s:10).

### **1.3. Kimlik Kavramı**

“Kimlik, örgütün kendini nasıl ifade ettiğiyle ilgili bir kavramdır. Örgütün üst düzey yöneticiler ya da halkla ilişkiler departmanı tarafından kurumu nasıl konumlandırılmak istediğiyle ilgilidir.” (Saruhan, Yıldız, 2013, s:390).

Her ürünün fiziksel ve kimyasal özelliklerinin yanı sıra markası sayesinde duygusal ve psikolojik olarak yansıttıkları etkileri de mevcuttur. Bu özellikler bir kimliği yansıtır. Marka bir isim olma beraberinde bir kimlik ve imaj yaratma kavramlarını da beraberinde getirir (İslamoğlu, Fırat, 2011, s:7).

### 1.3.1. Kurumsal Kimlik Kavramı

“Bir şirketin kendisini ifade etmesine ve insanların şirketleri tanımlarken, hatırlarken ilişki kurmalarına izin verdiği anlamlar topluluğudur.” (Türkoğlu, 2008, 16). Kurumsal kimlik aynı zamanda kuruluşun tüm özelliklerini, yapısını ve niteliklerini taşıyan değerler bütünü ifade etmektedir. Kurumsal kimlik, kurumu tanımda, müşterisine önemli ayrıntılar sunmaktadır.

“Kurumların, diğer kurumlardan ayırt edilebilmeleri ve üstün yönleriyle onlardan sıyrılabilmesi gibi konularda, etkin bir kurumsal kimlik yönetimine gereksinimleri vardır. Çünkü kurumlar, faaliyet gösterdikleri pazarda, ürettikleri ürünlerin benzerleriyle rekabet etmektedir.” (Kazan, 2013, s:302).

Sakarya Ticaret ve Sanayi Odası ile Bolu Ticaret ve Sanayi Odası kurumsal kimlik kavramını etkin biçimde yansıtan kurumlardandır. Kurumsal kimlikleri sayesinde; Türkiye’de ve yerelde seçkin bir yere sahip olmanın yanı sıra, üstün yönleriyle de adlarından söz ettirmektedirler.

### 1.4. Kurumların Özellikleri

Ekonomi ve sivil toplum kuruluşu alanında kurumsallaşmış olan Sakarya Ticaret ve Sanayi Odası ile Bolu Ticaret ve Sanayi Odası’nın kurumsal manada kısa bir tanıtımı yapılacaktır.

#### 1.4.1. Sakarya Ticaret ve Sanayi Odası (SATSO)

Sakarya Ticaret ve Sanayi Odası; 1924 yılında Seyit Ahmet Efendi (Emekli Naib Banka Kurucusu), Hamit Siphazade (Bankacı ve Tüccar), Emin Muharrem Güner (Nalbur), Numan Numanbeyzade (Bankacı ve Tüccar), Rauf Demirtaş (Değirmenci), İbrahim Diyarbekirli (Bankacı ve Tüccar), İslam Bankası Müdürü Asım Bey, Salih ve Numan Yöntem (Bakkaliye Toptancısı), Ali Fevzizade (Adapazarlı Ailesi Genel Katibi), Kazım Berköz (Kumaş Tüccarı), Yusuf Alican (Manifatura Tüccarı), Zobar Ahmet Özdilek (Zahireci) ve diğer 200 civarında Adapazarlı tüccar ve esnafın önderliğinde; o tarihte Kocaeli’ne bağlı bir ilçe olduğu için Kocaeli İlinin Meclisi Umumi kararı ile kurulmuştur. Bilahare 5590 sayılı Kanun ve tatbikatına ait tüzük hükümlerine intibak etmiştir (<http://www.satso.org.tr/tanitim/15/tarihce.aspx>).

01.06.2004 tarih ve 25479 sayılı Resmi Gazetede yayımlanan 5174 sayılı Türkiye Odalar ve Borsalar Kanunu ile ticaret ve sanayi odaları, ticaret borsaları ile Türkiye Odalar ve Borsalar Birliğinin kuruluş ve işleyişine ilişkin esaslar düzenlenmiştir. 85 Meclis üyesi bulunan Sakarya Ticaret ve Sanayi Odası; 1 başkan ve 10 kişiden oluşan yönetim kurulu ve 40 idari personeli devlet ve kamuoyu nezdinde de her yıl artan etkinliği ve itibarıyla, üyelerine ve Sakarya halkına karşı görevlerini yerine getirmeye çalışmaktadır. Sakarya Ticaret ve Sanayi Odasınının 9800 üyesi bulunmaktadır.

#### 1.4.2. Bolu Ticaret ve Sanayi Odası

Bolu Ticaret ve Sanayi Odası 655 sayılı Kanunla 1926 Yılı Ekim ayında eşrafın teşvik ve gayretiyle kurulmuştur. O tarihlerde Bolu’da Oda kurulmasını gerektiren ekonomik şartlar önemli bir seviyede bulunmamakla beraber zengin orman varlığını ve yeraltı servetlerini düzenli bir biçimde değerlendirmek ve bunların ticaret ve imalatını denetlemek amacı yanında, ileride bölge ekonomisine büyük ölçüde katkıda bulunacak olan Odaların yurdun her yerinde kurulmaya başlaması Bolu’da Oda açılmasına neden olmuştur . Oda 1943 yılında kabul edilen 4355 sayılı Ticaret ve Sanayi Odaları Esnaf Odaları ve Ticaret Borsaları Kanunu gereğince 1926 yılında intibakını tamamlamış ve Bolu Ticaret ve Esnaf Odası olarak 1952 yılına kadar faaliyetini sürdürmüştür. 1952 Yılında çeşitli nedenler yüzünden Oda faaliyeti tatil edilmiş ve büyük bir talihsizlik eseri olarak kuruluşundan beri tutulmakta olan kayıtlar zayı edilmiştir. 1959 Yılında, 5590 sayılı kanuna göre 268 Tüccar ve Sanayicinin yazılı istekleri üzerine Ticaret Bakanlığı’nın 27.06.1959 tarih ve İç Ticaret Genel Müdürlüğü Odalar-Borsalar şubesinin 10076 sayılı onay yazıları ile yeniden açılmasına izin verilmiştir (<http://www.boluto.org.tr/tarihce/tarihce/>). O tarihten bugüne hizmetlerini aralıksız devam ettirmektedir. Bolu ilinde çeşitli sektörlerde üretim ve ticaret yapan 2547 üyesi bulunuyor. 36 kişilik

meclise sahip olan Bolu Ticaret ve Sanayi Odası, 1 başkan ve 9 kişiden oluşan yönetim kuruluna sahip.

### 1.5. Hizmet anlayışı, vizyon ve misyon

Sakarya Ticaret ve Sanayi Odası geleceğe yönelik bakışını vizyon ve misyon ve hizmet kalitesi olarak belirlemiştir. SATSO; hizmet kalitesi olarak ‘‘Kuruluş Kanunu ile ilgili mevzuat çerçevesinde, üyelerinin müşterek ihtiyaçlarını karşılamak, gelişimlerini sağlamak, doğru bilgiyi üretmek, desteklemek ve yaymak amacıyla, üyelerinin istek ve görüşleri doğrultusunda, çağdaş ve kaliteli hizmeti mümkün olan en kısa zamanda yerine getirmeye çalışır. Personelinin eğitimine özen gösterir, hizmet kalitesini sürekli geliştirmeye ve toplumsal sorumluluk bilinci içerisinde üyelerinin memnuniyetini en üst seviyeye çıkarmaya önem verir’’ şeklinde belirlerken misyon olarak ‘‘Sürekli kendini geliştiren ve yenileyen güçlü, güvenilir ve katılımcı bir kurum olarak;

- Kurumsal etkinliği ve saygınlığı ön plana çıkarmak
- Üyelerin memnuniyetini ve üyelerin ulusal ve uluslararası rekabet gücünü artırmak
- Sakarya'nın ekonomik, sosyal ve kültürel yaşam seviyesini yükseltmek
- Tarafsız, şeffaf, hızlı ve doğru hizmeti vermektir (<http://www.satso.org.tr/tanitim/1629/kalite-politikasi-misyon-vizyon.aspx>)

Vizyon olarak Sakarya'nın ekonomik, sosyal ve kültürel kalkınma ve gelişimine odaklanmış iç ve dış paydaşlarının ortak akıl kullanarak tarım sanayi ve ticarete değer yaratan dünya ile bütünleşmiş öncü bir kurum olmak, şeklinde tanımlamıştır.

Bolu Ticaret ve Sanayi Odası ise, gerek Bolu iş dünyasını temsil etmenin verdiği güç, gerekse sınırları 5174 Sayılı Kanun ve ilgili mevzuatı ile çizilen görev ve yetkileri çerçevesinde, hukuka tam bağlılık ilkesinden ayrılmadan; Üyelerine hizmet sunumunda zorunluluk değil gönüllülük prensibi ile hareket etmeyi temel prensip edinen, değişen ve gelişen dünya karşısında üyelerinin iktisadi ve mesleki olarak kendilerini geliştirmelerinde ve kendilerini yarınlara taşımalarında en öncelikli destek ve yönlendirme noktası olarak bölgenin ve ülkenin fark yaratan meslek kuruluşlarından birisi olmayı, kendisine temel kalite politikası olarak seçmiştir. Misyon olarak ‘‘Üyelerimizin beklentilerini alarak memnuniyet düzeyini en üst seviyeye çıkarmak, araştırma, geliştirme faaliyetleri yürütmek, bilgi teknolojilerini etkin biçimde kullanmak, bölgenin ekonomik ve sosyal kalkınmasına yönelik çalışmalara destek olmak, üniversite, kamu, özel sektör ve sivil toplum örgütlerini bölgenin ortak çıkarları doğrultusunda bir araya getirerek sinerji yaratmak, ve tüm bu faaliyetleri, toplam kalite prensipleri içerisinde, çalışanlarının gelişimini destekleyen, kurumsal yönetim ilkeleri çerçevesinde çağdaş yönetim anlayışı ile gerçekleştirmek.’’ şeklinde ifade etmektedir. Vizyon olarak da ‘‘ Bilgi toplumu olabilmeyi kaçınılmaz sonucu olan küreselleşmenin en önemli aktörü konumundaki üyelerimizin bu süreci sağlıklı bir biçimde yönetebilmeleri için; yönetimde, katılımcı ve çağdaş yönetim anlayışını benimsemiş, karar süreçlerinde bilgi ve bilişim teknolojilerini kullanan, sorunların tespiti ve çözüm önerilerinde proaktif yaklaşım sergileyen, bölgesel ekonomik ve sosyal politika belirleme süreçlerine doğrudan katkı sağlayan, üyelerinin tüm beklentilerini karşılayabilecek nitelikte hizmet veren, güvenilir ve lider bir kuruluş olmaktır.’’ (<http://www.boluto.org.tr/kalite-ve-akreditasyon/>) şeklinde belirlemiştir.

## 2. YÖNTEM

Araştırmada Nitel Araştırma yöntemlerinden içerik analizi kullanılarak, dergiler ve web sayfaları karşılaştırılmıştır.

### 2.1. Kurumsal dergilerin karşılaştırılması

Sakarya Ticaret ve Sanayi Odası kurumsal dergicilik bağlamında 1997 ‘‘Sakarya Ekonomi Dergisi’’ ismiyle kurumsal dergi çıkarmaktadır. 3 ayda bir ortalama 70-80 arası sayfadan oluşan dergi ortalama 5000 adet basılmaktadır. Dergi formatında olan ‘‘Sakarya Ekonomi Dergisi’’ renkli ofset olarak basılmaktadır.

Bolu Vizyon dergisi yayın hayatına 1998 yılında başlamış ve 3 ayda bir yayınlanan dergidir. Derginin ortalama sayfa sayısı Sakarya Ekonomi Dergisinde olduğu gibi 70-80 sayfa arasında

değişmekte ve renkli basılmaktadır. Dergi içeriğine göre 3500-ile 5000 arasında ve dergi formatında basılmakta, dergi içerisinde reklamlara da yer verilmektedir. Her iki dergi'nin içeriğinde yer alan konular, Ticaret ve Sanayi Odasının faaliyetleri, üyelere yönelik hizmetleri, sektörel ya da ekonomiye yön verenlerle yapılan raporlar, ülke etüdleri, her sayıda yayın kurulu tarafından belirlenen üyeleri yakından ilgilendiren kapak konuları, komite, komisyon, kurulların faaliyetleri, işbirliği tekliflerine yönelik duyurular yer almaktadır. Hem Sakarya Ekonomi Dergisi hem de Bolu Vizyon Dergileri üyelerinin yanı sıra, TBMM üyelerine, Bakanlıklara, Valiliklere, Üniversitelerin ilgili bölümlerine, tüm illerdeki ticaret ve sanayi odaları ile büyük şirketlerin yöneticilerine gönderilmektedir. Basılan dergilerin sayıları her iki kurumun web sayfalarında PDF formatında yayınlanmaktadır.

## 2.2. Reklam Gelirleri Bakımından

Reklam; "Müşterileri ürün satın almaya teşvik ederek, satıcı ile alıcılar arasında bir ilişki kurmayı hedefleyen iletişim tekniğidir. Bu tanıtım tekniğinin ticari yönü ağır basmaktadır. Yapılan çalışma satışa yöneliktir." (Hacıoğlu, 2008, s:80-81). Reklam; bir mal veya hizmeti, müşterisine ya da tüketicisine en güzel şekilde gösteren ve de bunun sonucunda olumlu dönüşler almayı hedefleyen, satışın artışı artırılmaya yönelik faaliyetler olarak ta görülebilir. Dolayısıyla reklam sayesinde tanıtım yapılan hizmet ya da ürün daha geniş kitlelere duyurulacaktır. "Sakarya Ekonomi Dergisi" ile "Bolu Vizyon Dergisi" dergilerine reklam almaktadır. Reklamlar daha çok üyelerinin firma reklamlarından oluşmaktadır. Her iki kurumun Basın ve Halkla İlişkiler yetkilileri reklam gelirleri hakkında net bilgi vermezken, alınan reklam gelirleri ile dergilerini çıkardıklarını aynı zamanda reklam gelirlerinin dergi maliyetini karşıladıklarını belirttiler. Sakarya ekonomi dergisi yayın politikasını değiştirmeyeceğini, 3 er aylık periyotlarla yayın hayatlarını devam ettireceklerini belirtirken, Bolu Ticaret ve Sanayi Odası 2015 yılından itibaren kurumsal dergicilikten ziyade haftada bir yayınlanacak gazete formatında yayın hayatına başlayacak. Yetkililer buna gerekçe olarak sektörde olup bitenleri daha kısa süre içerisinde üyelerine duyurma zorunluluğunu duydukları için böyle bir değişime karar verdiklerini belirtiyorlar.

## 2.3. Derginin Çıkarılma Amacı ve Hedef Kitle

Sakarya Ticaret ve Sanayi Odasının çıkarılan "Sakarya Ekonomi Dergisi" ile Bolu Ticaret ve Sanayi Odasının çıkarılan "Bolu Vizyon Dergisi" dergilerinin öncelikli amaçları üyelerini ekonomi alanında olup bitenlerden haberdar etmek, bir manada eğitmek ve verilen hizmet kalitesini, kurum prestijini yükseltmektir. Toplam üye sayıları 10 bini bulan bunun yanında geniş bir kamu ve özel alana dağıtım yapılan kurumsal dergilerin okur sayısının oldukça fazla olduğu düşünülmektedir.

## 2.4. Dergilerin ve WEB Sitelerinin Farklılıkları

Sakarya Ticaret ve Sanayi Odasının kurumsal dergisi olan "Sakarya Ekonomi Dergisi" ile Bolu Ticaret ve Sanayi Odasının çıkarılan "Bolu Vizyon Dergisi" dergilerinin içerik açısından önemli bir fark görülmemektedir. Sakarya Ekonomi Dergisi'nde sektörden gelen uzmanların ve Üniversitede görev yapan akademisyenlerin köşe yazılarına yer verilirken, Bolu Vizyon Dergisi'nde makale yazan bulunmamaktadır. Ayrıca Sakarya Ekonomi Dergisi'nin her sayısında "Bunları Biliyor musunuz?" başlığı ile ekonomi ile ilgili çoktan seçmeli şeklinde çeşitli sorular sorularak dergiye ayrı bir renk katılmıştır.

Her iki kurumun web siteleri incelediğinde kurumsal kimlik açısından logolarına yer vermişlerdir. Ayrıca her iki Oda da sayfalarında TOBB üyeliklerini ve K-Q TSE-ISO-EN 9000 kalite belgesine sahip olduklarını vurgulamışlardır. SATSO Web ana sayfasında tanıtım, servis hizmetleri, meslek komiteleri ve komisyonlar, mevzuat, bilgi edinme, iletişim, site haritası, borsa ve ekonomi piyasalarından güncel haberler, kur hesaplamaları, ekonomik veriler, kurumsal duyurular, ihale duyuruları, üye rehberi, ticaret portalı, etkinlik duruları, fuarlar, çıkarılan yayınlar, SATSO TV, Sakarya yatırımcı rehberi ve öneri-istekler gibi lingler bulunmaktadır. Ayrıca sitenin İngilizcesi de yer almaktadır. SATSO Facebook, Twitter gibi sosyal paylaşım iletişimlerini de kullanmaktadır.

BoluTSO web sitesinde ise başkan, üyelerimiz, hizmetler başlığı altında ticaret sicil tescil işlemleri, tarife ve harçlar, hizmet standartları, Bilgi Merkezi başlığı altında ekonomik araştırma ve

istatistikler, enflasyon tablosu ve vergi takvimi, Bolu başlığı altında Bolu İli'nin tanıtımı, Bolu ekonomisi, haberler, duyurular, bilgi edinme idari yapı, iştirakler, kalite akreditasyon, logo, mevzuat, projeler, stratejik plan, üye olunan kurum ve kuruluşlar, etkinlik takvimi, iletişim ve yayınlar gibi lingler bulunmaktadır. Bolu Ticaret ve Sanayi Odası'nın web sitesi, İngilizce, Rusça, İspanyolca, Arapça ve Çince dillerine de çevrilmiştir.

### 3. SONUÇ VE ÖNERİLER

Türkiye'nin önemli iki ticaret ve sanayi odasının kurumsal kimliklerini yansıtan kurum dışı dergileri incelenmiştir. İçerikleri ile üyelerini bilgilendirmelerinin sağlamanın yanı sıra, Odaların kendini ifade etmesine yardımcı olduğu, kurum prestijini yükselttiği de anlaşılmaktadır. Her iki dergi de bu bağlamda etkin bir rol oynamaktadır. İnternet sayfalarından da takip edilebilen dergiler, gerek kendi bünyesindeki çalışanları tarafından içerikleri hazırlanarak tasarımları yaptırılıp gerekse bir dergi grubundan yardım alınarak çıkarılmaktadır. Sakarya Ekonomi Dergisi'nin baskısı Adapazarı'nda Ufuk Medya Reklam Hizmetleri tarafından basılırken, dağıtımı ise Alfa Kurye tarafından gerçekleştirilmektedir. Sakarya Ekonomi Dergisi'nin Bolu Vizyon Dergisinden ayrılan özelliği uzman görüşlerine ve makale yazılarının bulunmasıdır. Bolu Vizyon Dergisi'nin grafik tasarım işlemleri Bolu'da bulunan Eskop A.Ş tarafından yapılmakta ve Sekmen Matbaasında basılmaktadır. Dergiler, iki kurumda da kendi bünyesinde barındırdığı iletişim fakültesi mezunu yazarları tarafından yayına hazırlanmaktadır. İçeriğini oluştururken de ayrıca dışardan telif hakkı ödenmek kaydıyla konu alınabilmekte ve bazı konular için akademisyenlerden yardım istenmektedir.

İçerik olarak değerlendirdiğimizde; Sakarya Ekonomi Dergisi, Bolu Vizyon Dergisi'ne göre daha fazla konu içerdiği ve farklı konularda yazıları barındırdığı görülmektedir. Bolu Vizyon dergisinde ağırlıklı olarak yapılan faaliyetlere yer verildiği görülmüştür. Örneğin e-imza kavramı, kullanılmasının sağlayacağı kolaylıklar, nasıl kullanılması gerektiği Sakarya Ekonomi Dergisi'nde ayrıntılı olarak açıklanmıştır. Ayrıca Sakarya Ekonomi Dergisi'nin her sayısında "Bunları Biliyor musunuz?" başlığı ile ekonomi ile ilgili çoktan seçmeli şeklinde çeşitli sorular sorularak üyelerini ve okurlarını bilgilendirmeleri dergiye ayrı bir renk katılmıştır. Bu da okuyucunun daha fazla ilgisini çekeceği anlamına gelmektedir. Web sitesi kapsamında her iki kurumunda kurumsal dergilerini PDF formatında yayınladıkları görülürken, özellikle web sitesinin 5 farklı dilde kullanılması Bolu Ticaret ve Sanayi Odası'na farklı bir avantaj sağlamaktadır. Kurum dergileri, kurumun prestijini yükseltmek amacıyla ücretsiz olarak çıkarılmaktadır.

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## **Learning Analytics**

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### **ABSTRACT**

Individuals are in a tendency to maintain their daily life activity habits within educational activities. In this perspective analysing of daily life information access and consumption habits of individuals is important research area. Integrating daily life user experience to open and distance learning systems may allow the more effective learning can be realized.

The main goal of Learning Analytics which is offering innovative approaches in the context of ensuring a more effective learning is to get the most accurate decision in scope of some subjects such as learning, teaching, assessment and prediction of success. In other words, by following the learners digital footprints learning analytics is a struggle to provide the most effective and efficient learning to be realized. Unlike conventional methods the techniques used in the context of learning analytics makes it possible to render data for learning more quickly.

In this study, learning analytic studies which was built in the last five years will be scanned and analyzed in the context of different variables.

## Measuring The Impact Of Student Diversity On Performance With Classroom Response Systems

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### ABSTRACT

The diversity of undergraduate students within a given lecture is on the increase – both in terms of their personal traits and their performance. The latter development presents a challenge to lecturers, who may have difficulty adapting their teaching methodology because the students' actual performance often materialises only at the end of the term.

Based on practical experience, this paper shows how classroom response systems, using so-called 'clickers', can be employed to meet this challenge in several ways. A brief test of the material already taught in the first few lectures can provide the lecturer with a rough impression of the performance level in the class right at the start of the term. Yet, more interesting information is to be obtained from a simultaneous survey of potentially performance-related characteristics of the students. Simple statistical analysis will then reveal whether and, if so, which characteristics actually drive student performance. In the best case, the insights thus gained can be used to adapt teaching styles. The paper further argues that short response periods should suffice to elicit meaningful information from the students, meaning that the procedures discussed here do not consume too much lecture time.

### INTRODUCTION

Classroom response devices, so-called clickers (see, e.g., Kundisch et al. 2013), are experiencing ever wider use and have been associated with a number of benefits in teaching (Kay/LeSage 2009, Caldwell 2007, Simpson/Oliver 2007, Schmucker 2015). For example, clickers enable a lecturer to conduct single or multiple choice tests, whose questions and corresponding answer choices will be made visible for all students. The students use the clickers to select and to transmit their choices. All responses are recorded and – later on – analysed. Based on the example of a practical application, this paper will show how such analysis can shed light on student diversity, performance, and the relationship between these two phenomena. In doing so, the paper will thus demonstrate a further benefit of the use of clickers, which has so far received little attention.

This agenda is to be seen against the background that the diversity of student bodies is increasing – certainly in Germany (Willich et al. 2011, DSW 2014), but presumably also in many other countries. From this development springs the concern that in large classes it may become increasingly difficult to pursue a teaching style that does justice to most if not all students (Krüger-Basener et al. 2013, Wielepp 2013). This is because we may assume that certain characteristics of the students correlate with their performance and thus, increasing diversity in terms of those characteristics may be expected to entail an increasing divergence of performance.

Lecturers who encounter a new class would well like to have some reliable data on the composition of the student body so as to be able to adapt their teaching styles. Relevant information might for example include the level of performance, prior education (e.g. A-levels or equivalent), or language proficiency. Such information will typically not be available, or at best in unsatisfactory quality, such as might be gained from simply eyeballing the group of students. Information on student performance is altogether lacking, and any attempt to predict performance based on visible student characteristics is prone to error and prejudice. The desired information will usually only materialise during the term (from oral participation) or even at the end of it (from exams) – by which time it is too late to make any use of it.

For these reasons, the authors wish to propose the following procedure: Right at the start of a term in which the lecturer takes on a new class and as soon as sufficient material has been taught for a short test, such a test is conducted using clickers. The test of the actual teaching contents is preceded by a set of questions designed to

retrieve information on student characteristics which the lecturer suspects may correlate with performance. Within hours of the test, the lecturer will thus be able to generate the following insights about the class:

- 1) **DESCRIPTION OF THE STUDENT BODY.** How diverse is the class with respect to the chosen sociodemographic traits? Simple descriptive statistics can already be quite informative, e.g. if the lecturer learns that only 10% of students in a quantitative methods course specialised in mathematics in their prior education.
- 2) **APPASING THE LEVEL OF PERFORMANCE.** Primary interest is on the number of lecture-related questions correctly answered – both in terms of the average and the level of dispersion. A high average and low dispersion (the best case) will suggest a different teaching style than a low average and high dispersion (worst case). A certain level of teaching experience in the lecture course in question is required, though, to correctly assess the results.
- 3) **RELATIONSHIP BETWEEN SOCIODEMOGRAPHIC FACTORS AND PERFORMANCE.** It might be of interest, for example, to learn (from ‘1’ above) that for two-thirds of the class, the language of instruction is not their native language. This could be interpreted as a problem. Statistical analysis may show, however, that performance is actually independent of language skills.

A lecturer who possesses valuable information in these three fields already at the start of the term will be able to adapt her teaching accordingly and, thus, to achieve better learning outcomes. Using the example of trials conducted in the class *Einführung Personal* (Introduction to Human Resource Management) at the University of Hamburg during the winter term 2013/2014, we shall demonstrate how clickers can be employed to collect such information.

Besides providing some exemplary answers in the three areas of interest, this article will argue that the collection of the underlying information is practical and suitable for widespread application in the sense that it requires only a small amount of lecture time: A few minutes of a single lecture suffice to retrieve meaningful data.

## DIVERSITY

Four sociodemographic characteristics were selected for the present study at the University of Hamburg. In practical terms, prior to answering the set of questions that relate to the lecture content, the students were presented with four questions concerning their personal traits, and they were asked to transmit the answers (in terms of categories, e.g. age bracket) via the clickers. In other contexts, depending on the lecturer’s aims, other characteristics than the ones described here – and different numbers of them – will be appropriate. In the following, we will elaborate on the backgrounds of these characteristics and present some simple descriptive statistics of their manifestation within the group of students examined.

The first characteristic concerns the students’ gender, which, however, is only of subordinate interest to the present investigation as in this specific context there is in fact little reason to suspect a correlation of gender with the students’ performance. The case may, by contrast, be quite different in other contexts. Consider, for example, a study course that is strongly dominated by students of one sex (e.g. naval engineering versus midwifery). One might expect that the members of the minority have a particular motivation to pursue the course and that their performance therefore exceeds that of the majority. It might be worthwhile for the lecturer to anticipate such a potential effect.

While the students’ sex is probably the characteristic that is most easily determined visually, its later association with performance is only possible if the data is recorded electronically, i.e. via clickers. In the class examined, 102 out of 121 students responded to all four sociodemographic questions. The group comprised 46 females and 56 males.

Next, the student’s age was recorded, resulting in the frequency distribution displayed in Figure 1. Information on this characteristic, too, would be obtainable from a mere visual inspection of the classroom. Analogously, the added value of data collection via clickers also lies in the subsequent statistical association between age and performance. Once again, the course examined provides no reason to suspect any age effect. Yet imagine, for example, teaching the English language at an Eastern European university, where the language was very rarely taught in high schools before the early 1990s. In such a situation, mature students may have significantly lower prior language skills and may thus be disadvantaged in their studies.

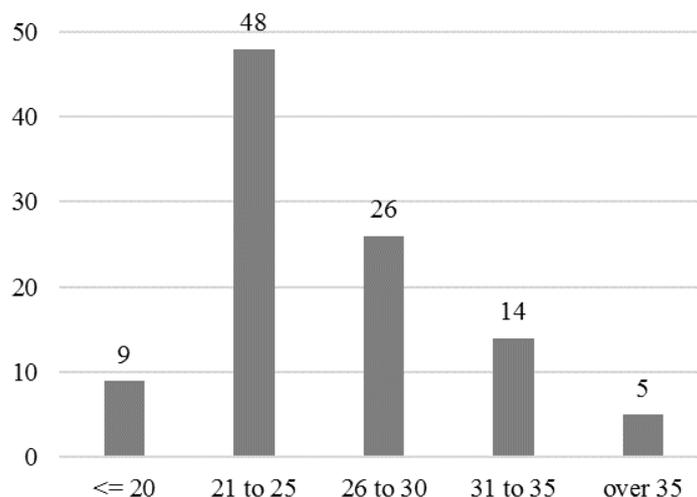


Figure 1. Age

The third characteristic concerns the manner in which the students qualified for entrance to the university. At least in Germany, universities and courses of studies are increasingly opening up to applicants who have not passed the *Abitur* (high school leaving exam equivalent to A-levels) (KMK 2014). It is not far-fetched to suspect an association between the students' prior education and their performance in class (Erdel 2010, Jirjahn 2007). A lecturer may wish to know whether the class she faces for the first time comprises 90% or only 50% students with A-levels. The descriptive statistics for the class examined are shown in Figure 2. In this case, three entrance options besides *Abitur* were distinguished: "*Fachabitur*" (a specialised form of *Abitur* that can be obtained with one year less of education) in conjunction with an oral entrance exam; written and oral "entrance exam"; and "other" (e.g. master craftsmen).

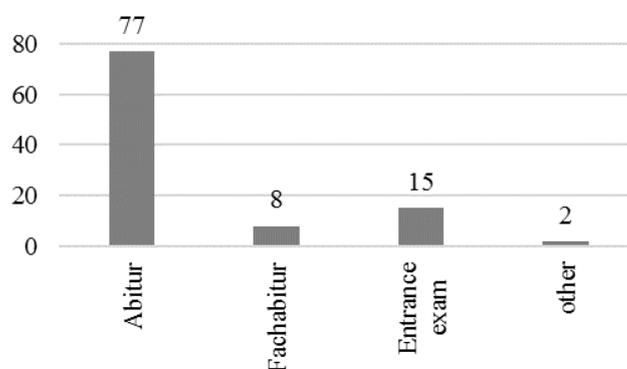


Figure 2. University entrance qualification

Finally, the students were asked about their migratory background. Plausibly, students who were not, or whose parents were not or only partially socialised in the country where the instruction takes place may have greater difficulty getting their bearings in the specific organisational, social and educational environment they find themselves in. A lecturer who ascertains a relatively large share of non-native students in the class and who, in the course of the analysis described in the next section, also learns that such a background can impede the students' academic success, might pay special attention to such students' needs, for example by providing them with additional information to help them navigate their studies. Figure 3 shows the frequency distribution as pertaining to the student body examined, distinguishing between students without any migratory background ("no MB"), students with German citizenship and "1<sup>st</sup> / 2<sup>nd</sup> generation migratory background", respectively, and students with a "foreign citizenship".

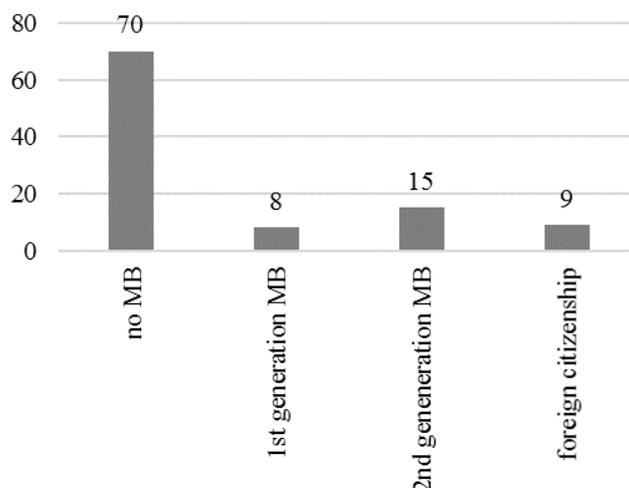


Figure 3. Migratory background (MB)

In other contexts, the lecturer's information needs will suggest the retrieval of different characteristics, including for example:

- prior education, e.g. certain areas of specialisation in high school
- prior professional experience, e.g. having worked as a nurse before studying medicine
- A query of the students' language skills (be it by way of self-assessment of through a short language test using clickers) can help the lecturer decide whether to incorporate foreign-language literature in the course.

### PERFORMANCE

In our application at the University of Hamburg, the four sociodemographic questions were followed by a set of eight questions on contents already taught in the introductory HRM course. Each question was accompanied by four to five answer choices, of which the students were to select one using their clickers. The questions and answers are available on request. The ensuing frequency distribution of the number of correct responses is depicted in Figure 4. We do not differentiate between wrong answers and cases in which the students failed to provide any response. The average value is 4.14; the curve is reminiscent of a normal distribution. Measures of dispersion are not informative in this case since we lack the opportunity for comparison – across time or across multiple groups of students.

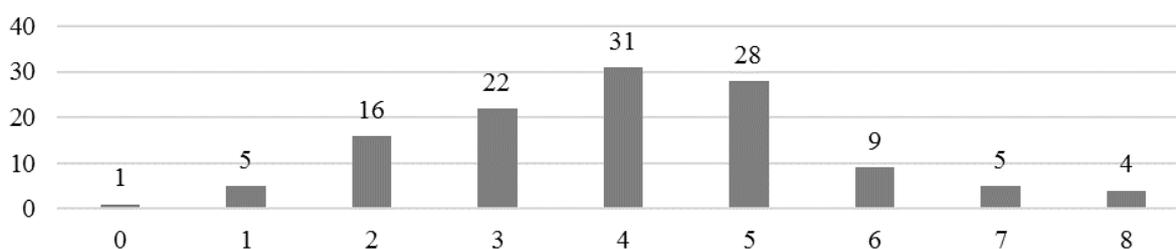


Figure 4. Number of correct responses

In a next step, we relate the students' sociodemographic characteristics to their performance. For this purpose, the number of correct responses becomes the dependent variable in a regression of performance on the four sociodemographic factors. The regression covers the 102 students who responded to all four sociodemographic questions. The answers to each of these four questions forms a categorical or nonmetric variable (age classes, male/female, etc.), which cannot directly be included in a regression. Instead – with the exception of a base (or omitted) category for each variable –, each category is assigned a newly-created dummy variable which can only assume the values of 1 (category applies) and 0 (does not apply). Thus, splitting the four categorical variables into

the necessary number of dummy variables, we obtain a total of 11. Table 1 shows the assignment of the different categories of each of the four characteristics to new dummy variables, where “---” denotes the omitted categories.

Personal traits	Categories	Dummies Model I	Dummies Model II
Gender	male	---	---
	female	female	female
Age	up to 20 years	---	young
	21 to 25 years	25	
	26 to 30 years	30	---
	31 to 35 years	35	
	over 35 years	35+	
University entrance qualification	Abitur	---	Abitur
	Fachabitur	FA	---
	Entrance exam	EE	
	other	other	
Migratory background (MB)	no MB	---	no MB
	MB 1 <sup>st</sup> generation	MB1	---
	MB 2 <sup>nd</sup> generation	MB2	
	foreign citizenship	other	

Table 1.  
Transforming the sociodemographic characteristics into dummy variables

In ‘Model I’ the categories were transformed to dummies one-for-one. To estimate the model, we purposely relied on the simplest OLS procedure, which can be executed in Microsoft Excel, so as not to create any artificial obstacles to imitation by lecturers with only a limited knowledge of statistics. The results are not reproduced here – for the sole reason that no statistically significant effect on performance was found for any of the characteristics or its categories.

In ‘Model II’, the dummy variables were assigned in such a way that each characteristic now only consists of two categories, e.g. age up to 25 years (“young” = 1) or above (“young” = 0). This assignment was done in light of the regression coefficients obtained in model 1 in such a fashion that the probability of finding significant results was maximised. The estimation results of model II, too, are quickly summarised: The only statistically significant outcome suggest that students without any migratory background marginally outperform those with foreign roots ( $z = 2.259$ ).

At this point, readers may raise the objection that our failure to find performance effects (with one exception) is not due to the actual lack of such effects but rather to the unsophisticated methodology employed, be it with respect to the quality of the sample, the measurement of performance or the estimation strategy. While such an objection could not be altogether rejected, it would, however, miss the point of the present exercise. The point is to provide lecturers with a means of quickly and easily discovering any potential strong relationships between the students’ characteristics and their performance so that, in the best case, lecturers may be able to respond to such relationships by adopting their teaching styles. Performance effects that are so weak that they can only be detected with sophisticated methods – as may be the case in the setting described here – are therefore hardly of interest.

Furthermore, it must be noted that this (in a statistical sense) negative result of insignificant performance effects is indeed rather good news for the lecturer, as well as for the university: The observable, pronounced (and arguably increasing) diversity of students does not appear to systematically entail a divergence of performance levels.

According to our data at least, the concern that increasing diversity may pose a challenge to teaching is therefore unwarranted.

### RESPONSE TIMES

The use of clickers has repeatedly been criticised for its consumption of lecture time (Kay/LeSage 2009, Freeman et al. 2007, Caldwell 2007). This investigation suggests, however, that the provision of relatively brief response times is quite sufficient to achieve meaningful results.

Figure 5 shows the distribution of a total of 856 responses to the eight questions over intervals of ten seconds. Most responses were transmitted after 10 to 20 seconds. The increased frequency in the final interval may be explained as follows: Those students who do not know the correct response but who also hesitate to simply guess will tend to use up all the available time (the students were shown the countdown of time) to search their memories for any clues that might permit an informed response after all. The number of responses that were given in the first ten seconds is quite remarkable. Indeed, 76 responses were even transmitted within the first five seconds. Such extremely short response times are attributable to the fact that when introducing some of the questions, the lecturer permitted a few second to elapse between showing the question with its answer choices and starting the countdown.

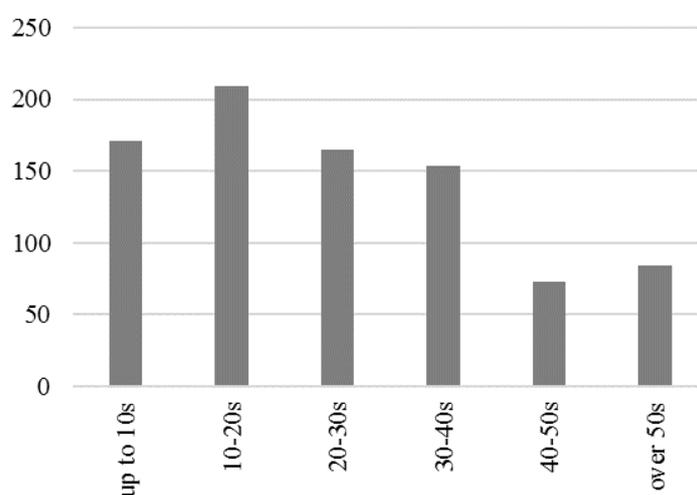


Figure 5. Histogram of response times

Of greater interest though for the purpose of this study is the relationship between the actual response times and the quality of the responses. Comparing the average response time of all correct answers (22.7 seconds) with that of all incorrect answers (28.7 seconds), we find the difference to be highly significant ( $t = 5.56$ ).

This impression is confirmed by Figure 6, which shows the percentage of correct answers in each time interval. The probability of a correct response falls persistently as students take longer to transmit their answers. Once again, the final interval is an exception – and the reason for this could be the same as above: Towards the end of the available time, the students who respond are primarily those who do not know the correct answer but who have at least used the 60 seconds to exclude some choices with the help of what little knowledge they have.

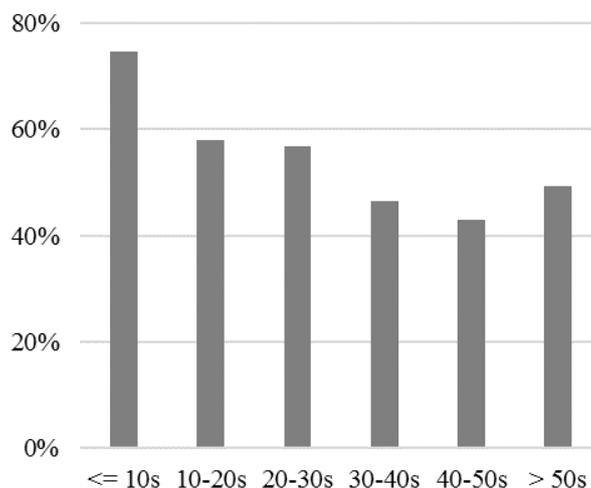


Figure 6. Percentages of correct answers

To support the visual impression of Figure 6 with a statistical test, we ran a probit regression in which a transformation of the (binary) quality of all submitted responses forms the dependent variable. The independent variables consist of the actual response times, their squared values, and seven dummy variables for the lecture-related questions. The detailed results are available upon request and are thus not reproduced here, yet the upshot is quickly summarised: Obtaining highly significant regression coefficients, we find that the likelihood of a correct response falls as response time increases. However, this effect weakens over time and is in fact even reversed for response times in excess of 40 seconds, at which point the probability of a correct response begins to increase again with every additional second that the students take to respond. The regression results thus almost exactly mirror our visual impression.

Yet what does this mean for lecturers who wish to quickly and easily appraise their class? The results suggest that even fairly short periods of available response time suffice for an accurate evaluation of the students' performance. Depending on the length and difficulty of the questions and their associated response options, those who know the correct answer will take no longer than 10 to 20 seconds to read and solve the task. Beyond this time horizon, we likely see an increasing amount of guesswork, which however carries little information value for the lecturer. It ought to be quite possible to conduct a test comprising eight challenging single-choice questions within no more than 15 minutes – including, if desired, a preceding set of sociodemographic questions and the subsequent feedback of the correct responses to the students. Preparing such a test should consume no more than half an hour. With a minimum level of experience, the statistical analysis should take less than two hours. Note that such analysis is in place only once, at the beginning of each term.

## CONCLUSION

This article has aimed to provide lecturers with a simple tool to help them appraise a new group of students already at the start of the term and, ideally, to adapt their teaching accordingly. We have shown how clickers, in conjunction with a set of lecture-related questions and a survey of the students' potentially performance-related characteristics, can serve to generate a wealth of valuable information, whose many possible modes of analysis we have only touched upon.

In terms of areas for future research, the influence of response time on performance appears to be the most pressing issue. The present study has merely investigated the association between the quality of the answers and the response time actually needed – while the *available* response time remained constant. It would be interesting to see whether – as we have only been able to presume so far – meaningful results could still be obtained if the available time were reduced to, say, 30 seconds.

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## Mekki ve Medeni Ayetlerin Eğitim Açısından Değerlendirilmesi

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### Özet

Yüce Allah Hz. Peygamber (sallallahu aleyhi ve sellem) risâlet görevini verdikten sonra doğal olarak indirilen vahyin insanlara aktarılmasını ve doğru yolun ne olduğunun onlara gösterilmesini de istemiştir. Kuran-ı Kerim'in insanların zihinlerinde ve gönüllerinde yer etmesi ve hak olanın ne olduğunun bilinmesi de ancak eğitimle mümkündür. Çünkü bir bilgiyi almaya hazır olmayan zihin ne anlatılırsa anlatılsın hiçbir şey anlamayacak, hissetmeyecek dolayısıyla da iman etmeyecektir. İşte biz bu yazımızda Kuran-ı Kerim'in bir zihniyet inşa ederken ve insanları imana davet ederken nasıl bir yol izlediğini Mekki ve Medeni ayetler bağlamında ele alacağız.

### Kuran-ı Kerim ve Eğitim metodu

Kuran-ı Kerim, Hz. Peygamber'e (sallallahu aleyhi ve sellem) 23 yıllık gibi bir süre içerisinde vahiy yoluyla parça parça indirilen Allah'ın kelimeleridir. Kuran-ı Kerim'i incelediğimiz zaman onun kendisine has bir üslubu olduğunu görürüz. Allah, Kuran'ı insanlara bir hidayet kaynağı olarak göndermiştir. İnsanların azgınlıktan uzaklaşip onun vesilesiyle doğru yola iletilmesini istemiştir.

Bunun gerçekleşme serüvenini ele aldığımız vakit karşımıza Mekki ve Medeni olmak üzere iki ana dönemin çıktığını görürüz. Bu tasnifin yapılmasında neyin etkili olduğu konusunda ulema ihtilaf etmişlerdir. Bunun neticesinde karşımıza üç farklı görüş çıkmaktadır. Birinci görüş, Kuran ayetlerinin iniş zamanına göre ayetlerin Mekki veya Medeni olarak ayrıldığı hususunu dile getirmektedir ki iki dönemi birbirinden ayıran olay Hz. Peygamber'in (sallallahu aleyhi ve sellem) Medine'ye hicret hadisesidir. İkinci görüş, ayetlerin indiği yere göre Mekki veya Medeni olarak isimlendirilmesini esas almaktadır ki inen ayet Mekke ve civarında inmişse Mekki, Medine ve civarında inmişse de Medeni olarak isimlendirilmiştir. Üçüncü görüşte ise, ayetin muhatabına göre Mekki ya da Medeni olarak isimlendirilmesi söz konusudur. Burada muhatap Mekke halkı ya da insanların geneliyse Mekki denilmiştir. Buna örnek olarak "Ya Eyyühennas" verilebilir. Eğer muhatap Medine ehli ya da müminler ise o zaman da söz konusu ayetler Medeni olarak isimlendirilmiştir.

Tüm bunların yanında Kuran'ın surelerinin ve ayetlerinin Mekki Medeni olmak üzere ikiye ayrılmasının elbette birçok sebebi olabilir. Bu sebeplerden en mühim olanlarından biri hiç şüphesiz o dönem insanının zihin yapısıdır. Biz insanlar bir çocuğu eğitmeye başladığımızda nasıl ki temel bilgileri öğretiyor fakat karmaşık bilgi aktarımında bulunmuyorsak bizden daha merhametli olan Allah (c.c) lütfundan dolayı, Kuran'ı tek kalemde indirmemiş ve Kuran'ı vahiy ile ilk defa karşılaşan insanların önüne dev bir kütle halinde koymamıştır. Bu şekilde O, insanların vahiy özümsemelerini istemiş ve zaman geçtikçe daha da komplike hale gelecek olan vahiy karşısında zorlanmalarını istememiştir.

Malumdur ki Mekke dönemi toplumu inançları açısından ele alındığında karşımıza Allah'a şirk koşan bir toplum çıkacaktır. Böyle bir topluma doğal olarak esas ilkeler öğretilmeli ve dinin temellerini oluşturan akidenin bir inanç haline gelmesi sağlanmalıdır. Dolayısıyla vahyin birinci dönemini oluşturan Mekke döneminde inen surelerin ve ayetlerin de konularının temel inanç esasları olması gayet tabidir.

Vahyin ikinci dönemini oluşturan Medine dönemi ise daha çok ibadet ve muamelat ayetlerinden yani fûru bahislerden müteşekkildir. Çünkü vahye muhatap olan toplumun zihin dünyası inşa edilmiş akidesi oturmuştur. Öyle ki Kuran'ın karşısında devlet haline gelmiş bir toplum vardır. Bundan dolayıdır ki artık vahyin konusu daha çok fûru bahislerden oluşmaktadır.

### Ayetleri ve Sureleri Mekki ve Medeni olarak Ayırmannın Faydaları

Ayetlerin ve surelerin Mekki ve Medeni olmak üzere ikiye ayrıldığını belirtip tafsilatına inmeden önce Kuran-ı Kerim'i Mekki ve Medeni olarak ikiye ayırmannın faydalarının ne olduğu üzerinde durmak gerekmektedir. Böylece Kuran'ın nüzulünün hangi merhalelerden geçtiğini nasıl bir

seyir takip ederek insanları hidayete davet ettiğini anlayabiliriz. Her yönüyle anlaşılabilir bir Kuran'ı ve İslam'ı bu suretle insanlara daha güzel bir şekilde anlatabilir onlara daha etkili bir şekilde ulaşabiliriz. Eğitimin de olmazsa olmazı, muhatap alınan kimseye öğretilen meselenin tüm yönleriyle bilinmesinde yatmaktadır. Aksi takdirde etkili bir eğitimden doğal olarak da bir tesirden söz etmemiz mümkün değildir.

Kuran'ı Mekki ve Medeni olarak bilmenin faydalarına gelince ilk olarak; nasih ve mensuhu bilmek zikredilebilir. Ayetler ve sureler Mekki ve Medeni olarak bilindiği takdirde genel bir surette hangisinin daha önce hangisinin daha sonra indiği bilinecek doğal olarak nasih ve mensuh konusunda daha isabetli olunacaktır. Kuran'ı Mekki ve Medeni olarak bilmenin diğer önemli bir faydası ise Şeriatın geçirmiş olduğu evreleri, merhaleleri bilmektir. Bu merhaleler bilindiği takdirde indirilmiş olan vahiy daha iyi anlaşılacak doğal olarak da iyi anlaşılabilir bir şey muhataba daha iyi anlatılacaktır. Kuran'da nüzul sırası takip edilmediği takdirde yani ayetler zaman bakımından bağlamından koparıldığı zaman ayetin asıl vermek istediği mesaj olan meseleden uzaklaşılacak ve ayetin anlaşılması hususunda gerçeklik zemininden uzaklaşılacaktır. Dolayısıyla böyle bir yanırsa düşmemenin temel unsurlarından biri ayetlerin ve surelerin Mekki ve Medeni ne olduğunun bilinmesidir. Kuran'ın Mekki ve Medeni olarak bilinmesinin bir diğer faydası ise her iki dönemin de dil açısından farklılıklarının bilinmesi suretiyle okunduğu zaman bundan ayrı ayrı lezzet alınmasıdır. Çünkü her iki dönemin üslubu birbirinden aşağıda da zikredileceği üzere hem dil açısından hem muhatap açısından hem de üslup açısından farklıdır. Ayetlerin Mekki ve Medeni olarak bilinmesinin bir başka faydası da Hz. Peygamber'in (sallallahu aleyhi ve sellem) sîretinin bilinmesinde etkili olmasıdır.

Ayetlerin ve surelerin Mekki ve Medeni olarak bilinmesinin faydalarını zikrettikten sonra Mekki ve Medeni ayetlerin genel yapısından bahsedeceğiz. Daha sonra da bu sure ve ayetleri yine genel bir kapsam içerisinde eğitim açısından ele alacağız.

### **Mekki Ayetler ve Sureler**

Mekki ayetleri Medeni ayetlerden ayıran en temel özelliklerden bahsedecek olursak şunları söylememiz gerekir. Kendisinde tilavet secdesi bulunan her ayet Mekkidir.<sup>1</sup> Bunun yanında kendisinde "Kellâ" ibaresinin geçtiği her ayet ve sure de Mekkidir.<sup>2</sup> Hac suresinin sonunda "Ya Eyyühellezine Amenu" hariç bu ibarenin geçtiği bütün sureler Medenidir. Hac suresinin sonunda var olan bu ibare hakkında ise ihtilaf mevcuttur. Kendisinde "Ya Eyyühennas" geçen ayetler ve sureler ise Mekki surelerdir. Bakara ve Ali İmran sureleri hariç içinde peygamberlerle alakalı kıssaların geçtiği sureler ve ayetler de Mekki olanlardır. Yine Bakara ve Ali İmran suresinin dışında Hurufu Mukattaa ile başlayan sureler de Mekki surelerdendir. Ra'd suresinin Mekki ya da Medeni oluşu konusunda ise ihtilaf mevcuttur. Bu özellikler Mekki ayetlerin ve surelerin Medeni ayetler ve surelerden ayrıldığı temel noktalarıdır.

Mekki ayetlerin ve surelerin temel özelliklerinden bahsettikten sonra bu ayetlerin ve surelerin üslubundan bahsedecek olduğumuz zaman birkaç önemli hususa temas edilmesi gerekir. Mekki ayetler ve surelerin ilk muhatapları Mekke toplumu yani müşrik bir toplum olduğu için kendisine konu edildiği meselelerin başında elbette tevhid gelmektedir. Öyle ki yukarıda da bahsettiğimiz gibi tevhidin oturmadığı oluşmadığı bir topluma tevhitte sonra gelmesi gereken meselelerin indirilmesi anlamsız olmaktadır.<sup>3</sup> Mekki ayetler ve sureler tevhitte birlikte kendilerine konu olarak imanı ele almıştır.<sup>4</sup> Allah'a tevhit zemininde imanın olmadığı bir yerde namazdan, oruçtan, zekâttan, hacdan ya da cihattan bahsetmek aynı şekilde anlamsız olacaktır. Bu zinciri meleklerle iman Allah'ın peygamberlerine, kitaplarına ve ahiret gününe iman şeklinde uzatmak mümkündür. Görüleceği üzere burada esas olan unsur imandır. İmanın varlığının kabulü olduğu takdirde esasların ve akidenin dışında diğer meselelerin de olmasıyla birlikte bir din inşa edilebilir. Nasıl ki anayasanın temel ilkelerini kabul etmeyen bir kimseye ceza ya da ticaret hukukundan bahsetmez açık bir şekilde anlamsız olacağına imanı ve tevhibi kabul etmeyen bir kimseye diğer meselelerden bahsetmek de o şekilde anlamsız olacaktır.

Mekki ayet ve sureleri Medeni olanlardan ayıran bir diğer husus ise Mekki ayet ve sureler şeriatın temel ilkelerini oluşturmaktadır. Buna örnek olarak tevhidin oluşturulması gösterilebilir. Bununla birlikte Mekki ayet ve sureler güzel ahlaktan bahsetmektedir. Öyle ki güzel ahlakın inşa

<sup>1</sup> Alak 19

<sup>2</sup> Alak 6; Fecr 17

<sup>3</sup> Bakara 163,255; Neml 26

<sup>4</sup> Enam 82; Yusuf 107; Bakara 62.

edilmesiyle insanların da buna teşvik edilmesiyle bir zihniyet inşası hedeflenmiş ve bu gerçekleştirilmeye çalışılmıştır. Mekke toplumu bilindiği üzere heva ve heveslerin üzerine kurulu olan, güçlünün güçsüzü ezdiği öyle ki kız çocuklarının diri diri toprağa gömüldüğü kendilerinden olmayanların kölelerin müthiş bir şekilde eziyet gördüğü bir toplumdur. Böyle bir toplumda bozulmanın önüne geçmenin en temel yolu da şüphesiz güzel ahlakın inşası ve tesis edilmesiyle mümkündür. Kuran-ı Kerim hem kendisi güzel ahlakı tavsiye etmek suretiyle hem de Hz. Peygamber'in (sallallahu aleyhi ve sellem) kendisinin bizzat yaşayan Kuran olması ve her şeyiyle güzel ahlakla bezeli olması suretiyle bu gerçekleştirilmiştir. Zira sadece Hz. Ömer'in Müslüman olmadan önceki ve olduktan sonraki haline bakmak suretiyle bile bu apaçık bir şekilde görülmektedir.

İlk olarak yaşadığı toplumu İslam'a davet etmeye başlayan Hz. Peygamber (sallallahu aleyhi ve sellem), bu toplumun temel dinamiklerini kökten değiştirme iddiasıyla hareket ettiği için oldukça sert tepkilerle karşılaşmıştır. Öldürülmekle dahi tehdit edilmiş ama Allah'ın vahiy yoluyla kendisine yardım etmesi suretiyle bu moral bozucu olaylar karşısında yılmamış ve insanları İslam'a davet etmekten biran olsun vazgeçmemiştir. İşte bu noktada Hz. Peygamber'in (sallallahu aleyhi ve sellem) İslam'a davetten vazgeçmemesinin temel dinamiklerinden birisi şüphesiz Mekki ayetler ve surelerde; Allah'ın, geçmiş ümmetlerin hikâyelerini anlatmak suretiyle O'nu teselli etmesi bulunmaktadır. Hz. Peygamber (sallallahu aleyhi ve sellem) ümitsizliğe kapıldığı her zaman Allah'ın kendisini teselli etmesi suretiyle moralini bozmamış ve İslam'a davetine bütün olumsuzluklara rağmen devam etmiştir. Allah Mekki ayet ve surelerde Hz. Peygamber'e (sallallahu aleyhi ve sellem) teselli verirken aynı zamanda da Kâfirleri azarlamış ve onların her zaman kaybetmeye mahkûm olduklarını beyan etmiştir. Bu suretle onlar her ne kadar üstün olarak görünseler de aslında ne kadar aciz ve mağlubiyete mahkûm oldukları ortaya konulmuştur.

Bütün bu özelliklerin yanında Mekki ayetler ve sureler durumun gerektirdiği şekilde kısa net ve kesindir. Öyle ki ayetler müthiş bir ahenk barındırmakta ve muhatabının yüzüne deyim yerindeyse bir tokat gibi inmektedir. Çünkü Mekke toplumu hem edebiyat hem dil açısından çok ileri bir toplumdur. Böyle bir topluma hitap açısından çok daha kuvvetli ve tesirli olabilmesi için indirilen ayetler de onların karakterine göredir. Fakat buradan Medeni ayet ve surelerin edebiyat ve dil açısından daha zayıf olduğu gelmemelidir. Buradaki farklılık daha çok ayetlerin daha kısa ve öz, anlaşılır olmasında yatmaktadır.

### **Medeni ayetler ve sureler**

Mekki ayetlerin ve surelerin özelliklerini genel olarak nelerden bahsettiklerini ele aldıktan sonra şimdi de Medeni ayetlerin ve surelerin genel özelliklerinden ve hangi meseleleri ele aldıklarından bahsedeceğiz.

Medeni ayetler ve sureler Mekki olanların yanında içinde farzları barındıran ayetler ve surelerdir. Çünkü artık bir zihin yapısı inşa edilmiş ve bu zihin yapısının üzerine bir bina inşa edilmesine sıra gelmiştir. Bu da farzlarla, helaller ve haramların bildirilmesi, muamelat konularıyla olmaktadır. Misal verecek olursak boşanma meselesi, miras meselesi ya da cihat konuları Medeni ayetlerin ve surelerin konularını teşkil etmektedir.

Medeni ayetleri diğerinden ayıran bir diğer husus ise kendine muhatap aldığı kitlenin Mekki ayetlerden farklı olmasıdır. Mekki ayetlerde muhatap kitle doğal olarak müşrikler iken Medeni ayetlerde bu tam tersine dönmüş muhatap kitle müminlerle birlikte müşrikler, Yahudiler ve Hıristiyanlar olmuştur. Münafıkların yanında Yahudilerden ve Hıristiyanlardan bahsedilmesinin en temel sebebi Müslümanların Medine'de bu iki toplulukla özellikle de Yahudilerle bir arada yaşamalarıdır. Hz. Peygamber (sallallahu aleyhi ve sellem) Medine'ye hicret ettiği vakit hali hazırda orada ikamet etmekte olan sayıları azımsanmayacak bir Yahudi toplumu mevcuttu. Ondan dolayı Medeni ayetlerin en belirgin özelliklerinden biri Yahudilerle olan ayetlerin bu kısım içinde olmasıdır.

Münafıkların Medeni ayetlerin içinde zikredilmesinin sebebi ise artık İslam'ın güçlenmesine, bundan dolayı da Müslümanlar arasında barınmak isteyen, inanyormuş gibi yapıp aslında inanmayan kimselerin hicretten sonra Medine'de yaşamaya başlamasına bağlıdır. Aslında inanmayan yani mümin olmayan bu kimselere karşı Allah Müslümanları uyarmakta uyanık olmalarını istemektedir. Çünkü İslam'a asıl zarar vermiş olan ve verecek olan zümre bu zümredir. Çünkü inanmadığı bilinen bir kimseden ziyade inanmadığı halde inanyormuş gibi yapıp yanındakini aldatan kimse daha tehlikelidir. Bu kimseler daha çok hicretle birlikte ortaya çıkmışlardır. Bunun sebebi ise artık Müslümanların müstakil bir devlete sahip olması bununla birlikte de siyasi bir gücü elinde barındırmalarıdır. Bu sayede

hem İslam'ı yayma fırsatı bulan Müslümanlar aynı zamanda da dünya nimetlerinden de faydalanmıştır. İşte bu nokta da bu iki nimetten de Müslümanlardanmış gibi görünen bir zümre ortaya çıkmış ve tahtanın içindeki kurtlar gibi potansiyel bir tehlike olarak Müslümanlar arasında varlıklarını sürdürmüşlerdir. Münafıklardan bahseden surelerin içerisinde ise Ankebût suresi Medeni değil Mekki bir suredir.

Medeni ayetler münafıklarla mücadelenin yanında kendisine muhatap olarak ehli kitabı da almıştır. Ve onların iddialarına karşı mücadelecî bir tavır sergilemiştir. Bunun sebebi artık Müslümanların farklı bir toplum içinde yaşamaya başlamalarıdır. Ve bu toplum içinde hem Yahudileri hem de Hıristiyanları barındırmaktadır. Bir başka sebep de özellikle Yahudilerin Hz. Peygamber'le (sallallahu aleyhi ve sellem) devamlı mücadele içinde olmalarıdır.

Medeni ayetlerin ve surelerin üslubuna geldiğimiz zaman en temelde bahsetmemiz gereken birkaç husus vardır. Yukarıda da belirttiğimiz gibi akideyi tevhit inancını oluşturan Mekki ayetlerden sonra sıra fûru bahislere gelmiştir. Fakat buradan Medeni ayetlerde tevhitte ya da imandan bahsedilmediği çıkarılmamalıdır. Burada asıl amaç Kuran'ın daha iyi anlaşılması açısından bir tasnifine gidilmesi ve daha iyi anlatılmasıdır. Bu fûru bahisler içinde zikredilmesi gereken ilklerden biri elbette ibadet konusudur. Medeni ayetler ibadet konularıyla birlikte kendisine muamelat bahislerini ceza hukukunu, aile düzenini, mirası, cihadın faziletini, cemaatle namaz kılmayı, savaş ve barış durumunda devletlerarası ilişkileri hükümlerin kaidelerini kendisine konu edinmiştir.

İslam, Hz. Peygamber'in Medine'ye hicret etmesiyle her yönüyle kaim olan bir devlet yapısına bürünmüştür. Medine'de var olan bu devletin doğal olarak bir hukuk sistemine ihtiyacı vardır. İşte bu noktada Medine döneminde inen ayetler ve sureler bu ihtiyaçlara dönük olmuştur. Hem insanların günlük yaşantılarına dönük surette ibadet ve diğer konularda hem de tüzel kişilik anlamında devletin ya da bu yapının ihtiyaçlarına dönük surette indirilmiştir. Fakat yine buradan Medine'de inen ayet ve surelerin sadece bu meseleler hakkında olduğu anlamı çıkarılmamalıdır.

Medeni ayetlerin dil açısından üslubuna gelirsek bu ayetlerin Mekki ayetlere nazaran daha yumuşak bir üsluba sahip olduğunu görürüz. Medeni ayetler yumuşak üslubunun yanında hitap açısından da açık bir yapıya sahiptir. Medeni ayetlerin üslubuna örnek olarak Maide suresi gösterilebilir.

Mekki ve Medeni ayetlerin genel yapısı, özellikleri ve üslubundan bahsettikten sonra şimdi de bu iki kısım ayetleri eğitim açısından ele alacağız. Yukarıda da zikrettiğimiz gibi Mekki ve Medeni ayetlerin farklı olmaları muhataplarının farklı olmasıyla, mekânın farklı olmasıyla, ayetlerin indiği ortamların farklı olmasıyla alakalıdır. Dolayısıyla bu ayetleri eğitim açısından ele aldığımız vakit pek tabii olarak her iki kısım ayet yapısı birbirinden farklılık arz edecektir.

### **Mekki Ayet Ve Surelerin Eğitim Açısından Ele Alınması**

Daha önce de bahsettiğimiz gibi Mekki ayetlerin ve surelerin indiği ortam ve kendisine muhatap aldığı kitle müşriklerdir. Müşrikler, günah işleme açısından Allah'a ortak koşma açısından<sup>5</sup> çok azgın bir toplumdur. Bundan dolayı Allah (c.c) bu topluma hitap ederken deyim yerindeyse onların anlayacağı dilde konuşmuştur. Medine döneminin aksine yumuşak bir üslup yerine sert, tok, mücadelecî bir üslup tercih edilmiştir. Öyle ki bu ayetler onların yüzüne birer tokat gibi inmiştir. Böyle bir kitleyle karşılaşan Hz. Peygamber (sallallahu aleyhi ve sellem) Risalet görevinden dolayı onları da İslam'a davet etmiştir. Müslüman olmayan bir topluma ise yukarıda da zikrettiğimiz gibi en temelde tevhit, iman bahisleri gibi akidevi meseleler indirilmiş ve Mekke müşrikleri bu surette İslam'a davet edilmiştir.

Bu dönemde Hz. Peygamber (sallallahu aleyhi ve sellem) belli bir süre boyunca açıktan bir Risalet görevi yürütememiştir. Hz. Ömer'in (r.a) Müslüman olmasıyla da açıktan tebliğine başlamıştır. Burada dikkat edilmesi gereken hususlardan birisi, Hz. Peygamber'in (sallallahu aleyhi ve sellem) tebliğini bu surette icra etmesine rağmen inen ayetlerin mücadelecî bir ruhta olması, sert bir üsluba sahip olmasıdır. Oysaki güçlü bir muhatap karşısında beklenen yumuşak bir üslup olmasıdır. Aksine bunun tam tersi olmuş ve onca üstünlüklerine rağmen Allah'ın yardımıyla da bu mücadeleden İslam

<sup>5</sup> Zümer suresi 3.

galip çıkmıştır. Bu noktada da Kuran'ın sahip olduğu üslup ve insanları eğitime konusunda ki yaklaşımı da genel olarak bu tavra uygundur.

İşte bu noktada sapkınlıkta aşırılığa gitmiş Mekkeli müşrikleri tevhide davet konusunda Allah'ın (c.c) indirmiş olduğu ayetlere birkaç örnek verelim. “İlahımız tek bir İlahdır. Rahman ve Rahim olan O Allah'tan başka ilah yoktur.”<sup>6</sup> ayetinde olduğu gibi Allah müşrikleri tek olanın kendisi olduğunu buyurmuştur. Bu suretle de müşrikleri kendisine imana davet etmiştir. Yine Yüce Rabbimiz “Rabbinden sana ne vahyolunuyorsa ona tâbi ol. O'ndan başka tanrı yoktur. Onun için, sen de müşriklerden uzak dur.”(sallallahu te de her ne kadar hitap Hz. Peygamber ayetu Bbuyurmuştur. <sup>7</sup> aleyhi ve sellem) ve onun dışında iman edenlere olmuş olsa da aynı zamanda muhatap bir bakıma müşriklerdir de. Onlar bu ayette de görüldüğü gibi indirilen vahye imana davet edilmekte ve şirkten vazgeçmeleri istenmektedir. Mekki ayetler yukarıda da örnek vermiş olduğumuz iki ayetten hareketle anlaşılacağı üzere daha çok akideyle alakalı esaslara dönük meseleler hakkındadır. Çünkü imanı olmayan bir topluma diğer ara meselelerden bahsetmek ya da bir hukuk sistemi kurmak anlamsız olacaktır.

Hz. Peygamber (sallallahu aleyhi ve sellem) şirk inancı üzere olan bu toplumu iman ve tevhide davet etmenin yanında aynı zamanda güzel ahlaka da davet etmiştir. Çünkü şirk inancının bir sonucu olarak bu toplum azgınlaşmış. Öldürmek, hak yemek, güçlünün güçlüyü ezmesi günlük yaşantının bir parçası olmuştur. İşte burada böyle bir toplumun doğru yolu bulması bir bakıma güzel ahlak üzere olmalarıyla mümkündür. “...Bir toplum kendi durumlarını değiştirmedikçe Allah onların durumlarını değiştirmez...”<sup>8</sup> ayeti tam da bu konu hakkında indirilmiştir. Allah (c.c) bir kavmin değişmesinin ancak o kavmin kendisini düzeltmesiyle mümkün olduğunu belirtmiştir. Hidayetin temelinde yatan da işte budur. Kişi kendini değiştirmeli ki doğru yolu bulabilsin. Hz. Peygamber (sallallahu aleyhi ve sellem) bu noktada değişim konusunda Mekke toplumuna yol gösterici olarak gelmiş ve onları bu değişime davet etmiştir.

### **Medeni ayetlerin eğitim açısından ele alınması**

Hicretten sonra inen ayetleri Medeni ayetler olarak değerlendirdiğimiz vakit Mekki ayetler ve surelerden farklı bir üslup karşımıza çıkmaktadır. Allah (c.c) vahiy yoluyla insanları doğru yola çağırılmaktadır. Bundan dolayı da muhatap kitlenin özelliklerine uygun üslupla davet yapılmıştır. Yukarıda da gördüğümüz gibi Mekke toplumunun genel yapısına uygun olarak inen ayetler Medine döneminde ise farklılık arz etmeye başlamıştır. Çünkü Medine toplumunu teşkil edenler genel anlamda değişmiştir. Fakat araya fasıla koyacak olursak buradan müşriklere dönük bir hitap artık gelmemiştir gibi bir sonuç çıkarmak gerçekçi değildir.

Medine toplumunu ele aldığımızda karşımıza 3 kategori çıkmaktadır. Bunlardan ilki Müslümanlar, ikincisi ehli kitap, üçüncüsü de münafıklardır. Bu genel duruma uygun olarak da ilahi hitabın da tavrı değişmiştir.

Müslümanlar açısından ele alındığında, Kuran'ın karşısında Allah'a iman etmiş bir toplum vardır. Ve bu toplum indirilen vahiy hayatlarına tatbik etme açısından artık hiçbir baskı altında değildir. Müslümanların elinde artık siyasi, askeri ve ekonomik bir güç vardır. İşte bu noktada hem vahiy yoluyla hem de Hz. Peygamber'in (sallallahu aleyhi ve sellem) yol göstermesi sayesinde hayatın hiçbir alanı boş bırakılmamıştır. Bu noktada Kuran'ın Medine döneminde inen ayet ve surelerine baktığımızda karşımıza bu ihtiyaçlara cevap niteliğinde inen ayet ve sureler karşımıza çıkacaktır.

Medine döneminde inen ayet ve surelere baktığımız zaman karşımıza hayatın her alanına müdahale eden bir şekilde ibadet, muamelat konuları, miras meselesi, aile yaşantısı, devletlerarası hukukun savaş ve barış döneminde nasıl olması gerektiğine dair ayetlerle birlikte cihat konuları ele alınmaktadır. Bu konu zincirini uzatmak elbette mümkündür. Fakat biz burada bu konularla iktifa edeceğiz.

İbadetle alakalı olarak örnek verirsek, Hz. Peygamber'in (sallallahu aleyhi ve sellem) dinin direği olarak gördüğü namazı<sup>9</sup> ilk sıraya koymamız gerekir. “Namazı kılın, zekâtı verin, rükû edenlerle

<sup>6</sup> Bakara, 163.

<sup>7</sup> Enam, 106.

<sup>8</sup> Ra'd, 11.

<sup>9</sup> Suyuti, *Camii's-Sağir* 5186

(Allah'ın huzurunda eğilenlerle) beraber eğilin.”<sup>10</sup> ayetinde olduğu gibi Allah, birinci adım olan iman etmeyi yerine getirmiş kimseler olan müminlere namazı dosdoğru kılmalarını emretmekte bu emirle birlikte ayetinde devamında görüleceği üzere diğer ibadet meselelerinden olan zekâtın da verilmesini emretmektedir. Öyle ki bir başka hadiste Hz. Peygamber (sallallahu aleyhi ve sellem) namazın önemine dikkat çekmiş ve namaz kılmayan kimsenin dininin İslam'dan bir tat duymasının mümkün olmadığını buyurmuştur.<sup>11</sup> Eğitimin izlemesi gereken metoda uygun olarak Allah (c.c) kullarına merhametiyle muamele etmiş ve insanların genel ilerlemelerine uygun olarak, iman etmelerinden sonra onları diğer meselelerde sorumlu tutmuştur.

Muamelat bahsini ele alırsak karşımıza herkesin de Kuran-ı Kerim'in en uzun ayeti olarak bildiği borç alıp verme ayeti olan ayet çıkmaktadır.<sup>12</sup> Mekke döneminde ayetlerin genel tavrı nokta atışı iken Medine döneminde ise bu tavrın yerini daha yumuşak ve daha uzun bir üsluba bıraktığını yukarıda belirtmiştik. Medine döneminde artık insanlar daha tafsilatlı açıklamalarla, dinin teşrii boyutuna yönelik ayetlerle muhatap olmaktadır. Bunun en güzel örneklerinden biri şüphesiz borç alıp verme ayeti olan Bakara suresi 282. ayettir. Bu ayette uzun, uzun borç alıp vermenin nasıl olması gerektiği açıklanmış ve Müslümanlara öğretilmiştir.

Kuran'ın uzun bir şekilde tafsilatıyla ele aldığı bir başka mesele ise talak meselesidir. Talak meselesi Medine toplumunun ihtiyaçlarına dönük olarak tafsilatlı bir şekilde ele alınmıştır.<sup>13</sup> Bu insan eğitiminin izlemesi gereken yoldur. Mekke döneminde insanlar İslam hakkında hiçbir şey bilmezken vahyin izlediği yol neticesinde zamanla bilgileri artmış ve artık daha spesifik konular hakkında bilgilendirilmeye başlanmıştır. Bu metod yani basitten daha karmaşık olana doğru eğitim, insanın eğitimi süresince izlenecek en mantıklı ve en sağlıklı yoldur. Allah (c.c) her şeyi bilen ilah olarak<sup>14</sup> insanı en iyi bilen olarak onun için en iyi olanı yapmaktadır.

### **Kuran'ın Terbiye Metodu**

Medeni ayetlerin konularının ne olduğunu örnekleri daha da uzatarak anlatmamız mümkündür. Fakat biz burada bu kadarıyla iktifa edeceğiz. Bundan sonra tamamlayıcı olması açısından Kuran'ın genel anlamda eğitime üslubuna vurgu yapmak istiyoruz. Bu noktada da birkaç örnekle bu meseleyi anlatmaya çalışacağız.

Kuran muhatabını eğitirken bunu kıssalar yoluyla yapmaktadır. Kıssalarla terbiye metodunun yanında Kuran'da olan bir diğer metod ise hiç şüphesiz tederrüc yani muhatabın yapısını dikkate alarak yapılması istenen ya da istenmeyen şeyin aşama, aşama gerçekleştirilmesi durumudur.

Kıssalarla terbiye metoduna örnek olarak Kehf suresinde olan Hz. Musa kıssası örnek olarak verilebilir.<sup>15</sup> Hz. Musa (as) bu kıssada da anlatıldığına göre Allah'ın Salih kullarından biriyle yolculuğa çıkmıştır. Öyle ki kendisinden daha bilgili olan bu Salih kuldun taallümde bulunmak istemiştir. Fakat bu salih kul, Hz. Musa'ya (as) kendisine sabredemeyeceğini söylemiş fakat Hz. Musa kendisine sabredeceğini söylemiş ve birlikte yolculuğa çıkmışlardır. Fakat yolculuk süresince Hz. Musa (sa) söz verdiği gibi yapamamış çünkü görünürde kötü olan fiilleri yapan bu salih kula her seferinde itiraz etmiştir. Sonunda Allah'ın salih kulu, Onunla yollarının artık ayrıldığını fakat kendisine, eşlik ettiği yere kadar geçen süre içinde gerçekleşmiş olan hadiselerin ne anlama geldiğini söyleyeceğini beyan etmiş ve bunları açıklamıştır. Bu ve benzeri kıssalar, Kuran'ın izlemiş olduğu terbiye metodlarından sadece biridir.

Kuran'ın izlemiş olduğu bir diğer terbiye metodu ise hiç şüphesiz tederrüc metodudur. Yukarıda anlatmış olduğumuz ve Kehf suresinde geçen kıssa da tederrüc içinde zikredilebilir. Tederrüc, “sözlükte derece kelimesinden türeyen tadrîc “bir kimseyi bir şeye aşamalı biçimde yaklaştırmak ve alıştırmak” anlamına gelir. Teşri‘ yöntemi olarak hükümlerin ilâhî irade tarafından bir defada ve bütün şeklinde değil tebliğ süreci boyunca beşerî ve sosyal olgular dikkate alınıp peyderpey

<sup>10</sup> Bakara 43

<sup>11</sup> İmam Malik, *Muvatta* 79

<sup>12</sup> Bakara 282

<sup>13</sup> Bakara 225-232.

<sup>14</sup> Taha 98.

<sup>15</sup> Kehf 66-82.

konulmasını ifade eder. Kitap ve Sünnet'teki bazı hükümlerin vazedilmesinde takip edilen bu yönteme tederrüc denir."<sup>16</sup>

Kuran'ın terbiye metotlarından biri olan tederrücün hikmeti, kişinin kendisine bir sorumluluğun bir anda yüklendiği zaman onu yapamayacak durumda kalma ihtimali olmalıdır. Tederrüc sayesinde o, kendisinden yapılması istenen ya da istenmeyen şeyi yapabilme kudretini kendisinde bulacak ve bunu uygulamakta zorlanmayacaktır. Aynı zaman da bir başka hikmeti ise, tederrüc sayesinde insanın; "ben bunu yapamıyorum" ya da "Allah bana yapamayacağımdan daha fazlasını yükledi" gibi itirazların önü de alınmış olmaktadır. Tederrüc sayesinde insanın tabiatına uygun bir eğitim metodu izlenebilmiş ve herkes için en uygun olan bir eğitim metodu inşa edilebilmiştir. Tederrüce yani aşama, aşama bir şeyin gerçekleştirilmesine örnek, herkesin de bildiği içki içmenin haram kılınması meselesidir. İçki Hz. Ömer'in (r.a) içki hakkında bir ayet indirilmesi için dua etmesi üzerine "Sana içkiyi ve kumarı soruyorlar: De ki; 'Onlarda büyük günâh ve hem insanlar için bazı faydalar vardır. Fakat günahları, faydalarından daha büyüktür"<sup>17</sup> ayeti indirilmiş ve içkinin yararları olduğu fakat zararlarının daha da çok olduğu belirtilmek suretiyle onun haram kılınması aşamalarında bir zemin hazırlanmıştır. İçkinin haram kılınışında birinci adımı teşkil eden bu ayetin nazil olmasından sonra Müslümanlardan bir kimse namaz esnasında sarhoş olduğu surette namaz kıldırırken kıraati yanlış okuduğu için anlamın değişmesine sebep olmuş ve nahoş bir durum ortaya çıkmıştı. Bu olay üzerine "Ey îmân edenler! Sarhoş olduğunuz zaman ne söylediğinizi bilinceye kadar, cünüp olduğunuz zaman da eğer yolcu değilseniz, gusledinceye kadar namaza yaklaşmayın."<sup>18</sup> Ayeti nazil olmuştur. Bu ayetle artık içki yavaş, yavaş günlük yaşantının bütün alanlarından çıkarılmaya başlamıştır. Çünkü namaz günde beş vakit olarak kılınan ve bunun dışında da Müslümanların günün değişik vakitlerinde eda edilen bir ibadettir. Dolayısıyla bu ayet vesilesiyle içkinin insanın tabiatına ve Müslümanın ahlakına uygun olmayan bir şey olduğu beyan edilmiştir. İş artık içkinin haram kılınması için gerekli olan son ayetin inmesine gelmiştir. Bu ayetin inmesi ise, ikinci ayetin nazil olmasından sonra bir Müslümanın namaza yine de sarhoş gelmesiyle olmuştur. "Ey îmân edenler! İçki, kumar, putlar ve kısmet çekilen fal okları hep şeytanın işinden birer pisliktir, ondan kaçın ki kurtuluşa eresiniz. Şüphesiz şeytan, içki ve kumarla, aranızda düşmanlık ve kin sokmak, sizi Allah'ı anmaktan ve namazdan alkoymak ister. Artık bunlardan vazgeçtiniz, değil mi?"<sup>19</sup> ayetinin inmesiyle artık içki tamamen haram kılınmıştır. İçkinin bu şekilde haram kılınışını ele aldığımızda karşımıza çıkan tabloda; insan eğitiminde izlenmesi gereken en iyi metodun tederrüc olması bulunmaktadır. Hz. Peygamber'in (sallallahu aleyhi ve sellem) içinde hayatta olarak bulunduğu bir toplumda bile aşama, aşama gerçekleşen bir tebliğ metodu karşımıza çıkmaktadır.

### **Hz. Peygamber'in (Sallallahu Aleyhi Ve Sellem) Terbiyedeki Üslubu**

Kuran'ın genel olarak terbiye metodundan bahsettikten sonra onu insanlara tebliğ ve tebyin etmekle görevli Hz. Peygamber'in (sallallahu aleyhi ve sellem) eğitim ve terbiye konusunda nasıl bir metot izlediğini ele almak gerektiğini düşünüyoruz. Çünkü O'nun yaşantısı bizler için en güzel örnektir. Kuran'ın en iyi şekilde anlaşılması için gerekli olan metot ve yaklaşım tarzı onun sünnetinde saklıdır. Biz ise burada; O'nun insanlara İslam'ı tebliğ ederken nasıl metot izlediğine yüzeysel bir şekilde değinmek istiyoruz.

Hz. Peygamber'in (sallallahu aleyhi ve sellem) metodu Kuran'a en uygun olan metottur. Çünkü o Allah tarafından dini tebliğ etmekle görevlidir. Böyle bir durumda ilahi vahyi iletmekle görevli bir insanın hata yapması bir tarafa açıklama görevini ifa ederken herhangi bir eksiklik içinde bulunması dahi düşünülemez. Aksi takdirde vahiy olan Kuran ve Hz. Peygamber'in (sallallahu aleyhi ve sellem) sünneti itham altında kalacak ve onda bir eksiklik olduğu vehmi insanlarda oluşabilecek bir zemin bulacaktır. Fakat bu Allah'ın (c.c) indinde muhaldir.

Hz. Peygamber (sallallahu aleyhi ve sellem) 23 yıllık Risalet hayatı boyunca Kuran'ın vahyine paralel bir şekilde İslam'ı tebliğ ve tebyin etmiştir. O muhatabını asla hafife almamış bir zihniyet inşa edebilmek için yakaladığı her fırsatı değerlendirmiş ve bunu ilmek, ilmek dokuyarak gerçekleştirmiştir. O, bir insan olarak ümitsizliğe kapıldığı her an Allah'ın yardımıyla bu durumdan kurtulmuş ve Risaleti tebliğ görevine son nefesini teslim edip Yüce Allah'a dönünceye kadar devam etmiştir. O, yaşayan

<sup>16</sup> Dia, Talip Türcan, Cilt XXXX sf. 265,267 2011

<sup>17</sup> Bakara 219

<sup>18</sup> Nisa 43

<sup>19</sup> Maide 90-91

Kuran olması hasebiyle oturması ve kalkmasıyla, insanları kendine muhatap almasındaki tavırlarıyla tam bir mürebbi örneğini teşkil etmektedir.

Hız. Peygamber (sallallahu aleyhi ve sellem), Kuran ekseninde insanları doğru yola davet ederken ya da onları eğitirken, eğitimin daha etkili olması için her vakit konuya, mekâna ve zemine uygun bir şekilde beden dilini kullanmıştır. Eğitimin daha etkili olması için jest ve mimiklerin kullanılmasının kaçınılmaz olması ve Hız. Peygamber (sallallahu aleyhi ve sellem) tarafından etkili bir biçimde kullanılması dikkate değerdir.

### **Sonuç**

Baştan itibaren Kuran-ı Kerim'i eğitim açısından Mekki ve Medeni olmak üzere insanın tabiatı dikkate alınmak suretiyle iki başlık altında incelemeye çalıştık. Allah'ın (c.c) insanın yaratılışını tabiatını dikkate alarak muhatabının bulunduğu mekâna ve zamana uygun bir şekilde Kuran'ı göndermesi O'nun rab olmasının bir gereğidir. Biz de bu makalemizde Mekki ve Medeni ayetlerin farklılıklarını zaman ve mekân bağlamında değerlendirmeye çalıştık. Sonuç olarak Kuran'ın temel eğitim metotlarının hepsini kullanarak muhatabı olan insanları doğru yola iletmek için hidayete ulaştırmak için en etkili ve o andaki duruma en uygun metodu kullandığını gördük. Bununla beraber; Kuran'ın açıklayıcısı konumundaki Risalet göreviyle payelenmiş Hız. Peygamber'in de (sallallahu aleyhi ve sellem) bu dinin öğretmeni olarak Kuran'ın üslubuna ve muhatabı olan insanların tabiatına en uygun şekilde görevini ifa ettiğini gördük.

Bizlerin de insanları İslam'a davet ederken bu metotlara uygun olarak insanları davet etmemiz hedefe sağlıklı bir şekilde ulaşmamız açısından kaçınılmazdır. İnsanların doğru yola iletebilmesi ya da doğruyu bulmaları onların ancak doğru bir şekilde eğitilmeleriyle mümkündür. Bu yolda rehberimiz olan Hız. Peygamber'in (sallallahu aleyhi ve sellem) yöntemi ve Kuran'ın muhataplarına farklı zaman ve zeminlerdeki yaklaşım tarzları bizim için en güzel örneklerdir. Kuran yeri geldiğinde sert bir üslup seçerken yeri geldiğinde de yumuşak bir üslup benimsemiştir. Bu tamamen muhataplarının durumuna, zamana ve mekâna bağlı olarak değişir. Biz de bu şekilde kendimize bunları örnek alarak bir yol belirlemeli ve insanlara bu esaslara uygun şekilde yaklaşım onları eğitmeliyiz. En doğrusunu Allah bilir.

## Meslek Yüksekokulu İnşaat Bölümü Öğrencilerinin Eğitim Sistemi Hakkındaki Görüşler

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### ÖZET

İnsanlar ve toplumu değiştirmenin ve geliştirmenin bilinen en doğru ve etkili yöntemi eğitimidir. Bir ülkenin bireylerine veya toplumuna kazandırılmak istenen çerçeve o ülkenin eğitim sistemini şekillendirir. Modern ve gelişmiş ülkeler bu konu üzerinde kapsamlı çalışmalar ve uzun araştırmalar yaparak eğitim sistemlerini belirliyorlar. Türk eğitim sisteminde de sık sık önemli değişiklikler ve yeni düzenlemeler yapılmaktadır. Bu değişikliklerin yapılma sebebi ise gelişmiş ülkelerin ulaştığı başarı ve kaliteye henüz ulaşamamış olmasından kaynaklanmaktadır. Bu kapsamında yapılan yeni düzenlemeler, öğrenci, öğretim üyesi ve program birliği temel başlıklarında sürdürülmektedir. Milli eğitim bakanlığı çatısı altında gerçekleşen bu çalışmalar, mevcut durum analizin yapılması ve gerekli yeni düzenlemelerin planlanıp uygulanması şeklinde yürütülmektedir. Bu kapsamda, meslek yüksekokulu öğrencilerinin görüşlerini değerlendirmek amacıyla, Kocaeli meslek yüksekokulunun inşaat bölümünde okuyan öğrencilere konuyla ilgili sorulardan oluşan bir anket uygulanmıştır. Anket çalışmasının sonuçları SPSS programı ile analiz edilip yorumlanarak bazı öneriler sunulmuştur.

**Anahtar Sözcükler:** meslek yüksekokulu, inşaat bölümü, eğitim sistemi, öğrenci görüşleri

### GİRİŞ

İnşaat sektörü birçok sektörde iş hacmini geliştirdiği için bütün ekonomilerde lokomotif sektör olarak bilinir. Dolayısıyla inşaat sektörü ekonomik büyüme, ihracat, istihdam ve önemli birçok ekonomik büyüklükte önemli rol oynamaktadır. Meslek yüksekokulu inşaat programları, sektörün ihtiyaç ve gelişmelerine cevap verecek şekilde inşaat konusunda bilgili, inşaat makine ve teçhizatının, bakımı ve onarımını yapabilecek, inşaat laboratuvarlarında gerekli analiz çalışmalarını yapabilecek elemanları yetiştirmeyi hedeflemektedir. Teknik bir alan olmasından dolayı, bu bölümde okuyan öğrencilerin matematik konusunda ilgi ve beceriye sahip, geometrik algılamaları ve geometriden faydalanma becerilerinin üst düzeyde olması, fiziksel anlamda dayanıklı ve güçlü yapıda olmaları ve sosyal ilişkiler ve işbirliği konusunda pozitif bir yapıda olmaları beklenir. İnşaat programının, direk bağlantılı olduğu programlar olarak; inşaat teknisyenliği, teknik ressam ve harita teknikerliği gibi teknik alanlar ifade edilebilir. Çalışılan inşaat alanlarında üst düzey can güvenliği ve çevre koruma önlemlerinin alınması, çalışanların iş sağlığı ve güvenliğinin sağlanmasının hayati derecede önemli olması dolayısıyla bu programın öğrencilerinin bilinçlendirilmeleri vaz geçilemez bir gerekliliktir. Mesleki yaşamları göz önünde alındığında ortaya çıkan tablonun pekte iç açıcı olduğu söylenemez; bina, yol, köprü gibi inşaat alanlarında, kirli, tozlu ve hava koşullarına bağlı olarak belirlenen bir çalışma programıyla süren bir çalışma ortamları söz konusudur. Bütün bu veriler birlikte değerlendirildiğinde inşaat programı öğrencilerini hem öğrencilik hayatlarında hem de mesleki hayatlarında kolay olarak değerlendirilemeyecek bir süreç beklemektedir (<http://www.dersimiz.com>).

İnşaat programı üzerine yapılan araştırma çalışmalarına bakıldığında, bu programın değerlendirilmesi üzerine yapılan çalışmalar yok denecek kadar azdır. Araştırma çalışmaları daha çok inşaat mühendisliği bölümü üzerine sürdürülmektedir. İnşaat mühendisliği öğrencilerinin görüşlerinin değerlendirildiği bir çalışmada, öğrenciler, teknolojik gelişmelerin hızla aktarıldığı inşaat sektörüne oranla, bu gelişmelerin eğitimlerine yansımalarının yeteri düzeyde hızlı ve etkili olmadığını ifade etmişlerdir (Engin, Atalay & Okay, 2009). Ayrıca, bu çalışmada öğrenciler, müfredat programlarının yeni teknolojilere uygun olarak düzenlenmesini, laboratuvarların alt yapı yenileme ve geliştirme çalışmalarının sürekli olarak yapılmasını, öğretim elemanlarının gelişen teknolojiyi takip etmede ve kendilerine aktarmada daha duyarlı olmaları gerektiğini belirtmişlerdir.

Türkiye'deki üniversitelerin hem meslek yüksekokulları inşaat programları hem de inşaat mühendisliği bölümlerinin eğitim ortamları, öğretim elemanı yeterliliği, staj eğitimleri, eğitim-öğretim süreleri ve ders

içeriklerinde ciddi eksiklikler belirlenmiştir (Birinci, 2009). Ayrıca bu çalışmada, öğrencilerin mezuniyet sonrası istihdamlarında sıkıntılarının yaşandığı ve bu alandaki eğitim düzeyimizin gelişmiş ülkelerin nispeten gerisinde olduğu ifade edilmiştir. Diğer ülkelerde de inşaat programı ve inşaat mühendisliği bölümü öğrencilerinin yaşadığı sorunlar, eğitim-öğretim ortamları, teknolojinin alana uygulanması üzerine benzer çalışmalar yapılmıştır (Bezelga. and Teixeira, 2002; Bossinick. and Brouwers, 1996; Marques, 2002a; . Marques and Costa 2002b; Gençoğlu and Gençoğlu; Teixeira, 2002 & Teixeira, and Couto, 2002).

Bu çalışmanın amacı, inşaat programı ikinci sınıf öğrencilerinin eğitim sistemine bakış açılarının, değerlendirilmesidir. Bu amaçla Kocaeli Üniversitesi Kocaeli Meslek Yüksekokulu inşaat programında eğitim gören ikinci sınıf öğrencileri örneklem grubunu oluşturmaktadır.

## YÖNTEM

Araştırmanın verileri Kocaeli Üniversitesi Kocaeli Meslek Yüksekokulu inşaat programının gündüz ve gece programlarında okuyan 72 öğrenci oluşturmaktadır. Araştırma verileri anket yoluyla elde edilmiştir ve bu anketin Cronbach Alpha güvenilirlik değeri 0.879 olarak bulunmuştur (Bayram, Dirikgil, Tantekin, Çelik, Haktanır ve Oral, 2011). Cronbach Alpha Katsayısı değerlerinin 0,8'in üzerinde olması, ölçeğin "oldukça güvenilir" olduğunu göstermektedir Bu çalışmada üç grup veri yer almaktadır. Birinci bölümde; öğrenciler ile ilgili genel bilgiler yer almaktadır (cinsiyet, yaş vb.) İkinci bölümde inşaat programı eğitimi ile ilgili genel sorular ve son olarak dersler ile ilgili sorular yer almaktadır. Öğrencilerle yüz yüze görüşmeler 2014-2015 eğitim öğretim yılının güz döneminde yapılmış ve bu görüşmeler sırasında anketler uygulanmıştır.

Verilerin istatistiksel analizleri, "Statistical Package for Social Sciences (SPSS) for Windows" programları kullanılarak yapılmıştır. Değerlendirilmede, her bir soruya verilen cevapların; ortalama ( $\bar{X}$ ) ve standart sapma ( $\sigma$ ) değerleri elde edilmiş, daha sonrada bu değerlere bağlı yorumlar yapılmıştır. Cevaplar değerlendirilirken Tablo 1 değerlendirme kriterleri kullanılmıştır.

Puan	Alt-Üst Sınır	Puana Karşılık Gelen Yorum
1.00	1.00-1.80	Kesinlikle katılmıyorum
2.00	1.81-2.60	Katılmıyorum
3.00	2.61-3.40	Kararsızım
4.00	3.41-4.20	Katılıyorum
5.00	4.21-5.00	Tamamen katılıyorum

**Tablo 1:** Ankette kullanılan değerlendirme aralıkları tablosu.

## BULGULAR

Araştırma örnekleminin öğrenim türü, cinsiyet ve yaş dağılımları Tablo 2, Tablo 3 ve Tablo 4'de, yer almaktadır. Öğrencilerin gece ve gündüz programlarına dağılımı aşağıdaki gibidir.

Program Turu	n	%
Birinci Öğretim	40	56
İkinci Öğretim	32	44
Toplam	72	100

**Tablo 2:** Öğrencilerin öğretim programı türleri

Cinsiyet	n	%
Erkek	63	88
Kız	9	12
Toplam	72	100

**Tablo 3:** Örneklem grubunun cinsiyet dağılımı

Yaş	n	%
18-19	5	7
19-20	52	72
21-22	15	21
Toplam	72	100

**Tablo 4:** Örneklem grubunun yaş dağılımı

Araştırmanın bir sonraki aşamasında öğrencilere ön lisans eğitimi ile ilgili genel sorular yöneltilmiştir. Bu sorular ile öğrencilerin inşaat bölümü eğitimine genel bakış açıları belirlenmeye çalışılmıştır. Elde edilen genel sonuçlar, Tablo 5'te verilmiştir.

		n	X	$\sigma$
1	Almış olduğum orta öğrenim dersleri, üniversitede aldığım dersler konusunda bana oldukça yararlı olmuştur/olmaktadır.	72	3,1	1,3
2	Almakta olduğum dersler için gerekli kaynakları temin edebiliyorum.	72	3,0	1,4
3	Blok ders uygulaması, dersi öğrenme performansım açısından beni olumsuz yönde etkilemektedir.	72	2,7	1,3
4	Belirli sürelerle ara (mola) verilen ders uygulaması, dersi öğrenme performansım açısından beni olumsuz yönde etkilemektedir.	72	2,5	1,2
5	Bölümümdeki laboratuvarlarda yapılan deneysel çalışmalarla ilgileniyorum.	72	3,9	1,5
6	İnşaat alanında yaşanan gelişmeleri ve yenilikleri takip ediyorum.	72	2,8	1,3
7	Yurt içinde/Yurt dışında düzenlenen proje yarışmalarından haberdar oluyorum.	72	2,0	1,4
8	Mühendislik fakültelerinde uygulanmakta olan çift anadal / yandal programlarını gerekli buluyorum.	72	3,3	1,3
9	Ön Lisans eğitimimi öngörülen süre içerisinde (2 yıl) tamamlamak, benim için son derece önemlidir.	72	4,2	1,4
10	Almakta olduğum teorik inşaat programı eğitimini, okul sonrası iş hayatım için yeterli buluyorum.	72	3,1	1,3
11	Almakta olduğum laboratuvar uygulamalı inşaat programı eğitimini, okul sonrası iş hayatım için yeterli buluyorum.	72	3,0	1,5
12	Almakta olduğum bilgisayar uygulamalı inşaat programı eğitimini, okul sonrası iş hayatım için yeterli buluyorum.	72	2,6	1,3
13	Almakta olduğum proje uygulamalı inşaat programı eğitimini, okul sonrası iş hayatım için yeterli buluyorum.	72	2,4	1,4
14	Lisans eğitimi almak, tam anlamıyla mühendis olabilmek için günümüzde gerekli bir eğitim haline gelmiştir.	72	4,3	1,5
15	Mezun olduktan sonra, lisans eğitimi almayı düşünüyorum.	72	3,4	1,3

**Tablo 5:** İnşaat bölümü öğrencilerinin kendi bölümleri hakkındaki genel görüşleri

Tablo 5'e göre öğrenciler almış oldukları orta öğrenim derslerini yeterli gördüklerini ve üniversitede aldıkları derslere bu derslerin yeteri düzeyde katkı sağladığını ifade etmişlerdir. Ayrıca dersler için gerekli kaynak materyalleri temin etme konusunda sıkıntı yaşamadıkları görülmektedir. Bununla birlikte bölümde okutulan teorik inşaat programı eğitiminin ve laboratuvar uygulamalı inşaat eğitim programının, okul sonrası iş hayatları için yeterli olduğu kanısında olduğu söylenebilir. Öğrencilerin önemli bir kısmı, mezun olduktan sonra lisans eğitimi almayı düşünmediklerini ve hemen iş hayatına atılmak istediklerini belirtmişlerdir.

Örnekleme grubundaki öğrencilerin, bölümümdeki laboratuvarlarda yapılan deneysel çalışmalara çok ilgili oldukları ve ön lisans eğitimini 2 yıl içinde tamamlamayı çok önemstedikleri tablodan açıkça görülmektedir. Öğrenciler, yükseköğrenimin öneminin günümüzde çok artmasına paralel olarak, lisans eğitimi almanın mühendis olabilmek için gerek şart olduğunu düşünmektedirler.

Meslek yüksekokulu öğrencileri, blok ders uygulamalarının, dersi öğrenme performanslarını olumsuz yönde etkilemediğini ve ders uygulamalarında verilen araların, dersi öğrenme performanslarını olumsuz yönde etkilemediğini belirtmişlerdir. Ayrıca, inşaat alanında yaşanan gelişmeleri ve yenilikleri çok nadir takip ettiklerini ve yurt içinde veya yurt dışında düzenlenen proje yarışmalarından da haberdar olmadıklarını ifade etmişlerdir. Okulda almış oldukları bilgisayar uygulamalı inşaat programı eğitimini, okul sonrası iş hayatları için yeterli bulmadıkları tabloda açık bir şekilde görülmektedir.

## SONUÇ VE ÖNERİLER

Meslek yüksekokulu öğrencilerinin nitelikli bir ara eleman olarak yetişmeleri, sınıf ortamında öğrendikleri derslerden okul dışında değişik iş ortamlarında yaptıkları uygulamalara kadar birçok önemli faktöre bağlıdır. Kocaeli meslek yüksekokulunda inşaat programında eğitim alan toplam 72 öğrenciye uygulanan anket çalışması bağlı olarak; öğrenciler, okullarda aldıkları eğitim yeterli görmekte ve bu eğitimle iş hayatına başlamak istenmektedirler. Öğrencilerin 4 yıllık mühendislik lisans eğitimini almak istememeleri, maddi

imkânların yetersizliğinden olabilir. Sağlanacak olan burs ve imkânlar öğrencilerin lisans eğitimi alma konusunda istekli hale getirebilir. Ayrıca öğrencilerin 2 yıllık eğitimlerini zamanında ve uzatmadan bitirmek istemeleri yine bu maddi imkânsızlıkların bir sonucu olarak görülebilir. Öğrenciler eğitim alanlarında okul dışında yapılan proje çalışmaları, konferans ve seminerle ilgilenmedikleri söylenebilir. Bu durum, öğrencilerin kendilerini akademik anlamda geliştirme konusundaki isteksizliklerinden kaynaklanabilir.

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## Metaforik Algılamalar: ‘Biyoloji’ Kavramının İncelenmesi

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### ÖZET

Anlatılmak istenenin daha az sözcük kullanarak daha vurgulu ve daha yaratıcı bir biçimde ifade edilmesi anlamında kullanılan metafor, bir kavramın öğrenilme ve algılanma düzeyleri üzerinde önemli ipuçları vermesi açısından son zamanlarda eğitim araştırmalarında sıkça faydalanılan bir kavram olmuştur. Bu çalışmada, öğretmen adaylarının biyoloji kavramına yönelik metaforik algılamalarının belirlenmesi hedeflenmektedir. Bu amaçla, Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Fen Bilgisi Öğretmenliği ile Sınıf Öğretmenliği anabilim dalında öğrenim gören 87 öğretmen adayından oluşan bir araştırma grubu belirlenmiştir. Araştırmanın verileri, nitel araştırma yöntemi ile elde edilmiş ve içerik analizi ile analiz edilmiştir. Verilerin toplanılması aşamasında, “Biyoloji..... olarak ifade edilebilir; bunun sebebi.....” ve “Biyoloji,,.....bilim dalları ile iç içedir.; ortak özellikleri.....olarak ifade edilebilir” gibi tamamlama cümleleri kullanılmıştır. Araştırma verilerine göre öğretmen adayları biyoloji kavramıyla ilgili olarak 28 farklı metafor üretmiştir. Bu metaforlar dört temel kategori altında sınıflandırmıştır; biyolojinin içeriği, biyolojinin işlevi, biyolojinin duyuşsal özellikleri, biyolojinin bilişsel özellikleri şeklindedir.

**Anahtar kelimler:** Biyoloji, metafor, öğretmen adayı

## Mobile Learning Adoption by Language Instructors in Taibah University

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### Abstract

This study aimed to determine Mobile Learning adoption among language instructors at English language center (ELC) in Taibah University, Saudi Arabia. It also examined the effect of gender, age, qualification and experience variables on adoption. A questionnaire, developed by the researcher, was administered to a sample of (69) language instructors. The results of statistical analysis indicated that although language instructors found Mobile Learning useful and easy to use, they rarely adopted it in teaching language skills. They mainly used mobile devices to keep in contact with their students. They used applications like What'sapp, email, web browsers and text messaging feature to inform students about course alerts and share course files and documents. Adoption challenges like classroom inaccessibility, high cost of mobile fees and lack of technical support were more serious obstacles for female instructors than males. The results also indicated that there were no statistically significant differences in all domains of the questionnaire between male and female instructors in the adoption of Mobile Learning at ELC regarding to gender, age, qualification and experience variables. The study recommended language instructors to make use of the many advantages, features, and applications of mobile devices to facilitate language learning.

### 1.1. Introduction

The Learning process can be considered the most important impetus for global evolution starting from the early existence of human beings. This learning process has been gradually transformed from the traditional systems to incorporate more modern aspects of learning. The implementation of technology is expected to facilitate the learning process further for teachers and students. The vital role of technology in designing, adopting, improving and evaluating educational applications is a great and effective feature of the learning process. It has changed our life in ways we could never have imagined. Technology has improved learning by providing more resources, greater knowledge, more interaction, more collaboration, more fun and better assessment. In the field of education, the wireless portable devices are by far the most popular technological innovations as mobile devices have been great tools, not only for communication, but also as technological tools that could be vitally facilitated in learning. Consequently, it has improved the students' achievement As Chiang, Yang and Hwang (2014) said that the experimental results show that the mobile approach is able to improve students' learning performance and achievement. In addition, it helps teachers to provide an attractive environment regardless of both, time and location.

The world has witnessed three main Revolutions: the Industrial Revolution, the Electronics Revolution and the Wireless Revolution. The Wireless Revolution has generated what is known as Mobile Learning. El-Hussein and Cronje (2010) stated that the evolution of handheld portable devices and wireless technology has resulted in radical changes in the social and economic lifestyles of modern people. Mobile phones have a great potential in language teaching and learning because mobility and portability are the attributes of modern life. Today, many technological devices are produced in portable form. These devices are reshaping users' daily lives in different ways.

### 1.2. The Statement of the Problem

The popularity and the ownership of mobile devices among college students are high. According to Goundar (2011) such flexibility in the provision of education, there is a possibility in getting everyone educated once the constraints of attending classes at confined time slots and locations are removed. It means that connectivity, flexibility, portability, and interactivity are all features that make mobile technology more useful and attractive to students. Mobile technology has also proved very effective and helpful in learning English and enhancing language instruction which is considered quite challenging in Saudi Arabia. The level of mobile technology adoption among English language instructors might differ in Taibah University. Therefore, the current study focused on instructors' usage of mobile technology, their teaching practices, their use of different applications, and their demographic characteristics to provide a baseline of mobile technology adoption on which to build future usage across the university.

### 1.3. Research Purposes

The purposes of this study are to:

1. Determine the adoption of Mobile Learning technology by male and female instructors at the English Language Centre (ELC) in Taibah University.
2. Examine the effects of gender, age, qualification and experience variables of instructors at ELC in Taibah University on adoption.

### 1.4. Research Questions and Hypothesis

In harmony with the above stated purposes, the following research questions are posed:

1. Do male and female instructors at the ELC in Taibah University adopt Mobile Learning technology in TEFL? from this question, the following sub-questions are derived

- 1.1. To what extent do male and female language instructors find Mobile Learning useful for teaching EFL?
- 1.2. To what extent do EFL male and instructors find that Mobile Learning easy to use?
- 1.3. To what extent do EFL male and female instructors adopt Mobile Learning in teaching language skills?
- 1.4. What are the types of teaching practices do EFL male and female instructors use?
- 1.5. What are the mobile features and apps do EFL male and female instructors use?
- 1.6. What are the adoptions challenges do EFL male and female instructors face?
2. What are differences according to gender variable in terms of adopting Mobile Learning at the ELC in Taibah University?
3. What are differences according to age variable in terms of adopting Mobile Learning at the ELC in Taibah University?
4. What are differences according to qualification variable in terms of adopting Mobile Learning at the ELC in Taibah University?
5. What are differences according to experience variable in terms of adopting Mobile Learning at the ELC in Taibah University?

Based on the above research questions and the purposes of the study, the following null hypothesis was formulated:

1. There will be no statistically significant differences in the average score of Mobile Learning adoption between male and female instructors toward using Mobile Learning technology at ELC in Taibah University according to gender variable.
2. There will be no statistically significant differences in the average score of Mobile Learning adoption between male and female instructors toward using Mobile Learning technology at ELC in Taibah University according to age variable.
3. There will be no statistically significant differences in the average score of Mobile Learning adoption between male and female instructors toward using Mobile Learning technology at ELC in Taibah University according to qualification variable.
4. There will be no statistically significant differences in the average score of Mobile Learning adoption between male and female instructors toward using Mobile Learning technology at ELC in Taibah University according to experience variable.

## **Review of Literature**

### **2.1. Definition of Mobile Learning**

Mobile Learning is a type of learning that takes place via a portable or hand-held device. It takes place anywhere and anytime by giving the learner freedom of studying time and place and increasing the flexibility to teachers and instructors. Thus Mobile Learning can be defined as the ability to obtain educational content on personal pocket devices such as smart phones and mobile phones and PDs. Baran (2014, p.18) pointed that "Mobile Learning emphasize mobility, access, immediacy, situativity, ubiquity, convenience and contextually. Mobile Learning includes the characteristics of mobility in physical, conceptual, and social spaces." Mobile Learning provides flexible, informal, contextual learning with a little device. It basically means learning that can take place anywhere and anytime, learning on the go, learning on the move, using digital devices to access information at non-traditional work locations.

### **2.2. Advantages of Mobile Learning**

Research has indicated some advantages for Mobile Learning like mobility, portability, simplicity and flexibility. Mobility increases a learner's capability to physically move their own learning environment as they move. The mobile's portability, simplicity, and affordability were argued to make it a natural fit for education where internet connectivity may be rare. Mobile Learning includes additional benefits such as the ability to exchange information and interact with other learners almost instantly. This increases social learning advantages in this world of technology and electronics as learners communicate and collaborate with one another. A major advantage of using wireless mobile technology is to reach people who live in remote locations where there are no schools, teachers, or libraries.

Miangah and Nezarat (2012) pointed out to two main characteristics of mobile devices which are portability and connectivity. As for connectivity, designing the mobile system must have capability of being connected and communicated with the learning website using the wireless network of the device to access learning material including short message service (SMS) and mobile e-mail. Portability enables learners to move mobile devices and bring learning materials.

Klopfer (2002, as cited in Miangah and Nezarat, 2012) stated the following advantages of mobile devices; 1) social interactivity: exchanging data and collaboration with other learners is possible through mobile devices; 2) context sensitivity: the data on the mobile devices can be gathered and responded uniquely to the current location and time; 3) connectivity: mobile devices can be connected to other devices, data collection devices, or a common network by creating a shared network; 4) individuality: activities platform can be customized for individual learner.

### **2.3. The Benefits for Teachers**

The widespread influence of the market increased the popularity of mobile phones, and this fulfills the need of teachers to provide applications and software for learners in teaching. Moreover, comparing with other wireless devices such as laptop computers, mobile phones are rather inexpensive having functions as Internet browsers available in most devices. With such inexpensive devices accessible to even the poorest areas and having the functionalities of e-mail or

SMS, it is now possible to transfer information to and from mobile phones between instructors and learners without any difficulties.

Fritschi and Wolf (2012) explored that mobile technology can support teachers and improve their practices because it represents an exciting opportunity for educators in North America to expand their professional learning through increased access to instructors, mentors, supervisors and peers, as well as online content and resources. Professional Development (PD), focused on using mobile technology for instruction to help teachers increase student achievement and better meet their students' needs. Through careful planning and implementation, schools can develop Mobile Learning, PD programmers that support teachers, improve teaching practices that enhance the learning process.

(Retta,2009) stated that "when learners are interested in the technology, it captures their attention and makes them more interested in learning, and the right sort of learning content is introduced to them on mobile devices"(p.19) that would increase their language learning and acquisition.

#### **2.4. Mobile Learning and teaching English**

Mobile Learning technology is more useful for both inside and outside classroom activities. Such activities enable learning to be more directly connected with the real world experiments. Moreover, learning through mobile phones outside the classroom has the advantage of better exploiting the learner's free time; even the students on the move can improve their learning skills

A number of studies have shown that EFL teachers have positive attitudes toward the adoption of mobile technology in the classroom. In fact, technology-aided learning is more effective than traditional learning which is realized in a campus-wide wireless computing environment. Many studies like Levy and Kennedy, 2005; Norbrook and Scott, 2003 have concentrated on using mobile phones as a way to distribute content from teachers to students, rather than focusing on the interaction among students or communication between students and teachers which is more useful and very productive.

Gorichanaz (2011) conducted a study to find out whether there were any differences in vocabulary retention when ESL students read text with and without access to computer-mediated dictionaries. It examined the differences in short- and long-term vocabulary retention when readers using computer-mediated dictionaries versus paper dictionaries and handheld dictionaries. The study found that computer-mediated dictionaries were more effective for vocabulary retention than print-based dictionaries. One interesting finding was that for beginning learners, there was an apparent retention loss with the computer-mediated vocabulary learning. This may be due to the superficiality of looking up words on the computer; without a computer, the process requires more diligence that may have resulted in fewer words being learned, but with a higher quality of learning for each of those words. The study also showed that computer-aided language learning programs that focus on providing users with comprehensible input have considerable promise in promoting extensive reading and vocabulary learning. Even considering all this, it is important to note that there are some benefits to mobile technology integration that cannot be measured by test scores alone. For example, using such devices in the classroom help to prepare students to learn and use new technology in the workplace.

Abbasi and Hashmi (2013) in their study proved that using mobile phones had a significant effect on not only vocabulary learning but also vocabulary retention of EFL learners although there was not a significant difference between male and female learners in the vocabulary learning and retention while using mobile phones.

Amry (2014, p.133) stated that "face-to-face learning in the classroom is a formal academic learning process and used mostly to disseminate information to individuals rather than improve social interaction between students. The social dimension is very important to constructing knowledge and to orientating students towards new educational technology that use social networks." So, mobile devices are used at universities and higher educational institutions to enhance online interactions through discussions and to share knowledge.

#### **2.5. Disadvantages of Mobile Learning**

There are some disadvantages for Mobile Learning. As mentioned below, these disadvantages are mainly related to the technical specifications of the used devices which would affect the dependability of mobile devices for learning.

Behera (2013) mentioned some disadvantages of Mobile Learning which are: 1) the limited storage capacities; 2) device may become outdated quickly and students have to keep combating obsolescence; 3) the buttons on the keypad or styles pens are small and can be tricky for some people to manipulate; 4) too small display makes it hard to read; 5) usable with some models only; 6) network connectivity limitations and expenses / costs.

Gholami and Azarmi (2012) and Chinnery (2006) agreed that there are some limitations and barriers with mobile devices to be used as educational devices. For example, reduced screen size, limited audiovisual quality, virtual keyboarding, and one-finger data entry are some of these limitations. However, the advances in technology are trying to solve these problems as they have introduced mobiles with bigger screen size and keypads that enable to have faster typing, therefore these limitations can be solved with the developing of all technical devices they can also be limited and controlled.

Kukulska-Hulme and Traxler (2005) argued that although learning service through mobile devices has some advantages, it has its own constraints as small screen, reading difficulty on such a screen, data storage and multimedia limitations, and the like. Many of the mobile phones are not designed for educational purposes. Thus, it is difficult for learners to use them for the task given by the teachers to be carried out.

## **Methodology and Procedures**

### **3.1. Research Design**

The current study is both descriptive and analytical. A quantitative research design is utilized to investigate language instructors' adoption of mobile and the effect of gender, age, and qualification and experience variables on adoption. The instrument of this study is a questionnaire developed by the researcher and it administered to EFL instructors at ELC in Taibah University in Al-Madinah Al-Munawwara.

### **3.2. Population and Sample**

The population of the study was represented by the English Language Center instructors in the male and female campuses of Taibah University, Al-Madinah Al-Munawwara. The total number of language instructors is (102), (67) are male and 35 female instructors during the implementation of the study. The researcher addressed all instructors in order to measure their adoption of Mobile Learning in teaching EFL and to examine if there are significant differences between the male and female instructors according to gender, age, and qualification and experience variables.

### **3.3. Research Instrument**

The instrument used for the study was a questionnaire which was developed to elicit reliable and valid data regarding Mobile Learning adoption by language instructors at ELC. The questionnaire was constructed by the researcher after reviewing the literature of some studies like Fozdar and Kumar. (2007), Oz (2014), Kalloo and Mohan (2012) and Dashtestani (2013). It was divided into two sections: the first section was used to collect background information like name, gender, age, nationality, qualification, years of experience and number of sessions attended in technology field. The second section covered the following domains:

- a) Usefulness of Mobile Learning adoption for EFL instructors: this area deals with language instructors perceptions towards the usefulness of Mobile Learning as perceptions usually affect adoption.
- b) Ease of using Mobile Learning for EFL instructors: this area deals with whether language instructors find Mobile Learning an easy method to deliver instruction.
- c) Mobile Learning adoption in teaching language skills: this area deals with which language skills and aspects taught through Mobile Learning.
- d) Types of teaching practices for EFL instructors: this area investigates the types of teaching practices adopted by Mobile Learning.
- e) Features and apps adoption of Mobile Learning for EFL instructors: this area deals with which features and apps they find useful to use
- f) Adoption challenges of Mobile Learning for EFL instructors: this area deals with the challenges or difficulties that might face instructors in utilizing Mobile Learning.

The participants' responses were scored on a five-point Likert scale, 1=never, 2=rarely, 3=sometimes, 4=frequently and 5=always.

### **3.4. Questionnaire Validity and Reliability**

Questionnaire validity is concerned with the "meaningfulness of research components" (Drost, N.D p106) and reliability means "the extent to which measurements are repeatable –when different persons perform the measurements, on different occasions, under different conditions, with supposedly alternative instruments which measure the same thing"(Drost, N.D p114), To check content validity of the questionnaire, it was judged by some specialists in the field of language teaching and necessary modifications were made. The researcher also calculated the Pearson correlation coefficient between each statement and the total score of the axis to which its belong, in order to check validity of the internal consistency of the questionnaire (See Table 1)

Table (1)  
Pearson correlation coefficients between each statement  
and the total score of each axis

Axis	Question	Pearson correlation coefficient	P-Value (Sig)	Pearson correlation coefficient	P-Value (Sig)
First	1.	.741**	.000	.555**	.000
	2.	.779**	.000		
	3.	.717**	.000		
	4.	.825**	.000		
	5.	.823**	.000		
	6.	.734**	.000		
	7.	.569**	.000		
Second	8.	.305**	.007	.333**	.000
	9.	.290**	.010		
	10.	.267*	.031		
	11.	.747**	.000		
	12.	.682**	.000		
	13.	.743**	.000		
Third	14.	.586**	.000	.619**	.000
	15.	.707**	.000		
	16.	.768**	.000		
	17.	.713**	.000		
	18.	.654**	.000		
	19.	.703**	.000		
	20.	.694**	.000		
Fourth	21.	.699**	.000	.825**	.000
	22.	.804**	.000		
	23.	.821**	.000		
	24.	.749**	.000		
	25.	.795**	.000		
	26.	.787**	.000		
	27.	.520**	.000		
	28.	.801**	.000		
	29.	.731**	.000		
	30.	.669**	.000		
	31.	.685**	.000		
Fifth	32.	.570**	.000	.788**	.000
	33.	.614**	.000		
	34.	.705**	.000		
	35.	.683**	.000		
	36.	.513**	.000		
	37.	.685**	.000		
	38.	.748**	.000		
	39.	.688**	.000		
	40.	.586**	.000		
	41.	.749**	.000		
	Sixth	42.	.612**		
43.		.813**	.000		
44.		.726**	.000		
45.		.901**	.000		
46.		.715**	.000		
	47.				

Note: (\*\*) means significant at the (0.01) level of significance or less

Note: (\*) means significant at the (0.05) level of significance or less

The questionnaire reliability was calculated by using Alpha Cronbach Method. The results illustrated in table (2) showed that the reliability coefficients were between (0.8016 - 0.9124), which indicates that the tool is characterized by high stability.

Table (2)  
Reliability coefficient Ratios of Cronbach's Alpha

Axis	Coefficients Cronbach's alpha
First	0.8629
Second	0.8016
Third	0.8115
Fourth	0.9124
Fifth	0.8552
Sixth	0.8157
<b>Complete questionnaire</b>	<b>0.8884</b>

### 3.5. Research Procedures

In order to collect the required data of the current study, Two official letters were obtained from college of education (See Appendix A). The first was an official letter to Deanship of Higher Studies and Scientific Research to get permission to conduct the research instrument. The second official letter was sent to Deanship of Educational Affairs to get permission to collect the required data. After getting permission, the researcher distributed the questionnaire copies to all language instructors in both male and female campuses at ELC in Taibah University.

The questionnaire was administrated during one week from 15th of April, 2015 to 22th of April, 2015. All language instructors were informed that filling out the questionnaire was optional and they had the right to complete it or not. Instructors were also told that the information obtained would be confidential and would be used for scientific research purposes. A brief explanation of the purposes of the questionnaire was provided and instructions were given to ensure the clarity and accuracy of the statements and also to stimulate participants to responding to it items honestly.

Later, the researcher collected the questionnaire forms during two weeks. Regarding the (35) distributed copies of the female instructors, only (31) copies were returned. As for male instructors, (67) copies of the questionnaire were distributed, but only (38) copies were returned.

### 1.5. Data Analysis

After administration of the questionnaire, the collected data were statistically analyzed by using SPSS (version, 19). The following statistical methods were used:

- Descriptive Statistics (frequencies, percentages, means and standard deviation) were used to describe and summarize the properties of the mass of data collected from the respondents.
- Inferential Statistics using the Independent Samples t-test were applied to test the null hypotheses formulated for this study and to see whether the scores of male and female subjects differed in their adoption of Mobile Learning.
- Pearson correlation coefficient to validity the validity of internal consistency.
- Cronbach's alpha coefficient for reliability.

## Results and Discussion

### 4.1. Data Analysis and Results

This chapter presents research results, discussion, recommendations and suggestions for further research.

## 4.1.1. The results concerning demographic information

Table (3)

## Frequencies and Percentages of Demographic Information

Section	Variable	Answers	Frequencies	Percentages
Personal	Gender	Male	38	55.1%
		Female	31	44.9%
		Total	69	100.0%
	Age	20-30	7	10.1%
		31-40	39	56.5%
		41-50	16	23.2%
		up to 50	6	8.7%
		Non respond	1	1.4%
		Total	69	100.0%
		Nationality	Saudi	3
	non saudi		48	69.6%
	Non respond		18	26.1%
	Total		69	100.0%
Professionally	Specialist	TEFL	38	55.1%
		Other	9	13.0%
		Non respond	22	31.9%
		Total	69	100.0%
	Last degree of the Qualification	Bachelor	13	18.8%
		Master	50	72.5%
		Ph.D	5	7.2%
		Others	1	1.4%
		Total	69	100.0%
	Years of experience	Less than 5 years	12	17.4%
		From 5-10 years	20	29.0%
		From 11-15years	18	26.1%
		More than 15 years	14	20.3%
		Non respond	5	7.2%
		Total	69	100.0%
General Questions	Do you attend sessions or courses in applying technology into teaching	Not attend session	9	13.0%
		From 1-5 session	40	58.0%
		From 6-10 session	2	2.9%
		More than 10 session	3	4.3%
		Non respond	15	21.7%
		Total	69	100.0%
	My cell phone is:	Regular	2	2.9%
		smart phone	66	95.7%
		Non respond	1	1.4%
		Total	69	100.0%
	Type your mobile phone	Iphone	18	26.1%
		Galaxy	38	55.1%
		Sony	1	1.4%
		Nokia	2	2.9%
		Non respond	10	14.5%
		Total	69	100.0%
	Do you have any kind of tablet?	Yes	34	49.3%
		No	34	49.3%
		Non respond	1	1.4%
Total		69	100.0%	

**The results as presented in table (3) are the following**

1. They are (55.1%) male instructors whereas there are (44.9%) female instructors.
2. The ages of most of instructors range from (31-40) which was estimated (56.5 %).
3. Most of them are non Saudi (69.6%) and (26.1%) did not respond whereas only (4.3%) are Saudi instructors.
4. Most of them have master degree (72.5%).
5. (17.4%) of the participants have less than 5 years of experience, (29 %) from 5-10, (26.1%) from 11-15, and (20.3%) more than 15, whereas (7.2%) did not respond.
6. Of the total participants (95.7%) use smart phones,(59.4%) use android, (26.1%) use Apple, whereas (14.5%) did not respond.
7. Half of the instructors have tablet (49.3%) and only (1.4%) did not respond.

**4.1.2. The Results of Research Questions****4.1.2.1. The results of the first question**

To answer the first question "Do male and female instructors at the ELC in Taibah University adopt Mobile Learning technology in TEFL? The data collected from the six sub-questions were statistically examined, analyzed and discussed.

**The result of the first sub-question:**

To answer the first sub-question which stated that " To what extent do male and female language instructors find Mobile Learning useful for teaching EFL?", frequencies, percentages, mean and standard deviation, independent samples T- test for each statement of the first domain were calculated and illustrated in tables (4) and (5).

Table (4)  
Frequencies and percentages for each statement in first domain

No	Statement	Male (38)					Female (31)				
		Always	Frequently	Sometimes	Rarely	Never	Always	Frequently	Sometimes	Rarely	Never
1	Mobile learning provides instructors with new opportunities to teach English.	8 21.1%	14 36.8%	15 39.5%	1 2.6%	-	5 16.1%	10 21.4%	15 48.4%	1 3.2%	-
2	Mobile learning allows language instructors to prepare more interesting activities.	8 21.1%	11 28.9%	14 36.8%	4 10.5%	1 2.6%	2 6.5%	7 22.6%	17 54.8%	5 16.1%	-
3	Mobile learning provides more flexibility; can be used anytime, anywhere.	19 50%	12 31.6%	6 15.8%	1 2.6%	-	8 25.8%	10 32.3%	12 38.7%	1 3.2%	-
4	Mobile learning can enhance the productivity of language instructors in class.	7 18.4%	16 42.1%	10 26.3%	4 10.5%	-	2 6.5%	8 25.8%	17 54.8%	4 12.9%	-
5	Using mobile learning helps language instructors to accomplish	6 15.8%	10 26.3%	18 47.4%	3 7.9%	1 2.6%	2 6.5%	7 22.6%	18 58.1%	4 12.9%	-

No	Statement	Male (38)					Female (31)				
		Always	Frequently	Sometimes	Rarely	Never	Always	Frequently	Sometimes	Rarely	Never
	teaching activities more quickly.										
6	Mobile learning can enhance language instructors to develop themselves professionally.	5 13.2%	9 23.7%	19 50%	3 7.9%	1 2.6%	1 3.2%	10 32.3%	15 48.4%	5 16.1%	-
7	Using mobile learning helps language instructors to contact easily with students and colleagues in the field.	18 47.4%	12 31.6%	7 18.4%	-	1 2.6%	14 45.2%	11 35.5%	5 16.1%	1 3.2%	-

Table (5)  
Means and standard deviation , independent samples T- test  
for each statement in first domain

No	Statement	Male			Female			Comparison	
		Mean	Standard deviation	Interpretation	mean	Standard deviation	Interpretation	T-test	P-value
1	Mobile learning provides instructors with new opportunities to teach English.	3.76	.820	Frequently	3.58	.886	Frequently	.887	.378
2	Mobile learning allows language instructors to prepare more interesting activities.	3.55	1.032	Frequently	3.19	.792	Sometimes	1.591	.116
3	Mobile learning provides more flexibility; can be used anytime, anywhere.	4.29	.835	Always	3.81	.873	Frequently	2.342*	.022
4	Mobile learning can enhance the productivity of language instructors in class.	3.70	.909	Frequently	3.26	.773	Sometimes	2.149*	.035
5	Using mobile learning helps language instructors to accomplish teaching activities more quickly.	3.45	.950	Frequently	3.23	.762	Sometimes	1.051	.297
6	Mobile learning can enhance language instructors to develop themselves professionally.	3.38	.924	Sometimes	3.23	.762	Sometimes	.734	.466

No	Statement	Male			Female			Comparison	
		Mean	Standard deviation	Interpretation	mean	Standard deviation	Interpretation	T-test	P-value
7	Using mobile learning helps language instructors to contact easily with students and colleagues in the field.	4.21	.935	Always	4.23	.845	Always	-.070	.944
	<b>The General mean</b>	<b>3.76</b>	<b>.715</b>	<b>Frequently</b>	<b>3.50</b>	<b>.527</b>	<b>Frequently</b>	<b>1.687</b>	<b>.096</b>

Note (\*) means significant at level of significance (0.05) between **male and female**.

**The obtained results from table (4, 5) are interpreted as follows:**

- Reached the General mean of all statement (3.76) with a standard deviation (0.715), and this means that the usefulness of using Mobile Learning by EFL **male** instructors "**Frequently**".
- Reached the General mean of all statement (3.50) with a standard deviation (0.527), and this means that the usefulness of using Mobile Learning by EFL **female** instructors "**Frequently**".
- The highest mean score in both male and female groups was obtained by the seventh statement (*Mean* for male=4.21, *Mean* for female=4.23). Both agree totally that the most useful advantage in using Mobile Learning was that it helps them to contact easily with their students and colleagues in the field.
- The least useful advantage for male in this domain was obtained by statement number (5), which stated that Mobile Learning helps them to accomplish teaching activities, where the least useful advantage for female was obtained by statement number (2), which stated that Mobile Learning allowed them to prepare more interesting activities.
- There were no statistically significant differences at level of significance (0.05) in the usefulness of using Mobile Learning by EFL **male and female** instructors.

**The second sub-question:**

To answer the second sub-question which stated that "To what extent do EFL male and instructors find that Mobile Learning easy to use?", frequencies, percentages, means, standard deviations, and independent samples T- test for each statement of the second domain were calculated and illustrated in tables (6) and (7).

Table (6)  
Frequencies and percentages for each statement in second domain

No	Statement	Male					Female				
		Always	Frequently	Sometimes	Rarely	Never	Always	Frequently	Sometimes	Rarely	Never
8	It is easy for me to use various features and apps in mobile devices.	19 50%	13 34.2%	5 13.2%	1 2.6%	-	8 25.8%	12 38.7%	8 25.8%	3 9.7%	-
9	I need the assistance of an experienced person before using mobile feature or apps in class.	2 5.3%	1 2.6%	15 39.5%	8 21.1%	12 31.6%	-	7 22.6%	7 22.6%	11 35.5%	6 19.4%
10	I face difficulties in using mobile devices in teaching.	1 2.6%	2 5.3%	8 21.1%	17 44.7%	9 23.7%	1 3.2%	4 12.9%	14 45.2%	6 19.4%	5 16.1%

No	Statement	Male					Female				
		Always	Frequently	Sometimes	Rarely	Never	Always	Frequently	Sometimes	Rarely	Never
11	I can deal with hardware components of mobile devices.	5 13.2%	10 26.3%	8 21.1%	10 26.3%	5 13.2%	2 6.4%	10 32.2%	7 22.6%	5 16.1%	7 22.6%
12	I can deal with software components of mobile devices.	9 23.7%	16 42.1%	8 21.1%	3 7.9%	2 5.3%	3 9.7%	11 35.5%	9 29%	5 16.1%	3 9.7%
13	I can fix common mobile technical problems if I face any.	5 13.2%	12 31.6%	11 28.9%	7 18.4%	3 7.9%	3 9.7%	5 16.1%	9 29%	8 25.8%	6 19.4%

Table (7)

Means, standard deviations and independent samples T- test for each of the statement in second domain

No	Statement	Male			Female			Comparison	
		mean	Standard deviation	Interpretation	mean	Standard deviation	Interpretation	T-test	P-value
8	It is easy for me to use various features and apps in mobile devices.	4.30	.812	Always	3.81	.946	Frequently	2.303*	.024
9	I need the assistance of an experienced person before using mobile feature or apps in class.	2.29	1.113	Rarely	2.48	1.061	Rarely	-.737	.464
10	I face difficulties in using mobile devices in teaching.	2.16	.958	Rarely	2.67	1.028	Sometimes	2.074*	.042
11	I can deal with hardware components of mobile devices.	3.00	1.273	Sometimes	2.77	1.251	Sometimes	.756	.452
12	I can deal with software components of mobile devices.	3.71	1.088	Frequently	3.13	1.106	Sometimes	2.156*	.035
13	I can fix common mobile technical problems if I face any.	3.24	1.149	Sometimes	2.55	1.121	Sometimes	2.444*	.017
	The General mean	3.12	.496	Sometimes	2.91	.626	Sometimes	1.520	.133

Note (\*) means significant at level of significance (0.05) between male and female.

**The obtained results from table (6, 7) are interpreted as follows:**

- Reached the General mean of all statement (3.12) with a standard deviation (0.496) , and this means that the extent do the EFL male instructors will see that Mobile Learning easy to use " **Sometimes** " .
- Reached the General mean of all statement (2.91) with a standard deviation (0.626) , and this means that the extent do the EFL female instructors will see that Mobile Learning easy to use " **Sometimes** " .
- The highest mean score in both male and female groups was obtained by the eighth statement (*Mean* for male=4.30, *Mean* for female=3.81). Both agree totally that it is easy for them to use various features and apps in mobile devices. There were statistically significant differences at level of significance (0.05) between male and female in favor of male group. Using various features was easier for male than female.

- There were statistically significant differences at level of significance (0.05) between male and female in favor of male group regarding the statement number (7), Males rarely face difficulties with hardware components of devices, while females sometimes face difficulties.
- There were statistically significant differences at level of significance (0.05) between male and female in favor of male group regarding the statement number (13), It was easier for male to fix technical problems if they face than females.
- There were no statistically significant differences at level of significance (0.05) between **male and female** instructors in the easy to use domain.

### The third sub-question:

To answer the third sub-question which stated that " To what extent do EFL male and female instructors adopt Mobile Learning in teaching language skills?", frequencies, percentages, means, standard deviations and independent samples T- test for each statement of the third domain were calculated and illustrated in tables (8) and (9).

Table (8)

Frequencies and percentages for each statement in third domain

No	Statement	Male					Female				
		Always	Frequently	Sometimes	Rarely	Never	Always	Frequently	Sometimes	Rarely	Never
14	I use mobile learning in teaching the listening skill.	2 5.3%	7 18.4%	11 28.9%	7 18.4%	11 28.9%	2 6.5%	4 12.9%	11 35.5%	3 9.7%	11 35.5%
15	I use mobile learning in teaching the speaking skill.	-	8 21.1%	10 26.3%	11 28.9%	9 23.7%	2 6.5%	4 12.9%	8 25.8%	8 25.8%	9 29%
16	I use mobile learning in teaching the reading skill.	-	8 21.1%	10 26.3%	10 26.3%	10 26.3%	-	2 6.5%	11 35.5%	6 19.4%	12 38.7%
17	I use mobile learning in teaching the writing skill.	-	7 18.4%	6 15.8%	11 28.9%	14 36.8%	-	3 9.7%	11 35.5%	8 25.8%	9 29%
18	I use mobile learning in teaching grammar.	-	6 15.8%	7 18.4%	14 36.8%	11 28.9%	-	2 6.5%	9 29%	9 29%	10 32.3%
19	I use mobile learning in teaching vocabulary.	2 5.3%	13 34.2%	11 28.9%	7 18.4%	5 13.2%	3 9.7%	8 25.8%	9 29%	6 19.4%	5 16.1%
20	I use mobile learning in teaching pronunciation.	1 2.6%	12 31.6%	10 26.3%	8 21.1%	6 15.8%	2 6.5%	7 22.6%	8 25.8%	9 29%	5 16.1%

Table (9)  
Means, standard deviations , and independent samples T- test  
for each statement in third domain

No	Statement	Male			Female			Comparison	
		Mean	Standard deviation	Interpretation	mean	Standard deviation	Interpretation	T-test	P-value
14	I use mobile learning in teaching the listening skill.	2.53	1.246	Rarely	2.45	1.287	Rarely	.244	.808
15	I use mobile learning in teaching the speaking skill.	2.45	1.083	Rarely	2.42	1.232	Rarely	.100	.920
16	I use mobile learning in teaching the reading skill.	2.42	1.106	Rarely	2.10	1.012	Rarely	1.258	.213
17	I use mobile learning in teaching the writing skill.	2.16	1.128	Rarely	2.26	.999	Rarely	-.386	.701
18	I use mobile learning in teaching grammar.	2.11	.979	Rarely	2.10	.960	Rarely	.046	.963
19	I use mobile learning in teaching vocabulary.	3.00	1.139	Sometimes	2.94	1.237	Sometimes	.225	.823
20	I use mobile learning in teaching pronunciation.	2.84	1.143	Sometimes	2.74	1.182	Sometimes	.339	.735
	<b>The General mean</b>	<b>2.50</b>	<b>.784</b>	<b>Rarely</b>	<b>2.43</b>	<b>.731</b>	<b>Rarely</b>	<b>.354</b>	<b>.724</b>

**The obtained results from table (8, 9) are interpreted as follows:**

- Reached the General mean of all statement (2.50) with a standard deviation (0.784) , and this means that the extent do the EFL **male** instructors adopt Mobile Learning in teaching language skills "**Rarely**".
- Reached the General mean of all statement (3.43) with a standard deviation (0.731) , and this means that the extent do the EFL **female** instructors adopt Mobile Learning in teaching language skills "**Rarely**".
- Both male and female instructors sometimes adopted Mobile Learning in the teaching of vocabulary and pronunciation, and they rarely adopted it in the teaching of listening, speaking, reading, writing or grammar.
- There were no statistically significant differences at level of significance (0.05) between EFL **male and female** instructors regarding Mobile Learning adoption in teaching language skills and aspects.

**The fourth sub-question:**

To answer the fourth sub-question which stated that " What are the types of teaching practices do EFL male and female instructors use?, frequencies, percentages, means, standard deviations and independent samples T- test for each statement of the fourth domain were calculated and illustrated in tables (10) and (11).

Table (10)  
Frequencies and percentages for each statement in fourth domain

No	Statement	Male					Female				
		Always	Frequently	Sometimes	Rarely	Never	Always	Frequently	Sometimes	Rarely	Never
21	I use mobile devices to send course assignments to my students.	9 23.7%	14 36.8%	10 26.3%	3 7.9%	2 5.3%	11 35.5%	5 16.1%	6 19.4%	5 16.1%	4 12.9%
22	I use mobile learning to share educational content with my students.	12 31.6%	5 13.2%	13 34.2%	6 15.8%	2 5.3%	9 29%	9 29%	5 16.1%	5 16.1%	3 9.7%
23	I use mobile devices to discuss some ideas and concepts with my students.	7 18.4%	5 13.2%	17 44.7%	5 13.2%	4 10.5%	4 12.9%	5 16.1%	9 29%	6 19.4%	7 22.6%
24	I use mobile	14	14	9	-	1	17	4	5	2	3

No	Statement	Male					Female				
		Always	Frequently	Sometimes	Rarely	Never	Always	Frequently	Sometimes	Rarely	Never
	devices to inform them about course alerts.	36.8%	36.8%	23.7%		2.6%	54.8%	12.9%	16.1%	6.5%	9.7%
25	I use mobile devices to send or receive emails from my students.	17 44.7%	12 31.6%	3 7.9%	3 7.9%	3 7.9%	11 35.5%	9 29%	4 12.9%	3 9.7%	4 12.9%
26	I use mobile devices to send course files or documents.	17 44.7%	7 18.4%	8 21.1%	4 10.5%	2 5.3%	10 32.3%	8 25.8%	7 22.6%	4 12.9%	2 6.5%
27	I use mobile devices to save course files in cloud storage like dropbox.	9 23.7%	6 15.8%	8 21.1%	6 15.8%	9 23.7%	5 16.1%	7 22.6%	6 19.4%	7 22.6%	6 19.4%
28	I use mobile devices to ask questions and receive students' answers.	7 18.4%	8 21.1%	13 34.2%	5 13.2%	5 13.2%	7 22.6%	7 22.6%	7 22.6%	4 12.9%	6 19.4%
29	I use mobile devices to provide my students with feedback on their assignments.	4 10.5%	3 7.9%	13 34.2%	9 23.7%	9 23.7%	4 12.9%	5 16.1%	10 32.3%	5 16.1%	7 22.6%
30	I use mobile devices to encourage students work collaboratively through using some applications.	6 15.8%	6 15.8%	12 31.8%	8 21.1%	6 15.8%	3 9.7%	3 9.7%	9 29%	9 29%	7 22.6%
31	I use mobile devices to fulfill some administrative class work.	8 21.1%	6 15.8%	16 42.1%	6 15.8%	2 5.3%	4 12.9%	6 19.4%	9 29%	8 25.8%	4 12.9%

Table (11)  
means, standard deviation, and independent samples T- test  
for each of the statement in fourth domain

No	Statement	Male			Female			Comparison	
		mean	Standard deviation	Interpretation	mean	Standard deviation	Interpretation	T-test	P-value
21	I use mobile devices to send course assignments to my students.	3.66	1.097	Frequently	3.45	1.457	Frequently	.671	.505
22	I use mobile learning to share educational content with my students.	3.50	1.247	Frequently	3.52	1.338	Frequently	-.052	.959
23	I use mobile devices to discuss some ideas and concepts with my students.	3.16	1.197	Sometimes	2.77	1.334	Sometimes	1.258	.213
24	I use mobile devices to inform them about course alerts.	4.05	.928	Frequently	3.97	1.378	Frequently	.305	.762
25	I use mobile devices to send or receive emails from my students.	4.03	1.236	Frequently	3.65	1.404	Frequently	1.193	.237
26	I use mobile devices to send course files or documents.	3.87	1.256	Frequently	3.65	1.253	Frequently	.735	.465
27	I use mobile devices to save course files in cloud storage like dropbox.	2.95	1.490	Sometimes	2.94	1.389	Sometimes	.030	.976
28	I use mobile devices to ask questions and receive students' answers.	3.18	1.270	Sometimes	3.16	1.440	Sometimes	.070	.944
29	I use mobile devices to provide my students with feedback on their assignments.	2.58	1.244	Sometimes	2.81	1.327	Sometimes	-.733	.466
30	I use mobile devices to encourage students work collaboratively through using some applications.	2.95	1.293	Sometimes	2.55	1.234	Sometimes	1.301	.198
31	I use mobile devices to fulfill some administrative class work.	3.32	1.141	Sometimes	2.94	1.237	Sometimes	1.326	.189
	<b>The General mean</b>	<b>3.38</b>	<b>.918</b>	<b>Sometimes</b>	<b>3.23</b>	<b>.936</b>	<b>Sometimes</b>	<b>.748</b>	<b>.457</b>

**The obtained results from table (10, 11) are interpreted as follows:**

- Reached the General mean of all statement (3.38) with a standard deviation (0.918) , and this means that the EFL **male** instructors used types teaching practices of Mobile Learning "**Sometimes**".in this domain.
- Reached the General mean of all statement (3.23) with a standard deviation (0.936) , and this means that the EFL **female** used types teaching practices of Mobile Learning "**Sometimes**".in this domain.
- The types of practices that obtained the highest means among male instructors were: 1) using mobile devices to inform students about course alerts, 2) sending and receiving emails, and 3) sending and receiving course files and documents, whereas the least used type of practices was using mobile devices to provide students with feedback on course assignments.
- The types of practices that obtained the highest means among female instructors were: 1) using mobile devices to inform students about course alerts, 2) sending and receiving course files and documents, and 3) sharing educational content with their students, whereas the least used type of practices was using devices to encourage collaboration among students.
- There were no statistically significant differences at level of significance (0.05) between EFL **male and female** instructors in types of teaching practices domain.

**The fifth sub-question:**

To answer the fourth sub-question which stated that " What are the mobile features and apps do EFL male and female instructors use?, frequencies, percentages, means, standard deviations and independent samples T- test for each statement of the fifth domain were calculated and illustrated in tables (12) and (13).

Table (12)  
Frequencies and percentages for each statement in fifth domain

No	Statement	Male					Female				
		Alwa ys	Frequentl y	Sometim es	Rarely	Never	Alwa ys	Frequentl y	Sometim es	Rarel y	Neve r
32	I encourage my students to use the "Notes" feature to take notes.	1 2.6%	3 7.9%	10 26.3%	13 34.2%	11 28.9%	3 9.7%	2 6.5%	4 12.9%	8 25.8%	14 45.2%
33	I encourage my students to use the "camera" feature to take picture or videos related to the course.	5 13.2%	7 18.4%	12 31.6%	7 18.4%	7 18.4%	3 9.7%	9 29%	6 19.4%	6 19.4%	7 22.6%
34	I encourage my students to use the "text messaging" feature to contact with others in English.	8 21.1%	10 26.3%	11 28.9%	7 18.4%	2 5.3%	8 25.8%	4 12.9%	7 22.6%	4 12.9%	8 25.8%
35	I encourage my students to use the "Bluetooth" feature for sending and receiving documents in case of low internet access.	3 7.9%	3 7.9%	10 26.3%	8 21.1%	14 36.8%	1 3.2%	1 3.2%	4 12.9%	5 16.1%	20 64.5%
36	I encourage my students to use the " whatsapp" to keep in contact with me.	19 50%	11 28.9%	4 10.5%	-	4 10.5%	15 48.4%	5 16.1%	4 12.9%	3 9.7%	4 12.9%
37	I encourage my students to download some apps that facilitate learning English.	10 26.3%	11 28.9%	12 31.6%	2 5.3%	3 7.9%	5 16.1%	7 22.6%	12 38.7%	5 16.1%	2 6.5%
38	I encourage my students to download some educational apps to view course content.	10 26.3%	6 15.8%	13 34.2%	5 13.2%	4 10.5%	4 12.9%	8 25.8%	9 29%	5 16.1%	5 16.1%
39	I encourage my students to post status updates to social apps (like Facebook and Twitter) to contact with native speakers.	5 13.2%	4 10.5%	7 18.4%	9 23.7%	13 34.2%	2 6.5%	3 9.7%	8 25.8%	4 12.9%	14 45.2%
40	I encourage my students to search course information through using some browser apps like google and chrome.	10 26.3%	6 15.8%	14 36.8%	3 7.9%	5 13.2%	9 29%	4 12.9%	14 45.2%	3 9.7%	1 3.2%
41	I encourage my students to upload or download course videos from "YouTube" app.	4 10.5%	10 26.3%	8 21.1%	8 21.1%	7 18.4%	4 12.9%	4 12.9%	9 29%	6 19.4%	8 25.8%

Table (13)  
Means, standard deviation , and independent samples T- test  
for each of the statement in fifth domain

No	Statement	Male			Female			Comparison	
		mean	Standard deviation	Interpretation	mean	Standard deviation	Interpretation	T-test	P-value
32	I encourage my students to use the "Notes" feature to take notes.	2.21	1.044	Rarely	2.10	1.326	Rarely	.399	.691
33	I encourage my students to use the "camera" feature to take picture or videos related to the course.	2.89	1.290	Sometimes	2.84	1.344	Sometimes	.176	.861
34	I encourage my students to use the "text messaging" feature to contact with others in English.	3.39	1.175	Sometimes	3.00	1.549	Sometimes	1.203	.233
35	I encourage my students to use the "Bluetooth" feature for sending and receiving documents in case of low internet access.	2.29	1.271	Rarely	1.65	1.050	Never	2.261*	.027
36	I encourage my students to use the " whatsapp" to keep in contact with me.	4.08	1.260	Frequently	3.90	1.448	Frequently	.550	.584
37	I encourage my students to download some apps that facilitate learning English.	3.61	1.175	Frequently	3.26	1.125	Sometimes	1.245	.218
38	I encourage my students to download some educational apps to view course content.	3.30	1.288	Sometimes	3.10	1.291	Sometimes	.606	.547
39	I encourage my students to post status updates to social apps (like Facebook and Twitter) to contact with native speakers.	2.45	1.408	Rarely	2.19	1.302	Rarely	.770	.444
40	I encourage my students to search course information through using some browser apps like google and chrome.	3.34	1.321	Sometimes	3.55	1.121	Frequently	-.690	.493
41	I encourage my students to upload or download course videos from "YouTube" app.	2.89	1.308	Sometimes	2.68	1.351	Sometimes	.663	.509
	<b>The General mean</b>	<b>3.05</b>	<b>.919</b>	<b>Sometimes</b>	<b>2.81</b>	<b>.734</b>	<b>Sometimes</b>	<b>1.165</b>	<b>.248</b>

Note (\*) means significant at level of significance (0.05) between **male and female**.

**The obtained results from table (10, 11) are interpreted as follows:**

- Reached the General mean of all statement (3.05) with a standard deviation (0.919) , and this indicated that the all features and apps of Mobile Learning in this domain were used by EFL **male** instructors "**Sometimes**".
- Reached the General mean of all statement (2.81) with a standard deviation (0.734) , and this indicated that the all features and apps of Mobile Learning in this domain were used by EFL **female** instructors "**Sometimes**".
- The most common features and apps used by male instructors were: 1) Whatsapp, 2) apps facilitating learning English, and 3) text messaging. They rarely encouraged their students to use the "Note" feature and never used Bluetooth feature.
- The most common features and apps used by female instructors were: 1) What's app, 2), web browser apps, and 3) apps facilitating learning English. They rarely encouraged their students to post to the social media apps and never used Bluetooth feature.
- There are no statistically significant differences at level of significance (0.05) between EFL **male and female** instructors in the use of features and apps of Mobile Learning in this domain.

**The sixth sub-question:**

To answer the fourth sub-question which stated that "What are the adoption challenges do EFL male and female instructors face?", frequencies, percentages, means, standard deviations and independent samples T- test for each statement of the sixth domain were calculated and illustrated in tables (14) and (14).

Table (14)  
Frequencies and percentages for each statement in sixth domain

No	Statement	Male					Female				
		Alwa ys	Frequentl y	Sometim es	Rarel y	Never	Alwa ys	Frequentl y	Sometim es	Rarely	Never
42	Using different mobile features and apps requires time and effort.	4 10.5 %	6 15.8%	21 55.3%	2 5.3%	5 13.2 %	3 9.7%	6 19.4%	14 45.2%	6 19.4%	2 6.5%
43	It is difficult for me to use mobile learning because my classrooms are inaccessible.	4 10.5 %	5 13.2%	12 31.6%	10 26.3 %	7 18.4 %	7 22.6 %	6 19.4%	13 41.9%	1 3.2%	4 12.9 %
44	It is difficult for me to use mobile learning due to high cost mobile fees.	1 2.6%	3 7.9%	6 15.8%	14 36.8 %	14 36.8 %	4 12.9 %	4 12.9%	11 35.5%	6 19.4%	6 19.4 %
45	It is difficult for me to use mobile learning because of lack of technical support.	4 10.5 %	6 15.8%	10 26.3%	7 18.4 %	11 28.9 %	7 22.6 %	6 19.4%	9 29%	5 16.1%	4 12.9 %
46	I avoid using mobile learning because it is difficult to get what I want.	2 5.3%	1 2.6%	14 36.8%	8 21.1 %	13 34.2 %	2 6.5%	6 19.4%	8 25.8%	7 22.6%	8 25.8 %

Table (15)  
Means standard deviations, and independent samples T- test  
for each statement in sixth domain

No	Statement	Male			Female			Comparison	
		mean	Standard deviation	Interpretation	Mean	Standard deviation	Interpretation	T-test	P-value
42	Using different mobile features and apps requires time and effort.	3.05	1.089	Sometimes	3.06	1.031	Sometimes	-.046	.963
43	It is difficult for me to use mobile learning because my classrooms are inaccessible.	2.65	1.184	Sometimes	3.35	1.253	Sometimes	-2.386*	.020
44	It is difficult for me to use mobile learning because of lack of technical support.	2.54	1.304	Rarely	3.23	1.334	Sometimes	-2.136*	.036
45	I avoid using mobile learning because it is difficult to get what I want.	2.24	1.125	Rarely	2.58	1.259	Rarely	-1.197	.236
46	It is difficult for me to use mobile learning due to high cost mobile fees.	2.03	1.052	Rarely	2.81	1.276	Sometimes	-2.784*	.007
	<b>The General mean</b>	<b>2.50</b>	<b>.852</b>	<b>Rarely</b>	<b>3.01</b>	<b>.930</b>	<b>Sometimes</b>	<b>-2.351*</b>	<b>.022</b>

Note (\*) means significant at level of significance (0.05) between **male and female**.

**The obtained results from tables (14, 15) are interpreted as follows:**

- Reached the General mean of all statement (2.50) with a standard deviation (0.852) , and this means EFL **male** instructors "**Rarely**" face challenges in Mobile Learning adoption.
- Reached the General mean of all statement (3.01) with a standard deviation (0.930) , and this means EFL **female** instructors "**sometimes**" face challenges in Mobile Learning adoption.
- There were statistically significant differences at level of significance (0.05) between EFL **male and female** instructors in favor of female instructors regarding classroom inaccessibility, lack of technical support and high costs of mobile fees. Female instructors might not adopt Mobile Learning if they face such challenges.
- There were statistically significant differences at level of significance (0.05) between EFL **male and female** instructors in favor of female regarding the challenges of Mobile Learning adoption. Adoption challenges were more serious obstacles that might hinder adoption for female instructors.

#### 4.1.2.2. The results of the second question

To answer the second main question which stated that "What are differences according to gender in terms of adopting Mobile Learning at the ELC in Taibah University?", and to examine the first null hypothesis which postulated that there would be no statistically significant differences in the average score of Mobile Learning adoption between male and female instructors toward using Mobile Learning technology at ELC in Taibah University according to gender variable, Independent sample t. test was run and the obtained results are illustrated in table (16).

Table (16)  
Means, standard deviation , and independent  
samples T- test for each domain

No	Domain	Male			Female			Comparison	
		mean	Standard deviation	Interpretation	Mean	Standard deviation	Interpretation	T-test	P-value
1	Usefulness	3.76	.715	Frequently	3.50	.527	Frequently	1.687	.096
2	Ease of use	3.12	.496	Sometimes	2.91	.626	Sometimes	1.520	.133
3	Adoption in teaching language skills	2.50	.784	Rarely	2.43	.731	Rarely	.354	.724
4	Types of teaching practices	3.38	.918	Sometimes	3.22	.936	Sometimes	.748	.457
5	Features and apps adoption	3.05	.919	Sometimes	2.81	.734	Sometimes	1.165	.248
6	Adoption challenges	2.50	.852	Rarely	3.01	.930	Sometimes	2.351*	.022
	<b>All axes (Complete questionnaire)</b>	<b>3.11</b>	<b>.528</b>	<b>Sometimes</b>	<b>2.99</b>	<b>.378</b>	<b>Sometimes</b>	<b>1.031</b>	<b>.306</b>

Note (\*) means significant at level of significance (0.05) between **male and female**

**The obtained results from table (16) are interpreted as follows:**

- Reached the general mean of all **domains** (3.11) with a standard deviation (0.528), and this means that the adoption of Mobile Learning by **male** instructors at ELC in Taibah University "**Sometimes**".
- Reached the General mean of all **domains** ( 2.99) with a standard deviation (0.378) , and this means that the adoption of Mobile Learning by **female** instructors at ELC in Taibah University "**Sometimes**".
- There were no statistically significant differences at level of significance (0.05) between EFL **male and female** instructors in the adoption of Mobile Learning technology at ELC in Taibah University. As a result, the first null hypothesis was accepted.
- There were statistically significant differences at level of significance (0.05) between EFL **male and female** instructors in favor of female instructors which indicated that challenges might affect the adoption level of female instructors.

**4.1.2.3. The results of the third question**

To answer the third main question which stated that " What are differences according to age variable in terms of adopting Mobile Learning at the ELC in Taibah University?, and to examine the second null hypothesis which postulated that there would be no statistically significant differences in the average score of Mobile Learning adoption between male and female instructors toward using Mobile Learning technology at ELC in Taibah University according to age variable", One-Way ANOVA was run and the obtained results are illustrated in table (17). The obtained results are interpreted as follows: There were no statistically significant differences at level of significance (0.05) in all domains of the questionnaire between **male and female** instructors in the adoption of Mobile Learning technology at ELC in Taibah University regarding to the age variable. As a result, the second null hypothesis was accepted.

Table (17)  
The results of One-Way ANOVA regarding to the age variable

Variable	Axis	Sum of Squares	df	Mean Square	F	P-Value (Sig.)
Age	First	2.439	3	.813	2.006	.122
		25.932	64	.405		
		28.370	67			
	Second	.229	3	.076	.233	.873
		20.957	64	.327		
		21.185	67			
	Third	.629	3	.210	.370	.775
		36.242	64	.566		
		36.871	67			
	Fourth	1.149	3	.383	.433	.730
		56.634	64	.885		
		57.783	67			
	Fifth	2.209	3	.736	1.020	.390
		46.204	64	.722		
		48.413	67			
	Sixth	3.491	3	1.164	1.402	.250
		53.118	64	.830		
		56.609	67			
	Complete questionnaire	.337	3	.112	.496	.686
		14.476	64	.226		
		14.813	67			

#### 4.1.2.4. The results of the fourth question

To answer the fourth main question which stated that "What are differences according to qualification variable in terms of adopting Mobile Learning at the ELC in Taibah University?, and to examine the third null hypothesis which postulated that there would be no statistically significant differences in the average score of Mobile Learning adoption between male and female instructors toward using Mobile Learning technology at ELC in Taibah University according to qualification variable", One-Way ANOVA was run and the obtained results are illustrated in table (18). The obtained results are interpreted as follows: There were no statistically significant differences at level of significance (0.05) in all domains of the questionnaire between **male and female** instructors in the adoption of Mobile Learning technology at ELC in Taibah University regarding to the qualification variable. As a result, the third null hypothesis was accepted.

Table (18)  
The results of One-Way ANOVA regarding to the qualification variable

Variable	Axis	Sum of Squares	df	Mean Square	F	P-Value (Sig.)
Last degree of the Qualification	First	2.507	3	.836	2.100	.109
		25.869	65	.398		
		28.376	68			
	Second	.327	3	.109	.333	.802
		21.274	65	.327		
		21.601	68			
	Third	2.973	3	.991	1.796	.157
		35.857	65	.552		
		38.830	68			
	Fourth	1.788	3	.596	.690	.561
		56.157	65	.864		
		57.945	68			
	Fifth	4.016	3	1.339	1.960	.129
		44.399	65	.683		
		48.415	68			
	Sixth	4.041	3	1.347	1.649	.187
		53.106	65	.817		
		57.147	68			
	Complete questionnaire	1.044	3	.348	1.642	.188
		13.779	65	.212		
		14.823	68			

#### 4.1.2.5. The results of the fifth question

To answer the fourth main question which stated that " What are differences according to experience variable in terms of adopting Mobile Learning at the ELC in Taibah University?, and to examine the fourth null hypothesis which postulated that there would be no statistically significant differences in the average score of Mobile Learning adoption between male and female instructors toward using Mobile Learning technology at ELC in Taibah University according to qualification variable", One-Way ANOVA was run and the obtained results are illustrated in table (19). The obtained results are interpreted as follows: There were no statistically significant differences at level of significance (0.05) in all domains of the questionnaire between **male and female** instructors in the adoption of Mobile Learning technology at ELC in Taibah University regarding to the qualification variable. As a result, the fourth null hypothesis was accepted.

Table (19)  
The results of One-Way ANOVA regarding to the experience variable

Variable	Axis	Sum of Squares	df	Mean Square	F	P-Value (Sig.)
Years of experience	First	7.461	19	.393	.913	.571
		18.928	44	.430		
		26.389	63			
	Second	6.449	19	.339	1.037	.443
		14.407	44	.327		
		20.856	63			
	Third	8.288	19	.436	.770	.727
		24.938	44	.567		
		33.226	63			
	Fourth	17.913	19	.943	1.202	.299
		34.510	44	.784		
		52.423	63			
	Fifth	15.002	19	.790	1.453	.152
		23.912	44	.543		
		38.914	63			
	Sixth	15.568	19	.819	.994	.486
		36.288	44	.825		
		51.856	63			
	Complete questionnaire	4.995	19	.263	1.330	.214
		8.695	44	.198		
		13.690	63			

#### 4.1.3. Discussion of the Research Results

This study aimed to investigate Mobile Learning adoption by language instructors at ELC in Taibah University, and to examine the effects of gender, age, qualification and experience variables on the adoption process. The results obtained from the questionnaire analysis were as follow:

- Reached the general mean of all statement (male=3.76, female=3.50), indicated that the **usefulness** of Mobile Learning adoption by EFL male and female instructors was "**Frequently**".
- Reached the general mean of all statement (male=3.12, female=2.91) indicated that the ease of Mobile Learning use between male and female instructors was "Sometimes". There were statistically significant differences at level of significance (0.05) between male and female in favor of male group. Using various features was easier for male than female. Males rarely face difficulties with hardware components of devices.
- Reached the general mean of all statement (male=2, 50, female=3.43) indicated that male and female "rarely" adopted Mobile Learning in the teaching of language skills, but they "**sometimes**" used it to teach vocabulary and pronunciation.
- Reached the general mean of all statement (male=3.38, female=3.23) indicated that male and female instructors used types of teaching practices "**Sometimes**" in this domain. The most common types of teaching practices were: using mobile devices to inform students about course alerts, sending and receiving emails, and sending and receiving course files and documents, and sharing educational content with their students. This result explains that language instructors use mobile devices to contact with students more to teach language.
- Reached the General mean of all statement (male=3.05, female=2.81) and this indicated that the all features and apps of Mobile Learning in this domain were used "**Sometimes**" by EFL male and female instructors. The most common features and apps used by language instructors were: What's app, text messaging, web browser apps, and apps facilitating learning English. This result supports the finding that language instructors used mobile devices mainly to keep in touch with their students.
- There were statistically significant differences at level of significance (0.05) between EFL **male and female** instructors in favor of female regarding the challenges of Mobile Learning adoption. Adoption challenges were more serious obstacles that might hinder adoption in case of female instructors.
- There were no statistically significant differences at level of significance (0.05) in all domains of the questionnaire between **male and female** instructors in the adoption of Mobile Learning at ELC in Taibah University regarding to gender, age, qualification and experience variables.

#### 4.1.4. Conclusion

The study results are in consistent with some previous studies such as Behera (2012) and Gorichanaz (2011) discussed the usefulness of using mobile devices in educational fields and how it could be used to contact with students. Goundar(2011), Miangah and Nezarat(2012),and Behera (2012) examined the mobile devices features and applications such as massaging service, e-mail, portability, touch screen ...etc which allowed learning activities and a high degree of user interactivity in addition Behera (2012) researched the easiness of mobile learning for instructors both male and female, whereas in this current study it favored the male group and the female group faced difficulties "sometimes" when using mobile devices as supported by Kukulska-Hulme and Traxler (2005) they argued that it had its own constraints as small screen, reading difficulty on such a screen, data storage and multimedia limitations. Gholami and Azarmi (2012) and Chinnery (2006) agreed that there are some limitations and barriers with mobile devices to be used as educational devices which are considered challenging in this field. In contrast, Kaur and Bhullar(2013) proved that Mobile learning improved language skills" it helped learners to improve their literacy and numeracy skills and to recognize their existing abilities", but Gorichanaz (2011) and Abbasi and Hashmi (2013) results were in consistent with the current study that proved that Mobile learning can be used to teach vocabulary. Concerning the types of teaching practices, Fritschi and Wolf (2012), Levy and Kennedy(2005), Norbrook and Scott( 2003) and shunye(2014) emphasized that mobile technology improved teaching practices that enhance the learning process and it is used as a way to distribute contents\materials from teachers to students.

#### 4.2. Recommendations

Based on the findings of this study, the following recommendations are made:

1. English language instructors should participate in mobile applications workshops that cover the latest trends of teaching ESL/EFL .Well-qualified instructors have strong impact on language courses.
2. It is also important to train students to become good digital literates by helping them to develop self-independence in learning. Students should be provided with strategies for using these digital applications, and to know how they can monitor their progress and evaluate their achievements
3. Language instructors need the support of ELC to implement this type of learning in delivering instruction and to make use of different applications available for language learning.

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## Model Mediated Higher Education Course

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### ABSTRACT

New approach and methodology are introduced to achieve consistent integration of university courses with science and engineering processes in a comprehensive online multiuser and cloud organized modeling system. Work for organic integration of systemic, engineering, mathematical, physical, social, ergonomic, and economic aspects is organized around virtual engineering system for education and research at the Laboratory of Intelligent Engineering Systems. Recent trend of four levels abstraction at world leading active engineering modeling systems is considered. New style university program is aimed to harmonize theory, methodology, expertise, and experience in a knowledge, problem, and behavior driven experimental higher education system. When it applied at education, engineering model (EM) is considered to be in the centre of teaching and learning processes. In this article, objectives of higher education course in this environment are outlined and relevant course features are discussed using own and related publications. As main contribution concept, methodology, contexts, and structure of higher education course in engineering modeling environment are introduced. Finally, model based teaching experience at the Laboratory of Intelligent Engineering Systems in BSc, MSc and PhD courses is analyzed in close connection with course practice and engineering modeling.

### INTRODUCTION

Education of engineers prepares students for a work style which is anticipated for the time when they will practice after graduation. In these years, workplace of engineers is moved from conventional drawing and simple computer modeling environment to smart modeling environment. This change is a big challenge for educators and at the same time is great opportunity to upgrade education programs. Introduction of recent leading engineering methodology and technology offers means to solve traditional problems at education of engineers such as configuration of teaching content for academic and industry, coordination of theory with practice, survey of complex engineering structures, integrating different disciplines, etc.

Development of engineering model into self-adaptive, generic, multidisciplinary, product system based, and knowledge reusing smart one for lifecycle information management (PLM) of product and other, for example experimental *engineering configurations (EC)* at industrial companies strongly changed the requirements against education of engineers. At the same time, the new environment produced new possibilities for higher education courses especially in survey of requirements, functional and logical structure of EC under development and analysis, contextual structure of engineering objects, and knowledge background of engineering activities. Perhaps the main benefit of the new virtual engineering technology is bringing theory, methodology, and systemic closer to real industrial practice in a 21st century level well organized information environment. In the centre of model based engineering activities there is a single engineering model (EM) which represents all objects and connections of their parameters. Participants of a project communicate through model while model provides them all represented information including knowledge and concept related content. In this way, smart EM is excellent EC object, knowledge, and concept storing media which can be configured for higher education course. Considering developing concept of virtual space where complex model behaves as a real space including outside connections important future work is to analyze how model mediated course can be developed into complete virtual space.

The work which is introduced in this article was motivated by a seemingly serious contradiction of up-to-date industrial practice orientation and high level scientific content in *MSc and PhD in engineering courses at the Óbuda University (ÓU)*. The solution was provided by integration of theory, methodology, systemic, and industrial practice using recent leading industrial modeling at the *Laboratory of Intelligent Engineering Systems (ÓU)*. This article is based on twenty two years research and experience in higher education courses on the way from classical to model mediated teaching and learning methodology in that laboratory. Leading engineering methods and integrated engineering systems are applied at BSc, MSc and PhD level courses of higher education bridging education programs, theory, and industrial practice. Representation of course conform active knowledge in EM which equally serves lecture explanations and laboratory tasks provides for new means of teaching, learning, and checking knowledge of students. Active knowledge can be configured to a level which represents the awaited level of student knowledge. Activity can be controlled in accordance with the actual requirement and marking system.

This article starts with objectives of work for EM based higher education course and discusses important course

related aspects using published concepts and results. Following this, the main contribution in this article includes introduction of concept, contribution, preparation, evaluation, and teaching content representation in case of the proposed course configured engineering model (CCEM). Finally, configuration of model mediated course in PLM environment is explained and teaching experience at the Laboratory of Intelligent Engineering Systems in BSc, MSc and PhD courses is analyzed in close connection with course practice and engineering modeling.

### **OBJECTIVES AND COURSE RELATED ASPECTS**

Idea of higher education course which is relied upon engineering modeling environment was suggested by development of model representation based engineering design and problem solving in a direction which is increasingly complies with communication, process, and content of engineering course. Engineering modeling environment provides for definition of concept related engineering objects (EO), their parameters, relationships between parameters of same and different EOs, and procedures to define, relate and processing of EO parameters in a consistent system in which arbitrary model can be configured for any EC. In current models, informatics, mathematics, physics, and various engineering discipline related representations can be integrated in a single structure.

Objective of work in this article is to conceptualize model mediated course (MMC) which is defined as a new unit for education program. The institutional level objectives at ÓU include learning outcomes for students who will be able to apply advanced theories at problem solving based industrial practice at their work. In MMC all communication is done with or through active EM. When MMC is thematically configured for teaching of a given content, education specific EM is capable of serving lecture, seminar, or laboratory. In this way, education specific EMs are organized in course program. As in case of industrial engineering processes, education specific EM is always active in teaching and learning processes. This means that any change of a parameter or content of a model entity changes all parameters in the same and other entities which are contextually connected to changed parameters. When any change along this parameter chain breaks already decided or constrained parameter values, model does not accommodate the change. Auxiliary methods are available for explanation by teacher, for individual learning using teacher prepared annotation, and for individual student work in assignments.

Industrial engineering system for lifecycle management of product information also provides environment for collaboration of participants including access to relevant EMs by groups of participants for survey, understand, correct, and develop model. Collaborative group of participants can be configured for model mediated lecture, laboratory, and individual student work. Model centered course methodology which is introduced in this article is available for gradual and well prepared conversion of traditional courses where it is possible and beneficial. Cloud based realization allows for participation from any place and any suitable computer platform. Consequently, traditional campus room, distance, and mixed type of group organization can be applied. Participants can use laboratory installed or even own mobile computers according to the system available and the task during course hour. This applies not only for non contact type individual work but also for group organized lectures and laboratories. The future style of engineering teaching and learning starts here.

Rest of this chapter of article gives an outline about important aspects to draw up relevant problems at higher education engineering courses in order to collect requirements against MMC. These aspects are participation at a virtual course, application of up-to-date information and communication technology, fulfill changed demand from industry by appropriate course content, development of student expertise in course practice, supporting theoretical and empirical engineering learning by learning sciences, case study based program for PLM education, learning during laboratories, student satisfaction, application of browsers, student outcomes in engineering design courses, scale for assessing contextual competences, virtual classroom extension to engineering modeling system, propagating modification through chains of contextual parameters, and methods from engineering modeling in modeling of higher education course.

Participation in on-line courses is often hard to check. Janssen, J. & Erkensa, G. et al. (2007) analyzed effects of *visualization of participation* during computer-supported collaborative learning (CSCL). Participation tool was applied to visualize how much group member contributed to the group's online communication. It was concluded that this method improved participation and activeness. Participation at collaborative teaching and learning in model centered course can be easily checked, followed and evaluated because of personal check in process, individual results in model base, and on-line personal activities.

Teaching and learning of always *up-to-date information and communication technology* (ICT) is a key requirement and at the same time its preparation is one of the recent challenges in education. Selwyn, N. (2007) concluded that despite efforts to bring ICT to central positioned course subject, university faculties and students provides only for limited formal academic use of computer technology. In case of model centered course it is

impossible to restrict teaching to formal level because knowledge driven immediate reaction for any interaction enforces substantial contribution. Recent leading industrial modeling technology is highly based on smart computing methods and its laboratory reproduction guarantees application of high level ICT at education.

Classical problems at engineering education are coordination of theoretic concepts, area independent engineering methodologies, and systemic as well as configuration of coordinated course content in accordance with *changed demand from industry*. Lucía, O. & Burdío, J.M., et al. (2010) proposed a method for better hands-on training. This method contributes to improved theoretical concepts learning while includes practical aspects of relevant techniques. Recent engineering modeling provides for inherent solving these problems because it offers and enforces integrated consideration of theory and practice. On the one hand, virtual procedures require strong theoretical background which is applied at model definition and generation methods from mathematics, physics, informatics, and systemic. On the other hand, results in engineering model must be relied on proven or experimental experience and expertise. For this purpose, engineering modeling applies knowledge ware to establish coordinated situation and event driven EC definition which is theory, methodology, and practice conform.

Key recent demand by industry is for *development of student expertise in course practice*. Litzinger, T. A. & Lattuca, L. R. et al. (2011) state that engineering education needs future changes which relies upon research on expertise and learning processes those develop it at students. The article introduces results of studies in development of expertise by instructional practices including alternative approaches to learning. New suitable engineering curriculum and teaching methodology are needed to achieve deep conceptual knowledge at students in order to develop ability for fluent application of technical and professional skills. In the method in this article, model centered course refers to industrial level of modeling which inherently handles expertise. Suitable modeling tasks must be configured which implement method for the demanded development of expertise.

Johri, A. & Olds, B. M. (2011) emphasize that recent substantial growing of engineering education research is not suitably *supported by learning sciences in theoretical and empirical work on engineering learning*. Situative learning is proposed where context has central role. Socially and culturally negotiated nature of thought and action of persons in interaction is also emphasized. Although they are not issue in this article, learning sciences have great importance in education of engineers. Conventionally, this was very difficult. However, one of main trends in modeling for virtual engineering is widening contexts among others to the above areas. Current engineering modeling relies upon contexts in order to make active connections with all aspects.

Trend of modeling and information technology integration supported all engineering activities and established the paradigm of product lifecycle management (PLM) at the beginning of this new century. PLM required new style of integrated teaching and learning of engineering in order to understand increasingly complex structure of related objects and contexts. Eigner, & M. Langlotz, & M. Reinhardt, P. (2009) introduced a new course design concept in *case study based program for PLM education*. The work was done jointly with industrial companies and resulted model of a product engineering project. Reference processes are created by analysis of published results and real processes in industrial context. In this way, students cooperated in process oriented case studies. Model centered PLM is recently process oriented and process can be included in the engineering model.

Laboratory experience has outstanding importance when theory and methodology are applied in experimental environment. Model centered engineering environment provides outstanding possibility for laboratory development when professional environment is configured. Student is in communication with real industrial virtual system which simulates behavior of engineering objects, engineering methods and processes, etc. Paper Wolf, T. (2010) introduces assessment about amount of learning observed in lectures and laboratories in case of a graduate computer networks course. The results show that *learning during laboratories* almost equally as much as in lectures. Similar experiences at the Laboratory of Intelligent Engineering Systems motivated moving lectures to modeling system where students follow even participate lecture specific modeling process.

Model centered course is an advanced active and organized form of e-learning. User satisfaction is of high importance at this form of teaching and learning. Using former research results in factors affecting user satisfaction with e-Learning, Sun, P.-C. & Tsai, R. J. et al. (2008) conducted a survey to analyze critical factors affecting *learner satisfaction* in integrated model having six dimensions. Dimensions were learners, instructors, courses, technology, design, and environment. This survey revealed learner computer anxiety, instructor attitude toward e-Learning, e-Learning course flexibility, e-Learning course quality, perceived usefulness, perceived ease of use, and diversity in assessments as the critical factors. This type of analysis will be important for configuration of model based courses in the future. Results can be utilized at model development directly. Model centered engineering is developed towards cyber physical system so that remote operation of physical

laboratory needs tele-operated equipment and devices. However, this operation is generally through engineering model. Anyway, direct tele-operation may occur. Braune, A. & Hennig, S. & Koycheva, E. (2010) analyses *application of browsers* and concludes that close connection of visualization system functionality and implementation of browser requires completely new implementation of the whole solution even functionality is unchanged. As improved solution, model driven software development (MDSD) is proposed.

Goncher, A. & Johri, A. (2015) conclude that *student outcomes in engineering design courses* still underexplored and it is important to understand how institutional and organizational contexts affect student outcomes. On the basis of case study, they concluded that the context of design practice affected outcomes by constraining approach to the project and by providing a framework for process of design. They provided recommendations for design educators. The model mediated course which is proposed in this article is implemented in industrial engineering system where design process is modeled together with its arbitrarily defined contexts.

Ro, H. K. & Dan Merson, D. et al. (2015) state that engineering education needs psychometrically sound, practice oriented, and practically applicable *scale for assessing contextual competence* for undergraduate engineering students. They introduce comprehensive evidence of content, structural, distinguishing, and criterion-related validity of the contextual competence scale on the basis of student, alumni, and faculty survey data. The contextual competence scale allows engineering programs to meet self-study requirements.

Horváth, L. & Rudas, I. J. (2006) concluded that higher education courses as student organized collections of interrelated modules are challenged by following change of subject matter and knowledge in background. They proposed *virtual classroom extension to engineering modeling system* because conventional computer assisted teaching methods were not suitable to organize, manage, and communicate new knowledge. Application of engineering modeling in course activities was proposed as solution. In this context, higher education course can be considered as one kind of product. Authors focused to integrate student, teacher, and institute demand driven characteristics of modeling.

Horváth, L. (2014) characterizes engineering model as having self-development capabilities for lifecycle of industrial products using circumstance and event controlled adaptive changing of feature based object representation structure. *Modification propagates through chains of contextual feature parameters*. Objects from mechanical, electrical, electronic, computer and other areas of engineering are integrated in a single model. This needs modeling on higher level of abstraction than the physical level of feature structures. Physical level represents objects which are visible in realized engineering structure. Higher abstraction is necessary for handling various discipline related engineering objects using the same mechanism on levels of requirements, functions, and logical connections.

*Methods from engineering modeling* were applied by Horváth, L. & Rudas, I. J. (2004) at modeling of course in virtual type of university environment. Implementation of the feature principle was proposed using classroom features for the modification of course modules together with sets of classroom features. Structural, contact, assessment, content and handout groups of features were defined.

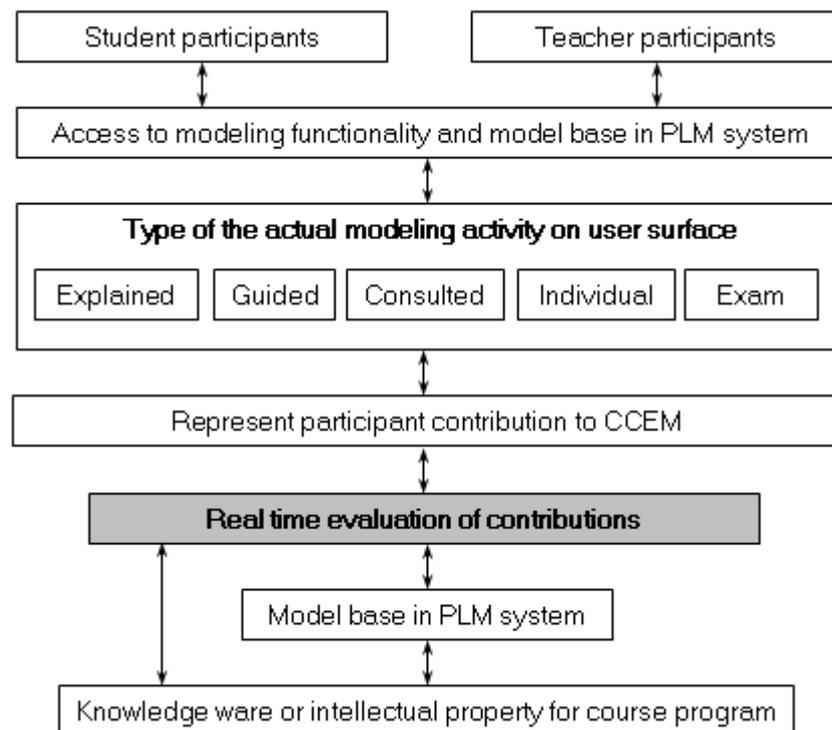
## **COURSE IN ENGINEERING MODELING ENVIRONMENT**

*Education of engineers needs course program* which explain the problem, the possible methods for its solving, the engineering objects (EO) which are results of engineering process for problem solving, the real world behaviors of EOs, and knowledge which is applied at problem solving. Moreover, higher education course must be inherently done on high level of abstraction providing strong theoretical, methodological, and systemic teaching content. At the same time, engineer must have skill to apply the above content at practice including conceptualization, design, production, marketing, application, maintenance, and recycling of ES. Recognition the above requirement comes from expectations which are results of new achievements in engineering modeling and its systems during past decades. By now, a leading engineering modeling system is very suitable environment for higher education course activities covering the above requirements. Modeling on the level of requirements against product in recent PLM systems supports elaboration of appropriate configuration for industrial professional engineering modeling system in order to achieve MMC which fulfill the above requirements.

In order to establish course specific EM, *course configured engineering model (CCEM)* was introduced for the work in this article. CCEM serves engineering course processes as source of model content, accommodating media for new contribution, and experimental system for *virtual execution* based measurements, analyses, and tests. In education of engineers, CCEM serves processes about lecture, laboratory, assignment, degree work, or dissertation. Conventional document level preparation of lecture, seminar, or laboratory hour can be replaced by CCEM. Education configured engineering modeling system (EEMS) is course specific PLM system. Using PLM

system resources, model base can be organized for practically unlimited number of CCEMs. CCEM represents great development in comparison to passive or only hyperlinked conventional teaching materials. Nevertheless, passive hyperlinks still widely applied at not executable linked content and annotations.

Development of CCEM using purposeful contributions by participants is constructive and innovative activity in a course program. Contribution to CCEM is outlined in Figure 1. Access of student and teacher participants to modeling functionality and model base in EEMS is permitted on the basis of authorization, role, and responsibility. This may be completed by course specific prerequisites. For example, access for definition of a model requires accepted previous model. Purpose of *actual modeling activity* for a contribution on user surface is defined by its type such as explanation of a CCEM or its definition process, teacher guided individual definition of CCEM, consultation on a CCEM, individual work on CCEM for assignment or degree work, and examination in virtual. Participant contribution to CCEM is defined then represented using generation procedures for relevant engineering objects (EO). According to its definition EO is any object which needs representation in EM (Horváth, L. & Rudas, I. J. (2011), in this case in CCEM. Knowledge and previous decisions in EEMS and in active objects in CCEM cooperate at evaluation of attempted contribution in real time and react by acceptance or rejection. Preparation of CCEM and evaluation of attempted contribution are explained in Figure 2 and Figure 3, respectively. Model entity handling functions are available at the host professional PLM system which is configured for EEMS. In this way, model base is configured for engineering specific higher education courses. During the past decade Knowledge Ware and Intellectual Property (IP) were established for organized and model enabled collection of knowledge at a company. One of these collections can be configured for course program depending on capabilities of the host PLM system.

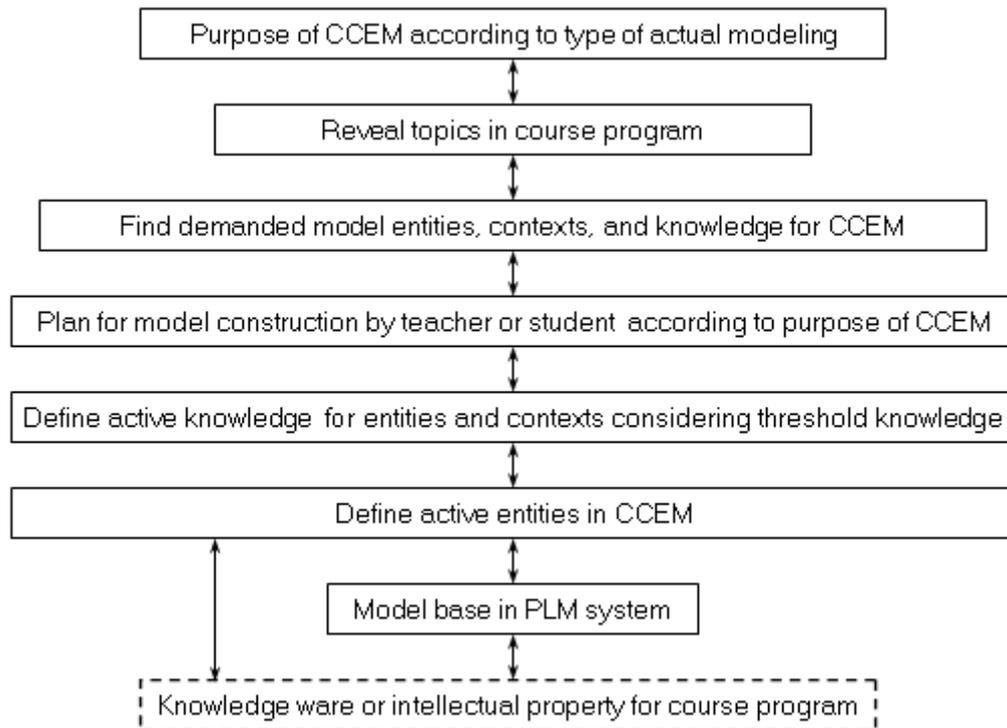


**Figure 1:** Contribution to course configured engineering model (CCEM)

CCEM is a special purposed model and is prepared considering its specific purpose in relevant course or courses. Purpose of CCEM is defined by the type of actual modeling activity. The next step in course definition is *revealing topics* for the actual course program (Figure 2). Term topic was defined in Horváth, L. & Rudas, I. J. (2006) as part of a proposed course model where course model modules were grouped in track. A module consisted of blocks while a block was built by topics. In the method proposed in this article, topics constitute educational structure of CCEM. Teaching content can be traced through CCEM model entities which carry knowledge intended to transfer for students. These entities represent content for topics including possible variants and alternatives. Professional object oriented modeling systems can be completed by user defined objects and related procedures in order to accommodate its course specific developments. This gives the perspective to include new course specific activities and representations for the system. Generic model can modify itself for various purposes.

The next stage of defining a CCEM is to find required model entities, contexts, and knowledge (Figure 2).

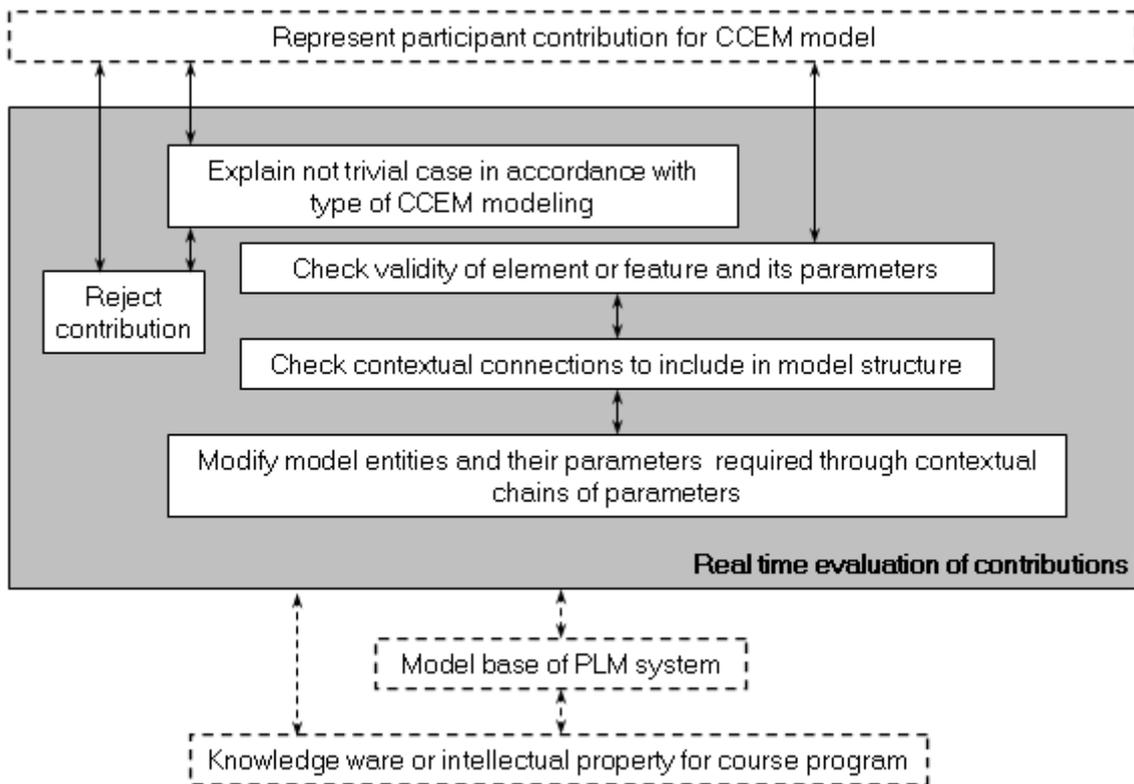
Following this, model construction plan is defined by teacher and/or student in accordance with purpose of CCEM. Multipurpose CCEM can be defined using purpose specific activity of certain entities. Active knowledge for entities and contexts is defined considering threshold knowledge. Threshold knowledge is mandatory to apply at model definition. This is one of the means to check knowledge of the students for assessment. Attempt for breaking threshold knowledge is automatically refused. Correction is allowed according to course measures. Reusable knowledge is also placed outside of CCEMs in knowledge ware or intellectual property for decided application in courses. Handling of CCEM utilizes resources for model base management in the host PLM system.



**Figure 2:** Preparing CCEM

*Preparing a CCEM* is based on topic related knowledge content. Conventionally, this knowledge was included in lectures, teaching materials which supported learning, task solution using conventional classroom means, and conventional laboratories where physical devices and equipment were configured. In case of model mediated course knowledge is in CCEM and its linked background. It is obvious that all conventional teaching content can not be represented in CCEM model entities. For this purpose, annotation is applied which is joined to relevant model entity. On-line help of modeling system gives explanation on concepts, entities, and methods and available as annotation. This may be completed by course specific annotations as required by course content. *Laboratory thematic includes EO definitions, simple or complex optimizations, analyses, and simulations.* Experiment plan can be defined for automatic execution of tests with different sets of parameters. Other important difference between conventional teaching media and CCEM is that CCEM does not allow erroneous result during course activities. Student must define model entities which do not break former decided results, constraints, rules, etc. in order to achieve valid result. Most of student work assessment can be relied upon CCEM. This places great responsibility on definition of CCEM especially in case of knowledge configuration.

Represented participant contribution is passed to CCEM (Figure 3). The *active CCEM evaluates attempt for contribution* by real time checking for breaking of active knowledge and already decided entities and parameters, and tracking consequences of contributed content along contextual chains of entity parameters. This is standard procedure in recent engineering modeling systems. In case of failed evaluation, CCEM rejects the attempt for contribution. Normally, rejection is explained only in not trivial cases in accordance with type of actual CCEM modeling activity and the content of reaction. Messages can be included using rule or check functions of knowledge definition as teaching process requires. In trivial cases, modeling system is waiting for proper contribution as in case of industrial design application of modeling. Reaction can be configured to communicate with course assessment functionality. Informatically speaking, validity of element or feature and its parameters and contextual connections which are placed in CCEM structure are checked.



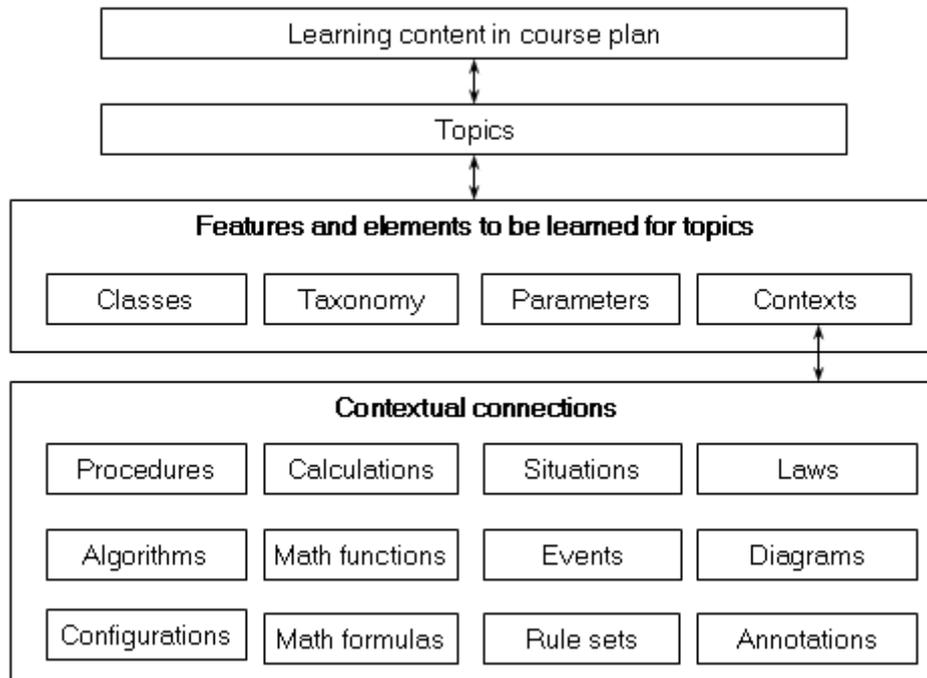
**Figure 3:** Evaluation of contribution

In case of approved contribution, model entities and their parameters are modified through contextual chains of entity parameters. Element and feature are main entity types in industrial EM. *Element is defined with its content and connections with other elements and is a building block of EC wide requirements, function, and logical structures. Feature is means for definition of physical level of EC and acts on related features by contextual connections.* According to experience with lectures and laboratories at model environment at Laboratory of Intelligent Engineering Systems, these entities are well configurable for application at course purposes.

Teaching and learning content in CCEM provides basis for application of EM at course activities. One of the issues raised is that how conventional teaching process could be moved into this virtual environment. *Model representation capabilities* of engineering modeling systems recently were completed by higher levels of abstraction, highly organized active knowledge, extended and integrated analyses and experiments, intelligent computing, and means for engineering research. This completion made professional engineering modeling systems more appropriate as carrier of content in higher education courses. When configuration of content for contextual topics is available, elements and features which carry content should be taught to topics are decided and contextual connections are defined for parameters in these entities (Figure 4). In an object oriented scheme, classes, taxonomy for classes, parameters of classes, and relationships between parameters within and between classes are defined. Relationships are defined as contextual connections.

*As it can be concluded from the above mentioned, main carriers of knowledge content are contextual connections.* This is made by wide capabilities for the definition of contexts in recent engineering modeling systems possible as it is shown in Figure 4. When one surveys the wide range of typical representations in Figure 4 possibly recognizes that any conventionally applied course content in books, handouts, and presentations can be included in CCEM as active entity. At the same time, these representations for contextual connections are also main means at cross-disciplinary modeling of multidisciplinary and cyber-physical ECs. Continuous development of engineering modeling systems as response for achievements in ES development, industrial requirements, problem solving methodology, new standards, etc. is great support for the development of course programs and it guarantees up to date education program. This is one of main benefits of the proposed CCEM model mediated higher education course. Functional and logical level representations in recent engineering modeling systems include behaviors of EC. Behavior based representation makes virtual execution of model possible raising the higher education potential of EEMS. Virtual execution of behavior based CCEM representations is one of future research issues at the Laboratory of Intelligent Engineering Systems. In this way, high level analyses can be included and utilized at education.

As it was stated above, representation of contextual connection is main means to include knowledge in EM. Parameter definitions in EM connect related parameters of different model entities by contextual connection. Wide range of context representations is available in industrial engineering modeling systems with the availability of so many settings and possibility for extension by user defined representations. Most of typical contextual connections in Figure 4 are well-known and do not need explanation in this article. Contextual connection “configuration” defines reusable structure of EOs together with their characteristics and properties. Active situations, events, and rule sets carry knowledge for decisions on element or feature parameters. Laws are often included in the form of mathematically represented curves. It is important to know that any advanced EM is highly relies upon boundary representation of shape. This is the representation of form features and consists of Eulerian topology and non uniform rational B-spline geometry. It can be concluded that rich choice of represented objects and representations allows wide range of competences at definition of CCEM.



**Figure 4:** Teaching content in CCEM

### **COURSE PROGRAM AS PROJECT IN PLM SYSTEM**

Author of this article think that more or less moving of engineering courses into PLM environments is the only solution for future problems of engineering education. Recent developments of PLM systems bring theory and practice closer and allow for realization real industrial environment at engineering laboratories. High number of contextual connections between entities for different disciplines at development of recent ECs increasingly requires disciplinarily integrated means of model representations. A concept was elaborated for configuration of PLM environment for model mediated course (Figure 5) considering demands awaited in the next future. Basically, this environment serves as virtual laboratory application of which inherently extends to other course activities. At the beginning, application of conventional course structure helped to understand conversion of conventional course activities into activities in this virtual environment. Future developments certainly will utilize full potential of this education technology at course organization. This inevitably means more integration of theory, methodology, systemic, and practice in teaching program modules.

Course programs are handled as projects in PLM environment utilizing PLM resources for collaboration. A set of CCEMs constitutes teaching program of a course. Participants of projects are from academic, research, and industrial areas and visitors also may be included. Research and industrial participants help work of academic participants. Everybody can join from own place improving accessibility of outside participants. Visitors participate similarly as in case of an open university program. Participant context includes role, course, course type, and authorizations. By now, cloud organized PLM environment is available at main developers. In course specific cloud environment everything is accessed as service. Main structural units of the course environment provide for modeling resources in order to definition elements, features and processes, and collaboration resources in order to management of projects, teams, and the related participant contexts. University intellectual property (IP) may serve as organized storage of reusable theory, procedure, methodology, experience, algorithm,

and context representations. CCEM is placed in the structure of course configured model system (CCMS). Connected physical objects provide connections with real world devices and equipment, for example in laboratory with physical objects.

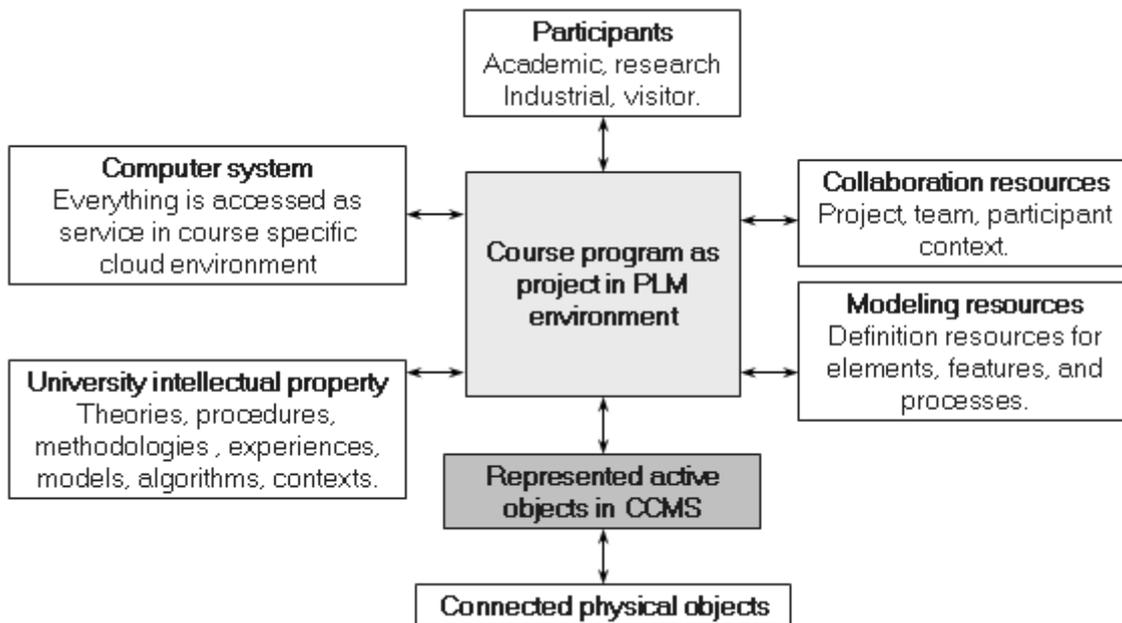


Figure 5: Model mediated course in PLM environment

#### EXPERIENCE AND FINDINGS IN COURSE PRACTICE

Laboratory of Intelligent Engineering Systems was founded for research in high abstraction centered intelligent product modeling at Obuda University in 2005. This laboratory applied leading PLM system with wide modeling capabilities. Following this it developed in accordance with development of engineering modeling and its systems. This laboratory is suitable for gaining experience at education in model mediated course environment with active student participation during scheduled lecture and laboratory hours. It is important to know that certain elements of course program require conventional teaching method mainly because some subject matter is not suitable for modeling environment.

All teacher and student participants open own virtual (model) space at the beginning of lectures and laboratories. This space may be empty or loaded with initial CCEM which is applied at analysis, simulation, thematic modification, or extension activities. Most of teaching content can be organized in CCEM. The rest of teaching content is made accessible for students as on line presentation at a dedicated site in close connection with CCEM content. Because PLM system can be accessed by students only in the laboratory, the above mentioned presentation includes thematic snapshots from the definition for actual CCEM together with annotated and hyperlinked explanations in order to prepare students for classroom hour in laboratory. BSc and MSc courses in different engineering disciplines provided for experience in this style of education during the past six years.

Organizing teaching content around one or more appropriately configured CCEM unit for a lecture brought important change in efficiency of our teaching programs. Teacher explained CCEM offers good possibility to emphasize essence of concepts, objects, and processes in subject matter at lecture. Because physics, mathematics, and informatics are embedded in modeling procedures, model creation processes, and active model entities, consideration of these disciplines can not be avoided during classroom work and student recognizes importance and role of these disciplines. Additional benefits come from “living” teaching content, integrated informatics and engineering thinking in a virtual space, and defining and following chains of contextual connections between parameters of engineering object representations. While active modeling process using contextual model acts as guide for student in group learning and individual work it does not accept erroneous contributions.

Latest concept of EC definition is starting with cooperating systems which operate advanced products. Learning by communication with representation of systems in industrial ECs helps in getting skill for human cooperation with cyber-physical systems where virtually operated behaviors are integrated. Cars, aircrafts, production equipment, etc. are developed with growing application of highly automated cooperating systems. Experience

with system level organized ECs shows similar problems at human communication as experienced at human interaction with engineering modeling systems.

In the next future, closely connected PhD subjects and research projects will be introduced in CCEM environment at the Doctoral School of Applied Informatics and Applied Mathematics (AIAMDI, Óbuda University). In case of doctoral program, research related subjects are best arranged in CCEM when research is done in the same system. In this context, future trend to support basic and applied research by specifically configured CCEM will be followed. Among other benefits, outside contexts of the research can be easily defined. In this way, different PhD works can be organically connected in a common project. Model centered communication can be developed among cooperating research centers. CCEM based program at the AIAMDI is anticipated to represent one of new engineering education concepts and methodologies which can fulfill changed demands in the new century.

## CONCLUSIONS

This article introduces a possible way to moving conventional engineering course programs into education specific configuration of professional engineering modeling. Industrial modeling systems are developed towards more higher education conformity. In order to utilize this possibility, course configured engineering model (CCEM) was conceptualized as unit for model mediated course (MMC) program. Preparing CCEM structure, contribution to CCEM and evaluation of contribution, and configuring of teaching content are challenging and new style tasks for course planning and realization.

Concepts and methods in this article are highly based on teaching and learning experience gained during lecture and laboratory practice at the Laboratory of Intelligent Engineering Systems. It was recognized that industrial modeling systems were forced towards integrated multidisciplinary development and research environments by new industrial products and technologies. These environments assure development of active CCEM which is a new carrier of knowledge and provides for a set of new characteristics which enhance education in engineering. Students collaborate in an environment which is supposed to be at their future working place.

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## **Modeling Behavior Of Students In E-Learning Courses On The Basis Of Use Interactive Animations**

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### **ABSTRACT**

Authors in their contribution deal with modeling the behavior of user in e-learning course based on the use of interactive animations. Nowadays, E-learning courses form a standard part of educational process. However, it is not so easy to determine the way students work with study material, whether they make use of it in order to increase didactic effectiveness of e-course. In the contribution authors point to the non-traditional method of recording students' activities and reverse transition to previous lessons using interactive animations, which have been implemented into the study material. The method of recording students' activities was implemented in the academic years 2009/2010 through 2013/2014. Students were divided into two groups – experimental and reference ones. The reference group did not use interactive animations, while in the experimental group interactive animations were implemented into the study material.

## **New Trends In Massive Open Online Courses**

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### **ABSTRACT**

In its most general definition, open educational resources (OER) have been defined as open access to educational materials for anyone who is self learner in the process of teaching, learning and researching (OECD, 2007). With developments in information and communication technologies accessing to information and sharing resources have become more easier, free access to these resources has become more possible and there has been a transition from open educational resources to massive open online courses. Massive Open Online Courses – MOOCs have been defined as large scale online courses with no fee, any restrictions and precondition (Wikipedia, 2012). Without any diploma degree everyone can benefit from these courses which has interaction, feedback and evaluation opportunities.

This paper will provide a brief history of MOOCs and main practices in Turkey and global. And also Anadolu University's MOOC ecosystem AKADEMA which is constructed according to the cultural items, habits and needs will be examined in the context of participants' reasons for getting a course, studying time in a course and their course preferences. This presentation can be considered as an opportunity to share researchers' experience who is working in open learning field.

## Okul Öncesi Öğretmenlerinin Öz Güven Ve Mesleki Tutumlari: Bartın İli Örneği

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### ÖZET

Bu çalışmanın amacı okul öncesi öğretmenlerinin öz güven ve mesleki tutum düzeylerini belirleyerek aralarındaki ilişkiyi incelemektir. Araştırmada veri toplamak için anket yöntemi, bunun uygulanması için tam sayım tekniği kullanılmıştır. Araştırmanın evrenini Bartın ilinde bağımsız anaokullarında görev yapan okulöncesi öğretmenleri oluşturmaktadır. Bu kapsamda görev yapan 40 okul öncesi öğretmeni bulunmaktadır. 34 okul öncesi öğretmeni ile anket çalışması gerçekleştirilmiştir. Anket formu üç bölümden oluşmaktadır; birinci bölümde demografik bilgiler yer almaktadır, ikinci bölüm “Öz Güven Ölçeği” (Akın, 2007) ve üçüncü bölüm “Öğretmenlik Mesleği Tutum Ölçeği” (Çetin, 2006)’nden oluşmaktadır. Verilerin analizinde frekans ve yüzde yöntemi kullanılmıştır.

**Anahtar Kelimeler:** Öz Güven, Mesleki Tutum, Okul Öncesi Öğretmenleri.

### SELF-CONFIDENCE AND PROFESSIONAL ATTITUD OF PRE-SCHOOL TEACHERS IN BARTIN CITY SAMPLE

#### ABSTRACT

The purpose of this study is to determine the levels of self-confidence and professional attitude of pre-school teachers and examine the relationship between these two term accordingly. In order to collect data in this study, questionnaire method has been carried out and for the application of this, full counting technique has been used. There are 40 pre-school teachers working in these terms in Bartın. The questionnaire has been applied to 34 pre-school teachers of independent pre-schools. The wuestionnaire consists of 3 parts; the first part is demographic information, the second parts is “Self-Confidence Scale” (Akın, 2007) and the third part is “Teaching Profession Attitude” (Çetin, 2006). In the analysis of data, frequency and percentage methods are used.

**Key Words:** Self-confidence, Professional Attitude, Pre-school Teachers.

#### GİRİŞ

Bir ülkenin kültürel, sosyal, teknolojik ve ekonomik kalkınmasında, gelişmesinde, çağdaşlaşmasında, halkın refah ve huzur içinde yaşamasında temel unsur insan ve o insana verilen eğitimidir. Eğitimde ise temel faktör öğretmendir (Tekişik, 2005). Eğitim ve öğretimde hedefler ne kadar iyi belirlenirse belirlensin, dersin içeriği ne kadar işlevsel seçilip organize edilirse edilsin, o hedefler ve kavrayışa sahip öğretmenler elinde yürütülmedikçe, eğitimden beklenen sonucun alınması olanaklı değildir (Sünbül, 2001).

Okul öncesi eğitim. iköğretim hayatına hazırladığı öğrencilere temel kavram ve becerileri kazandırmaya yönelik bir eğitim veren bölümdür. İnsan yaşamında kalıcı etkileri bulunan üç ve altı yaş arası grubun eğitim sorumluluğunu üstlenebilecek yeterliliğe sahip öğretmenler yetiştirilir.Okul Öncesi Eğitimi Anabilim Dalının hedefi, temel alan ve meslek bilgisine sahip, kendini geliştirebilen ve ülkemizin ve dünyanın sorun ve gereksinimlerine duyarlı, çocuklara yönelik olumlu tutum ve davranışlara sahip, toplum ve çevre sorunlarına duyarlı, meslek etiğine uygun şekilde davranan, okul öncesi öğretmenleri, bu alanda çalışacak akademisyenler ve diğer profesyonelleri yetiştirmektir.

**Özgüven**, kişinin kendi değeri hakkındaki **subjektif** değerlendirmesi; kişinin kendi özelliklerinin ne ölçüde olumlu ya da olumsuz olduğu hakkındaki yorumudur diye tanımlanmaktadır. Özgüven hem kişinin kendisine ilişkin düşünceleri (Örnek: Zekiyim, Sevilen bir insanım), hem bu düşüncelerin yol açtığı duyguları(Umutsuzluk, Utanç, Gurur), hem de bu duygu ve düşüncelerin ifadesi olan davranışları (Çekingenlik, Dikkat, İddiacılık) içermektedir. Özgüveni süreklilik gösteren bir kişilik özelliği olarak ve geçici bir **psikolojik** durum olarak düşünmek mümkündür. Özgüven sınırlı bir alan için geçerli olabileceği gibi genel bir kavram olarak da düşünülebilir.

Tutum kavramı konuyla ilgili çalışma yapan bilim adamlarının farklı kuramsal yaklaşımları nedeniyle çok değişik biçimlerde tanımlanmaktadır. Genel kabul gören bir tanım ise şu şekilde yapılmaktadır: “Tutum, bir bireye

atfedilen ve onun bir psikolojik obje ile ilgili düşünce, duygu ve davranışlarını düzenli bir biçimde oluşturan bir eğilimdir.” Tanım biraz açılacak olursa; öncelikle tutumun bir bireye ait olduğu görülecektir. Buna bağlı olarak çok sayıda bireyin tutumları ölçüldüğünde ya da birlikte ele alındığında grup tutumlarından söz edilebilir.

Öğretmenlerin mesleklerine karşı olan tutumları öğretmenlik mesleğini yerine getirmede büyük önem taşımaktadır. Sabır, özveri ve sürekli çalışma gerektiren öğretmenlik mesleğinde başarılı olabilmek için bu mesleği severek ve isteyerek yapmak çok önemlidir (Aşkar ve Erden, 1987). Bilindiği gibi öğretmenlik bilgi, beceri gibi bilişsel alan yeterlilikleri gerektirmesinin yanı sıra tutum ve davranış gibi duyuşsal alan yeterlikleri gerektiren bir meslektir. Öğretmen adaylarının meslekle ilgili değer ve tutum kazanmaları en az bilgi kadar gereklidir. Çünkü araştırmalar bize öğrencinin, öğretmenin tutum ve davranışları ile etkilendiğini göstermektedir. Bu meslekte başarılı olabilmek için bu mesleği şartsız kabullenip sevgiyle ve istekle yapmak büyük önem taşımaktadır. Özellikle öğretmenlerin, öğrencilere ve okul çalışmalarına yönelik tutumları öğrencilerin öğrenmesine ve kişiliğine geniş ölçüde etki etmektedir (Küçükahmet, 1976). Genellikle tutumlar, bilişsel (inançlar), duyuşsal (duygular) ve davranışsal (mevcut aksiyonlar) öğelerden meydana gelir. Bu açıdan değerlendirildiğinde öğretmenin, öğretmenlik mesleğine yönelik tutumu onun mesleğindeki davranışlarının en güçlü belirleyicilerinden birisini yani “öğretmenlik meslek anlayışını” yansıtacaktır. Öyleyse öğretmenlerin gerek öğrencilik yıllarındaki öğrenme yaşantıları, gerekse meslek yaşamları boyunca edindikleri deneyimlerle, kendi meslek anlayışlarını oluşturdukları söylenebilir (Can, 1987).

### **ARAŞTIRMA**

Araştırmada okul öncesi öğretmenlerinin öz güven ve mesleki tutum düzeylerini belirleyerek aralarındaki ilişki incelenmiştir. Araştırma Bartın ilinde milli eğitim müdürlüğüne bağlı bağımsız anaokullarında görev yapan okul öncesi öğretmenler üzerinden yürütülmüştür.

Araştırmada veri toplamak için anket yöntemi, bunun uygulanması için tam sayım tekniği kullanılmıştır. Araştırmanın evrenini Bartın ilinde bağımsız anaokullarında görev yapan okulöncesi öğretmenleri oluşturmaktadır. Bu kapsamda görev yapan 40 okul öncesi öğretmeni bulunmaktadır. 34 okul öncesi öğretmeni ile anket çalışması gerçekleştirilmiştir. Anket formu üç bölümden oluşmaktadır; birinci bölümde demografik bilgiler yer almaktadır, ikinci bölüm “Öz Güven Ölçeği” (Akın, 2007) ve üçüncü bölüm “Öğretmenlik Mesleği Tutum Ölçeği” (Çetin, 2006)’nden oluşmaktadır. Verilerin analizinde frekans ve yüzde yöntemi kullanılmıştır.

Araştırmada elde edilen bulgular 2015 yılında Bartın ilinde milli eğitime bağlı bağımsız anaokullarında görev yapan okul öncesi öğretmenler ve ankette yer alan ifadelerle sınırlıdır.

### **BULGULAR**

Ankete katılan 34 okul öncesi öğretmenin tamamı bayandır. Cinsiyet, yaş, eğitim ve çalışma sürelerine göre dağılımları Tablo 1’de verilmiştir.

**Tablo 1. Katılımcıların demografik bilgilerine göre dağılımı**

<i>Yaş</i>	<i>Frekans (f)</i>	<i>Yüzde (%)</i>
30 yaş ve altı	3	8,7
31-35 yaş arası	19	55,8
36-40 yaş arası	7	20,9
41-45 yaş arası	4	11,7
46 yaş ve üzeri	1	2,9
<b>TOPLAM</b>	<b>34</b>	<b>100</b>
<i>Eğitim Durumu</i>	<i>Frekans (f)</i>	<i>Yüzde (%)</i>
Lisans	32	94,1
Yüksek Lisans	2	5,9
<b>TOPLAM</b>	<b>34</b>	<b>100</b>
<i>Şuan ki okulda çalışma süresi</i>	<i>Frekans (f)</i>	<i>Yüzde (%)</i>
1 yıl ve altı	11	32,6
1-5 yıl arası	4	11,7
5-10 yıl arası	17	49,9
11-15 yıl arası	1	2,9
15 yıl ve üzeri	1	2,9
<b>TOPLAM</b>	<b>34</b>	<b>100</b>
<i>Toplam çalışma süresi</i>	<i>Frekans (f)</i>	<i>Yüzde (%)</i>
5 yıl ve altı	1	2,9
6-10 yıl arası	17	49,9
10-15 yıl arası	5	14,6
15-20 yıl arası	7	20,9
20 yıl ve üzeri	4	11,7
<b>TOPLAM</b>	<b>34</b>	<b>100</b>

Araştırmaya katılan okul öncesi öğretmenlerinin yaklaşık % 56'sı 31-35 yaş arasında, % 94'ü lisans mezunu, % 50'si 5-10 yıldır şu anki okulunda görev yapmakta iken % 50'si öğretmenlik mesleğinde 6-10 yıl arası deneyim sahibidir (Tablo 1).

Araştırmaya katılan okul öncesi öğretmenlerinin öz güven ölçeğine verdikleri yanıtların yüzde ve frekans dağılımları Tablo 2'de verilmiştir.

**Tablo 2. Katılımcıların öz güven tutumlarına ilişkin görüşlerine göre dağılımı**

<i>İfadeler</i>	<i>Hiçbir Zaman</i>		<i>Nadiren</i>		<i>Sık sık</i>		<i>Genellikle</i>		<i>Her zaman</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Kendimi başarılı bir insan olarak görürüm	-	-	1	2,9	3	8,8	16	47,1	14	41,2
Başkalarının yanında heyecanımı kontrol edebilirim	-	-	6	17,6	6	17,6	16	47,1	6	17,6
Seçimlerimde başkalarına bağımlı değilimdir	-	-	-	-	5	14,7	17	50,0	12	35,3
Yaşamdaki zorluklarla baş edebilirim	-	-	-	-	2	5,9	11	32,4	21	61,8
Benim için aşılamayacak sorun yoktur	-	-	1	2,9	5	14,7	19	55,9	9	26,5
Başkalarının görüşlerine saygı gösteririm	1	2,9	1	2,9	-	-	9	26,5	23	67,6
Problemlerimin üstesinden gelebileceğime inanırım.	-	-	-	-	2	5,9	15	44,1	17	50,0
Sosyal etkinliklere katılmaktan çekinmem	-	-	1	2,9	5	14,7	12	35,3	16	47,1
Verdiğim kararların arkasında dururum	-	-	-	-	-	-	14	41,2	20	58,8

Kendi kendime yetebileceğime inanırım	-	-	-	-	3	8,8	10	29,4	21	61,8
Aktif birisi olduğumu düşünürüm	-	-	-	-	4	11,8	16	47,1	14	41,2
Öz eleştiri yapabilirim	-	-	1	2,9	1	2,9	7	20,6	25	73,5
Anlamadığım konularda başkalarına soru sorabilirim	-	-	1	2,9	-	-	5	14,7	28	82,4
Yeni girdiğim ortamlara uyum sağlarım	-	-	1	2,9	3	8,8	14	41,2	16	47,1
Kendimle barışık bir insanım	-	-	-	-	3	8,8	10	29,4	21	61,8
Gerektiğinde sonuna kadar hakkımı savunurum	-	-	-	-	2	5,9	13	38,2	19	55,9
İstedğim şeyleri elde etmek için mücadele edebilirim	-	-	-	-	1	2,9	12	35,3	21	61,8
Kendimi rahat bir şekilde ifade edebilirim	-	-	-	-	3	8,8	17	50,0	14	41,2
Kendimi ve başkalarını olduğu gibi kabul ederim	-	-	-	-	2	5,9	5	14,7	27	79,4
Çevremde yeterli kadar güvenebileceğim insan vardır	1	2,9	3	8,8	3	8,8	15	44,1	12	35,3
Sorumluluk almaktan çekinmem	-	-	-	-	2	5,9	12	35,3	20	58,8
Diğer insanların eleştirilerini anlayışla karşılayabilirim	-	-	2	5,9	3	8,8	16	47,1	13	38,2
Sıkıntılı anlarımda bile olumlu düşünmeye çalışırım	-	-	2	5,9	10	29,4	17	50,0	5	14,7
Ön plana çıkmaktan korkmam	-	-	3	8,8	6	17,6	15	44,1	10	29,4
Başarısız olduğumda hemen pes etmem	-	-	-	-	3	8,8	20	58,8	11	32,4
Başka insanlarla kolaylıkla iletişim kurabilirim	-	-	1	2,9	-	-	16	47,1	17	50,0
Değerli birisi olduğuma inanırım	-	-	-	-	3	8,8	11	32,4	20	58,8
Kolay arkadaş edinebilirim	-	-	1	2,9	2	5,9	15	44,1	16	47,1
Düşüncelerimi ifade ederken başkalarından çekinmem	-	-	1	2,9	2	5,9	12	35,3	19	55,9
Kolay karar verebilirim	-	-	2	5,9	8	23,5	16	47,1	8	23,5
Sosyal bir insan olduğuma inanırım	-	-	2	5,9	5	14,7	13	38,2	14	41,2
Kendimi severim	-	-	1	2,9	2	5,9	10	29,4	21	61,8
Başka insanların övgülerini hak ettiğime inanırım	-	-	1	2,9	1	2,9	20	58,8	12	35,3

Araştırmaya katılan okul öncesi öğretmenlerinin mesleki tutum ölçeğine verdikleri yanıtların yüzde ve frekans dağılımları Tablo 3’de verilmiştir.

**Tablo 3. Katılımcıların öğretmenlik mesleği tutumlarına ilişkin görüşlerine göre dağılımı**

<i>İfadeler</i>	<i>Kesinlikle Katılmıyorum</i>		<i>Katılmıyorum</i>		<i>Kararsızım</i>		<i>Katılıyorum</i>		<i>Kesinlikle Katılıyorum</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Benim için en ideal meslek öğretmenliktir	3	8,8	1	2,9	4	11,8	13	38,2	13	38,2
Bir ömür boyu öğretmenlik yapabilirim	2	5,9	1	2,9	8	23,5	10	29,4	13	38,2
Mesleğimle ilgili faaliyetleri yapmak bana hiç zevk vermiyor	22	64,7	6	17,6	5	14,7	-	-	1	2,9
Öğretmenlik benim için bir tutkudur	-	-	-	-	7	20,6	18	52,9	9	26,5
Öğretmenliğin bence hiçbir cazip yanı yoktur	21	61,8	9	26,5	2	5,9	1	2,9	1	2,9
Öğretmenlik mesleğinde tecrübem arttıkça bu mesleğe daha çok bağlanacağıma inanıyorum	2	5,9	1	2,9	4	11,8	16	47,1	11	32,4
Bu mesleğin bana çok şey kazandıracığını düşünmüyorum	19	55,9	5	14,7	-	-	6	17,6	4	11,8
Öğretmenlikten alacağım manevi doyumu hiçbir şeye değişmem	1	2,9	2	5,9	3	8,8	11	32,4	17	50,0
Bu mesleği yapmaktan kimse beni alıkoyamaz	2	5,9	4	11,8	4	11,8	13	38,2	11	32,4

Öğretmenliğin kişiliğime uygun bir meslek olduğunu düşünmüyorum	18	52,9	7	20,6	2	5,9	4	11,8	3	8,8
Bu mesleği bilerek ve isteyerek seçtim	2	5,9	4	11,8	2	5,9	7	20,6	19	55,9
Öğretmenlikten alacağım hazın bana bu mesleğin tüm zorluklarını unutturacağına inanıyorum	1	2,9	1	2,9	4	11,8	13	38,2	15	44,1
Öğretmenlik mesleğini sevmiyorum	23	67,6	6	17,6	1	2,9	2	5,9	2	5,9
İnsanlara bir şey öğretmeyi sevdiğim için bu mesleği seçtim	2	5,9	3	8,8	5	14,7	10	29,4	14	41,2
Benden yeni bir meslek seçmem istense hiç tereddütsüz yine öğretmenlik mesleğini seçerdim	1	2,9	1	2,9	7	20,6	13	38,2	12	35,3
Bu meslekte her zaman öğrenme ve öğretme heyecanı duyacağımı zannetmiyorum	16	47,1	8	23,5	5	14,7	1	2,9	4	11,8
Bu meslekte başarılı olabilmek için çok çalışıyorum	-	-	-	-	2	5,9	19	55,9	13	38,2
Öğretmenlik mesleği beni ne maddi ne de manevi açıdan tatmin etmiyor	12	35,3	12	35,3	4	11,8	5	14,7	1	2,9
Öğretmenlik mesleğini layıkıyla yaptığımı inanıyorum	1	2,9	-	-	1	2,9	19	55,9	13	38,2
Öğretmenlik mesleğini artık yapmak istemiyorum	22	64,7	7	20,6	1	2,9	1	2,9	3	8,8
Öğretmenlik bilginin yanı sıra yetenek gerektiren bir meslektir	-	-	-	-	-	-	4	11,8	30	88,2
Öğretmenlik paylaşımın en yoğun yaşandığı bir meslektir	3	8,8	-	-	2	5,9	6	17,6	23	67,6
Çok zorda kaldığım için bu mesleği yapıyorum	20	58,8	9	26,5	1	2,9	3	8,8	1	2,9
Öğretmen olduğumu düşündükçe mutsuz oluyorum	21	61,8	9	26,5	-	-	-	-	4	11,8
Bu mesleği öğrendikçe ciddiyetini daha iyi anlıyorum	1	2,9	-	-	1	2,9	14	41,2	18	52,9
Daha iyi bir meslek bulursam bir an bile tereddüt etmeden öğretmenliği bırakırım	15	44,1	11	32,4	3	8,8	-	-	5	14,7
Öğretmenlik özveri isteyen bir meslektir	-	-	-	-	-	-	4	11,8	30	88,2
Öğretmenlik onurlu bir meslektir	1	2,9	-	-	1	2,9	4	11,8	28	82,4
Öğretmenlik gibi çileli bir mesleğe devam etmek istemiyorum	18	52,9	11	32,4	1	2,9	-	-	4	11,8
Öğretmenlik mesleği hasta toplumları kurtaracak bir ilaç gibidir	-	-	-	-	-	-	7	20,6	27	79,4
Sürekli kendini yenileme düşüncesi bu mesleği yapma konusunda beni düşündürüyor	10	29,4	18	52,9	1	2,9	2	5,9	3	8,8
Öğretmenlik mesleği bir daha düzelmeyecek kadar yıpranmış bir meslektir	6	17,6	8	23,5	9	26,5	6	17,6	5	14,7
Öğretmenlik vicdani boyutu önemli olan mesleklerin başında gelmektedir.	-	-	-	-	-	-	5	14,7	29	85,3
Sürekli bir sınıfta hapsolmek beni sinirlendiriyor	10	29,4	12	35,3	6	17,6	3	8,8	3	8,8
Öğretmenlik çok sabır isteyen bir meslektir	-	-	-	-	-	-	3	8,8	31	91,2

## SONUÇ

Bartın İlinde 2015 yılında bağımsız anaokullarında görev yapan okul öncesi öğretmenler 40 kişidir.

Bunların 34 tanesi ankete katılmıştır. Görev Yapan öğretmenlerin tamamı bayandır. Ankete katılan öğretmenlerin yaklaşık % 56 sı 31-35 yaş arasında, % 94 ü lisans mezunu, % 50 si 5-10 yıl arası aynı okulda çalışma sürelerine sahiptir.

Öz güven tutumlarına ilişkin görüşleri de “Öz güven Ölçeği”(Akın 2007) ye göre oldukça başarılı ve yüksek oranlarda ifadelerle yer almıştır. Buradan ankete katılan öğretmenlerin öz güven algılarının yüksek olduğunu söylemek mümkündür.

Öğretmenlik mesleği tutumlarına ilişkin “Öğretmen mesleği tutum Ölçeği” (Çetin 2006)ya göre ise Öğretmenlerimizin tutumları değerlendirildiğinde öğretmenin, öğretmenlik mesleğine yönelik tutumu onun mesleğindeki davranışlarının en güçlü belirleyicilerinden birisini yani “öğretmenlik meslek anlayışını” yansıtabilir. O nedenle verilen cevaplarda yüksek oranda bu tutumların kişinin kendi özverisiyle, mesleğe olan tutkusu ile bu mesleği sevmekle, maddi getirisiyle bir ilgisi olmadığını bir tutku, bir ideal, kişiliklerine uygun bir meslek olduğunu, kişisel bilgi ve becerilerinin çok rahat ifade edebildiklerini söylemişlerdir..

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## On The Use Of Euklid Dynageo In Geometry Lectures At The High Schools Or Universities

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### ABSTRACT

Interactive geometry software's (IGS, or dynamic geometry environments, DGEs) are computer programs which allow one to create and then manipulate geometric constructions, primarily in plane geometry. The effective use of such software as classroom materials becomes possible only when teachers and students have the necessary information and skills. By using EUKLID DynaGeo they could able to draw and recognize the graphs of functions more easily. With this aim in this paper Euler line of a triangle is demonstrated.

**Key words:** Dynamic geometry software, EUKLID DynaGeo, Geometry, Mathematic education

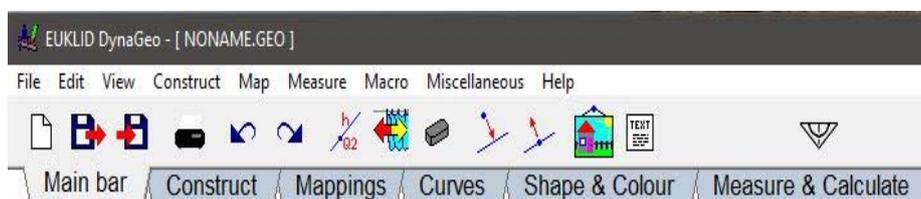
### INTRODUCTION

Students often find geometrical concepts abstract and difficult to understand. This results in poor performance, which contributes in the declining interest in geometry. In today's world where almost all opportunities of technology have great impacts on education, using computers as supporting materials has become an indispensable element of education. Consequently, computer aided instruction has gradually gained importance and been improved in a variety of ways with the help of a great amount of research. Computer aided instruction (CAI) helps to the teaching and learning of scientific concepts independent of time [1]. The adoption of DGS in mathematics education demands that teachers have technical knowledge about how to use DGS and the conceptual understanding of mathematics. Teachers are faced with a series of new challenges [2] [3].

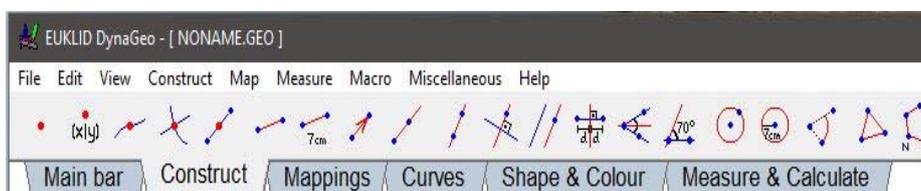
### What is Euklid DynaGeo?

EUKLID DynaGeo is a computer program for "moving geometry". It enables the creation of dynamic drawings i.e. Drawings, in which (some) points subsequently can be moved (with the mouse), without loss of lost the set when creating the drawing relationships between geometric objects [4] with following menu configurations:

#### 1. Main bar:



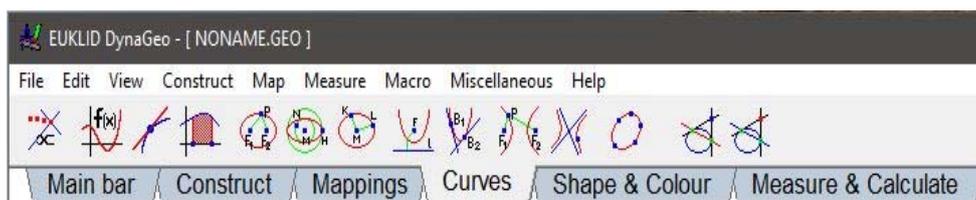
#### 2. Construct:



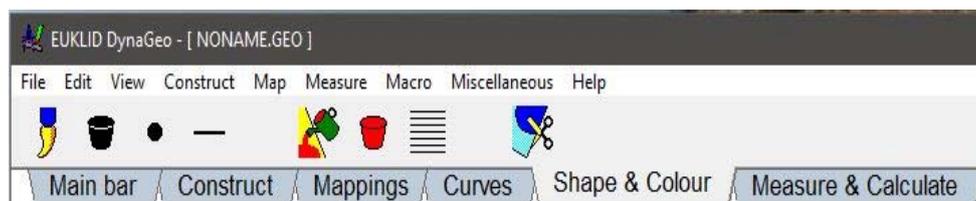
#### 3. Mappings:



4. Curves:



5. Shape & Colour:



6. Measure & Calculate:



**What is Euler line?**

In the 18th century, the Swiss mathematician Leonhard Euler noticed that three of the many centers of a triangle are always collinear, that is, they always lie on a straight line. This line has come to be named after him “the Euler line”. The three centers that have this surprising property are the triangle's centroid, circumcenter and orthocenter.

**Centroid:** The centroid (S) is the point where the three medians converge. The medians are the lines joining a vertex to the midpoint of the opposite side.

**Circumcenter:** The circumcenter (U) is the point where the perpendicular bisectors of the triangle's sides converge. The three perpendicular bisectors are the lines that cross each side of the triangle at right angles exactly at their midpoint.

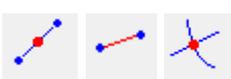
**Orthocenter:** The orthocenter (H) is the point where the three altitudes of the triangle converge. The three altitudes are the lines that pass through a vertex and are perpendicular to the opposite side.

**DEMONSTRATION OF A TRIANGLE’S EULER LINE WITH EUKLID DYNAGEO**

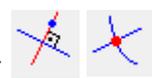
We can demonstrate “the Euler line” of a triangle with using following steps:

a) Choosing free basis points as vertices (corner points) arbitrarily: For this we need .

b) Drawing sides of the triangle with .

c) Finding centroid (S) in order of .

d) Determine circumcenter (U) in order of .

e) Determine altitudes and marking of the orthocenter (H) in order of .

Finally to show that these three points are collinear with .

Note that the form and the color of all points, lines etc. could be change with “Shape & Colour” menu.

Final display would be like in Figure 1.

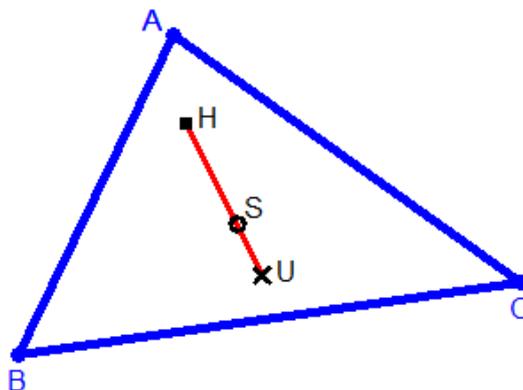
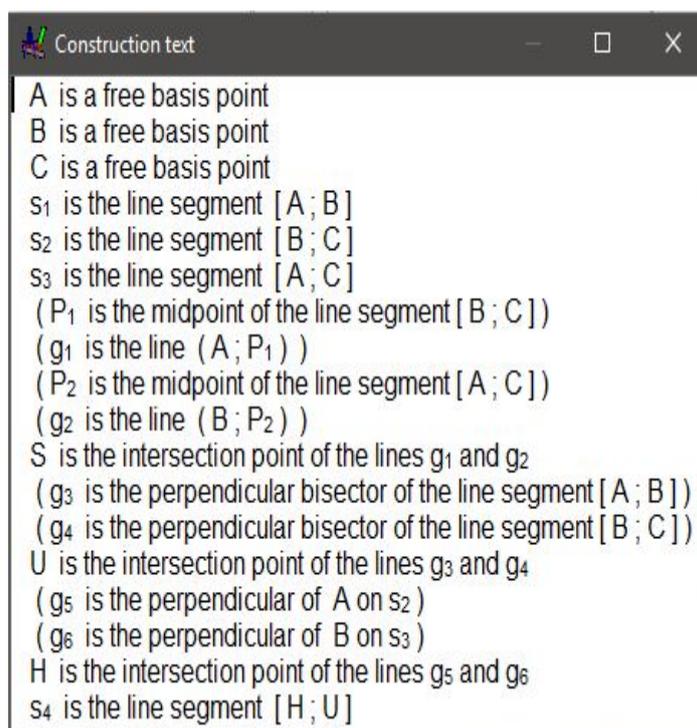


Figure 1. Euler line of a triangle

All constructions step by step could be find in menu “View -> Show construction text” as follows:



There are many user-friendly command in EUKLID DynaGeo. For example, if the question would be: “Show that for Euler line of a triangle is  $d(HS) / d(SU) = 2$ ”, than should be use Measure & Calculate menu and

demonstrate with in order of  and  and displayed as in Figure 2.

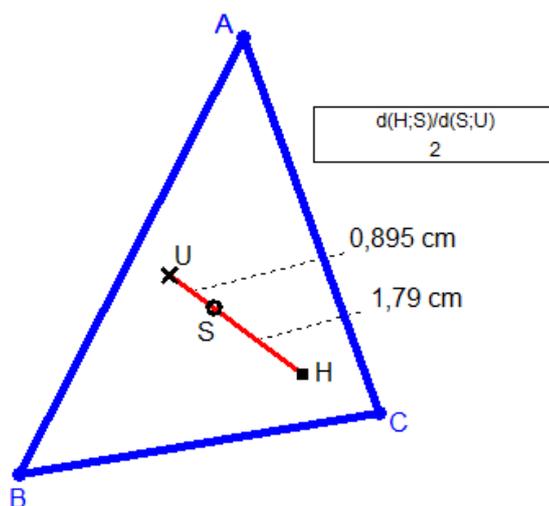


Figure 2. For Euler line of a triangle is  $d(HS) / d(SU) = 2$

## CONCLUSIONS

This Paper demonstrate how Euklid DynaGeo help the students for the understanding and give access for the constructional geometrical concepts.

Nowadays, computer use by youth is always increasing. That brings to use more computer programs in lectures. EUKLID DynaGeo is one of them. It gives us practice solution for the geometric drawings.

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## Online Learning Is A Process, Not Finesse

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### ABSTRACT

This research-based paper presents and discusses relevant online learning and media literature and highlights its impact on the success of online learning. It also discusses the utilization of the instructional system design (ISD) approach for online learning and presents some best practice recommendations based on the use of the author's 5D's model (define, design, develop, deliver, and determine) for planning and teaching online courses.

**Keywords:** Distance learning, online learning, multimedia, web-based technologies

### INTRODUCTION

While traditional face-to-face classes require students to be in the same place at the same time with their instructors, online learning has eliminated such a requirement. Today with the aid of computers and web-based technologies, adult learners can study almost anything anywhere at any time. Also, the utilization of new media for online learning has turned what was once a learning fantasy into an instructional reality and made online classes closer than ever before to face-to-face classes. Therefore, the utilization of new media forms has been on the increase for the last few years. However, Richard Clark warns that: "Media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition" (Clark, 1983, pp. 445-459).

Clearly, students' achievement cannot be measured by the finesse of the media used with the instruction but by the students' performance that happens as a result of the instruction. However, online learning is a comprehensive process that is planned systematically and managed dynamically in which the instructional design and planned media are integrated with the Internet and web-based technologies to drive students' success. In the 5D's model for planning and teaching online courses, Aisami states that: "Developing and managing online courses is a comprehensive process that integrates both the instructional system design (ISD) and the Web applications to achieve the intended learning outcomes of the online course"(Aisami, 2009, pp. 1628-1639).

This research-based paper presents and discusses relevant online learning and media literature and highlights its impact on the success of online learning. It also discusses the utilization of the instructional system design (ISD) approach for online learning and presents some best practice recommendations based on the use of the author's 5D's model (define, design, develop, deliver, and determine) for planning and teaching online courses.

### DISTANCE LEARNING AND INSTRUCTIONAL DELIVERY MEDIUMS

Distance learning started first as a correspondence education in which the instruction was delivered to target learners via mail correspondence. Later, the educational radio, television, and film were all used in addition to the printed materials, followed by audiocassettes, videocassettes, and fax. Then computers came and computer-based technologies including computer-aided instruction (CAI) and computer-based training (CBT). Satellite, video conferencing, and the Internet are also used as more advanced instructional delivery mediums for distance learning. However, the Internet became a more common medium for learning in the late 1990s and its utilization increased by the year until online learning has become synonymous with distance learning.

Year after year, online learning has advanced steadily, and its impact is far-reaching in the global community beyond the borders of the United States. As learning phenomena, online learning is reinventing higher education and transmuting access to all levels of education. In fact, the online learning movement has been gradually changing the academic structure and landscape of the entire learning process (Beazley, Aisami, and Addison, 2009, p. 1384).

### **ONLINE LEARNING AND THE MEDIA DEBATE**

Richard Clark's "media are mere vehicles" argument generated lots of controversy in the 1980s. It also led to a heated media debate in the 1990s. Robert Kozma (1994) argued that:

Do media influence learning? Perhaps it is time to rephrase the question: How, do media affect learning? Perhaps it is time to go beyond our concern with "proving" that media "cause" learning so that we can begin to explore the question in more complex ways. Perhaps we should ask, what are the actual and potential relationships between media and learning? Can we describe and understand those relationships? And can we create a strong and compelling influence of media on learning through improved theories, research, and instructional designs? (SLMQ Volume 22, Number 4, Summer 1994).

Despite the intensity of the 1990s media debate, the debate started to weaken with the turn of the century as the Internet became a viable instructional delivery medium. Also, as the distinction became more vivid between the media forms such as visuals, videos, and games that are used as part of the instructional contents and the Internet that is used as an instructional delivery medium to carry it, the debate has shifted from what effect the media has on learning to how effectively multimedia (a combination of two or more forms of media) can be used with online learning.

Today, the web-based technologies of the 21<sup>st</sup> century and social media have transformed the role of teachers and the way in which they can teach more proficiently. There are many web-based tools that online instructors can use to enhance the quality and effectiveness of their online courses. These tools may include but not limited to video and photo editing, iTunes and voice thread. These web-based technologies have also transformed the role of students and the way in which they can learn more efficiently. Online students can use the same web-based tools and social media like Blogs, Twitter and YouTube to learn about the instructional contents of their online courses and obtain assistance to complete the required assignments. Currently, web-based technologies and social media are widely accessible and commonly available to almost every student in the United States. Bock (2013) stated that "the Pew Internet & American Life survey recently released results that indicated that 84% of teachers believe that using technology and online content in the classroom leveled the playing field for their students across the economical social spectrum" (p.14).

In the last decade, about every study conducted in the field of multimedia and online learning has found multimedia to be a strong learning enhancer. However, instructional multimedia ought to be planned and used purposefully for online learning, and the way it should be used depends on the nature of the instructional contents and the characteristics of the target learners. For instance, if a learning module of an online social science course is about Social Inequality, a video clip of Martin Luther King's "I have a dream speech" can make the instructional contents come alive. Then, for instructional activity, the instructor may include a class discussion that requires students to discuss Social Inequality and analyze it in light of the social and historical factors that precipitated the speech. However if it is a rhetoric course, the same video clip can be used, but the pertaining instructional activity has to be different. And it should be assessed for effectiveness by asking students to provide a critical analysis of the speech's delivery and its impact on a particular target audience. Similarly, if it is a theater course, the instructor can ask the students to watch the video and require them to perform the speech; videotape themselves and post the videos on the discussion board for the class to critique it.

### **ONLINE LEARNING AND THE INSTRUCTIONAL SYSTEMS DESIGN (ISD)**

Apparently, the fundamental question that resulted from the 1990s media debate is not if media affects learning, but how instructors can use it effectively to influence the learning outcomes. This learning notion goes back to the instructional system design (ISD) that found its roots in Robert M. Gagné's 1965 first edition of the "Conditions of Learning and Theory of Instruction." Gagné's 1965 principal assumption is that there are different types of learning outcomes, and different internal and external conditions are necessary to promote each type.

### **THE ADDIE INSTRUCTIONAL SYSTEM DESIGN**

The ADDIE instructional system design model is a generic process of planning, designing and managing instruction. As shown in figure 1, ADDIE is an acronym for a comprehensive process of five phases: analysis, design, development, implementation, and evaluation. The ADDIE instruction system design model was first developed for the U.S. Army during the 1970s by Florida State University's Center for Educational Technology where Gagné was working at the time and wrote the subsequent editions of the "Conditions of Learning."

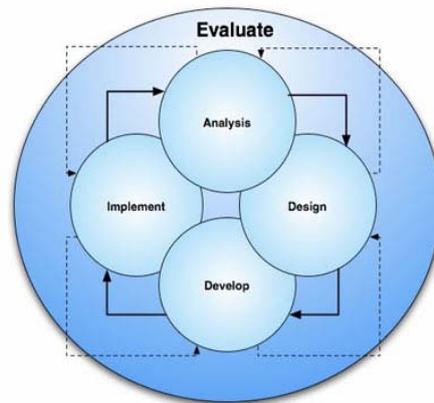


Figure 1: ADDIE Instructional Design Model

### 5D's MODEL FOR PLANNING AND TEACHING ONLINE COURSES

The 5D's model is a planning and teaching approach for online courses. It emulates the structure of the ADDIE's model. As shown in figure 2, the 5D's model is comprised of five interrelated phases: “**D**efine, **D**esign, **D**evelop, **D**eliver, and **D**etermine. It is a systematic process of an instructional cycle in which all five components work together to achieve specific learning outcomes” (Aisami, 2009, pp. 1628-1638).

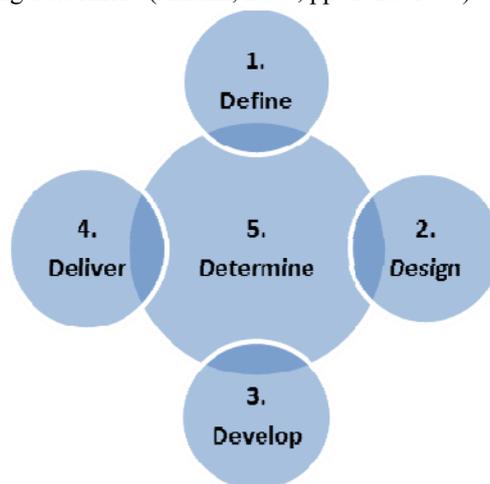


Figure 2: 5D's Model for Planning and Teaching Online Courses

Despite the flexibility of the ADDIE model, it is conceived to be broad and intense. In comparison, the 5D's model is intended to be specialized and simple, and yet serves the same purpose (designing and planning instruction to meet specific learning outcomes). My instructional design graduate students and the instructors whom I help with course design often complain about the ADDIE and ADDIE-based ISD models like the Dick and Carey's 9-component model as being complex and hard to implement in relatively small learning settings such as lessons and courses. Therefore, the main aim of the 5D's model is to provide instructors and instructional design students with a quick and reliable approach to a micro instructional design. The relationship between the 5D's and ADDIE model can be illustrated by the analogy of getting “to-go” food vs. sitting and waiting in the dining room of a formal restaurant to get the same food. The need for a quick and reliable systematic online teaching approach like the 5D's model was established by the growing phenomenon and demand of online learning. Such need can be compared to the one that led to the creation of the second generation of the instructional design models (ID2).

The ID2 models were developed based on the premise of if interactive instructional technologies are to provide a significant part of the increasing amount of education and training demanded by society, then there is a critical need for significantly improved methodology and tools to guide the design and

development of high-quality interactive technology-based instructional materials” (Merrill and Associates, Educational Technology, 1991, 30(1), pp. 7-11 and 30(2), pp.7-14).

Figure 3 outlines the instructional design events for each phase (D) of the 5D’s model. First, the overall goal of the online course is defined based on the students’ needs and current technological skill level; the course objectives are stated based on the course’s overall goal. Secondly, the course instruction is designed around the course objectives, and the instructional strategies are designed and developed based on the learning objectives of the course. Third, the instructional materials and course documents are all developed based on the instructional strategies.

<i>Define</i>	<i>Design</i>	<i>Develop</i>	<i>Deliver</i>	<i>Determine</i>
<b>Define Course Pre- instructional Activities</b> -define course overall goal and learning objectives  -assess students technical skills and readiness for online learning -determine requirements, accessibility, connectivity and support system	<b>Apply Instructional System Design (ISD)</b> -write performance objectives -design instructional activities - develop objective-based assessment -design instructional strategies	<b>Develop Course Activities &amp; Documents</b> syllabus, instruction, materials and media, activities, interaction, collaboration, assessment, and course management strategies	<b>Build Course Web Site</b> -create a course map -create course content areas and upload contents -create an online assessment - set the stage for course delivery -manage the online learning process -monitor students’ performance to ensure that students on the right path toward achieving the course objectives	<b>Determine Course Effectiveness</b> -conduct formative and summative evaluation -collect quantitative and descriptive data -analyze data to revise the course instruction and improve course website

Figure 3: 5D’s Model Outlines

Fourth, the course website is developed, built and furnished based on the instructional strategy that is established in the “design” phase and developed in the “develop” phase. Also, the course website is used as an instructional delivery medium to implement the course’s overall instructional design. Fifth, at the end of the cycle, the online course is evaluated comprehensively to determine its effectiveness regarding the students’ ability in achieving the course’s planned learning objectives. However, the instructional design cycle of the course is not complete without applying the required instructional revision based on the data and information collected by the various means of the course evaluation including students’ feedback.

### BUILDING AND FURNISHING ONLINE COURSE WEBSITE

Due to the nature of the online instructional delivery medium, the 5D’s model includes and emphasizes the “deliver” phase as the most critical component of the process of the online teaching and learning. It focuses on using information and directions generated by the proceeding components of the model, mainly the instructional strategies designed and developed at the “design” and “develop” phases, to build and furnish the course website. As shown in figure 4, the course website starts with a home page that shows a thematic banner for the course (graphic design for instructional multimedia). The home page also includes all of the main content areas of the online course such as:

**“Start Here”:** It includes the course map (what to find and where to find it). It begins with a text and or video clip by the instructor to introduce him/herself and the course and also inform the students of what they are expected to learn and how to learn it.

**Announcements:** It is the area where students can find the instructor’s daily, weekly and monthly announcements that provide updates, weekly summaries, overviews, and outlines the course’s progress.

**Course Syllabus:** The course syllabus is one of the most, if not the most, important document of the online course. It is a comprehensive document. It includes the course requirements, learning objectives, assignments, schedule, policies, resources and online learning support system. It is considered to be an unsigned contract between the online instructor and the students. It is a tool that is required to present the first impression and engage students.

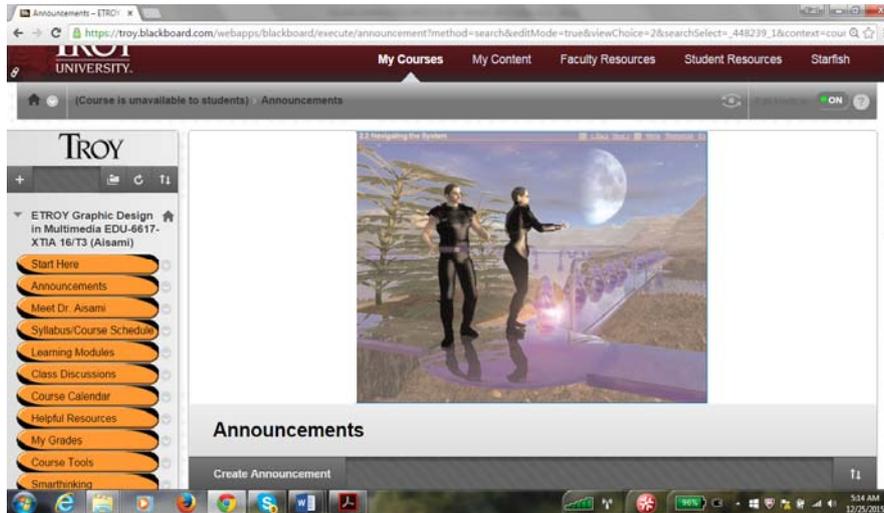


Figure 4: Sample of Course Website Home Page

**Learning Modules:** It is another important content area of an online course. It presents the course instructional segments in nine weeks (the duration of the sample course). One instructional segment per week all included in a folder with the week's number and title as shown in figure 5 below.

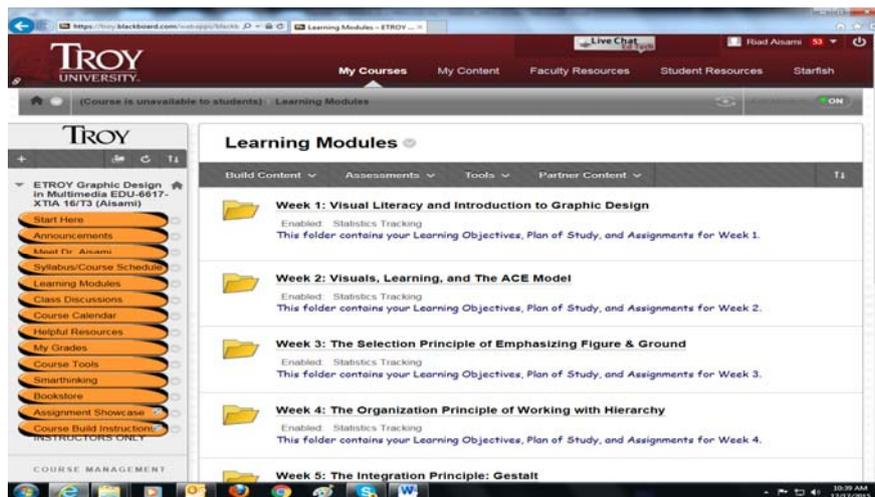


Figure 5: Sample of a layout for 9-Week Learning Modules

As shown in figure 6, each weekly folder includes the week's (segment's) learning objectives with an overview; a plan of study (what you need to know) and weekly instructional materials including lectures and related web resources. It also includes a step-by-step to-do checklist of the required weekly assignments and deadlines as shown in figure 7.

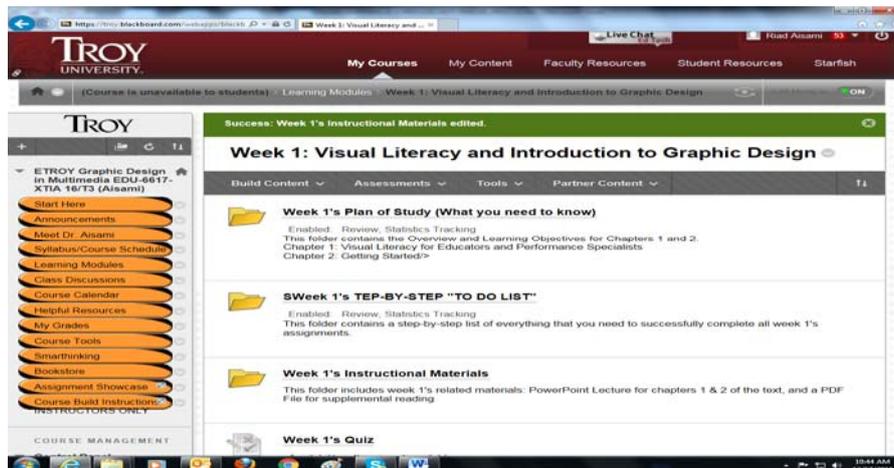


Figure 6: Sample of a one Week Learning Module's Content

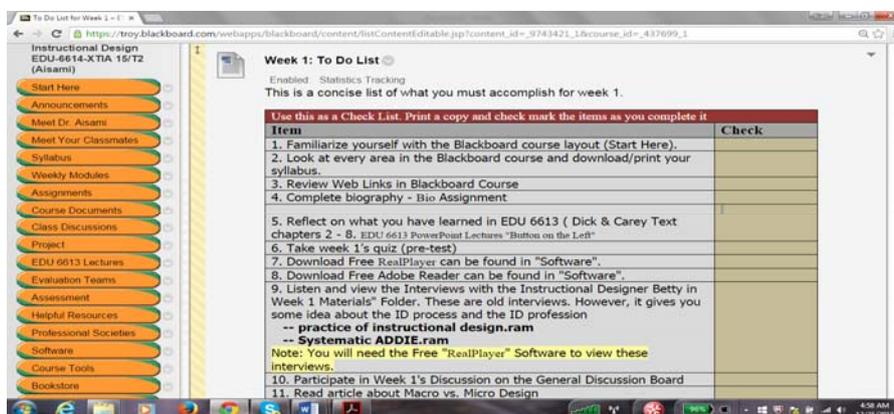


Figure 7: Sample of weekly step-by-step to do list

**Other Content Areas:** The online course website may also include “meet the instructor” and “meet your classmates” are used to create the sense of community and counter the social isolation that online students complain about the most in this learning setting. Also, other content areas are used to provide students with learning support. These areas may include “course tools,” “helpful resources,” and “bookstore.”

### ONLINE COURSE EVALUATION

As visualized in figure 2, “Determine” (evaluate and revise) is the fifth phase of the 5D’s model and the first one in the reversed instructional cycle. It is the large evaluation circle that works interchangeably with the first three phases (define, design, and develop) to ensure that all are working together efficiently to build the stage for a successful online instructional delivery. Then upon course completion, the online course delivery gets evaluated to determine its success (students achieving the course learning objectives as defined and preplanned at the “define” phase). Therefore, students can offer useful information based on their learning experiences, and their feedback is essential for improving the course’s instructional design as well as instructional delivery.

The 5D’s model was first developed and published in the Encyclopedia of Distance and Online Learning in 2005 when there were not too many systematic online learning models. It also was updated and republished in 2009. For the last five years, it has been used in part or full to plan and teach several online courses. Upon the completion of each course, students’ feedback is solicited; data and formation are collected and analyzed, and the course gets revised accordingly. However, some of the instructional elements of the course such as online assessment also get revised as needed during the course delivery to ensure that the instructional activities and assessment are all well-aligned with the course’s learning objectives.

## CONCLUSION

Online learning is more than the mere sum of isolated web-based events or media finesse. Also, media and instructional contents should not be conceived as mutually exclusive events. Instead, both events ought to be utilized as essential components of a comprehensive and systematic process in which all instructional events are integrated and together along with the Internet as an instructional delivery medium and web-based technologies drive to students' online learning success.

## RECOMMENDATIONS

Finally, the following recommendations for planning and teaching online courses are made for online instructors based on the 5D's model's best practice experience and students' accumulative feedback:

- Plan, design, and develop course contents in advance
- Build a structured, organized, and engaging course website
- Ease students' anxiety before the course instructional delivery begins
- Build rapport with students
- Learn students' names
- Create an atmosphere of trust
- Establish rules of engagement
- Maintain close communication with students
- Engage students on the first day
- Plan and require students' participation and provide feedback
- Encourage students' collaboration and develop a learning community
- Include synchronous activities and make virtual classes as real as possible
- Make online learning an enjoyable experience
- Conduct an ongoing course evaluation and revise course activities accordingly

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## Opinions And Recommendations About The Interaction Improvements Of Environmental Education And Technology

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### Abstract

Technology and environment facts, which are important factors in the opinions about the interaction improvement between environmental awareness and technology were inspected in this study in order to understand the opinions of Gazimağusa, Çanakkale area residents. These facts, which have decisive properties in life of humans, affect each other on every level. In this study, opinions and recommendations of Gazimağusa, Çanakkale residents about environmental awareness and technology interaction related to the Pond in the area were inspected.

Technology, which was improved due to necessity in early ages, has started to control people's lives nearing the end of 20th century. In 21st century it has started to be incorporated in every aspect of life and is now being questioned for the emerging environmental problems. Technology, which also has a central role in any state's improvement, being blamed for causing environmental problems is also seen as the source of resolution for said problems which is contradictory. Globalization fact is also causing complications in this situation. Continuous improvement is important on solving global environment problems. In this context, within continuous improvement framework, technologies used and policies applied have an important role. Within the scope of this study, improvement opportunities with the use of environment and technology facts for the Pond in Gazimağusa, Çanakkale area. In this context, with the residents' opinions, ethical discussions created by environment and technology interactions were inspected.

*The sample of this research consists of residents living in the borders of Çanakkale area in Gazimağusa. In this qualitative research, opinions of the residents about the Pond were acquired by the semi-structured interview forms. The interviews were recorded on a voice recorder on a voluntary basis in order to prevent any data loss.*

According to the gathered data, the efforts related to the Pond are not enough and there are important expectations about resolving environment issues. The recommendations, in relation with the gathered data, are showing that the Pond in Çanakkale area can be improved with the use of environment and technology interaction.

**Keywords: Environment, Environment Education, Environment Awareness and Technology.**

### Introduction

The environment is the integrity of physical, chemical and biotic factors that have an effect on life of living organisms in a particular habitat (Yücel, 2006). As a rough approximation, the environment is the aggregate of the physical, chemical, biological and social factors that could have a direct or indirect effect immediately or within time on human activities and living creatures in a certain period (Keleş, 2007). The reasons for pollution, environmental degradation and decrease of resources is accepted as a combination of excessive consumption in industrialized countries and the excessive population growth in poor countries; populations that impair the environment live in industrialized countries that have a high rate of waste production and high source consumption (Erdem, 2000). The target group in environmental education is the whole people and the objective is to develop positive attitudes and behaviors in relation to protecting the environment. A great responsibility falls to schools in achieving the target of the environmental education. Should the environmental education be integrated in the curriculum of the schools, the environmental education is ensured to reach its goal (Şimşekli, 2001). The environmental education is a lifelong interdisciplinary that has a target for developing of the population of the world having knowledge, ability, attitude, incentive, personal and social duties and responsibilities that may contribute to the solution of the current environmental problems and prevent them to reform and which is conscious on matters regarding environment (Moselley, 2000).

The environmental awareness is the form of behavior, attitude and thought that individuals and societies should have in order that they have even relations with the environment. The environmental awareness develops correspondingly with the development of personality by the interaction of several factors. The environmental awareness includes a dynamic structure that may improve throughout life. However, the basis that is formed in childhood has a major importance. Exclusively, the applications of

environmental education that are implemented inside the school could contribute students to develop behavior patterns responsible for their environment.

The environmental problems are basically the product of the human-nature relationship. The struggle of human being with nature started with the beginning of history. Since its existence, this process firstly started to meet the needs of human being and then became to dominate the nature and to the wish to arrange it according to himself. This wish increased in time by being supported by economic system and man started to live in a world that would cause dangerous consequences for him. Exclusively during 20th century, the pressure of the technological developments on nature reached a level that it could not bear, and mankind could only realized towards the end of the century that there was a problem between them and the nature. The fact that mankind who sees himself as a ruling power understood that he had to settle with the nature corresponds to that time (Keleş, Hamamcı, 2005).

Parallel to economic and technological developments realized in historical process, it can be seen that the world is facing environmental problems. The improvements that have occurred as a result of improvement and development efforts that have been made by human since the Industrial Revolution caused the attention to be drawn to the environmental issues intensionally especially after the second half of the 20th century. The fact that the pressure of the rapid technological developments together with the economic development efforts on nature has reached a dangerous level, and the societies meet several unforeseen problems regarding the environment brought up the interest for environmental issues firstly to be only on scientific level but then to the agenda of communities too. In this way, the arguments about the environment started to take place. Exclusively there are several opinions about its scope. Accordingly, the assessments to be done firstly within the framework of pollution then gave its place to the environmental definitions including the problems such as population growth, poverty and development problems of the country, urbanization and depletion of resources, as the development efforts increased and the technology improved.

## **Method**

### **1.1. The Model of the Research**

Qualitative data has been gathered in the research and the research design has been determined as “content analysis”. The qualitative research is defined as the research where the qualitative data collection methods like observation, interview and examination of document are used, and a qualitative process is monitored regarding the perceptions and events to be set out in a realistic and holistic manner in the natural environment (Yıldırım et al. 2011).

In this research, semi-structured interview technique was used as data collection tool. The advantages of the interview technique can be shown that they provide a possibility to view the subject from the perspectives of the related individuals and to help these social processes forming this perspective to rise (Yıldırım et al. 2011).

### **1.2. Data Collection Tool**

As a data collection tool in the research, in order to identify the views of the citizens regarding the environmental awareness and the possibility of development of technological interaction the questions in the semi-structured interview form were asked to the residents of Gazimağusa Çannakkale Pond. The interview technique is one of the most frequently used methods. It is aimed to catch and understand for a moment the relativity and mobility of social phenomena with the interview technique. The most important advantage of the interview technique can be shown that it provides a possibility to view the subject from the perspectives of the related individuals and to help these social processes forming this perspective to rise (Yıldırım and Şimşek 2011).

In the qualitative research approach, in order to collect data generally the depth interview (face to face interview), direct observation and document analysis technics are used (Legard , Keegan and Ward, 2003). The data of this research has been gathered through “face to face interview technique” which is generally preferred in qualitative research approach providing the possibility of deeply understanding the views of the participants about the matter and which cannot be observed directly by other data collection tools. The depth or face to face interviews have some major advantages like having a high response rate, providing flexibility on the order of questions, ensuring control possibility on the environment and giving deep information about the subject that is researched (Yıldırım and Şimşek, 2011). This method is a source of many dimensions such as the reasons forming the basis of response of the participants, emotions, thoughts and beliefs (Legard, Keegan and Ward, 2003).

In this research, the semi-structured interview method which is called as interview form approach too has been used. In the process of forming the semi-structured interview form, it was prepared so as to put forward exactly the opinions of the participants by firstly examining the related literature and

forming a draft interview form. In this research, the content analysis was used in the analysis and interpretation of the qualitative data obtained from the participants.

### 1.3. Working Group

The working group of the research is limited to 50 persons living in territory of Gazimağusa Çannakkale Pond of North Cyprus in 2015. When assigning the working group, the random sampling method was used (Büyüköztürk, 2009). An interview was conducted with the residents of the territory which was selected by sampling randomly and the “Opinions and Suggestions about the Development of Environmental Awareness and Technology Interaction” was tried to be determined.

### 1.4. Data Collection Process

The research data was obtained through an interview in the hours when the participants were available between the dates of 1 September - 25 October 2015. In the face to face interviews made with different persons in data collection process, a voice recorder was used and written notes were kept by listening to the views of the participants carefully and regardfully. In line with face to face interviews that were made with the local residents, each interview last approximately 20 mins. In this research, the content analysis was used in the analysis and interpretation of the qualitative data obtained from the participants. Different dimensions were tried to be determined in accordance with the opinions of participants.

### 1.5. Data Analysis

The answers given for each question according to the views of the interviewed participants were categorized separately and put in the tables. After this first categorization, data was examined again by the researcher and the basic themes and categories were formed. The themes and categories that are determined have been observed again by taking into consideration the related literature and the categories having similar patterns have been unified and the different ones were coded by being gathered in another category. The names of the directors giving the answers are given in orders near the categories. The phrases obtained from the categories are given as samples in the expression space. The individual interviews were carried out in the period that the administrators were available by making visits to the schools. The negotiations with citizens were conducted in an environment to be able to negotiate one-to-one.

After the interview form was applied in the research, the data obtained from the answers of the questions in interview form were resolved by content analysis. The data is analyzed in four steps in content analysis (Yıldırım et al., 2011).

**1. Coding of Data** After the breakdown of negotiations were made, the data obtained from the participants was divided into sections by being examined and these sections having meaningful complements in themselves were named and coded. After this data is wholly coded in this way, a code list was created and acted as key list in examining and arrangement of data. Later then, the coding keys and negotiating breakdowns were separately read by the researchers and the necessary arrangements were made by discussing the subjects “consensus” and “difference of opinion”.

**2. Availability of Themes:** *In this phase, the codes that were determined in coding of data were each regarded as a separate category and assessed as separate themes.*

**3. Organizing and Defining Data according to Codes and Themes:** The opinions of the participants in this phase were explained in such a way that the readers could understand and the views were presented to the readers. In order to determine which participant the negotiation notes belong to a footnote was used and the negotiation notes were given in quotation marks. Later then it was determined which participant the interview was belong to in the parentheses.

**For example:** “.....”(G:G(18)) G: GAZİMAĞUSA

**4. Interpreting of Findings:** The interpreting of the findings defined and presented comprehensively by the researcher and explanation of some results were realized in this step. The gathered data was interpreted by being passed through stages that the qualitative research entailed and a number of results were deducted.

## Findings

### 2.1. Opinions about Development in combination with the Environment together with Technology Utilization of the Pond in Gazimağusa Çanakkale Territory

The findings and interpretations coming to light as a result of the analysis of data obtained from the participants for the purposes of the study. The data obtained from the negotiations in the findings section were subject to the analyses. The three themes forming the findings of the research can be given as follows: (i) *environmental awareness and technological interaction*, (ii) *environmental cleaning*, (iii) *environmental planning*. So in the conversation about them, as the individuals said themselves the findings are as follows:

#### 2.1.1 Environmental Awareness and Technological Interaction

All of the participants stated their opinions in several ways about the development in combination with the environment together with technology utilization of the Pond in Gazimağusa Çanakkale Territory. One of the local citizens made this assessment: *“Developable. Beneficial steps should be taken together with technology. In this region that is an ecosystem field, the construction materials or things that could be harmful should not be used (G:M(2))”*. *Developable according to G:M(1)”*. *The Pond is polluted with human factor and settlement is made in its vicinity*. While making the expression that *there should be treatment system and configurations with the technology”* another citizen made such expression; *“Yes, the technology together with the environment could be developed in harmony (G:M(17))”*. Another citizen said that *“ i think recycling is inevitable for the 21st century. The wastes and solid waste should precisely be assessed by recycling thanks to the technology. There many positive effects of it. For the time being, this system is being used in our city, yet it is insufficient, more is needed for the environment. Because it is a beneficial system. If possible to do so, it can be contributed in the material sense too (G:M(16))”*. Another resident expressed that *“Surely, yes. It can be created very well possibilities there, as long as it is wished to (G:M(23))”*. To the same question, another one answered that *“the necessary studies are conducted and should be sensitive, it can be a perfect stopping point (G:M(25))”*. Another citizen stated that *“this Pond is an important value for Mağusa. It can be turned into more well-cared strolling area. It surely can be assessed without spoiling its natural structure by taking under control (G:M(37))”*. Another resident expressed that *“Yes. It will have contributed to the biodiversity (G:M(10))”*, and (G:M(18)) said *“Yes. The Pond water could be transferred to Gazimağusa as tap water by being treated”*. To the same question, another one answered that *“Yes developable. We could obtain clean water supplies by using treatment system (G:M(22))”*.

Another citizen said that *“Surely, developable. For example, the press and publishing tools are one of the most important ways for a livable environment. The programs made for the environment should be watched, but the programs that are made for this purpose are not enough. The awareness should be provided in the society more widely. It should take place in training programs in schools (G:M(16))”*.

A resident added that *“Surely, developable. Renewable power sources (solar panels, sources like wave and wind energy) should spread and the technologies that supply us now energy and to serve the next generations should take their places. Our natural power sources are indispensable for a renewable and sustainable environment (G:M(2))”*.

Another citizen said that *“Developable. For example, together with use of technology, the rainwater storing and beneficial studies should be carried out. It is important for meeting the potable and usable water needs. We should assess these waters with the technology. Every drop of water is important in our country, storage should be applied because we are an arid country (G: M(1))”*.

#### 2.1.2. Environmental Cleaning

In order to identify the developable views of participants about the development in combination with the environment together with technology utilization of the Pond in Gazimağusa Çanakkale Territory, 42 of the citizens that are in the research group in Gazimağusa Çanakkale Territory stated their opinions about environmental cleaning. A residents of the town stated that *“There is insensitivity and negligence. Only the municipality will come and try to disinfect, but the medicine damages us too. The necessary solution cannot be found for the pond, even if this region has greens and it is settled. What a pity.... The mosquitoes and smells are quite disturbing. An overall cleaning should be done and the necessary studies should be carried out for pruning of trees and increasing the water level (G:M(4))”*. Another citizen said that *“If the water level could be raised, it can be in a better situation after the pruning of trees and the usage of technology (G:M(5))”*. Another citizen stated that *“Yes. The Pond is important for living creatures and it should be kept clean (G:M(14))”*. Another citizen pointed out that *“It can be opened to the public after landscaping. While stating that in order to prevent the odor cleaning can be done (G:M(45))”*, another one added that *“it could be done, if wanted to. The municipality has*

*responsibility here. It can be cleaned, fish eggs could be left and a committee could be called, it can be designed as a picnic park and it can be named as recycling area, waste bins can be placed, tree planting areas could be created. If it is wished to, there is no hindrance ...(G:M(44))”.*

### **2.1.3. Landscaping**

The whole participants pointed out the necessity of landscaping in their views regarding this theme. A citizen stated that *“This pond is a very beautiful and special living area for the animals. Before this beauty is spoiled; a picnic area, zoo and natural life park can be created here. Together with this configuration, the freshwater in pond can be made usable with the technology (G:M(46))”.* Another resident answered that *“Yes. As well as increasing the natural life by landscaping and water increase together with the accumulation of rainwater a contribution could be made economically (such as tea garden, picnic area) (G:M(47))”.* Another citizen stated that *“That region could be turned into a social facility. The path could be filled with water and places for ducks, fish, accommodation facilities or tea garden could be created and opened to the public. A nominal fee could be collected in entry and can be used for cleaning (G:M(33)).* Another citizen pointed out that *“Such kind of natural environment hardly can be seen in our country. This pond is developable. Before the living life is destructed, its circumference could be arranged and a beautiful environment like walking track could be provided. Surely first of all, the dairies are distracted, the motor vehicles are kept away, the rehabilitation of the accumulated water and the whole should be supervised with punitive sanctions (G:M(3))”.*

## **Results and Suggestions**

### **3.1. Opinions of the Citizens about “Development in combination with the Environment together with Technology Utilization of the Pond in Gazimağusa Çanakkale Territory”**

The opinions about the development in combination with the environment together with technology utilization of the Pond in Gazimağusa Çanakkale Territory, the results obtained from the opinions of the participants according to the questions asked to the citizens and suggestions were stated in several ways in a single dimension and the citizens made suggestions:

#### **3.1.1. Environmental Awareness and Results about Technological Interaction**

All of the participants stated their opinions about the development in combination with the environment together with technology utilization of the Pond in Gazimağusa Çanakkale Territory and they made several suggestions.

The situation in the early 21st century became visible that it has confronted with environmental problems. Each day hundreds of kinds are exhausted; major natural resources like weather, water, soil are polluted and exhausted; forests, wetlands, lakes and rivers are dried and become destructed. The general trend in answering these questions is to highlight the science, technology, social and political issues including basic human activities. It is alleged that these problems arise from perception of the world and the nature that the modern thinking and lifestyle of mankind cause. The main problem arises from it. Actually the technology provided the pressure, effect and violence of man towards the environment to increase with his activities by increasing his self-confidence against the nature. Eventually, as the resource of the problems that mankind faces today it is shown that he perceives the nature as an objective that only he can use and to benefit from technology for this purpose.

It is another reality that the scientific and technological improvements allow for using the natural resources efficiently and for producing alternatives to depletable sources. Thanks to these improvements, many developments have been ensured like providing the increase of food with the new improvements in agricultural technology, waste cleaning technology and finding alternative sources to the fossil fuel (Torunoğlu, 2006).

According to Bacon, one of the pioneers of the idea of progress, the conquest of nature is the real task of man. The mechanic ethos has allowed scientifically the opinion of exploitation and the domination of nature that Bacon defends (Capra, 1982). According to him, the nature should be redesigned with help of technology and by human and should be ruled by human (Marx, 2007). Bacon who has opinion like taking over the nature by using force with help of science and technology said that “the nature should be taken over by pulling its hair” (McClellan, 2006).

Shortly, the nature should be arranged in order that it serves the humanity. The tools to be used for this purpose are science and technology.

### 3.1.2. Results of Environmental Cleaning

When the answers given by the participants in the research, we can see that there is neglect, indifference about the environmental cleaning around the Pond in Gazimağusa Çanakkale territory and there is no activity. Based on this result, it seems that the economy and political structure as well as the awareness of citizens about the nature are not enough and they arise from the lack of education.

The dependency relations between the developed and underdeveloped countries are shown as one of the major reasons of the environmental problems. Primarily the economic dependency, especially modern technology is quite expensive. Using modern technology is important with respect to the environment. In addition to not saying that every modern technology complies with the nature, the developed new technologies do not harm the nature as the old ones. The technology to be used for production is substantially in developed countries' power. In this context; as in our country, the necessary sub structure for the use of technology may cause problems for the underdeveloped countries usually. This relation and many similar ones have become complex, and have an irresolvable character mostly. As secondary, the depletion of resources and pollution cause environmental problems. It is alleged that the nonrenewable resources are considerably used by developed countries because of their technological and political advantages. For this reason, developing policies on a global scale in our country is necessary for enduring the proportional use of sources. However, it is asserted that it is difficult to realize it politically (Beck,1990).

### 3.1.3. Results of Environmental Planning

When the opinions of the participants about environmental planning together with Technology Utilization of the Pond in Gazimağusa Çanakkale Territory are examined, We can see that it is necessary to arrange and clean the greens around the pond (natural life park, picnic area, zoo, dibbling) and most importantly the pond should be turned into a freshwater pond with help of technology.

When the study of Yazıcı (2013) is investigated, it shows parallelism with this result. Based on these all results, it is possible to say that the environment and technology are integrated to each other and teaching the relation of the environment and technology in an integrated manner could provide a better learning output. As pointed out in literature too (e.g. Rubba and Harkness, 1993; MEB, 2010; Keşan and Kaya, 2008), the trainings regarding the environment is important and significant when integrated with education of technology and other fields. As a consequence, it is possible to make the following suggestions.

- It is necessary to arrange in-service training courses in relation to the methods and strategies that will increase the integrated approaches to the environment and technology, technological training and environmental training and that serve at all levels of education.
- The environmental education which is the biggest factor in gaining environmental awareness and the technological training regarding this should be spread to all sectors of society in time and it should be given to all people in all ages and occupation within a certain program.
- In order to draw the attention of individuals to the relation of the environment and technology several campaigns, symposiums and competitions may be organized.
- In establishing an environmental awareness, it should be kept in mind that certainly the most effective and the most accurate method is to train and it should be considered that this training should be taken in early age, even in pre-school ages.
- The civil society organizations should raise awareness among citizens and reorganize them.
- Awareness should be among people in order to ensure environmental planning, cleaning and prevent the desertification and several studies should be conducted in order that "Tree planting mobilization" is spread over the country.
- In solving the environmental issues, the approach that environmental technologies and the others should be replaced with "Clean Production" system. In this regard, innovation systems have important tasks too. The most important task is said to ensure the environment friendly technologies that entail less source and raw material and less energy to be developed and used on a global scale by taking into consideration the environmental values when the technological renewal is ensured.

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## **Ortaöğretim Din Kültürü Ve Ahlak Bilgisi Dersinin Örtük Program Açısından İncelenmesi**

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### **ÖZET**

Eğitim sistemimizde sosyal bilgiler, tarih, vatandaşlık vb. derslerle birlikte duyuşsal alana en çok hitap eden ve milli, manevi, ahlaki ve kültürel değerlerin kazandırılmasında en önemli sorumluluęu üstlenen derslerden biri de DKAB dersidir. İçerdiği konular, kazandırmayı hedefledięi bilgi, beceri ve değerlerle MEB'in genel amaçlarına en çok hizmet etmesi beklenen DKAB dersi, gerçekte bu amaca hizmet etmekte midir? Bu çalışmayla DKAB dersinin uygulamadaki durumunu incelemek, söz konusu olabilecek farklılıkları tespit etmek ve genel olarak örtük program diye adlandırılan; resmi programın dışında ortaya çıkan, resmi programda yer verilmedięi halde elde edilen ya da resmi programda amaçlanıp da ulaşılamayan olumlu ve olumsuz kazanımları gözlem ve görüşmeler yoluyla belirlemek amaçlanmıştır.

Ortaöğretim Din Kültürü Ve Ahlak Bilgisi Dersinin Örtük Program Açısından İncelenmesi konulu doktora tezi çalışması kapsamında öncelikle literatür taraması yapılmış ve elde edilen kaynaklar vasıtasıyla örtük program kavramı tartışılmıştır. "Örtük" kavramına yüklenen anlam, bilinçli veya bilinçsiz değer aktarımı, örtük programın kapsamı, özellikleri, örtük programın açık programdan daha etkili oluşu ve bunun sebepleri bu kapsamda ele alınan hususlardır. Yine örtük programla ilgili yaklaşımlar ve bu yaklaşımların önde gelen isimlerinin görüşleri ele alınmış ve çalışmaya dahil edilmiştir. Ayrıca örtük program kapsamında yurt içinde ve yurt dışında yapılan çalışmalara ve bu çalışmalarda ulaşılan sonuçlara yer verilmiştir.

## Ortaöğretim Öğrencilerinin Medya Okuryazarlığı Düzeyleri

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### ÖZET

Bilgi gün geçtikçe çoğalmakta değişmekte ve pek çok kanaldan aktarılmaktadır Medya ise bilgiyi ileten ve içeren bütün çevreleri kapsamaktadır. Medya karşısında etkiye en açık en hassas grubu oluşturan gençlerin kitle iletişim araçlarının yapısını ve işleyişini öğrenmeleri kurgulanmış medya içeriğini bilinçli bir şekilde değerlendirmeleri ve eleştirel olarak izlemeleri, yani medya okuryazarı olmaları oldukça önemlidir. Çünkü medya okuryazarı bireyler, medyanın kurguya dayalı olduğunu, siyasi içerikler barındırdığını, belli bir ideolojiye sahip olduğunu ve belli ticari kaygılarla hareket ettiğini bilir ve sorgulayıcı bir bakış açısına sahip olur. Sorgulayıcı bir bakış açısı ile medya içeriğini anlayabilmenin de ötesinde otoriteyi, objektifliği, niteliği değerlendirebilir ve böylece medyanın içeriği bize doğrudan dayatmasının önüne geçebiliriz.

Ortaöğretim öğrencilerinin medya okuryazarlığı bilinç düzeyleri incelendiğinde bazı sonuçlar ortaya çıkmaktadır. Medyanın birey ve topluma haber verme, bilgi düzeylerini, yetenek ve becerilerini geliştirme, tutum ve davranışlarını etkileme özelliği bulunmaktadır. Bu açıdan bakıldığında medya okuryazarlığının, medyanın bilinçli olarak takip edilmesinin amaçlarının gerçekleştirilmesinde etkili olan medya okuryazarlığına yönelik davranışları üzerinde önemli rolü olduğu ileri sürülebilir. Bu çalışma, ortaöğretim öğrencilerinin medya okuryazarlığı bağlamında medyaya yönelik bilinç seviyelerini anlamaya yöneliktir.

Araştırmanın evrenini, 2015-2016 eğitim- öğretim yılında Siirt Evliya Çelebi Mesleki ve Teknik Anadolu Lisesi'nde kız ve erkek öğrencilerden oluşan on sekiz öğrenci oluşturmaktadır. Öğrencilerin medyaya yönelik tutumlarını belirlemek amacıyla Odak Grup Görüşmesi yapılmış, bunun için dokuz soru hazırlanarak sorulmuştur. Verilerin frekans ve yüzdelerine bakılmıştır. Çalışmanın sonuçlarına göre, öğrencilerin kitle iletişim araçları içinde önceliği sosyal medyaya verdikleri gözlenmiştir. Bunun yanında televizyonu daha çok eğlenmek amacıyla izlediklerini, takip ettikleri programların başında dizilerin geldiğini, kendilerine sunulan tüm iletileri "doğru bilgi" olarak algıladıklarını, seçici olmadıklarını, sunulan iletileri ve bilgileri güvenilir bulduklarını söylemek mümkündür.

### GİRİŞ

Bireylerin güvenilir ve doğru bilgiye ulaşabilmeleri için yeni bilgi, beceri ve araçlardan olabildiğince yararlanmaları gerekir. Bu yüzden bilginin farkında olma, bilgiye ulaşma, bilginin içerdiği mesajları çözebilme, değerlendirebilme ve geribildirim gibi beceriler için bireylerin okuryazar olması gerektiği bir gerçektir. Okuryazarlığın, kişisel düzeyde bir alışkanlık olmasının yanında, toplumsal düzeyde bir kültür meselesi olduğu belirtilmektedir. Bilginin, teknolojinin, bilgisayarın, çevrenin okuryazarlığı gibi birçok okuryazarlıktan biri de medya okuryazarlığıdır. Medya okuryazarlığı, yazılı ve yazılı olmayan büyük çeşitlilik gösteren yapılarıdaki (gazete, televizyon, internet, televizyon vb.) mesajlara ulaşma, bunları çözümleme, değerlendirme yeteneği olarak belirtilmektedir (Kellner ve Share, 2005; Kıncal ve Kartal, 2009; Thoman ve Jolls, 2003).

Medya okuryazarlığında amaç reklamlardan, şarkıların sözüne, haberlerden, bir slogana kadar farklı biçimlerde kodlanan ve farklı kanallardan ulaştırılan medya mesajları karşısında bireylerin farkındalığını sağlamak olduğu belirtilmektedir (Pekman, 2007). Günlük hayatta sürekli maruz kaldığımız medyanın, bireylerin bütün hayatına etkisinin olduğu belirtilmektedir (Karaman ve Karataş, 2009). Bu nedenle medya okuryazarlığının bir ayağını eğitimin oluşturduğunu belirtmektedir (Çetinkaya, 2008). Medya okuryazarlığı yurt dışında çeşitli seviyelerde okular da ders olarak okutulmaktadır. Bu dersler, ya doğrudan müfredata konmakta (İngiltere, Fransa, ABD gibi) ya da müfredatta ilgili dersler içinde (sanat, dil bilgisi, edebiyat, vatandaşlık gibi) okutulmaktadır (Kanada) ([www.medya-okuryazarligi.org.tr/tarihce.html](http://www.medya-okuryazarligi.org.tr/tarihce.html)).

Medya okuryazarlığı konusu Türkiye'de 2003 yılında düzenlenen İletişim Şurası'nda gündeme gelmiştir. 2004 yılında Radyo ve Televizyon Üst Kurulu ile Milli Eğitim Bakanlığı arasında medya okuryazarlığının geliştirilmesine yönelik ders konulması amacıyla resmi temasa geçilmiştir. 2007-2008 eğitim öğretim yılında medya okuryazarlığı dersi seçmeli ders olarak uygulamaya konulmuştur (Elma, Kesten, Dicle, Mercan, Çinkır ve

Palavan, 2009). Medya okuryazarlığı dersi programının genel amaçları, öğrencilerin medyayı farklı açılardan okuyarak yaşadığı çevreye duyarlı, ülkesinin problemlerini bilen, televizyon, video, sinema, reklamlar, yazılı basın, internet vb. ortamlardaki mesajlara ulaşarak bunları çözümlene, değerlendirme ve iletme, yazılı, görsel, işitsel medyaya yönelik eleştirel bakış açısı kazanma şeklinde belirtilmektedir (MEB, RTÜK, 2006). Scannell, Schlesinger ve Sparks (1992) medyanın bilgiyi geniş halk kitlelere yaymak, onlara öğretmek, öğrenilenleri içselleştirilmesine yardımcı olmak gibi bir işlevi olduğunu belirtmiştir. Medyanın birey ve topluma haber ve bilgi verme, bilgi düzeylerini, yetenek ve becerilerini geliştirme, tutum ve davranışlarını etkileme özelliği bulunmaktadır.

Bireyler medyayı takip etme konusunda ne kadar eğitilmiş olurlarsa bilinç düzeyleri de o kadar yüksek olur. Böylece medyanın olumlu yönlerinden faydalanmayı, olumsuz içeriklerden de kendisini korumayı öğrenir. Bu çalışmanın amacı ortaöğretim öğrencilerinin medyayı takip etme konusundaki bilinç düzeylerini ortaya koymaktır.

### 1.1 Araştırmanın Problemi

Medyanın toplumlar üzerinde etkisinin artık yeterince baskın olduğu yüzyılımızda medya ürünlerinin bilinçli olarak tüketilmesi gerekliliği önemli bir gerçektir. Çünkü artık eğitim dendiğinde ailelerin ve okulun etkisinin önüne geçmiş olan bir medya kavramı vardır. Bu çalışma, ortaöğretim öğrencilerinin medyayı ne derece bilinçli olarak kullandıklarını, medyada yer alan mesajların gerçekte ne anlama geldiğinin farkında olup olmadıklarını belirlemek üzere yapılmış bir araştırmadır.

### 1.2 Araştırmanın Amacı

Bu çalışmanın amacı ortaöğretim öğrencilerinin medya okuryazarlığı konusundaki bilinç düzeylerini belirlemektir. Öğrencilerin hemen hemen her gün takip ettikleri medya konusunda ne kadar bilinçli oldukları, medyadan olumlu yönde faydalanıp faydalanamadıkları araştırılmıştır. Hedef; ortaöğretim öğrencilerinin Türkiye ve dünya gündemine ilişkin medya okuryazarlık düzeylerini ortaya koymaktır. Gündemi takip etme, düzenli olarak gazete, kitap ve dergi okuma, düzenli olarak takip ettikleri haber programı, televizyon dizisi, spor programı, magazin ve show programları değişkenlerinin medya okuryazarlık düzeyine etkisi açıklanmaya çalışılacaktır.

### 1.3. Araştırmanın Yöntemi

Bu çalışmada öncelikle literatür taraması yapılmış; kitap, makale, yüksek lisans - doktora tezleri, gazete köşe yazıları, web siteleri ve elektronik dokümanlarından yararlanılmıştır. Literatür taramasından sonra araştırmada veri toplama aracı olarak "Odak Grup Çalışması" yöntemi kullanılmıştır. Uzman görüşleri doğrultusunda görüşme formuna son şekli verilmiştir. Görüşme formunda 18 öğrenciye sorulmak üzere 9 adet soru yer almaktadır. Konuyla ilgili olarak öğrencilerin görüşleri alınmış ve internet ortamına aktarılmıştır. Elde edilen veriler analizi yapılmak üzere ayrı ayrı kodlanarak düzenlenmiş ve daha sonra yorumlanmıştır.

Odak grup çalışması konu üzerinde ayrıntılı veri toplamaya uygun, etkileşimli bir süreç olması, daha çok seçenek üretmeye imkân vermesi ve hızlı biçimde veri toplamayı sağlaması nedenleriyle tercih edilmiştir. Araştırmanın evrenini, 2015-2016 eğitim- öğretim yılında Siirt Evliya Çelebi Mesleki ve Teknik Anadolu Lisesi'nde medya okuryazarlığı konusunda bilgi sahibi olan ve olmayan on sekiz kız ve erkek öğrenci grubu oluşturmaktadır. Öğrencilerin medyaya yönelik tutumlarını belirlemek amacıyla grup görüşmesi gerçekleştirilmiştir.

### 4.2. Verilerin Analizi ve Değerlendirme

Odak grup görüşmesi öncesi katılımcılara araştırmanın amacı ve konusu ayrıntılı biçimde anlatılarak araştırma konusu hakkında bilgilendirilmeleri sağlanmıştır.

Yaş	14-15	16-17	18-19
Cinsiyet			
Kız	3	3	3
Erkek	3	3	3
<b>Toplam</b>	<b>6</b>	<b>6</b>	<b>6</b>

Araştırma bağlamında üç farklı grup oluşturulmuştur. Odak gruplar altışar kişiliktir ve birinci odak grup 14-15 yaş aralığında öğrencilerden, ikinci odak grup 16-17 yaş aralığındaki öğrencilerden ve üçüncü odak grup ise 18-19 yaş aralığındaki öğrencilerden oluşmaktadır. Araştırmada farklı yaş gruplarından oluşan, toplam 18 seçmenden detaylı bilgiler elde edilmiştir. Görüşmeler Kasım 2015 ayında yürütülmüştür. Her odak grup görüşmesi yaklaşık 30 dakika sürmüştür. Araştırmada, oluşturulan her gruptaki katılımcılara medya kullanımı üzerine önceden hazırlanmış çeşitli sorular yöneltilmiştir. Verilen cevaplar not edilmiş ve veriler analiz edilmeye çalışılmıştır.

Öğrencilere yöneltilen sorular aşağıdaki başlıklar altında toplanmıştır:

1. İlköğretim yıllarında medya okuryazarlığı eğitimi aldım.
2. En çok kullandığım iletişim araçları şunlardır: (Televizyon-radyo, bilgisayar- internet, gazete...)
3. İletişim araçlarını kullanma sıklığımda ..... saattir.
4. Kitle iletişim araçlarında yer alan mesajların doruluğuna ve yanlışlığına kendim karar verebilirim.
5. Kitle iletişim araçlarındaki mesajlara olumlu ve olumsuz tepki veririm.
6. Kitle iletişim araçlarındaki yayınların reklamsızlıklarından kendimi korumaya çalışırım
7. Kitle iletişim araçlarında yapılan gizli reklamı fark ederim.
8. Sosyal medyada gördüklerime inanırım.
9. Sosyal medyada görüp beğendiğim şeyleri hemen paylaşıyorum.

### 3.1. Medya Okuryazarlığı Kavramı

Gündelik hayatın bir parçası haline gelen medya, bireylerin birbirleri ile iletişim kurmaları, gündemden haberdar olmaları, bilgi edinmeleri, bilgilerini güncellemeleri gibi çok çeşitli işlevlere sahip olmakla birlikte bilgiyi yaşantının bir parçası haline getirerek, çeşitli mesajlarla bireyleri farklı şekilde etkilemektedir (Altun, 2005). Medyanın bunların yanı sıra; ekonomik kazanç sağlama, güç elde etme, kitleleri yönlendirme gibi çeşitli amaçları da olabilmektedir. Bu durumda bireyler medyaya karşı eleştirel bir yaklaşım içinde olmalı, medyada yer alan mesajlardan hangisinin iyi, hangisinin kötü olduğunu ayırt edebilmelidir. Bu yüzden bireyler, medya karşısında pasif bir alıcı olmak yerine, medyayı okuyabilecek, onun ne demek istediğini anlayabilecek bilinç düzeyine ulaşarak iletişim olgusunda aktif bir birey olarak yer alıp, medya yaşantılarını eleştirel olarak yorumlayıp değerlendirebilecek becerilere sahip olması için medya okuryazarlık eğitimi verilmesi gerektiği ifade edilmektedir (Hendrix, 1998; RTÜK, 2007).

Medya okuryazarlığı başka başka kişi ve kurumlarca farklı şekillerde tanımlanmıştır. Bunlardan birisi olan Sirkka Minkinen tarafından 1978'de "bilişsel, etik, felsefi ve estetik konulardaki becerileri geliştirmeyi hedeflemek" olarak tanımlandığı dile getirilmektedir. (İnceolu, 2006). Potter (1998). Minkinen, medya okuryazarlığını hammaddenin ilşenmesine benzetmiş; "karşı karşıya kalınan mesajların anlamını yorumlarken kendimizi yansıtmada etkin olarak kullandığımız bakış açıları" olarak tanımlamıştır. Bu bakış açısının yapılanmış bilgidan oluştuğunu, bilginin yapılandırılmasının ise işlenmemiş bilgilerin bizdeki yeteneklerle donatılmasıyla mümkün olduğunu ifade etmiştir.

Medya okuryazarlığının eğitim açısından önemli olduğunu dile getiren ve medya okuryazarlığı projesini gündeme getiren Radyo ve Televizyon Üst Kurulu (2007) medya okuryazarlığını; "yazılı ve yazılı olmayan, büyük çeşitlilik gösteren formatlardaki (televizyon, video, sinema, reklâmlar, internet v.s.) mesajlara ulaşma, bunları çözümleme, değerlendirme ve iletme yeteneği kazanabilmek" olarak tanımlamıştır. Bunun yanında Aufderheide (1993), medya okuryazarlık becerisine sahip bireyleri "tüm medyalarla ilikisinde eleştirel bir özerkliğe sahip bütün basılı ve elektronik medyaları analiz eden, değerlendiren ve yeniden yorumlayarak karşı tarafa gönderebilen bireyler olarak tanımlamıştır. Bu kişiler çeşitli formlardaki medyaya ulaşma (çeşitli kaynaklardan erişim), analiz (mesajların nasıl oluşturulduğunu keşfetme) değerlendirme (örtük ve açık mesajları, ahlâki ve demokratik ilkelere göre değerlendirme) ve oluşturma(çeşitli materyalleri kullanarak kendi mesajını yaratma) becerisine sahiptirler (Thoman ve Jolls, 2003; Ofcom Media Literacy Bulletin).

Kitle iletişim araçları hergün kendisine maruz kalan bireylerin yaşantısında, giyiminde, düşüncelerinde ve daha birçok alanda etkisini giderek artırmaktadır. Öte yandan bireylerin, heberlerde, reklâmlarda, dizilerde gördükleri şeyleri kendi yaşayışlarına, düşüncelerine uyguladıklarının farkında olmadıkları, medyanın etkisi konusunda ileri sürülen bir düşüncedir. İnsanların kitleiletişim araçlarında gördüklerini kendi hayatlarında uyguladıkları, bu şekilde davranınca da kendilerini daha mutlu hissetklerini konuştuklarında ve yaşadıklarında kendilerini mutlu hissetlikleri ifade edilmektedir(Samuelson, 2003). Teknolojik gelişmelerle birlikte ortaya çıkan özellikle elektronik ortamda faydalandığımız kitle iletişim araçları her yaştan insanın ilgisini çekmektedir. Bu bilgi dünyasında özellikle küçük yaştaki bireylerin, bilgiyi ayırt etme, seçici davranma ve faydalı olanı alma gibi bir durumunun olmadığı ortadadır (RTÜK, 2007). Bu yüzden medya okuryazarlığının temel amacını; reklâmlar,

müzik, haberler, afişler, e-postalar gibi çeşitli mesajların insanlara zorla benimsetildiği medya organları karşısında bireylerin farkındalıklarını ve seçiciliklerini sağlamak oluşturmaktadır.

Medya okuryazarı olmak şu anlamlara gelmektedir:

- Medyayı takip ederken aklını kullanmak ve seçici davranmaktır.
- Medya dünyasının politik düşüncesi ve ekonomik yapısı hakkında bilgi sahibi olmaktır.
- Değişik kaynaklardan gelen bilgilerin ne kadar gerçek olduğuna dikkat etmektir.
- Medyanın, insanların inanç, değer yargıları, davranışları üzerinde bıraktığı etkiyi fark edebilmektir.
- Farklı medya kanallarını kullanarak demokratik bir biçimde iletişim kurmaktır. (Özad, 2011: 89)

### 3.2. Medya Okuryazarlığının Amacı

Günümüzün çok çeşitli ve sınırlar ötesi iletişim ortamı ve gelişen teknolojiler, enformasyonun süratli bir şekilde akması ve iletişim özgürlüğünün yanı sıra muhteva problemini de ortaya çıkarmıştır. Medya okuryazarlığı, tam bu noktada bu meselenin çözümü için ortaya çıkmıştır.

Medya okuryazarlığı, kitle iletişim araçlarından gelen iletileri doğru algılama, onlara karşı daha bilinçli yaklaşma konusunda bireyi aktif kılar. Tv programları, sinema filmleri, her türlü görüntüler, yazılar, sesler ve internet siteleri; bunların hepsi medya mesajı taşır. Farklı yaşlardaki bireylerde irdeleme tutumu geliştirmek, farklı ifade tarzları oluşturmak, eleştirel bakış açısı kazandırmak medya okuryazarlığı ile geliştirilmek istenen tutum ve davranış biçimidir.

### 3.4. Medya Okuryazarlığı ve Eğitim

Hızla kendini yenileyen teknolojiyle insanların hayatlarının her noktasına süratli bir şekilde giren medyanın olumsuz etkilerine engel olmak gerekir. Bunun yanı sıra medyadan etkili bir biçimde faydalanmak da kazanılması gereken bir davranış biçimidir. Bu beceri, her yaşta bireylerin sahip olması gereken bir önemli bir konudur.

Medya okuryazarlığı becerisinin geliştirilmesinde eğitim-öğretim kurumlarının sorumluluğu oldukça fazladır. Medya okuryazarlığına yüzyılımızın eğitim yaklaşımı olarak bakılmaktadır (Thoman ve Jolls, 2003). Özellikle görüntülü ve sesli iletişim araçları karşısında kendini savunamayacak durumda olan çocukların ve bunun belki biraz ilerisine geçmiş olan gençlerin eğitimlerinin ilk yıllarından başlanarak bilinçlendirilmeleri gerekir. Bu sayede çocuklar ya da gençler medya karşısında etkisiz alıcı olmak yerine, medyayı okuyabilen, onun dilinden anlayan, kendini koruyan bireyler olacaktır (RTÜK, 2007).

Medya okuryazarlığının mühim bir konu olması, vatandaşların eğitimlerinin ilk yıllarından itibaren bu konuda bilinçlendirilmelerinin zorunlu hale gelmesi dolayısıyla pek çok eğitim-öğretim kurumunda medya okuryazarlığı programları geliştirilip uygulamaya alınmıştır. Avrupa ülkelerinde, öncelikli olarak da ABD ve Kanada 1980'lerden sonra var olan eğitim programına medya okuryazarlık eğitimi dâhil edilmiştir (Altun, 2008).

Ülkemizde medya okuryazarlığı ise çocukların ve gençlerin kitle iletişim araçlarının özellikle TV'nin olumsuz etkilerine karşı bilinçlenmeleri amacıyla Radyo Televizyon Üst Kurulu (RTÜK) ve Milli Eğitim Bakanlığı'nın işbirliği ile 2006-2007 öğretim yılında Adana, Ankara, Erzurum, İstanbul ve İzmir'i kapsayan 5 ildeki belirlenen okullarda seçmeli olarak medya okuryazarlığı dersi verilmeye başlanmıştır. Yürürlüğe giren bu ders, çocuklara ve gençlere medya araçlarının görevleri, amaçları, önemi, medya okuryazarlığının anlamı, işlevleri, televizyonun hayatımıza etkileri, programlara eleştirel bakış açısını, akıllı işaretleri, internet kullanımı konularında bilgiler vermektedir (RTÜK, 2007). Bu dersi okutacak olan eğitimciler için "Medya Okuryazarlığı Dersi Öğretim Programı ve Öğretmen Kılavuzu" hazırlanmıştır. Günümüzün talebelerinin kitle iletişim araçlarının etkisinin fazla olduğu ortamlarda yetişmesi, değişik kültürel yapıya sahip olan bireyleri öğretmenlerin nasıl yetiştireceği, medyanın olumsuz etkilerini ortadan kaldırıp öğrencilere olumlu kazanımlar katmasını sağlamak için medyayı okuma yazma becerisine sahip olmak bir zorunluluktur (Adıgüzel, 2005). Bu dersi verecek olan eğitimcilerin de medyaya karşı eleştirel bir bakış açısına sahip, analiz yeteneği olan, dikkatli ve hassas bireyler olmaları gerekir (Altun, 2006). Ayrıca ilköğretim çağındaki çocuklara bu dersi okutacak olan öğretmenlerin medya okuryazarlığı eğitimini üniversitedeyken almaları gerekir (Topuz, 2007).

### 3.5. Medya Okuryazarlığının Önemi

Medyanın bütün bireyler açısından etkisi küçümsenmeyecek düzeyde önemlidir. Orson Welles'in 1938 yılında Dünyalar Savaşı oyununun radyoda canlandırılmasının yarattığı ulusal panik, medyanın etkisini gözler önüne

sermektedir. Radyo oyunu süresince bunun bir kurgu olduğu söylenmiş, insanlar yine de oyunun gerçek olmadığına kendilerini ikana edememişlerdir. Bugüne baktığımızda da hemen her yerde, arabadaki müzik-radyo, yolda giderken karşılaştığımız reklamlar, gazeteler, televizyon vs, sürekli maruz kaldığımız medya ürünleridir (Potter, 2011: 133).

Osman Gazi Üniversitesi öğretim üyelerince yapılan ve Cumhuriyet Üniversitesi Anadolu Psikiyatri Dergisi'nin 2004 Eylül sayısında yayınlanan bir bilimsel araştırma çocukların en çok televizyon izlediği saatlerde (hafta içi 16: 00-21:30, hafta sonu 09:00-21:30) yayınlanan filmlerdeki fiziksel, sözel ve psikolojik şiddet oranının %33 düzeyinde olduğunu göstermektedir. Sözü edilen araştırmanın, televizyonun en çok izlendiği saatlerde yayınlanan filmleri kapsadığı bildirilmektedir. Haber programlarının, yarışma, eğlence ve spor programlarının dikkate alınması durumunda insanların etkilenme oranı konusunda ortaya çıkabilecek sonuçlardan endişe edilmelidir. Dünyanın hemen her yerinde, şiddet içerikli programlar ve bunların olumsuz etkileri bir sorun olarak gündeme gelmektedir (Ayrancı vd: 2004).

Hayatın parçası olan şiddet ve farklı olumsuz mesaj içeren konular tehdit oluşturmaya devam edecektir. Gerçek hayatta yaşanmış olan olayların abartılarak, süslenerek, yeniden kurgulanarak seyirciye sunulması, zaman geçtikçe bunlara sürekli maruz kalan bireyleri, normalmiş gibi gösterilen bu durumlara karşı duyarsızlaştırmaktadır. Medya organları şiddet, korku, gerilim, kavga gibi prim yapan ve ratingleri yükselten şiddet içerikli felaket, korku, terör konulu haberleri ilk sıralara taşıyarak insanlar üzerinde güvensizlik duygusu oluşturmaktadır. Bu şekilde yalnızlaştırılan ve korkutulan izleyiciler ardından gizemli programlarla uyutulmaktadır. Bu tür programlarla bireylerin hayata bakışları da olumsuz ve ümitsiz duygularla bezenmektedir. Bireyler artık kimseye güvenmemekte, iyilikten uzaklaşmakta ve sosyallikten uzaklaşarak kendi kabuğuna çekilmektedir.

Günümüzde artık sosyal medya üzerinden enformasyon akışı herkes tarafından yapılmaktadır. Bu durum medya üzerinde gördüğümüz bilgileri daha fazla sorgulamamız gerektiği anlamına gelir. Zaman zaman sosyal medya üzerinden yetki kişiler adına açılan sahte hesaplarla bilgi paylaşılmakta, maalesef medyayı okuma konusunda yeterli düzeyde bilinç sahibi olmayan bireyler de bunların gerçekliğine inanabilmektedir.

Oysa kitle iletişim araçlarından edindiğimiz bilgiler her zaman doğru değildir. Bunun bilincinde olmak için medya okuryazarı olmak oldukça önemlidir. Medya okuryazarlığı, iletilerin hangi manalar içerdiğini ayırt etmemiz konusunda bize büyük yarar sağlar. Daha analitik olmak, medyanın etkilerini kontrol etmede ilk adımdır. Eğer mesajların farkında değilseniz, medya, dünyayı nasıl algılamamız gerektiği konusunda kontrol sahibi olur (Potter, 2011: 134).

Gelişen teknolojik iletişim araçları sayesinde her türlü bilgi artık kontrolsüz şekilde evlerimize girmektedir. Ülkemizde insanların gün içerisinde yaklaşık olarak üç saatini ekran karşısında geçirdiğini, internet kullanımının da hızla arttığını düşünürsek, medyayı okumanı, doğru analiz etmenin ve iletileri doğru değerlendirmenin de ne derece önemli olduğunu kavrayabiliriz.

### 3.6. Medya Okuryazarı Neleri Bilmeli?

W. James Potter'a göre, medya ve gerçek dünya olmak üzere iki farklı Dünya'da yaşıyoruz. İyi bir medya okuryazarı olmak demek, medya dünyasından uzak durmak değil, bu iki dünya arasındaki farkı iyi analiz etmek ve dikkatli olmak anlamına gelir (2011: 126).

Medya okuryazarı, bir sorgulama yapmaksızın medyada sunulanlara inanmaması gerektiğini bilmelidir. Medyanın işlevini ve medyada sunulanlardan kimlerin yarar sağlayacağını bilmek oldukça önemlidir. Bu çerçevede medya okuryazarlarının bilmesi gereken bazı ilkeler vardır. Bunlar;

- Medya Kurgulanmış Bir Dünyadır: medyada yer alan görüntüler aslında tam olarak gerçek değildir. Bunları inandırıcı kılan ise kurgulamanın son derece doğal şekilde, insan psikolojisinin gerçeklerinin farkında olarak hazırlanmış olmalarıdır. (Aufderheide, 2004).
- İzleyiciler Medyanın Anlamını Tartışır: Medyada yer alan mesajlar insanların ayrı ayrı edindikleri tecrübelerden, sosyo-ekonomik statülerinden, kültürel geçmişlerinden, cinsiyetlerinden, başlarına gelen olaylardan veya başkasının başından geçen olaylardan ötürü kişiye göre farklı anlamlar taşımaktadır (Aufderheide, 2004).
- Medyanın Ekonomik Faaliyetleri Vardır: medyada yer alan ürünle biri bir iştir ve gelir elde edilmek üzere hazırlanmıştır. Bu yüzden izleyicinin bilmesi gereken şeyler vardır. Bu programların kimler için

yapıldığı, kimin yaptığı, ne tür çıkarlar elde etmeyi hedeflediği bilinmeli, kurgulamanında kazancı yüksek düzeye çıkaracak şekilde hazırlanması gerektiğinin bilincinde olunması gerekmektedir (Aufderheide, 2004).

- Medya İdeolojik Mesajlar İçerir: Medya okuyazarı olan bir birey, medya metinlerinin her zaman değer taşıdığı ve ideolojik mesajlar barındırdığının farkındadır. Medya okuyazarı olan bir birey, bir şeyin taraflı olduğundan şikâyet etmeyip önyargıyı, varsayımı ve değerleri araştırır. Sonuçta bütün hepsi insan yapımıdır. Herkes dünyayı kendi değerleri ve varsayımlarına göre yorumlamaktadır (Aufderheide, 2004).
- Medyanın Toplumsal ve Politik Söylemleri Vardır: hakikat olanı senaryolaştırarak önümüze süren medyanın insanların hayatları ve değer yarguları üzerinde kuvvetli etkileri vardır (Aufderheide, 2004).

Medya okurazarlığı dersinde kitle iletişim araçlarıyla ilgili görüntülü, sesli malzemelerinin tanıtılmasının yanında, programların kimler tarafından, ne sıklıkla takip edildikleri; bu programların izleyiciyi etkileme gücünün ne düzeyde olduğu konusunda da bilgi aktarılır. Bu dersin içeriğinde programların, reklamların nasıl kurgulandığı, hangi kitle iletişim malzemelerinin kullanıldığı, hazırlana programların amacı ne olduğu, iletiler hedef kitleye ulaştırılırken teknolojik imkânlardan nasıl yararlandığı ve mesajı iletirken hangi simgelerin kullanıldığı neyi amaçladığı, mesajların verilmesinde teknik olanaklardan nasıl yararlandığı, hangi sembollerin kullanıldığı yer alır. Öğrencilerden de öğrendikleri bilgileri kullanarak reklam filmi, film, program hazırlamaları beklenir. Ayrıca medyanın mülkiyet yapısı, medya üretiminin nasıl pazarlandığı, alıcısının/tüketicisinin kimler olduğu, medyanın kamuoyunu nasıl etkilediği, nasıl oluşturduğu konularında bilgiler verilir.

Verilen eğitimle öğrencilerin medyayı okurken/izlerken “Bu haberin amacı nedir? Haberın kurgusu doğru mudur? Eksik olan unsurlar nelerdir ve neden eksiktir? Haberde olayın bu şekilde kurgulanmasından kim menfaat sağlayabilir?” gibi sorular yönelterek eleştirel bakış açısıyla, medyayı daha bilinçli olarak okumaları amaçlanır.

### 3.7. Medyayı Doğru Okuyabilmenin Önemi

Kitle iletişim araçlarının doğru bir şekilde okunması zor bir iştir. Medya muhtevasının oluşturulduğu sosyal, kültürel, ekonomik, politik ve tarihî sürece hakim olmak gerekir. Otoriteyi, objektifliği ve niteliği sorgulamak, yeni iletişim teknolojileri ile daha da önemli hale gelmiştir (Livingstone, 2004: 6-7).

Bir haber okunurken, haber, başlık ve fotoğraflar arasında bir bağlantı olup olmadığına, nasıl bir dil kullanıldığına, nasıl bir ideolojik bakış açısının egemen olduğuna, haber kaynağına, eğlence içeriği taşıyıp taşımadığına, olay kişilerinin tanımlanma biçimlerine ve bir peşin hüküm olup olmadığına bakılır.

Medya, yanlış davranışların geçerliymiş gibi algılanmasına sebep olabilir. Örneğin dizilerdeki evlilik ilişkilerinde erkeklerin sürekli olarak bir kaçamak arayışı içinde gösterilmesi veya evlilik dışı ilişkilerin özendirilmesi, gençlik dizilerinde lise öğrencilerinin birer öğrenci ve birbirlerinin arkadaşı olmaktan çok sürekli bir sevgili durumunda ve arayışında olmalarının gösterilmesi ne kadar doğrudur? Ayrıca kıskançlık, rekabet, birbirinin kuyusunu kazmak, yardımseverliğin değil bireyselliğin öne çıkarılması, aile ilişkilerinde gençlerin büyüklerine karşı davranışlarında saygı mevhumunun olmadığı sahneler sık sık rastlanmaktadır. Yerli dizilerde özellikle turist kadınlar ‘serbest ve müsait’ kadın olarak görülerek, sarkıntılık, taciz, tecavüz eylemleri meşrulaştırılır (Binark, ve Bek, 2007: 160). Bu örnekler gösteriyor ki bireyler medyayı takip ederken eleştirel bir tutum sergilemeli ve medyada sunulanın ne kadarının doğru ne kadarının da yanlış olduğunun bilincinde olmalıdır.

Medya okuryazarlığının temeli, insanların kitle iletişim araçlarına karşı eleştirel bir yaklaşım içinde olmalarıdır. Eleştirel bir gözle bakarak, medyanın bize vermek istediği mesajları sorgulamadan doğru kabul etmek yerine, haberi, bilimsel bir veriye sahip olup olmadığı, doğru kaynaklara yer verilip vermediği gibi kıstaslarla değerlendirmeliyiz.

Özellikle, enformasyonu üst düzeye çıkaran, bireyleri de birer haberci gibi haber paylaşımında bulunmalarını sağlayan sosyal medya ile içeriğın sorgulanması daha da önemli hale gelmektedir.

### 4.3. Bulgular ve Yorum

İlköğretim yıllarında medya okuryazarlığı eğitimi almış olan ve olmayan 18 öğrenci ve iki farklı odak gruptan alınan cevaplara göre bazı sonuçlar elde edilmiştir. Bu sonuçlara göre bazı veriler ortaya çıkmaktadır. Öncelikle öğrencilerin % 60'ı birinci soruya evet cevabını vermiştir. Öğrencilerin iletişim araçlarına ilişkin yaklaşımları, iletişim araçlarının önemsenmesi, bunlara duyulan güven düzeyi ve iletişim araçlarının kullanım süreleri tespit edilmeye çalışılmıştır. Araştırma bulgularına göre öğrenciler iletişim araçları içinde en fazla internet ve bilgisayarı önemsemektedir. Bunları cep telefonu, televizyon, radyo ve gazete/dergi takip etmektedir. İnternette daha çok vakit harcayan % 74 düzeyindeki öğrenci grubu, bilgisayar ve cep telefonunun kullanarak sık sık internette dolaşmaktadır. Öğrencilerin % 52'si televizyonu önemli bir iletişim aracı olarak görmektedir. Gazete ve dergiyi bir iletişim aracı olarak önemli bulan öğrencilerin oranının % 31 gibi, diğerlerine göre daha düşük düzeyde bulunması, altı çizilmesi gereken bir sorun olarak değerlendirilmektedir. Öğrencilerin yaşamında en önemsiz iletişim aracı olarak radyo on plana çıkmaktadır. Radyoyu önemli bulanların oranı yalnızca % 15 düzeyindedir. Radyonun daha çok müzik ihtiyacını karşılayan bir araç olduğu, öğrencilerin de bu ihtiyacı değişik kanallardan (televizyon, internet, MP3 vs) karşıladığı gerçeği dikkate alındığında, radyonun öğrenciler tarafından neden fazla önemsenmediğini anlamak mümkün olmaktadır.

İletişim araçlarının önemsenmesi konusunda cinsiyet konusunda bir farklılık olup olmadığının bakıldığında cep telefonunun önemsenmesi konusunda kız öğrencilerle erkek öğrenciler arasında anlamlı bir farklılık bulunmamıştır. Buna karşılık televizyon, bilgisayar ve internet konusunda iki cins arasında istatistiksel olarak anlamlı bir farklılık vardır. Araştırma açısından önemli olan Medya Okuryazarlığı dersinin iletişim araçlarının önemsenmesinde rol oynayıp oynamadığı konusuna bakıldığında, burada televizyon ve radyo dışındaki iletişim araçları konusunda istatistiksel olarak anlamlı bir farklılık gözlenmiştir.

Ancak bilgisayar, internet ve cep telefonu gibi iletişim araçlarını önemseme düzeyleri arasında anlamlı bir farklılık vardır. Dersi almayan öğrenciler, dersi alanlara göre bu araçları daha fazla önemsemektedir. Bu veriyi esas alırsak Medya Okuryazarlığı dersinin bazı öğrencilerde bilgisayar, internet ve cep telefonu konusunda bir farkındalık meydana getirdiğini söylemek mümkündür.

İletişim araçlarını kullanma sıklığına bakıldığında, en fazla kullanılan iletişim aracının internet, daha sonra televizyon olduğu görülmektedir. Öğrenciler hafta içinde günde ortalama 3 saat, hafta sonlarında ise 4 saat internette dolaşmakta, hafta içinde günde ortalama 2 saat, hafta sonlarında ise 3 saat televizyon izlemektedir. Öğrenciler tarafından en az kullanılan iletişim araçları, radyo ve dergi/gazetedir. Kız öğrenciler, erkek öğrencilere göre televizyonu daha fazla izlerken, erkek öğrenciler ise kız öğrencilere göre bilgisayarı daha fazla kullanmaktadır.

İkinci soruda gençler gençlerin medyayı takip ederken mesajların doğruluğuna ay da yanlışlığına karar verme konusunda %72 oranında kendi kendilerine karar verdiklerini söylemişlerdir. Yani gençler bu konuda kendi kararlarının doğru olduğunu düşünmektedir. Gençlere izledikleri dizilerdeki yanlışların neler olabileceği sorulduğunda bunları farkedebildikleri gözlenmiş ancak yine de bu dizileri eğlence amaçlı olarak takip etmeyi tercih ettikleri belirlenmiştir. Dizilerdeki mesajların doğruluğunun ya da yanlışlığının ne olduğunun farkında olan grup, daha çok 18-19 yaş grubudur. Gençlerin yaşı büyüdükçe medyayı analiz etme oranlarının da arttığı gözlenmiştir.

Üçüncü soru, öğrencilerin medyadaki mesajlara karşı duyarlılıklarını ölçmeye dayalı bir sorudur. Aslında medyadan gelen mesajları doğru yorumladıklarını düşünen öğrenciler bu konudaki tepkilerini gösterme konusunda yeterli düzeyde girişimde bulunmamaktadırlar. Bu konudaki tepkilerini dile getirdiklerini söyleyenlerin oranı %7 iken, hiçbir şey yapmayanların oranı %46'dır.

Dördüncü soruya bakıldığında öğrencilerin medyaya karşı kendilerini koruyup korumadıkları verilen cevapların tutarsız dağılımından gözlenmektedir. Öğrencilerin yarısı net bir şekilde kendilerini koruduklarını söylerken her zaman koryduğunu söyleyen öğrenci oranı %10, çoğu zaman dikkat ettiğini söyleyen öğrenci oranı ise % 25'tir. Beşinci soruda öğrencilerin gizli mesajın ne olduğu konusunda bilgi sahibi oldukları ancak bunları fark etme konusunda yeterli olmadıkları görülmüştür.

Sosyal medya ile ilgili sorularda öğrencilerle yapılan görüşmelerde alınan cevaplara bakıldığında öğrencilerin sosyal medyada gördükleri mesajlara büyük oranda inandıkları tespit edilmiştir. %60'a yakın kısmının sosyal medya mesajlarını gerçek sandıkları gözlenmiştir. Öğrencilere hangi sayfaları beğendikleri sorulmuş, bu sayfalarda yer alan verilerin doğru olma derecelerine olan itimatları irdelenmiştir. Gözlenmiştir ki, öğrencilerin sosyal medya algısı, orada gerçek bir dünya olduğuna yöneliktir. Sosyal medyayı takip eden öğrencilerin, burada

gördüklerini paylaşma konusunda istekli oldukları görülmüştür. Öğrenciler yaklaşık %60 oranında, takip ettikleri sitelerin paylaşımlarını sayfalarında paylaştıklarını belirtmişlerdir.

## SONUÇ

İnsanlar televizyon programları, filmler ve internet siteleri gibi birçok farklı iletişim aracı ile medya mesajlarıyla karşılaşmaktadır. Sorumlu bireyler olarak, medyanın bize sunduğu mesajlar arasından seçim yapmak bizim sorumluluğumuzdadır ve en önemli sorumluluğumuzda eğitiminden sorumlu olduğumuz gençleri medya konusunda bilinçlendirmektir.

Medya okuryazarı bireyler, medyanın kurguya dayalı olduğunu, siyasi içerikler barındırdığını, belli bir ideolojiye sahip olduğunu ve belli ticari kaygılarla hareket ettiğini bilmeli ve sorgulayıcı bir bakış açısına sahip olmalıdır. Sorgulayıcı bir bakış açısı ile medya içeriğini anlayabilmenin de ötesinde otoriteyi, objektifliği, niteliği değerlendirebilir ve böylece medyanın içeriği bize doğrudan dayatmasının önüne geçebiliriz.

Medya okuryazarları, içeriği, kaynağı ve biçimi sorgulamanın yanı sıra, medyanın estetik değerlerini de eleştirebilmelidir. Medya okuryazarlığı, hem çocuklar, hem gençler, hem de yetişkinler için günümüz dünyasında kesinlikle sahip olunması gereken bir beceridir. Medya okuryazarlığı eğitimi ile insanlar, ifade biçimlerini geliştirerek, eleştirel düşünerek etkili iletişimciler ve aktif vatandaşlar olabildikleri gibi, medya dünyası ile gerçek dünyayı da ayırabilir hale gelirler. Bu açıdan bakıldığında medya okuryazarlığı eğitimleri daha yaygın hale gelmeli ve insanlar da izledikleri, dinledikleri ve gördükleri enformasyona karşı daha eleştirel bakmayı öğrenmelidir.

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## İnternet Erişimleri

Yrd. Doç Dr. M. Kemal Karaman1 Adem Karata 2 “Media Literacy Levels of the Candidate Teachers” Araştırma Tezi

Abdullah Toğay1 , Tunç Erdal Akdur2 , İbrahim Cihan Yetişken3 , Arzu Bilici4 “Eğitim Süreçlerinde Sosyal Ağların Kullanımı: Bir MYO Deneyimi” Araştırma Tezi

## Öğrenci Aile Okul Üçgeninde Sosyal Ağların Ve Sosyal Sermayenin Önemi

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### ÖZET

Sosyoekonomik ve sosyokültürel özelliklerin okul başarısını güçlü şekilde etkilediği bilinmektedir. Aile çocuk ilişkisi, okul aile ilişkisi ve çocuk okul ilişkisinde sosyal ağların niteliği ve niceliği akademik başarıyı birebir etkileyebilmektedir.

Sosyal ağların niteliği ve niceliği bireylerin sosyal hayatta karşılaştığı güçlük durumlarında sağladığı sosyal destek ile bireylerin bu güçlükleri aşmalarına yardım etmektedir. Sosyal sermayenin dayanışmacı boyutu ile özellikle çocuk aile ilişkisinde elde edilen birebir sosyal desteğin yanında, aile okul ilişkisinde kurulan kuvvetli bağlar ailenin sosyal kaynaklara ulaşmasında aracılık etmektedir. Sosyal sermaye, hem çocuğun sosyoekonomik özelliklerinden dolayı yaşadığı dezavantajlı durumda ailesinden sağladığı sosyal destekle güçlükleri aşmasına yardım etmekte, hem de ailenin yaşadığı dezavantajlı durumda kurduğu kuvvetli bağlantılarla güçlük durumunu aşmasını sağlayabilmektedir. Sonuç olarak bu durum sosyal ağların çocuğun eğitim hayatında birebir etkisi olduğunu göstermektedir.

Çalışmada öğrenci, aile, okul üçgeninde sosyal ağların, sosyal desteğin ve sosyal sermayenin önemini ele alınacaktır.

## Öğretmen Adaylarının Metabilîşsel Farkındalıklarında Problem Çözmeye Yönelik İnanç Ve Tutumlarının Etkisi

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### ÖZET

Öğretmenler, sıklıkla öğrencilerinin “öğretmenim ben bu konudaki tüm bilgileri bilmeme rağmen bu problemi çözemiyorum” şeklindeki ifadeleriyle karşı karşıya kalmaktadırlar. Bu ifadelerin temelinde problemin çözüm sürecinde sadece alan bilgisinin bilinmesinin (bilişsel yön) problemi çözmek için yeterli olmaması yatmaktadır. Çünkü problem çözme sürecinde alanla ilgili bilişsel bilginin yanında bu bilgi hakkında yeterli düzeyde farkındalık ve bu bilgilerin nasıl planlanacağı, izleneceği ve değerlendirileceği hakkında da bilgi ve becerilere de ihtiyaç duyulmaktadır. Bu bilgi ve beceriler alan yazında “metabilîş” kapsamında değerlendirilmektedir. Metabilîş kavramı, kişilerin öğrenme süreçlerinde bilişsel aktiviteleri hakkındaki bilgileri veya bu aktiviteleri düzenlemeleri olarak tanımlanmaktadır. Biliş, yapılmakta olan aktiviteleri içerirken metabilîş, yapılmış olan şeylerin izlenmesi, yapılacak olanların da planlanmasıyla, seçilmesiyle ve değerlendirilmesiyle ilgilidir.

Metabilîş tanımı ve metabilîşle ilgili alan yazınlar incelendiğinde metabilîş ile biliş ve problem çözme arasında karmaşık, aynı zamanda karşılıklı ilişki ve etkileşim vardır. Metabilîş-biliş ve problem çözme arasındaki ilişkiyi inceleyen araştırmalar;

· Öğrencilerin problem çözme sürecinde yaşadıkları zorlukların temelinde metabilîşsel becerilerinin yetersiz olmasının yattığını,

· Metabilîşsel davranışları sıklıkla sergileyen öğrencilerin genel anlamda matematik dersinde daha başarılı, problem çözme sürecinde daha aktif ve yine problem çözmeye daha başarılı olduklarını

ortaya koymaktadır.

Bu alanda yapılan araştırmaların büyük çoğunluğu metabilîş becerilerinin problem çözme sürecini nasıl etkilediğini birçok açıdan ortaya koyan çalışmalardır. Araştırmaların çalışma grubu, öğretmen adaylarından ziyade diğer öğrenci gruplarından oluşmaktadır. Yapılan çalışmada ise var olan çalışmalara ek olarak problem çözmeye yönelik inanç ve tutumları üzerinden öğretmen adaylarının sahip oldukları metabilîşsel farkındalıkları açıklanmaya çalışılmıştır. Bu doğrultuda;

- 1) Sınıf düzeylerine göre metabilîşsel farkındalıkları anlamlı olarak farklılaşmakta mıdır?
- 2) Problem çözme algısı ve tutum metabilîşsel farkındalığı anlamlı yordayıcısı mıdır?

şeklindeki alt problemlere cevap aranmıştır.

Bu çalışma bir korelasyon araştırma çalışmasıdır. Çalışmanın örneklemini Türkiye'nin Doğu Anadolu bölgesinde nüfus açısından orta ölçekli bir ilindeki Eğitim Fakültesi İlköğretim Matematik Öğretmenliği programında öğrenim gören toplam 265 (82 kişi birinci, 73 kişi ikinci, 54 kişi üçüncü ve 56 kişide dördüncü sınıf ) öğretmen adayından oluşmaktadır. Veriler, “Metabilîşsel Farkındalık Envanteri”, “Matematiksel Problem Çözmeye İlişkin İnanç Ölçeği”, “Matematik Problem Çözme Tutum Ölçeği” kullanılarak toplanmıştır. Birinci alt problem için Tek Yönlü ANOVA, testi ikinci alt problemi için Regresyon analizi kullanılmıştır.

Yapılan analizler sonucunda sınıf düzeyine göre öğretmen adaylarının metabilîş farkındalıklarında anlamlı olarak farklılık yoktur ( $F(3,261)=1.244, p>.05$ ). Üniversite eğitiminde bilişsel eğitimin yoğunluğuna rağmen metabilîşsel farkındalıklarında anlamlı bir artışın olmaması verilen metabilîşsel eğitimin düzenli ve sistematik bir süreç olarak planlanmaması ve uygulanmamasından kaynaklı olabilir. Bu durum detaylıca araştırılmalıdır.

Ayrıca öğretmen adaylarının problem çözmeye yönelik inançları ve tutumlarının metabilşsel farkındalıklarının anlamlı birer yordayıcısı olduđu (F(2,262)=11.359, p<.05) ve toplam varyansın %8'ni (R2=.08) açıkladıđı belirlenmiştir.

## Öğretmen Adaylarının Metabilîşsel Farkındalıklarında Problem Çözmeye Yönelik İnanç Ve Tutumlarının Etkisi

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### ÖZET

Öğretmenler, sıklıkla öğrencilerinin “öğretmenim ben bu konudaki tüm bilgileri bilmeme rağmen bu problemi çözemiyorum” şeklindeki ifadeleriyle karşı karşıya kalmaktadırlar. Bu ifadelerin temelinde problemin çözüm sürecinde sadece alan bilgisinin bilinmesinin (bilişsel yön) problemi çözmek için yeterli olmaması yatmaktadır. Çünkü problem çözme sürecinde alanla ilgili bilişsel bilginin yanında bu bilgi hakkında yeterli düzeyde farkındalık ve bu bilgilerin nasıl planlanacağı, izleneceği ve değerlendirileceği hakkında da bilgi ve becerilere de ihtiyaç duyulmaktadır. Bu bilgi ve beceriler alan yazında “metabilîş” kapsamında değerlendirilmektedir. Metabilîş kavramı, kişilerin öğrenme süreçlerinde bilişsel aktiviteleri hakkındaki bilgileri veya bu aktiviteleri düzenlemeleri olarak tanımlanmaktadır. Biliş, yapılmakta olan aktiviteleri içerirken metabilîş, yapılmış olan şeylerin izlenmesi, yapılacak olanların da planlanmasıyla, seçilmesiyle ve değerlendirilmesiyle ilgilidir.

Metabilîş tanımı ve metabilîşle ilgili alan yazınlar incelendiğinde metabilîş ile biliş ve problem çözme arasında karmaşık, aynı zamanda karşılıklı ilişki ve etkileşim vardır. Metabilîş-biliş ve problem çözme arasındaki ilişkiyi inceleyen araştırmalar;

· Öğrencilerin problem çözme sürecinde yaşadıkları zorlukların temelinde metabilîşsel becerilerinin yetersiz olmasının yattığını,

· Metabilîşsel davranışları sıklıkla sergileyen öğrencilerin genel anlamda matematik dersinde daha başarılı, problem çözme sürecinde daha aktif ve yine problem çözmeye daha başarılı olduklarını

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### **Özet**

İnsan yaşamındaki duygu, düşünce ve davranışlarının karşı tarafa aktarılması iletişime dayalı olarak gerçekleşir. Toplumu oluşturan insanlar, dünyaya geldiği andan itibaren yaşamında ki bu duygu, düşünce ve davranışlarını paylaşmaları için ise iletişime ihtiyaç duyarlar. Her kurumda olduğu gibi sağlık kurumlarında da başarıyı yakalayabilmek için etkili bir iletişime gereksinim vardır. Etkili iletişimin hedeflenen düzeyde olabilmesi için sağlık personelinin iletişim becerilerini etkin kullanması, bu şekilde de hasta memnuniyetinin sağlanması hedeflenir. Bu bağlamda çalışma konusu sağlık çalışanları ve hastalar arasında etkili iletişimin önemini ortaya koyar.

Çalışmanın amacı, özel hastanelerdeki iletişim sorunlarının Kocaeli ili merkezinde faaliyet gösteren özel hastanelerde gerçekleşen yönleriyle incelemek ve çıkan sonuçları değerlendirmektir.

## **Practice-Based In Service Teacher Training In Health Promotion And Mental Health Promotion On The Basis Of Antonovsky's Theory**

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### **ABSTRACT**

Health promotion education should empower people with healthier lifestyle choices through not only functional knowledge acquisition, but self-detection, understanding of values, eviction of acting ability and a search for identity also. This comprehensive task asks for highly educated teachers, like those trained in Health Promotion and mental health promotion in-service training offered by the Institute of Applied Health Sciences and Health Promotion at the University of Szeged, Hungary. The educational programme is strong in methodology: team work, project method, problem based teaching and learning, workshop, skills development, focus-group method, adaptation of multimedia methods. Trainees work with these methods themselves that makes adaptation authentic.

### **INTRODUCTION**

The Institute of Applied Health Sciences and Health Promotion at the University of Szeged, Juhász Gyula Faculty of Education has an educational and research history of 20 years. Education and research focuses on health promotion, health education, and mental health promotion embedded in the system of international cooperation.

The primary topics the institute's activities focus at are health, health promotion and healthy lifestyle. These core concepts are not only abstract categories, but they are functionally connected to the two most important activities: to education and to research. The other key element of this implementation process and activity is multidisciplinary, following from the content of health. This key element plays a substantial effect on the methods applied in the different forms of instruction.

Our understanding of health is based from the beginning on the scientific theories developed as a result of paradigm change in the 2<sup>nd</sup> half of the 20<sup>th</sup> century. „Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” (WHO, 1948). The dimensions of health are: biological health: the proper functioning of our body; psychological health: our personal world view, behaviour principles, and the sign of peace of mind and peace with ourselves; mental health: the ability to think clearly and consistently; emotional health: the ability to recognise and properly express emotions; social health: the health of creating relationships with others (holistic approach).

The current interpretations of health outline mainly integrative models. The natural and social environment, the amount of available resources, the coping with problems, the feeling of success, and satisfaction are all determinants of health. Instead of looking at it as a passive state, health is understood mostly as a process. The development of the ability to act is a lifelong process; the individual strives at acquiring new competencies. Badura for example understands health as the ability to solve problems and direct emotions, enabling to preserve physical-mental satisfaction and their rearticulation (Badura, 1993).

We understand health as a process, in a positive approach, expanded to individuals, groups and the whole society, integrated to their natural and social environment, embedded into all individual-, group- and social level activities.

According to our approach, every individual, community possess resources in the process of enhancing their health opportunities. The resources are „biological, material and psychosocial factors that make it easier for people to perceive their lives as consistent, structured and understandable.” (Antonovsky, 1987; Lindström and Eriksson, 2006) These resources – called as General Resistance Resources (GRR) – are “money, knowledge, experience, self-esteem, healthy behaviour, commitment, social support, cultural capital, intelligence, traditions and view of life.” (Antonovsky, 1987; Lindström and Eriksson, 2006) GRRs enable individuals and groups to see their life as coherent and shape it accordingly.

What does sense of coherence (SOC) mean? The SOC is the capability to perceive that one can manage in any situation independent of whatever is happening in life. Components of SOC are: comprehensibility, as the cognitive component; manageability, which is the instrumental or behavioural component; and meaningfulness,

that is the motivational component (Antonovsky, 1987; Lindström and Eriksson, 2006). In the centre of the Antonovsky model - similar to the other previously mentioned models - stays health experienced subjectively by the individual. Stressors are of central importance in his model.

The foundation of health promotion is the complex health-approach developed during the paradigm change, which definition is the functional connection of scientific definitions created with different accent and systematization. That is, health has a subjective orientation, is holistic in perspective, salutogenic, meaning health is the starting point where health resources are central. Health promotion strives at making health a socially accepted criteria of decision making. It became a social and social-political concept: it focuses equally on the individual's socio-culturally influenced lifestyle and the environment influencing his/her life. It is a setting-oriented concept, placing people's life circumstances into the centre, on the different domains of life. Its most important value and aim is to promote health equality. Health promotion – similar to health – is also a process requiring active participation and individual action. It strives at democratic emancipation (equal rights) and at the individual's autonomy (self-sufficiency) over his/her health. The main methods of health promotion are health teaching, health education, health training, organisation development with the main tools of project management and lifestyle counselling (organising leisure programmes, conflict management, time management, nutrition counselling, social relations) (Benkő, 2009).

During its activities health promotion tries to involve the social sub-systems (Luhmann, 1996). It is very important for the different social subsystems – like economy, politics, administration, science, education, health care services, non-governmental organisations, family – to find their own health promoting tasks. Traditionally – as it is well-known – the health care system serves patient care. Health does not have an institutionalized structure, network, individual social subsystem that is why it intends to enter into all subsystems. So health is not the task and responsibility of one institute, one social subsystem, one definite profession, but it is a task embracing the complete institution system of the society (Grossmann, R. and Scala, C. 1993, Benkő and Tarkó, 2005., Lippai, 2009.).

From among the methods of health promotion health education and lifestyle counselling, from among the social subsystems public education is very important in terms of health education and health promotion. The aim is to promote the health opportunities of pupils. Apart from pupils, parents, the complete teaching and non-teaching staff of the school are also affected by this aim. It is also very important to highlight at the broader environment of schools, at all those institutes that work in close connection to them (health care, social, cultural etc. institutes) and have an effect on how schools can meet their complex social tasks.

The health promoting key role of schools motivated us in founding and launching the Health Promotion – Mental Health Promotion in-service teacher training at one of the biggest universities of Hungary. Regarding the huge interest in the training, we have built a network of 11 Hungarian higher education institutes and launched the training with the involvement of local human resources (Benkő and Erdei, 2005). Our primary aim was to enable educators to apply the acquired knowledge and skills in their own life, in their teaching and education work and in their tighter and wider environment (Benkő and Vetró, 1994, Benkő and Lippai, 2001, 2002., Benkő and Erdei, 2003., Benkő, 2011).

## **THE STUDY**

To prove the above information we would like to present two Health Promotion – Mental Health Promotion in-service trainings, one for all helping professionals and one for teachers, educators alone. The paper focuses on the aims, contents and methodology of the trainings, as well as to the multidisciplinary perspective defining content and methodology. The presentation uses the two basic categories of Antonovsky's health model: general resistance resources and sense of coherence.

Both trainings teach educators, though one of them can welcome kindergarten educators, lower primary teachers, teachers, as well as medical doctors, nurses, social workers, lawyers, priests, policemen, soldiers, firemen etc., while the other one is for homogenous educator groups, as a diploma in education is a prerequisite of application. The two trainings are interoperable. The first two semesters are held together, then the two branches separate. The Health Promoter-Mental Health Promoter in-service training supports us with the most experiences, as this is our oldest one. The other training solely for educators is based on those experiences. One of the main values developed during the joint workshops of professionals with different diplomas coming from different social subsystems, is leading to the development of a common language on the platform of health promotion.

In the beginning of our introduction we state, that during the training participants' set of resources (GRRs) is enriched by: knowledge, experience, self-esteem, health conscious behaviour, commitment, social support, cultural capital, traditions and life philosophy. We will place these on the different professional and methodological domains of the training and on the domain of field practices.

The listed GRRs enforce participants' sense of coherence according to the following components: comprehensibility, as the cognitive component; manageability, which is the instrumental or behavioural component; and meaningfulness, that is the motivational component.

### **Introduction to the Health Promotion – Mental Health Promotion in-service training and in-service teacher training**

#### **Educational aims and programme in the joint phase (2 semesters)**

By integrating professionals trained in different areas to the same training we aimed at creating a common language concerning health promotion, mental health promotion and health education, mental health education among the participants: educators, medical doctors, nurses, social workers, managers, public educators, priests, lawyers, policemen, soldiers etc. The primary aim of the training is not to create a new profession, but to transmit knowledge, skills and perspectives people working on various domains/social subsystems can integrate into their own profession and work and apply with great social benefits.

#### **Theoretical sections of the training**

Training in the theories and knowledge transfer represent knowledge expansion and systematisation from among the GRRs. Comprehensibility, with the experience of understanding the complexity of health is the cognitive component of the sense of coherence.

This knowledge to be acquired is multidisciplinary in nature, similar to health consisting of several elements. Health includes the biological, psychological-mental, emotional, social, economic, ecological and spiritual components. Health is realised in the natural, built and social environment. Among the trainers there are medical doctors, psychologists, sociologists, philosophers, economists, political scientists, environmental specialists, public health professionals, educators, priests, marketing professionals etc. There is a need for many workshops for these professionals to enable them to find their place in the training. This workshop helps the different professions not only in creating the elements, depth and functions of content, but it also aids the choice of methods fitting knowledge transmission the best. In this workshop choosing the methods used at staff meetings can help a lot, hence it can orient the teachers in choosing their own methods. In the Health Promotion – Mental Health Promotion in-service training the essence of multidisciplinary is in providing a priority to none of the scientific disciplines, courses or modules. Each element is of equal importance for the health promotion activity. That is why the head of the staff functions as a coordinator. Each profession preserves its autonomy, and representatives of the same profession share the tasks among themselves, for example teaching different specialisations of sociology, or the theoretical and clinical medical subjects, or the theoretical and practical subjects in education sciences, distribution of tasks, defining emphasis, and time frames within the specified frames.

When developing the content of the training – taking into account foreign educational experiences, health promotion charters as well as our own national researches too – we strived primary at transmitting the health related somatic, psychological, social, environmental protection, educational sciences and ethical knowledge.

#### **A) Social and Public Health knowledge**

Health promotion relevant knowledge on the society are transmitted by the following subjects: family-, lifestyle-, health-, and deviance sociology, social policy, management/health management, ethics, bioethics, political sciences, economy, health economy, legal studies, public health (being multidisciplinary in itself as it transmits medical, environmental and social knowledge also), introduction to health promotion, health education, introduction to social work, statistics.

#### **B) Knowledge and adaptation of psychological development**

This set of courses covers developmental psychology, personality psychology, psychotherapy, mental health promotion, theory and practice of counselling, communication, introduction to remedial education. It also contains what we find the heart of the training: communication skills development, stress management, conflict management and practice of counselling.

The theoretical courses and the group work are also held by psychologists, who are active in sciences and also possess specialised degrees in psychology. Preferably the specialities focus on clinical psychology, psychology of counselling, and psychology of health promotion.

### **C) Medical knowledge**

The main emphasis within medical knowledge is to introduce the operation of the healthy human body, organism, and life. There is also a need for knowing about the morbid processes to enable the candidate to enter into the processes of health promotion and its organic parts like primary prevention and rehabilitation. Participants meet the healthy and morbid physical development of the body within introduction to medical sciences, and they also discuss about the basis of chronic physical and mental illnesses, their somatic and mental health promotion aspects during courses like internal medicine, paediatrics, psychiatry, child and adolescent psychiatry.

Lifestyle gets a prominent role in the whole knowledge system, hence it is very important in health promotion, prevention, rehabilitation, in all domains and settings, so it is of key importance in the work of educators also.

### **Methodological/practical section of the training**

#### **Methodological elements**

The training pays special attention to the methodology of knowledge transmission and to the personality- and social skills development of participants. This section contains the possibility to develop the following GRRs: experience, self-knowledge/self-esteem, health conscious behaviour, commitment, social support, cultural capital, traditions and life philosophy.

From among the components of sense of coherence it addresses manageability, which is a behavioural component. Students have this opportunity during group work and seminars, where they acquire those methods in practice which they can apply in health promotion, mental health promotion or which help them know their own personality better. From among these sessions we would like to highlight at communication skills development, stress management and conflict management that help to raise the most important elements of the sense of coherence to a higher level. Self-knowledge and personality development groups contribute to the experience of meaningfulness that is they are the motivational components of the sense of coherence.

Seminars apply the method of thematic small group work, enabling to apply the acquired knowledge and make it alive. Similar aid is provided for knowledge application by different related homework – built on individual observation, collection of information - and their processing together. The third important method, applied mainly in an integrating manner, is Problem-Based Learning (PBL). Lectures and seminars are held by university teachers who are experts on the given domains. Differences in methodology result from the different qualifications and methodological preparedness.

Let us look at how knowledge practiced and adapted during the theoretical modules, practices and field practices is arranged around a content and domain related junction, which is one of the direct ways of fulfilling multidisciplinary:

#### **The so called professional integrations**

Based on the perspective presented in the introduction we have created course blocks from some disciplines we named as professional integration. This means that students process certain topics in small groups with the help of 2-3 teachers of different disciplinary backgrounds. The developed integrated topics are the following:

The educational, psychological, sociological system approach of *families* from the aspect of health and mental health promotion. This integration enables the sophisticated processing of the most important social small group.

The analysis of *deviances* from the aspect of sociology, public health, and psychology enable the multidisciplinary processing of alcoholism, suicide, drug abuse, and crime. Partial disabilities are processed together by the special needs educator and the child psychiatrist.

Integrations are fulfilled usually in 5 hours long so called “mini workshops”. Our experiences so far inspired us to create further integrations based on a similar thorough professional and methodological preparation

Teachers are required not only to be highly prepared in theory and teaching practice, but also to compare and harmonize theoretical knowledge with participants’ practical experiences, building the applied disciplines as an

applied science into the training. The sessions require knowledge transmission and the application of the previously listed methods also, which include the problem revealing, -analysing and -solving techniques too.

### **Field practices**

Participants get an opportunity during these practices to meet the different settings of health promotion and mental health promotion, and to later work and carry out in or together with these settings health promoting and mental health promoting projects. In this context they have the possibility to participate in a complex health promoting project (Benkó and Tarkó, 2005).

Field practice institutes are listed here according to the social subsystems:

- educational institutes
- health care institutes
- money- and profit oriented institutes
- state administration institutes
- institutes of high risks (military, police),
- Non-governmental institutes (churches, foundations, associations).

When selecting field practice institutes for the participants we consider that they should possibly visit a different kind of institute than they work at. While there is an individual observation and analysis on the first field practice, we intend to create teams of 2-3 people during the second one, supporting students in practicing group work among different professionals.

Each practice period is followed by professional consultation, where there is a possibility to complete the field practice diary prepared according to pre-provided aspects.

At the 'field practice seminar' students describe their field practice activities, introducing their work to the group utilizing the results of individual consultations also. Through this multi-structured method of practice and reporting there is a possibility for individual and team work, for presentation, for discussions and for exchange of experiences also. One of the biggest benefits of field practice seminars is to enable students through discussing and processing their individual and group work together to 'get to' each workplace.

To sum up, the following content and methodology parts are there in the field practice work. There are 3 field practices during the complete training. The first 30 hours long practice are fulfilled individually, the second 30 hours are fulfilled in groups of 2-3 in institutes invited by us.

The third field practice is the main part of the second year. The two in-service trainings separate here. Teacher in-service trainees fulfil their practice in kindergartens and schools – mainly in their own workplaces. This is carried out on three venues: in classrooms, at school and in the health care and social institutes around school. In the classroom they integrate the health promotion content into their own subjects and apply the already acquired methods. Form masters hold thematic sessions at their classes. Trainees prepare for these tasks at the educational methodology course, model the classes for one another and perform the tasks with their own pupils. Health promotion at school is fulfilled through the project method and is built on team work including other interested teachers and the health care workers of the school (nurse, school doctor). In this school health promoting project parents and the non teaching staff are also important target groups. The third pillar of this practice-oriented year is the institutional and natural environment of the school. These three areas provide the practical part of the thesis, which also contains related theoretical and empirical research arrangements.

### **Final exam**

The final exam of our training – corresponding to the international practice – consists of two main parts. Each participant writes a thesis. The thesis should contain a literature review as well as an empirical study applying any scientific methodology they acquired during their training. Students' choice is aided by a wide collection of topics. The oral part of the final exam starts with the defending of their thesis. In the second part the candidate is given three theoretical questions related to the topic of his/her thesis, which should be worked on and presented. The diploma qualification is computed on the basis of comprehensive exams, the thesis and the grade received on the theoretical questions.

### **Enrolment to the training**

The enrolment requirement is to have a university or college level diploma and fill out an application form and hand in a CV. There is an admission interview in small groups and individually also. First we tell the applicants about the essence and applicability of the training on the different work areas, then we inform them about the

requirements they should meet if they gain admittance. The small group discussions are based on pre-structured questions. The candidates tell us about their expectations and about the areas they want to/can apply what they learn. After the small group discussions candidates should answer to some questions in writing, followed by the individual discussions. There are different professionals (psychologist, medical doctor, and sociologist) in the Selection Committee and they are responsible for selecting the maximum number of 24-26 participants. Oversubscription makes it possible to select candidates working along the widest professional scale, taking intersectorality into account also. Further important aspects are the distribution according to settlements and position at work.

## CONCLUSIONS

The multidisciplinary content of the above introduced training, the practice-oriented application of health promotion at school enables teachers to connect all participants of school into a network (pupils, parents, teachers, non-teaching staff). The several years in-service experience and skills of trainees are reinforced, new skills are acquired and adapted to their own teaching area and into other school-related activities through educational methods learnt and rehearsed during the training.

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## **PREDICTORS OF STUDENT PREFERENCES FOR BLENDED LEARNING: AN EMPIRICAL INVESTIGATION**

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### **ABSTRACT**

This study investigates engineering student preferences for blended learning adoption in higher education. No major study to date, however, has taken into consideration the influence of interaction, digital technology, social presence, and internet self-efficacy on student preferences for blended learning approach. This study is based on a sample of 126 students who can use Moodle platform at University Politehnica of Bucharest in Romania. Hierarchical multiple regression was employed to test hypotheses. Results revealed a significant effect of most predictors on student preference for blended learning. The findings are expected to enhance the understanding of blended learning for teachers and students.

### **INTRODUCTION**

Distance learning refers to the use of information and communication technology (ICT) in teaching and learning processes (Salmon, 2005). Online learning is less expensive, it provides access to education for students who aren't located near university, and it also offers more flexibility to students in terms of how and when they attend classes. Blended learning or hybrid learning combines traditional classroom or face-to-face with online education (Graham, 2013). This approach is a fundamental change in the way teachers and students interact and how they meet new learning experiences. Limited interaction may affect students' satisfaction without the utilization of appropriate technologies in fully online learning settings (Kuo, Walker, Schroder, & Belland, 2014). Blended learning incorporates technology to customize student learning. Student-centered learning process means that students know how to collaborate, communicate, and solve problems in group and individually. Online learning requires students to be willing and able to self-manage their learning process (Sun & Rueda, 2012).

New technologies based on internet provide teachers and students tools that can be used to improve the teaching and learning processes. E-learning platforms or virtual learning environments (VLE) support teaching and learning. They provides over internet different tools such as uploading of content, students assessment, communication, wikis, blogs, forums, tracking, manages the students' database, quizzes, and other activities in each top section. Quizzes are a useful tool for students to test their level of knowledge. An example of open-source platform is Moodle (Modular Object-Oriented Dynamic Learning Environment). This platform has been used as a modular and open source learning management system (LMS) for sharing information and knowledge management in teaching and learning processes. LMS is used to manage delivery of course material. Moodle offers a wide range of functionalities for students and teachers. Asynchronous communication technologies would be best suited for collaborative learning approaches. Every student has unlimited access to Moodle resources. One interesting tool of Moodle is the fact that students can ask questions to their teachers or their colleagues (Martín-Blas & Serrano-Fernández, 2009). This study examines a case of using Moodle platform at the University Politehnica of Bucharest, Romania, to develop online courses as a complement or an extension of the face-to-face courses. Reliable and robust infrastructure must be in place to support students demand for convenient online education delivery.

While a number of studies have explored the drivers and barriers to blended learning adoption in higher education (Porter, Graham, Bodily, & Sandberg, 2016). Further, little research has explored factors associated with student preferences for blended learning, especially in technical universities. Student preferences for hybrid teaching may influence their engagement, and consequently, the effectiveness of teaching and learning processes. Accordingly, we identified and explored factors that influence the engineering student preferences for

adopting blended learning. Specifically, we sought information concerning how students perceive hybrid learning as a valuable alternative to traditional face-to-face teaching approach influenced their willingness to adopt blended learning. For this purpose, an empirical study has been conducted using a survey to ask the engineering students from sample to tell us their preference about different kind of teaching and learning approaches. The present research aims to enhance our understanding of how engineering students may benefit from traditional face-to-face teaching combined with online course provided them using Moodle platform. In addition, we are interested in exploring the indirect effects of control variables on student preferences for blended learning. The results of the study have important implications for faculty members, students, researchers, and ICT developers.

Next follows a literature review and hypotheses development. Then a section is dedicated to test our model and hypotheses on data collected from respondents. Next section provides details about the empirical results. Finally, a concluding section presents implications, limitations, and directions for future research.

## **THEORY AND HYPOTHESIS DEVELOPMENT**

The integration of face-to-face and online learning enhanced active learning possibilities of the online environment and gives teachers the flexibility to work with students one-on-one. Thus, with the learning management system, one teacher can work with students in small groups or individually by organization the content and facilitate communication. Asynchronous learning is a student-centered teaching method that uses online learning resources to facilitate learning in traditional brick-and-mortar university. This asynchronous learning network supports online interaction, resource sharing, content development, and so much collaboration allowing users to organize discussions, upload courses and access multimedia. Today, one of the most important ideas in education is that students do not acquire, but instead construct new knowledge (Bjork, Dunlosky & Kornell, 2013). In this section, we explore the influence of interactions, technology, social presence, and self-efficacy on student preferences for blended learning in higher education institutions. We next propose a conceptual model to investigate the relationships between these factors and student preferences for hybrid learning.

Watson advanced the idea that blended learning is the result of convergence of online and face-to-face education methods. Teachers have increased their use of internet-based content and other digital resources in their classrooms. Traditional higher education learning environments are characterized by desks, black boards, and lecture halls. The organization of student learning has tended to follow traditional approach through face-to-face taught sessions. The percentage of the student population seeking a fully distance-based education will remain relatively low.

Interaction refers to a two-way communication between students and teachers. It is important factors in all forms of education. Interaction allows students to link existing knowledge with new knowledge and make new meaning through analysis and integration (Jawah, 2006). Through interactions students cognitively elaborate, organize, and reflect on the new knowledge. Other studies indicated that interaction among students or between students and teachers is a predictive of student satisfaction (Rodriguez Robles, 2006). Students in a collaborative interaction have higher satisfaction and can support the engineering student preferences for blended meaning. We thus propose:

**H1:** *Interactions among students and teachers are positively related to the engineering student preferences for blended learning*

Universities must provide a computer network infrastructure, including software, servers, and other hardware needed to develop a powerful asynchronous learning environment. In addition, students must also have the digital skills required to participate in the asynchronous learning environment. The value of technology has great power to influence teaching process. The software is following a problem-solving approach engaging students in inquiry-based activities, including collaboration tools, wikis, polling tools, as well as various content-specific applications, this is essential for ensuring an effective learning environment for students. Digital technologies provide an interactive and dynamic environment within which students and teachers engage in collaborative learning. Digital technology plays the role of a mediator in blended learning. Students may organize their learning program in terms of their time requirements and job schedules. Student collaboration and teacher interactions are facilitated by connectivity, mobility, and online support. Due to the importance of technology tools in web-based learning, determining exactly which technology tools best enhance learning process is essential to continue integration computer interaction with traditional classroom activities. Therefore, it is hypothesized:

**H2:** *Digital technology is positively related to the engineering student preferences for blended learning*

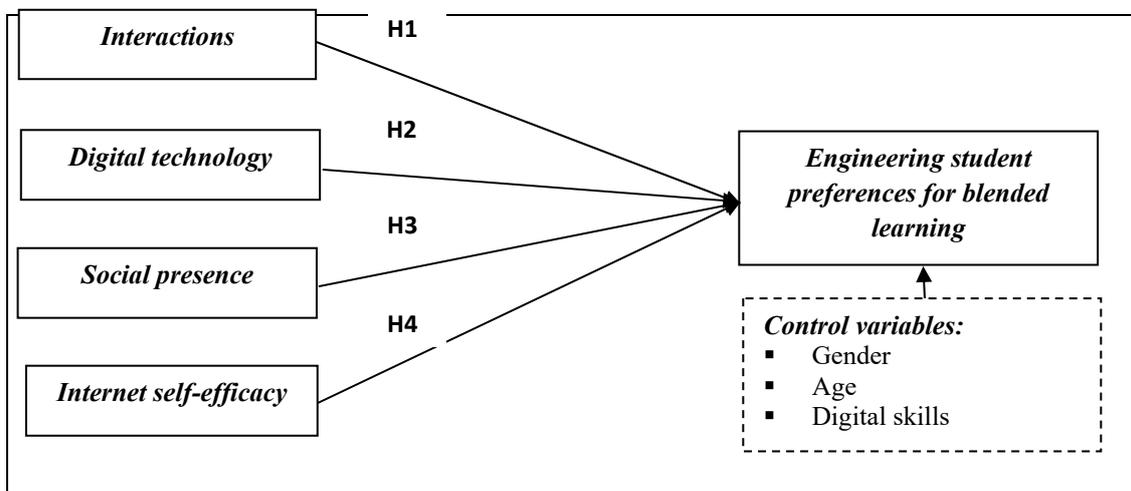
Online communications is used to support learning but the lack of facial expressions, tone of voice, and non-verbal cues is one common difficulty in online learning environments. Interactivity is a potential quality of communication and it is necessary to increase effect of education in face-to-face and online courses. In asynchronous online environments the possible delays can affect levels of student participation and interaction. This effect is a lack of social presence (Kear, 2011). Thus, in order to increase the level of online interaction, the degree of social presence must be increased because social presence can influence the participation in the online learning process. Unless students feel comfortable when communicating online this may result in low levels of engagement and can affect their preferences for blended learning. Some exploratory and confirmatory factor analyses consistently revealed five factors that characterize social presence in online environments: social respect, social sharing, open mind, social identity, and intimacy (Sunny & Mayer, 2012). On the basis of the above discussion, the following hypothesis is proposed:

**H3:** *Social presence is positively related to the engineering student preferences for blended learning*

Students may differ substantially in their skills, especially in their internet experiences and capabilities. Internet self-efficacy refers to one's belief in his or her capability to accomplish online tasks or assignments, including understanding of internet software and hardware (Eastin & LaRose, 2000). Online learning environments are designed to promote personalization and adaptability to the students' needs. Still, many students do not use the available digital tools because the lack of appropriate digital skills. Liang and Wu (2010) indicated that higher internet self-efficacy led to higher motivations for web-based learning and show preference for blended learning. Therefore, it is hypothesized:

**H4:** *Internet self-efficacy is positively related to the engineering student preferences for blended learning*

To reduce the variance caused by other factors, we controlled for the age, digital skills, and gender of respondents. The conceptual framework is shown in Figure 1. Relationships among the constructs were empirically tested as follows.



**Figure 1:** Conceptual framework

## METHOD

**Research context:** To test the conceptual model and hypotheses, we conducted a survey using a paper-based questionnaire and some interviews with faculty members at University Politehnica of Bucharest. This study used cross-sectional survey data. As for, a survey instrument was created using a combination of existing and newly development measures. University Politehnica of Bucharest (UPB) is the largest and the oldest technical university in Romania. The use of technological information in education and professional training are elements that define the university profile. A few years ago, UPB offered its students the possibility to use in their education process a combination between face-to-face and online learning through using Moodle platform.

**Sample:** Data were collected from a sample of engineering students (N=126) were recruited from UPB, during March and May 2015. All of engineering students have returned the filled in questionnaire, and after rejecting eight partially filled in questionnaires 118 could be used for analysis. The response rate was 93.7 percent. The

data were assessed for the extent of missing values. This assessment found missing values for 14 of the 126 possible responses (11%) and determined that these values were missing completely at random. Therefore, the means substitution method was used to replace missing values. All of the items were measured on a 7-point scale ranging from 1 (strongly disagree) to 7 (strongly agree). About 62 percent of the respondents were males and 38 percent of the respondents were females. The age of the respondents ranged from 20 to 24 (SD=1.7 years). About 70 percent of the respondents were between 21 and 23 years old. The average age was 22.6 years.

**Measures and instrument development:** When possible, construct measures were created based on previously validated survey instrument. In addition, individual measures were averaged to obtain a simple value for each construct. *Engineering student preferences for blended learning* (dependent variable) were measured using 4 items adapted from Moss, O'Connor and White (2010) and Mishra and Panda (2007): "In comparison to the traditional classroom teaching (face-to-face), blended learning offers student greater flexibility to complete her or his tasks any place and any time", "Blended learning enhances the pedagogic value of a course", "Blended learning experiences cannot be equate with other forms of learning", "Blended learning improves communication between students and teachers", and "Blended learning can engage students more than other forms of learning". *Internet self-efficacy* (independent variable) was measured using 2 items developed by Eastin and LaRose (2000) and adapted for this study: "The extent to which students feel confident with the internet hardware and software", and "The extent to which students can gather data through internet". *Interactions* (independent variable) were measured using 3 items derived from scale developed by Kuo (2009): "Activities during class gave me chances to interact with my classmates", "I received enough feedback from my teachers when I needed it", and "Online course materials helped me to understand better the class content". *Digital technology* (independent variable) from student's perspective was measured using a scale consisting of 3 items: "Technology makes teaching and learning processes more flexible", "Technology improves the interactivity and collaboration between students and teachers by customized interface", and "Technology need to make the learning process more enjoyable and easy of navigation". *Social presence* (independent variable) was measured using 3 items developed by Suny and Mayer (2012): "I was able to form distinct social identity", "I enjoyed myself of social respect and intimacy", and "I felt comfortable interacting with other students and teachers". Three additional variables were included in the analysis – gender, digital skills and age (control variables). *Gender*, as dummy variable, was included to control for the specific impact on the engineering student preferences for blended learning. We coded male respondents as 0 and female as 1. The students' *digital skills* were measured using 3 items derived from scale developed by Kennedy's et al (2008). The respondents was asked to rank their digital skills on a scale where 1 was "not very skilled", 2 was "moderately skilled", and 3 was "highly skilled". Student *age* was represented as the log of the number of years.

## ANALYSES AND RESULTS

Data was analyzed with SPSS 20.0 software with maximum - likelihood estimation. Cronbach's alpha was used to determine the internal consistency of items in each scale. Statistical procedures were used to establish the reliability and validity of the measures with all items. Reliability of the factors was measured using Cronbach's alpha for each construct and was found to be greater than the recommended minimum of 0.7 indicating high reliability (Hair et al. 2007). The Cronbach's alphas ranged between 0.847(for internet self-efficacy) and 0.753 (for student preferences). Descriptive statistics and scale reliabilities are presented in Table 1.

**Table 1:** Descriptive statistics and scale reliabilities

Construct	Mean	SD	Cronbach's alpha
Student preferences	5.87	1.46	0.753
Interactions	5.34	1.23	0.804
Digital technology	6.18	1.79	0.786
Social presence	4.38	1.22	0.823
Internet self-efficacy	5.26	1.17	0.847

The correlation coefficients of all constructs are within acceptable levels (no bivariate correlation is greater than 0.56). The highest correlation coefficient is between digital technology and the student preferences for blended learning. This correlation coefficient is equal to 0,563. The measures of interaction, digital technology, social presence, internet self-efficacy, gender, digital skills, and age were positively correlated with the measures of student preference for blended learning, with correlation coefficients ranging from 0.001 to 0.563. The correlation analysis show that most coefficients are low, which minimizes concern with multicollinearity issues in our analysis. Correlations greater than or equal to 0.186 are significant at  $p < 0.05$ . Correlations greater than or equal to 0.231 are significant at  $p < 0.01$ . Table 2 presents the correlation matrix of all the variables used in this study.

Student preferences towards blended learning were investigated using a hierarchical multiple regression. Gender, students' digital skills and age were entered in first stage of the regression as control variables (Model 1). The independent variables (interaction, digital technology, social presence, and internet self-efficacy) were entered in the second stage of the regression (Model 2). In the third stage, the hypothesized interaction terms (interaction x digital technology, interaction x social presence, interaction x internet self-efficacy, digital technology x social presence, digital technology x internet self-efficacy, and social presence x internet self-efficacy) were entered (Model 3). The interaction terms were calculated by multiplying and centered the corresponding construct values. The hierarchical linear regression results are summarized in Table 3.

**Table 2:** Correlation matrix among independent variable and student preferences for blended learning

Construct	(1)	(2)	(3)	(4)	(5)	(6)	(7)
Student preferences (1)	-						
Interaction (2)	0.343	-					
Digital technology (3)	0.216	0.563	-				
Social presence (4)	0.124	0.386	0.237	-			
Internet self-efficacy (5)	0.473	0.189	0.492	0.157	-		
Gender (6)	0.021	0.002	0.034	0.231	0.179	-	
Digital skills (7)	0.186	0.237	0.513	0.183	0.534	0.326	-
Age (8)	0.041	0.001	0.017	0.09	0.392	0.002	0.187

Note. \*p < 0.05, \*\*p < 0.01

**Table 3:** Regression results.

Construct	Model 1		Model 2		Model 3(full model)	
	b	SE	b	SE	b	SE
<i>Control variables</i>						
Gender	-0.076	0.048	-0.051	0.039	-0.049	0.042
Digital skills	-0.049	0.031	-0.033	0.031	-0.026	0.037
Age	0.134*	0.059	0.048	0.056	0.052	0.048
<i>Direct effects</i>						
Interaction			0.197*	0.064	0.199	0.052
Digital technology			0.041	0.021	0.054	0.0038
Social presence			0.196*	0.084	0.203	0.065
Internet self-efficacy			0.213*	0.074	0.287	0.067
<i>Interaction terms</i>						
Interaction x digital technology					0.108	0.045
Interaction x social presence					0.037	0.028
Interaction x internet self-efficacy					0.089	0.036
Digital technology x social presence					0.167	0.052
Digital technology x internet self-efficacy					0.263	0.053
Social presence x internet self-efficacy					0.048	0.032
R <sup>2</sup>	0.143		0.267		0.368	
R <sup>2</sup> (Adjusted)	0.12		0.22		0.289	
R <sup>2</sup> change	-		0.124		0.101	

Note. N=118 engineering students; b = unstandardized regression coefficient; SE = standard error of b; \*p<.05; \*\*p<.01 and \*\*\*p<.001 (two-tailed)

The individual reliability of all constructs was estimated with R square because this coefficient indicates how well a model fits data. The adjusted R square is used to compare models with different numbers of predictors as our case. The results of the regression analysis show that Hypothesis 1 is accepted. To test Hypothesis 2, we examine whether digital technology has a positive and significant effect on the engineering student preferences for blended learning. The results of research show that Hypothesis 2 must be rejected. Hypothesis 3 proposes that social presence into teaching and learning processes is a good driver for the engineering student preferences for blended learning. Social presence explains important social relationships among students and teachers and the social climate that contributes to success of learning. Thus, on the basis of our research we accept this hypothesis. Finally, on the basis of study results, Hypothesis 4 have been accepted, this states that internet self-efficacy significantly affect engineering student preferences for blended learning. Results showed that gender and digital skills are not significant factor in terms of influencing the student preferences for blended learning.

## CONCLUSIONS

This research has investigated the impact of interactions, digital technology, social presence, and the internet self-efficacy on the engineering student preferences for blended learning. We found that students' preferences for blended learning are influenced of interactions between teachers and students, social presence and internet self-efficacy. The quality of learning depends on the level of student engagement in the learning process.

Several limitations should be noted. First, the respondents came from one university (UPB), so results may not generalize well to other higher education institutions, only with caution. Second, the sample size provides the minimum number of participants required, the result would be more reliable with additional respondents. As regards the sample, a larger sample would reduce the influence of random variation. Future research using larger samples should aim to examine the robustness of our findings, preferably by simultaneously testing them. Third, future research is indeed needed to more precisely understand the effects of dynamic nature of influence of various factors on innovation. The present research assumes that relationships between variables are in some kind of statistical equilibrium. Nonetheless, we encourage researchers to engage in longitudinal research on mediating effects of the relationship between predictors and student preferences for blended learning. Researchers using a longitudinal study can provide more specific information about the stability and change of the variables, and thus could complement the present empirical finding. Fourth, any theoretical model could be improvement. Nonetheless, more variables can be added to our research model. Also, other measurements such as blended learning adoption and service education quality need to be taken into account. Future studies look to refine this variable through further pilot testing with faculty members, students, and employers, or by selecting a different set of items to represent this construct.

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## Processes of the School Management, Usage of Information Technologies in Adolescents and Aggression Relation

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### Summary

It is a finding which has been set forth by many researches that information technologies, namely technological devices such as mobile phones, internet, computers and phones are used commonly by individuals of all ages today, especially by adolescents and young people as means for socializing. Particularly, internet usage can be seen commonly in daily life practices in our country where young population is dense. It is believed that Information Technologies cause individuals to develop behaviours including anger and aggression by influencing their behaviours. This study where quantitative research is used is a descriptive study including "Relational Scanning" which is among the general scanning models. In this research it is studied whether technological tool usage by high school students has effect on their anger and aggression behaviours or not, and after the investigation whether the factors influencing technological tool usage change accordingly with demographic characteristics of students or not a general assessment has been conducted upon data analysis.

**Key Words :** Information Technologies, Adolescent, Anger and Aggression.

### Introduction

In our age, information and communication technologies have important place in our daily life. These developments in technology give important opportunities to people for their life. New technologies especially internet contributes students to reach knowledge and to develop their abilities to use information. As things stand today, knowledge and communication technologies reflect the changes like technology improvements, facilitating and making permanent learning to the educational environment (Peker, 2013a).

As well as the positive improvements that knowledge and communication technologies provide it has created a new area for young people. Today computers, internet, mobile phones and other technological tools have been a part of young people's lives. So, making and maintaining new friends and forming community and social relations and norms are possible through these technological tools (Yaman, Eroğlu and Peker, 2011).

When young people use the information and communication technologies that have contributed to their social relations differently, they have the need to put their own rules in order to carry these relations in a healthy way. When the rules determined by them in virtual environment are not obeyed, they start to conflict with others. Consequently, sometimes young people face problems when they use these technological tools. As a result, the information and communication instruments may be used in a way to harm each other in lives of young people.

Discussions and researches about the effects of technology that has been emerged on social life have begun in recent years. Depending on these researches "*even though the large-scale effects of improvements are cared, it has not been thought on how to influence our immediate environment. It is extremely usual that major behaviour and attitude changes come to light when considering that every new technology has entered to home environment, workplace and other areas of our life*" (Naisbitt, 2004; Akt:Beşli, 2007). In recent years, the effects of new technologies that are improved rapidly have influenced schools too just like every other institution and the usage of technological devices like computers and mobile phones has been spread rapidly among students. Correspondingly to this development, several problems can be faced with regard to the usage of such tools by young people. Researches that are carried out today on this matter show that bullying faces off against another form "*cyber mobbing*" (Breivik and Olweus, 2006).

One of the concepts that are handled in this research is aggression. Several descriptions have been made in the related literature about aggression. Baron and Richardson (1994) remark the aggression as giving harm to others' lives directly and any behaviour that has aim to hurt. According to Boxer and Tisak (2005), aggression can be defined as offensive and disturbing behaviours towards any other creature or object. On the other side, Berkowitz (1993) reports the aggression as course of action for the purpose of harm or hurt intentionally to another person or object. There are many researches that have been conducted both in Turkey and abroad regarding aggression. When the conducted researches are observed, it can be seen that the relation of aggression with several variants has been studied. It can be seen that researchers investigated the relationship between the

aggression with perceived social support from family (Yalçın, 2007), domestic violence (Ayan, 2007), problem solving (Gökbüzoğlu, 2008; Temel, 2008), sense of self (Akduman, Çolak and Cantürk, 2007), sense of self (Rill, Baiocchi, Hopper, Denker and Olson, 2009), focus of control (Efilti, 2008), irrational beliefs (Kılıçarslan, 2009), attachment styles (Kaplan, 2012), social adaptation (Yeğen, 2008), cognitive distortions (Uğur, 2013), suicide (Miotto and Preti, 2007).

Anger and aggression sourced events are faced in the living and working places without boundaries, and they have been one of the major problems of our age by increasing within time. In recent years, especially violent behaviours that are encountered in schools have increased notably (Yavuzer and Üre, 2010). Anger and aggression are the senses and behaviours to affect the development of adolescents and they influence individuals' lives deeply. Because of this, individuals should comfortably express their anger and associated negative behaviours just like other feelings and thoughts by understanding and accepting them (Öz, 2005).

Yavuzer (1992) and Kulaksızoğlu (2004) stated that behaviours related to anger and aggression are faced in adolescence period mostly in human life and the behavioural disturbance and offenses that are made as a result of these emotions and behaviours are seen in this period mostly. Besides that, increase in physical power and getting pleasure from violence relating the current environment in adolescence period provide a basis for the emergence of aggressive behaviours.

Yağcı (2010) has found out that there is a significant difference between the type and frequency of computer usage by adolescents and anger and aggression levels in his study. As the computer use by the adolescents during the day increases, he determined that the anger and aggressive behaviours increase too.

The events that anger and aggression caused have been one of the major problems of the 21st century by showing a continuous increase at home, work and school, and violence actions especially at schools have increased. Due to all of these reasons, the anger and aggression can be said to be emotion and behaviour that should be kept under control in a way to contribute to the development of individuals that are in adolescence period which is the reorganization of the personality. Individuals should express their feeling of anger just like other feelings in a healthy way by identifying and accepting it.

The anger and aggressive behaviours that cannot be controlled may cause new problems to emerge as well as the current problems by influencing the lives of adolescents mostly negatively (Saydanoğlu, 2011).

The conducted researches show that cyber mobbing is getting widespread increasingly among adolescents. Consequently, the factors that lead to cyber mobbing should be found out in order to fight against cyber mobbing.

It is believed that one of these factors is the aggression behaviours of adolescents. For this reason, it is aimed in this research to study the use of information technology among adolescents and the aggression relation.

## **Method**

Quantitative research methods were used in this research. This research is a "Relational Scan" model that is located within the general screening models. It also is a descriptive study. "Assessment of Technology's Effects on Adolescent Aggression and Anger" is intended for this study, which was applied to determine the opinions of students. The survey was carried out in order to create a situation assessment about whether the use of technology on adolescents is effective on behaviour like anger and aggression. Whether the factors affecting the use of technology, which was attempted to determine with quantitative research models change according to the demographic characteristics of students were examined in this study. With this aspect, this research can also be called Comparative Case Study. The survey that is used in this study to apply students is a Likert questionnaire type with 5 scale and includes a first section where the demographic structures of the students are measured, the second section where there is the students' use of technology and the third section that contains the statements developed to measure students' anger and aggression levels.

## **Working Group**

This study was applied to the population that involved randomly chosen total 215 students studying in 9<sup>th</sup> and 10<sup>th</sup> grades during 2013-2014 and 2014-2015 academic year in a public school Lefkoşa Türk Lisesi and a private school Near East College in TRNC, Nicosia.

### Data Collection Tools

In the study "About the Use of Technological Tools" and "Anger and Aggression" scale is used on the students as a data collection tool to assess the impact of the use of technology on adolescent aggression and anger.

#### The Student Scale "About the Use of Technological Tools":

Developed by Arnavut (2013) and used to perform validity and reliability studies, this scale was applied to the students. 93 articles were prepared by Arnavut (2013) to perform validity and reliability analysis on the scale. As result of the factor analysis, fifteen unsuitable expressions were excluded from the scope. To reveal the main components (subscales) of the scale, Principal Component Factor Analysis and Varimax Rotation were applied. As a result of factor analysis, five dimensions were emerged. Scale was structured as a five-factor and the articles of the factors were organized in terms of their content and structure as "View on Technological Tools" (24 articles), "Social Media" (12 articles), "the place of technology in the Life" (8 articles), "educational use" (9 articles), "Communication" (7 articles).

#### "Anger and Aggression" Survey:

A data collection tool used to measure the levels of anger adolescents in the study, "State-Trait Anger Expression Scale" is used which was developed under the name "Trait Anger Expression Scale" by Spielberger and his friends (1988). In the stage of validity and reliability of measurement tools, expert opinion has been taken. The scale has 34 Likert statements. Each item contained in these articles was expressed in the form of four scales as "Completely (4)", "Pretty (3)", "a little (2)", "No (1)". The resulting data are coded by giving a value from 4 to 1.

The obtained Cronbach's alpha values were calculated separately. These were found to be: 79 for Continuous anger size, 84 for Controlled anger size, 78 for showing anger size and 62 for suppressed anger size (Savaşır and Şahin, 1997).

#### Data Collection Process

In the process of collecting the data, students from a public school Lefkoşa Türk Lisesi and a private school Near East College were interviewed. The surveys applied to the students in this research, were held in accordance with the timetables that were agreed with the school administration and teachers after obtaining the necessary permits from the principals and the Ministry of Education and consulting with school management and teachers. The study data was collected during the fall of the 2013-2014 school year.

#### Data Collection Analysis

For quantitative data obtained from the analysis of data collected by survey and scale, SPSS 16 software was used and correlation, T\_ test and F test statistics were used. In the analysis, the significance level was taken as  $p < 0.5$ .

In explaining the analysis results, averages calculated for each sub scales were considered to be students' anger and aggression levels. Students' average of anger and aggression has taken place in the options below.

In the study arithmetic average ( $\bar{X}$ ), standard deviation (s), the lowest and highest values were used on the analysis of the data collected to answer sub-objectives.

**Table 1: Score Limits of Five Grade Scale**

Significance	Limits	Perception-Opinion
1	1.00-1.79	Strongly disagree
2	1.80-2.59	disagree
3	2.60- 3.39	undecided
4	3.40 -4.19	agree
5	4.20- 5.00	strongly agree

The average scores of all students in anger and aggression scale are calculated as shown in Table 1.

To test whether there is significance between the levels of anger and aggression, a t-test was performed and to analyse the differences or similarities between 3 or more groups ANOVA was used. If there were any significance among the variables, then the Post-Hoc LSD test was used.

In the measuring of the students' anger and aggression the average points have been calculated.

## Results

In this section, the data obtained by the achieved results of the data analysis through data collection tools and the opinions of the participants were given in all sizes.

### Results and Comments on the First Sub Problem

The first sub problem of the study was indicated, as *“Is there a significant difference between students’ gender and their use of technological tools?”*

**Table 2: Genders and technological tool use of students**

Gender	N	X	S	sd	t	P	P < 0.05 Means
Female	94	2.96	1.06	213	2.781	.006	Significant
Male	121	2.53	1.19				

In table 2, it was examined through the t-test analysis, whether there is a significant difference between students' gender and their use of technological tools. It was found that female students' average view on the use of technological tools is (=2.94) and male students' is (=2.53). As shown in the table above, there is a statistically significant difference between female and male students' use of technological tools. . Also the use of technological tools is higher among the female students than male students. Altınay et.al (2013) obtained a similar result in their studies and they found that the use of technological tools is higher among the female students than male students.

### Results and Comments on the Second Sub Problem

The second sub problem is *“What are the students’ opinions on the use of technological tools?”*. The views of the surveyed students were examined and average scores were calculated on the following table.

**Table 3: Students’ opinions on the use of technological tools**

Total	N	Min.	Max.	Std. Deviation
	215	1,00	5,00	2,72

The average of the students' opinions on the use of technological tools were stated as indecisive (=2.72). It can be concluded that the students couldn't provide proper opinions due to their lack of information about the use of technological tools. It is thought it was difficult for individuals who have inadequate information about technology to provide an opinion about its advantages or disadvantages. The reason of a student's undesirable behaviour could be the lack of information and this problem can be solved with the help of a teacher (Çelik, 2002; Öztürk, 2002; Özdemir, 2004).

### Results and Comments on the Third Sub Problem

The third sub problem is *“Does the average duration of daily use of technological tools affect the anger aggression behaviours of students?”*.

**Table 4: Average and standard deviation values of the effect of the daily average duration use of technological tools on anger and aggression**

Size		N	SS	
<b>Aggression</b>	Less than 3 hrs.	54	2.29	.60
	3 hrs. - 7. Hrs.	66	2.24	.77
	7-11 hrs.	43	2.23	.48
	11 hrs+	52	2.17	.65
<b>Anger</b>	Less than 3 hrs.	54	2.36	.82
	3 hrs. - 7. Hrs.	66	2.53	.90
	7-11 hrs.	43	3.00	.88
	11 hrs+	52	2.92	.97

Whether there is a significant difference between arithmetic averages was examined with one-way analysis of variance and results are given in Table 4.

As shown in Table 4, when the scores of the effect of the daily average duration of use of technological tools on anger and aggression are examined, it is concluded that the daily 7-11 hrs. Of technological tool users have the highest score (=3.00, SS=.88)

**Table 5: Anova results on the effect of daily average duration of use of technological tools on anger and aggression**

Size	Source of variance	Sum Of Squares	Sd	Average of Squares	F	P	Explanation
<b>Anger</b>	Intergroup	13,442	3	4,48	5,523	.00	P<0.05 significant difference
	Learning Groups	160,642	212	0,811			
	Total	174,084	215				

One of the multiple research techniques named Anova is used to determine the effect of daily average duration of use of technological tools on anger and aggression. As shown in Table 5, it is concluded that there is a significant difference ( $F(5;52)=5,523$ ,  $p<0.05$ ) between their daily average duration of use of technological tools and their views on anger. LSD test was used to determine the groups that have difference and the results are given in Table 6.

**Table 6: LSD results about the effect of daily average duration of use of technological tools on anger and aggression**

(I) s9	(J) s9	Mean Difference			95% Confidence Interval	
		(I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
1	2	-,17226	,17121	,316	-,5099	,1654
	3	-,64000*	,19243	,001	-1,0195	-,2605
	4	-,56157*	,17926	,002	-,9151	-,2081
2	1	,17226	,17121	,316	-,1654	,5099
	3	-,46774*	,18409	,012	-,8308	-,1047
	4	-,38931*	,17028	,023	-,7251	-,0535
3	1	,64000*	,19243	,001	,2605	1,0195
	2	,46774*	,18409	,012	,1047	,8308
	4	,07843	,19160	,683	-,2994	,4563
4	1	,56157*	,17926	,002	,2081	,9151
	2	,38931*	,17028	,023	,0535	,7251
	3	-,07843	,19160	,683	-,4563	,2994

\*. The mean difference is significant at the 0.05 level.

With the LSD test, daily average duration of the use of technological tools' effect on anger and affected groups was intended to be determined. It was concluded that there is a statistically significant difference between the anger levels of students using technological tools in less than 3 hours per day, in less than 7-11 hours per day and more than 11 hours per day.

#### Results and Comments on the Fourth Sub Problem

The fourth sub problem is; "*Does the use of technological tools have an impact on the anger and aggression among students?*".

**Table 7: Findings on the effect of the frequency of students' use of technological tools on anger and aggression**

Variable	N	R	p	Explanation
The use of Technological Tools	215	0,374	0,00	P<0.05
Aggression		0,273	0.00	Significant difference
Anger				

The results of the correlation analysis of students' use of technological tools' effect on anger and aggression are given in the table above. It is concluded that there is a significant difference between students' use of technological tools and their anger and aggression ( $r=0.374$ ,  $p<0.01$ ), ( $r=0.273$   $p<0.01$ ). Accordingly, it was determined that these variables influence each other. Huesmann et.al (2003), have determined that watching violent programs on television is the determinant of the aggressive behaviour that can be observed in individuals after 15 years. Sağay (2013) have concluded that whether having internet connection at home, whether having internet access on mobile phone, Internet usage period, method of spending time on the Internet and the type of program watched on TV has a significant effect of anger. It can be said that, students, as a result of the frequent use of technological tools, are mixing the real world with the virtual world over time. This may lead to the emergence of negative behaviours such as anger and aggression as well as positive behaviour.

## Conclusion and Recommendations

In this section, review results are described based on the findings provided in the research process and proposals are given based on these results.

There is a significant difference between students' gender and their use of technological tools. According to the data, female students use more technological tools than male students. In a similar research of Altınay et.al (2013) named "*the relationship between the High School Students' Internet and Computer Use and Aggression*" have found a significant difference between aggression scores and genders of students who indicate that using computer games and the internet on a regular basis. It was found that the ratio is higher for male students. It was determined that the gender is an effective factor in the use of technological tools.

The average range of students' views on the use of technological tools is stated as indecisive. It can be concluded that the students couldn't provide proper opinions due to their lack of information about the use of technological tools. It is thought it was difficult for individuals who have inadequate information about technology to provide an opinion about its advantages or disadvantages.

It was determined that the daily average duration of the use of technological tools has an impact on anger but it does not have an impact on aggression. It was concluded that there is a statistically significant difference between the anger levels of students using technological tools in less than 3 hours per day, in less than 3-7 hours per day, and more than 11 hours per day. According to the data, it can be concluded that when students use technological tools for a long period, their anger levels increase.

Similar to the result of this research, Fuat and Him (2013) applied their research "*Correlation Between the College Students' Internet Usage Status and Aggression Levels: Internet welded Attitude Changes on GAU Psychology and Counselling and Guidance Department Students*" on university students studying in TRNC.

A significant correlation value of  $p \leq 0.01$  was confirmed between The participants' frequency of the use of the Internet and cannot contain themselves from hurting others; feeling like a bomb ready to explode because of excessive internet use and insomnia; failing to respond someone's hit and duration of the internet use. Similar to the result of this research, Özbay and Eren (1997) have stated that individuals, who watch television for a long time, tend to show more aggressive action than those who watch television for less time.

In this study, it was determined that students' use of technological tools affects anger and aggression. Similar to the result of the study, Sağay (2013) in his study named "*the effect of Secondary School Students' Use of Visual Communication Tools on Anger and Communication Skills*", have concluded that the students' gender, whether having internet connection at home, whether having internet access on mobile phone, Internet usage period, method of spending time on the Internet and the type of program watched on TV has a significant effect of anger and communication skills. Also it was found that whether having the internet connection at home, the type of computer game played and the duration of watching TV do not have a significant effect on anger and communication skills.

Similar findings have been obtained in another study. Erdemir (2012) have found a significant difference between high school students' internet use and their anger levels in his study "*Examining the relationship between the internet usage status of the students in different types of school and their aggression levels*" (*Gaziantep example*). Aggression scale scores of students varies in a meaningful way based on their gender, internet use, internet site, internet purpose, Internet usage time, websites they use in general, the types of games they play on the Internet, and the negative content they encounter on the Internet. Based on the findings obtained in the study, suggestions were made to practitioners and researchers.

In another study named "*The effect of the type and frequency of computer use on adolescent's anger and aggression levels.*" Yağcı Gerçel (2009) researched the relationship between type and frequency of computer use among adolescents and anger and aggression levels on his study. As a result of the study, a statistically significant difference was not determined for anger and aggression between adolescents who play and do not play computer games and adolescents who play computer games in different places.

In another study "*The effect of the TV programs on elementary school students' resorting and approach to physical violence.*" by Tokdemir et.al, it was found that students who watch violent content programs may apply higher rates of physical violence and may see it as a solution to problems.

Huesmann et.al (2003), have determined that watching violent programs on television is the determinant of the aggressive behaviour that can be observed in individuals over 15 years.

In another similar study “*The relationship between the adolescents' use of information Technologies and aggression.*” Ulusoy (2008) has examined the relationship between adolescents' use of information Technologies and aggression. Study results showed that adolescents who use computers and the Internet have the higher average aggressiveness than the adolescents who don't use them. There is a significant difference between the aggression rates of adolescents who use and do not use computer games. The aggression rates of the students who prefer war and strategy games found to be higher. No significant difference found on the level of aggression according to the place of use of information technology. A significant difference found on aggression levels in parallel with computer and internet usage time.

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## **Production Processes Of E-Learning Materials By Using Interactive Displays**

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### **ABSTRACT**

Today's learners have moved away from getting raw information and have turned into a form of requesting the information and focusing on the needed sections. In this context, technological products that are being used intensively in learning environments are the easiest way to access knowledge. This transformation in the community of learners and learning technologies lead to diversity also in learning contents.

Interactive displays as one of the educational technology used in this context provides ease in creating synchronous and asynchronous e-learning contents and managing these contents. The versatile interactive displays work as a powerful presentation tool and they foster cooperation in almost every field of learning from small classrooms and laboratories to large conference rooms. Interactive touch display and pen provide flexibility in making everything done on computer by touching the surface of the display; that is, opening and closing applications, making the conference with others, creating new documents or editing existing ones, visiting websites, playing video-switching and making more than those. Display connected interactive pen with different color options can be used to write notes over the presentations and also can be used as a Mouse to navigate content. Usage of interactive displays are easier for maintenance, setup and use compared to smart board technologies which are overall including projections, computers and smart boards.

Interactive displays, which are also very suitable for distance learning environments, are used to strengthen e-learning content in Open Education System of Anadolu University. Interactive displays are utilized in projects such as simultaneous online e-seminars which are offered to learners through e-learning portal and OneQuestionOneAnswer Project which brings together the learners with the content by eliminating the time and space dependency with 2-4 minute videos of lectures over questions.

This study aims to provide information about the production and management processes of synchronous and asynchronous e-learning materials which are prepared by using interactive displays for open and distance learners registered to Open Education System of Anadolu University.

## Psycho-Social And Educational Aspects Of Development Of Financial Literacy In Adults

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### ABSTRACT

This paper deals with financial literacy in adults. The topic is approached from psycho-social and educational viewpoint. Financial literacy is one of the key topics of today's world which is based on market-oriented economy. A research carried out in 2014 and 2015 in the Czech Republic will be presented. Its goal was to map financial literacy in adults in relation to possibilities and offers of further education. Debts are often accompanied by negative social, economic and psychological factors. The results suggest a possible link between financial problems of people and exposition to long-term stress which can lead to psycho-somatic disorders.

### INTRODUCTION

The concept of lifelong learning has been growing in significance in most European countries as a leading trend in education. The reforms of initial education are based on the acquisition and development of key competencies. It is then natural that the competence paradigm bear an influence on adult education and learning (Veteška, 2011). Learning outcomes, alongside abilities, intelligence and competencies, present another significant category, which appears in theory and practice of European education systems. This concept includes knowledge, skills and competencies (The shift to learning outcomes, 2009).

The main objective of the transformation of the school education in the Czech Republic after 2001 was laying foundations for lifelong learning, providing students with social, civil and professional competencies and motivating them for learning throughout the whole life. Education institutions strive to ensure that education should be meaningful and socially significant for all students. This objective has primarily required alterations in educational contents, methods and forms, as well as shifts in school climate. The adult generation of today did not have such educational opportunities. School education used to have different aims and contents, and was not to such extent focused on social assertion, self-efficacy, new social roles and, most importantly, competitiveness. From this viewpoint, there are three basic general categories that constitute learning outcomes: literacy, qualification and competence. However, the changing social demands, ICT development and globalization generate different demands in these categories. Their intension and extension are subject to changes as well. Social development brings about changes to which people have to adapt.

### COMPETENCIES AND LITERACY OF ADULTS

In the present andragogical theory and practice, the terms literacy and competence are used in order to express certain personal qualities, abilities and skills. They refer to anticipated behaviour and demanded performance on a measurable scale. The concept of literacy is older than the competencies, the latter presenting a broader view of education reality concerning an individual and society. Literacy reflects cultural and socio-economical aspects and characteristics of a certain historical period.

According to Knowles et al. (2005) competency means a combination of knowledge, understanding, skills, attitudes and values. This combination comes in the form of an individual potential necessary for social assertion. This conception (competency) can be applied to many working areas where competency means unique human potential. The latter (competence) refers to behaviour and relates to personality.

Competencies represent what people can do rather than what they know. "This has several implications: 1) if competency relates to behavior, then it must have a context; 2) competency does not tell us anything about the learning process, it is a learning outcome; 3) in order to reliably measure somebody's performance there needs to be clearly defined and generally accessible standards by which a performance can be measured and evaluated; 4) Competency is a measure of what people can do at a given moment" (Tight, 2003, p. 134). The fact that competency manifests itself through behaviour and nobody possesses all the necessary competencies remains the fundamental problem in creating a complex competency model. Competencies are further developed and transformed in the process of sharing specific competencies and in transferring them to other people. This finding is significant especially for adult learning and literacy development.

Literacy means the ability to master various types of communication and counting in order to make use of information accessible from texts and diverse life situations. It is a complex and changing phenomenon. Its content and modality reacts to specific social context, needs and changes of society, its customs, traditions and norms. Originally, the term literacy referred to the acquisition of elementary communication skills – reading, writing and counting. Literacy therefore includes both knowledge gained through formal education and personal experience from various everyday situations.

Financial literacy can be characterized as ability to read, analyze and manage personal financial conditions which affect material well-being. It includes the ability to make financial decisions, talk about money and financial matters without feeling uncomfortable, make plans about the future, and react competently to life situations which affect everyday financial decisions including those resulting from the current state of economy (Bertl & Veteška, 2015). In these days we distinguish several kinds of literacy that reflect individual needs and social demands for competitiveness. They are crucial for social success and quality of life. Literacy can be divided into: general, functional and basal; reading, mathematical, information (computer), financial and others.

### **FINANCIAL LITERACY – PHENOMENON OF TODAY’S SOCIETY**

The Czech economy has been changing significantly since the early 1990’s, after the economic isolation, when the Czech economy opened up to market principles. Today’s adults attended formal school institutions in a politically and mainly economically different era. That is why an adult person of today may not understand all the economic changes. Simultaneously, he must cope with the ever changing economic situation. If he is not able to face these changes, there arise a whole lot of social and psychological problems, the danger of insolvency, poor social roles realizing. In extreme cases, psychosomatic disorders may occur as a result of a long-lasting stress.

How is this disproportion between the school knowledge of adults and the different economic-social reality to be removed? By means of well-aimed education, enlightenment and counseling. Relying on a financial-problem-solving adult to understand that their situation can be improved by participating in a suitable educational activity is not possible. Such a problem-solving individual can have a tendency to forcefully ignore it, play it down or externalize it (Bertl & Veteška, 2015). Not dealing with this problem accompanied by more negative factors may have fatal consequences – for an individual and the whole society, because problems of this kind limit the productive power of economy, growth of socially pathological phenomena or extreme profiling of certain social groups.

Literacy is not an inborn disposition. It is formed during the lifetime with the working of inner and outer factors which it also influences. Among the inner (objective) factors belong social and cultural influences and economic environment. The key social-cultural aspect is education in family and school. Dolezalová (2009) includes among the inner (subjective) factors inborn talents, special features of the nervous system, personal features and gained experience, along with age, abilities and willingness to participate in further education, intelligence, will and adaptation abilities. In these factors we can see the source of literacy development or, vice versa, the cause of illiteracy. According to Bertl (2014), financial literacy affects people’s behavior and development so that they make long-term plans and manage their intentions in this area thanks to such knowledge. The change in economic and political system influenced in the first place large corporations and companies but consequently had an effect on private lives of all people. Family budget is run by adults (Šauerová, 2014).

### **RESULTS OF RESEARCH**

Since January 2008, debtors – natural persons who do not do business – file for personal bankruptcy to solve their difficult situation. Since its coming to force up till the end of January 2014, this was used by almost 59 thousand persons. Between 2013 and 2014 there were 19 017 cases of personal bankruptcy, which is 1 673 cases more than the previous year. The number of cases of personal bankruptcy increased by 10 % within a year. The analyzed data show a gradual growth of personal bankruptcy cases and filings. This also signals an increase in this kind of problems among the adult population of the Czech Republic. Personal bankruptcy points to the legal practice in this area. When looking at the age group, we find out the three most represented groups include people of 35 years of age and older (74 %), that is the adult population dealing with the world of market economy (after 1990). As labour market participants they do not usually attend formal education any longer. These people are therefore lacking in personal and family finance education and the education about the principles of market economy.

Respondents were monitored according to several objective criteria. This respondent sample presented here

was made up of 196 persons, in whom the following was observed:

- emotional problems stemming from debts,
- existence of family conflicts, stemming from debts,
- efforts to look up help of specialists,
- overall understanding of matters connected with financial problems,
- motivation for further education.

The research shows that a significant group of respondents (33 %) experience psychical discomfort due to the utilization of financial instruments. Up to 60 % of respondents create conflicts of various intensities. 10 % of respondents even got divorced due to financial problems. Almost the same number of persons (9 %) sought out a psychologist or other medical expert to solve the problems stemming from their financial difficulties. A very positive finding shows that there is a comparably large group of respondents (34 %) who turned to non-psychological help, i.e. they solve their problem in an active way in order to stop the increasing debt, avert the thread of property execution or personal bankruptcy (according to the insolvency act number no. 182/2006 Sb.). Another positive finding is that 41 % of respondents know where to look for such assistance (Bertl & Veteška, 2015).

Nearly one half of respondents (46 %) are willing to undergo further education to gain necessary financial competencies. However, it is not certain whether or not the education market provides such courses that are aimed primarily at adult learners. The number of those who consider their currently drawn credit or loan to be futile (32 %) is a warning sign. They fell victim to the psychological influence of media towards potential debtors, without realizing what the credit or loan brings into their lives, what they would have to repeatedly face, what problems they would have to handle, what stressful confrontations they would encounter. Approximately one third of respondents (37 %) do not make sense of the official economic financial terminology used in documents of credit or loan.

A following research was aimed at the overall emotional problems connected with unattended financial problems. The aim was to discover educational tools which would serve preventive purpose. The results will be known in mid-2016.

## DISCUSSION

Psychological and educational approaches to the measurement of literacy and competencies are based upon the attained level of personal development and activity, including proficiency. According to this concept, both personal character and cognitive processes (thinking, memory, learning, perception) develop. The attained high level of literacy is important not only for the competitiveness of states but also for humane reasons. It enables people to participate in social life. The spread of literacy is also crucial considering the growing globalization. There are two conditions to the development of literacy: initial education of infant population needs to be of sufficient quality; in adult education there must be a large enough offer of further education. This points to the significance of lifelong learning. The development of further education, edification and counseling means the prevention of these undesirable negative social phenomena. Among the main input determinants in adult education is motivation to learn, age, educational contents (cognitive challenge) and specific educational situations.

Financial literacy in adults is, in the context of lifelong learning, examined as a set of various competencies, attitudes and behaviours. The research also focused on analyzing further education offers in relation to the obtaining and developing of competencies, especially those connected with financial literacy. The topic is also significant in terms of social exclusion prevention, preventing psychological problems in individuals and the development of financial counseling for adults. The research showed that rather than poor understanding of economic and financial terms by respondents another problem emerges, namely that of low resistance of people against the influences of institutions offering credits and instalment sales that look cheap at first sight (Šauerová, 2014).

## CONCLUSIONS

Literacy as a multiform category is based on intellectual abilities which are determined by the outer, mainly socio cultural, educational and economic, environment. In these factors the source of literacy or illiteracy can be traced. Adult literacy from the psychological and pedagogical viewpoint is seen as a set of various competencies. Some authors call the various kinds of literacy by the summary name of functional literacy. The definitions of literacy have been lately oriented on processing information, its everyday use, effective inclusion into society and mastering routine jobs and situations. To do this, and individual needs the posses the ability to effectively transform information to fit goals and needs.

The research has shown that adult people lack competencies necessary for solving their current financial situation and that their related knowledge and skills attained in the course of formal education are insufficient. At the same time the theory and practice of adult education must didactically process the topics linked with financial literacy. It is not possible to use materials which were primarily designed to serve young school attendants, neither can we use study materials for future economic experts. Its form and contents would be likely to put adult non-specialists off. The emotional side of learning is not to be underestimated as it can have a key influence on the education success and the ability of learners to meaningfully and willingly use the newly acquired competencies.

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## Pupils' Mathematical Self-Concept In The Beginning Of The Sixth Grade

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### ABSTRACT

The article shows the mathematical self-concept of the sixth grade pupils (n=57) in relation to their mathematical skills in school. Mathematical skills were measured with the help of a survey of the command of the decimal system and on the basis of the report grades in mathematics. The pupils' mathematical self-concept was surveyed in the beginning of the sixth grade with the interviews and a questionnaire using the Likert-scale. The mathematical self-concept seemed to be more positive the better the mathematics skills pupils had.

**Key Words:** Mathematical self-concept, elementary school

### INTRODUCTION

The Finnish pupils' skills in mathematics have often been discussed at the level of the whole society. The excellent mathematical skills of the Finnish pupils' have also received international attention. The success in the PISA-studies has especially affected this discussion. However, in the last PISA 12-study the mathematical skills of the Finnish adolescents had weakened compared to the results of the previous PISA-studies. (Kupari, Välijärvi, Andersson, Arffman, Nissinen, Puhakka & Vettenranta 2013.) The decline in the skills in mathematics has raised concern for the state of the Finnish learning environments in mathematics.

Finnish pupils' learning results in mathematics, attitudes towards mathematics and the factors which affect the level of learning results have been studied and are examined at a national as well as international level. The Finnish National Board of Education is responsible for the evaluations at the national level. Some of the international assessments that have been carried out in Finland are, among others, PISA (Programme for International Student Assessment) and TIMMS (Trends in International Mathematics and Science Study). PISA-assessment measures skills in mathematics, natural sciences and reading comprehension. TIMMS-assessment concentrates on the evaluation of the skills in mathematics and natural sciences. It was possible to see the declining attitudes towards mathematics in all the national and international surveys and research studies carried out in the 2000s. In the assessments of mathematics three attitude factors have been examined: mathematical self-concept, performance confidence and mathematics anxiety. The self-concept of the mathematics is a matter of the pupil's belief in their own abilities in studying mathematics. In the performance confidence of the mathematics the pupil's confidence in themselves in managing the mathematical tasks is examined. The mathematics anxiety means the anxiety, helplessness and frustration the pupil experiences whilst studying mathematics. (Kupari, Välijärvi, Andersson, Arffman, Nissinen, Puhakka & Vettenranta 2013.) This article focused in particular on the examination of the pupils' self-concept.

There have been national evaluations of the comprehensive school which were carried out by the Finnish National Board of Education during the years 2007 and 2008. In 2007 the mathematical skills and attitude factors of the sixth grade pupils of the comprehensive school were evaluated. In regard to mathematical self-concept, it was found out that the more positive the attitude the pupils had towards mathematics the better their learning results were in the mathematics. In particular, the boys' attitudes towards mathematics and their self-concept were better than those of the girls. (Niemi 2010.) When the results of the national 2007 evaluation were compared with the study that had been carried out at the beginning of the third grade, three years earlier, the pupils' attitudes towards mathematics and their concept of themselves as experts of mathematics had weakened distinctly. This result is parallel with earlier studies because the learners' concept from themselves as experts of mathematics weakens during the lower grades. According to (Metsämuuronen 2010) Kupari (2013) among others, the pupils' strong self-concept can be seen on the one hand as a result of education but on the other hand its significance can be seen as a predicting factor in the pupils' performance in mathematics. Self-concept has for its part a significance in what kind of targets the pupils sets for themselves and with what kind of studying methods they intend to reach the objectives. Self-concept is also reflected in the pupil's overall well-being and personality. The Finnish pupils' success has been excellent in the PISA-surveys, even though in the last evaluations there has been a decrease in

the learning results in mathematics. In the last PISA-survey the mathematical self-concept of the Finnish pupils' was near the average for OECD countries. According to the PISA 2012-results those pupils who had a strong self-concept in mathematics achieved considerably better learning results in mathematics than the ones with a poor self-concept. The boys' self-concept in mathematics was better than the girls' self-concept. When comparing these results in the light of the PISA-results for the year 2003, one can state that the self-concept of the Finnish ninth grade pupils' in mathematics has improved a little.

In the TIMMS-survey of 2011, the fourth grade pupils' self-concept and how much the pupils like mathematics and how they commit themselves to studying mathematics were examined. The fourth grade pupils liked mathematics less than others when compared internationally but their confidence in their own skills was internationally at an average level. However, the commitment to studying mathematics was extremely poor when measured internationally. From the point of view of the learning results in mathematics, the pupil's self-concept had the strongest effect of the three. (Kupari, Sulkuinen, Vettenranta & Nissinen 2012a.) TIMMS 2011-study also surveyed the skills of the eight grade pupils of the comprehensive school, and the same matters were examined as with the fourth grade pupils. Furthermore, the appreciation of the eight grade pupils towards mathematical skills was measured. It is worrying that Finland was placed with four other countries in a group where those pupils who liked mathematics the least were found. When assessed internationally, the Finnish eight grade pupils appreciated mathematics very little, the commitment to studying mathematics was extremely poor and the self-concept was average internationally. (Kupari, Vettenranta & Nissinen 2012b.)

Even though the pupils' self-concept as experts in mathematics gets nationally poorer during the lower grades, the pupils' self-concept is internationally at an average level in the light of surveys that have been described above and according to the PISA-surveys the self-concept of the pupils at the end of the comprehensive school has become more positive during the years. The results tell rather about the pupils' low commitment and attitude towards studying mathematics. According to Linnanmäki (2004), learning in mathematics is generally regarded as important. National and international measurements that have been presented above also demonstrate the importance of learning mathematics. The abstract nature of mathematics and yet on the other hand its importance in managing in the everyday life make it a unique subject. One must be able to apply the skills in practice. In learning mathematics the pupil's self-concept has a strong role. The study by Linnanmäki (2004) shows the correlation of the self-concept with the achievements in mathematics. The teachers indeed should work systematically to develop the pupils' self-concept in a positive direction and they should share information about the methods they use with their colleagues. The experiences of success that the weaker pupils gain are paramount in reaching the objective.

The Finnish teaching tradition of mathematics has followed the international trends of teaching and learning with a small delay. In the 1960s the so-called "new mathematics" (New Math) was trendy, the objective of which was to make school mathematics resemble higher scientific mathematics. However, the learning results remained quite superficial and in the 1970s as a reaction in many countries so-called Back to Basics –movement was created, where the aim was to get back to the basics, not wanting to emphasize the scientific nature of mathematics any more. The emphasis on problem-solving skills arrived in Finland in the 1980s. After this the constructivist learning theory has prevailed in teaching mathematics. In Finland, with the 1994 national curriculum reform, the understanding of learning as an active operation and the mathematical skills which can be adapted to different everyday life problem solving situations became the most central focus of teaching mathematics. The objective was that the pupils would have a chance to adapt mathematics in situations that are meaningful to them. The core curriculum 2004 for basic education still leans on the constructivist learning theory. The point of view of mathematics teaching has not really changed from the previous reform. The central focus areas are still problem solving and the development of thinking skills. (Patrikainen 2012.) In the core curriculum of 2014 for mathematics the constructivist point of view is still emphasized in the teaching of mathematics and now supporting of pupils' positive attitudes towards mathematics and their positive self-concept as learners of mathematics is sought after (Core Curriculum for Basic Education 2014). One aim of the Gamification-project carried out in the school year 2014-2015 for the three sixth grade classes of comprehensive school is to support the positive development of the pupils' mathematical self-concept. For this reason it is important to find out the connection between the mathematical skills of the pupils (n=57) who participate in the project and their mathematical self-concept.

### **MATHEMATICAL SELF-CONCEPT**

Mathematical self-concept is essentially connected to the skills in mathematics. According to the studies (among others, Chen, Yeh, Hwang & Lin 2013; Linnanmäki 2004) the relationship between the skills in mathematics and the mathematical self-concept is reciprocal. The mathematical self-concept affects the adoption of the skills in mathematics and correspondingly the skills in mathematics affects the building of the mathematical self-concept significantly. Building the mathematical self-concept is a complex process and its construction is connected also to the other factors in addition to the skills in mathematics (Skaalvik & Skaalvik 2002). Shavelson, Hubner and

Stanton (1976) define self-concept as the views of the human on the ego. Self-concept is built from the interpretations of the environment and from the experiences received there. Shavelson etc. (1976) has divided a general self-concept into academic and non-academic self-concept. The non-academic self-concept is built from the social (the relations with peers, significant people), emotional (feelings) and from physical (physical capability and appearance) self-concept. The academic self-concept can be examined through subject-specific (mother tongue, history, mathematics and natural sciences) self-concepts. Marsh and Shavelson (1985) have condensed an academic self-concept further. According to them, the academic self-concept can be divided into a mathematical and a linguistic academic self-concept. Marsh (1990) has further focused the model of the academic self-concept. According to him, the mathematical academic self-concept is built from the self-concepts of the subjects of mathematics and natural sciences. Whereas, the linguistic academic self-concept is based on the self-concepts of the native language and foreign languages. The general school self-concept as well as those in biology, economics, geography, history are connected to both mathematical and linguistic self-concepts. In this article the academic self-concept is examined with particular regard for mathematics.

Skaalvik and Skaalvik (2002) write that the areas of self-concept are built through internal and external comparison. In the internal comparison an individual evaluates their own skills in mathematics with respect to their other skills. Thus, the skills in mathematics can be either a strength or a weakness for the individual. In the external comparison an individual compares their skills with the information from the environment. The pupils receive information for both internal and external comparison from following their own performance, from the teacher's comments and assessments, the comments and performances by the peer group and from the grades they have received.

According to earlier studies (see Metsämuuronen 2010) the pupils' own experience of themselves as being good in mathematics declines between the third and the sixth grade. In particular, the girls' confidence in their own skills gets weaker than that of the boys. Generally, those pupils who have a strong mathematical self-concept are distinctly better in their skills in mathematics than the ones with a poor mathematical self-concept. Similar results from the connection between the self-concept and the performance in mathematics especially in the higher grades of the comprehensive school have been also obtained in other studies (among others, Linnanmäki 2004; Valentine, DuBois & Cooper 2004; Guay, Marsh & Boivin 2003 ).

## RESEARCH METHODS AND DATA COLLECTION

At the initial stage of the project the focus in the research was on surveying especially the pupils' mathematical self-concept. Based on surveying the mathematical self-concept, the objectives of the project are drawn up for developing game-like learning environments and supporting the positive mathematical self-concept. The pupils of three sixth grade classes ( $n = 57$ ) of the comprehensive school participated in the study. The research material has been collected with the Ten Base-survey 2 (Ikäheimo 2011) for the pupils, through the pupils' interview and with an inquiry which surveys mathematical self-concept. The pupils' report grades were used as an indicator of their skills in mathematics in addition to the Ten Base-survey in mathematics. The pupils' report grades varied in the range of 6-10. In the study group there were more than 40% of pupils who had got a poor (6-7) report grade in mathematics, a third had received an excellent and the rest (25%) of the pupils had received a good report grade.

Ten Base-survey 2 was carried out at the beginning of the project as an initial measurement of the skills in mathematics at the end of the fifth grade in the spring of 2014 as well as at end of the project as a final measurement in spring of 2015 of the sixth grade. Ten Base-survey 2 is meant to be carried out at the end of the fifth grade. The survey contains the tasks which are related to the concepts of both natural numbers and decimals, basic calculations and the conversions with the units of measure which are central from the point of view of the command of the decimal system during grades 1-6. The starting point for the survey is that at the end of the fifth grade the pupils have command of the contents of the survey to receive the mark 10. The First Ten Base-survey 2 was carried out with all the pupils in May 2014, and the pupils were divided into three groups on the basis of the results: those whose performance in the survey was poor (30%), average (44%) and good (26%). The group of pupils who had performed poorly had received 0-40 points, the average group received 41-57 points and the group which succeeded well had 58-70 points. The maximum number of points in the survey is 70 which none of the pupils reached. From all of these three groups 18 pupils were chosen for the interview which was carried out in October 2014. The interview was a group interview which was carried out six times. In each interview three pupils (one pupil from every sixth grade class) who were at the same level from the point of view of the skills in mathematics participated. A Likert-scale questionnaire concerning mathematical self-concept that was drawn up based on the interview was carried out in December 2014 and a second time in May 2015. The questionnaire was divided into three main points: the pupils' self-concept as learners of mathematics, the pupils' ideas of learning and teaching in mathematics and the pupils' ideas of the nature of mathematics in relation to the solution processes of the tasks in school mathematics. The research material was examined from the connections between the Tens Base –survey

2, the report grades and the questionnaire regarding the self-concept. In the examination attention was also paid to the differences between the genders.

## FINDINGS

### *Tens Base –survey and report grades*

The skills of the fifth grade pupils participating in the study were lower than the anticipated results of the Tens Base –survey 2. In other words, none of the pupils reached a perfect standard (a grade 10). The pupils' skills were inadequate. Next we will examine the pupils' success in more detail. Based the results on the first Tens Base –survey 2 the boys succeeded better than the girls (cf. PISA results). 45% of the boys belonged to the group that had succeeded well (got 58-70 points) while for the girls the figure was 29%. Otherwise the pupils' division into three levels in the survey on the basis of the skills (poor, average, good performance) was even, in other words, every level represented about a third of the pupils. An interesting observation can be made in connection to the boys' report grades because, the report grade was poor (6 or 7) for half of the boys. Figure 1 presents the connection between the Tens Base –survey 2 and the pupils' report grades which was statistically extremely significant ( $p=001$ ).

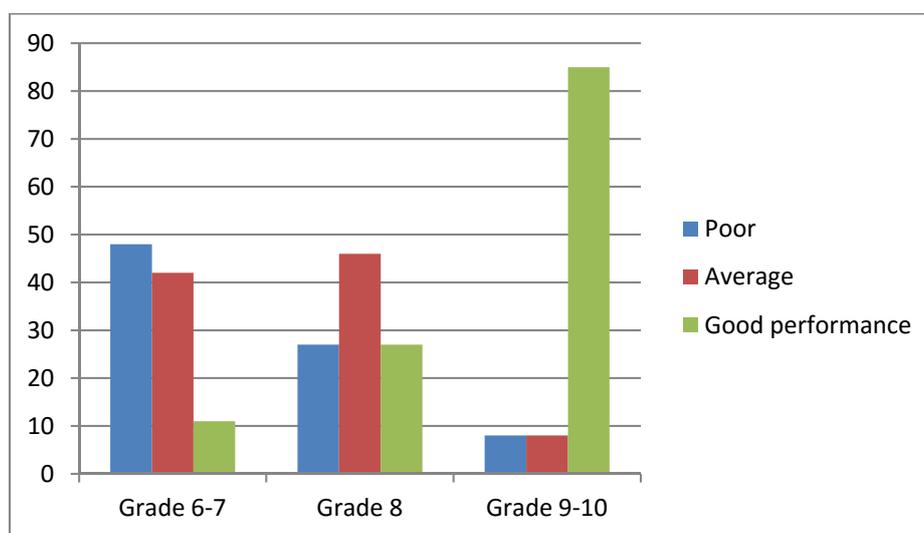


Figure 1 The connection between the Tens Base –survey 2 results and the pupils' report grades

It appears from Figure 1 one that half of the pupils who have got a poor report grade (6 or 7) performed in Tens Base –survey poorly however, 10% of the same group succeeded well. It was possible to see a parallel phenomenon also with the pupils who had got a good report grade and of whom more than 80% succeeded well in Tens Base –survey. The result that figure 1 presents is expected in regard to the fact that the pupils who had succeeded well in the survey had received excellent report grades and correspondingly those who performed poorly had received poor report grades in mathematics. The good success of the pupils who had received a poor report grade in mathematics Tens Base –survey 2 can be explained partly by the fact that the contents of the survey are basics which the pupils are expected to know and, in turn, the report grade consists of a wider content at each grade. Other elements as assessment of working are also included in the report grade given by the teacher. The validity of the report grade can be thought about from many points of view. The studies which are related to the pupil assessment show that often the report grade received by the pupil is influenced also by the pupil's temperament, the teacher's understanding of the pupil's teach ability and goal orientation (Mullola 2012.).

### *The pupils' interview*

The interview which mapped out the basic information of the Likert-scale questionnaire was examined from the point of view of the three groups that were divided according to the results of Tens Base –survey 2. The pupils' opinions and experiences of studying mathematics, their own level of skills and their attitudes were expressed in the interview. For the pupils who had succeeded well, it had been easy to learn mathematics from the beginning of the school and correspondingly the ones which had performed poorly had experienced learning mathematics as a challenge at times. All the interviewed pupils shared the opinion that the teacher must teach mathematics in learning sessions, in other words, they must explain, in particular, the contents of new matters. In the pupils' opinion, mathematics cannot be independently learned without instruction.

Five out of six poorly performing pupils in Tens Base –survey 2 gave themselves a better grade by one than the teacher. The grades given to themselves by the pupils varied in the range of 7-8. Exactly same result appeared for the pupils who had succeeded averagely. The grades of the pupils who had succeeded averagely varied between 7 and 9. The pupils who succeeded well evaluated their own skills with the same number in line with the report grade given by the teacher. The pupils did not know how to justify the grade given by themselves or did not know how to analyze matters which they should still have a better command of. In the pupils' own evaluation the grades of the mathematics tests seemed to be significant, which leads to the conclusion that the pupils did not know the assessment criteria to reflect their skills more widely. The pupil assessment also becomes more grade based all the time for the older pupils, in which case the pupil can be left feeling unclear regarding the contents of the grade. It came forth in the interview that the pupils who had performed poorly and averagely hoped for diverse methods of work, working together, the teacher's support, diverse mathematics equipment and a peaceful working environment for the teaching of mathematics. The wishes of the pupils who had succeeded well were directed mainly at the structure of the lesson. They hoped for structured teaching where the contents are first taught and after that independent work is carried out in a peaceful environment. The pupils had a neutral attitude to studying mathematics, only one pupil who had succeeded well was particularly interested in mathematics.

#### *The connection between mathematical self-concept and school report grade*

Three main points were included in Likert-scale questionnaire about mathematical self-concept: the pupils' self-concept as learners of mathematics, the pupils' ideas of learning and teaching in mathematics and the pupils' understanding of the nature of mathematics in relation to the solution processes of the tasks in school mathematics. In light of the results of the questionnaire the pupils' self-concept as learners of mathematics was in line with the earlier research results (cf. Kupari et al. 2013; Metsämuuronen 2010). More than half of the pupils who received a poor report grade (6-7) had a low self-concept of themselves as learners of mathematics and in turn, more than 60% of the pupils who had received excellent report grade had a positive self-concept. However, 10% of the pupils with a poor report grade and about third ( $p=005$ ) of the pupils with a good (8) report grade had a good self-concept. When differences in mathematical self-concept between the girls and the boys are compared, the differences are non-existent. A positive attitude was found a little bit more with the boys than the girls. This result parallels the result by Niemi (2010) and it can be partly explained by the general way of thinking, according to which the boys are better than girls in mathematics and thus the idea which is conveyed to the boys has a positive effect on their self-concept.

When asked about the matters which are related to the learning and teaching of mathematics, for half of the pupils who had received an excellent report grade and to more than 60% of the pupils who had a good report grade, teaching or learning of mathematics did not present a great significance. Instead, nearly 40% of the pupils who had a poor report grade saw the matters connected to teaching and learning of mathematics in a positive light. This result points to the fact that the teaching of mathematics is significant to the pupils with poorer skills. It showed in the interview that the weak pupils had more wishes in regard to the teaching of mathematics and the teaching they received was versatile which can partly explain their more positive attitude towards the teaching and learning of mathematics. When asked about the nature of mathematics in relation to the solution processes of the tasks in school mathematics, 30% of the pupils who had received a poor report grade had positive attitude. Only one pupil who had an excellent report grade had a positive view of the above mentioned general nature of mathematics. Half of all the pupils had a generally neutral attitude towards mathematics.

#### *Connection between mathematical self-concept and Tens Base –survey*

Mathematical self-concept was also examined in relation to the pupils' success in Tens Base –survey. As described above, the majority of the pupils receiving good marks in the survey were boys. Otherwise the pupils' success was divided evenly into three different levels: those who had performed poorly, averagely and well. The connection between the mathematical self-concept seems to be parallel both with the success in Tens Base –survey and with the good mathematics report grade. Of the pupils who had succeeded well in the Tens Base –survey as well as received a good report grade of the mathematics, nearly 70% has a positive mathematical self-concept, whereas 10% of the pupils with poor performance are positive ( $p=001$ ). There are deviations in the connection between the report grades in mathematics and mathematical self-concept as well as the success in Tens Base –survey for the pupils who have performed poorly. The pupils who had performed poorly in the Tens Base –survey appeared to have less of the negative mathematical self-concept (30%) than the pupils who had received a poor report grade (50%).

30% of the pupils who had performed poorly in Tens Base –survey had a positive attitude towards teaching and learning mathematics. This result is parallel with the views of the pupils who had received a poor report grade in mathematics because 40% of the pupils who had a poor report grade had a positive attitude towards teaching and

learning of mathematics. Nearly 40% of the pupils who succeeded well had a negative attitude towards learning and teaching of mathematics which is a little more than the attitude of the pupils who have received a good report grade. The negative attitude to learning and teaching of mathematics was extremely low with the pupils who had performed poorly in Tens Base –survey (10%). It is interesting to notice that the poorly performing pupils have a more positive attitude towards learning and teaching of mathematics than the pupils who have performed well. A parallel result can be perceived in the general attitude towards mathematics of the pupils who have also performed poorly in Tens Base –survey. Nearly 40% of the pupils who had performed poorly in Tens Base –survey had a positive attitude towards mathematics whereas 14% of the ones who had performed averagely in Tens Base –survey and 20% of the ones who had succeeded well had a positive attitude towards mathematics. A quarter of the pupils who succeeded well in Tens Base –survey had negative attitude towards mathematics when asked about the pupils' ideas of the nature of mathematics, and in particular about the versatility of the solution processes of the tasks in school mathematics. There was not a great deal of difference in the attitudes of the pupils who had performed poorly and those who had succeeded well towards the solution processes of the tasks in school mathematics. 30% of the pupils who had performed poorly had a negative attitude towards the nature of mathematics especially from the point of view of the solution processes of the school mathematics tasks.

One can state as a summary that the pupils with a poor report grade and who performed poorly in Tens Base –survey have more positive attitude towards mathematics than the good pupils. The good pupils have a more positive mathematical self-concept than the weak pupils, of course, however, their attitude towards mathematics is more negative.

## DISCUSSION

In this article the mathematical self-concept of the pupils of three sixth grade classes (n=57) was examined in relation to the pupils' skills in mathematics in Tens Base –survey 2 and to the report grades they had received. At the same time, the connection between the report grades in relation to the success in Tens Base –survey was also examined. The obtained results correlate rather well with the general image of the relationship between a mathematical self-concept and success in mathematics. The self-concept of the pupils who had performed poorly in mathematics was lower than that of those who seemed to be succeeding in mathematics on the basis of the results from Tens Base –survey and report grades. According to studies (see Metsämuuronen 2010, 2013; Kupari et al. 2013) the mathematical self-concept is connected to the success in mathematics. There were differences between the pupils' report grades and the grades they had given themselves, in particular, with the pupils who had performed poorly and averagely. These pupils gave themselves a better grade than the teacher. The evaluation has to be based on both the pupil's self-assessment and the teacher's assessment. The pupils also need to know the criteria for assessment. The assessment of mathematics indeed needs to contain versatile evaluation such as verbal-, peer-, and self-assessment and has to be directed to the learning process and to working.

It is interesting that according to the results of this study the pupils who succeed well in mathematics and who have a positive self-concept in mathematics didn't necessarily have a positive interest in mathematics. In international evaluation studies, the Finnish pupils' negative attitude towards the interesting nature of mathematics even in the lower grades has also come forth (see Kupari et al. 2012a; Kupari et al. 2012b). The fact that the pupils who had performed poorly in mathematics had a more positive attitude towards mathematics than those who had succeeded well is particularly interesting. Because about half of the pupils who had performed poorly were boys, a positive mathematical self-concept with the pupils who have performed poorly can partly be explained by the boys' more positive attitude and self-concept towards mathematics that has generally been observed in the studies. Another explanation may be found in the fact that the pupils who don't perform well experience getting more support, encouragement and positive feedback during the mathematics lessons than the pupils who are successful in mathematics. Contrary to this, the progress made by the pupils who are gifted and succeed well in mathematics is trusted and, for example, also directing the special needs education to the needs of the gifted pupils is lesser. It would be important to offer every pupil tasks that are at their own level and suitably challenging, in which case the positive attitude towards mathematics could be preserved through the experiences of the success. Tikkanen (2008) emphasizes the significance of the teacher to the pupils' mathematical self-concept. The significant factors are the feedback that has been received from the teacher, the expectations set by the teacher and the general atmosphere. The scope of the factors which are related to learning in mathematics adds to the challenging role of the teacher. For example, motivation, expanding the basic knowledge and understanding the mathematical phenomena have a positive effect on mathematical self-concept, and in the teaching attention should indeed be paid to realizing them as factors which affect the development of the self-concept.

When examining the differences between the genders in the success in Ten Base- survey, the boys succeeded better in the report grades and the mathematical self-concept than the girls in Ten Base- survey and the boys' mathematical self-concept was a little more positive than the girls' self-concept. However, the boys' report grades were poorer as over half of the boys had a report grade of either 6 or 7. According to Metsämuuronen (2013) the

change in the mathematics skills of the girls' and boys' between the grades 3-9 is a little to the boys' advantage. This is partly explained by the fact that proportion of girls among the best succeeding pupils in mathematics falls distinctly from the sixth grade onwards. It is likely that the girls' confidence in their mathematics skills is lower than the boys' and that it gets lower year by year is connected to this.

In the study, the information of the pupils' skills in mathematics was obtained on the basis of Ten Base-survey and the report grades. The report grade and Ten Base-survey tell about the skills differently. The report grade measures the command of the mathematical contents of the grade in question whereas Ten Base-survey concentrates on the command of the decimal system. Ten Base-survey 2 has been designed for surveying the pupils' skills in the decimal system and it contains tasks, calculations and measure conversions which are related to the concepts of the natural numbers and decimals. The aim of the survey is to find those pupils whose skills in the command of the decimal system had weaknesses. These weaknesses were seen in this study also in the report grades. The types of surveys such as the Ten Base-survey are one way of finding out the level of pupils' skills, and the level of the pupil's skills cannot be explained solely with the help of Ten Base-survey. Information was obtained with the help of the pupils' interviews regarding the ideas of the different level pupils in connection with mathematical self-concept as well as their skills. Likert-scale questionnaire based on the interviews brought the opinions of the wider pupil material as the subject for the examination. When a wider general view about the nature of mathematical self-concept of the sixth grade pupils of the comprehensive school is searched for, a bigger target group would increase the reliability of the study. Likert-scale questionnaire gives the pupils the opportunity to choose and also the possibility to not answer the questions to which they do not have an opinion of. The contents of the questionnaire which are related to the mathematical self-concept can have been in some part challenging for the pupils to understand and this may have affected the results obtained. However, the results of the study are mainly parallel with the results of national and international evaluation studies.

According to the longitudinal study into the learning results in mathematics of the basic education during the years 2005–2012 edited by Metsämuuronen (2013), the Finnish pupils' interest in mathematics decreases considerably during the school years. With the decrease in interest the learning results can also become lower. Adding games and playing games in the mathematics learning environments has been raised by the Ministry of Education as one of the means to increase the interest towards mathematics. Learning of mathematics is in connection to the mathematical self-concept which has been studied extensively. Gamification can be used to make learning in mathematics more motivating, to offer a lower threshold for coping with failure, to bring a more creative and more communal way for studying mathematics, when the exchange of ideas and doing together influence the pupils' mathematical self-concept. It has been noticed that gamification is activating for the pupils, inclusive and inspiring operation. Whatever the means, it would be essential to pay attention more consciously to the significance of the pupils' mathematical self-concept in the learning process and in this way have a positive effect on the learning and attitudes towards mathematics. The results of this article will be used as the information basis for the implementation of the Gamification-scheme in the spring term 2015.

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## Serdivan İlçesindeki Kyk Öğrencileri Ve Personel Arasındaki İletişim Sorunları

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### Özet

Yurt idaresinin en önemli görevi yurtda üniversite öğrencileri ve yurt çalışanları arasında uyumlu bir iletişim oluşmasını sağlamaktır. Yurtda iyi bir iletişimin oluşmasını sağlamak için, yurtdun iyi yönetilmesi gereklidir. Bunun için de yurt personelinin bir takım yeterliliklere ve iletişim becerilerine sahip olması gereklidir. Bu kurumun varlığını sağlıklı bir şekilde devam ettirebilmesi ancak etkili iletişim ile mümkündür. Bu iletişim ağını kurmak ve geliştirmek için yurt personellerinin iletişim becerilerinin gelişmiş olması gerekir.

Bu sebeple, Serdivan'daki Yüksek Öğrenim Kredi ve Yurtlar Kurumu'ndaki yurt personelleri ve üniversite öğrencilerinin iletişim sorunlarını belirlemek ve gerekli önerileri ortaya koymak amaçlanmıştır.

Araştırmanın amacı, öğrencilerin iletişim sorunlarının etkin ve verimli bir şekilde çözülebilmesi, rehberlik uygulamalarının geliştirilmesi ve gerekli tedbirlerin doğru biçimde alınabilmesi için temel bir zemin oluşturmaktadır.

Araştırma, Sakarya İli Serdivan İlçesindeki Yüksek Öğrenim Kredi ve Yurtlar Kurumu'na bağlı farklı nitelikteki iki yurtda 50 öğrenci ile yapılacaktır.

## Significance Of Experiment In The Teaching Process – Application Of Potentiometric Experiment As Example

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### ABSTRACT

Experiment is a vital part of chemistry education. The improvement in teaching experiments are an important way to raise the quality of chemistry teaching: they give students the opportunity to perform experiments and data analysis independently, and their interest in science can be stimulated (Hofstein, 2004.).

We present an interesting example of a potentiometric experiment for determination of transference numbers (Tomaš et al., 2013.) which is used in our course of Physical Chemistry of Electrolyte Solutions for graduate students of chemistry at the Faculty of Chemistry and Technology, University of Split (Tomaš & Sokol, 2013.). Students perform a potentiometric experiment using specially designed transference number cell (Braun & Weingärtner, 1985). Furthermore, using data of the mean activity coefficients available in the literature for NaCl in water at 25 °C, they can calculate potential difference (E) of the corresponding cell without transference, using Nernst equation. Finally, transference number (t) of sodium ion constituent can be determined as  $dE_{transfer}/dE$ . Extrapolation of the polynomial function, i.e.  $t = f(m)$  to zero molality gives the limiting transference number. If combining experimental values for limiting molar conductivity of NaCl they can calculate limiting ionic conductivities.

Through these activities, many educational goals were achieved: students became well trained in scientific methods and their abilities to analyse and solve problems related to ionic solutions (such as degree of ion association and ion-solvent interaction) improved. More specifically, it seems that students easily connected how changes in temperature or in solvent nature affected its physical properties (such as viscosity and dielectric constant), if they have the opportunity to examine the influence some of these parameters during the experiment(s). The results encourage us to take our research into new phase in which we will investigate, by interview method, the impact of these experiments on the student's deep understanding of ion association and ion-solvent interaction.

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## Simyadan Modern Kimya Bilimine Geçişi Sağlayan Temel Faktörler

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### ÖZET

Kimya biliminin ortaya çıkışında etkili olan temel düşünce, insanların yaşamları boyunca çevrelerinde yer alan canlı cansız varlıklarla isteyerek veya istemeyerek etkileşimleri sonucunda elde edilen bilgi düzeyindeki kazanımlar insanların madde bilimine yönelmelerine neden olmuştur. Madde ile insanlarda arasındaki etkileşim, kimya biliminin ortaya çıkışını ve gelişmesini sağlamıştır. Kimyanın biliminin temelinde yer alan değerler, inançlar, bilgi üretim yöntemleri ve buna bağlı olarak üretilen bilimsel bilginin niteliği kimya biliminin doğasını oluşturur. Kimya biliminin temel dayanağı olan ve metallere üretilmeye başlandığı, tunç çağı adı da verilen yaklaşık M.Ö. 3000 yıllarına kadar uzanan, kimyanın doğasının da bir zenginliği olarak ifade edilebilir. Bütün bu süreçteki bazı kuramların kimya biliminin gelişimi üzerine kimilerine göre engelleyici kimilerine göre ise katkı sağlayıcı etkisinin olduğuna inanılmaktadır (yanma kuramı gibi). Bu çalışmada kimyanın modern bir bilim haline gelmesi aşağıdaki başlıklar kapsamında analiz edilecektir;

- Simya çağı, Tıbbi kimya çağı, Filojiston kimyası çağı ve Nicel kimya çağındaki gelişmelerin kimya üzerindeki etkileri,
- Kimya felsefesi olarak nitelendirilebilecek kimyasal yasalar, teoremler ve modellerin genel kavram üzerine yansımaları.

Bilimsel araştırma etkinliklerinin kimya biliminin doğasına uygun olarak yapılması bugünkü modern kimya bilgisine ulaşmanın en temel bileşen olarak ortaya çıkmaktadır.

**Anahtar kelimeler:** kimya tarihi, kimyasal çağlar, modern kimya

## Siyasal İletişim Alanında İletişim Yönetimi: Ak Parti Örneği

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### ÖZET

Siyasal iletişim etkinlikleri içerisinde iletişim yönetimi stratejilerinin önemi büyüktür. Özellikle son yıllarda seçim kampanyalarında miting, gezi, ziyaret vb. çalışmalar yaygın olarak kullanılmaktadır. Türkiye’de 2011-2015 Genel Seçimlerinde seçime katılan Ak Parti’nin iletişim yönetimi çalışmaları incelenmiştir. Çalışmadan elde edilen bulgularla iletişim yönetimi çalışmalarının Ak Parti tarafından seçim kampanyasını destekleyici bir araç olarak kullanılıp kullanılmadığı ortaya konmuştur. İletişim yönetimi gelişen iletişim teknolojileriyle birlikte profesyonel bir meslek haline gelmiştir. Bu bağlantıda Ak Parti’nin iktidar olma başarısındaki iletişim yönetimi unsurlarının neler olduğu veya bu unsurlara ne kadar yer verdiği üzerinde durulmuş ve tespit edilmiştir. Ak Parti’nin seçim kampanyalarında iletişim yönetimi alanında hangi stratejiye ağırlık verdiği ve uyguladığı araştırmanın temelini oluşturmuştur.

### GİRİŞ

Siyasal iletişim alanında iletişim araçlarının kullanımı gelişen teknoloji ve küreselleşme ile birlikte yaygın bir şekilde kullanılmaya başlanmıştır. Günümüzde iletişim teknolojileriyle siyasal iletişim çalışmaları giderek yaygınlaşmakta ve iletişim yönetimi çalışmalarıyla birlikte hedef kitleye sunulmak istenen mesajlar siyasal parti veya adaylar için daha da kolaylaşmaktadır.

Siyasal iletişim çalışmalarında partiler seçim kampanyalarında artık iletişim yönetimi stratejilerini yaygın olarak kullandıkları görülmektedir. Özellikle seçim çalışmalarında siyasal partiler gezi, ziyaret, miting vb. çalışmalar gerçekleştirerek seçmen kitlesine ulaşmayı ağırlıklı olarak tercih etmektedir. Seçim kampanyalarında iletişim yönetimi kullanan siyasal partiler ya da adaylar iletmek istedikleri mesajları hedef kitlesine etkili bir şekilde sunmaktadır. Çalışmada iletişim yönetiminin uygulama örneklerinden biri olarak Ak Parti’nin yer aldığı dönemi incelemiştir. 21. yüzyılda lider olarak gösterilen Recep Tayyip Erdoğan’ın ve kurmuş olduğu Ak Parti’nin kamuoyunu bilgilendirilmesi, ikna edilmesi ve harekete geçirilmesinin sağlanmasında iletişim yönetiminin katkısının ortaya koymak için böyle çalışma yapılması uygun görülmüştür. Ak Parti’nin iletişim yönetiminde kullandığı araç ve teknikler araştırmak çalışmanın amacını ortaya koymaktadır.

Günümüzde siyasal iletişim alanında yapılan çalışmalar ve bir halkla ilişkiler uygulaması olan iletişim yönetimi açısından değerlendirmeler giderek artmakta ve bu alanda literatür oluşturulmaktadır. Siyasal iletişim açısından genellikle seçmen davranışı, liderlik kavramı, yeni medya çalışmaları yaygınlık kazanırken bir iletişim yönetimi olarak ele alan araştırmalar ise oldukça az sayıdadır. Buradan hareketle Türkiye’de 12 Haziran 2012- 1 Kasım 2015 Genel Seçimlerinde seçime giren Ak Parti’nin iletişim yönetimi çalışmalarının seçim kampanyasında ne kadar etkin bir şekilde kullanıldığı ve siyasal alanda bu çalışmaların partiye ne gibi olanaklar sunduğu ortaya çıkarılması amaçlanmaktadır. Araştırma, siyasal iletişimi yönetme sürecinde önemli unsur olan iletişim yönetimi çalışmalarının, hedef kitleye ulaşma aşamasında yararlandığı stratejilerin önemini vurgulamak ve bu stratejilerin parti açısından seçim kampanyalarını başarılı bir şekilde yürütülmesi sürecinde büyük bir önem taşıyıp taşımadığını ortaya koymak amaçları taşımaktadır. Ayrıca siyasal kampanyalar sürecinde iletişim yönetimi stratejilerinin partiler tarafından ne önemde kullanıldığını ve tasarlandığını ortaya koymayı hedeflemektedir.

### 1. SİYASAL SEÇİM KAMPANYALARI

Siyasal seçim kampanyaları; meclislere yasa yapmak ya da yerel yönetimlere yönetenleri seçmek üzere, ülke çapında ya da ülkenin belirli yönlerinde yapılan seçimlerde siyasal partilerin gösterdikleri milletvekili adaylarının ya da yerel yönetim adaylarının, ilgili yasal düzenlemeler çerçevesinde, seçimleri kazanmak üzere yürüttükleri propaganda çalışmalarında kullanılan yöntem ve tekniklerin tümüdür. Siyasal seçim kampanyalarından söz edebilmek için birbiri ile yarışan partilerin ve adaylarının olması gerekir. Amaç, bilgi aktarmaya, ikna etmeye ve oy vermeye ve verdirmeye yönelik kamu seferberliğinin yapılmasıdır (Aziz, 2014: 113).

### 1.1. Siyasal Seçim Kampanyalarının Amaç ve Fonksiyonları

Bir seçim kampanyasında seçmenlere; partiler, adaylar, uygulanan uygulanması gereken politikalar, gündemdeki konular hakkında aday ve partilerin konumları, muhalefet partilerinin yaptıkları olumlu ve olumsuz çalışmalar gibi konularla ilgili bilgiler vermekte, vatandaşların tercihlerine ışık tutulmaya çalışılmaktadır. Bilgi verme amacının yanında kampanyalarda seçmenler çeşitli mesaj ve ikna teknikleriyle herhangi bir aday veya parti lehine cezbedilmeye çalışılmaktadır. Ayrıca kampanya yürütmek suretiyle seçmenlerin oy verme motivasyonları harekete geçirilmekte, parti veya aday lehine her türlü çalışma için seferber olmaları amaçlanmaktadır (Kalender, 2005: 82).

Siyasal seçim kampanyalarının genel amacı, seçime katılan siyasi partileri kazandırmak ve iktidara getirmektir. Bu genel amacın gerçekleşmesi için ise kampanyalarda farklı seçmen kitlesine yönelik stratejiler saptanır. (Aziz, 2014: 113). Siyasal kampanyaların etkili olmasının ön koşulu, mesajların hedeflenen seçmenler tarafından izlenmesidir. Eğer kampanya mesajlarını izleme-okuma-yorumlama çabası içinde olmayan seçmenler söz konusu ise kampanya etkinliğinin ortaya çıkması mümkün değildir. Çünkü maruz kalma gerçekleşmemiştir. Bu nedenle seçmenlere yönelik analizler hangi tür medyaları izlediklerinin belirlenmesi son derece önem kazanmaktadır. Bu analiz medya stratejisi açısından temel bir analizdir (Uztuğ, 2004: 277).

### 1.2. Siyasal Seçim Kampanyalarında İkna Stratejileri

İnsanları belirli bir davranışa yönlendirmenin en geçerli yolunu ikna oluşturmaktadır. Kitle iletişim araçlarının gelişmesi iknanın önemini daha da arttırmış, iknaya farklı anlamlar ve hedefler kazandırmıştır (Özkan, 2007: 129).

İkna süreci; alıcı bir kesimde yeni bir tutum oluşturmak, alıcı kesimin varolan tutumun şiddetini arttırmak, alıcının tutumunu değiştirmek biçiminde ortaya çıkarmak amaçlarını taşır (Yüksel ve diğerleri, 2013:8). Bundan dolayı siyasal ikna sürecinin başarılı bir şekilde sonlanabilmesi partilerin seçmen analizleriyle, kamuoyu yoklamalarıyla, gündemdeki soruları ve seçmenin yapısını iyi tahlil edebilmesi ile mümkün olabilmektedir. Bu şekilde siyasi mesajlar doğru bir şekilde oluşturulabilmekte ve özellikle kararsız seçmenlerin ikna edilmesi mümkün olabilmektedir (Barut ve Altundağ, 2005: 89).

### 1.3. Siyasal Seçim Kampanyaları ve Kitle İletişim Araçları

Günümüzde yeni kitle iletişim araçlarının gelişmesiyle çok fazla kitleye ucuz ve kolay bir şekilde ulaşma imkanı doğmuştur. Seçmenlerin kitle iletişim araçlarını özellikle televizyonu büyük ölçüde bilgi kaynağı olarak kullandıkları, kısa vadede tercihler üzerinde çok etkili olmasa da uzun bir süreçte farkına varmadan kararları değiştirebilmektedir. Kitle iletişim araçları seçmenlerin tercihlerini etkileyebilecek bir güce sahiptir. Ancak bu güç seçmenin yapısına, parti ve lidere bağlılığına, eğitim düzeyine, hangi bilgi kaynaklarını daha çok kullandığına, kitle iletişim araçlarına güven derecesine bağlı olarak değişebilecektir (Kalender, 2005: 121). Siyasal parti ve adaylar seçmenlerin karar süreçlerini etkilemek ve kendilerine oy vermelerini sağlamak amacıyla çeşitli iletişim araç ve yöntemlerinden yararlanmaktadır. Özellikle günümüz seçimlerinde kampanyaların önemi büyük oranda arttığından, başta televizyon olmak üzere, gazete, radyo, internet, afiş, ilan, broşür, miting ve yüz yüze görüşmeler seçmenlere mesaj verme aracı olarak yoğun bir şekilde kullanılmaktadır (Kalender, 2003: 31). Toplum yönetmeye talip olan siyasal parti ya da adaylar, özellikle seçim dönemlerinde kitle iletişim araçlarını kullanarak, hedef kitlelerine mesajlarını aktarmaktadırlar. Siyasal iletişim süreci olarak tanımlanan bu etkinliklerdeki temel amaç, partilerin seçmenlerine ideolojilerini, vaatlerini, adaylarını tanıtmaları, aynı zamanda rakip partilere neden oy vermemeleri gerektiğini seçmenlerine aktarmaktır (Tiryakioğlu ve Seçim, 2010: 71). Haber verme ve bilgilendirmenin ötesinde, kitle iletişim araçlarının da süreçte pasif bir yol izlemek bir yana süreçte aktif olarak rol aldığı, taraflı olduğu ya da bir "siyaseti" dile getirdiği olgulara rastlamak mümkün olmaktadır. Dolayısıyla kitle iletişim araçları siyasal iletişimin temel bir unsuru olarak başta siyasal bilgilendirme, siyasallaştırma, medya siyaseti, seçim süreçleri ve kitle iletişim araçları güncelliğini koruyan tartışma konuları olarak karşımıza çıkmaktadır (Damlapınar ve Balcı, 2014: 42).

## 2. ARAŞTIRMANIN AMACI

12 Haziran 2011-7 Haziran 2015 yılları arasında Ak Parti'nin benimsediği ve yürüttüğü iletişim yönetimi çalışmaları araştırmanın amacını oluşturmaktadır. Çalışmada iletişim araç ve teknolojilerinin toplumsal değişim sürecinde etkisi ve belirleyici olduğu üzerinde durulmuştur. Çalışma, Ak Parti'nin iletişim yönetimi uygulamaları ve stratejisini ortaya koymayı hedeflemektedir. Ak Parti'nin bahsi geçen yıllarda iktidarda bulunmasında iletişim yönetimi unsurlarının belirleyiciliği üzerinde durulacaktır. Ayrıca Ak Parti'nin siyasal iletişimi yönetme sürecinde hedef kitleye ulaşma aşamasında yararlandığı iletişim yönetimi çalışmalarını ele almayı amaçlamaktadır. Ak Parti'nin iletişim sistemleri içerisinde basın çalışmaları, Ak Parti Eski Başkanı Recep

Tayyip Erdoğan'ın liderlik yönü birçok kaynakta incelenmiş olduğu görülmektedir. Toplumsal değişim sürecinde etkileyici bir faktör olarak iletişim yönetimi ise bu çalışmaların eksik kalan yanını oluşturmayı hedeflemektedir. Bu amaçla hareketle, bu süreçte kullanılan iletişim araç, ortam ve teknikleri saptanarak, iletişim yönetimi uygulamalarının değerlendirilmesi amaçlanmaktadır.

### 3. ARAŞTIRMANIN YÖNTEMİ

Yapılan çalışmada saha/alan araştırma yöntemi kullanılmıştır. Bu yöntem anket tekniği ile hazırlanan soruların deneklere uygulanması ile gerçekleştirilmiştir. Kullanılan ankette Ak Parti'nin iletişim yönetimi ve siyasi duruşuna yönelik sorular yer almıştır.

### 4. ARAŞTIRMANIN EVRENİ VE ÖRNEKLEMİ

Yüz yüze yapılan çalışmada rastgele örneklem seçimiyle anket çalışması 50 kişilik katılımcıya uygulanmıştır. Anket çalışması 20 sorudan oluşmakta, soruların 5 tanesi katılımcıların demografik özelliklerine yönelik, 15 tanesi ise likert tipinde olup (1 ve 5 düzeyinde) Ak Parti'nin iletişim faaliyetlerine yönelik olarak hazırlanmıştır.

### 5. BULGULAR VE YORUM

Yapılan araştırma Ak Parti'nin iletişim faaliyetlerinin seçim döneminde etkili olup olmadığına yönelik olarak gerçekleştirilmiştir. Likert tipli 15 soruluk anket kısmında sorular iki kategoriye ayrılmıştır: birinci kategoride Ak Parti'nin siyasi duruşuyla ilgili sorular, ikinci kategoride ise Ak Parti'nin kullanmış olduğu iletişim araçlarına yöneliktir. Birinci kategori sorularına baktığımızda katılımcıların yanıtları şu şekilde görülmektedir:

“Ak Parti'nin seçim kampanyalarını aktif bir şekilde gerçekleştirdiğine inanıyorum”, %60 katılıyorum, %24 tamamen katılıyorum, “Ak Parti'nin seçim dönemlerinde uzlaşmacı bir dil kullandığını düşünüyorum” %26 katılmıyorum ve kararsızım, “Ak Parti'nin halka daha yakın bir parti olduğunu düşünüyorum” %32 katılıyorum, “tek başına iktidar olmaya yakın birinci partinin Ak Parti olduğunu düşünüyorum” %30 katılıyorum, “Ak Parti'nin somut bir siyasi ideolojine sahip olmasının seçim başarısını etkilediğini düşünüyorum” %40 katılmıyorum, “Ak Parti'nin yürüttüğü seçim kampanyasında Recep Tayyip Erdoğan'ın lider karizmasının etkili olduğunu düşünüyorum” %42 tamamen katılıyorum, “Ak Parti'nin seçim kampanyalarında belirttikleri vaatlerin gerçekçi olduğunu düşünüyorum” %32 katılmıyorum, “Mecliste Ak Parti haricindeki partilerin yeterli iletişim faaliyetinde olmadıklarını düşünüyorum” %34 tamamen katılıyorum, “Ak Parti başta CHP ve MHP olmak üzere siyasi rakipleriyle kıyaslandığında seçmene ulaşmada daha başarılı olduğunu düşünüyorum” %44 katılıyorum şeklindedir.

İkinci kategori sorularına baktığımızda katılımcıların yanıtları şekildedir: “Ak Partinin seçim kampanyalarında etkin bir şekilde internet/sosyal medya kullanımına hakim olduğunu düşünüyorum” %38 katılıyorum, “Ak Parti'nin seçim kampanyalarında etkin bir şekilde tv programlarını/reklamı kullandığını düşünüyorum” %56 tamamen katılıyorum, “Ak Parti'nin seçim kampanyalarında miting/yüz yüze iletişim uygulamalarını etkin bir şekilde gerçekleştirdiğini düşünüyorum” %54 katılıyorum, “Ak Parti'nin seçim kampanyalarında etkin bir şekilde billboard/broşür/el ilanı/mektup gibi basılı araçlardan yararlandığını düşünüyorum” %48 tamamen katılıyorum, “Ak Parti'nin seçim kampanyalarında logo/amblem/slogan gibi öğelerin etkili olduğunu düşünüyorum” %40 katılıyorum, “Ak Parti'nin başarısında medya kuruluşlarında olumlu haberlerin çıkmasının etkili olduğunu düşünüyorum %48 katılıyorum şeklindedir.

Katılımcıların demografik özelliklerine baktığımızda; katılımcıların cinsiyet dağılımları, %60'ı erkek, %40'ı ise kadın, yaş aralığı dağılımları %54'ü 26-39, %30'u 18-25, %12'si 40-55, %4'ü ise 56 ve üstü, eğitim durumları %66'sı üniversite, %16'sı yüksek lisans, %14'ü lise, %4'ü ise ilköğretim mezunu, gelir durumları %38'i 0-1000, %26'sı 1001-2000, %24'ü 2001-3000, %12'si 3001 ve üzeri, medeni durumları ise %78'i bekar, %22'si ise evli şeklindedir. Katılımcıların demografik özellikleri doğrultusunda çoğunun yüksek eğitim durumuna sahip genç bir yaş aralığında olduğu gözlemlenmiştir.

Likert tipi ölçeğimize birden beşe kadar değer verilmiş, bu değerler ise şu şekilde sıralanmıştır. 1=kesinlikle katılmıyorum, 2=katılmıyorum, 3=kararsızım,, 4=katılıyorum, 5=tamamen katılıyorum. Ölçeğe verilen yanıtlar doğrultusunda soruların ağırlıklı ortalamaları aşağıda belirtilen tablodaki gibidir:

Tablo incelendiğinde en yüksek ağırlıklı ortalama (AO) değerleri şu sorularda görülmektedir. “Ak Parti'nin seçim kampanyalarında etkin bir şekilde tv programlarını/reklamı kullandığını düşünüyorum” (AO=4,40), “Ak Parti'nin seçim kampanyalarında etkin bir şekilde billboard/broşür/el ilanı/mektup gibi basılı araçlardan yararlandığını düşünüyorum” (AO=4,26), “Ak Parti'nin yürüttüğü seçim kampanyasında Recep Tayyip Erdoğan'ın lider karizmasının etkili olduğunu düşünüyorum” (AO=4,04), “Ak Parti'nin seçim kampanyalarında miting/yüz yüze iletişim

uygulamalarını etkin bir şekilde gerçekleştirdiğini düşünüyorum” (AO=4,00), “Ak Parti başta CHP ve MHP olmak üzere siyasi rakipleriyle kıyaslandığında seçmene ulaşmada daha başarılı olduğunu düşünüyorum” (AO=3,98), “Ak Parti’nin seçim kampanyalarını aktif bir şekilde gerçekleştirdiğine inanıyorum” (AO=3,94).

**Tablo:1. İletişim Faaliyetlerinin Ağırlıklı Ortalamalarına İlişkin Tablo**

	Sayı	Min.	Max.	A.O	SD
1. Ak Parti'nin seçim kampanyalarını aktif bir şekilde sürdürdüğüne inanıyorum	50	1,00	5,00	3,94	,9564
2. Ak Parti'nin seçim dönemlerinde uzlaşmacı bir dil kullandığını düşünüyorum	50	1,00	5,00	2,82	1,206
3. Ak Parti'nin halka daha yakın bir parti olduğunu düşünüyorum	50	1,00	5,00	2,96	1,324
4. Tek başına iktidar olmaya en yakın birinci partinin Ak Parti olduğunu düşünüyorum	50	1,00	5,00	3,40	1,355
5. Ak Parti'nin somut bir siyasi ideolojine sahip olması seçim başarısını etkilediğini düşünüyorum	50	1,00	5,00	2,84	1,149
6. Ak Parti'nin yürüttüğü seçim kampanyasında Recep Tayyip Erdoğan'ın lider karizmasının etkili olduğunu düşünüyorum	50	1,00	5,00	4,04	1,142
7. Ak Parti'nin seçim kampanyalarında etkin bir şekilde internet/sosyal medya kullanımına hakim olduğunu düşünüyorum	50	1,00	5,00	3,50	1,164
8. Ak Parti'nin seçim kampanyalarında etkin bir şekilde tv. Programlarını/reklamı kullandığını düşünüyorum	50	1,00	5,00	4,40	,8806
9. Ak Parti'nin seçim kampanyalarında miting/yüz yüze iletişim uygulamalarını etkin bir şekilde gerçekleştirdiğini düşünüyorum	50	1,00	5,00	4,00	1,010
10. Ak Parti'nin seçim kampanyalarında etkin bir şekilde billboard/broşür/el ilanı/mektup gibi basılı araçlardan yararlandığını düşünüyorum.	50	1,00	5,00	4,26	,8992
11. Ak Parti'nin seçim kampanyalarında logo/amblem/slogan gibi öğelerin etkili olduğunu düşünüyorum	50	1,00	5,00	3,70	1,111
12. Ak Parti'nin seçim kampanyalarında belirttikleri vaatlerin gerçekçi olduğunu düşünüyorum	50	1,00	5,00	2,48	1,216
13. Ak Parti'nin başarısında medya kuruluşlarında olumlu haberlerin çıkmasının etkili olduğunu düşünüyorum	50	1,00	5,00	3,58	1,295
14. Mecliste Ak Parti haricindeki partilerin yeterli iletişim faaliyetlerinde olmadıklarını düşünüyorum	50	1,00	5,00	3,72	1,246
15. Ak Parti başta CHP ve MHP olmak üzere siyasi rakipleriyle kıyaslandığında seçmene ulaşmada daha başarılı olduğunu düşünüyorum	50	1,00	5,00	3,98	1,020

Araştırmada diğer soruların ağırlıklı ortalamalarına baktığımızda “Mecliste Ak Parti haricindeki partilerin yeterli iletişim faaliyetinde olmadıklarını düşünüyorum” (AO=3,72), “Ak Parti’nin seçim kampanyalarında logo/amblem/slogan gibi öğelerin etkili olduğunu düşünüyorum” (AO=3,70), “Ak Parti’nin başarısında medya kuruluşlarında olumlu haberlerin çıkmasının etkili olduğunu düşünüyorum” (AO=3,58), “Ak Partinin seçim kampanyalarında etkin bir şekilde internet/sosyal medya kullanımına hakim olduğunu düşünüyorum” (AO=3,50), “tek başına iktidar olmaya yakın birinci partinin Ak Parti olduğunu düşünüyorum” (AO=3,40) şeklindedir. Sonuçlardan anlaşıldığı üzere katılımcılar diğer partilerin de iletişim faaliyetlerinde olduğunu düşünmektedir. Yine katılımcılar önemli iletişim araçlarından biri olan logo/amblem/slogan gibi öğelerin Ak Parti’nin iletişim stratejisinde ön planda olmadığı düşüncesine sahiptirler. Günümüzün en önemli iletişim araçlarından biri olan internet ve sosyal medya noktasında katılımcılar Ak Parti’nin bu araçları yeterince yoğun olarak kullanmadıklarını düşünmektedirler.

Bu ağırlıklı ortalamalara bakıldığında katılımcıların yüksek oranda bu sorulara katıldığı veya olumlu yaklaştığı görülmektedir. Bu doğrultuda ve sonuçlar ışığında Ak Parti’nin iletişim stratejilerini doğru yönde kullandığı görülmektedir.

En düşük ağırlıklı ortalamalara baktığımız da ise karşımıza şu sonuçlar çıkmaktadır: “Ak Parti’nin seçim kampanyalarında belirttikleri vaatlerin gerçekçi olduğunu düşünüyorum” (AO=2,48), “Ak Parti’nin seçim dönemlerinde uzlaşmacı bir dil kullandığını düşünüyorum” (AO=2,82), “Ak Parti’nin somut bir siyasi ideolojine sahip olmasının seçim başarısını etkilediğini düşünüyorum” (AO=2,84), “Ak Parti’nin halka daha yakın bir parti olduğunu düşünüyorum” (AO=2,96).

Bu ağırlıklı ortalamalar sonucunda Ak Parti’nin bir siyasi parti olarak duruşuna yönelik soruların katılımcılar tarafından en düşük ortalamayı aldığı görülmektedir. İletişim stratejilerinden ziyade Ak Parti’nin siyasi duruşu katılımcılar tarafından olumlu bulunmamaktadır. Yapılan çalışma sonucunda Ak Parti’nin iletişim yönetimi çalışmaları katılımcılar tarafından başarılı bulunurken siyasi duruşu daha az başarılı bulunmamaktadır. Ak Parti’nin seçim kampanyalarında iletişim yönetimi uygulamalarına ağırlık vermesi seçim başarısında etkin bir rol oynamaktadır.

## SONUÇ VE ÖNERİLER

Yapılan araştırma da Ak Parti’nin iletişim yönetimi uygulamalarında % 56 tamamen katılıyorum seçeneği en yüksek madde etkin bir şekilde tv programları/reklamı kullandığı olarak belirlenmiştir. En düşük oran ise %32 katılmıyorum seçeneği ile seçim kampanyalarında belirttikleri vaatleri gerçekçi olduğunu düşünüyorum maddesi olduğu ortaya çıkmıştır. Katılımcılar Ak Parti’nin iletişim yönetimi uygulamalarından, halka daha yakın olması, reklam, sosyal medya, televizyon programları, yüz yüze iletişim gibi öğelerin etkin bir şekilde kullandığını belirtmişlerdir. Ayrıca Ak Parti’nin rakipleriyle kıyaslandığında iktidar olmaya en yakın parti o ve seçmene ulaşmada daha başarılı olduğu sonucuna ulaşılmıştır. Bunlar dışında öne çıkan diğer bir madde ise Ak Parti’nin seçim başarısında Recep Tayyip Erdoğan’ın lider karizmasının da etkili olduğu sonucudur. Araştırmada ortaya çıkan sonuçlar doğrultusunda Ak Parti’nin seçim dönemlerinde uzlaşmacı bir dil kullanmadığı ve somut bir ideolojiye sahip olmadığı sonucuna varılabilir. Katılımcılar bu seçeneklere katılmadıklarını belirterek Ak Parti’nin seçim başarısını olumlu yönde etkilemeyeceği sonucuna ulaşılabilir.

Çalışmada yer alan anket şablonu ile Ak Parti’nin seçim kampanyasında kullandıkları iletişim stratejilerinin etkinliği ve eksiklikleri ortaya konmuştur. Sadece anket tekniği kullanılarak gerçekleştirilen araştırmada durum analizi, görüşme tekniği gibi nitel araştırma yöntemlerine yer vermemiştir. İletişim yönetimi çalışmalarının daha gerçekçi sonuçlara ulaşabilmesi için anket tekniğine ek olarak görüşme tekniği veya içerik analizi kullanılabilir.

Çalışmada yukarıda bahsi geçen yöntemlere ek olarak iletişim yönetiminde mükemmelliği sağlayan unsurlar; araştırmaya dayalı stratejik planlama ve yönetim, iç ve dış kamularla iletişimde simetriklik, dönüştürücü ve bütünleştirici liderlik ve katılımcı ve güçlü kültürler başlıklarına ayrılarak incelenmesi bir siyasal partinin seçim dönemindeki etkin iletişim yönetimi faaliyetlerini belirlemek için gereklidir. Bu nedenle bu gibi konularda yapılacak olan araştırmalar için anket tekniği tek başına yeterli bir yöntem değildir.

Sonuç olarak yapılan araştırma yoluyla sadece önceden hazırlanan maddeler doğrultusunda katılımcılara yöneltilen sorular kapsamında Ak Parti’nin iletişim yönetimi çalışmalarının etkinliği ölçülmüştür. Her bir madde ayrı ayrı incelenmiş ve oranları yansıtılmıştır. Ortaya çıkan oranlar doğrultusunda Ak Parti’nin iletişim yönetimi uygulamalarına önem verdiği ve seçim başarısında etkin bir rol oynadığı sonucuna ulaşılmıştır.

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## Smart Development And Educational Technology In Rural Areas: Lessons From Two Case Study Regions

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### ABSTRACT

The aim of this paper is to explore the impact of smart development on education in rural areas. After a discussion of recent attempts to interpret smart development in rural areas, its connections to cooperative and collaborative learning as well as vocational training will be explored. To evaluate the impact of smart development on regional educational measures, two Austrian case study regions are analyzed on the basis of two methodological approaches: regional secondary meso-data and a field survey with selected firms located in these areas. On this basis, the paper then attempts to identify potentials for cooperative learning in rural regions in the near future.

### INTRODUCTION

Education and innovation, i.e. the smart use of technology, are nowadays widely conceived as drivers also for regional development. Can a combination of both – namely educational technology – also be applied for a smart development of rural areas?

Over the past years European regional policy based on regional economic research has emphasized the notion of a “smart” regional development. Only recently this concept has also been applied specifically in the context of rural development. The idea of a “smart” development of rural areas recognizes that peripheral or non-urban areas differ with regard to economic, social and cultural characteristics. Therefore, a one-size-fits-all policy approach is obsolete and a careful analysis of the regional knowledge capabilities and research competences as part of a “bottom-up-process” must be carried out instead. Thus, a “smart” growth strategy that aims to promote growth in rural areas has to take into consideration the differences and potentials of the respective region. Furthermore, the “smart” development concept puts special emphasis on innovation, education and knowledge potential of rural regions. The policy concept has had a particular impact on European policy makers (Foray et al. 2009), making the smart development approach one of the main drivers in the EU 2020 innovation plan.

In this paper we provide a discussion of “smart” growth in the context of regional policy and explain why a “smart” development is of particular relevance for rural areas with respect to cooperative and collaborative learning as well as vocational training. In order to achieve this, two Austrian case study regions will be analysed on the basis of two methodological approaches: regional secondary meso-data and a survey with selected firms of the regions. Despite their locational disadvantages, this paper attempts to identify potentials for a “smart” development with regards to collaborative and cooperative learning in rural regions.

### TERRITORIAL DIMENSIONS OF “SMART” DEVELOPMENT

Some ideas of the “smart” development concept are connected with and based on a territorial approach with emphasis on cooperative and collective learning and the importance of the local milieu (Camagni and Capello 2012). In particular, the identification of relevant sectors and industries that mark a region’s competitive advantage – in the “smartness” debate referred to as “*smart*” *specialisation* – coincides to some degree with the concept of *Constructing Regional Advantage* in the field of economic geography. Both concepts emphasize the role played by the industrial and institutional past of a region, but do not favour cherry picking policies that promote certain industries and others not. Still, both concepts try to identify and prioritise promising sectors and industries. While the CRA concept utilizes a more geographical approach, the “smart” specialisation concept puts the (broadly defined) entrepreneur in the focal point to identify the relevant and most promising sectors and industries.

McCann and Ortega-Argilès (2013) link the “smart” specialisation concept to the topics of *embeddedness*, *relatedness* and *connectivity*. Embeddedness includes the historic linkages of the respective region with certain sectors and industries, while relatedness focuses on knowledge spillovers within cognitively related areas.

Connectivity focuses on the role of mobility of human capital, infrastructure and the ever-growing importance of information and communication technology.

Furthermore, the “smart” development approach promotes knowledge transfer and knowledge diffusion through inter-sectoral and inter-regional cooperation, and tries to develop policies that facilitate innovation, knowledge, and learning in rural contexts (Camagni and Capello 2012). Following the relatedness argument above, the “smart” development approach also stresses optimal cognitive proximity between firms within the region to create growth. Variety in related economic industries is able to create growth through knowledge spillovers, but there is also increasing evidence that relatedness at individual levels (e.g. the same education or occupation of workers) within a region is at least as important as industry composition (Wixe and Andersson, 2013). It is also beneficial for knowledge-lacking regions to foster learning-linkages with more developed regions, related to the region’s existing technological fields, yet these linkages must not lead to outflows of knowledge and skill (adverse Krugman effects). Re-designing local labor training-systems or promoting regional university-industry linkages can complement this connection to developed regions.

Most innovation oriented policies are to a large extent neglecting rural areas. For long the basic concepts of regional development were based on agglomeration and urbanisation economics and thus not applicable to rural regions. The “smart” specialisation concept is hence of particular interest as it can be potentially more effective in rural and intermediate regions. In large and highly diversified urban regions a “smart” specialisation strategy “will be less relevant as almost all sectors and technological fields will be present” (McCann and Ortega-Argilès 2013). Conversely, intermediate regions with both rural and urban areas seem to be the ideal target of such a policy approach.

What strengthens the need for regionally tailored “smart” specialisation strategies even more is new evidence showing, that after 2000 rural areas have outperformed intermediate regions, which in turn have outperformed peri-urban regions in GDP per capita growth (Dijkstra et al. 2012). Since then intermediate and predominantly rural regions are playing a much more important role for EU economic growth compared to the 1990s.

#### EDUCATIONAL TECHNOLOGY AND COOPERATIVE LEARNING IN RURAL AREAS: A CASE STUDY APPROACH

The aim of our case study approach is to analyse how empirical findings of two Austrian case study regions – Styrian Vulkanland and Carinthian Lavanttal (Figure 1) – show tendencies towards a “smart” development of educational technology, cooperative learning and technology innovation. On this basis, we try to provide arguments regarding the usefulness of “smart” development policies in these two rural regions.

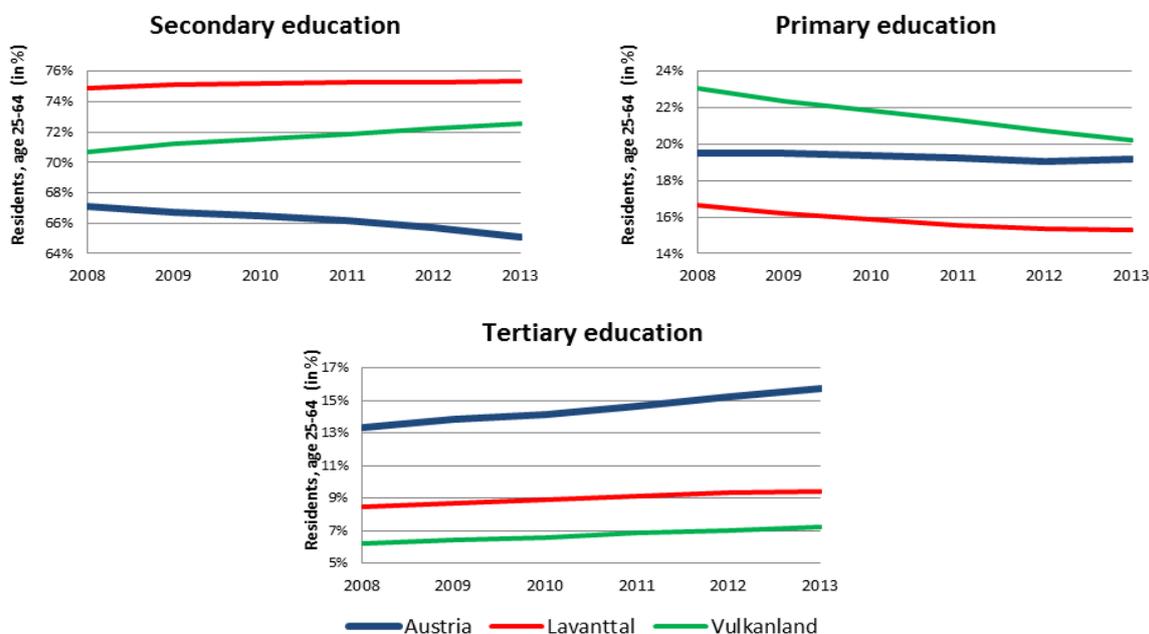


**Figure 1:** The two Austrian case study regions: Lavanttal and Vulkanland (Source: Statistik Austria; worldatlasbook.com)

Considering **industrial composition** given by employees in manufacturing, Vulkanland has its core manufacturing competences in the handcraft and foodstuff industry, while the building industry and metal production are the dominant sectors in Lavanttal. Both regions have the same accompanying symptoms of rural regions: lower income, greater distance to knowledge centres, lower firm foundation, sinking number of inhabitants and a negative forecasted population trend, lower entrepreneurship and innovation output (e.g. number of patents), and a lack of skilled and educated labor (brain drain) compared to peri-urban or urban regions.

Looking at **educational attainment levels** of residents between the ages 25 to 64, it is evident that both case study regions show a lack of highly educated individuals with a tertiary degree and a significantly higher share of residents with secondary education degree compared to the Austrian average (Diagram 1). In addition, the two case study regions show high shares of residents having a completed apprenticeship education as their highest educational attainment, which make up to 45-48% of all residents between the ages 25 to 64. Considering

primary education which accounts for residents with minimum compulsory schooling only, the two regions differ from each other: while Lavanttal shows a generally lower share of residents with only primary education than the Austrian average, Vulkanland lies above the Austrian average, although showing a negative trend in the timeframe '08-'13. This could be explained as Lavanttal's core competences lie in the metal processing and production industry, making an apprenticeship education (i.e. a secondary degree) the minimum requirement for working in these industries. This requirement might not be too relevant for Vulkanland's handcraft and foodstuff industries, which have more agrarian roots and largely do not require an apprenticeship education.

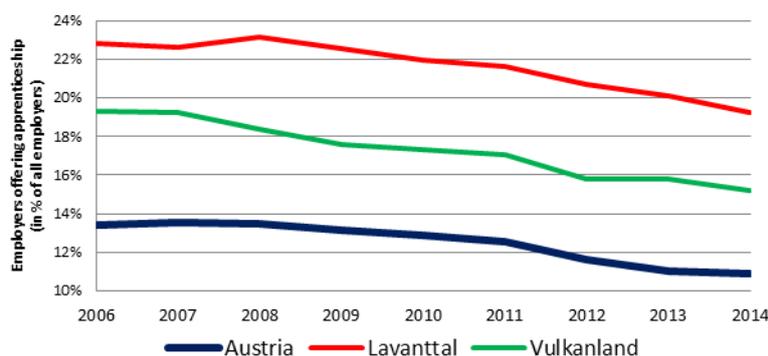


What is also striking and underlining the large share of **residents with apprenticeship education** are the shares of regional employers offering an apprenticeship position (Diagram 2). Again, the two case study regions are

**Diagram 1:** Educational attainment of residents aged 25-64 (in % of all residents aged 25-64) (Source: Statistik Austria)

well above the Austrian average. Lavanttal tops this comparison with around 19-23% of all employers offering such a position in the timeframe '08-'13. This again points to Lavanttal's core competences metal production and processing, which depend on more skilled and trained labor with a completed apprenticeship education.

**Regional employers offering apprenticeship**

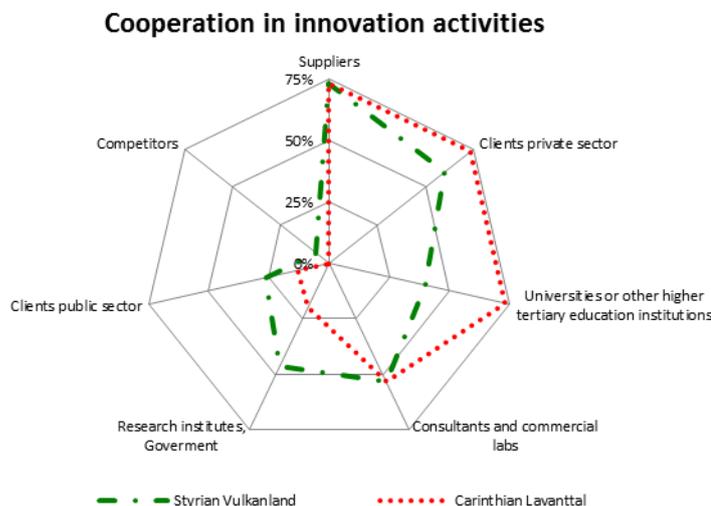


**Diagram 2:** Regional employers offering apprenticeship positions (in % of all employers) (Source: WIBIS Steiermark, Kärnten)

Turning now the results of a firm survey that has been conducted by means of in-depth interviews with CEOs of 15 firms each in the two Austrian case study regions, it becomes evident that most firms cooperate with suppliers of commodities and services, private clients and universities or other higher education institutions in the innovation process (Diagram 3). This connection is especially developed in Lavanttal, where 2/3 of the surveyed firms have had such **cooperation in the innovation process**, yet also very pronounced in Vulkanland. These factors point to the dimension of "connectivity" in the "smart" development concept discussed above. Firms in

these rural regions are actively searching for innovation opportunities inside and outside their region and implement new means of production or new products in the course of their day to day business.

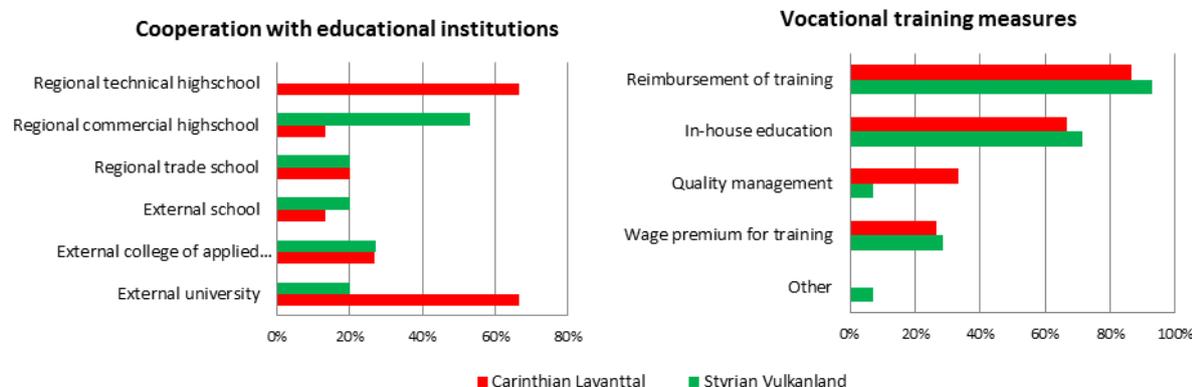
Furthermore, 26.7% of the surveyed firms in Styrian Vulkanland and 86.7% in Carinthian Lavanttal have their own **R&D departments**. This difference might again point to the different core competencies in the two regions: metal production and processing is more dependent on the development of machinery and technology, making firm intern R&D useful and necessary.



**Diagram 3:** Cooperative learning in innovation activities between 2012 and 2014 (in % of surveyed firms) (Source: TASTE)

Regarding **cooperative learning**, the majority of firms in the two regions cooperated with one or another educational institution both in the region and external to the region in the timeframe '12-'14 (Diagram 4, left). This cooperation often takes the form of research collaborations, offering career opportunities for students and new means of production for firms. While cooperation with regional technical high schools were the main focus of firms in Lavanttal, regional commercial high schools and trade schools were the main cooperation partner of the surveyed firms in Vulkanland. There is lesser cooperation with educational institutions external to the region, one exception being cooperation with external universities in Lavanttal. This connection is very pronounced and again reflects the more technological and research intensive core sectors.

In 2012-2014, the majority of surveyed firms in both regions have monetarily supported the **vocational training** of their employees, often with in-house courses or trainings (Diagram 4, right). This reflects the general willingness of regional firms to invest in the skill and education of their workers. In some firms employees can even expect a wage premium when they complete trainings or courses and thus contribute to the firm's knowledge base.



**Diagram 4:** Cooperation with educational institutions and vocational training measures of firms between 2012 and 2014 (in % of surveyed firms) (Source: TASTE)

## ELEMENTS OF A “SMART” DEVELOPMENT STRATEGY

Preliminary conclusions from the previously discussed results are that even rural areas in relative close vicinity to each other and with similar and sometimes equal cultural, political and legal frameworks differ in various ways from each other. Both regions diversify their economic activity into manifold sectors and reveal the ability to be competitive on a very high level in niche markets.

Our survey with selected firms from two Austrian case study regions showed that the firm-internal innovation process is strongly dependent on cooperative learning with private clients, suppliers and universities or other higher education institutions. This cooperation with regional as well as external educational institution takes place in most of the firms, either as part of the innovation process through projects or trainings or as part of efforts to attract possible job candidates. Furthermore, firms in both regions rely very much on the regional labour supply, which often lacks skilled labour (especially in Vulkanland), which prompts firms to look for external alternatives.

The behaviour of regional firms to overcome deficiencies that are often associated with rural areas, exhibits strong tendencies towards a compensatory – and perhaps “smart” - development. Regional firms “borrow” size by establishing cooperation with trans-regional R&D and tertiary education institutions to some degree and by building production networks with firms.

It is worth noting that both regions managed to build up an internal as well as an external regional image and a “sense-of-belonging“, in order to direct actors towards a common goal and to expand the innovative milieu. It can be seen that many elements of a “smart” development strategy of rural areas are already getting under way which are to be supported and reinforced by the EU 2020 innovation plan.

## ACKNOWLEDGEMENTS

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## Social Intelligence Of Teachers And Coping With Demanding Situations In Teaching Practice

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### ABSTRACT

Teaching practice is one of the areas in which occurrence of demanding situations is not rare. Coping with demanding situations in the process of education is conditioned by personality traits of teachers as well as characteristics of a demanding situation. In the context of personality traits of teachers, an important role is played by social intelligence, specified as an individual type of intelligence within the concept of existence of several types of intelligence. The presented report focuses on specification of links between the social intelligence attributes of teachers and evaluation of forms of behavior of teachers in demanding educational situations. Empirical data were acquired by means of two methodologies (CSI by Amirkhan, 1990 and MESI by Frankovský and Birknerová, 2014) from 97 respondents. The results of statistical analyses support the existence of statistically significant correlation coefficients between one social intelligence attribute and evaluation of forms of behavior in a demanding educational situation. In this context, the links between the social intelligence attribute Empathy and the forms of behavior in a demanding educational situation Conflict resolution and Social support are accentuated.

### INTRODUCTION

In teaching practice we encounter various situations. In some, we are able to behave without a problem, we are usually not even conscious of their management. However, there are other situations management of which requires overcoming certain obstacles and coping efforts. This type of situations may be labeled as demanding. Demanding situations occur in various areas of life and throughout the whole life. Typical areas are family environment, school, work, sports, and leisure time. Teaching practice is one of the areas in which occurrence of demanding situations is not rare. Occurrence of demanding situations in the process of education is a natural part of pedagogical activities. From the perspective of effectiveness of the educational process it is crucial to focus on the ways of coping with demanding situations. This coping may be understood as a significant dynamic element of processes of education and upbringing. Effectiveness of coping with demanding situations in the educational process is conditioned by several factors. Generally, it is possible to identify these factors as personality traits of teachers and, on the other hand, the factors are represented by the characteristics of the particular demanding situation. In the context of personality traits of teachers, a significant place is taken by social intelligence, specified as an individual type of intelligence within the concept of considering the existence of several types of intelligence (e.g. by Gardner 1993; Kaukiainen et al. 1999; Goleman 2006, Orme and Bar-On 2002; Frankovský and Birknerová 2014; Birknerová, Frankovský and Zbihlejšová 2015 and others).

### SOCIAL INTELLIGENCE

Existence of social intelligence is supported by Gardner's (1993) opinion according to which it is not possible to consider only one single type of intelligence but, quite contrarily, it is important to specify separate types of intelligence: linguistic, spatial, musical, logical-mathematical, kinesthetic, interpersonal, and intrapersonal. The provided classification makes it clear that the issue of interpersonal intelligence is very close to the one of social intelligence. Socially intelligent individuals are, in accordance with Yamagishi (2001), prone to have faith in social environments and they enter into various social interactions. Socially perceptive people are capable of distinguishing between the real and fake risks; they can detect the signals of untrustworthiness; they are attentive, providential, and able to evaluate the given situation better.

Regarding the concept of social intelligence, several authors (Lee et al. 2000 acc. to Austin and Saklofske 2007) highlight the presence of a crystalline as well as a fluid component. The crystalline component is understood as a set of declarative and procedural pieces of knowledge about the familiar social events, for example, rules of the social etiquette, social norms, and the like. The fluid components may be represented by the ability to flexibly apply one's knowledge in resolving new social problems.

An overview of the criteria utilized in literature when defining social intelligence was formulated by Ford and Tisak (1983), who confirm the terminological and semantic relationship among social intelligence, social competence and social skills, which may be accepted also in the context of teaching practice:

- Social intelligence was identified by measuring social skills.

- A narrower definition of social intelligence may be found among authors who accentuate the importance of decoding social information. Social intelligence is therefore defined by such skills as reading non-verbal marks or an ability to make assumptions based on the behavior of other people. Adequate role behavior, social perception, ability to have a certain insight into interpersonal relations, processes, reflection of experiencing and behaving of others in interpersonal situations – these all belong to the main components of social intelligence.
- Social intelligence is also defined as a behavioral flexibility or ability to change one's behavior depending on the circumstances of the situation. In terms of behavioral results, social intelligence may be also defined as an ability to allow others to behave freely.

Social intelligence is a construct with significant practical application, which enables observations of significant individual specialties (Silvera, Martinussen and Dahl, 2001). Despite the long time within which the issue of social intelligence has been studied, in order to define it precisely, one encounters certain difficulties (Silvera, Martinussen and Dahl, 2001).

In the context of teaching practice, social intelligence and its individual attributes have been studied by several authors (e.g. Ambady and Rosenthal, 1993; Bernieri, 1991; Hall and Bernieri, 2001; Rosenthal, Hall, DiMatteo, Rogers and Archer, 1979; Wilmington, 1992; Hamann, 1995; Riggio, 1986, 1989; Carney, 2003; Baker, 1991; Juchniewicz, 2008). Their research provides analyses of the issues of communication in social situations, social skills, social control, emotional expressiveness, but also issues connected to the age of teachers.

A significant area is covered by the research on analyses of links among the social intelligence attributes and the strategies of teachers' behavior in the classroom. According to Marzano et al. (2003), teachers with a higher degree of social intelligence use the supporting aspects in their behavior in classrooms more and they are also more oriented at the development of relationships among students. Significance of social intelligence in pedagogical practice is also accentuated by Albrecht (2006). Bjorkqvist, Osterman and Kaukiainen (2000) also confirm existence of the negative links between social intelligence and manifestations of aggressiveness in school classrooms. However, there are also findings which did not confirm existence of such links.

## **COPING WITH DEMANDING SITUATIONS**

Increase in interests of the professional and lay public in the issue of coping with demanding situations may be dated back to the 1980s but this area of knowledge is focused on also today (e.g. Folkman and Lazarus, 1980; Lazarus, 1981; Lazarus and Folkman, 1984; Folkman et al., 1986; Lazarus and Folkman, 1987; Carver et al., 1989; Amirkhan, 1990; Nurmi, Toivonen, Salmela-Aro and Eronen, 1996; Folkman and Moskowitz, 2004; Frankovský et al., 2011; Frankovský et al., 2012). The presented interest is a reflection of general sharp dynamics of human life (need for mechanisms of democratic solutions to social issues; increasing number of occurrence of demanding situations in one's life; increasing interest in questions of how to resolve such situations effectively, how big is their impact on psyche, health and well-being of a person; solving the issues of quality of life; etc.), as well as particular requirements of the social practice (new approach to the educational activities; effective functioning of employees and organizations; time-induced stress; conflicts in the workplace; exhaustion; stereotypes; team building; etc.).

The issue of demanding situations attracts attention especially to resolving the problems of how to proceed and what forms of behavior to choose when coping with these situations (Frankovský and Ištvaníková, 2008). From the perspective of teachers who must cope with a demanding situation but also from the perspective of the organization in which these teachers work, the crucial step is to choose the right solving procedure. For this reason, research on coping with demanding situations and forms of behavior in these situations attracts more attention in theory and practice than characterization, specification, and taxonomy of demanding situations.

Works aimed at the issue of coping with demanding situations focus primarily on description and characterization of various procedures and strategies of coping. Differences in characterization and taxonomy of these coping procedures are caused by various theoretical backgrounds by different authors and conditions (especially the cultural ones), as well as different situational contexts and conditions in which these coping procedures are studied in literature. According to Folkman et al. (1986), mutual theoretical elements are represented by an effort to analyze procedures and strategies of coping with the given situations in the sense of regulation of internal or external pressures and tension which originate in transactions of people and environment.

As for empirical analyses, that which is mutual and dominant in the majority of approaches of individual authors is represented by efforts to reveal the essential dimensions of procedures and strategies of coping with demanding situations on the basis of deeper elaboration of long lists of behavior forms (Frankovský, 2003). It is a typical

example of applying the empirical-inductive approach to studying this issue. In this area, several concepts of identification of ways of coping with demanding situations have been elaborated (e.g. Amirkhan, 1990; Folkman and Lazarus, 1980; Lazarus and Folkman, 1987; Tobin et al., 1989; Millová et al., 2008; Callan and Dickson, 1993; Zellars et al., 2004; Endler and Parker, 1990; Carver, Scheier and Weintraub, 1989; Carver, 1997; Holahan and Moos, 1987; Lovaš et al., 1997; Výrost et al., 1995; Baumgartner and Hadušovská, 1997; Frankovský, 2001; Frankovský, Ištvaníková and Štefko, 2009; Frankovský et al., 2011; Frankovský et al., 2012).

From the perspective of behavior strategies of teachers, research conducted by Jeloudar and Yunus (2011) confirmed the existence of several links between these strategies and social intelligence. Found were the positive and linear links among four behavior strategies of teachers in classrooms (discussion, acknowledgment, participation and hinting) and negative links in relation to two strategies (punishment and aggressiveness).

From a specific point of view of effective teaching of music, social intelligence has been studied by Juchniewicz (2008). Besides other issues, his research project focused on the problem of measuring social intelligence of teachers of music and the degree to which social intelligence participates in effective teaching of music. Although influence of social intelligence was not clearly proved, the study revealed that social skills and attributes were marked more than eight times more frequently than the non-social ones when evaluating the efficient forms of teaching music.

## THE STUDY

The main objective of the conducted research project was to specify the links between the social intelligence attributes of teachers and evaluation of forms of behavior of teachers in demanding educational situations. The presented analyses were carried out on the basis of characterization of differences and interconnections between the selected social intelligence attributes and the ways of coping with demanding educational situations.

## RESEARCH METHODS

The analytical part of this report uses methods of empirical data collection as well as mathematical and statistical analyses of these data.

Empirical data collection was carried out by means of questionnaires. Two questionnaire methodologies were used in the research: MESI (Frankovský and Birknerová, 2014) to collect data on social intelligence of teachers and CSI (Amirkhan, 1990) to collect data on the ways of coping with demanding educational situations.

**The MESI methodology** (Frankovský and Birknerová, 2014) detects social intelligence as a personality trait, whereas authors of this methodology assume its trans-situational applicability and define it rather as a dispositional personality trait. Authors developed it on the basis of previous studies in which the EMESI methodology (Frankovský and Birknerová, 2013) was used. Methodologies MESI and EMESI were proposed according to the PESI methodology by Kaukiainen, Björkqvist, Osterman, Lagerspetz, and Forsblom (1995). MESI contains 21 items, which are evaluated on a 5-point Likert scale where 0 represents the response “never” and 4 represents “very often”. By means of a factor analysis, three factors were extracted (Frankovský and Birknerová, 2014) and described by authors as follows:

1. **Manipulation:** People who have higher scores in this factor are able to persuade others to do almost anything. They can use others for their own benefit and persuade them to take their side. They also take pleasure in it. They use the lies of others for their own benefits – reliability is expressed by Cronbach’s alpha of 0.854.
2. **Empathy:** Individuals with higher scores in this factor are able to recognize the intentions, feelings, and weaknesses of other people as well as reveal the way they think. They can adapt to new people, guess their wishes as well as fulfill them – reliability is expressed by Cronbach’s alpha of 0.783.
3. **Social irritability:** Persons characterized by higher scores in this factor are nervous in contact with other people. They avoid others if possible. Feelings of others baffle them, adapting to other people is a problem for them. Weaknesses and wishes of others confuse them – reliability is expressed by Cronbach’s alpha of 0.716.

**The CSI methodology (Coping Strategy Indicator** by Amirkhan, 1990) represents a compromise between the situational and the dispositional approach to behavior prediction. Its use is based on the particular descriptions of demanding situations the respondents experienced. In the presented research, male and female teachers described various demanding educational situations. Subsequently they evaluated the individual possibilities of solutions to these situations by means of the items formulated in a standard way. The questionnaire consists of 33 such items which describe various coping styles. Methodologically, detecting the forms of behavior in demanding situations is rather situational. The given items saturate and enable specification of three factors, which represent the separate

strategies of coping with the given situation:

1. **Problem Solving** – an instrumental strategy aimed at an immediate solution of the given situation and represented by the forms of behavior related to direct intervention in the situation. People scoring high in this factor stand for their choice of solution; they organize the conditions in order for the problem to be solved and pay maximum attention to its solution.
2. **Seeking Social Support** – this strategy is not aimed at an immediate solution of the given situation. People with high scores in this factor rather consult their options with others; they ask for help from their friends and let them give advice.
3. **Avoidance** – this strategy is not aimed at solving the situation at all. People scoring high in this factor rather avoid its solution; they focus on other activities and let themselves do other things instead.

Each questionnaire item was evaluated by teachers on a 4-point Likert scale (1 = yes, 2 = rather yes, 3 = rather no, 4 = no).

### RESEARCH SAMPLE

In this research of links between the two aforementioned aspects, the sample consisted of 97 teachers, 20 of which were male (20.6%) and 77 were female (79.4%), aged between 25 and 68 years, their average age being 42.1 years (standard deviation: 10.439). Their teaching experience ranged from 0 to 45 years with the average of 17.6 years (standard deviation: 11.522). It is therefore clear that the sample contained teachers-beginners as well as those with a long-term experience.

### RESEARCH RESULTS

The analysis of differences found in the levels of evaluation of the individual social intelligence attributes by teachers was conducted by means of the Friedman Test. The acquired results support the existence of statistically significant differences (at the level of 0.000) among the social intelligence attributes as evaluated by teachers.

As for the social intelligence, it was detected that the male as well as the female teachers prefer to use the attribute of Empathy. It was the only factor in which they scored over the medium value of the scale, which means that the teachers marked its related items mostly between “sometimes” and “often”. On the contrary, the attributes of Manipulation and Social Irritability were marked in the questionnaire as utilized “almost never” or “sometimes”. This analysis supports the claim that when evaluating the individual attributes of social intelligence, teachers prefer the attribute of Empathy.

The analysis of differences found in the levels of evaluation of the individual forms of coping with demanding educational situations by teachers was also conducted by means of the Friedman Test. Again, the acquired results support the existence of statistically significant differences (at the level of 0.000) among the individual forms of coping with demanding educational situations as evaluated by teachers.

Results of this analysis clearly confirm that the teachers prefer to use Problem Solving and Social Support as their favorite coping strategies. Contrarily, they refuse to use Avoidance as a form of coping with demanding educational situations.

The following analysis is aimed at verification of existence of statistically significant correlations among the selected social intelligence attributes and evaluation of the forms of behavior in demanding educational situations. Gained data were analyzed by means of the Spearman Correlation Coefficient [Table 1].

**Table 1:** Links between the social intelligence attributes and evaluation of forms of behavior of teachers in demanding educational situations

	<b>Problem Solving</b>	<b>Social Support</b>	<b>Avoidance</b>
Empathy	-.453**	-.245*	.065
Manipulation	-.043	.111	-.016
Social Irritability	.251*	.122	-.022

*Note:* \* Statistical significance at the 5% level of significance, \*\* Stat. sig. at the 1% level of significance

Concerning the significant correlations among social intelligence attributes and coping strategies, the results of the analyses confirm the existence of links between the social intelligence attribute Empathy and the coping strategy Problem Solving, then between Empathy and Social Support, and also between Social Irritability and Problem Solving.

Negative correlations between Empathy and Problem Solving, and Empathy and Social Support means that the more empathetic teachers are, the more they are prone to solve a demanding educational situation by a direct intervention or with the help of other people, e.g. their acquaintances. In correlations, the negative sign is the result of reversed scales in the methodologies MESI and CSI. Contrarily, the more socially irritable teachers are, the less they are prone to solve a situation by using immediate, direct solution procedures.

## CONCLUSIONS

Effective coping with demanding situations which occur in the process of education are an inevitable prerequisite for quality increase of the educational process. Successful coping with demanding situations also affects the positive work and social climate of the school environment. It has a positive impact on the mental and physical health of teachers and students as well as on broader social environments in which these teachers and students live (with the dominant part taken by the family environment).

The presented findings support the eligibility of considering a multifactor concept of social intelligence as well as of coping with demanding situations. Simultaneously, these findings confirm the correctness of considering several different types of intelligence (e.g. Thorndike, 1920; Gardner, 1993; Albrecht, 2005; Frankovský and Birknerová, 2014).

Significance of Empathy as a social intelligence attribute is highlighted also by Orosová et al. (2004) who claim that effectiveness of communication of teachers depends on the interpretation of their own behavior as well as behavior of students. Development of socially intelligent behavior of a teacher is connected to the improvement of interpretation of their behavior in the school environment.

Results of the conducted research support also the claims of Silvera, Martinussen and Dahl (2001) that social intelligence of teachers is connected to perception of internal states of mind and moods of others, to the ability to deal with other people and knowledge about social life and social norms, as well as the ability to orientate oneself in social situations.

Given findings relate also to the specification of social intelligence as a personality trait, which may be in accordance with Birknerová and Frankovský (2014) considered to be an essential social skill of the teaching profession, as well as an important precondition of its successfulness. These authors state that the important components of social intelligence are formed already during the pre-gradual preparation for the teaching profession (Várkoly, Sláviková, Lajčín and Tej, 2012) and also during adolescence.

The concept of this research confirms the significance of a teacher's personality as a key factor in the process of education (Smith, 1971). Eventually, the teacher's behavior and coping with demanding situations in the teaching practice are highly influenced by the image of the educational institution (Fedorko, Bačík and Fedorko, 2012; Štefko, Fedorko and Bačík, 2014; Rajnoha and Chromjaková, 2004).

The mentioned position of the teacher's personality is connected mainly to their ability to understand and interpret a social situation rather than to the efforts to define a generally applicable model of an effective teacher. In this context, social intelligence and the ways of coping with demanding situations play truly significant roles.

## ACKNOWLEDGMENT

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## Some Characteristics Of E-Learning Materials In Secondary Technical Education In Slovenia

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### ABSTRACT

In this article we tend to present some of the didactically significant characteristics of educational materials, particularly e-materials, as recognized by teachers in secondary technical education programmes in Slovenia. In the first part of the paper, some general didactic definitions of educational materials and e-materials are analysed. We follow the thesis that didactic functionality of educational materials largely depends on their overall quality, so establishing firm criteria for their evaluation seems to be of utmost importance. In this context, *didactic principles* could represent a stable theoretical and normative framework that allows for a conception of more specific evaluation criteria within itself.

The second part of the article presents some relevant findings from the research on the characteristics of educational materials by the teachers and pupils of three programmes of secondary technical education in Slovenia. One of the key findings shows a pronouncedly marginal position of e-materials in Slovene secondary technical education: teachers and pupils only very rarely use them. This phenomena (among some others also analyzed in the paper) clearly shows that the process of an effective implementation of educational materials in education is far from being complete.

**Keywords:** educational materials, e-materials, secondary technical education, didactic transformation and reduction, evaluation, characteristics of e-materials

### INTRODUCTION

In didactic theory educational materials are usually defined as the materials that teachers can use during teaching process as *educational means*, whereas the pupils gaining or revising knowledge can use these materials as *educational sources* (cf. Kovač et al. 2005; Štefanc 2005). In other words, the use of educational materials undoubtedly influences the quality of teaching and learning, since the transmission and gaining of knowledge significantly rely on various kinds of media, either traditional or contemporary computer-based ones.

In the first, theoretical part of the paper, some of the main characteristics of educational materials and e-materials, as well as some possible means of their evaluation shall be presented. The following questions will be briefly discussed and related issues analysed:

- (1) What makes *educational* materials (such as, e.g., textbooks or e-textbooks) different from other printed, electronic and similar materials which are not recognized as *educational* materials, and
- (2) What criteria can be used for the evaluation of the *quality* of particular educational materials?

Furthermore, some of the key characteristics of computer-based e-materials shall be presented as well. In the second part of the article, few relevant findings from the research on the characteristics of educational materials by the teachers and pupils of three programmes of secondary technical education in Slovenia will be discussed. One of the key findings shows quite a marginal position of e-materials in Slovene secondary technical education: teachers and pupils only very rarely use them. This phenomena (among some others also analyzed in the paper) clearly shows that the process of an effective implementation of educational materials in education is far from being complete.

### EDUCATIONAL MATERIALS: HOW DO THEY DIFFER FROM OTHER MEDIA?

From the general didactic aspect, educational materials can be defined as the didactically adapted materials that the teacher can use during the teaching process as *teaching materials*; for the students who are acquiring or revising their knowledge with the help of the materials, these materials are *learning materials* or *learning sources* (cf. Štefanc 2005). Consequently, educational materials must be prepared in such a way that they help *the teacher* with quality planning and carrying out of the teaching process, and *students* with their independent learning, that is, gaining, revising, reflecting on, valuing and using knowledge.

The specific difference between *educational* materials and other materials is the consequence of the so-called process of the *didactic transformation and reduction*, which occurs at three levels: (1) at the level of goals and

objectives, (2) at the level of the scientific system, and (3) at the levels of educational contents (Strmčnik 1997a, pp. 334–336). At the level of goals and objectives it has to be noted that science and the educational process do not share their intentions or goals. Science is primarily oriented towards new discoveries, facts, laws, etc. (in other words, the *production* of “the truth”). The main task of the school and the educational process, however, is *transmission* of the already produced knowledge and its *use* to achieve educational goals and objectives. Therefore, it should be understood that *the didactic system is not a micro-model of the scientific system, and educational materials are likewise not micro-models of scientific studies*. The very transformation of the scientific system into the didactic one is the most sensitive, because it demands the so-called didactic reduction – i.e. the simplification, abridgement and selection of scientific contents, logic, terminology, methodology and suchlike. On the other hand, Strmčnik’s warning should also be heeded: “If [didactic reduction] is not done properly, there often occurs a “break” between the logical scientific structure and its psychological and pedagogic modifications. /.../ That is why there arise discontinuities, the biggest dangers being “losing the thread” and disrupting the logical axis. Not only does this make educational contents more difficult to understand in themselves, but it also reduces their formative educational power, i.e. the possibilities to develop intellectual and other cognitive abilities.” (Ibid., p. 335). In other words, in spite of the demand for the didactic reduction and transformation, it remains necessary for educational contents to be structured and for pupils to see the logic of the relationships between ideas and concepts.

The didactically reduced and transformed scientific and professional contents in educational materials therefore have to avoid both traps: on the one hand, the trap of the automatic copying of the whole corpus of scientific and professional knowledge and structures into educational materials, and on the other hand, the equally dangerous trap of inappropriate reduction, which could render educational materials as educational sources for pupils non-functional.

If we briefly summarize, educational materials are all specially prepared materials intended to be used during the processes of teaching and learning, in other words, when studying specific educational contents and achieving specific educational goals defined in syllabuses. For that reason, they are appropriately didactically adapted. Educational materials consist of books, encyclopaedias, atlases, dictionaries, textbooks, etc., that is, mostly written materials, which can be either printed or available in electronic form (on digital media or on-line). Both printed and electronic educational materials are indispensable in the teaching process, since they are – in addition to the teacher’s direct explanation and other learning activities – an important source for students.

## THE ROLE AND USE OF E-MATERIALS IN SLOVENIAN VET

As a process, *e-learning* is closely connected with the implementation of ICT in education. Many reasons for that can be identified: as emphasized by Hawkrigde (1990 in Tondeur, van Braak & Valcke, 2007, p. 963), students are required to develop their ICT skills (or “digital competencies”), because they seem to be necessary for the entrance to the contemporary labour-market and because they are perceived as inevitable for the students to become “responsible and well-informed citizens”. Furthermore, it is believed that ICT can significantly support and improve teaching and learning processes and contribute to the acceleration of educational innovations (ibid.).

However, the study about the current and possible uses of ICT in iVET, carried out by Ramboll Management on behalf of the European Commission (The use of ICT..., 2005), identified a number of problems related to the implementation of ICT in VET, such as:

- (1) a lack of IT skills and training among teachers,
- (2) a low degree of e-readiness and a skeptical attitude towards e-learning among students, and
- (3) inadequate infrastructure, technical support and equipment among the institutions (ibid., p. ix).

Although we may believe that multimedia learning can by itself improve the motivation, knowledge and overall performance of students, Clark and Feldon (2005) argue that there is no firm empirical evidence supporting such presumptions: “The questionable beliefs include the expectations that multimedia instruction: 1) yields more learning than live instruction or older media; 2) is more motivating than other instructional delivery options; 3) provides animated pedagogical agents that aid learning; 4) accommodates different learning styles and so maximizes learning for more students; and 5) facilitates student managed constructivist and discovery approaches that are beneficial to learning.” (Ibid., p. 98)

Some research findings about the use of ICT and e-materials in Slovenian VET draw quite an ambivalent picture. The 2013 *ICT in Education* survey conducted by the European Commission (see Survey of Schools ... 2013) showed certain inadequacies that should be addressed by educational policy. According to this report (ibid., p. 28), 7% of 11<sup>th</sup> grade VET students in Slovenia attend schools without broadband internet connection.

This is the second highest share among all EU countries. When it comes to the number of students per internet-connected laptop computer, the ratio in Slovenia is 11 students per laptop (while the average EU ratio is as low as 8:1). To put it differently, data shows that there may be relatively high number of PC computers (either internet connected or not) available in schools, but students do not seem to use it very often during the lessons, while at the same time they do not use their own laptop computers very frequently either. Furthermore, in 11<sup>th</sup> grade there are on average 2 students per computer in vocational schools (which is more convenient comparing to the average of 3 students per PC in EU), but at the same time as much as 25% of Slovenian VET students (compared to the average of 15% at the EU level) report that they actually “never or almost never” use a computer in lessons (ibid., p. 65). Therefore, more effort and resources would need to be invested for the purpose of (i) further equipping schools with broadband Internet connections; (ii) providing students and teachers with appropriate devices (such as tablets, laptops and similar devices); (iii) providing appropriate teacher education to foster their practical knowledge in this area. Such measures would also significantly contribute to better computer and information literacy results.

## EVALUATION OF EDUCATIONAL MATERIALS AND E-MATERIALS

Within the Institute of the Republic of Slovenia for Vocational Education and Training the criteria for the assessment of the quality of educational materials have been prepared. The criteria applying to the general-didactic suitability, quality and variety of educational materials are the following: the clarity and coherence of the materials’ structure, the quality of multimedia elements, the goal-oriented design of educational materials, the promotion of the development and acquisition of key competences, the use of the inductive approach, the methodical and didactic adaptation of the materials for the needs and characteristics of the target group, the inclusion of motivational elements in educational materials, the provision of stimuli for active learning, the incorporation of the activities that lead to the attainment of goals at different taxonomic levels, and the inclusion of recommendations for establishing connections with other programme units (see Table 1 below).

Table 1: Criteria for the assessment of the quality of educational materials.

<i>Criteria</i>	Criteria’s descriptions
The clarity and coherence of the <b>materials’ structure</b>	Educational materials are clearly and coherently structured if, among other things: <ul style="list-style-type: none"> <li>- the title and designed use of the materials are clearly marked at the beginning (the programme, module/course, competences),</li> <li>- there is a clear table of contents,</li> <li>- the goals of each individual unit is clearly identified,</li> <li>- the content of the materials is logically arranged,</li> <li>- the conclusion provides a summary or activities for summarizing the content, and</li> <li>- the sources are consistently cited.</li> </ul>
The quality of <b>multimedia elements</b>	Multimedia elements are suitably integrated in the materials in terms of design and didactics, their didactic (particularly illustrative) role and functionality are easily recognizable. In addition, they are technically and graphically sufficiently well done to fulfil their purpose.
The <b>goal-oriented design</b> of educational materials	The materials’ contents originate in educational and functional goals, not in systemic sciences or scientific disciplines or areas of expertise. The materials lead to the attainment of goals and allow their users to achieve vocational competences, both generic and occupation-specific.
The promotion of the development and acquisition of <b>general/key competences</b>	The materials’ contents reveal the author’s consideration and integration of the possibilities of acquiring key competences for lifelong learning: <ul style="list-style-type: none"> <li>• communication in the mother tongue,</li> <li>• communication in foreign languages,</li> <li>• mathematical competence and basic competences in science and technology,</li> <li>• digital competence,</li> <li>• learning to learn,</li> </ul>

The use of the <b>inductive approach</b>	<ul style="list-style-type: none"> <li>• social and civic competences,</li> <li>• sense of initiative and entrepreneurship,</li> <li>• cultural awareness and expression.</li> </ul> <p>The materials' contents originate in practical problems, which are subsequently associated with appropriate professional-theoretical and general knowledge. Theoretical knowledge is related with practical knowledge, which makes sense of theoretical knowledge and/or illustrates it.</p>
The <b>methodical and didactic adaptation</b> of the materials for the needs/characteristics of the target group	The materials are adapted to the difficulty and level of the educational programme. They are structured so as to enable the individualization and differentiation of teaching/learning the contents, and it takes into account students' different learning styles.
The inclusion of <b>motivational elements</b> in educational materials	The materials include the elements which strengthen motivation for learning, such as the presentation of goals in the introduction, pictures, graphical illustrations, small icons for easier orientation, interesting facts, real-life examples, life stories, links to other sources, problem-solving, etc.
The provision of stimuli for <b>active learning</b>	The materials encourage the user to take the active role at all times; they also expect a response to the presented contents, they offer different activities to practise, revise and test knowledge, as well as questions for thinking and suggestions for project work.
The incorporation of the activities that lead to the attainment of goals at <b>different taxonomic levels</b>	<p>The activities planned in the materials lead to the attainment of goals at different taxonomic levels (the revised Bloom taxonomy):</p> <ul style="list-style-type: none"> <li>• level 1 – remembering</li> <li>• level 2 – understanding</li> <li>• level 3 – applying</li> <li>• level 4 – analysing</li> <li>• level 5 – synthesizing</li> <li>• level 6 – creating, generating new knowledge</li> <li>• level 7 – evaluating</li> </ul>
The <b>inclusion of recommendations for establishing</b> connections with other programme units	The instructions for doing exercises and performing tasks are clear and allow independent work. The tasks are doable. When reasonable, the materials include keys to exercises or suggestions on how to do them.
	The so-called "cross-curricular" connections or recommendations and guidelines for them are included when/if reasonable and didactically justified by adding quality to the materials.

Based on the criteria described above and the processes of rational evaluation, it is possible to assess the quality of educational materials and their suitability for a quality implementation in the processes of teaching and learning. The presented criteria were the basis for the development of the instrument for the identification of the importance that teachers and students ascribe to the various characteristics of educational materials in the programmes of vocational education and training in Slovenia.

## THE CHARACTERISTICS AND ROLE OF E-MATERIALS IN SLOVENIAN VET: THE RESULTS OF THE EMPIRICAL RESEARCH STUDY

### *Methodology*

The descriptive and causal non-experimental method was used for the research. The data were gathered with a questionnaire, which mainly consisted of opinion scales and evaluation scales. The data are shown in frequency and structural tables. Certain variables, although ordinal in nature, were treated as interval variables, and arithmetic means were calculated for them.

### Sample

The main questionnaire on the characteristics and use of educational materials and e-materials was completed by 552 pupils (50.4 % boys and 49.6 % girls) and 370 teachers (29.6 % male and 70.4 % female).

The sample consisted of teachers working in the programmes of *the mechanical technician* (37.5 % of those participating), of *health care* (32.3 %) and of *the economic technician* (30.2 %). The teachers had an average of 15.12 years of working experience; those with less than six years of experience amounted to 13.5 %, those with six to fifteen years of working experience totalled 42.1 %, and the rest had more than fifteen years of experience. In other words, the sample consisted of the majority of experienced teachers who can be assumed to be competent enough to give a reliable assessment of educational materials.

The *sample of pupils* also included the pupils from the aforementioned educational programmes (the majority, 40.8 %, attended the programme of *health care*, 32.2 % that of *the mechanical technician* and 27.0 % the programme of *the economic technician*). A third of the pupils surveyed (33.0 %) attended the third year of secondary school, 29.3 % attended the fourth year, 23.2 % the second year, and 14.5 % attended the first year of their individual educational programmes. The majority of the pupils filling in the questionnaire (62.3 %) thus attended the third and fourth years of educational programmes, which can lead us to presume that they were quite experienced as regards secondary-school educational materials.

### THE USE OF E-MATERIALS: TEACHERS' AND PUPILS' OPINIONS

The first question put to the teachers and pupils of the three programmes of secondary technical education by our survey was how often they really used various educational materials (textbooks, workbooks, collections of exercises, worksheets, e-materials available on digital media and online, their own notes, etc.). The teachers described how often (on the four-point ordinal scale: *never – rarely – often – very often*) they used educational materials when planning and conducting classes, whereas the pupils answered the question of how often they used the materials for general education subjects, for technical subjects and for their independent learning at home.

The frequency of the use of materials is a piece of information that can help us draw not only a conclusion on the availability and accessibility of various materials on the market of educational materials, but also – at least indirectly – on their professional adequacy and quality. We do presuppose, namely, that teachers choose such materials during their preparation and teaching which they believe will substantially help them reach educational goals and knowledge standards. The same is supposedly true of the choices made by pupils for their independent learning activities.

The great majority of the teachers surveyed – i.e. over 80% – report often or very often using their own notes (85.2%), textbooks (81.7%) and worksheets/handouts prepared by themselves (80.5%). The average grade of the frequency of the use of these materials (Table 2) is over 3.0, which is relatively high for an average grade – given the scale ranges from one to four.

Table 2: The use of educational materials when planning and conducting classes

<i>During classes I use:</i>	M
My own notes	<b>3.29</b>
Textbooks	3.28
Worksheets/handouts prepared by myself	3.13
E-materials on digital media (e.g. CD-ROMs, memory discs)	2.44
Collections of exercises	2.41
Other	2.41
E-materials accessed online during classes	2.30
Workbooks	2.23

In line with expectations, our research shows that teachers use electronic materials (in particular e-materials accessed online) less often. 39.6 % of the respondents said they often or very often use web materials, and 34.4 % of the teachers surveyed said they often or very often use e-materials available on digital media (CD-ROMs, memory disks, etc.). The lower frequency of the use is not really surprising here, and there are a couple of reasons that can explain it: e-materials are still not widely available (despite all the efforts channelled into them

in recent years), but most of all the problem lies in insufficient technical equipment – not only all classrooms, but also most of (if not all) the desks in them should be properly equipped. If teachers were to be encouraged to use e-materials more frequently during classes, pupils should also have access to them, just as is the case with printed materials. This would increase the materials' didactic functionality and usefulness during classes. Since IT equipment in the classrooms of most schools does not make the use of e-materials possible both for teachers and all pupils, it is uncertain what the teachers (a good 40 %) who said they “very often” or “often” use e-materials actually had in mind. It seems perfectly possible that what they were thinking about was the e-materials they use when planning their classes or the e-materials they use when conducting classes without their pupils using them as well (e.g. the widespread use of PowerPoint presentations).

It is perhaps a bit more surprising that a relatively high share of the students think it is only slightly or even not at all important if printed materials are supplemented with e-materials – the share almost reaches half of the students (48.8%), whereas the share of the teachers is significantly lower (12.9%; see Table 3).

Table 3: The importance of including e-materials. Comparison between students and teachers.

<i>Students/ Teachers</i>	<i>The importance of including e-materials</i>								Total	
	Very important		Important		Slightly important		Completely unimportant		f	f%
	f	f%	f	f%	f	f%	f	f%		
Students	107	19.6	173	31.7	210	38.5	56	10.3	<b>546</b>	<b>100.0</b>
Teachers	112	30.6	207	56.6	46	12.6	1	0.3	<b>366</b>	<b>100.0</b>
Total	<b>219</b>	<b>24.0</b>	<b>380</b>	<b>41.7</b>	<b>256</b>	<b>28.1</b>	<b>57</b>	<b>6.2</b>	<b>912</b>	<b>100.0</b>

This is open to more than one interpretation: on the one hand, the data reveal that the use of e-materials is not yet common enough among the students for them to attach any considerable significance to them<sup>1</sup> and, on the other hand, they show that e-materials still do not function in a complementary fashion in relation to the more widespread printed sources. On the assumption that in the future the conditions for the use of e-materials during instruction will become more favourable and that materials in electronic form (e.g. with the use of modern, reasonably priced, but most of all functional e-readers) will become an increasingly more frequent part of the educational process, students will probably attach higher values to them as well.

The pupils surveyed were asked a couple of questions about:

- how often they use specific educational materials for general education subjects (i.e. the subjects that are by and large the same for all educational programmes and are not related to the specifics of the various professions or occupations they are being educated for; these include mathematics, Slovene, foreign languages, etc.),
- how often they use specific educational materials for technical subjects or modules (specific to the educational programmes they attend), and
- how often they use specific educational materials for independent learning at home.

Like teachers, pupils also used the four-point ordinal scale to answer the questions. Their answers are shown in Tables 6, 7 and 8.

Table 6: The use of educational materials for general education subjects (pupils' answers)

<b>For general education subjects</b>	<i>for all</i>	<i>for most</i>	<i>for rare</i>	<i>for no</i>	<b>Total</b>
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<sup>1</sup> This can, furthermore, be concluded from the responses they gave on the frequency of the use of e-materials during school instruction and individual learning, the question that was asked in the second part of the same research study. As many as 73.2% of the students thus said they only rarely (32.2%) or never (41.0%) use e-materials during technical subject classes, with similar answers provided when asked about the frequency of the use of e-materials when learning independently at home: as many as 58.5% of the students never use e-materials at home, and 28.6% of them claimed they only rarely use them. In the context of the otherwise widespread availability and use of computers, the Internet and IT technology in general, these percentages seem extremely high. Yet, they are logical as well: since schools are not equipped with ICT well enough to allow a functional use of e-materials during instruction, students consequently turn to them less often when learning independently at home, too.

we use:	<i>subjects</i>		<i>subjects</i>		<i>subjects</i>		<i>subject</i>			
	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>
Our own notes	<b>313</b>	<b>57.1</b>	123	22.4	76	13.9	36	6.6	548	100,0
Worksheets/handouts prepared by teachers	156	28.5	280	51.2	98	17.9	13	2.4	547	100,0
Textbooks	47	8.6	236	43.1	245	44.8	19	3.5	547	100,0
Collections of exercises	22	4.1	92	17.1	252	46.8	172	32.0	538	100,0
E-materials on digital media (e.g. CD-ROMs, memory discs)	17	3.1	103	18.9	227	41.6	199	36.4	546	100,0
E-materials accessed online during classes	13	2.4	52	9.6	242	44.6	<b>236</b>	<b>43.5</b>	543	100,0
Workbooks	12	2.2	89	16.2	306	55.8	141	25.7	548	100,0
Other	7	4.4	29	18.4	43	27.2	79	50.0	158	100,0

Table 7: The use of educational materials for technical subjects (pupils' answers)

For technical subjects we use:	<i>for all subjects</i>		<i>for most subjects</i>		<i>for rare subjects</i>		<i>for no subject</i>		Total	
	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>
Our own notes	<b>298</b>	<b>54.7</b>	129	23.7	77	14.1	41	7.5	545	100,0
Worksheets/handouts prepared by teachers	144	26.3	214	39.1	145	26.5	44	8.0	547	100,0
Textbooks	93	17.0	199	36.4	198	36.3	56	10.3	546	100,0
Collections of exercises	37	6.9	100	18.6	228	42.3	174	32.3	539	100,0
E-materials on digital media (e.g. CD-ROMs, memory discs)	31	5.7	115	21.1	176	32.2	224	41.0	546	100,0
E-materials accessed online during classes	26	4.8	74	13.5	214	39.1	<b>233</b>	<b>42.6</b>	547	100,0
Workbooks	14	2.6	78	14.3	230	42.3	222	40.8	544	100,0
Other	11	7.0	29	18.4	41	25.9	77	48.7	158	100,0

Table 8: The use of educational materials for independent learning at home (pupils' answers)

For independent learning at home I use:	<i>very often</i>		<i>often</i>		<i>rarely</i>		<i>never</i>		Total	
	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>	<b>f</b>	<b>f%</b>
My own notes	<b>394</b>	<b>71.9</b>	83	15.1	50	9.1	21	3.8	548	100,0
Worksheets/handouts prepared by teachers	171	31.1	231	42.1	108	19.7	39	7.1	549	100,0
Textbooks	78	14.2	153	27.9	231	42.1	87	15.8	549	100,0
Collections of exercises	64	11.8	145	26.7	176	32.4	158	29.1	543	100,0
E-materials accessed online during classes	53	9.7	108	19.7	170	31.0	217	39.6	548	100,0
E-materials on digital media (e.g. CD-ROMs, memory discs)	18	3.3	53	9.7	157	28.6	<b>321</b>	<b>58.5</b>	549	100,0
Other	18	11.1	28	17.3	29	17.9	87	53.7	162	100,0
Workbooks	14	2.6	64	11.7	238	43.4	232	42.3	548	100,0

Pupils use e-materials just as rarely as workbooks – the share of those reporting often or very often using these materials for most or all subjects is – as a rule – around 20 %, only exceptionally is the share bigger.

Finally, we should point to an indicative – albeit expected – trend related to the use of e-materials: when pupils were asked about the frequency of the use of e-materials on digital media and those available online during classes in general education and technical subjects, we found out that it is more common to use e-materials on digital media during classes – approximately one quarter of pupils claim using such materials for most or all

technical or general education subjects. In opposition, only 12 % of pupils report the same use of e-materials accessible online for general education subjects, and 18.6 % report such use for technical subjects. The percentages are relatively low, especially since considerable efforts have gone into the so-called “informatisation” of schools in Slovenia since the mid-1990s. Moreover, the figures show that access to the internet (at least with regard to the use of online materials) is not as well exploited as computer technology is in general. The reasons for this state of affairs should be considered – is the problem in the teachers’ assessment that online materials lack quality, appropriateness and thus usefulness for classroom use? Or is the problem simply technological in nature (e.g. bad internet connections, slow loading of webpages, etc.)? Because when pupils are asked what e-materials they use more often when learning independently at home, the data demonstrate a reverse picture: almost one third say they often or very often use materials that can be accessed online, whereas only 13.0 % report the same regarding e-materials on digital media. In other words, pupils rely much more on online materials when learning independently, and they do not use preloaded applications on memory disks as much. A similar question to the one above could be asked – is the reason in the lack of their critical opinion about the quality and suitability of online materials or is it merely a question of them having easier, faster, and more reliable access to the internet at home?

## CONCLUSION

This article presents some general didactic definitions of educational materials. It stresses that the contents of educational materials undergo appropriate didactic transformation and reduction. In relation to the teachers planning and conducting classes educational materials are educational means, in relation to pupils they are educational sources. When evaluating educational materials from the aspect of general didactics, it is helpful to fall back on the so-called *didactic principles*, which represent a stable theoretical and normative framework that allows for a conception of more specific evaluation criteria within itself.

The second part of the article presents some preliminary findings from the research on the use of educational materials by the teachers and pupils of three programmes of secondary technical education in Slovenia. Although the sample is somewhat specific (and does not sanction making generalisations about all Slovene teachers and pupils), the data do point to some clear trends that cannot remain unnoticed. One of the key findings shows a pronouncedly marginal position of workbooks in Slovene secondary technical education: teachers and pupils only very rarely use them. The fact that teachers rarely or never use workbooks during classes has an important influence on pupils’ use of them during independent learning at home – their use is just as limited as their teachers’. The use of e-materials is similarly limited, even though the reasons for it differ from those regarding workbooks. Both phenomena clearly show that the process of an effective implementation of educational materials in education is far from finished. At the systemic and professional levels, the enquiries into how to contribute to a better quality of pupils’ knowledge through high-quality educational materials remain as relevant and necessary as ever.

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## Sosyal Medya Kanallarının Satın Alma Davranışına Etkisi; Wilbur Schram Ve İletişim Modelleri

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### GİRİŞ

Yirminci yüzyılın son dönemlerinde, bilişim teknolojilerinde görülen hızlı değişimler bilgisayarları yaşamın ayrılmaz bir parçası konumuna getirmiştir. Günümüzde hızla gelişen bilimsel ve teknolojik araştırmalar ve yenilikler Bilişim ve İletişim Teknolojilerine - (Information and Communication Technologies - ICTs) yapılan yatırımların çok daha fazla önem kazanmasına neden olmuştur. Bilgi ve İletişim Teknolojileri kamu veya özel tüm iş faaliyetlerinin ana ögesi durumuna gelmiştir. (Turan, 2011)

Bilgisayar ve internet kullanımının artması ile birlikte, sosyal medyada, son yıllarda tüm dünyada hızla yükselen bir bilinirliğe ve kullanıma sahiptir. Facebook, Twitter, Instagram, Pinterest ve YouTube gibi sosyal mecraların kullanıcı sayıları her gün artış göstermektedir. Tüketiciler üye oldukları platformlarda ticari ürünler hakkında fikirlerini takipçileri ile paylaşmaktadır.

Tüketiciler sosyal medya araçlarını kullanarak birçok farklı eylem gerçekleştirebilmektedir. Bloglarda bir ürün/hizmet veya marka ile ilgili yazılı ve görsel içeriği takip edebilen tüketiciler, bu içeriklere yorum yaparak katkıda bulunabilmekte veya bu tür içerikleri yazan/oluşturan bir blogger olabilmektedir. Aynı şekilde, Twitter gibi mikroblog sitelerinde işletmelerin veya markaların profil sayfalarını takip ederek onlardan haberdar olabilmekte ve birebir iletişime geçebilmektedir. Bir ürün/hizmeti satın almadan önce veya satın aldıktan sonra, çevrimiçi topluluklar ve sosyal ağlarda diğer tüketiciler ve onların bağlantıda olduğu kişiler ile fikir alışverişinde bulunan tüketiciler, bu yorum ve paylaşımlardan etkilenerek muhtemel satın almalarını farklılaştırabilmektedir. YouTube veya benzeri medya paylaşım sitelerinde bir ürün tanıtım videosu izleyerek, kullanım ile ilgili bilgisini arttırabilen tüketiciler, aynı zamanda Facebook gibi sosyal ağ sitelerindeki hayran sayfalarına üye olarak işletme veya markaların kampanyalarına katılım gösterebilmektedir. Bu gelişmeler sosyal medya araçlarının günümüzde tüketicilerin ürün/hizmet, marka ya da işletme ile olan iletişimde bir temas noktası haline geldiğini göstermektedir (İşlek, 2012, s.2).

**Anahtar Kelimeler:** Sosyal Medya, Sosyal Medya Pazarlama, Tüketici Davranışlar

### 1. Sosyal Medyanın Tüketicinin Satın Alma Sürecine Etkisi

Yeni medya olanakları bir yandan kullanıcıyı bireyselleştirmekte, öte yandan da yeni bir şekilde toplumsallaştırmaktadır. Kullanıcı sanal ortamdaki toplumsal ilişkilerini gerçek yaşamdan bildiği ve güvenilir bulunduğu toplumsal ağlar üzerinden yeniden kurmakta ve geliştirmektedir. Birey ve grup kimliğinin inşası, demokratik kültür içinde kendiliğinden bütünleşen bir unsurdur. Bireyler, kişisel zevklerini ve yaşam tarzlarını dijital medya aracılığıyla paylaşarak, bu deneyimlerle birbirleriyle bağlantılı hale gelmekte ve grup kimlikleri inşa etmektedirler.

Çevrimiçi toplulukların düşünceleri günümüz tüketicisi için oldukça büyük bir önem arz etmektedir. Öncelikle, tüketiciler satın almak istedikleri veya ilgi duydukları ürün ve hizmetler ile ilgili çevrimiçi bir araştırma yapmaktadırlar. Bu çevrimiçi araştırma sadece arama motorlarıyla sınırlı kalmayıp blogları, tweetleri, forumları ve değerlendirme sitelerini de kapsamaktadır. İkinci olarak, tüketiciler bir ürün veya hizmet satın aldıktan sonra söz konusu ürün/hizmet ile ilgili düşüncelerini ve yorumlarını yine sosyal medya araçlarında paylaşmaktadırlar. Beklentilerinin karşılanıp karşılanmadığı, ürünün kullanım tecrübesinin nasıl olduğunu ve pozitif ve negatif yönleriyle ürünün tüm özelliklerini yorumlayan tüketiciler böylece diğer tüketiciler için ürünler hakkında bilgi sağlamış olmaktadır. (Karataş; 2014, s.26)

### 2. Wilbur Schramm ve İletişim Modelleri

Schramm, sosyolojik bir bakışla iletişim sürecinde olumlu ve sağlıklı bir etkileşimin olabilmesi için kaynak ile hedef arasında bazı ortak şeylerin olma zorunluluğuna dikkat çeker. Örneğin, kaynak ile hedef arasında ortak bir dil, benzer deneyimler ve kültürel birikim varsa bir iletişim gerçekleşir. Eğer kaynak ile hedefin referans çerçevelerinde ortaklık yoksa ya da çok az bir benzeşme varsa bir paylaşım sürecinin yaşanması; kaynak ile hedef arasında bir anlaşmanın gerçekleşmesi çok güçtür.

Schramm'ın modelinde dikkat çeken bir başka nokta hem alıcı hem de hedefin aynı süreç içerisinde hem kodlayıcı hem de alıcı olmasıdır. Dolayısıyla bireylerin "yorumlama" süreci önemlidir.

Schramm'ın görüşleri bireylerarası iletişimin yanısıra kitle iletişim araçlarının işleyişini de anlatır. Schramm, iletişim araçları ya da medyanın bireylere doğrudan etki etmediğini, öncelikle bireylerin içinde buldukları

grupları etkilediği ve medya mesajlarının grup dinamiği içerisinde süzülerek bireylere nüfuz ettiğini söyler. Kitle iletişiminin etkisi, doğrudan bireylere değil gruplardan bireylere ulaşan bir yansıma şeklindedir.(AÖF; 2013, s.46)

Birey çevresindeki insanların fikirlerinden etkilenir ve davranışlarını bu yönde geliştirir. Dolayısıyla bir sistemin kullanımı sosyal çevre tarafından olumlu karşılanıyor ise o sistemin kullanımının artması, olumsuz karşılanıyor ise azalması beklenir. Bir İnternet sitesi hakkında sosyal etkileşim ile oluşan algının olumlu olması, o site kullanılarak satın alma yapılmasını pozitif yönde etkiler. (Çakır; 2009, s.26)

Bireyler sosyal mecralar üzerinde satın alma davranışını gerçekleştirirken daha önce bu deneyimi yaşamış kullanıcı deneyimlerine başvurarak, forum ve bloglarda yapılan yorumları okuyarak satın alma eylemine karar verir.

### 3. YÖNTEM

Bu araştırma nitel araştırma desenlerinden anket tekniği kullanılarak gerçekleştirilmiştir.

Diğer araştırma türlerinde olduğu gibi anket yönteminde de beş aşama (problem seçimi, planlama, uygulama, değerlendirme ve rapor yazma) bulunmaktadır. (Özyıldırım; 2006, s.1)

#### 3.1 Çalışma Grubu

Anket çalışması Sakarya Üniversitesi İletişim Fakültesi Halkla İlişkiler ve Reklamcılık bölümünün lisans düzeyinde öğrenim görmekte olan öğrencileri üzerinde gerçekleştirilmiştir. Anket formu, satın alma davranışı ve sosyal medya ilişkisini ölçmeye yönelik 24 sorudan oluşmaktadır. Anket, toplam 50 katılımcıya uygulanmış ve ardından analizler gerçekleştirilmiştir.

#### 3.2 Veri Toplama Araçları

Anket soru formu, 1 (kesinlikle katılmıyorum) ile 5 (kesinlikle katılıyorum) arasında kademeli olarak değişen beşli Likert ölçeğinde düzenlenmiştir.

### 4. BULGULAR VE YORUM

Gerçekleştirilen analiz sonuçları aşağıda sırasıyla sunulmuştur.

**TABLO 1 Cinsiyet**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kadın	25	50,0	50,0	50,0
Valid Erkek	25	50,0	50,0	100,0
Total	50	100,0	100,0	

Ankete cevap veren katılımcıların %50'si (25 kişi) kadın, %50'si erkektir. Ankete eşit sayıda kadın ve erkek katılımcı katılmıştır.

**TABLO 2 Yaş**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 19-25	48	96,0	96,0	96,0
Valid 25-29	2	4,0	4,0	100,0
Total	50	100,0	100,0	

Ankete cevap veren katılımcıların %96'sı (48 kişi) 19-25 yaş aralığında, %4' (2 kişi) 25-29 yaş aralığındadır. Katılımcıların büyük çoğunluğu 19-25 yaş aralığında yer almaktadır.

**TABLO 3 Eğitim**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lisans	50	100,0	100,0	100,0

Katılımcıların hepsi %100'ü (50 kişi) Lisans düzeyinde eğitim görmektedir.

**TABLO 4 Günlük internet kullanımı**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30dk -1 saat	6	12,0	12,0	12,0
1 saat - 2 saat	9	18,0	18,0	30,0
3 saat - 4 saat	16	32,0	32,0	62,0
5 saat ve üzeri	19	38,0	38,0	100,0
Total	50	100,0	100,0	

Verilen cevaplara bakıldığında katılımcıların çoğunluğu günde 4 saatten fazla internette vakit geçirmektedir.

**TABLO 5 Günlük markaların internet hesaplarını takip etme sıklığı**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Hiç	8	16,0	16,0	16,0
30 dk - 1 saat	27	54,0	54,0	70,0
2 saat - 3 saat	7	14,0	14,0	84,0
4 saat - 5 saat	3	6,0	6,0	90,0
6 saat ve üzeri	5	10,0	10,0	100,0
Total	50	100,0	100,0	

Katılımcıların büyük çoğunluğu 30 dakika ile 1 saat arası vakitlerini markaların sosyal medya hesaplarını takip ederek geçirmektedir.

**TABLO 6 Satın alma davranışından önce araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle Katılmıyorum	2	4,0	4,0	4,0
Katılmıyorum	3	6,0	6,0	10,0
Kararsızım	2	4,0	4,0	14,0
Katılıyorum	24	48,0	48,0	62,0
Kesinlikle Katılıyorum	19	38,0	38,0	100,0
Total	50	100,0	100,0	

Verilen cevaplara bakıldığında katılımcıların büyük çoğunluğu satın alma davranışını gerçekleştirmeden önce sosyal medya kanallarında araştırma yaptığını söylemektedir.

**TABLO 7 Bilgi elde edilecek kanalların bilinirliği**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle Katılmıyorum	13	26,0	26,0	26,0
Katılmıyorum	25	50,0	50,0	76,0
Kararsızım	4	8,0	8,0	84,0
Katılıyorum	7	14,0	14,0	98,0
Kesinlikle Katılıyorum	1	2,0	2,0	100,0
Total	50	100,0	100,0	

Anket sonuçlarına göre sosyal medya kanallarından ürün veya hizmet satın almadan önce katılımcıların araştırma yapılacak siteleri bildiği ortaya çıkmıştır.

**TABLO 8 sosyal paylaşım mecralarında araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Katılmıyorum	3	6,0	6,0	6,0
Kararsızım	3	6,0	6,0	12,0
Katılıyorum	31	62,0	62,0	74,0
Kesinlikle Katılıyorum	13	26,0	26,0	100,0
Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların büyük çoğunluğu (%88') ürün veya hizmet satın almadan önce sosyal medya kanallarında araştırma yaptığını belirtmiştir.

**TABLO 9 Elektronik-Bilgisayar kategorisinde araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Katılmıyorum	3	6,0	6,0	6,0
Kararsızım	3	6,0	6,0	12,0
Katılıyorum	23	46,0	46,0	58,0
Kesinlikle katılıyorum	21	42,0	42,0	100,0
Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların %90'ına yakını elektronik ve bilgisayar ürünlerini satın almadan önce sosyal medya kanallarında araştırma yaptığını belirtmiştir.

**TABLO 10 Anne-Çocuk kategorisinde araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle katılmıyorum	3	6,0	6,0	6,0
Katılmıyorum	6	12,0	12,0	18,0
Kararsızım	20	40,0	40,0	58,0
Katılıyorum	14	28,0	28,0	86,0
Kesinlikle katılıyorum	7	14,0	14,0	100,0
Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların çoğunluğu anne-çocuk ürünlerini satın almadan önce sosyal medya kanallarında araştırma yapma konusunda kararsız olduğunu belirtmiştir. Anket katılımcılarının üniversite öğrencisi olması bu sonucun çıkmasında etkili olmuştur.

**TABLO 11 Sağlık kategorisinde araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent	
	Kesinlikle katılmıyorum	5	10,0	10,0	10,0
Valid	Katılmıyorum	10	20,0	20,0	30,0
	Kararsızım	6	12,0	12,0	42,0
	Katılıyorum	17	34,0	34,0	76,0
	Kesinlikle katılıyorum	12	24,0	24,0	100,0
	Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların çoğunluğu sağlık ürünlerini satın almadan önce sosyal medya kanallarında araştırma yaptığını belirtmiştir.

**TABLO 12 Kozmetik kategorisinde araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent	
	Kesinlikle Katılmıyorum	7	14,0	14,0	14,0
Valid	Katılmıyorum	4	8,0	8,0	22,0
	Kararsızım	7	14,0	14,0	36,0
	Katılıyorum	19	38,0	38,0	74,0
	Kesinlikle Katılıyorum	13	26,0	26,0	100,0
	Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların büyük çoğunluğu kozmetik kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.

**TABLO 13 Spor kategorisinde araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent	
	Katılmıyorum	4	8,0	8,0	8,0
Valid	Kararsızım	5	10,0	10,0	18,0
	Katılıyorum	26	52,0	52,0	70,0
	Kesinlikle katılıyorum	15	30,0	30,0	100,0
	Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların %82'ai spor kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.

**TABLO 14 Ulaşım-Seyahat kategorisinde araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent	
	kesinlikle katılmıyorum	1	2,0	2,0	2,0
Valid	katılmıyorum	5	10,0	10,0	12,0
	kararsızım	8	16,0	16,0	28,0
	katılıyorum	19	38,0	38,0	66,0
	kesinlikle katılıyorum	17	34,0	34,0	100,0
	Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların büyük çoğunluğu ulaşım-seyahat kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.

**TABLO 15 Moda-Giyim kategorisinde araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle katılmıyorum	5	10,0	10,0	10,0
Katılmıyorum	1	2,0	2,0	12,0
Kararsızım	4	8,0	8,0	20,0
Katılıyorum	27	54,0	54,0	74,0
Kesinlikle katılıyorum	13	26,0	26,0	100,0
Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların büyük çoğunluğu moda-giyim kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.

**TABLO 16 Yeme-İçme kategorisinde araştırma yapma oranı**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle katılmıyorum	8	16,0	16,0	16,0
Katılmıyorum	7	14,0	14,0	30,0
Kararsızım	7	14,0	14,0	44,0
Katılıyorum	17	34,0	34,0	78,0
Kesinlikle katılıyorum	11	22,0	22,0	100,0
Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların büyük çoğunluğu yeme-içme kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.

**TABLO 17 sosyal medyadan alınan bilgilere göre ürün satın alma**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kesinlikle katılmıyorum	4	8,0	8,0	8,0
Katılmıyorum	7	14,0	14,0	22,0
Kararsızım	9	18,0	18,0	40,0
Katılıyorum	22	44,0	44,0	84,0
Kesinlikle katılıyorum	8	16,0	16,0	100,0
Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların çoğunluğu (%60) sosyal medya kanallarından aldıkları bilgilere doğrultusunda ürün veya hizmet satın almıştır.

**TABLO 18 sosyal medyadan alınan bilgilere göre ürün satın almadan vazgeçme**

	Frequency	Percent	Valid Percent	Cumulative Percent
Kesinlikle katılmıyorum	4	8,0	8,0	8,0
Valid Katılmıyorum	7	14,0	14,0	22,0
Kararsızım	16	32,0	32,0	54,0
Katılıyorum	19	38,0	38,0	92,0
Kesinlikle katılmıyorum	4	8,0	8,0	100,0
Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların çoğunluğu (%46) sosyal medya kanallarından aldıkları bilgilere doğrultusunda ürün veya hizmet satın almaktan vazgeçmiştir.

**TABLO 19 Sosyal medya kanallarında görülen ürünü çevredekilerle paylaşma**

	Frequency	Percent	Valid Percent	Cumulative Percent
Kesinlikle katılmıyorum	4	8,0	8,0	8,0
Valid Katılmıyorum	6	12,0	12,0	20,0
Kararsızım	7	14,0	14,0	34,0
Katılıyorum	20	40,0	40,0	74,0
Kesinlikle katılıyorum	13	26,0	26,0	100,0
Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların çoğunluğu (%66) sosyal medya kanallarından gördükleri ürün veya hizmeti çevrelerindekiyle paylaştıklarını belirtmişlerdir.

**TABLO 20 Blog-forum sitelerinden ürün veya hizmet bilgisi alma**

	Frequency	Percent	Valid Percent	Cumulative Percent
Kesinlikle katılmıyorum	6	12,0	12,0	12,0
Valid Katılmıyorum	6	12,0	12,0	24,0
Kararsızım	7	14,0	14,0	38,0
Katılıyorum	22	44,0	44,0	82,0
Kesinlikle katılıyorum	9	18,0	18,0	100,0
Total	50	100,0	100,0	

Anket sonucuna göre katılımcıların çoğunluğu (%60) blog veya forum sitelerinden aldıkları bilgiler doğrultusunda ürün veya hizmet satın almıştır.

**TABLO 21 Sözlük vb. sitelerinden ürün veya hizmet bilgisi alma**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Kesinlikle katılmıyorum	7	14,0	14,0
Valid	Katılmıyorum	17	34,0	48,0
	Kararsızım	8	16,0	64,0
	Katılıyorum	11	22,0	86,0
	Kesinlikle katılıyorum	7	14,0	100,0
	Total	50	100,0	100,0

Sözlük vb sitelerinden ürün veya hizmet satın almadan önce bilgi alırım sorusuna katılımcıların %14'ü (7 kişi) kesinlikle katılmıyorum, %34'ü (17 kişi) katılmıyorum, %16'sı (8 kişi) kararsızım, %22'si (11 kişi) katılıyorum ve %14'ü (7 kişi) kesinlikle katılıyorum cevabını vermiştir. Anket sonucuna göre sözlük vb sitelerin satın alma davranışına etkisi fazla değildir.

**TABLO 22 Youtube vb. sitelerden ürün veya hizmet bilgisi alma**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Kesinlikle katılmıyorum	2	4,0	4,0
Valid	Katılmıyorum	8	16,0	20,0
	Kararsızım	11	22,0	42,0
	Katılıyorum	18	36,0	78,0
	Kesinlikle katılıyorum	11	22,0	100,0
	Total	50	100,0	100,0

Anket sonucuna göre katılımcıların çoğunluğu (%58) Youtube vb. sitelerinden aldıkları bilgiler doğrultusunda ürün veya hizmet satın almıştır.

**TABLO 23 Facebook vb. sitelerden ürün veya hizmet bilgisi alma**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Kesinlikle katılmıyorum	4	8,0	8,0
Valid	Katılmıyorum	10	20,0	28,0
	Kararsızım	11	22,0	50,0
	Katılıyorum	17	34,0	84,0
	Kesinlikle katılıyorum	8	16,0	100,0
	Total	50	100,0	100,0

Anket sonucuna göre katılımcıların çoğunluğu (%50) Facebook vb. sitelerinden aldıkları bilgiler doğrultusunda ürün veya hizmet satın almıştır.

**TABLO 24 Twitter vb. sitelerden ürün veya hizmet bilgisi alma**

	Frequency	Percent	Valid Percent	Cumulative Percent
	Kesinlikle katılmıyorum	7	14,0	14,0
Valid	Katılmıyorum	10	20,0	34,0
	Kararsızım	11	22,0	56,0
	Katılıyorum	14	28,0	84,0
	Kesinlikle katılıyorum	8	16,0	100,0
	Total	50	100,0	100,0

Anket sonucuna göre katılımcılar Twitter vb. sitelerinden aldıkları bilgiler doğrultusunda ürün veya hizmet satın almıştır.

### 11. SONUÇ ve ÖNERİLER

Tüketiciler sosyal medyada firma kaynaklı pazarlama mesajı haricinde de ürün ve hizmetler ile ilgili yeni bilgiler elde etmektedirler. Bu bilgiler yine kendisi tüketici olan kişiler tarafından oluşturulduğu için, tüketici açısından önemli bir bilgi kaynağı olarak görülmektedir. Bu tür etkileşimler sonucu tüketici davranışının sosyal medya araçlarındaki içerik paylaşımları ve pazarlama mesajları çerçevesinde farklılaştığını söylemek mümkündür. Birbirlerini daha önce hiç görmemiş ve paylaşımında bulunmamış bireyler tüketici kavramı altında toplanarak birbirlerinin görüşlerinden ve deneyimlerinden etkilenerek satın alma davranışlarını değiştirmektedirler. İletişim Fakültesi öğrencilerine uygulanan anket sonucunda;

- Verilen cevaplara bakıldığında katılımcıların çoğunluğu günde 4 saatten fazla internette vakit geçirmektedir.
- Katılımcıların büyük çoğunluğu 30 dakika ile 1 saat arası vakitlerini markaların sosyal medya hesaplarını takip ederek geçirmektedir.
- Verilen cevaplara bakıldığında katılımcıların büyük çoğunluğu satın alma davranışını gerçekleştirmeden önce sosyal medya kanallarında araştırma yaptığını söylemektedir.
- Anket sonuçlarına göre sosyal medya kanallarından ürün veya hizmet satın almadan önce katılımcıların araştırma yapılacak siteleri bildiği ortaya çıkmıştır.
- Anket sonucuna göre katılımcıların büyük çoğunluğu (%88') ürün veya hizmet satın almadan önce sosyal medya kanallarında araştırma yaptığını belirtmiştir.
- Anket sonucuna göre katılımcıların %90'ına yakını elektronik ve bilgisayar ürünlerini satın almadan önce sosyal medya kanallarında araştırma yaptığını belirtmiştir.
- Anket katılımcılarının üniversite öğrencisi olması bu sonucun çıkmasında etkili olmuştur.
- Anket sonucuna göre katılımcıların çoğunluğu sağlık ürünlerini satın almadan önce sosyal medya kanallarında araştırma yaptığını belirtmiştir.
- Anket sonucuna göre katılımcıların büyük çoğunluğu kozmetik kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.
- Anket sonucuna göre katılımcıların %82'ai spor kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.
- Anket sonucuna göre katılımcıların büyük çoğunluğu ulaşım-seyahat kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.
- Anket sonucuna göre katılımcıların büyük çoğunluğu moda-giyim kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.
- Anket sonucuna göre katılımcıların büyük çoğunluğu yeme-içme kategorisinden ürün satın almadan önce sosyal medya hesaplarında araştırma yaptığını ifade etmiştir.
- Anket sonucuna göre katılımcıların çoğunluğu (%60) sosyal medya kanallarından aldıkları bilgilere doğrultusunda ürün veya hizmet satın almıştır.
- Anket sonucuna göre katılımcıların çoğunluğu (%46) sosyal medya kanallarından aldıkları bilgilere doğrultusunda ürün veya hizmet satın almaktan vazgeçmiştir.
- Anket sonucuna göre katılımcıların çoğunluğu (%66) sosyal medya kanallarından gördükleri ürün veya hizmeti çevrelerindekiyle paylaştıklarını belirtmişlerdir.
- Anket sonucuna göre katılımcıların çoğunluğu (%60) blog veya forum sitelerinden aldıkları bilgiler doğrultusunda ürün veya hizmet satın almıştır.

- Anket sonucuna göre sözlük vb sitelerin satın alma davranışına etkisi fazla değildir.
- Anket sonucuna göre katılımcıların çoğunluğu (%58) Youtube vb. sitelerinden aldıkları bilgiler doğrultusunda ürün veya hizmet satın almıştır.
- Anket sonucuna göre katılımcıların çoğunluğu (%50) Facebook vb. sitelerinden aldıkları bilgiler doğrultusunda ürün veya hizmet satın almıştır.
- Anket sonucuna göre katılımcılar Twitter vb. sitelerinden aldıkları bilgiler doğrultusunda ürün veya hizmet satın almıştır.

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## **Strategic Approach To Communication In Television Programs And Series: Personal Development Specialists, Nlp, New Age Astrologists, Spiritual Opinion Leaders And An Example Of A Tv Series: Kiralık Aşk (Hired Partner)**

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### **ABSTRACT**

The effect of television on people especially in communities like ours, which have low level of education and enjoy mostly watching television as the only way of entertainment, is inevitable. Elaborate commercial relationships today: The relationships of ownership and control in Turkish media sector have affected the production process of television progress in respect of public service broadcasting. It has turned the quality of the programs to a strategic approach to communication and to quality of commercial relationship, in a way. In other words, the new culture of television can appear as the melting pot of relationships which are based on money in all aspects.

The purpose of this article is not to analyze these elaborate commercial relationships. The purpose of this article is to analyze the strategic approach to communication in programs and to offer solutions which may enhance the quality of the cycle which has turned in to a commercial relationship, at least for the sake of public interest.

## Strategic Management Context The Balanced Scorecard Model-Based Performance Management System In Higher Education Institutions \*

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### ABSTRACT

Universities act in order to create and communicate knowledge, mainly via research and teaching. They require a reporting system which supports these aims and tracks performance. This paper explores strategic planning and balanced scorecard (BSC) to ensure reporting practices by universities. Particularly, the research considers the BSC as a strategic tool that can be used by the universities administration and other stakeholders to capture the multidimensional aspects.

The paper employs as a research approach a literature review of the strategic management system. This study is examined as follows: strategic management, strategic management at higher education and balanced scorecard; finally, development of a model to suit University context. The model that is developing to an Selçuk University identifies contemporary reporting practices and gaps in universities. Developed model is two-dimensional. These dimensions include academic and corporate perspective. Developed model offers a flexible structure. Each academic or institutional units adopt its target.

### ÖZET

Üniversiteler genel olarak başta araştırma ve öğretim yoluyla iletişim kurmak ve yeni bilgi üretmek için hareket ederler. Üniversiteler performanslarını ve amaçlarını destekleyecek raporlama sistemlerine ihtiyaç duymaktadırlar. Bu çalışma, üniversiteler tarafından uygulanan raporlama yöntemleri, stratejik planlama ve balanced scorecard (BSC) konusunu incelemektedir. BSC idari ve diğer paydaşların kullanabileceği bir yöntem olarak görülmektedir.

Bu çalışmada yükseköğretim kurumlarında stratejik yönetim ve balanced scorecard performans sistemi incelenmektedir. Sonuç kısmında üniversitelerde kullanılmak üzere geliştirilecek bir model önerisi ve geliştirilen APSİS+ otomasyonu hakkında bilgiler yer almaktadır. Selçuk Üniversitesinde stratejik adımları atacak çağdaş bir raporlama sistemi kurulması öngörülmektedir. Geliştirilen model iki boyutludur ve akademik ve kurumsal performans açısından perspektif sunmaktadır. Model örnek yapıdadır, her akademik ya da kurumsal birim kendi hedeflerini kendisi organize edebilmektedir.

### GİRİŞ

Sürekli değişen ekonomik ortamın gereklerine ve küreselleşmenin tetiklediği yeterlilik ve standartlara (Avrupa yeterlilik sistemi ve Avrupa yükseköğretim alanına) uyum sağlamak amacıyla Avrupa kamu kurumları yeni bir yönetim ve performans değerlendirme sistemine uymak zorunda kalmışlardır (Torres ve Femenias 2002). Yönetim düzeyinde değişiklikler toplumsal taleplere cevap verebilmek için daha iyi ve sürdürülebilir hizmet sağlamak amacıyla değişken koşullara göre organizasyon yapısını, özelliklerini planlamayı, kontrol ve yönetimini gerektirmektedir.

Geleneksel yaklaşımda performans ölçümü kar ve verimlilik üzerine odaklanmaktadır. Kurumların performanslarının değerlendirilmesinde genellikle tek boyutlu olarak nakit akışına dayalı muhasebe enstrümanları kullanılmaktadır. Bu

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değerlendirme sistemi kurumlar tarafından yapılan ödemeleri yansıtan gelir ve gider bütçesi etrafında inşa edilmiştir. Bu değerlendirme sistemlerinde işletme veya kurumların genel ve özel stratejileri ile ilişkilendirilmeler yapılmamaktadır (Tudor ve arkadaşları 2008). Performans ölçüm sistemi; organizasyon kültürüne uygun olarak işletme stratejilerini desteklemeli, teşvik sistemleri ile uyumlu olmalıdır.

İyi tasarlanmış bir performans ölçüm sistemi kaynak kullanımını dengelemeli ve sürdürülebilir gelişmenin sağlanabilmesi için geri besleme sağlamalıdır. Ayrıca geçmiş dönemlerdeki performansı gözlemleyerek gelecek dönemlerdeki performansı planlamaya ışık tutacak verileri sağlayabilmelidir. Şeffaflığı sağlamaya yardımcı olarak kalite ile ilgili sorunların ve öncelik verilecek konuların belirlenmesine yardımcı olmalıdır. Böylece kendi performansını değerlendirmek ve kontrol altında tutmak isteyen kurumlara iyi bir ölçüt oluşturmaktadır (Nursoy ve Şimşek 2001). Başarılı bir performans ölçüm sisteminin, geçmişi yorumlamasının yanı sıra gelecekle ilgili tahminleri de içermesi gerekmektedir.

Kaplan ve Norton (2001), finansal ve finansal olmayan ölçütleri birlikte kullanmasından dolayı performans karnesinin tepe yönetimler tarafından etkin bir performans yönetim aracı olarak kullanıldığını vurgulamışlardır. Balanced Scorecard (Dengelenmiş Performans Kartı, BSC) esnek yapısı ile performans yönetiminin diğer sektörler için daha zor olduğu hizmet sektöründe geniş bir kullanım alanı bulmuştur. Finans, eğitim, sağlık ve turizm alanında faaliyet gösteren birçok kurum performans yönetimi için BSC modelinden faydalanmaktadır (Kaplan ve Norton 2001).

Bir kurumu geleceğe hazırlamada en önemli unsur o kurumun özgün stratejilerini geliştirmesi ve stratejilerin etkinlikle uygulanmasıdır. Kuruma özgün geliştirilen alt ve üst stratejilerin bütünleşik bir biçimde tüm personel farkındalığına açılması önemli avantajlar sunmaktadır. Stratejilerin etkin olarak uygulanabilmesinin önünde dört temel engel bulunduğu tespit edilmiştir (Kaplan ve Norton, 1992 ve 1996; Niven 2002; Kalınlı, 2011):

- Vizyon engeli: Kurum hedefinin ve stratejisinin onları uygulamakla sorumlu çalışanlar tarafından yeterince anlaşılması (çalışanların sadece % 5'i kurum stratejisini anlıyor);
- Operasyonel engel: Bütçeleme, yatırım planlaması gibi yönetim sistemlerinin uzun vadeli stratejik yaklaşımlar ve öğrenme odaklı olmaması (şirketlerin % 60'ı bütçelerini kurum stratejileri ile ilişkilendirmiyor);
- Yönetim engeli: Üst yönetimin zamanını günlük sorunları çözmek için kullanıp stratejik düşünceye yeterince eğilmemesi (yöneticilerin % 85'i strateji ile ilgili konulara ayda bir saatten az vakit ayırıyor);
- İnsan engeli: insan kaynakları yönetim ve teşvik sistemlerinin strateji ile bağlantısının kurulmamış olması.

BSC, kısa ve uzun dönemli amaç ve hedefleri, finansal olan ve olmayan, kurum içi ve dışı, performans ve sonuç göstergeleri arasındaki ilişkiyi, neden-sonuç hiyerarşisi içerisinde dengeli bir şekilde şirket stratejisine yansıtmayı amaçlamaktadır. Performans karnesi işletme stratejilerinin ve vizyonunun eyleme dönüştürülmesini sağlamaktadır. Kurumlar performans karnesiyle performans yönetim sistemini kurumların stratejik hedefleri ile bütünleştirmektedir. Bu yöntem kurum üst yönetimi tarafından belirlenen stratejilerin belirgin, anlaşılır ve odaklanmış stratejik hedefler haline dönüştürerek kurum performansının artırılmasına destek olmaktadır (Kaplan ve Norton 1996). Bu nedenle kurumlar için operasyonel, yönetsel, vizyonel ve insan kaynaklı engellerin en aza indirgenmesinde BSC modeli farklı boyutlarda kurum performansını değerlendirmede kullanılan bir yöntemdir.

Küresel boyutta birçok farklı endüstri ve alanda kullanılmasının yanında eğitim hizmetleri sunan kurumlar da hizmet sektöründeki müşteri odaklılık ve sunulan hizmet kalitesi gibi kavramların önem kazanması ile performans yönetiminde BSC modelinden yararlanmaya başlamışlardır. Yükseköğretim kurumları, faaliyetlerindeki etkinliği ve verimliliği arttırmak ve toplumsal beklentilere cevap verebilmek için performans yönetim aracı olarak BSC modeline dayalı performans ölçüm tekniğini kullanmaktadırlar (Coşkun 2007).

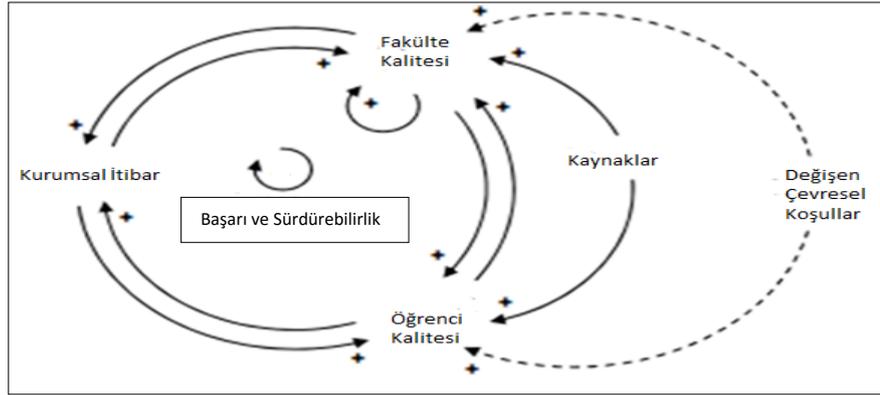
Her kurum mevcut konumunu, olmak istediği yeri, hedeflerini ve hedeflere erişmek için ihtiyaç duyacağı stratejileri belirleyerek yol haritasını çizmektedir. Bu kapsamda dünyanın önde gelen birçok yükseköğretim kurumu kendi durumlarını sağlıklı şekilde tespit edebilmek, performans ve üretkenliği değerlendirerek stratejik planlamalarla gelişebilmek ve kaliteyi güvence altına alabilmek için kendi performans izleme sistemlerini geliştirip kullanmaktadır. Böylece diğer iş çevrelerinde ve kurumlarda uygulanan performans yönetim sistemleri akademik dünyada da yer almaya başlamıştır. Bu sistemler incelendiğinde kurumsal karne yönetim sisteminin yaygın olarak kullanıldığı görülmektedir (Kalınlı 2011).

Bu çalışmada yükseköğretim kurumlarında stratejik yönetim ve performans yönetimi konularına değindikten sonra Selçuk Üniversitesine yönelik bir akademik ve kurumsal performans ölçüm sistemi olan APSİS+ otomasyon sistemi hakkında bilgi verilmektedir.

## YÜKSEKÖĞRETİM KURUMLARINDA STRATEJİK YÖNETİM VE STRATEJİK PLANLAMA

Günümüzde gözlenen hızlı değişimler kurum, kuruluş ve firmaları uzun dönemli önlemler almaya zorlamaktadır. Bu zorunluluk kurumları daha fazla “stratejik yönetim” yaklaşımı uygulamaya teşvik ederken “geleneksel planlama” yaklaşımlarının terk edilmesini gerekli kılmaktadır. Stratejik yönetim, kurumların çevresel değişkenlere duyarlı biçimde iç değişkenlerini sürekli geliştirerek rekabetçi ortamda vizyonlarına erişme çabasıdır. Bu süreç dışında kalan kurumlar zaman içinde yok olma tehlikesi ile karşı karşıya kalacaklardır.

Tabatoni ve arkadaşları (2010) stratejik yönetim kavramını, planlamadan daha spesifik bir yaklaşım olarak tanımlamakta ve kurumların gelişimi için yöneticilere liderlik ettiğini, onları yönlendirdiğini ve yönetsel açıdan onlara yardım ettiğini vurgulamaktadırlar. Stratejik yönetim yöneticilere kurum kimliği ve imajından hareketle değişen çevre koşullarına uyum sağlama, uzun dönemli başarı ve büyüme için bugünkü kapasitelerini verimli şekilde kullanma olanakları sunmaktadır (Tabatoni ve arkadaşları 2010).



Şekil 1: Değişen Çevresel Koşullar ve Selçuk Üniversite Hedefleri

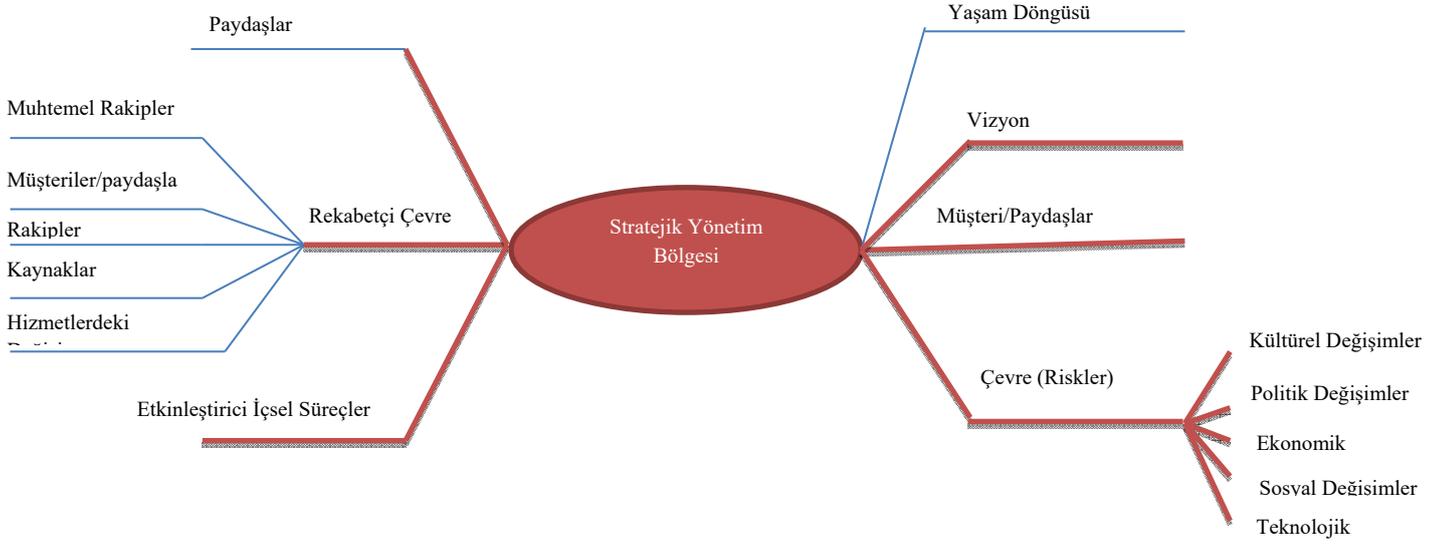
Yukarıdaki şekilde de görüldüğü gibi stratejik yönetim ve planlama üniversitelerde değişen çevre koşullarına göre içsel kaynakların optimal şekilde dağıtımı ile öncelikli olarak fakülte ve öğrenci kalitesinin artırılması, sonrasında ise sürdürülebilir kurumsal başarı ile kurumsal itibarın artırılması sürecinde önemli katkılar sunmaktadır.

**Önerme 1:** Küreselleşme, bölgeselleşme, rekabetin artması ve yüksek öğretimde artan talepler doğrultusunda üniversitelerin değişen çevresel koşullara göre misyon, vizyon ve hedeflerini yeniden tanımlayarak gelecek hedeflerini belirlemeleri gerekmektedir.

### Yükseköğretim Kurumlarında Stratejik Yönetim

Yükseköğretimde stratejik planlamanın temel amacı kurumun güçlü yönleri, zayıf yönleri, hedefleri, kaynak gereksinimleri ve gelecek projeksiyonlarının incelenmesi ve değerlendirilmesi yoluyla daha güçlü ve daha etkili bir kurum oluşturmak için kapsamlı bir planlama yapmaktır (Yarmohammadian ve arkadaşları 2011).

Tohidi ve arkadaşları (2010) Yükseköğretim kurumlarında stratejik yönetim ve paydaş katılımını yedi ana başlıkta modellemektedir:



**Şekil 2: Stratejik Yönetim Temaları**

Bu modeldeki yedi ana başlık şu şekilde açıklanabilir (Tohidi ve arkadaşları 2010);

**1. Rekabetçi Çevre:** Rekabetçi çevre muhtemel rakipler, müşteriler/paydalar, rakipler, kaynaklar ve hizmetlerdeki değişim olarak alt başlıklarda sınıflandırılabilir.

*Rakipler:* Stratejik bölgede kurumlar rakiplerini, rakiplerinin durumlarını ve uygulamalarını analiz etmelidir.

*Kaynaklar:* Kurumlar paylaşılan kaynaklar ile rekabet edebilir.

*Müşteri/paydaşlar:* Kurumun eğitim hizmetini satın alan müşteriler ve onların istek ve beklentileri önemlidir. Bu durumda müşterilerin/paydaşların beklenti ve memnuniyet seviyeleri kurumların hayata kalabilmeleri için stratejik bir temadır.

*Yeni rakipler oluşma olasılığı:* Herhangi bir iş kendine has süreç ve bir takım zorlukları barındırmaktadır. Fakat yeni rakipler yeni rekabet unsurları geliştirebilir.

*Hizmetlerdeki değişim:* Müşteri/paydaş ihtiyaçlarını karşılamak için yeni ve farklı fırsatlar oluşabilir. Bu durum rekabetçi bir yapı oluşturabilir.

**2. Vizyon:** Eğitim kurumunun vizyonunu tanımlaması ve geliştirmesi gerekir. Diğer ana stratejik temalar vizyon tarafından etkilenebilmektedir.

**3. Etkinleştirici içsel süreçler:** Eğitim kurumunun güçlü ve zayıf noktalarını belirlemek gerekir. Bu kurumun kontrolü altında bulunmaktadır. Örneğin uygun eğitim alanları, yetenekli insan kaynağı ve güçlü finansal yapı örgütü daha rekabetçi ve güçlü yapabilir. Stratejik temalar arasındaki rekabetçi avantajların belirlenmesi, tanımlanması ve geliştirilmesi gerekir.

**4. Çevre (Riskler):** Kurum için fırsat ve tehditlerin tanımlanması gerekmektedir. Güçlü ve zayıf yönlerin aksine fırsat ve tehditler kurumun kontrolü altında değildir. Fırsat ve tehditleri beş alanda incelemek mümkündür:

*Ekonomik değişimler:* Eğitim kurumları ülkenin ve toplumun ekonomik durumundan etkilenmektedir (Örneğin ailelerin gelir düzeyleri, enflasyon vb.).

*Politik değişimler:* Üst kurumlardaki etkili yöneticiler veya kurum içindeki üst düzey yöneticiler makro ve mikro açıdan sektör ve kurum politikalarını etkileyebilmektedir.

*Sosyal deęişimler:* Nüfus artışı gibi deęişiklikler kurum stratejileri için önem arz etmektedir.

*Kültürel deęişimler:* Kültürel farklılıklar ve deęişimler kurum stratejilerini etkileyici unsurlar arasındadır.

*Teknolojik deęişimler:* Eğitim teknolojileri ve yöntemlerindeki bilgi ve teknolojik gelişmeler eğitim kurumunu ve stratejilerini etkileyebilmektedir.

**5. Müşteri/paydaşlar:** Yetenekli öğrenciler kurum için daha rekabetçi bir ortam oluşturabilmek açısından önemlidir. Bir eğitim kurumunun pazar payını ve pazardaki etkinliğini yetenekli öğrenci oranı tanımlayabilir. Ayrıca müşteri memnuniyetinin artırılması kurumların varlığını sürdürebilmesi açısından önemlidir.

**6. Paydaşlar:** Bir kurumun paydaşları farklı kesimlerden olabilir ve farklılık gösterebilir. Eğitim kurumları için toplum, eğitimci, öğrenciler, Eğitim Bakanlığı gibi çok farklı kesimler paydaşları oluşturabilir. Eğitim kurumları farklı paydaşların ihtiyaçlarını eş zamanlı olarak karşılamak durumunda olduğu için kapsamlı ve dengeli bir bakış açısı sunmalıdır.

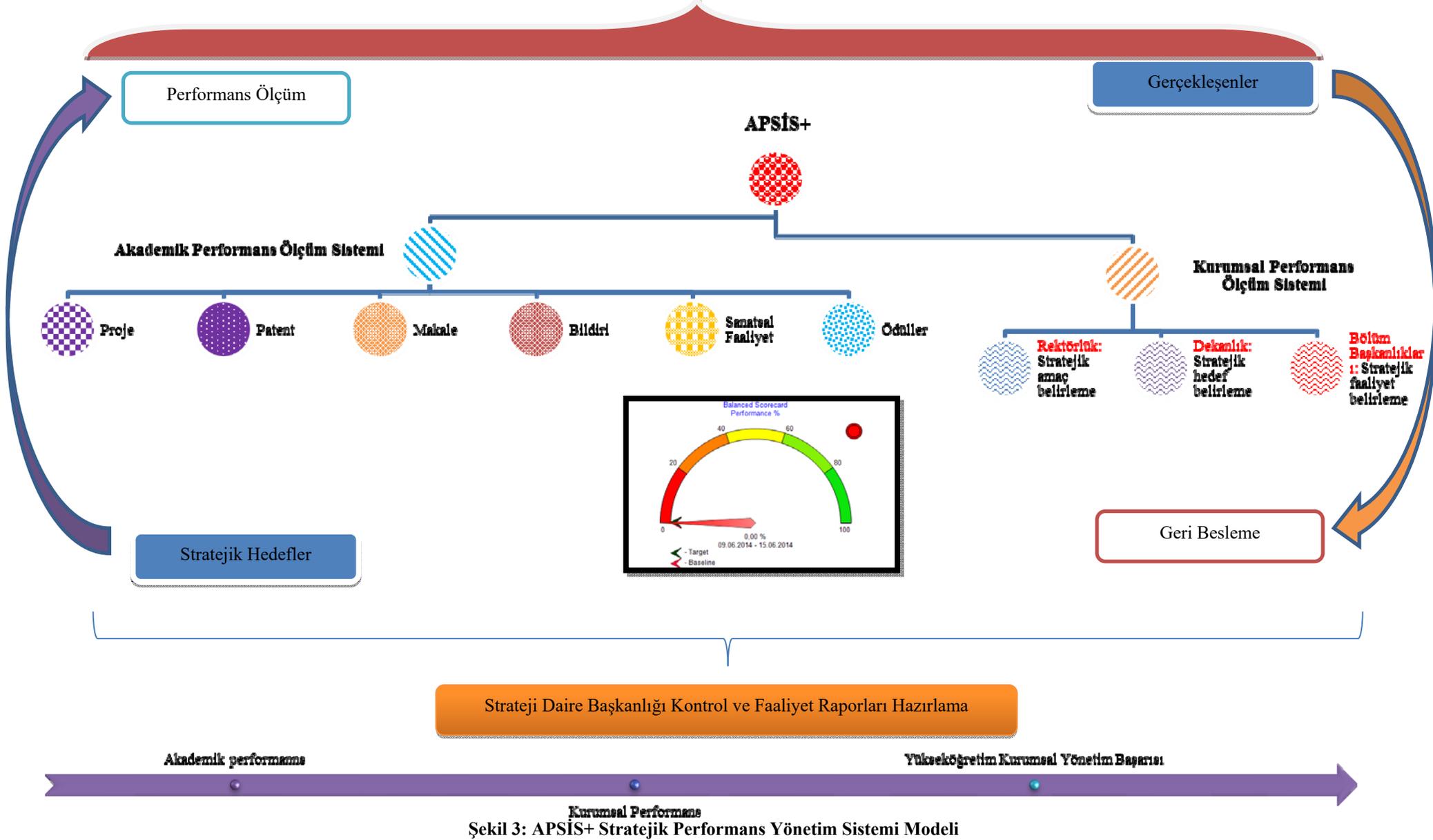
**7. Kurum Yaşam Döngüsü:** Eğitim kurumlarının yaşam süreçleri farklı amaç ve hedeflere ve başarılı uygulamalar gerçekleştirme oranlarına göre farklılık göstermektedir.

Literatürde stratejik yönetim ve paydaş analizine giderek artan bir ilgi mevcuttur. Özellikle paydaş kavramının ortaya çıkması ve paydaşların kurumlar üzerinde etki güçlerinin artması kurumları stratejik açıdan paydaşları ve kurum yapılarını analiz etmeye yöneltmektedir.

**Önerme 2:** *Yükseköğretim kurumlarının geçmiş performanslarının takibi ve geleceğe yönelik stratejik amaç, hedef ve planlamalar yapılabilmesi akademik ve kurumsal performans açısından önemlidir.*

## **SELÇUK ÜNİVERSİTESİ “APSİS+” STRATEJİK PERFORMANS YÖNETİM SİSTEMİ**

APSİS+ Akademik ve Kurumsal Performans Ölçüm Sistemi temelde iki ana boyut üzerine kurgulanmıştır. Bunlardan ilki akademik anahtar performans göstergeleri temel alınarak gerçekleştirilen kişisel bazda akademik personelin performansını takip etmeyi sağlayan sistemdir. İkincisi ise üniversitenin kurumsal bazda hedeflerine göre rektörlük, fakülte dekanlıkları ve müdürlükler ile bölüm başkanlıklarının kurumsal olarak gerçekleştirilen faaliyetlerin performanslarının takibinin yapıldığı sistemdir.



Şekil 3: APSİS+ Stratejik Performans Yönetim Sistemi Modeli

**1. Akademik Performans Ölçüm Sistemi:** Akademik birey, bölüm, fakülte ve toplamda da üniversitenin bütün akademik faaliyetlerinin takip edilebildiği bir sistemdir. Öncelikle kişisel bazda (akademik özgürlüğü etkilemeden) dönem başında her akademik personel hedeflediği bireysel hedefleri sisteme kaydeder. Bu hedeflerin belirli bir standardı yakalaması için bölüm başkanlığı düzeyinde bir onay mekanizması söz konusudur. Bireysel bazda oluşturulan hedeflere yönelik her faaliyetin önceden belirlenmiş bir puanı vardır. Bireysel bazda oluşturulan hedeflere göre dönem başında her bir akademik personelin hedeflenen puanı hesaplanır. Tüm bölüm personelinin kendi hedeflerine göre toplanan puanlar dönem başı hedeflenen bölüm puanını ve tüm fakülte bazında bireysel hedeflere göre toplanan dönem başı hedeflere göre hesaplanan puanlar ise fakülte puanlarını ve nihayetinde tüm fakülteler düzeyinde toplanan dönem başı hedeflenen puanların toplamı da üniversite geneli hedeflenen puanı ortaya koymaktadır.

Dönem başında ortaya konulan hedefler dönem sonu veri giriş döneminde gerçekleşme durumlarına göre bireysel olarak sisteme kayıt edilmektedir. YÖKSİS’de kayıtlı bulunan proje vb. faaliyetler YÖKSİS’ten verilerini güncelle butonu ile otomatik olarak gerçekleşen faaliyetlere eklenmektedir.

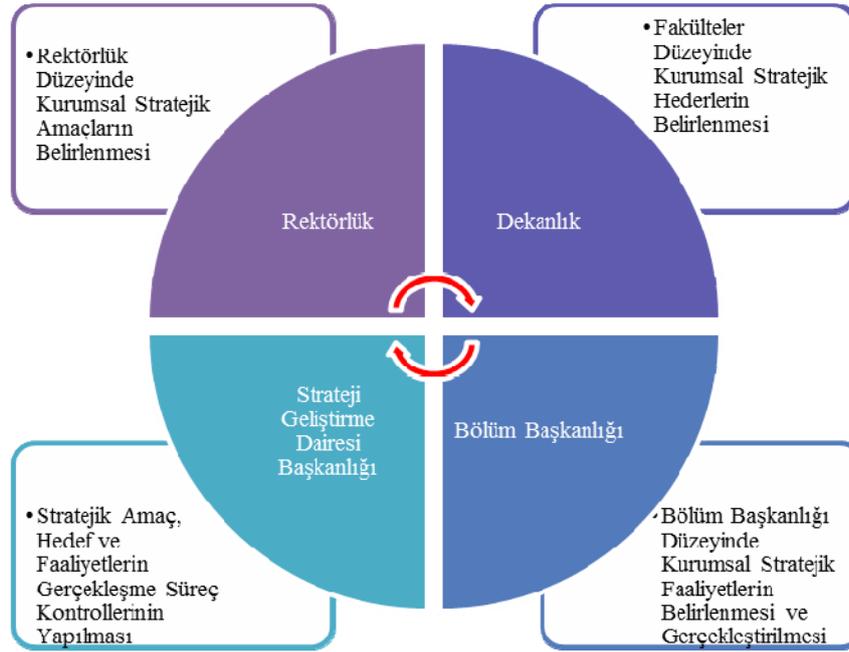
Kayıt işlemlerinden sonra sistem otomatik olarak hedeflenen ve gerçekleşen puanları ve bireysel bazlı, bölüm bazlı, fakülte bazlı ve üniversite geneli performans oranlarını hesaplamaktadır. Ayrıca her bir akademik personel için detay butonuna tıklanıldığında hedeflenen ve gerçekleşen tüm akademik faaliyetlerin listesine ulaşmak mümkündür.

Böylelikle tüm akademik personelin eğitim ve öğretim yılı başında bireysel planlamalarını yapmalarına yardımcı olunmaktadır. Tüm bu planlamalara göre bireysel ve kurumsal motivasyonun her faaliyet yılında üst düzeyde tutulması sağlanmaktadır. Ayrıca tüm akademik personelin, bölümlerin, fakültelerin ve üniversite genelinin faaliyet takibi otomatik olarak yapılabilmektedir.

Faaliyet alanlarına göre bireysel bazlı, bölüm bazlı, fakülte bazlı ve üniversite geneli pasta grafik, çizgi grafik ve histogram şeklinde özet tablolar sunulmaktadır. Bireysel ve kurumsal bazlı performans oranları ise gauge tipi grafik ile sunulmaktadır.

**2. Kurumsal Performans Ölçüm Sistemi:** Bu sistemde ise bir yükseköğretim kurumunun birimlerinde kurumsal bazda yerine getirilmesi gereken faaliyetlerin planlaması, bütçelemesi ve takibi yapılabilmektedir. Bu sistemde her bölüm başkanı, fakülte dekanı ve rektörün ayrı ayrı hedef belirleme ve takip sayfaları mevcuttur.

Sistem bir stratejik planlamanın genel unsurlarına göre tasarlanmıştır. Kurumsal stratejik planlamada stratejik amaçların, bu stratejik amaçlara göre stratejik alt hedeflerin ve bu hedeflere göre stratejik amaç ve hedefleri yerine getirecek stratejik faaliyetlerin dönem başında belirlenmesi gerekmektedir. Bu sistemde üniversite geneli stratejik amaçlar rektörlük/strateji daire başkanlığı tarafından sisteme kaydedilmektedir. Rektörlük tarafından belirlenen bu stratejik amaçlar fakülte dekanlarının sayfalarına düşmektedir. Dekanlar rektörlük tarafından belirlenen bu stratejik amaçları göz önünde bulundurarak her bir stratejik amaçla ilişkili fakülte bazlı stratejik hedeflerini sisteme kaydetmektedirler. Son olarak rektörlük ve dekanlıklar düzeyinde belirlenen stratejik amaç ve hedefler bölüm başkanlarının kurumsal sayfalarına getirilmektedir. Bölüm başkanları ilgili stratejik amaç ve hedefleri göz önünde bulundurarak bölüm ve fakülte içerisinde yerine getirilmesi gereken faaliyetleri sisteme kaydetmektedirler. Bu faaliyet ve hedeflerin tahmini bütçe tutarlarının da sisteme girilmesi gerekmektedir. Böylelikle tüm kurumun aynı hedefler üzerinde ortak bir eylem planı geliştirmesine imkan tanınmış olmaktadır. Bu yönetim sistemi aşağıdaki şekilde özet olarak sunulmaktadır.



**Şekil 2: Kurumsal Performans Ölçüm Sistematiği**

## DEĞERLENDİRME

Bu çalışmada anlatılan Akademik ve Kurumsal Performans Ölçüm Sisteminin (APSİS+), temel amacı yükseköğretim kurumunun vizyon ve misyonundan hareketle üst yönetim stratejik amaçlarının kurumun alt birimlerine ve akademik bireylerine doğrudan aktarılmasını sağlayarak ortak bir eylem planının hazırlanması ve faaliyetlerin ortak hedeflere göre gerçekleştirilmesinin sağlanmasıdır. Ayrıca tüm akademik ve kurumsal faaliyetlerin paydaşlar ile paylaşılması için raporlama modülünde kurumsal faaliyet raporlarına ve grafiklerine yer verilmektedir.

Bu sistem sayesinde kurumsal faaliyet raporları otomatik olarak oluşturulmakta, paydaşlarla paylaşılmakta ve ilgili hedef faaliyetler, gerçekleşen faaliyetler ve performans puanları ile kurumsal geri besleme işlemi gerçekleştirilmektedir.

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## Student Perception Of Technology Use In Maritime Education

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### ABSTRACT

The use of technology in education has spread across professions and disciplines. Past research described maritime education being delivered apprentice-styled using practical learning approaches. Therefore, this study seeks to explore the use of technology in maritime education today from students' perspectives. Data was collected through six focus groups discussions in an institution of higher learning in Malaysia. A purposive sampling procedure was employed. A total of 120 students who enrolled in maritime courses from each year of study participated in this study. The study found that the students were actively engaged with technology use inside and outside of the classroom. The students perceived educational technology as an enabler for lifelong education, simulator for the application of scientific knowledge, and growth driver for advancing their knowledge and skills.

### INTRODUCTION

The delivery of education today is incomplete without the use of technology. Technology has become a fundamental component in learning (Huffman & Huffman, 2012). Universities and regulatory bodies today have made technology an integral part curriculum delivery. Technology is used to deliver information to learners (Lee, Hsieh, & Chen, 2013) and used an effective tool in education (Sharma & Chandel, 2013). Using technology has been found to improve the quality of teaching and learning (Bhuasiri, Xaymoungkhoun, Zo, Rho & Ciganek, 2012). E-learning is in the early stages of adoption in developing countries (Shahid, Rodina, Iftikhar, Muhammad, Shahabuddin & Muhammad, 2015) compared to the adoption in advanced countries. Furthermore, the challenges that developing countries are faced with are from those faced by advanced economies such as resources, infrastructure and access (Bhuasiri, et al., 2012).

Technology has been incorporated in the maritime profession decades ago to assist with the ship operations and navigation (Yapici & Koldemir, 2015). It is important for maritime institutions to implement technology in their instruction because of the ever-changing landscape in the shipping and maritime industries (Hieu, 2015). Therefore, using computers in maritime education is inevitable. Cadets in the institution undergo computer-based training for this purpose. Also, an internal knowledge management system within the organization with e-learning applications such as online courses is helpful to provide maritime education and training existing employees (Hieu, 2015). In fact, it was found in the same study that a well-developed knowledge management system would enable the sharing of information, expertise and artifacts by the training providers, partners and other stakeholders to enhance professional training courses accessible to all (Hieu, 2015).

Like other professions and industries, maritime training institutions and educators are also faced with the challenge to balance theory with practice (Hieu, 2015). E-learning systems enables real-world processes to be incorporated into training programmes and course contents (Hieu, 2015). Furthermore, a past study found that the use of technology in the teaching of technical drawing in maritime education has been found to reduce costs (Yapici & Koldemir, 2015). This is consistent with findings from another study that the use of technology in education generally reduces costs and increases revenues for universities (Shahid et al, 2015). Therefore, the use of technology in training and education could contribute to shaping work-ready graduates in the maritime industry who are relevant to the current industry needs.

A review of past research revealed that there are limited studies done on student perspectives in maritime education, and fewer in Malaysia. An past study examined the impact and implications of technology use in maritime education and training from an overall perspective (Muirhead, 2004). The study concluded that technology use is beneficial to the industry and training institutions with structured planning and sustainable growth (Muirhead, 2004). However, this paper did not examine the perspectives of students in the use of technology in maritime education. More recently, Lau & Ng (2015) studied the motivations and expectations of students enrolled in maritime courses in Hong Kong. The study focused on the undergraduate and postgraduate students' profiles, motivations and reasons for course selection. The study also examined the students' expectations from their program of study, career paths upon graduation and personal development. Therefore, the knowledge gap exists on how students pursuing maritime education perceive the use of technology in teaching and learning. The findings offer education providers and regulators useful insights that may be useful

for planning and policy-making. The findings also contribute to current debate towards advancement of research and development of maritime education.

### THEORETICAL FRAMEWORK

This study draws upon the work of Mata, Lazar & Lazar (2016) who theorized four basic components of student attitudes towards the use of interactive white boards based on Technology Acceptance Model (TAM) and a number of previous studies conducted. The TAM has been validated and widely used to understand student perception and adoption of technology in education. The categories of students' attitude towards technology use are pedagogical, psychological, group interaction and availability to use the technologies.

The students' attitude towards the *pedagogical* use of technology includes having the opportunity to learn new things, improving learning results, learning difficult topics and increasing understanding. From the *psychological* aspect, the factors include facilitating student involvement, enhancing motivation, comfort of use and attention development. In terms of *group interaction*, it covers the rate of student participation, facilitating group interaction and communication, and encouraging movement. Lastly, the *availability to use technology* include ease of use, comfort of use, desire of use, ability to use and appreciation of use.

A series of semi-structured questions were designed to facilitate focus group discussions:

1. Do you use computers and the internet in your studies? How?
2. When do you use computers or any other information and communication technology in your learning?
3. What is your opinion on the use of technology in learning and teaching?
4. What do you feel when you use technology in your learning?
5. How do you conduct group tasks? Where do you go to look for information to complete your coursework and assignments?
6. How do you manage the information in your group tasks? How do you present the information?
7. What are the technological facilities available to you on campus? Where can you find them?
8. What do you achieve with the use of technology in your learning?
9. Do your lecturers use technology in class? How?

### THE STUDY

The purpose of this qualitative inquiry is to explore the perspectives of students pursuing maritime education in Malaysia on the use of technology in maritime education. This study is intended to provide some insights to the students' perspectives and not meant for generalization. This paper was derived from a six month study including three site visits for data collection.

Data was collected from an institution of higher learning offering professional courses in maritime education in Malaysia. The institution comprises local and international students and teaching staff. They provide professional training courses to cadets and refresher and skill-upgrading courses professionals in the industry. Set against a culturally and linguistically diverse backdrop, this institution trains graduates who are work-ready to provide the maritime industry with professionals and seafarers who are able to sail across borders and work on ships in any country in the world. They comply strictly to regulations issued by the International Maritime Organization, the Malaysian Qualifications Agency, Ministry of Education and the Malaysian Marine Department.

Permission was sought from the management of the institution to conduct the study. Ethical approval was obtained from the institutional review board (IRB) in the researchers' university before respondents were invited to participate in this study. A purposive sampling procedure was employed with the aim to gather responses from diverse groups of respondents with regards to the course and year of study in the institution. Data was collected through six focus groups discussions. A total of 120 students who enrolled in maritime courses from each year of study participated in this study. The participants were between 18 and 22 years old. Focus group discussions were conducted in the students' classrooms. Each group was facilitated by one researcher and one assistant. The researcher facilitated the discussion, asked questions and probed, while the assistant kept time and managed the audio recording. Each group discussion lasted between 30 and 50 minutes.

The data was analyzed by two coders using thematic analysis (Braun & Clarke, 2006) and discrepancies were discussed to arrive at a conclusion. Finally, the overarching themes and sub-themes that emerged from the data were identified (Braun & Clarke, 2006). The results were discussed by the two facilitators and two assistants, and the data was scrutinized to ensure that no new themes emerged.

## FINDINGS

All focus groups respondents agree that lecturers in the institution use technology classroom instruction. Lectures are delivered using PowerPoint slides which are distributed in print to the students at the beginning of each course. Some courses are computer-based such as simulations, safety training and others.

### *Enabler for lifelong education*

Maritime education inevitably advances with the advancement of engineering and navigational technologies and systems onboard ships. Using technology in education was perceived to be an enabler for lifelong learning among respondents. The technology skills acquired in campus enables the students to pursue knowledge and skills beyond graduation. Lifelong learning involves learning voluntarily among professionals in pursuit of knowledge (Myers & Greenson, 2012).

Respondents expressed they were trained formally and informally to use technology to pursue skills required to learn continuously. One task was a project assigned to them requiring them to gather primary and secondary data. Skills required to complete this task were information search, structuring their own research projects and sourcing for information outside the classroom.

One respondent commented,

“Sometimes we interview the other students who come here for courses. Our lecturers will also help us find people to interview if we need to conduct interviews with people from the industry.”  
(Focus group 6)

Another respondent commented,

“This projects exposes us to issues and topics related to our study but may not be covered in the syllabus. We can search for information in the database and the Internet in the library...or we can go online using our own laptops. We need to discuss in our groups how we want to carry out this project. Our trainer usually guides us...and he will help us if we need to contact people for interviews.”  
(Focus group 6)

Lifelong learning has been associated with good academic performance (Gijbels, Raemdonck, Vervecken, & Van Herck, 2012). The research projects mentioned in the focus group required students to plan, manage and take charge of their own learning (Dyan, Cate & Rhee, 2008) would be a good platform to cultivate the skills required to facilitate and encourage lifelong learning. A past study also found that lifelong learning skills are positively related to good performance in the workplace (Gijbels, Raemdonck, Vervecken, & Van Herck, 2012). The technology enabled learning environment on campus and academic activities facilitates the students practice and acquisition of lifelong learning skills.

### *Simulator for the application of scientific knowledge*

Respondents perceived that the use of videos in the lecturers is effective as they help them envision the application of the scientific knowledge

“Sometimes we feel sleepy in class and watching YouTube videos makes it interesting. We can also see the situation on board in the videos. Sometimes we don’t understand why we need to learn the thing, such as safety but after watching the videos we understand better because we will see how the knowledge is useful in a certain situation. Then we understand how the real situation is. It is also interesting to watch videos.”  
(Focus group 2)

Using technology in the classroom has been found to improve student engagement (Pemberton et al., 2006) and understanding of the knowledge they learn in class. Student engagement is an important element in the classroom because students who are engaged in learning tend to perform better academically (Kelly, 2008).

“Most of the time our lecturers teach what is in the slides. If we want to know more, we ask questions. So it depends on us also. Then they share their experiences on the ship with us. Sometimes they show us things from the internet and videos on YouTube to help us understand how we can apply the theory in real-life situations. The subjects are very technical, so it is difficult for us to imagine if we have not been to sea or if we are not familiar with the system in the ship.”  
(Focus group 2)

***Growth driver for advancing their knowledge and skills***

Apart from the contents in the prescribed course syllabus that is delivered by the lecturer using Powerpoint slides, students are required to present new information that is beyond the syllabus in class when the need arises. One pre-sea student commented,

“When we are having a class and some of us have doubts regarding a topic, our lecturer will assign us to do an assignment that is not covered in the course. Most of the time, it is something small. A small issue or minor things in our topic that is not in the syllabus. Then the lecturer will ask us to go back and look for information from the internet to answer that question. Then we present in class and the lecturer will correct us if we get it wrong. But we seldom do this. There is a database that we have access to from the library intranet to look for journals. Hopefully from what we have heard from our seniors, the advanced courses require us to use the internet more. For us in the pre-sea semester, most of the content is covered in the lectures, slides and textbook. (Focus group 1)

Another student in the same focus group said,  
 “The quizzes and assignments given to engage us and makes us think about whatever that is not in the book. It requires us to solve problems. Then we prepare the presentation slides and present it to the class. This is good for us because it helps you think out of the box and it gets you prepared for the next thing. We look for information in Google and You Tube to do our assignments. We also refer to books in the library.”  
 (Focus group 1)

This adapted flipped role where the students become the teachers involve higher order thinking skills of Bloom's taxonomy (Krathwohl, 2002). Technology is a tool for students to advance their knowledge. The learning environment and activities are fundamental elements in facilitating reflective learning. Reflective thinking is necessary in technology based learning (Chang & Lin, 2014) such as in the case of maritime education that involves the use of online resources and computer systems. An e-learning environment encourages reflective learning (Yilmaz & Keser, 2016) and enables students to take charge of their own learning.

**DISCUSSION**

Findings from this study indicate that students perceive technology as an enabler for lifelong education, simulator for the application of scientific knowledge, and growth driver for advancing their knowledge and skills. From the *pedagogical* aspect, the students were able to learn new things beyond the prescribed course content and explore other related topics to their course with the ability to search and source for supplementary information to help them understand the content better. Technology has also enabled students and teachers to relate and apply theoretical and scientific content in real life situations at sea and onboard ships. From the *psychological* aspect, technology improved student engagement and interest in the classroom. Apart from enhancing their academic engagement in establishing greater understanding of the content, the students' roles were flipped when lecturers assign them the responsibility of creating knowledge for presentation in class. This had also facilitated *group interaction* in completing group tasks and research projects. The students had to take on the responsibility to produce content and structuring knowledge from their data collection and fieldwork in the research projects. Students utilize campus facilities and resources such as the networks and online database to look for information. They are familiar with online information search via Google and journal database. They also possess the ability *to use technology* and appreciate technology as a tool for knowledge construction and advancement.

We conclude that using technology in education affects the students' academic performance (Huffman & Huffman, 2012). The blended approach of online instruction and classroom learning and greater satisfaction among students (Chang, 2013) compared to traditional chalk and talk in isolation. The use of technology is instrumental in the advancement of maritime education and training and eventually in producing work-ready graduates. Understanding the perception of students on technology use could greatly enhance ongoing debates and contribute to the stakeholders in the maritime and maritime education industries.

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## **Students' Perception Of Computer Assisted Instruction In Hong Kong Higher Education**

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### **ABSTRACT**

Technological advancement today has impacted many aspects of life and led to new and innovative ways of learning. Technological developments continue to offer new experiences in both theory and practice of learning, teaching and growing for those in higher education. The way education is being provided in Hong Kong has been changed significantly. Whenever new technologies and services is presented, it needs to be adopted by its users. The acceptance and use of computer-assisted instruction can be influenced by different factors. The objective of this survey is to examine the factors that have an impact on students' perceptions about the use and acceptance of computer-assisted instruction, including the teaching learning process through CAI alone and the using CAI as a supplement to the conventional instruction. Survey will be conducted and the samples will be collected from students at universities in Hong Kong. The samples include students with varying personal characteristics such as gender, age, grade level, mode of study, as well as previous experience in using technology for learning. Owing to various backgrounds of students, their perception in the use of technology will be different and their motivation in the use of technology will also be different. Therefore, the comparison will be made between students based on various demographic characteristics. Moreover, a modified Technology Acceptance Model (TAM) would be used to estimate students' perceived ease of use, usefulness and the acceptance of students (Venkatesh, Morris, Davis, & Davis, 2000). This study would take a glance at the educational technology using habit of students in order to know in what extent CAI would be accepted.

### **INTRODUCTION**

Education is one of the most essential and indispensable part of our lives, especially for the first twenty years of life when we normally can spend almost all the times to study. The students under higher education at this time are the first bench of students who can benefit from the convenient of technology in our study since we are in our early stage of education. The way education is being provided in Hong Kong has been changed significantly. During our educational period, we will encounter different educational technologies, such as educational software, course management software, the Internet and video, as a learning tool. These technologies provide an effective learning environment for students.

Davis (1989) mentioned that behavioral intention have extensive influence on human's behavior. Human's intention would be affected by his/her attitude toward the task, and perceived ease of use and perceived usefulness are the main factors that could change one's attitude. The perception of human would build up based on the external factors in their situation. It is worth to investigate those factors. There are several extensive studies related to students' perception on CAI and technology acceptance (Al-Momani, 2014; Pituch & Lee, 2006; DeLone & McLean, 2003; Saade, Nebbe & Tan, 2007; McFarland, 2001 and Moon & Kim, 2001). However, there is lack of research on undergraduates' perception on computer-assisted instruction. Also, the definition of computer assisted instruction and the function can be performed by technology nowadays is different form a decade ago, therefore, it is needed to conduct a study about computer-assisted instruction in higher education nowadays.

A combined model based on the technology acceptance model (TAM) (Davis 1989) and Information System Success Model (DeLone & McLean, 2003) has been developed to investigate students' perception of computer-assisted instruction in higher education. These scales can help university and educator know more about university students' attitudes toward computer-assisted instruction and also help them to identify which factors that have significant impact on students' intention to use the technology in CAI. The research questions to be addressed are:

1. Do demographic differences and personal characteristics such as gender, age, grade levels, mode of study access to computers and prior experience affect students' perception of computer-assisted instruction in higher education?
2. What is the relationship between the TAM factors and students' perception on computer-assisted instruction?
3. Do university students have positive attitude and behavioral intention toward computer-assisted instruction?

## THE STUDY

### *What is CAI?*

With the rapid development of information, communication and technologies, a growing number of academic parties have begun using computer-assisted instruction. Some proposed that CAI is the use of a computer to provide instruction, as the name computer-assisted instruction suggests (Ward, 2001). In The Database of Medical Subject Headings (MeSH) (2002), it is also described as “[a] self-learning technique, usually offline or online, involving interaction of the student with programmed instructional materials”. During the instruction a combination of text, graphics, sound and video would be used to improve the quality of learning process.

The idea of using a computer to assist teaching and learning was first started in the early 1960s mainly in USA, introduced by some pioneers: Suppes from Stanford University; Kemeny and Kurtz (1968, 1985) who invented Beginner's All-purpose Symbolic Instruction Code (BASIC) in 1960s and Bitzer from University of Illinois who designed Programmed Logic for Automatic Teaching Operations (PLATO) (Hart, 1981, 1995). The early CAI programs were the initial version of today's CAI technologies which mainly provide text-based interfaces. In 1980s, the idea of using graphics and sound to present the information was first introduced by Bitzer (Hart, 1981). Originally, CAI programs was simply developed to teach a particular topic without a basis on any particular educational philosophy. For example, the Time-Shared Interactive Computer Controlled Information Television (TICCIT) (Merrill, 1983, 1988) used at the Brigham Young University based on a specific instructional framework that dictated the actual hardware. Meanwhile, the Logo project, the first CAI system that was based on a specific learning approach (i.e. the experimental and discovery learning approach in this case) (Papert, 1980, 1993) was introduced. Then, more sophisticated CAI systems are designed, such as, Computer-Assisted Language Learning (CALL) (History, 2000; Levy, 1997).

### *Technologies of CAI Used in University*

Computer-assisted instruction requires joint efforts of various persons in the matter of wise handling of men and material resources. Normally, three types of technologies, namely hardware, software, and courseware are required in order to facilitate the instruction. (Mangal S. K., Mangal U., 2009) There are many educational technologies commonly used in university in Hong Kong aiming at improving students' learning effectiveness. This section is to discuss the educational technologies in each areas that students under higher education may come across in their university life.

#### 1. Hardware

Initially, computer-assisted instruction needed a computer as a hardware. In CAI, we certainly need an appropriate computer to suit our teaching learning situations. Since the technology is more advance now, not only computers are used to facilitate the teaching process, other devices, such as, mobile devices. Besides, it will require the services of an expert or technician for its maintenance and an operator. For example, desktop, laptop and mobile phone.

#### 2. Software

The computer alone can do for imparting instruction to the students unless it is fed with suitable software. The programmes containing instruction to the computer in a language that can understand are called software. These programmes are developed by the experts called programmers. The software used in CAI is of two kinds: application software and system software. The system software provides an environment to run application software and controls the computer as well as the applications installed on the machine. The application software includes instruction to the computer for carrying out a total function required by the user. In most of the cases, various application programs have the ability to interact with each other which make it very handy for users. Typical types of software used for study in high education are: library databases, discussion board, email, and the internet, mainly for communication and research.

### 3. Courseware

Courseware technology is the base of the instruction that is imparted to the learner by CAI. Courseware is the combination of the words 'course' and 'software'. It was originally used to describe an additional educational material which intended as a set of tools for teachers or as tutorials for students, usually used with a computer. However, the meaning of the term has expanded to describe the entire course with all the additional materials used, such as an online classroom, but not only the supplemental materials. The courseware itself can be in different formats, some can be downloaded in pdf files or other types of document files, while others are only available online in HTML webpages. Many forms of educational technology are now being blended with courseware. In this way these three technologies and the persons operating them are jointly responsible for the preparation of the instructional activities conducted in CAI (Moonen J. & Plomp T., 1987). Using courseware to deliver knowledge can increase effectiveness and is more flexible. Also, students' performance can be improved (Kim, Liu & Curtis, 2005).

#### *The Status Quo: CAI in Hong Kong*

The last two decades, technological advancements and a meteoric growth in the use of mobile devices have become the dominating issue globally. These have had a significant impact on all walks of life. In most of the developed economies, initiatives have been implemented to integrate computer and educational technologies in education. In order to maintain the competitiveness Hong Kong students, Hong Kong is transforming itself into an information society (So & Swatman, 2006). According to the report of the Education Bureau (2014), in order to stay on the same page with the global trend of using IT to facilitate learning and teaching, over nine billions has been invested since 1998 on IT in Education (ITE) and other e-learning initiatives. All the strategies have been in line with our education reform that aims to promote life-long learning and the whole-person development of all students.

Until now, the Hong Kong government has already released three Information Technology strategic plans which are mainly for primary and secondary schools, and the fourth plan is under consultation. The first plan released in 1998 was aimed at providing a solid infra-structural foundation for subsequent Information and Communications Technology innovations, meanwhile, all schools would consist of computers and Internet connections. In July 2004, the second Information Technology strategic plan which focused on the changes of pedagogy, the promotion of e-learning, the use of wireless technology, and the new roles of both parents and students in the life-long learning environment (Education Bureau, 2004). To successfully implement e-learning in schools, all teachers must have a best readiness of using technology. According to a research conducted by So & Swatman (2006), teachers in primary and secondary schools are not very ready for the use of e-learning technology in teaching and learning. The third plan developed in 2007, which is still undertaking, put more focus on the human factor affecting the integration of IT into education and the suitable user behavior. (Education Bureau, 2014) Support services are provided for schools to cultivate students' information literacy so that they have the ability to make effective, ethical and legal use of information.

On the other hand, all of the universities have harnessed educational technology in teaching and learning. For example, most universities have implemented online course management systems system which provides a learning platform for students and teachers to exchange information and expressing ideas, and creates a complacent learning environment for students. Some teachers report that e-learning environment can motivate students in learning. Hence, most students use this technology tool for learning, including viewing and downloading course materials, submitting project or assignment, doing online test, and discussing questions with teachers and classmates online. Education technology becomes part of their learning in university and it can motivate students to learn (Synnove and Giovanni, 2002).

Apart from the Information Technology strategic plans, the Hong Kong government has launched a series of initiatives to facilitate computer-assisted education, including a \$2.5 billion Composite Information Technology Grant (CITG) which was given to schools have been provided with since the 2004 school year as an operational fund for the promotion of technology in school. (Education Bureau, 2004) Meanwhile, \$90 million have been spent on organizing professional development activities to enhance educational professionals' knowledge and skills. Since 2010 a series of e-learning initiatives have been implemented. It first started with a three-year Pilot Scheme on integrating computer technology into teaching which granted schools with a commitment of \$68 million so as to boost the computer utilization rate. Since 2012, a commitment of \$50 million had been given to implement the E-Textbook Market Development Scheme (EMADS), aimed at facilitating the development of

e-textbooks and those e-textbooks would be used starting from this school year. Recently, another \$50 million fund has been granted to improve the IT infrastructure and set up WiFi access in schools so as to provide a suitable environment for using e-textbooks and e-learning resources.

The above evidences show that the government has gradually increase their enforcement on implementing CAI. From infrastructure and expertise training to human factors, the government has put a great afford on the implementation of CAI. After the two decades of preparation and adoption, the university students has been encountered CAI in their earlier education. It would be easier for them to adopt this learning mode. It is believed that now is the time for integrating more computer technology into the teaching and learning process.

### **DEVELOPMENT OF HYPOTHESIS**

Students' perception of CAI in higher education may be influenced by several variables. Keller and Cernerud (2002) have identified variables such as age, gender, previous experience of computers, technology acceptance and individual learning styles as major predictive factors when discussing acceptance of technology by students. There are various theories of technology acceptance used to appreciate the perceptions of students. One of such models is the technology acceptance model (TAM) developed by Davis (1989 cited in Saade, Nebbe and Tan, 2007; McFarland, 2001 and Pituch and Lee, 2006). As TAM has been developed and used for over two decades and has been cited in a wide range of surveys (Keller and Cernerud, 2002) for gauging how people perceive a new technology, it is convinced that the model can be used to examine students' perception on CAI.

On this basis, it was decided in this research study to adopt the broader and integrative approach (i.e. focusing on both technical and student views) including Student Factors (SF) and Technology Factors (TF) into the model as two of the external factors. These elements and their antecedents were adopted from Li and Kirkup's study (2007) and Al-Momani's study (2014). The following defines and explains these elements.

#### **A. External Variables**

Davis and his fellow coworkers (1989, p. 985) observed that a number of external variables should be added in order to enhance the ability of TAM to dictate people's acceptance of a technology. The selection of additional factors should depend on the characteristics of the target technology, main users and context (Moon and Kim, 2001). Wang et al. (2003) noted that variables relating to individual differences play a vital role in the implementation of technology. Thus, the independent variables, such as gender, access to computers, computer skills, prior experience, study mode, and that may affect the determination of perceived usefulness and perceived ease of use of CAI in higher education. These variables have been described by most writers on TAM as external variables.

##### *Gender Difference and Perceived Ease of Use (PEU)*

There are characteristic differences between male and female such as biological and social difference. Researches about the role of gender differences in using technology for learning have been done extensively. Various exciting studies found that men tend to have positive attitudes towards technology (Comber and Colley, 1997; Kadijevich, 2000; Li & Kirkup, 2007; Hwang, Suk, Fisher, & Vrongistinos, 2009). Students are easily affected by the gender stereotypes in the society, thus, girls who excelled in technology, a male dominant activity, may depreciate their achievement and feign clumsiness so as to retain a feminine image (Measor, 1984). In addition, even though girls perceived themselves have the right to be part of computer culture as boys, boys still dominated in using computer (Comber and Colley, 1997). Therefore, there are gender differences in students' perception on CAI.

Li and Kirkup (2007) reported that females are less likely to be attracted to technology related course. A previous study pointed out that male students under higher education have more positive attitude towards the use of computer during instruction and have more perceived personal ability in using technology for learning as well (Comber & Colley 1997, Kahveci 2010). As males are more confident in using computer than females, females tend to loss their perceived self-efficacy in the use of technology (Keller, 2010). Some researchers also suggested that computer self-efficacy has a significant positive effect on perceived ease of use of the computer technologies used in CAI (Compeau & Higgins, 1995; Compeau, Higgins, & Huff, 1999). Thus, students' precieved ease of use of CAI would be various between gender.

H1: Male students rating of Perceived Ease of Use (PEU) of CAI will be higher than female students

*Gender Difference and Perceived Usefulness (PU)*

As defined by Davis (1989), perceived usefulness is the degree of beliefs that using a particular technology would enhance one's performance on a task. Previous research in Hong Kong and other countries on the gender differences in perceived usefulness of computer technologies, revealed that male undergraduates evaluated higher usefulness than female (Raman, 2011; Yau & Cheung, 2010; Koochang & Durante, 2003; Shashaani, 1997). Moreover, users are usually encouraged by the good performance of a technology, because it may bring promotions, bonuses and other rewards within an organization. Similarly, when students study with the educational technologies in CAI, and get a good result or perform well in their assignments and projects, their intention to use would be reinforced. This implies that technologies in CAI which can let a user believes that there is a positive user-performance relationship would be the one with a higher level of perceived usefulness.

H2: Male students rating of Perceived Usefulness (PU) of CAI will be higher than female students

*Age Difference and Perceived Ease of Use (PEU)*

Age difference in using computer to assist learning process has been reported in some research. Distance education become popular for people to enhance their knowledge in area of interest due to the time and other restrictions of life, especially for adults who cannot continue traditional face-to-face classroom education. However, he reveals that older students tend to prefer traditional face-to-face class in university than online education. They have some difficulties on the non-verbal communication and are incompetent to use technology. Also, Davis (2001) pointed out that older learners are lack of encouragement at home, fear of new technologies and lack of up-to-date equipment at home. Due to the rapid change of technology, older students may not be able to adapt to the changes and this may lower their perceived ease of use on CAI.

H3: Older students have lower Perceived Ease of Use (PEU) on CAI than younger students

*Access to Computers and Perceived Ease of Use (PEU)*

Access to computer is defined as the degree of ease to access to computer experienced by a user. Perceived accessibility is convinced to be an indispensable variable in the repeat usage of information sources and technologies (O'Reilly, 1982) and the selection of specific information channels (Hardy, 1982). Hence, it is assumed a positive relationship between the access to computer and the perceived ease of use in CAI.

H4: Access to computers have a positive effect on the Perceived Ease of Use (PEU) of CAI

*Prior Experience and Perceived Ease of Use (PEU)*

Previous experience is related to students' familiarity of the use of technology and is determined by students' responses to the relevant survey item (Kahveci, 2010). Previous study pointed out that university students have more positive attitude towards the use of technology for learning and they are more confidence in technology related tasks (Comber & Colley, 1997). Moreover, students with more experience on using technology have more confidence and more interest in using technology. Similarly, students who have more experience on educational technology are far more confident in learning technology than students who have less experience. They have high level of engagement in the use of technology for learning. Hence, less experienced students may have less perceived ease of use of CAI.

H5: Prior computer experience of students have a positive effect on the Perceived Ease of Use (PEU) of CAI

*Student Factors (SF)*

Student Factors (SF) denotes how students perceive their prior technology experience, eagerness on using the technologies, and their satisfaction. Mobility has three different elements including convenience, expediency and immediacy. People's perception on their prior technology experience is proved to be an important factor in the prediction of people's attitude toward technology. A number of studies suggest that individual behavior toward a new technology is shaped by the overall experiences with it (Hartwick & Barki, 1994; Igbaria, Guimaraes & Davis, 1995; Igbaria & Tan, 1997; Igbaria, Zinatelli, Cragg, et al, 1997; Webster & Ho, 1997). These addressed and captured experiences with

technology as external variables. Besides, one's eagerness on using the technologies may include more positive attitudes toward target behavior and greater exploratory use of the technology. The eagerness variables represent a form of intrinsic motivation. In other words, eagerness can make a user perform a behavior for itself to gain pleasure and satisfaction from the activity (Deci & Ryan, 1985; Vallerand, 1997). Satisfaction is also an important student factor that helps in investigating students' perceived usefulness on CAI. User satisfaction is defined as the evaluation with service users and interpreted as a sense of positive or negative interest. User satisfaction of computer technology deals with user attitudes to computer systems that he/she used before in the context of their environments. Satisfaction have positive effects on students' perceived usefulness. Which means if students perform the challenging and meaningful task successfully, their feeling of satisfaction will be relatively high. Oliver & Reeves (1996) report that satisfaction is one of the key elements to develop a useful instructional system so as to motivate students.

In order to understand the influence of students' thought on their perception on CAI, we applied the conceptual construct of student factors as an external variable to the TAM.

H6: Student Factors (SF) have a positive effect on the Perceived Ease of Use (PEU) of the CAI

H7: Student Factors (SF) have a positive effect on the Perceived Usefulness (PU) of the CAI

#### *Technology Factors (TF)*

The technology factors studied in this report are mainly the system quality, information quality and service quality of the technologies which the students have come across in computer-assisted instruction. The three elements in Technology Factors are concerned about CAI. Quality is, in general, a term related to the characteristics of a particular product or service that can reflect how well it fulfills consumer or user requirement. (Negash, Ryan & Igbaria, 2003). However, assessing the service quality is considered elusory and complicated. It is difficult to find consensual quality factors notwithstanding many exciting researches studied in the domain of user factors such as users' satisfaction and users' motivation and its impact on their intention to use a system or a computer technology (Song & Keller, 2001; Keller & Suzuki, 2004).

System quality represents the quality of information system processing used in CAI (Chen, 2010). In this research, the quality of CAI can be measured using educational technology interface design and interactivity. System design represents the extent to which students' perceive the friendliness of the technology. Interactivity represents the extent to which a user participates in an interactive multimedia-based environment. In other words, it can indicate students' perception on the performance of the technology they used in CAI.

Information quality represents users' perceived value of the output of the system, which means how students perceive the value of the output information provided by the computer technologies used in CAI (DeLone & McLean, 1992). Informative-ness and reliability of the technologies are the qualities invested in this sector. Informative-ness represents a system's ability to inform students about the service alternatives. Reliability indicates how much the student believes in the information provided by the system.

Service quality represents whether the educational technology is able to facilitate learning efficiently and effectively. Service quality is increasingly recognized as an important factor that influencing users' intentions to use. Service quality can be measured through responsiveness, trust and empathy. Responsiveness means the extent to which students perceive the service provided on the interface is the latest, helpful and responsive to their query. Empathy represents the care that is provided by the system to users. For instance, whether the system can give promptly respond all the time.

Technology factors are significant indicator that used to describe computer use for instruction. It is expected to exhibit a positive influence through its dimensions. That is to say, if the quality of an educational technology is high, students would perceive higher ease of use and higher usefulness. If the students think that the quality of CAI is good in all dimension, for example, the interface of the system is ease to control and the information provided is useful, their Perceived Ease of Use (PEU) and Perceived Usefulness (PU) would be higher.

H8: Technology Factors (TF) have a positive effect on the Perceived Ease of Use (PEU) of the CAI

H9: Technology Factors (TF) have a positive effect on the Perceived Usefulness (PU) of the CAI

## B. TAM Variables

TAM was used as the baseline model. TAM described the relationships between the students Attitude to CAI (ATT), Perceived Ease of Use (PEU), Perceived Usefulness (PU) and Behavioral Intentions to Use (BI) in CAI. The brief definition of the variables used in this study are as follow.

PU: the extent to which a student believed that using CAI would enhance his/her academic performance (Davis, 1989).

PEU: the extent of students' belief on the easiness of handling the tools and technologies in CAI.

ATT: attitude toward using CAI; whether the students think that CAI is a good idea.

BI: intention to actually use the technology.

### *Perceived Ease of Use (PEU) and Perceived Usefulness (PU)*

Studies using TAM have suggested that perceived ease of use influences perceived usefulness (Venkatesh & Davis, 1996). This relationship would also be investigated and I hypothesized that students who perceived the system easier to use would also perceive it be more useful as suggested by the finding from previous work (Venkatesh & Davis, 2000; Gelderman, 1998; Szajna, 1996; Mathieson, 1991; Gattiker, 1984). As stated in TAM, the two beliefs constructed in turn influence the intention to use CAI. In previous studies, PEU was found to influence intention to use directly and indirectly via perceived usefulness.

H10: There is a positive relationship between Perceived Ease of Use (PEU) and Perceived Usefulness (PU) in CAI.

### *Perceived Ease of Use (PEU) and Attitude (ATT)*

On the other hand, studies about the importance of perceived usefulness and perceived ease to use in forecasting human behavior can be found in various journals (Tornatzky & Klein, 1982; Bandura, 1982). The studies both proved the importance of considering both perceived usefulness and perceived ease to use in predicting a person's behavior. In this study, the perceived ease of use means the extent of students' belief on the easiness of handling the tools and technologies in CAI. It is believed that if a student think that the tools in CAI are easy to use and they do not have to put much effort on learning how to use as well as controlling it to fulfill the tasks, he/she may tend to have a positive attitude to CAI.

H11: There is a positive relationship between Perceived Ease of Use (PEU) and Attitude toward Using (ATT) in CAI

### *Perceived Usefulness (PU) and Attitude (ATT)*

In this study, PU is how a student believed on the usefulness of CAI. We could hypothesize that if a student feel that their effectiveness in learning would be higher and perform better in courses, he/she would be more eager to study in CAI and have a positive attitude toward CAI. Also, it is believed that when a technologies made it easier for you to complete a task, people tend to have better impression on it. The same phenomenon happened on CAI, when students perceived that it easier to do their coursework and can accomplish tasks more quickly with the assistance of computer technology, they would have generally favorable attitude to it.

H12: There is a positive relationship between Perceived Usefulness (PU) and Attitude toward Using (ATT) in CAI

### *Perceived Usefulness (PU) and Behavioral Intentions to Use (BI)*

According to previous studies of perception on technology with TAM (Saade & Bahli, 2005), besides the indirect relationship (PU related to ATT, then indirectly related to BI), a direct relationship between PU and BI is hypothesized. It is expected that students would have a use-performance relationship with CAI, which means, believing that if they study in CAI, their performance in the course would improve. If they perceived CAI as highly useful, it would directly affect their actual use of the computer technology for learning and they would prefer a greater extend of computer assistance in their study.

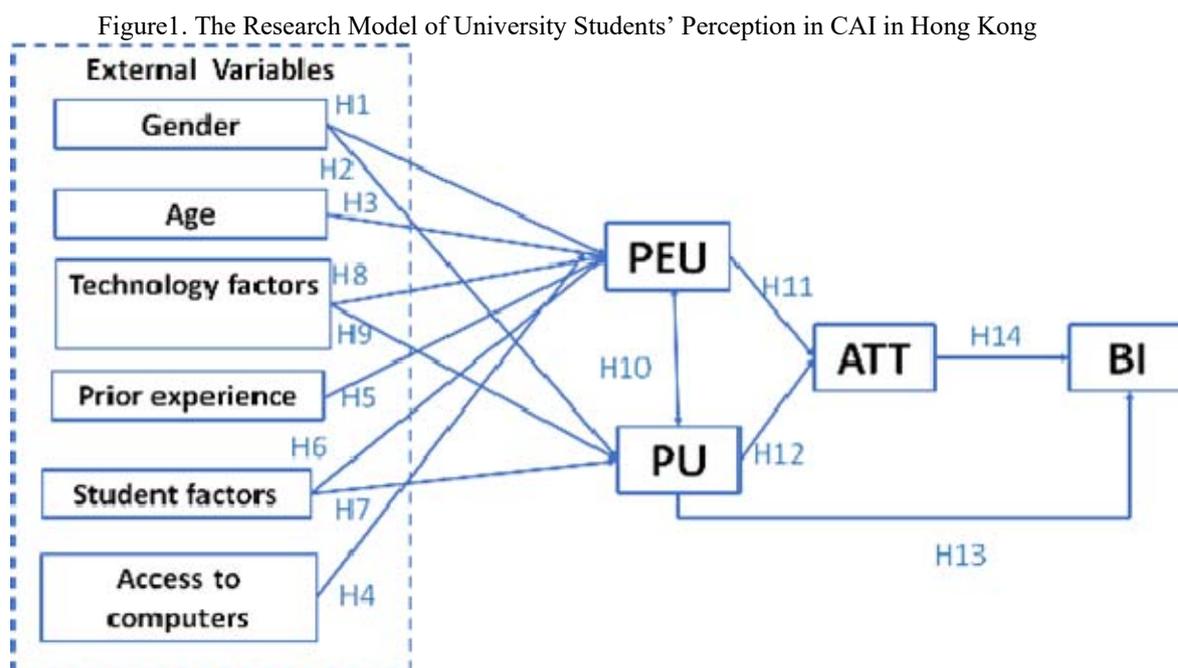
H13: There is a positive relationship between Perceived Usefulness (PU) and Behavioral Intentions to Use (BI) in CAI

### *Attitude (ATT) and Behavioral Intentions to Use (BI)*

Ever since the development of the first modified version of TAM (Davis, Bagozzi & Warshaw, 1989),

most of the models indicated a strong correlation between BI and ATT. That is to say, if students have a generally favorable attitude toward CAI and like the idea of CAI, they would like to use more and support the implementation of CAI. The reason of this hypothesis is that, when someone enjoy doing one particular activity, he/she would not be bored even if they have to do it repeatedly. It is expected that students would have a use-performance relationship with CAI, which means, believing that if they study in CAI, their performance in the course would improve. If they perceived CAI as highly useful, it would directly affect their actual use of the computer technology for learning and they would prefer a greater extend of computer assistance in their study.

H14: There is a positive relationship between Attitude toward Using (ATT) and Behavioral Intentions to Use (BI) in CAI



## FINDINGS

In this study, a questionnaire survey has been conducted to collect the data in order to evaluate Hong Kong students' perception of computer-assisted instruction in higher education. The target group of this survey was the university students in Hong Kong. Previous studies have also used questionnaire survey to collect users' perception on technology with different scales, which were found to be effective (Wintre et al 2008; Cutrona & Russell 1987), whereas the measurement scale used in this study has been adopted in previous research to measure students perception on CAI and the related education technology (Al-Momani 2014 & Tagoe 2012).

### A. Population and Sample

As the target group of this survey was the university students were an easy-approach group of people, through the distribution of questionnaires in different universities, relevant data and information could be collected. Population and Sample 320 questionnaires were distributed and 273 copies were returned and only 220 contained all the necessary information. Table 1 shows the demographic information of the participants.

Table 1. Demographic Characteristics of the Participants

Individual Variables	Frequency
<i>Students Gender Distribution</i>	
Male	49.1%
Female	50.9%
<i>Students Age Distribution</i>	
<18 years old	0.9%
10-22 years old	73.7%
23-27 years old	18.2%
28-31 years old	4.5%
>31 years old	3.6%
<i>Students Access to Computer</i>	
Desktop	10.5%
Laptop	59.1%
Tablet	0.9%
Desktop & Laptop	6.8%
Laptop & Tablet	10.0%
All	12.7%
<i>Students Prior Experience</i>	
Less experience	59.1%
More experience	40.9%

### B. Data Collection Method & Analysis

The questionnaire used in this survey has been designed base on the modified Technology Acceptance Model (TAM) (Venkatesh, Morris, Davis, & Davis, 2003), which is used to estimate students' perceived ease of use, usefulness and their attitude toward a particular technology. Moreover, following the Information System Success Model (DeLone & McLean, 2003), two groups of external factors, namely technology factors and student factors, are set as in the model. Since people's opinion to an issue would be affected by their experience, prior experience in using computer, which is one of the personal characteristics of this study.

The questionnaire was divided into three parts. Part 1 included the questions inquiring the personal information of the respondents. Part 2 were 7 questions inquiring the previous experience of using technology for learning of the respondents. Part 3 contained 43 questions inquiring university students' perceptions to Computer-Assisted Instruction. The questionnaires were distributed during the short breaks of lectures and in canteens during lunch time. The frequencies were computed and evaluated, and they were presented in the regarding tables.

### C. Data Analysis & Findings

Table 4.11 shown below is the descriptive statistics which gave a summary of the information about the investigated items used in this survey. The items are shown on the left of the table and the acronyms are on the right. About the abbreviations in the table, N represents frequency, M represents mean, s represents standard deviation, and SESK represents standard error of skewness. All of the items in this table (item 15- item 58) were scaled by the 5-point Likert-scale (1=strongly disagree to 5=strongly agree). Also, the scoring of the items with negative statements were reversed (item 58). This action would not affect the overall findings, the aim is to avoid negative factor loadings of the items in the same category (Kahveci, 2010).

Table 2. Items in questionnaire

Question no.	Items	Mean	STD. Deviation
	<b>Technology Factors</b>		
15.	Steps to complete a task using the E-learning system is sensible.	3.50	0.762
16.	Performing an operation in the E-learning system always leads to a predicted result	3.44	0.783
17.	The organization of information on the E-learning system screens is clear.	3.55	0.729
18.	The E-learning system has natural and predictable screen changes.	3.47	0.841
19.	The E-learning system responds quickly during the busiest hours of the day	3.07	1.053
20.	The E-learning system provides relevant information for my course.	3.54	0.813
21.	The E-learning system presents the information in an appropriate format.	3.54	0.73
22.	The information content in the E-learning system is very good.	3.44	0.747
23.	The information from the E-learning system is up-to-date enough for my purposes.	3.53	0.813
24.	The reliability of output information from E-learning system is high.	3.60	0.809
25.	The E-learning system provides the information I need in time.	3.57	0.827
26.	The E-learning system has a modern looking interface.	3.46	0.856
27.	The E-learning system has visually appealing materials.	3.18	1.002
28.	The E-learning system provides the right solution to my request.	3.33	0.784
29.	The E-learning system gives me prompt service.	3.52	0.873
30.	E-learning system has a good interface to communicate my needs.	3.39	0.887
	<b>Student Factors</b>		
33.	Time flies when I am using educational technologies.	3.78	0.912
35.	While using educational technologies, I am absorbed in what I am doing.	3.37	0.944
36.	I have fun interacting with educational technologies.	3.37	1.006
37.	I enjoy using educational technologies.	3.42	0.964
38.	I am satisfied with the performance of educational technologies.	3.38	0.838
39.	I am pleased with the experience of using educational technologies.	3.45	0.882
40.	My decision to use educational technologies was a wise one.	3.60	0.796
	<b>Perceived Usefulness</b>		
41.	CAI enhanced my effectiveness in learning.	3.58	0.875
42.	CAI improved my course performance	3.36	0.808
43.	CAI made it easier to do my coursework.	3.48	0.846
44.	CAI enabled me to accomplish tasks more quickly.	3.54	0.772
45.	I found CAI useful.	3.57	0.849
	<b>Perceived Ease of Use</b>		
46.	Overall, I found CAI easy to use.	3.61	0.966
47.	Learning to use the technologies in CAI was easy for me.	3.72	0.965
48.	The technologies in CAI were user friendly.	3.71	0.837
49.	It was easy for me to become skillful at using the technologies in CAI.	3.68	0.965
50.	I found CAI to be flexible to interact with.	3.46	0.835
	<b>Attitude</b>		

51.	I have a generally favorable attitude toward CAI.	3.66	0.859
52.	I believe it is a good idea to use CAI to assist my coursework.	3.70	0.801
53.	I like the idea of CAI.	3.57	0.865
54.	CAI provided me with a lot of enjoyment.	3.36	0.967
55.	Overall, I enjoyed study in CAI.	3.51	0.863
	<b>Behavioral Intention</b>		
56.	I will prefer fully online to face-to-face instruction.	3.60	0.829
57.	I will prefer a combination of some aspects of CAI with face-to-face.	4.01	0.872
58.	I think the institution should continue to offer face-to-face and not bother about computer-assisted education.	3.75	0.784

The collected data was examined before the analysis to ensure its validation and reliability. Factor analysis was conducted to establish construct validity. Results of factor analysis can be used to ensure that questionnaires used in this study are valid. Factor loading is used to analyze the validity of measurement scales (with general value of acceptance as 0.3)21. The variable of technology factors includes 16 items, factor loadings ranged from 0.553 to 0.747. The variable of student factors includes 6 items. Factor loadings ranged from 0.616 to 0.894. The variable of perceived usefulness includes 5 items. Factor loadings ranged from 0.682 to 0.756 in the factor analysis. The variable of perceived ease of use includes 5 items. Factor loadings ranged from 0.645 to 0.800. The variable of attitude includes 5 items. Factor loadings ranged from 0.673 to 0.792. Finally, the variable of behavioral intention includes 3 items. Factor loadings ranged from 0.650 to 0.759. Hence, this scale is retained.

Apart from this, the reliability of the scales then evaluated by the Cronbach's alpha which is a measure of internal consistency indicated how close do the items related to each other (Nunnally, 1978). The Cronbach alpha values (Table 2) of the six factors are 0.919, 0.894, 0.849, 0.887, 0.892 and 0.774, which were all higher than the acceptable value 0.7 (Nunnally). Thus, all of the variables can be perceived as acceptable.

As a result, it can be concluded that the measurement scale is valid and reliable.

### Hypothesis Testing

This study is to evaluate Hong Kong students' perception of computer-assisted instruction in higher education. By conducting questionnaire and analyzing the collected information, the impact of different TAM components, personal characteristics and other external variable on the students' perception on CAI can be found. The result would show the different personal characteristics which influence one another as well as the TAM factors would be presented in section, and the relationship among the student factors, technology factors and the TAM components would be discussed in section. Data analysis includes independent simple t-test which tests (H1 to H3), One-way ANOVA (H4 and H5) and Pearson Correlation among Components (H6 to H14).

The hypotheses are tested by the Statistical Package for Social Sciences (SPSS) software. Independent simple t-test find out whether there is statistically difference between 2 groups

**H1:** Male students rating of Perceived Ease of Use (PEU) of CAI will be higher than female students.

Table 3  
Test of hypothesis (1)

Sig F	F	Sig t	t
0.628	0.235	0.973	0.023

Based on the result of independent t-Test ( $p=0.023<0.05$ ), there was statistically significant gender difference about students' Perceived Ease of Use (PEU) of CAI in higher education. The mean value for male students was 3.4900 while the mean value for females was 3.2454, which means males perceived using the technology in CAI easier than females did.

**H2:** Male students rating of Perceived Usefulness (PU) of CAI will be higher than female students.

Table 4  
Test of hypothesis (2)

Sig F	F	Sig t	t
0.368	0.813	0.012	0.455

The mean value for males was 3.5278 while the mean value for females was 3.1123, which means male students agreed more in terms of their perceived usefulness in CAI when compared with females. Based on the result of independent t-Test ( $p=0.028<0.05$ ), there was significant gender difference about students' perceived usefulness in CAI.

**H3:** Older students have lower Perceived Ease of Use (PEU) on CAI than younger students.

Table 5  
Test of hypothesis (3)

Sig F	F	Sig t	t
0.462	0.543	0.046	1.391

The mean value for more experienced students was 3.6954 while the mean value for less experienced students was 3.5511. It implied that more experienced students perceived CAI is more easy to use than less experienced students. Based on the above results ( $p=0.000<0.05$ ), there was significant difference between more experienced students and less experienced students in perceived ease of use of computer technologies in CAI.

One-way ANOVA is used to test H4 to H5, to find out whether there are any significant differences between the means of two or more independent groups.

**H4:** Access to computers have a positive effect on the Perceived Ease of Use (PEU) of CAI.

Table 6  
Multiple Comparisons between Age Groups in PEU

Sig.	<18	18-22	23-27	28-31	>31
<18		.283	.752	.926	.011
18-22	.283		.884	.012	.003
23-27	.752	.884		.011	.000
28-31	.926	.011	.012		.216
>31	.011	.000	.003	.216	

\*. The mean difference is significant at the 0.05 level.

The significance level under ANOVA was 0.000 ( $F=6.297$ ,  $p<0.05$ ). This indicated that the age groups had significant difference in perceived ease of use (PEU) of using technology for learning. It showed the mean values for four age groups, which were 3.8300 for aged 18-22, 3.5750 for aged 23-27, and 1.8000 for aged >31. The mean values decreased while the age increased. It implied that younger students perceived using technology in CAI easier than older students did.

**H5:** Prior computer experience of students have a positive effect on the Perceived Ease of Use (PEU) of CAI.

Table 7  
Descriptives of Access to Computers with PEU

Sig.	Desktop	Laptop	Tablet	Desktop & Laptop	Desktop & Tablet	All
Desktop		.984	.685	.858	.1000	1.000
Laptop	.984		.783	.365	.951	.985
Tablet	.685	.783		.377	.644	.690
Desktop & Laptop	.858	.365	.377		.919	.817
Desktop & Tablet	1.000	.951	.644	.919		1.000
All	.1000	.985	.690	.817	1.000	

\*. The mean difference is significant at the 0.05 level.

The significance level under ANOVA was 0.261 ( $F=1.308$ ,  $p>0.05$ ). This indicated that the grade levels had no significant effect on satisfaction of using technology for learning. Moreover, all of the significance levels between means of grade levels under a post-hoc test were greater than 0.05, which indicated that there was no significant mean difference between accesses to computers in PEU.

Pearson Correlation measures the strength of the relationship between two variables as well as the direction of the relationship between two variables which are positive correlation and negative correlation.

**H6:** Student Factors (SF) have a positive effect on the Perceived Ease of Use (PEU) of the CAI.

Table 8  
Correlations between SF and PEU

Pearson Correlation	Sig. (2-tailed)	N
0.649	0.000	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was 0.649 ( $p=0.000<0.01$ ) and the impact of SF on PEU was positive and significant as predicted. The value of  $r$  ranging above 0.5 would be classified as a strong correlation [Cohen (1988)], hence, there was a strong positive correlation between SF and PEU.

**H7:** Student Factors (SF) have a positive effect on the Perceived Usefulness (PU) of the CAI.

Table 9  
Correlations between SF and PU

Pearson Correlation	Sig. (2-tailed)	N
0.587	0.000	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was 0.587 ( $p=0.000<0.01$ ) and the impact of SF on PU was positive and significant as predicted. The value of  $r$  ranging above 0.5 would be classified as a strong correlation which means there was a strong positive correlation between SF and PU.

**H8:** Technology Factors (TF) have a positive effect on the Perceived Ease of Use (PEU) of the CAI.

Table 9  
Correlations between SF and PU

Pearson Correlation	Sig. (2-tailed)	N
0.501	0.000	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was 0.501 ( $p=0.000<0.01$ ) and the impact of TF on PEU was positive and significant as predicted.

**H9:** Technology Factors (TF) have a positive effect on the Perceived Usefulness (PU) of the CAI.

Table 10  
Correlations between TF and PU

Pearson Correlation	Sig. (2-tailed)	N
0.652	0.000	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was 0.652 ( $p=0.000<0.01$ ) and the impact of TF on PU was positive and significant as predicted. The value would be classified as a strong correlation which means there was a strong positive correlation between TF and PU.

**H10:** There is a positive relationship between Perceived Ease of Use (PEU) and Perceived Usefulness (PU) in CAI.

Table 11  
Correlations between TF and PEU

Pearson Correlation	Sig. (2-tailed)	N
0.677	0.000	220

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was 0.677 ( $p=0.000<0.01$ ) and the impact of PEU on PU was positive and significant as predicted. The value of  $r$  ranging above 0.5 would be classified as a strong correlation, thus, there was a strong positive correlation between PEU and PU.

**H11:** There is a positive relationship between Perceived Ease of Use (PEU) and Attitude toward Using (ATT) in CAI.

Table 12  
Correlations among PEU and ATT

Pearson Correlation	Sig. (2-tailed)	N
0.600	0.000	220

\*\* Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was 0.600 ( $p=0.000<0.01$ ) and the impact of PEU on ATT was positive and significant as predicted. The value of  $r$  ranging above 0.5 would be classified as a strong correlation. Thus, there was a strong positive correlation between PEU and ATT.

**H12:** There is a positive relationship between Perceived Usefulness (PU) and Attitude toward Using (ATT) in CAI.

Table 13  
Correlations among PU and ATT

Pearson Correlation	Sig. (2-tailed)	N
0.649	0.000	220

\*\* Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was 0.649 ( $p=0.000<0.01$ ) and the impact of PU on ATT was positive and significant as predicted. The value of  $r$  ranging above 0.5 would be classified as a strong correlation. Thus, there was a strong positive correlation between PU and ATT.

**H13:** There is a positive relationship between Perceived Usefulness (PU) and Behavioral Intentions to Use (BI) in CAI.

Table 14  
Correlations among PU and BI

Pearson Correlation	Sig. (2-tailed)	N
0.520	0.000	220

\*\* Correlation is significant at the 0.01 level (2-tailed).

Pearson correlation coefficient was 0.520 ( $p=0.000<0.01$ ) and the impact of perceived usefulness (PU) on behavioral intentions to use (BI) was positive and significant as predicted. The relationship between them was positive and significant. Hence H15, There is a positive relationship between Perceived Usefulness (PU) and Behavioral Intentions to Use (BI) in CAI, is supported.

**H14:** There is a positive relationship between Attitude toward Using (ATT) and Behavioral Intentions to Use (BI) in CAI.

Table 15  
Correlations among ATT and BI

Pearson Correlation	Sig. (2-tailed)	N
0.580	0.000	220

\*\* Correlation is significant at the 0.01 level (2-tailed).

It showed that the mean value for male students was 3.4900 while the mean value for females was 3.2454, which means males perceived using the technology in CAI easier than females did. Males are more enjoy using computer and have positive perception towards the use of computer during instruction.

## DISSION AND CONCLUSION

This report has examined Hong Kong Students' Perception of Computer-Assisted Instruction in Higher Education. By using the modified Technology Acceptance Model (TAM) which is combined with the Information System Success Model, the effects of technology factors, student factors, perceived usefulness, and perceived ease of use on students' attitude towards Computer-Assisted Instruction in Higher Education was measured. The results of the analysis provide strong support for most of the hypothesis. In addition, this study has found that the influence of technology factors (including system quality, service quality and information quality) on perceived usefulness, and the influence of student factors (including technology experience, keen and satisfaction) on perceived ease of use were strong. Moreover, there were significant differences in the perception on Computer-Assisted Instruction in Higher Education between males and females; age groups; more experienced students and less experienced students. The relationship between TAM components was existed in this study of Hong

## Kong Students' Perception of Computer-Assisted Instruction in Higher Education.

The survey result supported the hypotheses H1 to H3, H5 to H14, but it rejected the hypotheses H4. It indicated that students under higher education were motivated to use technology in CAI because the system, the information and service provided in CAI are of high quality. For example, if the systems used in CAI were well-functioned and can provide clear and predictable result, students would more satisfied and perceived that CAI is good idea. Besides that, how the students perceive the quality of their previous experience is another factor. If a system can give the users a pleasant experience, they may absorbed in their tasks and found it interesting. When people keen on doing something they may found it easier to be done and found that the tool or medium which helped them to fulfill the task is useful. Both the technology factors and student factors affecting students' perception on the usefulness and the ease of use of technologies in CAI. This explanation is supported by DeLone & McLean (2003), Al-Momani (2014), Igarria, Guimaraes & Davis (1995) and Igarria & Tan (1997). Students' perception about the system that they had been used during computer-assisted instruction would affect their attitude toward the idea of using CAI and finally lead to the change of intention to use technologies in CAI.

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## Students Understanding Of Mathematics Using From Prototypical Examples: Analyze In Linear Algebra

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### ABSTRACT

Mathematical objects are ‘natural objects’ for the practical mind. Definitions and theories can only describe them, not create or construct them. A mathematical term is interpreted through its denotation as representing a collection of particular objects for the theoretical mind. So, theoretical and practical modes of thinking differ in the manner in which they constitute the meanings of words.

Thinking in terms of prototypical examples, rather than definitions, became an obstacle to our students’ understanding the notion of linear transformation. In the course, linear transformations were defined as transformations of vector spaces which conserve linear combinations. The obstacle was revealed in the students’ attempts ‘linear extension problem’: given a transformation of a basis, to construct a linear transformation with those values on the basis.

In the experimental course, the problem was not formulated in such general terms. It was restricted to two dimensions, and the students were not asked to ‘linearly extend a transformation from a basis to the whole plane’ but to assume the existence of such an extension and find some missing information about it. In this study we are discussing students understanding of mathematical concepts by means of linear transformation in linear algebra.

**Key words:** understanding of mathematical concept, linear algebra, linear transformation

### INTRODUCTION

It is a general view students tend to think in practical rather than theoretical ways, and several research conducted how this tendency affected their reasoning in linear algebra (Dorier, Robert, Robinet & Rogalski, 2000). Students’ understanding of the theoretical mathematics different from the practical thinking turned out to be inspired by the Vygotskian distinction between everyday concepts and scientific concepts (Vygotsky, 1987,). Sierpinska (1992) assume that theoretical thinking is characterized by a conscious reflection on the semiotic means of representation of knowledge and by systems of concepts. She also declared that, in theoretical thinking, reasoning is based on logical and semantic connections between concepts within a system. In this connections, concepts are made on the basis of their relations to more general concepts of which they are special cases rather than on experimental associations (Vinner, 1983). The relations between concepts and objects are organized by relations of the concepts (Sfard, 1987). Comparisons between concepts and their differentiation are constructed on the basis of the relations of these concepts to more general concepts (Rogalski, 1996).

A common belief among mathematicians is that in order to teach mathematics well, all that is necessary is to know the subject well (Hamilton, 1837). The teaching of linear algebra provides a striking profile. Linear algebra teachers know the course personally very well .yet the students do not understand (Carlson, 1993). Theoretical and practical thinking in mathematics is not absolutely different from each other. In both cases we use from theories, formulas, definitions and ideas of mathematics (Sierpinska, 1997). The main difference between these two thinking modes: mathematical relations are conducted or organized by recognized definitions and theories, and are not used to construct new mathematical models (Sierpinska, Trgalová, Hillel & Dreyfus, 1999). In our linear algebra lectures, it is a main understanding problem of abstract concepts of the course that students have a tendency to do their mathematical studies in term of prototypical or familiar models rather than focusing on general concepts of the subject (Dorier, Robert, Robinet, & Rogalski, 1994).

Mathematical thinking works by reasoning from prototypical examples or mental model (Johnson-Laird and Byrne, 1991). Some mathematical elements are more important in reasoning or more prototypical than others. The

mental manipulation of prototypical images helps students to construct their mathematical models (Thurston, 1990). From the students' perspective, a mathematical definition could be a description to introduce the concept, but couldn't be a something to manipulate in reasoning. Of course, it is possible that students sometimes produce mental arguments based on prototypical solutions without understanding, or those which can easily be mistaken in examination marking an attempt at a formal solution (Freyd, 1983a-b).

### ANALYZING OF STUDENTS' APPROACHES

In our lectures, linear Transformations of vector spaces were represented by

$$L: V \rightarrow U$$

$$L(c_1v_1 + c_2v_2) = c_1L(v_1) + c_2L(v_2)$$

where  $V$  and  $U$  are vector spaces,  $u_1$  and  $u_2$  are vectors in  $V$ ,  $c_1$  and  $c_2$  are scalars. One of the main difficulty of the students encountered at this subject was to create a linear transformation from a given base. In the experimental course, they tried to formulate of a linear transformation from a basis to the whole vector space. Linear transformation problem and students' answers are listed below:

Let be the vectors  $L(v_1)$  and  $L(v_2)$  are images of the vectors  $v_1$  and  $v_2$ , respectively, under some linear transformation  $L$ . Try to create following models:

- I.  $L(v_1 + v_2)$
- II.  $L(3v)$
- III.  $L(-2v_1 + 2v_2)$
- IV.  $L(v)$

- I.  $L(v_1+v_2)$  is the same meaning the sum of  $L(v_1)$  and  $L(v_2)$ , using the linearity of the function of  $L$  (vector addition character of the function of  $L$ ).
- II.  $L(2v)$  is the same meaning the scalar multiplication of the scalar 2 and the vector  $L(v)$ , using the linearity of the function of  $L$  (scalar multiplication character of the function of  $L$ )
- III.  $L(-2v_1 + 2v_2)$  is the same meaning of the sum of scalar multiplication vector  $-2L(v_1)$  and scalar multiplication vector  $2L(v_2)$ , using the linearity of the function of  $L$  (linear combination character of the function  $L$ ).
- IV.  $L(v)$  is the same meaning of the representation of general form of vector  $v$ , using the linearity of the function  $L$  to construct a linear combination  $c_1v_1 + c_2v_2$  with  $c_1, c_2$  represented by the two independent variable scalars on the number lines.

Students' answers could be divided into two main types:

- a. the 'Prototypical' solution
- b. the 'theoretical' solution

a. The students in this group worked on the equation  $L(c_1v_1 + c_2v_2) = c_1L(v_1) + c_2L(v_2)$ . They were trying to find some conditions on the variables and vectors, for which the left hand side of the linear equation was identical with the right side in the all questions. For the first three question, they were able to find such conditions, and their answer to the questions was 'these questions are easy and we could solve them'. They explain that using from the equation  $L(c_1v_1 + c_2v_2) = c_1L(v_1) + c_2L(v_2)$ , we select  $c_1 = c_2 = 1$ , then we obtain  $L(v_1 + v_2) = L(v_1) + L(v_2)$ . By the same manner, if we select  $c_1 = c_2 = 1$  and  $v_1 = v_2 = v$ , then we obtain that  $L(v + v) = L(v) + L(v)$ , so that  $L(2v) = 2L(v)$ . For the last question of the problem, their answer was 'this question is not easy and not we couldn't find to general formula of the linear transformation'.

b. The students in this group solved the questions in the manner expected. They used the number lines for the scalars, and then showed that by moving the points on the number lines the scalars could be made variable.

It is possible that, in the above activity, some students had difficulty because the equality  $L(c_1v_1 + c_2v_2) = c_1L(v_1) + c_2L(v_2)$  was dependent on the scalars of  $c_1$  and  $c_2$ . In question iv the students could not give any concrete values or conditions on the variables. A student's prototypical solution is also is a presentation of a thinking way of the student who prefer to learn a course by producing written and visual expressions formally similar to the expressions by the teacher. If we analyze the above exercise in this perspective, the equation  $L(c_1v_1 + c_2v_2) = c_1L(v_1) + c_2L(v_2)$  has the same meaning with the concept of linear transformation, and is in a simple position to create the typical expressions that can be performed in the lecture.

Prototypical solution type is a solution way that better reflect the understanding of mathematical concepts in terms of prototype examples. According to this type, understanding of linear transformations can be organized as follow: Linear transformations in the  $R^2$ -plane have some actions called rotations, projections, shears, and their combinations. For the linear equation  $L(c_1v_1 + c_2v_2) = c_1 L(v_1) + c_2 L(v_2)$ , students easily created vectors  $L(v_1 + v_2)$ ,  $L(3v_1)$ ,  $L(-2v_1 + 2v_2)$  in questions i), ii), iii) and iv) the 'Linear rotation by an angle, a reflection, shears or possibly some combination of these vectors. In the question (d), the image of an arbitrary vector  $v$  was to be constructed. Students tried to figure out if  $L$  is not one of the known linear transformations, a rotation, a reflection, or a shear, or possibly some combination of these action, by trying to find the relations between the vectors.

## RESULTS

Prototypical solutions of the linear extension problem is a certain level understanding of linear transformation. The students are expected to learn the matrix representation of a linear transformation. Understanding of matrix representation determines this transformation uniquely with respect to a basis, have the same meaning with understanding the Linear Extension Problem. It is easy for students to learn the definition of the matrix representation and apply it exercises following its definitions. The knowledge does not stay a long time in their mind to reorganize the conceptual relations with their other knowledge about linear transformations.

The distinction between theoretical and practical thinking is a methodological and pedagogical distinction. Scientific knowledge is theoretical but scientists do not always think in the theoretical way. Learning mathematics with prototypical examples can be regarded as a necessity from an epistemological point of view if we assume that theoretical way is about something other than itself.

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## **Study On Developing The Assisting Program For Customized Housing Design For The Elderly**

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### **ABSTRACT**

This study aims to develop an assistance program for the customized housing design for the elderly, which is based on the rapid growth of the elderly and the increasing needs for better residential environment aroused by economic development and growth in income level.

Today we are facing various problems resulted from rapid increase in worldwide the elderly. In 2026, Korea will enter a super-aged society, which means 20% of population will be the elderly. Aging phenomenon affects various industries quite . It is also making big change in the elderly housing market too. The elderly are not simply weak and in financial need any more. Now they have high marketability and new value. The elderly users tend to participate actively in designing the house.

In designing housing, bidirectional communication between users and architect is essential. For this, users must have certain amount of knowledge in architecture and need to express their requirements clearly. However, there are communication problems resulted from the lack of architectural knowledge.

Therefore, this study sets its goal to develop the assisting program for customized housing design for the elderly through harmonious communication with the elderly, the future key users in the industry. For this, literature review related to the elderly, interview, and user survey were conducted. Additionally, in-depth interview targeting the elderly and architects was conducted to compensate the defect.

Based on this research, for the basic knowledge of architecture of the elderly users, a learning model needs to be developed considering physical, psychological, and social characteristics of the elderly, and a learning model suitable to the characteristics of the groups needs to be proceeded. Also, the methods of participation and communication need to be developed through proper combination of “design” and “selection for menu and option”. In conclusion, this study suggests the direction of future research for developing assisting program by the combination of the way of learning and communication.

Through this study, it is possible to increase the quality of the elderly housing. Also harmonious communication with architects through the assisting program will raise the user satisfaction. In the future, the assisting program proposed in this study will be developed to be applied to real users.

**Keywords: the elderly, assisting program, customized housing, education, communication**

### **INTRODUCTION**

Our society is facing diverse problems in varying degrees owing to rapid increase in the elderly. Problems deriving from such demographic change had constantly been placed at the center of discussion since the 20<sup>th</sup> century, and Korea is no exception, with the elderly taking up 13.1% of the national population in 2015. This figure directly implies that Korean society has entered Aging society; being the 2<sup>nd</sup> fastest pace towards such tendency in the world. At this rate, Korean society will have stepped into what we call ‘super-aging society’, with the elderly rate rising to 20% of the entire demographic (Asia-Pacific economic status report-adapting to the changing world). This social phenomenon is presenting itself with a huge influence in various industries, which can be most observed in developed countries. It is influencing growth in health, education, finance, real-estate loan, leisure, telecommunication, and petroleum chemistry industry. Thus, it is required to change the conventional views on the elderly as weak and helpless, and adopt a new perspective to consider them as social group with remarkable marketability, and new values. With such change in aspect, various studies about the elderly have been conducted.

According to Lee and Lee (2015), changes in behavioral/life pattern has been observed since Korea’s entrance into aging society, and the elderly presents themselves with more economic/physical independency with stronger sense of autonomy. Another study by Lee and all (2001), with continuous economic development and growth in

income level, the desire for improvement of living quality has increased, and the users select the sites actively and participate in housing design to realize their desires. The elderly, however, in architectural design, requires more attention due to their unique psychological, physical, and social characteristics when designing their living spaces. In planning a living space that would precisely meet the user's needs, mutual communication is imperative method that is not sufficiently met with the elderly due to their lack of knowledge in architecture and physical difficulties. Therefore, for residential design for the elderly, it is required that the users themselves to be equipped with certain degree of architectural knowledge and education in order to deliver their needs to the architects.

## SCOPE AND METHODS

This study intends to develop an assistance program for customized housing design for the elderly, which will be done by attaining an in-depth understanding of particularities of physical, psychological, social characteristics of the elderly by reviewing advanced researches regarding the elderly, selecting pedagogical & communicational methods that would best serve in developing architectural knowledge for the elderly, and reinforcing theoretical background by interviews with both architects and the elderly.

Designing a customized housing for the elderly requires adequate communication tools and methods between the residents and the architect, and a learning model through reviewing the characteristics of the elderly.

The detailed procedure of the study is as follows:

First, through literature review, selection of learning method & communication method based on the analysis of the characteristics of the elderly is conducted.

Second, preferred communication method and learning method is analyzed through user survey and interview with the elderly and the architects.

Third, adequate architectural learning model and communications method and tools are selected by classifying the characteristics of the elderly based on literary review, interview and survey.

Forth, a direction for an assistance program for customized housing design for the elderly are suggested based on the results above.

## LITERATURE REVIEW

### Defining the elderly and analysis of its pedagogical characteristics

Kang(1990) defines the elderly by 'those individuals who are comparatively incapable of leading a normal life due to apparent aging in both psychological and physical aspects, though the degree might differ amongst individuals'. Also, advanced studies state that they do present a set of distinguished characteristics that separates them from other demographical groups in terms of physical, psychological and social perspective; all of which are generally perceived as to be 'inferior'. Physical wise, they have limitations of movement, longtime education due to their declining height, weight, bones, muscle, intestines and respiratory capacity. Psychology wise, they suffer from loss of urge for learning new things, declined active problem solving capacity, loss of confidence and passion, and depression due to sentiment, attachment, reminiscence, dependency, emotional rigidity and introverted personality. Also, in social aspect, their changes in social status and roles, declined economic and intellectual capacity, change in lifestyle, relocation of habitat, they face related outcomes such as decreased chance of information acquisition, declined radius of activity and increased leisure time, and changes in interacting social classes.

Shin(2007) claims that it is not enough that we base the education of our the elderly on demographical statistics and socioeconomic traits, and will have to take into account their value, consumption, leisure and other in-depth understanding of their subjective and cultural tastes, along with a pedagogical method that differs from other demographical groups. In Korea, education for the elderly are conducted at class for the elderly, the elderly welfare center, life-long educational centers with university affiliation and religious centers; however, current status is hard to get a grasp with not even accurate statistics regarding the issue is provided(Lee, 2015)

There exists however a social bias that is represented simply by the phrase 'old dogs can't learn new tricks', saying that the elderlies are incapable of learning or adopting new skills or knowledge. Such bias derives from other set of prejudices that in the process of aging they are thought to lose their creativity, learning capacity and intelligence; however, such prejudices have proven time and again by advanced studies to have been a socially constructed bias.

Hwang(2009) suggests that increase of the elderly with high educational background means that we could assume that the elderlies now possess capacities to develop professional knowledge in diverse fields. This implies that the elderly could attain professional knowledge on architecture. The growing level of educational attainment of the elderlies along with the rise of income level stated by Lee ad all(2001), and changes in behavioral patterns to a rather more active and autonomous one pointed out by Lee(2015)-all these changes leads to the elderly's tendency to actively trying to improve the quality of their living condition.

Studies regarding the learning capacity of the elderly mostly reach to an agreement at one point; that the interpretation of conclusion of respective studies are to be carefully done, for it requires great level of sophistication to attribute one's learning capacity to one's age. Here it is important that we distinguish 'learning capacity' from 'academic achievement'. Single most important factor in the education of the elderly is time, since it requires a certain amount of time for them to effectively absorb the materials and concepts they have learned, rather than short time memorization-and-exercise. Though the elderly might do poorly in terms of academic achievement when put to learning at latter situation, their outcome (information recall) is shown to be far better when given a rather long length of time. Thus, we could observe that in discussing the learning capacity of the elderly, the point is not whether they have successfully stored the information, but the condition of recalling the already stored information. Time has great impact on successful call-back of information, and for the elderly, it is absolutely vital that they are given enough time to fully search, regenerate, replay, react to the information they had just stored; when this is done, education for the elderly would face less difficulties. Thus we must recognize that changing the educational conditions and environment is the vital task that lies ahead of us, and that we should provide other types of teaching methods or environments than we do to students from other demographic backgrounds. Also, we must encourage the elderly students to form their own educational environment and conditions.

### Analysis of communication model for designing customized detached residences

A construction project is usually order-made, which begins with order from user or proprietor, and involves participation of user, resident, designer, constructor, in varying degrees (Cho and all, 2006).

In case of detached residences, contrary to the supplier-oriented, multi-unit residences, the resident takes part in the designing process with great enthusiasm in order to fulfill his/her needs and desires (Lee and all, 1999). Therefore, in this case, the resident' role and his/her architectural knowledge are important, and the communication with the architect has greater impacts.

Joost van Andel(1997) emphasizes the importance of user-oriented designs for a new building or remodeling of the crucial parts. This means that during the design process by an architect, it is vital that the future residents, the users, express their demands as detailed as possible. In addition, Kim(2006) also points out that the users should fulfill their role to ensure the project to end successfully. It is general, however, that the users face difficulties in playing their part due to the lack of architectural knowledge.

Designing a detached residence is usually composed of composition/width/deployment of chambers, section and level component (Heo, 2015); the user is not necessarily required to be aware of all these procedures to a professional level, and would suffice to be equipped with adequate level of knowledge that would be required for a smooth communication with the architect. Also, the architect needs to understand the user's characteristics and reflect it to the design in order to design a residential space (ibid). For accomplishing such task, the architect utilizes his/her own knowledge to interpret the general characteristics of the user to design space, or reflect the demands and needs of the user through interview or letter.

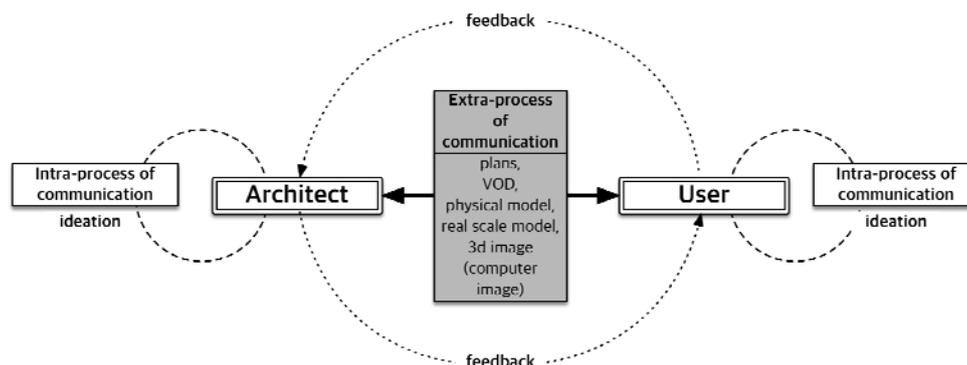


Figure 1. Communication(User-Architect)

Kalay(2004) defined 'communication' as the process by which the provider of the information transmits the information to the receiver. She distinguished the types of communications into intra-process of communication and extra-process of communication.

Intra-process of communication(IPC), also known as "ideation", refers to the process by which the architect makes descriptions through media(ex: sketch), based on which the design will be developed.

Extra-process of communication(EPC) refers to the process where the idea is shared with the user via media(plan, model, 3D image), where opinions are adjusted. In the case of EPC, it is the other party who interprets the results expressed through the media. Therefore, it is common that the result is misled, or not be

interpreted at all. Design communication is even more limited when the end-result is expressed through a more simplified form (Hong and Yoo, 2014).

Cuff(1996) suggested that most of the users or users fail to fully comprehend the architect's sketch or model, and arbitrarily interprets the suggested media descriptions based on their experiences or knowledge. Hong and Yoo(2014) also pointed out that in a cooperation design between different professional parties, use of rendering images or blueprints have apparent limitations in delivering user's complex actions that takes place in 3 dimensional space, and that design ideas can successfully developed only through active mutual communications<figure 1>.

## FINDINGS

### Learning based on characteristics of the elderly

According to the aforementioned analysis, the elderly has some distinguishing characteristics that separate them from other demographic groups. This study have classified those characteristics into physical, psychological, social characteristics, and analyzed their impact on learning capabilities.

Physical characteristics change as height/weight and BSA declines, and as respiratory system, kidney, blood circulation, digestion system, and nervous system starts to fail, with changes in postures as well. Also, decrease in learning capacity and cognitive ability is observed in nervous system that has to greatest impact on learning capability. Therefore, alternative method of learning is demanded for education for the elderly, such as online-education or visiting-education that does not require the elderlies to leave their residence due to their limitations in movement, or short-time learning composition due to limitations in course duration time caused by decreased cognitive ability & learning capability

In psychological aspect, changes in their emotions show loss of passion and liveliness, confidence. Depression commonly takes place as well. Attachments to familiar object increase, while refusing new lifestyle patterns, which again leads to dependency and introverted personality. Therefore, individual goals for leaning are important for continuous progress and advancement. In the case of online-education however, it is rejected by the elderlies who are born usually around '50-'60, who has difficulties adapting themselves to smartphones and computers.

Socially, they are usually met with loss of social status, decreased role in the family hood, changes in the social classes they interact with, loss of spouse. Loss of economic capacity, decrease in range of activity, increased leisure time, migration due to decrease of family member is also common; of which changes in interacting social classes, increase of leisure time and weakened economic capacity would have impact on the learning aspect. Therefore, online-education that is economically less-burdening could be selected as the adequate education method. There is however a study that suggests a classic-learning method would turn out to be more adequate in case when they devote much of his/her time for aged-communities; thus it is important that we select learning model that would fit individual traits<table 1>.

Table 1. The elderly classification results

Type	Item & Factor scores	Cronbach's $\alpha$
pursuit of happiness through self-development	4-0.888, 24-0.853, 17-0.853, 11-0.809, 8-0.715, 21-0.676, 15-0.668, 29-0.625, 28-0.606, 26-0.511	0.943
future oriented lifestyle	10-0.850, 23-0.771, 27-0.669, 30-0.666, 16-0.645, 3-0.582	0.847
anachronistic	5-9.829, 25-0.825, 12-0.770, 2-0.513, 32-0.401	0.768
knowledge pursuing	14-0.841, 31-0.732, 13-0.632, 1-0.598	0.743
socially active	7-0.752, 19-0.602, 6-0.550, 9-0.481	0.642

In conclusion, a survey had been conducted in order to classify the elderly into different groups in accordance to their specific traits; a modified version of VALS test was put to use as a way to classify the characteristics of the elderly. VALS stands for Value and LifeStyle, is a model developed at SRI International, California for defining co-relationships between consumer characteristics in the 70' U.S. Using this model provides the researchers with consumer types and traits, by assessment of demographical characteristics and the result of the survey, which takes place before the assessment procedure. This study had modified the VALS model in accordance to particularities observed in Korea, and conducted with 32 questions.

Distribution of the survey was done via a web-service called the Survey Monkey, and had surveyed the

elderlies over 60; 85 questionnaire had been used for analysis, which were randomly distributed through email and internet communities with high average age. Coding was conducted after verifying the adequateness of the collected data, which was done using SPSS for Window 18.0. Factor Analysis was used for the analysis method, which lead to 5 groups and factor loading.<table 1>.

Group 1 turned out to prefer trying out something new, challenging, pursuing exotic and new things, and to have high desire to lead a happy life. Also, the cronbach's  $\alpha$  is 0.943, explaining 21% of the entire variance. Hence in this study we will name them as 'pursuit of happiness through self-development' type. This group had high desire for learning in general, preferred a conventional type of learning to an online lecture, and was willing to actively reflect their opinions and voices in designing their residence.

In the case of group 2, we were able to observe that they enjoy making things for themselves, and are interested in hardware and machines. The cronbach's  $\alpha$  is 0.847, which explains 10% of the variance. Hence in the study we shall name them as 'future oriented lifestyle' group. This group is capable of using computers, prefers online lecture, and is willing to actively engage in residence designing as did group 1.

Group 3 are particularly religious, and think that the television these days have too much sexual contents. Cronbach's  $\alpha$  is 0.768, explaining 9% of the entire variance. The study will classify them as 'anachronistic' group. This group had less interest in education, and showed far less engagement when designing their residence.

Group 4 is intellectually active, who are interested in theoretical discussions and consider themselves as to be intellectual. Cronbach's  $\alpha$  was 0.743, which explained 7% of the entire variance. The study have classified them as 'knowledge pursuing' group. This group had the highest desire for education. But their preference between two types of classes were hard to distinguish, and were passive in making plans for their resident.

Group 5 liked being the head of a group, and had tendency to trying to lead others. Cronbach's  $\alpha$  was 0.642, which explained 5% of the entire variance. This study named group 5 as 'socially active' group. They showed similar patterns regarding education with group 1, but preferred conventional method of education to its online counterpart.

### Communication for designing a customized housing

There would be various ways for describing a space, but the point is that they are for communication regarding spatial information. Especially, in communication process that arises between an architect and a user, space description realizes in concrete form what only exists in the architect's imagination through conceptual and cognitive ways. There exist many preventive methods that aim to minimize the loss of information during the process. Text, plan, section, concept, diagram, table, charts are methods that belongs to conceptual description, whereas model, real-scale-model, computer image, VOD(video on display) belongs to cognitive description method.

During the interview with the elderly and architects, the elderly had low level of space comprehension with conceptual description methods; whereas with real-scale-model showed the highest level of understanding, followed by VOD. We could also observe how the elderly have tendency to describe a space in accordance to their experiences, and requires comparison with already-existing experience to fully comprehend a new space.

The following chart shows the pros and cons of respective participation methods.<table 2>.

Table 2. respective participation methods

Methods	strengths	weaknesses
Design method	Customized designing enabled in accordance to the characteristics and traits of the resident	Communication between the architect and the user is vital, which requires the user to be equipped with certain degree of architectural knowledge
Selection method for menu and option	Residential space that would correspond to the characteristics of the resident could be selected based on statistics and architectural planning	Less customizable compared to design method, and has limitations in selection due to limited number of options
DIY method	The space could be designed fully for the resident due to his/her active participation in design process	Requires high-level of architectural knowledge and skills, with high rate of faults due to construction by un-skilled labor
Variable module method	The space is open to modification due to its initial openness to variables	Cannot fully reflect the residents needs in detail due to limitation in modification

User participation in residence design aims to reflect the main demands of the users to designing procedure. There are several ways by which this is done; Cooperative method where the user takes part in every procedure of the design and construction, from planning to management, Design method where the structure is designed by the architect whereas the interior is mainly designed by or cooperation of the user, Selection method for menu and option where the user selects from several blueprints, or selects composition, finish or part of the facility,

DIY method where the user takes over from the construction phase, and the Variable module method where the user takes part in a certain degree in construction and utilization phase.

Unlike other demographic groups, in designing detached residence, the elderly have difficulties actual participation due to their characteristics which are usually limitations of various sorts. Therefore, the participation method for the elderly in designing a customized detached residence for the elderly, will have to be composed of design method, Selection for menu and option and variable module method.

Therefore, in selecting the necessary communication method for developing a user participation method that is aforementioned, we have conducted an interview of 5 the elderly and 3 architects. The former, are composed of those who are willing to construct a detached residential space for preparing their later-life. The interview was oriented in a way that it would give us an idea if they are aware of how they would deliver their requirements to the architects or if they have any architectural knowledge at all. The latter party are experienced group of architects who have accomplished numerous building projects and are still active (Seongjin-Baek, Mija-Lee, Jinkyu-Park). We have asked in detail of the communication method between the user and the architect, means used for communication, and their emphasis when they design a customized detached residence for the elderly.

The result of the interview revealed the following: the elderly prefer design method, but selected Selection method for menu and option considering their economic and timely aspect. Also, in the process of communication, they had tendency to make a spatial description in based on their experience when they visibly confirm a space, and had low understanding of sketch, 3D rendering image and blueprints.

As for the architects, they assume that the selection for menu and option would be much more convenient for both the user and themselves, and that design method comparatively requires more time and economic resources. They stated however, that through design method they would be able to reflect the characteristics of the users more than any other methods, and that the end-result would be closer to what we would call 'customized'. In cases when the user lacks in architectural knowledge, the communication between both parties are more apt to suffer difficulties, which would result in unclear delivery of the requirements of the users to the architect and to dissatisfaction on the end-result.

Furthermore, it is difficult for an architect to understand the user's demands when smooth communication fails. Therefore, architects usually explain the project with their portfolios, and depend on their intuitions to understand the characteristics and requirements of their users.

In conclusion, we have induced the following during the process of our interview: the communication method for customized detached residence for the elderly is to allow indirect experience of space-composition of the residence via video or scaled-down models, by combining design method, selection for menu and option. Also, grasping the characteristics of the user should be supported by a more quantitative frame or a program, instead of current practice of relying on the architects intuitions.

## CONCLUSIONS

This study aims to develop an assistance program for the design of the customized residential for the elderly, which is based on the rapid growth of the elderly, and the increasing needs for better residential environment aroused by economic development and growth in income level.

This study found that the elderly require special methods of communication and education in comparison to other demographic groups. Also, according to the survey and interviews with the elderly and the architects, the more trouble with the communication between the two parties, the lesser the user satisfaction turned out to be. This results from the lack of architectural knowledge of the users, and of the efficient means of communication.

This study was conducted through the literature review, user survey, and interviews. Then, the elderly were classified into 5 groups in accordance to their physical, psychological, and social characteristics, and the educational models corresponding to each group were illustrated. Also, the communication method and tool for residential design for the elderly were selected. Therefore, the assistance program for designing customized housing for the elderly would employ the following procedure & components <figure 2>.

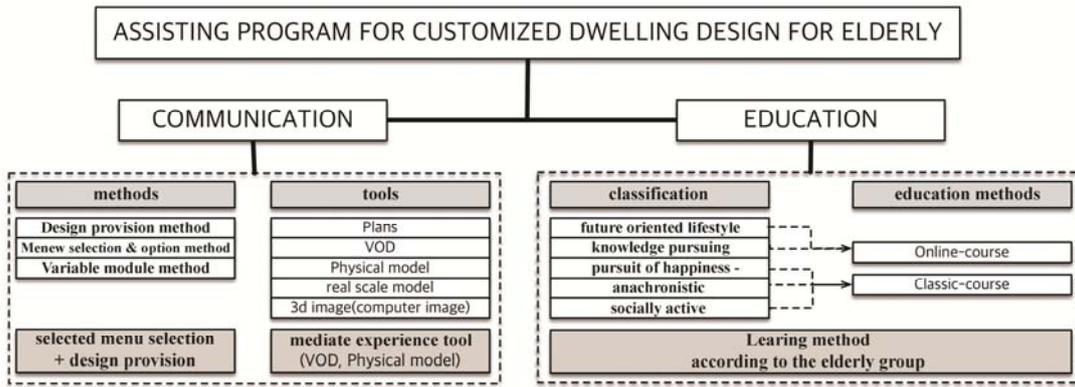


Figure 2. Construction of assisting program for customized housing design for the elderly

Lastly, the following conclusion can be drawn out to develop an assistance program for the customized housing design for the elderly.

- 1) Communication method is to be formed by the combination of design method and selection method for menu and option. First, the user should be able to choose the designed residential space via selection for menu and option, and it should be provided after re-design by the architect.
- 2) Communication tool is to maximize the utilization of the VOD in order to provide indirect experience of the residential space. It has been shown that elderlies are incapable of sufficiently recognizing and understanding a space with mere 2D images. Therefore, use of VOD is necessary to ensure that they have a rich understanding of the space via indirect experience; using physical model alongside with the VOD would make the whole process even more efficient.
- 3) In composing a learning method for the elderly, it is vital that we have understanding of individual characteristics of the elderlies, and select the corresponding learning method. Therefore, this study classified the elder people into 5 groups, and assigned them with online-course/classic-course.
- 4) Lastly, for a customized residence design for the elderly, it is imperative that the user’s needs be reflected in the project by quantifying their requirements. Therefore, a program that is able to grasp one’s characteristics in statistical, psychological aspect should be used, and user’s requirements are to be able to be chosen or composed by the program as well.

The following <figure. 3> shows the overall results of the above, which configures the assisting program as the flow chart..

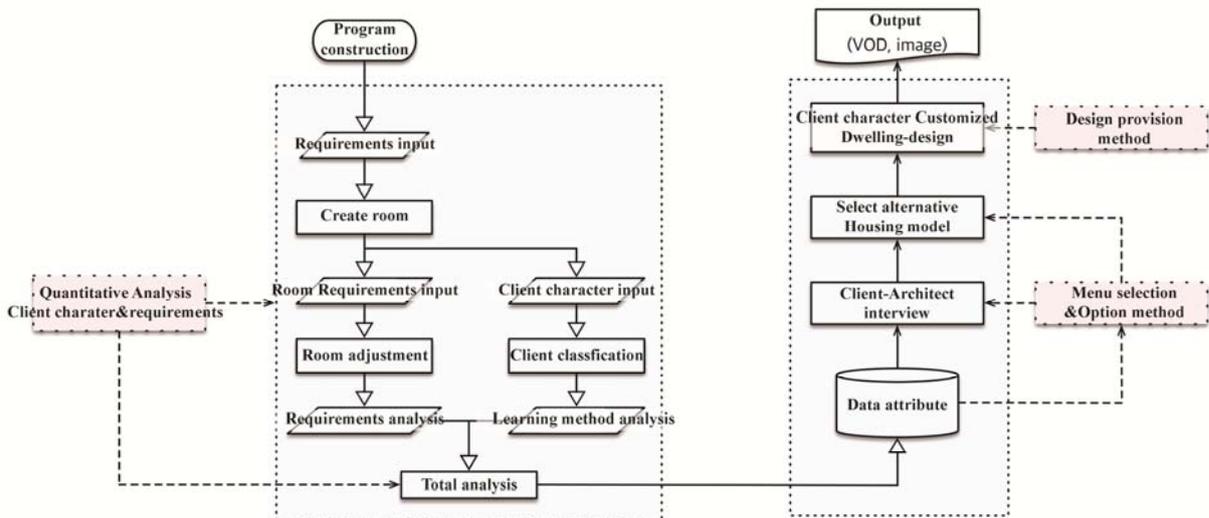


Figure 2. Assisting program flow chart for customized housing design for the elderly

It is expected that such a research process would be able to support a smooth communication between the users and the architect in development of the customized housing for the elderly. Also, the user satisfaction of the residential space would be improved drastically if the user themselves acquire a certain degree of architectural knowledge and actively engage in the designing process.

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## Syllabus or Silly-Bus?

### A Suggested Technology, EQ And Performance-Based Non-Native ELT/EFL Teacher Training Syllabus (TTS)

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#### ABSTRACT

This paper covers a ground search for implementing theoretically and practically a suggested technology, EQ (Emotional Intelligence) and performance-based non-native ELT (English Language Teaching)/EFL (English as a Foreign Language) Teacher Training Syllabus (TTS) design. The so-called syllabus design components were determined through a questionnaire conducted among the non-native teachers of English. All the qualitative data were fed into computer and analyzed in *IBM SPSS Statistics Program version 22*. The results of data analysis are studied in the research section of this study and a suggested syllabus design is presented with all the components related to TTS. Besides, EQ principles, multimedia factors, the five Ps (Programming, Pointing out, Pupils, Pre-training and Post-practice) effect on EQ-based syllabus design and the role of EQ competence (Goleman, 1995, 1998) issues in designing up-to-date TTS are covered. A pilot syllabus and program schedule with some objectives and syllabus content that could be implemented in ELT pre or in-service teacher training based on four stages such as technology in FLL (Foreign Language Learning)/ELT; EQ and ELT/EFL teachers; performance and practice; case study, act-out and role-play and together with pinpoints, contents, objectives, achievable goals & expected outcomes and specifications are fundamental issues this study is also based on. The analysis and the results of a survey are studied as a supporting basis for suggested syllabus design, and the drawbacks and problems encountered are covered in terms of designing such pre or in-service teacher training syllabus and the conclusion drawn out of the data analysis and overall study guides us towards a new insight in TTS quite distinctive from a traditional ELT/EFL course syllabus.

#### INTRODUCTION

There have been numerous studies over the past thirty years on the use of technology and EQ competence issues along with Multiple Intelligences (MI) (Gardner, 2010) in teacher training programs as well as teacher training syllabuses to train both native and non-native teachers of ELT/EFL.

Teacher training and syllabus design have been the hottest issue ever since foreign language teaching has been taken into account. In this study, non-native ELT/EFL teachers, teaching environment, technology to be implemented in language teaching and EQ competence issues in terms of training non-native teachers are covered and a new TTS design is studied. Non-native teacher (Medgyes, 1994) training syllabus and a general English Language learning/teaching syllabus design needs to be extensively explained and studied in terms of presenting distinctive features of both types. Almost more than thirty years ago the types of syllabus were discussed (Stern in Brumfit, 1984:7-11) and various views on syllabus types and some experts' opinions (Candlin and Breen, Widdowson and Brumfit, Yalden, and Allen in Brumfit, 1984) in the field were shared to some extent.

Various institutions and foreign language teacher training certification programs offered many courses on primarily non-native teacher training in ELT/EFL. All these efforts have been done to increase non-native teachers' qualifications teaching to any groups ranging from young learners to adults for such purposes as general English or ESP (English for Specific Purposes). The target group of teachers' profile may vary from student teachers to experienced/inexperienced teachers of ELT/EFL. The pre- or in-service teacher training has been significantly important for both student teachers and teachers of ELT/EFL; that is why this study investigates how teachers can be trained through a formative syllabus covering technology and EQ competence issues. So, "the effectiveness of in-service ELT professional development training is affected by trainers' understanding of the process of change that professional development actually involves for teachers" (Barduhn and Neher, 2012: 219). However the integration of changes of teachers' teaching style and the learners' consideration are strictly based on 'cultural and institutional philosophies of learning and teaching' (ibid.) In this context, the issue is two-fold: first the ELT/EFL teachers' mentality change of foreign language teaching and their in-class attitudes toward learners and the latter is the institutional consideration of these changes brought into non-native teaching environment/classroom by teachers.

ELT/EFL teachers are expected to assume various roles such as "controller", "organizer", "assessor", "prompter", "participant", "resource", "tutor" and "observer" (Harmer, 2003:58-62). These are a few of the teachers' roles they have to assume as a teacher in non-native teaching environment, and they have to carry out language teaching business even though there have, from time to time, been many problems some of which depend on teachers' and learners' attitudes while teaching and learning takes place. So, this paper seeks a

solution to teachers' and learners' unexpected emotional reactions during teaching and teacher-learner-teacher interaction. In addition, teachers, no matter experienced or inexperienced, might be expected to assume more roles in ELT/EFL as professionals while actively involved into teaching as "needs analyst", "curriculum developer", "materials developer", "counselor", "mentor", "team member", "researcher" and "professional" (Richards & Lockhard (1994: 97-112). Consciously or unconsciously we all assume some of these roles at different times while teaching a foreign language because teachers are said to be "all performers in the classroom at some level" (Harmer, 2003:63). Whatever the role the teachers assume in teaching, it is quite clear that they have to interact with learners and pay attention to learners' attitudes towards foreign language learning. So, while learning takes place, there is always an emotional acting or behavior between teachers and learners; and implementing the teacher training becomes inevitable either in pre- or in-service teacher training curricula.

*A Suggested Technology, EQ and Performance-based non-native ELT/EFL Teacher Training Syllabus (TTS)* is not designed to train ELT/EFL teachers on how to teach a foreign language with the content given in the syllabus of a coursebook. This specifically aims at enabling non-native foreign language teachers to gain skills on implementing EQ principles and multimedia technology into EFL teaching practice or improve some foreign language teaching abilities through practicing problem solving, conflict management and error correction and various issues with all age groups and at any level in formal instructional environment. Although foreign language teachers have various backgrounds and teaching abilities, they might be trained through such a syllabus particularly based on emotional intelligence, recent technological developments, such as social media, smart phones and the internet sources etc. to instruct foreign language components in multimedia-oriented classes as non-native ELT/EFL teachers.

A syllabus is expected to be a guide, plan or a road map that Widdowson (1984: 25 in Brumfit) states it as a convenient map for teaching certain components. However Yalden (1984: 14 in Brumfit) claimed that it should also produce "pragmatic and pedagogical efficiency" which is definitely based on learners' acquisition/learning of a foreign language. What constitutes our suggested syllabus, which is rather different from a teaching syllabus as a guide, is the non-native teachers' managerial skills and in-class interaction, implementation of recent technology and teachers using drama skills in language teaching. TTS to be covered in this study will have some diversities from FLT syllabus to be implemented by native or non-native teachers. Nevertheless, Candlin (1984: 32 in Brumfit) emphasizes that idea as "if the syllabus is sensitive to this disparity, then it can allow for formative experiment and evaluation and consequent changes in both content and direction. If it is insensitive, then both teachers and learners become alienated and incapacitated servants of a set of requirements at odds with their individuality and with the realities of the classroom." Non-native teachers in TTS are trained to a certain extent as how skillfully they might be able to manage the class and guide them towards learning in parallel with language teaching syllabus designed in advance for the purpose of educating foreign language learners.

A syllabus may clearly specifies learning content but as it was explained by Brumfit (1984: 80) "it may not be able to specify teachers' classroom procedural choices without limiting them so much that they are unable to respond to the immediate personal and interactional needs of individuals or groups in the class." That is what we expect to identify in this study and to find a clear cut solution through training ELT/EFL teachers on not how to teach a foreign language but how to carry out language teaching instructions with learners through solving problems beyond language teaching in a non-native teaching environment. The foreign language teachers are expected to be learners' partners in a non-native learning environment. They should not assume roles of a teacher who teaches the foreign language in a very formal environment without any interaction and strictly following the teaching syllabus and what is in the book; that is to say, they are not there for passive teaching but actively involving in Foreign Language Teaching (FLT) itself. So for the sake of this purpose, learner motivation, clear cut interaction principles, strictly applying EQ competence issues specifically empathy while teaching/learning takes place are to be mentioned a few. Teachers, experienced or inexperienced, may held themselves responsible to share in-class teaching activities with learners and are not apt to consider FL learners as captive audience. Besides, roleplay activities may give them an opportunity to make their classrooms as a teachable and learnable place, because as defined by Eslami, et.al. (2010: 228) role play activity in FLT "... an interactive and enjoyable way to practice professional language use is role-playing. Suitable for both native and non-native English speaking students," However, this may also help them to reflect their abilities while teaching in a non-native environment and in this context "the benefits of role-playing activities in the course of teacher preparation are manifold. They increase trainees' independence, improve their analytical abilities, help to apply academic knowledge to real life situations, and provide an opportunity for reflective practice" (Malderez & Bodóczy, 1999).

## PROBLEM DEFINED

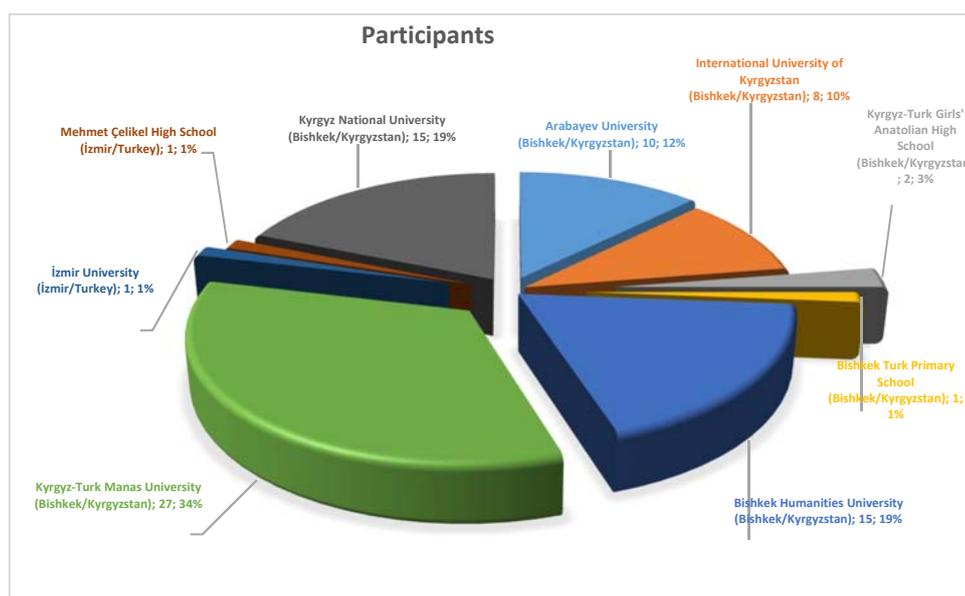
Even though learners of a foreign language, non-native teaching/learning environment, teaching materials, mixed ability groups, learners' FLL ability, large-size classes, using modern technology and the purpose of foreign language teaching are considered to be rather significant in FLT, the non-native teachers' attitudes towards FLL/ELT, their educational background and their ability to teach a foreign language, emotional intelligence based on problem solving, class management, learner-teacher-learner interaction while teaching, teacher's tolerance, organization ability, showing empathy to learners especially who have got individual learning problems or slow pacers, etc. seem to be more important in teaching ELT/EFL in a non-native teaching environment.

So the coursebooks using multimedia, such as the internet, facebook, smartphones, notebooks, messaging all the way possible through present technology, learners' use of all technology and multimedia-based equipment and resources are considered to be supplementary components for implementing ELT/EFL in a non-native teaching environment. However, non-native teachers' presence in the teaching/learning environment is thought to be a key factor in order to establish a best way of teaching a foreign language to non-native learners. Thus, to create a better teaching atmosphere and environment, to establish a very comprehensible learner-learner-teacher-learner interaction, a best way of problem solving in FLL and to create emotionally safe non-native learning environment and comprehensible, sharing and caring type of interaction non-native ELT/FLT teachers should be trained with pre or in-service teacher training courses based on specifically technology, EQ and performance in the TT course content. In other terms, non-native teachers of a foreign language are those "who aim to develop learners instead of teaching them, who help their pupils to become independent (learning to learn), who provide students with motivation and interest for life-long learning and urge them to become autonomous learners, is essential in the education of the future" (Szucs, 2009).

## METHOD

This study aims at non-native ELT/EFL teachers', experienced or inexperienced, perceptions, reflections and experiences on designing a task and content based non-native teacher training syllabus based on technology, EQ and teachers' individual performance in a non-native teaching environment. A total of 81 teachers (table 1) from different and various teaching institutions participated in this study. Most of the participants are university instructors (96%), while 4% are high school teachers and 1% is a teacher from primary school. 77 participants out of 81 in total are at tertiary level instructors teaching EFL. Their viewpoints had very strong impact on our research whether designing such a non-native teacher training syllabus covering above components is or maybe somewhat useful as for training the EFL/ELT teachers for the sake of improving learners' learning/acquisition of a foreign language and teachers own professional development as well. The questionnaire participants are comprised of four countries (Kyrgyzstan, Turkey, USA and Russia) so their consideration of TTS enforces our view designing such a syllabus solely based on teachers training that is significantly distinct from a regular foreign language teaching syllabus.

**Table 1:** Cumulative Distribution of the Participants' Institutions and Countries



## RESEARCH QUESTIONS

The study covered the following demographic and research questions which had significant basis for investigation into ELT/EFL teachers' perception of designing such a syllabus based on various tasks and components different from syllabuses implemented in a curriculum by institutions. The research questions implemented, discussed and processed in this study are as follows:

1. Non-native teachers of English may benefit from the EQ-based ELT/EFL Teacher Training very much as a pre- or in-service training where they practice some teaching, student and classroom issues.
2. The pre- or in-service teacher training based on EQ principles may lead teachers to have a very high level of empathy in regard to overcoming students' EFL learning difficulties.
3. Not only EQ but also technology and performance-based pre- or in-service teacher training may help non-native EFL/ELT teachers to teach the Target Language better.
4. "All learning has an emotional base" said Plato; if we increase the EQ-emotional intelligence of language teachers, we can lead them to have better interaction with students and it may also help them to have a very good learning outcome.
5. Non-native ELT/EFL teachers' in-class interaction with students plays a very important role on learners' success in learning TL, so the implementation of such a pre- or in-service teacher training may increase their awareness of in-class teacher-learner interaction.
6. Even though the technology (internet, social media and technology-oriented language education) has increased rapidly for the last 20 years, EFL/ELT teachers' education through pre- or in-service teacher training based on technology, EQ and performance will help them to keep up with the recent developments in ELT/EFL and technology implemented.
7. "Error correction" is an important issue in foreign language teaching; so, as a non-native ELT/EFL teacher to participate in such a teacher training may help us to be more tolerant and lenient about correcting the learners' mistakes.
8. Foreign Language Learning requires to have a stress-free classroom atmosphere in order to get a better learning outcomes; so pre- or in-service teacher training based on EQ, performance and technology use for a short time may help teachers to realize the learners' fear, inhibition, reluctance and reasons of their demotivation while teaching the TL better.
9. Such pre- or in service trainings increasing teachers' and learners' awareness of teaching and learning problems related to technology, EQ, teachers and learners' attitudes towards TL and both learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership.
10. The pre- or in-service teacher training syllabus on Technology, EQ and Performance-based non-native ELT/EFL Teacher Training may be most helpful/useful for teachers teaching following group:

## INSTRUMENT

In this study three-section survey (demographic questions, research questions and comment section) was used for data collection to be processed prior to design a suggested non-native teacher training syllabus from the respondents all of whom were teachers/instructors of ELT/EFL. The first section covered demographic questions (DQ) investigating subjects' background and were about the participants' (DQ01) nationality, (DQ02) experience of teaching in ELT, (DQ03) their participation in any teacher training in ELT at least 2 weeks and whether they believe or not (DQ04) that their participation in TT activities based on EQ, technology, student-teacher interaction and performance for at least two weeks can be useful in their professional development which had to be answered "yes", "no", "maybe", "not sure". The second section was made up of 10 research questions (RQ) in which respondents were requested to choose a number from 1 to 5 using the criteria, based on a five-point Likert-type scale (McLeod, 2008) "strongly disagree", "disagree", "undecided", "agree", and "strongly agree". The items in the research section of the questionnaire were based more likely on the respondents' individual ideas as follows:

- benefit from such a suggested syllabus,
- EQ principles to be implemented the syllabus, EQ, technology and performance based syllabus,
- Having high level of empathy for overcoming student's learning difficulties,
- the higher their EQ is, the better they teach,
- increasing their awareness of in-class teacher-learner interaction,
- help them keep up with the recent developments in ELT/EFL and technology implemented,
- expecting them to be more lenient and tolerant about correcting the learners' errors after such TT,
- help the realize the learners' fear, inhibition, reluctance, demotivation while teaching the TL better,
- learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership,
- (RQ10) asks about their ideas concerning such a suggested syllabus may be most helpful/useful for teachers with/for certain teaching groups (children, very young learners, young learners, young adults, or adults).

## PROCEDURE

A suggested pre- or in-service technology, EQ and performance-based non-native ELT/EFL teacher training syllabus (TTS) was designed along with the results and comments given by the participants and the components of the syllabus were not completely discussed with the participants in the process of survey study. Yet this is thought to be a pre- or in-service syllabus suggestion, all the details to be implemented in the syllabus were not included in the survey items but the main concepts such as EQ, performance, technology and the activities were included to find out about the participants' point of view. The details of the suggested syllabus this study completely based on are as follows: the time and duration of the syllabus is four weeks and 52 hours in total. The syllabus has four stages; first stage is about technology in FLL/ELT; second stage covers EQ and ELT/EFL teachers; third stage is based on teachers' performance and practice; case study, act-out and role-play is the last stage. The pinpoints, contents, objectives, achievable goals and expected outcomes, and finally specifications to be considered (unpredictable drawbacks and problems) with detailed explanations for each stage are given in a suggested syllabus design as follows (table 2):

**Table 2:** A suggested pre- or in-service Technology, EQ and Performance-based non-native ELT/EFL Teacher Training Syllabus

<b>Time &amp; Duration</b>			
<b>Week 1 (10 hours)</b>	<b>Week 2 (12 hours)</b>	<b>Week 3 (14 hours)</b>	<b>Week 4 (16 hours)</b>
<b>Stages &amp; Pinpoints</b>			
<b>Technology in FLL/ELT Stage:</b> Recent Technology (multimedia equipment, smartphones, social networks, the internet, facebook, tweeter and etc.) used during teaching in non-native teaching environment	<b>EQ and ELT/EFL Teachers Stage:</b> Emotional Intelligence (EQ) & selected constructs to be utilized in teaching	<b>Performance and Practice Stage:</b> Practice with <ul style="list-style-type: none"> <li>• Leadership in the classroom</li> <li>• Class management</li> <li>• Problem solving</li> <li>• Teacher-learner-learner - teacher interaction</li> <li>• Icebreaking</li> <li>• Helping decrease learner inhibition</li> <li>• Individual FLL problems and solutions</li> <li>• Difficulties teaching to mixed ability groups</li> <li>• Autonomous learning in ELT</li> </ul>	<b>Case study, act-out and role-play Stage:</b> Group activities, acting out, case studies and role-play <ul style="list-style-type: none"> <li>• Individual Teacher's in-class experiences to be discussed</li> <li>• Role-play activities to find solutions to problems encountered while teaching</li> <li>• Differences and difficulties teachers distinguished as an experience</li> <li>• Case studies determined by teachers and finding solutions</li> </ul>
<b>Objectives</b>			
At this stage, the trainee teachers will be helped to be familiar with using multimedia technology in FLL classroom and sharing their own experience they had in their teaching with other trainees. They will also experience as for how to use social networks, smartphones and its different functions, the internet to	At this stage, the trainee teachers will all be equipped with basic EQ principles and competence issues that might be implemented while teaching a foreign language in a non-native environment. This may also help them to find out their strengths and weaknesses in teaching and teach them the way how they might overcome	This stage seems to be the most important part of this training. What have been taught and shown at the first two stages will be practiced by trainee teachers with the help of the trainer(s). Peer group discussions, interactions and sharing experience among the trainee teachers will be encouraged. Specifically how to use technology, EQ competence issues basically showing empathy, organizing	At this final stage of the training, the trainee teachers may have the opportunity to share their own experiences, way of teaching a foreign language, individual differences, and specific considerations of ELT through act-out, role-play, and peer group discussions. This stage may enable them to show their weak and strong sides in their teaching a foreign language as well as to realize learners' individual problems in FLL. Trainee teachers may also have time to practice what they have mastered so far in this

increase the technology awareness among them for only increasing learner motivation in ELT.	them. Each EQ competence issue may point out a new insight in ELT.	ability, management skills, etc. and applying the multimedia, the using of internet resources, how the smartphones (messaging, using whatsapp (and the like) applications may be used in ELT/FLL taking into consideration today's learners to be definitely proficient users of such technologies as citizens of digital technology at present.	training and may also show their ability how they may increase their teaching skills better. The main objective at this stage is to show the trainee teachers how they have improved their ELT skills with the help of technology, multimedia, individual practice/performance and mainly EQ competence issues might be implemented in ELT/FLL.
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**Achievable goals & expected outcomes**

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Using technology as supplementary medium in ELT/FLL. Trainee Teachers are expected to implement technology and multimedia in teaching to help learners have better results	Practice EQ competence issues to be more skillful foreign language teacher and make local FLL environment friendlier by humanizing ELT. The expected outcome at this stage is that trainee teachers will achieve awareness of their EQ skills to be utilized in ELT. They will also be able to establish emotionally safe environment	At this stage, the trainee teachers will be able to apply EQ constructs and perform sample teaching instances and share personal or group experiences through their own performance and practice. The expected outcome may be their implementation of what they have practice in actual non-native teaching situations.	Goals: finding solutions to problems in ELT/FLL by way of acting out sample situations, practicing actual case studies and role-play activities as part of showing empathy to learners. As for the expected outcomes, the trainee teachers will be able to act out their teaching practice in various situations, role-play may help them to improve their empathy to learners and colleagues and case studies may help them mirror their own strengths and weaknesses in ELT as professional foreign language teachers.
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**Specifications to be considered (unpredictable drawbacks and problems)**

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<ul style="list-style-type: none"> <li>• Technophobia some trainee teachers might have.</li> <li>• Lack of technological equipment.</li> <li>• Being against using technology in-class foreign language teaching.</li> <li>• Keeping up with recent technology and developments in ELT/EFL</li> </ul>	<ul style="list-style-type: none"> <li>• Being against having EQ skills to be improved.</li> <li>• Not believing that EQ might help increase the level of teachers' teaching skills.</li> <li>• Due to lack of background knowledge of EQ, some teachers might consider it difficult to be implemented in ELT.</li> <li>• Some may find it difficult to master EQ competence issues after a certain age.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual preferences and teaching differences in practice.</li> <li>• Lack of self- motivation and foreign language teaching skill.</li> <li>• Inexperienced and experienced teachers' perception of ELT/FLL and its practice.</li> <li>• Cultural issues to be effective in teaching a foreign language in local conditions and lack of performance and practice in regard to teacher training.</li> <li>• Differences in previous professional education.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of ability to act-out and role-play.</li> <li>• Not to volunteer to share own professional experiences in ELT.</li> <li>• Case studies might not help to all trainee teachers as expected due to cultural, social and conceptual differences.</li> <li>• Not to desire to reveal problems experienced while teaching</li> <li>• Lack of peer group interaction previously</li> <li>• Local and cultural considerations of ELT/FLL might be accepted as unpredictable drawbacks and problems.</li> </ul>
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## DATA ANALYSIS

First of all the data was sorted and the variables were summarized into qualitative data which made them easy to analyze for further discussions. The collected data from actively involved experienced and inexperienced teachers from various institutions was directly fed into *IBM SPSS Statistics version 22* program prior to being

subjected to statistical analysis for computation of descriptive statistics. The data from the demographic section of the survey were also analyzed by this statistics program to have a reliable qualitative data analysis. However the firsts section (DQs) and the last (comment section) parts collected through the survey specifically based on general framework of this study and comments were all related to the general application of the suggested syllabus designed. The teachers' negative and positive reactions to design such a suggested syllabus different from a familiar ELT/EFL syllabuses designed so far in the professional field were aimed to searching prior to design such a suggested syllabus. All data collected were subjected to content analysis which is a useful model to explain the basic process of qualitative data analysis. The main part (second section) of the survey was based on individual teacher's personal opinions and experiences related to their professional ELT in a non-native environment. However, the model, interlinked and cyclical, consists of three parts: Noticing (observation), Collecting, and thinking about related things in advance. The data received was coded as "strongly disagree" 1, "disagree"2, "undecided"3, "agree"4 and "strongly agree"5. After the data collection process, means, frequencies, median, reliability analysis and percentages were calculated and put in graphics for each item in this section. The data written into charts produced by the SPSS 22 program are studied and given in the results section below.

## RESULTS

The results from the survey research questions (RQ01-RQ10) are processed and presented within the framework that will establish a concrete basis for designing a suggested syllabus based on given components in the syllabus body above. Research findings from this section of the survey are given with some graphics related to the study and some cross tabulations present a few items from DQs section with all items in RQs. Unfortunately there were only a few comments in the survey (last section) and they will also be presented in the body of the study. The survey searched for an answer from non-native ELT/EFL teachers to a preliminary question:

*"Do you agree or disagree whether a suggested pre- or in-service Technology, EQ and Performance-based non-native ELT/EFL Teacher Training Syllabus (TTS) might be helpful/useful in foreign language teaching (FLT) in a non-native environment?"*

And it also searches for answers to such a question:

*"To what degree do you agree that pre- or in-service teacher training rather than training on how to teach a foreign language (methodology and training on coursebook syllabus) but based on paralinguistic features of FLT can sure be more educational, practical and performative?"*

The survey results set up a very comprehensible basis for designing such a TTS and led us to search for other related paralinguistic components such as *teachers' personalities/teaching abilities, class management, problem solving skills, conflict management, increasing learner autonomy, developing empathy towards target teaching group, increasing learner-teacher interaction etc.*

The reliability of the survey RQs (01-09) was measured by Cronbach's Alpha and it was found out as ,843 for nine items. The RQ 10 was not included because it was somewhat different from the first nine questions expecting the participants' preference rather than their ideas. In table 3, the following *one sample T-test* acknowledges that the RQ (01-10) were reliable and over 4 as shown in the means section. There were some missing answers (RQ04 and RQ10) and they were not included in the statistics below.

**Table 3: T-Test: One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
RQ01	81	4,09	,596	,066
RQ02	81	4,00	,689	,077
RQ03	81	4,12	,678	,075
RQ04	80	4,19	,597	,067
RQ05	81	4,00	,632	,070
RQ06	81	4,12	,678	,075
RQ07	81	4,00	,652	,072
RQ08	81	4,25	,643	,071
RQ09	81	4,09	,656	,073
RQ10	67	4,06	,868	,106

In Table 4, the descriptive statistics display means, frequencies and percentages with regard to how and to what extent non-native teachers agreed or disagreed about *benefits of EQ-based TTS, empathy, teaching TL better, EQ and higher learning outcome, awareness of in-class teacher-learner interaction, keep up with recent developments and technology, help them be more lenient and tolerant about error correction, help teachers to realize the learners' fear, inhibition, reluctance and reasons of their demotivation and help build up a better teacher-learner partnership*. RQ ten is based on which *group of teachers this TTS may be the most helpful when implemented*. When processed in general terms, the survey results shed light upon asserting non-native teachers beliefs as to whether such a pre- or in-service non-native TTS may be very practical, performative and helpful if implemented specifically and distinctively for training teachers before commencing teaching business in a non-native environment. However, there are a few missing values and there are some respondents who are not sure about their decisions if such syllabus design might be helpful for non-native teacher or not; so, if table 4 investigated closely (RQ01 13,6 %, RQ02 16 %, RQ03 13,6 %, RQ04 9,9 %, RQ05 16 %, RQ06 9,9 %, RQ07 17,3 %, RQ08 7,4 %, RQ09 9,9 %) almost 10 percent of non-native teachers in average were undecided about the implementation of such syllabus. This may have various reasons depending on their cultural background and professional education. Nevertheless, this descriptive statistics of the survey reveal that a non-native TTS that specifications and details given above (table 2) may thought to be a prerequisite for experienced or inexperienced non-native teachers' to gain and improve teaching skills and paralinguistic aspects of ELT.

**Table 4:** Frequencies of survey results related to non-native ELT/EFL Teacher Training Syllabus

Research Questions (RQ)	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
<b>RQ01:</b> benefit from the EQ-based ELT/EFL Teacher Training	U	11	13,6	13,6	13,6
	A	52	64,2	64,2	77,8
	SA	18	22,2	22,2	100,0
	Total	81	100,0	100,0	
<b>RQ02:</b> empathy in regard to overcoming students' EFL learning difficulties	D	2	2,5	2,5	2,5
	U	13	16,0	16,0	18,5
	A	49	60,5	60,5	79,0
	SA	17	21,0	21,0	100,0
	Total	81	100,0	100,0	
<b>RQ03:</b> pre- or in-service teacher training may help non-native EFL/ELT teachers to teach the Target Language better.	D	1	1,2	1,2	1,2
	U	11	13,6	13,6	14,8
	A	46	56,8	56,8	71,6
	SA	23	28,4	28,4	100,0
	Total	81	100,0	100,0	
<b>RQ04:</b> if we increase the EQ-emotional intelligence of language teachers, have better interaction & a very good learning outcome	U	8	9,9	10,0	10,0
	A	49	60,5	61,3	71,3
	SA	23	28,4	28,7	100,0
	Total	80	98,8	100,0	
	Missing System	1	1,2		
	Total	81	100,0		
<b>RQ05:</b> pre- or in-service teacher training may increase their awareness of in-class teacher-learner interaction.	D	1	1,2	1,2	1,2
	U	13	16,0	16,0	17,3
	A	52	64,2	64,2	81,5
	SA	15	18,5	18,5	100,0
	Total	81	100,0	100,0	
<b>RQ06:</b> pre- or in-service teacher training based on technology, EQ and performance will help them to keep up with the recent developments in ELT/EFL and technology implemented	SD	1	1,2	1,2	1,2
	U	8	9,9	9,9	11,1
	A	51	63,0	63,0	74,1
	SA	21	25,9	25,9	100,0
	Total	81	100,0	100,0	
<b>RQ07:</b> non-native ELT/EFL teacher to participate in such a teacher training may help us to be more tolerant and lenient about correcting the learners' mistakes.	D	1	1,2	1,2	1,2
	U	14	17,3	17,3	18,5
	A	50	61,7	61,7	80,2
	SA	16	19,8	19,8	100,0
	Total	81	100,0	100,0	
<b>RQ08:</b> pre- or in-service teacher training based on EQ, performance and technology	D	1	1,2	1,2	1,2
	U	6	7,4	7,4	8,6

use for a short time may help teachers to realize the learners' fear, inhibition, reluctance and reasons of their demotivation while teaching the TL better	<i>A</i>	46	56,8	56,8	65,4
	<i>SA</i>	28	34,6	34,6	100,0
	Total	81	100,0	100,0	
<b>RQ09:</b> teachers and learners' attitudes towards TL and both learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership.	<i>SD</i>	1	1,2	1,2	1,2
	<i>U</i>	8	9,9	9,9	11,1
	<i>A</i>	54	66,7	66,7	77,8
	<i>SA</i>	18	22,2	22,2	100,0
	Total	81	100,0	100,0	
	VYL(4)	3	3,7	4,5	4,5
<b>RQ10:</b> may be most helpful/useful for teachers teaching following group	YL (3)	14	17,3	20,9	25,4
	YA (1)	26	32,1	38,8	64,2
	A (2)	24	29,6	35,8	100,0
	Total	67	82,7	100,0	
	Missing	System	14	17,3	
	Total	81	100,0		

Key: (for RQ 01-09) SD: strongly disagree; D: disagree; U: undecided; A: agree; SA: strongly agree. (For RQ 10) VYL: very young learners; YL: young learners; YA: young adults; A: adults

Research findings of the survey cover a general statement of the participants' decision on being trained in a non-native TTS to develop teachers' skills and increase in-class awareness. Item nine (*RQ9: teachers and learners' attitudes towards TL and both learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership*) received the highest response (agree, 66,7 percent ; strongly agree, 22,2 percent) which emphasizes learner-teacher partnership in learning extremely needed in ELT classes specifically in non-native environment.

The survey results cover quite a few analysis related to our research on syllabus design. We had various crosstabulations between the items from demographic and research question sections. However, we found it useful to support our argument and strengthen the idea of syllabus design, a crosstabulation table (table 5) analyzing the correlation between DQ04 "Do you believe that your participation in teacher training activities based on EQ, technology, student-teacher interaction and performance for at least two weeks can be useful in your professional development?" based on "yes", "no", "maybe", or "not sure" scale and RQ09 "Such pre- or in service trainings increasing teachers' and learners' awareness of teaching and learning problems related to technology, EQ, teachers and learners' attitudes towards TL and both learners' and teachers' in-class personal and social interaction may help build up a better teacher-learner partnership" were given below:

**Table 5:** DQ04 \* RQ09 Crosstabulation Analysis

			RQ09				
			SD	U	A	SA	Total
DQ04	Yes	Count	1	7	39	16	63
		% within DQ04	1,6%	11,1%	61,9%	25,4%	100,0%
	No	Count	0	0	1	0	1
		% within DQ04	0,0%	0,0%	100,0%	0,0%	100,0%
	Maybe	Count	0	1	12	2	15
		% within DQ04	0,0%	6,7%	80,0%	13,3%	100,0%
	Not sure	Count	0	0	2	0	2
		% within DQ04	0,0%	0,0%	100,0%	0,0%	100,0%
	Total	Count	1	8	54	18	81
		% within DQ04	1,2%	9,9%	66,7%	22,2%	100,0%

What we infer from this crosstabulation analysis is that the participants responding the DQ04 item "yes" in majority also marked "agree"(61,9%) and "strongly agree" (25,4%) scale for the item RQ09 reveals that the idea was accepted and supported in terms of designing such a non-native TTS. This strengthens and encourages us to

prepare and implement such preliminary syllabus design to train non-native teachers based principally on such paralinguistic components as follows:

- EQ competence issues (both personal and social) (mostly leadership, empathy and motivation)
- case studies experienced and related to in-class teaching,
- implementing and using recent technology and multimedia in ELT/EFL classes,
- teachers' performance, role-play, act-out,
- specifically problem solving, crisis management, class management and
- training activities increasing learner-teacher partnership in learning.

#### DISCUSSION OF THE COMMENTS GIVEN

Unfortunately we received only a few favorable or unfavorable comments in the survey as follows:

1. *"Some questions are only focused on non-native teachers. In my opinion, these questions are valid for native teachers as well."* (a high school teacher, Turkey)
2. (about RQ8) *"To learn a language or something else needs low anxiety which may stimulate motivation in my opinion so a stress-free or too much relaxed classroom environments may cause unmotivated students especially in the early ages. In other words a bit disturbing environment may be good for the process."*
- 2.1 (about RQ10) *"I think, the younger the students/learners are the more motivational they are, so to be emphatic and to care about emotions are much more helpful or useful for training younger learners."* (a Turkish high school teacher, Kyrgyzstan)
3. (about RQ10) *"The last No 10 can be also useful for any group indicated under point 10."* (a Kyrgyz university teacher, Kyrgyzstan)

The study may also have covered the native ELT/EFL teachers as mentioned in the comments above (1), yet we had to narrow down the scope of the study to non-native ELT/EFL teachers to collecting data and get access to the participants easily; however, this is a very preliminary study and some other studies covering native teachers might possible be done with some limitations. As for the second comment (2 and 2.1) about RQ08, the participants comment supports the idea we presented in the survey to decrease learner inhibitions, create low anxiety class atmosphere and a safe learning environment. The participant claims in this comment on RQ10 (2.1) that motivation is closely related to the learner's age, but we have young adult and adult students as well. In this study we strongly emphasize empathy and care for learners' emotions while learning takes place are what all learners at all ages need. EQ competence issues in this TTS are presented to train teachers teaching various age groups at different levels. The last comment is about RQ10 asking participants' opinion about such TTS might be the most useful for teachers teaching at which group. In fact, this TTS might be implemented for any group of teachers no matter to what age group they teach, but in order to design the syllabus components and contents we preferred to find out about our target group of teachers teaching to certain age groups. Nevertheless, as seen above (table 4) responses to RQ10 were distributed almost equally among the scales (YL: 17,3 %; YA: 32,1 %; A: 29,6 %); and very young learners received the least response (3,7%).

#### PEDAGOGICAL IMPLICATIONS AND DRAWBACKS

As mentioned earlier ELT/EFL teachers have to assume so many roles (Harmer, 2001; Richards & Lockhard, 1984; Titone, 1995) while teaching a foreign language and implementing teaching syllabus in the classrooms for different age groups of learners. Martin (2011) defines a taxonomy of an effective EFL teacher's specifications in 42 items most of which require paralinguistic features rather than teacher's teaching skill and language proficiency. A few randomly chosen examples may make this idea clearer in terms of EFL teachers' duties and roles they have to carry out throughout teaching business as a profession as follows:

"Learn your students' names, turn regular activities into games or competition, motivate your students with variety, don't teach linguistics. Language and culture are inseparable, don't leave the learners in the dark, be enthusiastic! don't do it just for the money, show interest in the students as individuals, allow opportunities to communicate directly with students, allow time for free communication, use humor to liven up the class, circulate, move about the classroom, don't talk too much, be sensitive to your students, don't be a psychiatrist, respect both "slow" and "fast" learners, don't lose your cool, be frank, be a coach, don't overcorrect, laugh at yourself sometimes." (Martin 2011)

All these aspects expected from an EFL teacher are closely related to the behavior, skill, class management, learner-teacher interaction and teacher's attitude towards learners. These skills and behaviors may be presented

within a non-native TTS and the hands-on experience with such components in pre- or in-service teacher training provides an opportunity for teacher trainees, experienced or inexperienced, to apply teaching principles to real-life situations, build confidence in their skill and pedagogical style, gain exposure to various learning styles and classroom situations, and acquire valuable teaching experience. Practicing these components will assist a teacher in feeling more prepared as well.

Such trainings aimed at improving teachers' various skills and behaviors in professional teaching business should be done as microteaching for macro teaching. Microteaching (Remesh, 2013; Allen & Wang, 2002; Wilkinson, 1996; McGarvey and Swallow, 1986; Turney, et al., 1973) was invented first by Dwright W. Allen, Robert Bush, and Kim Romney (1950) at the Stanford University and since that time as a scaled-down, simulated teaching encounter designed for the training of either pre- or in-service teachers. Even though microteaching provides teachers with the opportunity for the safe practice of an enlarged cluster of teaching skills while learning how to develop simple, single-concept lessons in any teaching subject, in this study microteaching was conceptually considered for training non-native EFL teachers to practice certain paralinguistic aspects of ELT/EFL. This training aims at a preliminary microteaching to train teachers with a specifically designed TTS to help trainee teachers practice certain skills to improve because "many NNEs are known to experience anxiety and fairly low self-esteem associated with their non-native status" (Kamhi-Stein 1999, Samimy & Brutt-Griffler 1999 in Eslami, 2010:228 ). Yet teacher development is more involved with in-service teacher education, it relies more on teachers' personal experiences and background knowledge as the basis of the input content, and its typical teacher development activities include as sited in the suggested TTS such as EQ practices, study groups on various topics, teacher-suggested case studies and self-development and evaluation activities.

What pedagogical implications and unexpected drawbacks that could probably be received out of the study can randomly be outlined as follows:

#### Pedagogic implications

- overcoming teaching difficulties to mixed ability groups,
- having experience through case studies related to actual class situations,
- increasing and developing EQ competence issues such as empathy, leadership, self-confidence, conflict management, etc.
- gaining ability about managing classes and increasing problem solving skills,
- practicing the five Ps (Programming, Pointing out, Pupils, Pre-training and Post-practice)
- peer teaching group activities shared during group activities,
- self-implementing of role-play activities, case study act-outs and practice prospective problems,
- learning how to defeat learner's inhibition, anxiety, demotivation, reluctance etc. through being trained in microteaching and convey them into macroteaching, that is to say, actual ELT classroom where most theoretical/formal learning and teaching take place.

#### Drawbacks

- trainee teachers' different background education,
- reaction to such paralinguistic features to be trained,
- experienced teachers' acquired classroom teaching habits,
- not to be able to overcome non-native status in teaching,
- no to be able to create a safe-learning environment,
- considering such TTS useless and not helpful to increase learners' learning,
- formal bachelor education in ELT and the individual differences it causes,
- not being able to overcome low self-esteem related to professional experience and language proficiency level.

### **CONCLUSION AND RECOMMENDATIONS**

ELT/EFL teacher education and pre- or in-service teacher training have recently changed very significantly and new technologies such as multimedia, social networks and besides, new concepts have been discussed for a long time. Ever since its emergence in the 1960s into teacher training, microteaching application has gained popularity as a practical training tool in pre-service teacher education programs. Remesh (2013) emphasizes that "Microteaching is a teacher training technique for learning teaching skills. It employs real teaching situation for developing skills and helps to get deeper knowledge regarding the art of teaching."

So, the major goal of a successful teacher-training program implementation as a preliminary training for prospective or active teachers is to expose them to effective teaching strategies, competences and experiences. From that date on, the practice of microteaching has rapidly expanded to other teacher education programs.

Recently, many pre-service teacher education programs have introduced the microteaching component in order to orient prospective teachers and provide them with practical teaching experiences (Fernandez, 2010; Bell, 2007; Amobi, 2005).

This study mainly searched for the probability/possibility of implementing a non-native TTS into ELT/EFL teachers training curriculum as a microteaching prior to macroteaching. It mainly focused on the salient concepts that emerged as a result of investigating ELT/EFL teachers' weak points and lack of teaching experiences. A mixture of quantitative and qualitative approaches was utilized to collect relevant data from ELT/EFL teachers having various teaching backgrounds and experiences in non-native teaching environment. The overall results of this study demonstrated that the inclusion of such TTS into the curriculum pre- or in-service teacher training programs is viewed to have positive impact on ELT/EFL teachers, experienced or inexperienced, awareness and views regarding their language and teaching competencies. The data from the survey provided clear evidence that prospective/active teachers appreciated such a non-native teacher training syllabus based on EQ, technology, performance, practical activities such as case studies, act-out, and role-play in developing effective instructional and personal strategies.

The data gathered has also revealed that a very detailed TTS designed is needed to train non-native teachers to gain confidence, experience, competence and practice prior to or during theoretical teaching in the classroom. However, we could recommend that all teachers join in such teacher training programs to practice fundamental EQ competence issues related to teacher-learner interaction, class management, problem solving, crisis management, the implementation of new technologies (internet resources, social media and various aspects of digital technology) into ELT classroom and thus they are apt to increase self-esteem and lower their anxiety actively participating in role-play, act-out activities as well.

Due to some reasons and facts, either prospective teachers, student teachers or experienced teachers actively involved in ELT after certain theoretical education, are expected to keep up with recent developments in ELT/EFL fields and world of technology related to foreign language education. The rationale behind the idea of designing such a non-native TTS is that to help non-native ELT/EFL teachers to keep up with those recent developments and enable them reflect what they have acquired/learned from these trainings into increasing their awareness of teaching and the learners' learning a foreign language in a better, safe and fear-free, low anxiety teaching environment and learnable atmosphere.

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## Teacher Education Through Ict. Moocs: New Learning Environments

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### ABSTRACT

This paper is a report on the case study on the use of MOOCs for training teachers.

Open learning is a key issue around which there has been a strong and focused attention from the international scientific community in recent years. With the spread of Open Access practices and Open Educational Resources in science and education, the goal of reconfiguring higher education towards informal, open and intergenerational learning, without technical, legal and economic barriers was born. Notably the creation of a new example of open learning; the MOOC (Massive Open Online Course) and of OER (Open Educational Resources) which represent the new frontier of e-learning. The CCK08 (Connectivism and Connective Knowledge course) was the first to integrate open learning content syndication, thus making it the first true MOOC. It, the CCK08, has been labelled as a connective learning MOOC (Siemens, 2004). Which emphasizes the learning itself as a social process or a cMOOC personal knowledge is established by a network, which feeds into organizations and institutions that in turn feed the network again, and then continues to provide learning for individuals. What do the teachers think of this increasingly pressing technology? And of the possibility of having to live with it, then to dramatically overturn the method of teaching, training and work they have always adopted?

### INTRODUCTION

A MOOC is an educational model that theoretically has unlimited subscription; it is open and allows anyone to participate, usually at no cost; has on-line learning activities typically taking place via the web; a course is structured around a series of objectives defined in a specific area of learning (Haber, 2014). The range of MOOCs embody these directives differently and guidelines of how the MOOCs function continue to evolve. Yet, even in the absence of a final model of what they are or do, the MOOCs have prompted a review of the customary training in higher education, giving new value to the role of teachers, the arrangements for the establishment and to the award criteria of credits (Al-Atabi, & Deboer, 2014). Most MOOCs are structured in a similar way to traditional online courses. With MOOCs each course has a pre-defined content and typically consists of readings, lectures and assignments that are often of short duration (6-12 minutes). Students attend classes, study the assigned material, participate in discussions and online forums, and respond to the quiz and test on the course material. Online activities can be strengthened through face to face meet-ups involving the participation of those who follow the courses and who live close to each other. Among the users of MOOCs there are students who participate for a wide range of reasons, for example for informal learning, for the search of new skills in a particular area or, in some cases, also for credits toward a certification program (Martin, 2012).

Massive Open Online Courses (MOOCs) are a source of debate in the discussions today on education online (Bellack, 2015). Having rapidly expanded and developed since their introduction in 2008, these courses have now become a "transformative revolution" in education, achieving both advocates and critics (Bonvillian, & Singer, 2013). However, despite their recognition, research in the field is still relatively limited (Salter, 2003). Recently, teachers from different institutions have expressed negative reservations about MOOCs: there are those who criticize them for mass-market training which devalues what is the direct interaction between teachers and students (Allison, Miller, Olivier, Michaelson, & Tiropanis, 2012). For this reason MOOCs should be designed as placing mastery of the content as the primary objective and not the complete attendance of the course; In fact, the rate of students who finish the course often remains below 10% (Chen, & Jang, 2010). The MOOC has launched an era of global access to higher education for anyone with an Internet connection. The shape and style of MOOCs has the potential to significantly reduce barriers to education, in fact, many pioneering MOOCs teachers have pointed out that with a single MOOC they have managed to reach more students than in all their previous courses combined (Ciotti, 2012). The MOOCs offer powerful and innovative ways to make learning a lifelong commitment and have galvanized the most senior leadership in higher education in evaluating the strategic role of online education (Fornasari, 2013). The MOOCs encourage institutions to seek partnerships and collaboration, fostering a network of relationships between students and most colleges and universities (Hollands, & Tirthali, 2015). The MOOCs have proven to be valuable as a kind of workspace or laboratory for innovation, helping to discover new and good practices that can be used by others in the online format. Perhaps the most important contribution of the MOOC to date has been to raise important issues and conversations on the essential design of the curriculum and accreditation of students; this furthermore

constitutes a valid learning experience for those who have access to higher education (Poy, & Gonzales-Aguilar, 2014).

Although less than 10% of the universities in operation had the intention to begin the use of MOOCs from 2013, most of the institutions are currently engaged in the discussion of the role that this unique educational model will have for years to come. Current studies indicate that only about 32% of the main Universities stated they have no intention of pursuing MOOCs (Allen, & Seaman, 2013). This is because despite their potential, these courses are suffering from one of the highest student dropout rates from classes. Completion estimates typically range between 5-20% (Baggaley, 2013). While online learning has many features similar to the practices of other formats of Distance Learning (DE), its unique capacity is to overcome the barriers of time; this has made DE one of the most influential forms of online training to date. It is thought that online learning stimulates a transformative revolution and that plays an important role in reshaping the landscape of education as it is known today (Allen, & Seaman, 2014). Unlike many versions of DE, online education has made considerable progress in entering the current educational industry (Siemens, 2008). Despite its growing acceptance, Online Education (OE) has continued to receive a lot of criticism with respect to DE. Many have argued that online learning environments cannot replicate and replace the key elements of traditional education, which involves interpersonal relationships and authentic learning communities (Sitzman, & Leners, 2006). Others, more recently, have criticized online learning emphasizing the problems associated with the credentials of quality control, or the socio-economic repercussions. Despite the criticism, both the technology and market demands continue to push innovation to expand the field, bringing more and more attention from the general public (Ciotti, 2012). In addition to this growing technological innovation, within the educational environment it has gone from strength to strength providing various arguments for the potential use in the area of online learning. From Seaman and Downs a proposal emerged of the connectionist model of education utilizing models of learning centered on the figure of a teacher. Some have argued that this new method of study has led to a "double revolution" in which changes in educational theory took place simultaneously with the development of the idea of online learning as a viable alternative (Bonvillian, & Singer, 2013). Regardless of the reason, the rapid increase in online education has sparked the interest of researchers and practitioners (Hockridge, 2012); the same way many of them have tried to develop the best approaches of practices for online learning (Ligorio, Habermas, 2005). The CCK08 (Connectivism and Connective Knowledge course) was the first to integrate *open learning* with distributed content, thus making it the first true MOOC. This has attracted participants from all over the world. Which means that the contents of the course will not be available in one place, but could be anywhere on the web. The course consists therefore of the collection of links which connect all the content to a single network, thus creating an instrument of syndication of content, in order to bring all the material to a single site. The CCK08, was labelled as a "MOOC connectivist" or a "cMOOC". The starting point of connectivism is the individual. Personal knowledge is established as a network, which feeds into organizations and institutions that in turn feed the network again, and then continue to provide learning to individuals. This cycle of development of personal knowledge allows students to stay updated in their field through the connections that were formed (Siemens, 2004). This CCK08 model is based on a connectivist learning theory that emphasizes the learning itself as a social process. "In a connectivist MOOC, people use that which somebody else has put in (Morris, 2013).

## THE STUDY

The connectivist theory of George Siemens is based on the idea that learning occurs within a network, in which students use digital platforms such as blogs, wikis and social media platforms to connect content and to learn how to create and build knowledge. Within a cMOOC (Connectivist Massive Open Online Courses), students are encouraged (but not required) to contribute actively, using these digital platforms. The contributions of the participants are in the form of blog posts, tweets, and are put together by the organizers of the course to be shared with all participants by daily e-mail or newsletter. According to Rita Kop (Kop, & Hill, 2008), there are three connectivist approach challenges: *self-directed learning, presence and critical literacies*. According to the connectivist theory, the student is the one who learns autonomously and informally, is not necessarily included in traditional educational institutions and has skills in communication, creation and sharing of user created content. In substance is a *prosumer*, as define by Toffler (Toffler, 1980). In this case, the teacher addresses the teaching differently from the traditional model, becoming a facilitator that can also be present during the activities carried out by students (Clarà, & Barberà, 2014). A connectivist teacher leaves the student the freedom and the responsibility to set their own goals, to manage their time, to find the resources, to experiment with new tools and make them work. The focal point is the participation in each training event that provides an activity, rather than the transfer of knowledge from teacher to student (Sitzman, & Leners, 2006). The connectivist proposes learning which does not take place in a single environment, but which instead is distributed all over the Web (Kop, 2011) After speaking about the world of MOOCs, now let's see how this revolution is seen in the field of distance learning. What do the teachers of this ever more pressing technology think? And of the possibility of having to

live with it, then to dramatically overturn the method of teaching, training and work they have always adopted? Nowadays the MOOCs method in Italy and other countries is not yet fully known, but it is catching up in our awareness (ISTAT, 2014). On this basis, we go and ask how this virtual reality of teaching and training can become a reality in the role of a teacher (Renninger, & Shumar, 2002). The case study proposed (Stake, 1995) a sample of 900 teachers: primary school (300), middle school (300), secondary school (300), from the city of Taranto (a city with features which exemplify a standard reality of Southern Italy). These teachers were given a closed answer questionnaire (of which the data is most significant) to monitor beliefs and motivations (Ricolfi, 2002) with respect to the use of ICT in schools and specifically the MOOC. The data was tabulated with SPSS software.

## FINDINGS

The questionnaire was distributed and completed by 900 teachers (primary and secondary schools) of which 603 were female teachers and 297 male teachers, divided into five age groups (Table 1).

Table 1

Age	Number of Teachers
<b>Younger than 30</b>	<b>5</b>
<b>30 - 40</b>	<b>120</b>
<b>40 - 50</b>	<b>330</b>
<b>50 - 60</b>	<b>430</b>
<b>Older than 60</b>	<b>15</b>
Subjects taught	Number of Teachers
<b>Humanistic</b>	<b>265</b>
<b>Scientific</b>	<b>210</b>
<b>Technical</b>	<b>175</b>
<b>Pedagogical</b>	<b>200</b>
<b>Most subjects</b>	<b>50</b>
Educational use of PC	Number of Teachers
<b>Never</b>	<b>148</b>
<b>Rarely</b>	<b>250</b>
<b>Frequently</b>	<b>422</b>
<b>Always</b>	<b>85</b>

To the question "Have you ever heard of MOOCs (Massive Open Online Courses)?" They replied as follows: of 900 teachers (primary and secondary schools), 580 respondents had never heard of MOOCs, 320 others claim to be aware. The school nowadays proposes the use of the Internet to promote educational success and the right to education through resource sharing, innovation and communication (Fornasari, 2013). The purpose is to allow access to learning and training activities; to address the theoretical and methodological aspects of communications media in an educational context and reach to achieve a proper use of languages, multimedia and network technologies; and to broaden the study and application of multimedia communication in an educational context with the use of online learning (Miltiadou, & Savenye, 2003). The next question "Have you ever attended training courses through online learning?" Some resilience to online training was shown by almost half of the sample. (Image 2). It is to be noted that within the teaching staff represented in the sample, a large majority of teachers are over 50 years of age which is a fact that explains (see the rates of the digital divide in Italy in the Istat study "Citizens and New Technologies" (2014) some resistance the use of ICT. In the last question "In your opinion, do you think the traditional method of teaching through massive use of ICT will change in the next 10 years?" (Image 3). There have also been quite cohesive answers here. Only 6% of the sample answered no.

Image 2

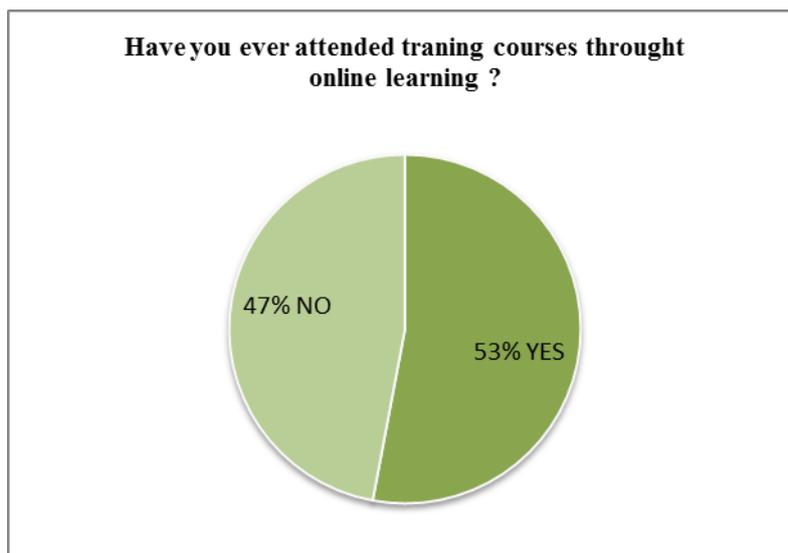
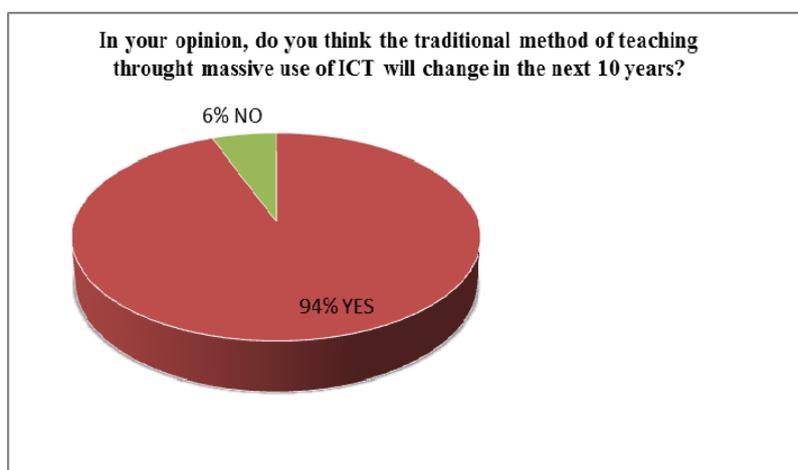


Image 3



## CONCLUSIONS

The questionnaire was designed to examine the views of teachers with regard to technology that is increasingly present in the teaching offered by teachers. The question is: what do they think of the real potential of ICT in school and especially of MOOCs? According to the results, 94% of teachers of the sample believe that in the next ten years the development of new technologies in school will change the methods of teaching and learning. Despite a large number of teachers who demonstrate to not know the world of ICT and MOOCs (580 teachers of 900) and therefore Education online and distance education, it would seem that they are favorable to change as long as they receive appropriate training (Galliani, 2004). All are aware of how important it is and support the use of information technology. Certainly in a few years the teachers will adapt more and more to living with the use of these platforms, which will become the subject of inspiration for other teachers and support their work. From this, it is hoped that in the future the use of these programs will become a more widespread teaching choice among teachers who are aware that their students are digital natives. The case study proposed concerns a sample of 900 Italian teachers from Taranto, one city (with a population of 200,000 inhabitants) in Puglia (South Italy). In truth also through the acquired data from European studies we see situations that are not much different from those of the present study; there are still few school situations which use the potential of these new tools (European Schoolnet Academy, 2015). This contrasts with the training at university level through the use of MOOCs where these platforms find increasingly more space and application (see Figure 1 - European MOOCs scoreboard, 2015).

Figure 1



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## Teaching And Learning Accounting In An Innovative Business Simulation: Portuguese Case Study

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### ABSTRACT

Accounting education had to evolve in order to acknowledge and take advantage of information technologies. These technologies are important in creating a credible simulation and better support to both students and teachers. We present a qualitative case study of a course of business simulation based on the use of information technologies. Developed by a Portuguese accountancy college, this employment-driven subject relies on two kinds of technologies: educational and entrepreneurial. This learning process improves students' confidence on addressing the challenging professional world. In order to achieve this goal, the college had to deal with significant financial and human resources.

**Keywords:** Accounting, Business, Education, Information, Portugal, Simulation, Teaching, Technology

### INTRODUCTION

For accounting education to regain relevance, continuous changes and improvements in the courses of this area are necessary. This learning process must keep up with technological innovation that occurs among the professional accountants. New skills are required to deal with information and information technologies systems. This paper aims to contribute to the field of accounting education. Studies are lacking on how these information technologies are being used, despite their growing trend. (Ed et al. 2015).

Therefore, we studied a traditional Portuguese accounting school (School of Accounting and Administration of Porto - ISCAP) with more than a hundred years of experience. We analysed how this school responded to actual accounting problems regarding technology. The school redesigned the accounting graduation, adding two courses (Business Simulation Project I and II) with inherently practical nature, based on a complex set of tasks identical to the real business world and on the usage of Information Technology (IT).

In this qualitative case study, we discuss these courses, in operation since February 2003. The aim of our research is to identify how the accounting education in these courses is adapted, and how the new technologies are incorporated and perceived by students and teachers.

This paper is divided into four main parts. In the first part we present a literature review, focused on technologies in accounting education and business simulations. The second part is focused on the methodology, describing its goals and methods of data collection. The case study is described in the third part, analysing the course response to the new needs of the accounting profession, based on the discussed results of the interviews with students and teachers. The fourth and last part presents the conclusions and limitations of this study and also suggestions for future research.

## LITERATURE REVIEW

### TECHNOLOGY IN ACCOUNTING EDUCATION

The accounting education evolved to fulfil business requirements, better prepare students for market requests (Yap, Ryan, and Yong 2014) and to thrive in a changing environment (Byrne, Flood, and Willis 2002).

The modern organizational environment requires professional to develop new skills which schools should foresee to train their students to do. Skills should include the ability to research a wide variety of sources like web searches and to work with a wide range of data services (Albrecht and Sack 2000).

In a Yu study (Yu, Churyk, and Chang 2013) alumni's were the first to recognize their limitations as they felt badly prepared in the use of database, oral communication, technology domain and problem solving.

Accountant professionals must research and work with a large amount of (disorganized) information therefore students should be active participants in the learning process, learning by doing, working in groups and being able to locate, acquire and organize information (AECC 1990). The increasingly dynamic environment in which accountants work, required a reorientation in teaching accounting. Nowadays it is difficult to do accounting without the use of specific software. In graduate courses it is required a first contact with professional technologies such as ERPs (Enterprise Resource Planning), so students develop their confidence and capacity to use of these tools in the real world.

The newest generations of students are better familiarized with technologies – they learn to deal with mobile phones, tablets and personal computers from an early age. Therefore, we must take advantage of these valences to implement incremental changes to develop some of their strengths such as teamwork, motivation, allowing them to make the difference in organizations, developing communication with supervisors, and ease with technology (Mastrolia and Willits 2013).

In order to address these weaknesses and solidify skills and attitudes, teaching based on business simulations arises supported by a problem based on learning pedagogy. Methodologies of teaching/learning inherently practical arise, based on the simulation business/enterprise, in which the students experience organizations real situations and are able to train broader skills.

### BUSINESS SIMULATION

Business education based on simulations arose in the 1950's (Gredler 2004) in which students worked in a high complex environment very similar to real life business. The characteristics of a simulation are: participants interact with a complexity of situations similar to business reality; with clear rules, responsibilities and limitations defined by the teachers allowing the participation of students; several strategies can be implemented in environment data (such as leadership); and students receive feedback on actions taken (Gredler 2004).

This simulation learning model has four phases: the first phase is expository, involves the teacher presentation of the topics and contents to be discussed. In the second phase, teacher explains the rules, procedures, evaluation methods, targets and types of decisions required. The third phase describes the participation of students in the simulation. Finally, phase four involves feedback, the students analyse the process and what went wrong, comparing the learning experience with real life and making connections with content from other courses since it is a multidisciplinary learning process (Joyce, Calhoun, and Hopkins 2009).

This teaching process also known as a facilitator (Keskitalo, Ruokamo, and Väisänen 2010), helps students in the transition to the professional world. The teacher is no longer a player of ideas, but leads the students in a training process with autonomy that demands more critical and creative capacity. Studying is a workout, since students are trained to course skills and knowledge.

The simulations are created on a problem based learning pedagogy, characterized by simulating real situations adapted in order to develop learning. This pedagogy highlights the importance of questioning allowing students to select and filter the essential information for decision making. This competence is underdeveloped in accounting education but it is crucial in order to be successful. The students work as a team during the semester just like entrepreneurs who constantly meet to solve real-world accounting problems. (Ed, Stanley, and Marsden 2012).

This pedagogy is based on Learning Theory of Constructivism. According to this theory the students build their own knowledge instead of being transmitted by the teacher (Biggs 1996). Students learn by choosing and develop their knowledge through individual and social activities. Knowledge is built not acquired (Phillips 2000). In problem based learning pedagogy, the learning process is driven by real-world problems, unstructured and is an active-learning and learner-centered approach. This learning environment is based on constructivism in which real problems are used in the learning process (Tan 2004).

## RESEARCH METHODOLOGY

This qualitative study is based on an interpretative paradigm and follows a descriptive case study (Ryan, Scapens, and Theobald 2002).

We studied the courses of Business Simulation Project created in 2003, in the School of Accounting and Administration of Porto, Portugal. These courses are based on accounting education, centered on IT and aim to solve problems similar to real world.

The study was conducted by researchers (two teachers and two assistants) that are part of the courses team, as knowledgeable and experienced in this process. Our study reports to two semesters: second semester of 2014/2015 (February-July) and first semester of 2015/2016 (September-January).

The purpose of the research is, in one hand, to understand how students face new technologies and the complexity of business tasks and on the other hand, understand if they feel prepared and confident for the labour market.

Accordingly, we formulated the following research questions: How does accounting education embrace new technologies, to face new requirements of accounting profession? How are the technologies used in the courses of Business Simulation Project, perceived by the students and teachers?

The sources of data used were empirical observation (document analysis, direct observation), informal conversations and interviews (Mckinnon 1998). To ensure the credibility and control the subjectivity of researchers, the interviews were recorded and a triangulation was made between this information and other sources (particularly with empirical observation) (Yin 1994).

Observed behaviours of students in class and on schedule meetings, exchanged emails with the teachers and with the course support office were analysed for data collection. These data were recorded in journals throughout the semesters. Information was also collected from the semester surveys to students, video presentations of student's work, PowerPoint's and other support classes' documents. Informal conversations with students who completed the course in the second semester of 2014/2015 and begun their professional activity in the same year (2015) were registered. Information was also gathered from teachers and assistants' weekly meetings, from informal conversions, minutes and exchanged emails.

The six interviews took place between September 2015 and January 2016. People with adequate profile were interviewed: the course director, a teacher, IT technician, three students (one who completed the course and other two finishing it).

In the final phase the collected data were interpreted and discussed.

## FINDINGS AND DISCUSSION

### **How does accounting education embrace new technologies, to face new requirements of accounting profession?**

The School of Accounting and Administration of Porto developed in 2003 a project that differentiates the school in accounting education. The project did allow the creation of two courses of Business Simulation Project based on new methods of teaching/learning and assessment.

The project aims to familiarize students with the new information technologies, through the use of modern information management tools, under a complex and systemic business simulation.

The courses were introduced in the graduation of Accounting and Administration, taking place during two semesters, with a workload of 180 hours, a total amount of 438 students and 18 classes. It follows the quality standards, having a certificate based on the Technical Specification ET SC-EDUC-27 since 2003. The motto is "know-how" and "learn to learn". Its purpose is to give a practical overview of professional activity, facilitate the transition to the labour market and to respond to the needs of organizations strengthening students' skills and building professional, personal and ethical attitudes.

These courses aim at preparing professionals by providing them with new skills such as the ability to structure, search and reorganize information in an integrated environment, teamwork, decision-making and the ability to communicate.

Students (organized in groups of three) create and manage virtual organizations, interacting in real-time. For that two kinds of information technologies are used: educational (technology-based assessment and simulation support technology) and entrepreneurial (ERP and a complementary system).

The educational tools developed for the course include a technology-based assessment and simulation support technology. The technology-based assessment allows continuous feedback (monitored by the teacher during the semester). It contains programs such as assessment of physical dossiers; program to compare the expected results with the effective tasks performed, a global report of session's assessment containing attendance, ethical attitudes, oral presentation of the final report, written tests and final report classification. The simulation support technology includes managerial environment program such as classes' guidelines reports, business plans, tasks

details, summaries and layout of the classrooms with direct interaction (allowing identification of the students in classroom, the virtual organizations, the attendance, and the behaviour record).

The entrepreneurial technology includes information technologies and ERP identical to some medium/large companies. There is also a complementary system to simulate scenarios similar to real life (such as bank and government transactions). The programs involved are: entities, creation of documents, management information and multimedia, exchanges, salaries, accounting, invoicing, payments, electronic commerce, bills of credit, fixed assets, maintenance, management material products, production, management panel, management of the system, computer telephony integration (in the ERP) and in complementary system: electronic bank and government/taxes.

There are also two simulation laboratories, one room for support team and a room for servers. In order to support this environment it was necessary to create a technological structure especially built for this purpose. This included five servers: one for the Oracle© database, another to support the remote desktop access, other as a domain and communications server, other as domain server and to control electronically the assiduity and punctuality, by the use of a personal card and the last one for Business Intelligence (BI) and Balanced Scorecard (BSC).

The communications systems were especially conceived for Business Simulation Project and had to be especially configured by Siemens© in order to provide internal faxes and computer telephony integration. This was at the time innovative and remains so. For computer telephony integration to work out a complex structure was created, attaching automatically a telephone extension number to the virtual organization logged on. This extension number matches with the number of virtual organization.

Students work in simulation laboratories with the physical and logical materials to allow multiuser company operation. Each laboratory contains thirty-one computers, sixteen printers, fifteen scanner, fifteen handheld bar code scanners and sixteen telephones, among other material. It's also possible to use a remote desktop to consult support documents, assessment feedback, evaluate company database and extract reports.

To support them, there is a team with teachers (six teachers) and a support team (four assistants and two IT technicians). The support team is responsible, under guidance, for maintaining virtual organizations. For that they have to prepare databases (ERP), treat documents information (invoices, contracts...), manage electronic banking, manage technology-based assessment, create business plans, prepare hand-outs to support classwork, maintain servers and other hardware.

Weekly planning meetings are necessary to align all the team and ensure that classes run normally. Teachers are responsible for the lectures, guiding students throughout the tasks, control the participation of the students in the business simulation system, give feedback through the assessment framework and follow-up after classes when necessary.

The course structure is demanding, with a huge amount of equipment and software to manage and with a big support team. Despite all of this, the structure is considered adequate to the accounting education. The initial investments made paid off, since some companies recruit students with the requisite of having attended the course.

The interaction between virtual organizations creates a large amount of information, with legal deadlines and obligations, with the same working pressure as in real business life. Sometimes some information purposely will be insufficient or incongruous in order to generate confusion and cause internal discussion.

The environment is very complex to manage, with large amount of unstructured information, phenomenological versatility, real-time management and intense interaction.

### **How are the technologies used in the courses of Business Simulation Project, perceived by the students and teachers?**

This business simulation model, according to students, is appropriate to the objectives of the course and functional: consisting of seven virtual organizations, a group of three students, one teacher and one assistant by laboratory. The standard certificate of the courses is reliable and permits the accomplishment of the proposed objectives.

The atmosphere in the classroom is very professional, allowing students to preview how real organizations work. In this way they recognize the importance of developing several tasks including obligations regarding to VAT (value added tax); processing, paying and legal obligation of salaries; amongst others. The remote desktop is very useful as it allows them to analyse permanently the information produced by tasks performed all over the semester.

The IT's used, as similar to the real world as possible, are recognized as a good framework to prepare them to the professional future.

For teachers, this teaching/learning model allows participation in a simulated environment with the ability to cover different situations, leading to competent decision making in some functional areas of business. It is

therefore recognized the requirement to encourage interaction with other courses due to its multidisciplinary nature. This motivation model facilitates the articulation between the coordinators of all graduation courses. The students face an interactive process with teachers and assistants receiving constant feedback of their work. The teacher is a facilitator, using models that range from the expository to the practical models, where concepts and theories are applied increasing and improving the interaction with students. This interaction makes education a constant challenge.

## CONCLUSION

Nowadays efficiency is a key factor in the business world. Information needs to be relevant and timely used to support decision-making capacity. Schools had to adapt and create new models of learning and teaching. The presented model of business simulation is supported by two kinds of information technologies: educational and entrepreneurial. This model prepares students for the real world since it uses complex and modern technologies, automated procedures, integrates different tasks and permanent information with remote control.

Students recognize reliability in the business simulation model proposed. Standard certificate and complexity of tasks are extremely positive aspects, which give them confidence to face business reality. The support technologies are a strength factor approaching the model to real professional life. The relevance of the model grants graduates' students to succeed in the labour market as the cases and technologies learnt are similar to those in use by professional accountants.

The team of teachers, essentially experts beside academics, recognize the efficiency and effectiveness of the model, in educating future professionals and enhancing the use of technologies to strengthen the acquisition of knowledge. Teachers are confronted with a motivating and interactive method, although time consuming, particularly on the assessment level.

One of the limitations of our research is the fact that the authors are part of the case studied as they integrate the team of business simulation. There was a concern to triangulate information with all sources (document analysis, direct observation, informal conversations and interviews), in an attempt to decrease the observational bias error. For future research we suggest comparative case studies that would help to better understand how other national or international schools provide answers to accounting education and if simpler models can be as effective.

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## Teaching And Learning Advanced Calculus Using The Web

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### ABSTRACT

The inclusion of technological resources in higher education has modified the model of the traditional class. Several tools, with the aim of easing both the teaching and the learning of specific concepts that usually are hard to acquire, have been designed by the Group Engineering & Education (GIE, Grupo de Ingeniería & Educación in Spanish). This is a research group at Facultad Regional San Nicolás from the Universidad Tecnológica Nacional in Argentina. Between the didactic resources created to be used in Advanced Calculus, websites, videos and tailor-made apps appear. The use of these tools in the learning process helps students to become more active, autonomous and reflective.

In this paper some tools are presented to be used when teaching Fourier series. They were designed for the Advanced Calculus course of Industrial Engineering. The main tool is a website, including several videos – explaining both theory and different exercises– and interactive apps developed with the software Mathematica®.

### INTRODUCTION

Since 2010, authors of this paper have been working on the design of websites and interactive apps about issues of Algebra and Analytic Geometry, Calculus (Caligaris et al., 2015a) and mainly on those related to Numerical Analysis (Caligaris et al., 2010; Caligaris et al., 2015b). These latter are “the material” offered in the different Numerical Analysis courses at the Facultad Regional San Nicolás. All numerical analysis topics were covered, but Fourier series for solving differential equations, the only one of Advanced Calculus in the Numerical Analysis and Advanced Calculus course from Industrial Engineering, did not have a website, and students claimed for it. These sites can be reached directly through their web addresses or through the button Resources at the site of the group GIE, <http://www.frsn.utn.edu.ar/gie>. The access to these sites is free, in other words, they are not restricted to the institution where they were designed, and it is possible to reach them from every part of the world. These sites can be considered as learning objects, because they have all the properties that characterize them: they have digital format, they are designed with an educational aim, they have interactive content, they are independent and indivisible and they can be reused (Naharro et al., 2007).

These websites can also be used by students at home to deepen the topics developed in face-to-face classes. With their use, the in-class teaching is enriched in many respects. On one side, the limits of the class are extended – speaking about time– and on the other side, the use of digital materials (hipertexts and multimedia) lets academics to better adapt to preponderant learning styles detected in students (Caligaris et al., 2015c), enriching the address of the issues being studied (Salinas & Viticcioni, 2008).

The general design of these sites offers a first section with a theoretical approach of the topic which is useful for students who either want to deepen concepts or want to begin the study; another section which contains solved in detail and proposed exercises; a part where some visual tools that implement the method being studied are given, and let solve large-scale exercises that cannot be solved by hand; a self-assessment which lets self-monitor the learning, with feedback in each answer so as acquired concepts can be consolidated and misconceptions can be rectified; a section of links of interest related to the issue of the site, and at last the section where bibliographic references can be found.

In the Fourier Series site, some links to videos appear, which will be described later, where some theoretical developments are exposed and resolution of some exercises are worked out. The visual tools given on the section of interactive windows are CDF files, that is, windows designed with the software Mathematica®, which can be seen with the CDF player, a free program that can be downloaded from the Wolfram site ([www.wolfram.com](http://www.wolfram.com)). There is a section below especially devoted to the description of these files.

This website is also intended to be used on blended learning courses which tackle Fourier series and resolution of problems including differential equations using this series. The site lacks of communication tools so, contact between students and professors/tutors of the courses should be done by mail or forums existing on the virtual platform chosen for the blended learning.

## THE WEBSITE “FOURIER SERIES AND DIFFERENTIAL EQUATIONS”

The access to the website “Fourier Series and Differential Equations” is via the URL <http://www.frsn.utn.edu.ar/gie/AN/fourier>, or from the button **Resources** of the site of the GIE group ([www.frsn.utn.edu.ar/gie](http://www.frsn.utn.edu.ar/gie)). The starting page of the site is shown in Figure 1. The language of the website is Spanish, because it was designed for our students in Argentina.

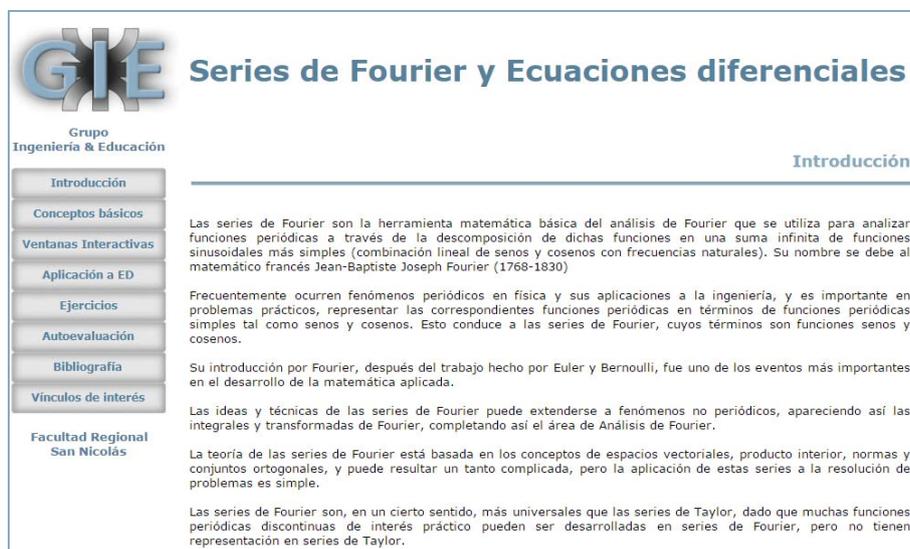


Fig 1: The main page of the website “Fourier Series and Differential Equations”.

The structure of navigation of this site is the same of the other sites developed for numerical analysis. It consists of a menu with buttons that lead to the sections **Introduction**, **Basic concepts**, **Interactive windows**, **Application to Differential Equations**, **Exercises**, **Self-Assessment**, **Links of interest** and **Bibliography**. A description of each one is given below.

The section **Introduction** gives some introductory explanations about the issue and some examples of use, so as to generate the need of learning this topic.

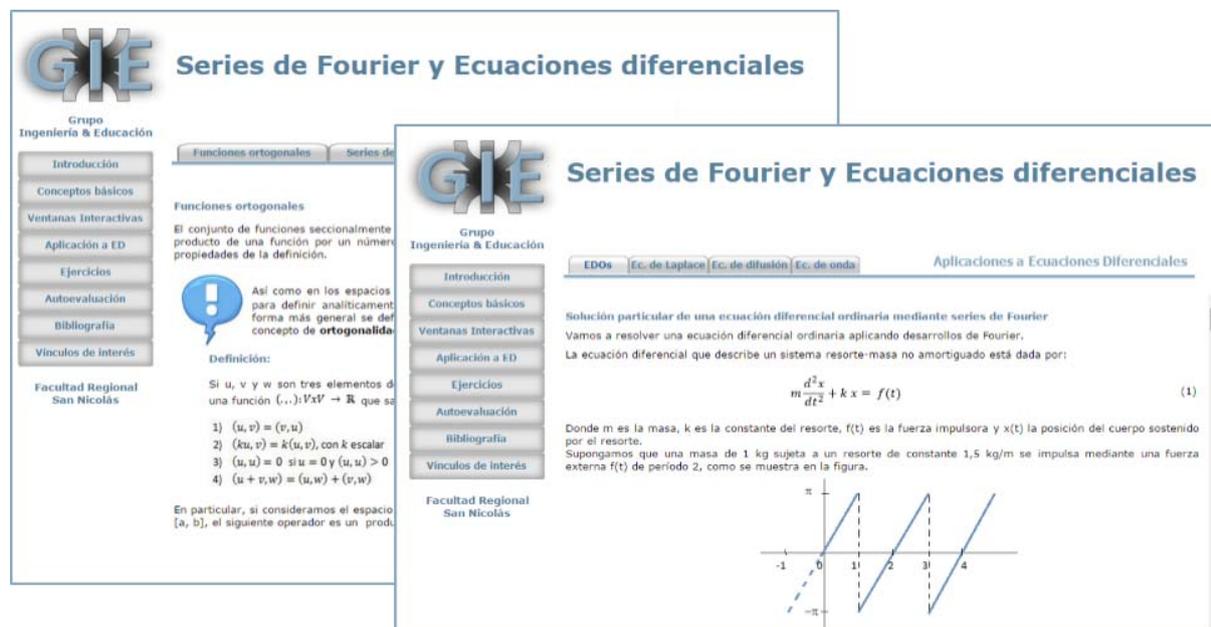


Fig 2: The sections “Basic Concepts” and “Application to differential equations”.

The section **Basic concepts** offers tabs for two related concepts, as it can be seen in Figure 2: Orthogonal functions and Fourier series. Concepts of theory are given here, using a simple and clear language.

The section **Interactive windows** provides access to customized tools developed by the authors. These

applications will be discussed in detail later. The section **Application to Differential Equations**, as shown in Figure 2, gives the way to solve both ordinary differential equations and partial differential equations using Fourier series. An example of each type is developed step by step in each tab.

In the section **Exercises**, two tabs appear. The first for solved exercises and the second for proposed exercises. The idea is first show students the steps needed to solve an exercise in the right way, and then give them some exercises to practice. In the section **Self-Assessment**, some multiple choice questions appear. Both sections are shown in Figure 3.

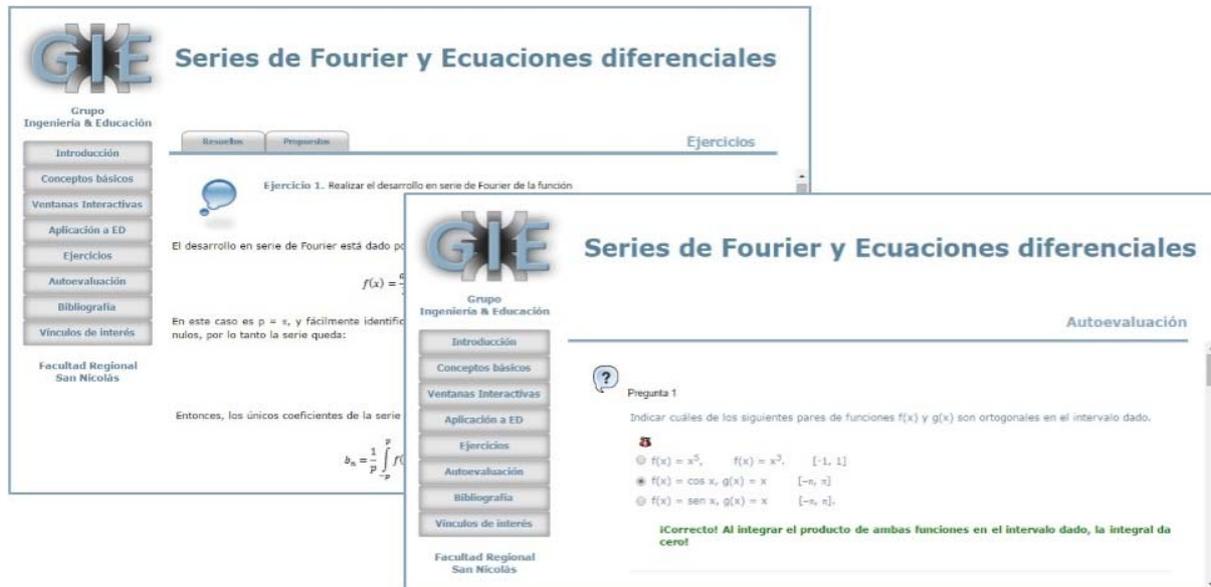


Fig 3: The sections “Exercises” and “Self- Assessment”.

The **Self-Assessment** section was developed with eXe ([www.exelearning.org](http://www.exelearning.org)). The questions offer a hint that can be used before answering. Each time an answer is selected a brief explanation is shown: green if the choice was correct or red otherwise. In this way, each answer has a feedback, stimulating the fact that the correct option has been selected or giving guidelines if an incorrect answer has been chosen.

In the section **Link of interest**, some links to reliable external sites related to the issue being addressed are offered. The section **Bibliography**, gives a list of the books used for the development of the material offered in this site.

### VIDEOS FOR THEORY AND PRACTICE

Several videos on different topics can be found on the Web, but they usually do not meet the requirement of the course. One major obstacle is the language: most of them are English spoken. Therefore, in order to have videos that fit the way the issues are addressed in class, it was decided to develop new videos.

Two types of videos were made: the first type covers the theoretical basis, and the second type shows the solution of different exercises, using Fourier series. A glance of this two types can be seen in Figure 4. The chosen software was PowerPoint and Doceri ([www.doceri.com](http://www.doceri.com)), which lead to develop two completely different kind of videos.

The maximum duration of each video is ten minutes. The idea is that students can concentrate in the issue being developed in each video.

The videos were uploaded on YouTube, not as public, but the links provided when doing the upload were shared with the students.

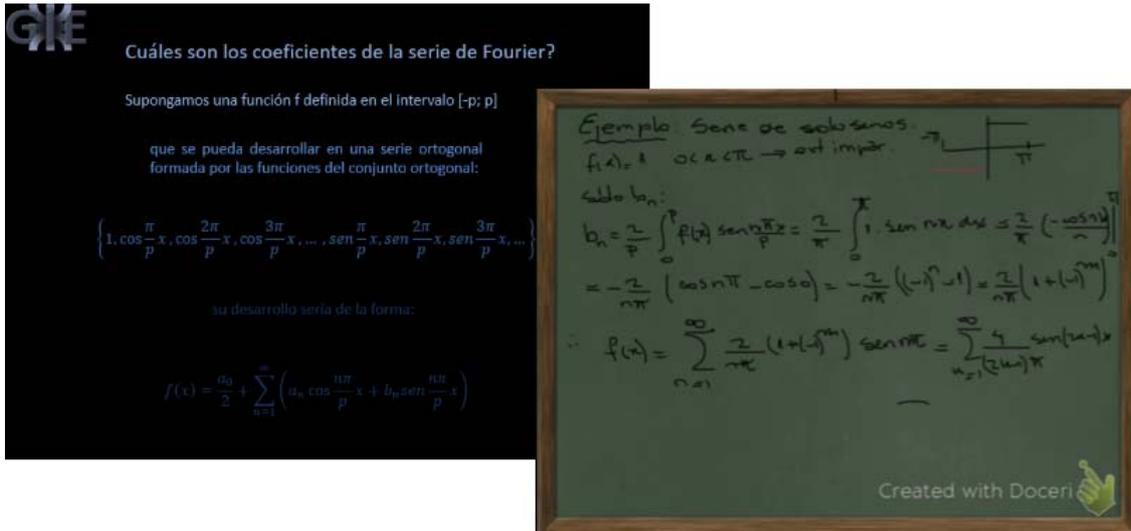


Fig 4: A glance of the videos made for Fourier Series.

**INTERACTIVE APPS FOR FOURIER SERIES: CDF FILES**

Two applications were designed, as CDF files, to see how Fourier Series approximate functions. Each one of these files was thought with a different didactic purpose, and trying to overcome some of the limitations of the CDF files available at the site of the Wolfram Demonstration Project (<http://demonstrations.wolfram.com/>).

Figure 5 shows the app developed for analyzing and visualizing what happens when the amount of terms of the Fourier Series considered in the approximation is increased.

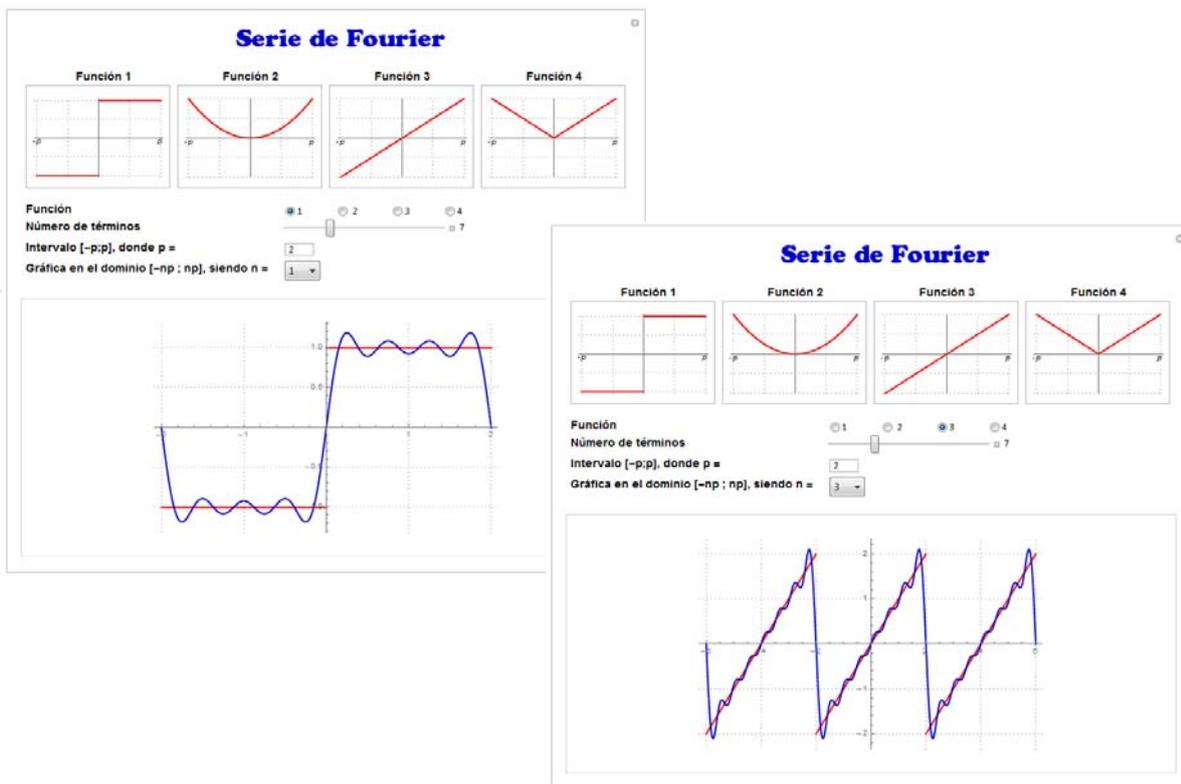


Fig. 5: Interface of the CDF file designed to approximate a function by Fourier Series

There are four functions available in this tool, one of them must be selected to obtain the corresponding Fourier's development. Also, the symmetric interval where the approximation will be done, and the number of terms to be

considered must be chosen. By default, the tool shows the plot of the function associated to the partial sum asked in  $(-p, p)$ . To show the periodical extension, the number of periods to be shown must be selected from a dropdown list.

So as to compare different approximations obtained with semi-interval series, another tool was developed. It is shown in Figure 6.

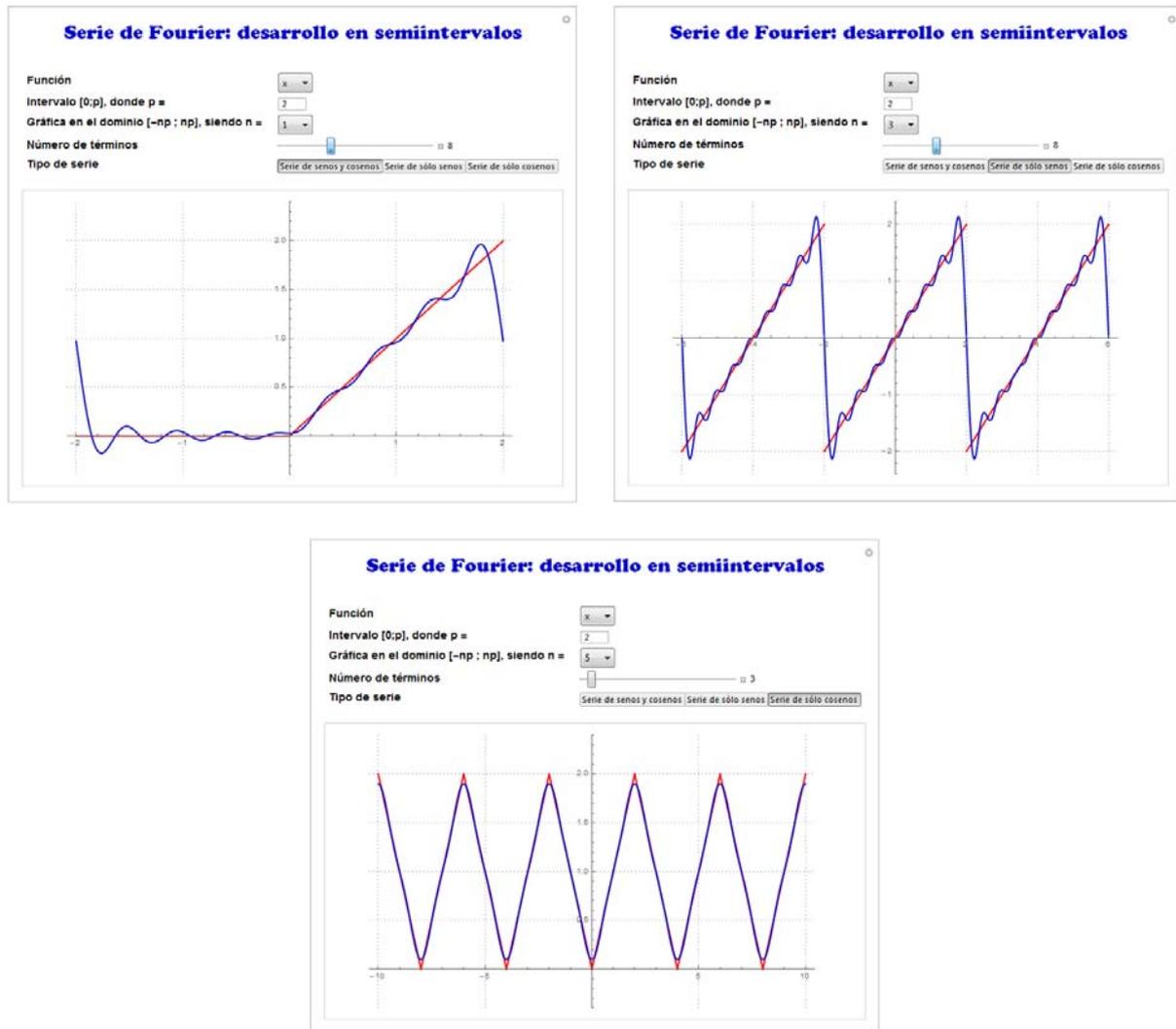


Fig. 6. Interface of the designed CDF to compare different approximations

In this window, the function which is going to be approximated must be selected from a dropdown list. The interval where the approximation will be done, the number of terms that will be calculated and the number of periods to plot must also be chosen. At last, the type of series must be selected.

It should be remembered that there are many ways to approximate a function by a Fourier's Series in the interval  $(0, p)$ , defining arbitrarily the function on the interval  $(-p, 0)$ . Three cases were considered when this app was designed:

- $f(x) = 0$ . This function now is defined in the interval  $(-p, p)$ , and it is neither odd nor even. The Fourier's Series associated to this function will contain sines and cosines.
- $f(x) = f(-x)$ . This is a function defined in the interval  $(-p, p)$  and it is even. The Fourier's Series associated to this function will contain only cosines.
- $f(x) = -f(-x)$ . This function now is defined in the interval  $(-p, p)$  and it is odd. The Fourier's Series associated to this function will contain only sin terms.

## CONCLUSION

Information technologies offer a new way of spreading information, and youngers are aware of this fact. Websites, videos and interactive tools are a powerful resource in the learning and teaching processes, because of the didactical and pedagogical possibilities they offer, of unsuspected limits.

The general design of the site presented in this paper offers a first section with a theoretical approach of the topic and other sections with practice which are useful for students who either want to deepen concepts or want to begin the study.

The visual tools merged in this site allow students to visualize graphics of partial sums of several terms, which is impossible to obtain with paper and pencil, and they have the possibility to watch how convergence happens, by comparing different partial sums with the original function.

The videos offered give the students the possibility to review what is made in class wherever and whenever they want, as if they were in class.

The authors of this work consider that the use of these tools in the learning process helps students to become more active, autonomous and reflective. It is worth to remark that the presence of professors and assistants is still necessary, both in face-to-face classes as in virtual courses, in this last case by means of mails, forums, chats or better by creating live events.

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## Teaching Arabic In Turkey - Problems And Solutions

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### ABSTRACT

There is a long history of Arabic teaching in Turkey. Arabic is the language of the Quran and Hadith. Therefore, to say that Arabic is the common language of the Muslims all over the World will not be too wrong. The Turks, which has long been a nation of Muslims also were in close relationship with Arabic and they attached great importance to Arabic education since they are Muslims. Arabic was the scientific language of the time of the Seljuk and Ottoman Empires. Hence the need for Arabic teaching in both Seljuk and Ottoman madrasa was given great importance and the majority of the the scholars wrote their works in Arabic.

After the proclamation of the Republic of Turkey as if it was a long pause in the Arabic education in formal education, this training has continued especially in the Eastern madrasas. Then Arabic education in formal education have accelerated with the opening of Imam-Hatip High Schools and Faculty of Divinities. Today, there are about a hundred Imam Hatip High Schools and more than thousand Faculty of divinities in Turkey. In addition, some universities also have Arabic Language and Literature Department. As it continued Arabic education in formal education is given Arabic is taught in many civilian educational institutions.

But has been faced with various problems in teaching Arabic in Turkey. Long training in Arabic, many people are unable to speak Arabic. We will try to identify these problems, especially those related to the students in this our paper. After identifying these problems, to present some suggestions for the solution of these problems would be the purpose of this paper. Notification shall be limited to the problems faced by our students studying in Arabic preparatory classes at the Faculty of Divinities in Turkey.

**Key Words:** Turkey, the Arab language, education, Arabic learners, problems, solutions.

### المقدمة

تتميز اللغة العربية عن غيرها من اللغات بخصائص وسمات جعلتها في مصاف اللغات وأكثرها شيوعاً وانتشاراً بين لغات العالم –ولا عجب– فقد حباها الله سبحانه وتعالى بخصائص جعلتها قادرة على الإبداع والابتكار دون سائر اللغات، ومكانة اللغة العربية لا تخفي علي أحد فهي من أقدم اللغات وأغناها في مفرداتها وتراكيبها وأساليبها وطرائق تعبيرها ولحكمة يعلمها الله عز وجل اختارها أن تكون وعاءً لكتابه الخالد قال تعالى: "بِلِسَانٍ عَرَبِيٍّ مُبِينٍ" الشعراء/195

والعجيب أن هذه اللغة هي اللغة الوحيدة في العالم بأسره التي وُلِدَتْ شيخاً كبيراً فلم يُعرف حتي الآن شيئاً عن طفولة هذه اللغة ولم يقع بين أيدي المتخصصين في علم اللغات ما يدل على أن هذه اللغة مرت بمراحل حتي تصل إلي ما هي عليه من النضوج والكمال وظلت علي هذا النضوج والكمال إلي وقتنا هذا –ولا عجب– فقد حملت تلك اللغة رسالة الإسلام عبر قرون من الزمان ولا زالت وستظل إلي أن يرث الله الأرض ومن عليها ومع إقرارنا بأن هذه اللغة مرت بمراحل من الضعف والخمول خاصة في عصرنا الحديث إلا أن هذا الضعف والخمول اللذان أصابا اللغة العربية لم يكونا سبباً في انقراضها كما حدث مع غيرها من اللغات الأخرى بل ظلت كالطود الشامخ والجبل الأشم وصدق شاعر النيل حافظ إبراهيم حين قال:

أنا البحر في أحشائه الدر كامن  
فهل سألو الغواص عن صدقاتي

فاللغة العربية لغة كاملة البنيان اختارها الله من بين سائر اللغات لحمل رسالة الإسلام ونهضت بكل مقومات الحياة وقد انتشرت انتشاراً مذهلاً خاصة في عصرنا الحديث وليس أدل علي ذلك من انتشارها في بلادنا تركيا حيث انتشرت في أكثر من مائة وعشرين كلية خاصة بالعلوم الإسلامية والعربية وصارت تدرس إجبارياً ويُقْبَل الطلاب علي دراستها بكل شغفٍ وحب وقد شرفني الله عز وجل أن اختارني لأن أكون أستاذاً لمادتي الحديث واللغة العربية في كلية الإلهيات في جامعة من الجامعات العريقة في تركيا وهي جامعة يوزونجو بيل لأكثر من عشرين سنة وأنا أحد الأساتذة الأتراك الذين تعلموا اللغة العربية وصرت أستاذاً فيها ولهذا السبب فأنا من أكثر الناس معرفة بمواطن القصور في المناهج والبرامج التي وضعت لتدريس اللغة العربية لغير الناطقين بها حيث إنني ألمس هذا بنفسني مع طلابنا من الأتراك فإن المناهج التي وضعت والبرامج التي أعدت والخطط التي رسمت يعترتها القصور ولهذا السبب نحن في أمس الحاجة إلي تطوير تلك المناهج وتغيير تلك البرامج لتناسب مع الطلاب ومن هنا تأتي قيمة هذا البحث والذي أحاول من خلاله أن أضع يدي علي المشكلات التي تحول دون الوصول إلي الطريقة المثلى في تعليم اللغة العربية لغير الناطقين بها سواء المشكلات التي تتعلق بالمنهج أو بالطالب أو بالمعلم واضعاً لهذه المشكلات الحلول المناسبة التي تساهم في القضاء على تلك المشكلات بهدف الوصول إلي النتائج المرجوة في تعليم اللغة العربية لغير الناطقين بها راجياً من الله عز وجل السداد والقبول.

لا شك أن اللغة العربية تعاني مشكلات كبيرة وسط ابناننا من غير الناطقين بها فمع انتشار اللغة العربية بين ابناننا من غير الناطقين بها في كل ربوع الدنيا ومع الإقبال المتزايد يوماً بعد يوم من قبل ابناننا من غير الناطقين باللغة العربية في كل ربوع الدنيا إلا أن هناك مشكلات لا زالت عالقة تحول دون الوصول إلي الهدف المنشود والطريق القويم في تعليم اللغة العربية لغير الناطقين بها.

ألا تعتقدوا معي أنه كانت هناك مؤامرات- ولا تزال- من أطراف عديدة ضد أبناء العروبة للتخلي عن هويتهم وثقافتهم العربية وعن دينهم؛ لأن في التخلي عن العربية تخلياً عن الدين؛ لأن هذا الدين حفظه نابعٌ من حفظ اللغة، وفي هدم اللغة هدم للدين كما قال ربنا جل وعلا: (إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ) الحجر/9، والذكر هو القرآن منهجٌ ودستورٌ للمسلمين، الذي نزل بأفصح لغة وأبلغها وهي اللغة العربية، وفهم هذا المنهج وتطبيقه لا يكون إلا بفهم هذه اللغة، والتي يراد بها أن تُتَكَي من لسان أبنائها، وأن تُسْتَبَدل بغيرها كما هو الحال في واقع المسلمين المرير

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حيث هجر كثير من أبناء المسلمين لغتهم الأصلية لغة القرآن، وأخذوا يطننون بلغات ما أنزل الله بها من سلطان بدعوى صعوبة اللغة أو بدعوى عدم ملائمة هذه اللغة لمستجدات العصر، وكثير من هذه الدعوات الباطلة - وللأسف- تخرج حيناً بعد حين من أبناء جلدتنا، والذين أصابهم الإعجاب المفرط بغيرها من اللغات الأجنبية وصاروا يتكلمون بكثير من كلمات أجنبية في ثنائيا حديثهم؛ فصرت تسمع كلاماً عجيباً، وفكراً مختلاً، ونسي هؤلاء ودُعائهم أن هذه اللغة مهما أصابها من العوار، ومهما أصابها من الاضطراب فهي محفوظة بحفظ الله لها؛ لأنها اللغة التي ارتضاها ربنا لأن تكون وعاء لقرآنه الكريم.

ومما هو معلوم أن اللغة ترتبط ارتباطاً وثيقاً بالمجتمع، فاللغة هي المرآة التي تعكس كل مظاهر التغير والتحول في المجتمع رُفياً كان أو انحطاطاً تحضراً كان أو تخلفاً، فاللغة هي: "استجابة ضرورية لحاجة الاتصال بين الناس جميعاً ولهذا يتصل علم اللغة اتصالاً شديداً بالعلوم الاجتماعية، وأصبحت بعض بحوثه تدرس في علم الاجتماع فنشأ لذلك فرع يسمى - علم الاجتماع اللغوي - يحاول الكشف عن العلاقة بين اللغة والحياة الاجتماعية، وبين أثر تلك الحياة الاجتماعية في الظواهر اللغوية المختلفة"<sup>1</sup>.

ومما لا شك فيه أن الإنسان لا يولد متكلماً بفطرته بل يكتسب لغة المجتمع الذي نشأ فيه، فمن نشأ في مجتمع عربي يكتسب العربية، ومن نشأ في مجتمع فرنسي يكتسب الفرنسية وهكذا، وكما هو معلوم أن التقليد والمحاكاة دوراً كبيراً في اكتساب اللغة بمعنى أن الطفل يكتسب اللغة من الجماعة اللغوية التي يعيش بينها بكل سمات وملامح الواقع اللغوي لهذه الجماعة من صحة أو خطأ وما بينها من درجات التفاوت والتباين. فاللغة هي وعاء الفكر وهي وسيلة التواصل بين أفراد المجتمع ومؤسساته المختلفة وتبادل المعلومات والأفكار بينها، فهي تماماً كالعملة في التبادل التجاري واللغة الفصحى هي: "لغة القرآن الكريم والتراث العربي جملة، والتي تستخدم في المعاملات الرسمية وفي تدوين الشعر والنثر والإنتاج الفكري"<sup>2</sup>

### المشكلات الخاصة بالطالب وكيفية حلها

لا شك أن الطالب هو أساس العملية التعليمية ومن أجله وضعت المناهج والمقررات وعقدت الندوات والمؤتمرات من أجل الوصول بالطالب إلى الطريقة المثلى والمنهج الصحيح في تعلم اللغة العربية ومن أجل تذليل الصعاب وإيجاد الطرق المناسبة والحلول السديدة في وضع مناهج تعليمية تنهض بمستوي هؤلاء الطلاب وتصل بهم إلى إتقان اللغة العربية والوقوف على أسرارها لأنها لغة الدين والإسلام من خلالها يفهم هؤلاء الطلاب قرآن ربهم وسنة نبيهم صلي الله عليه وسلم ومما ينبغي ذكره في هذا البحث أن ثمة بحوث وبرامج ومناهج وضعت لتعليم الطلاب الغير ناطقين بالعربية لا يمكن أن نقل من أهميتها ولكن تحتاج إلى تطوير باستمرار ومرعاة المستويات المختلفة للطلاب والفروق اللغوية المتباينة للوصول إلى منهج قويم يأخذ بأيدي الطلاب إلى المنهج القويم والسديد وقد تكلمت في ذلك باستفاضة عند الحديث عن المنهج ومشكلاته وكيفية حل تلك المشكلات أما الآن فإن الحديث قائم على ذكر المشكلات التي يعاني منها الطلاب أنفسهم والخاصة بهم واضعاً الحلول المناسبة لتلك المشكلات والهدف من ذلك هو الوقوف على تلك المشكلات بغية القضاء عليها وإيجاد الحلول المناسبة لها وبهذا يمكن تذليل تلك المشكلات للوصول بالطالب إلى أفضل طريق في تعلم اللغة العربية حتى يتسنى للطلاب الناطقين بغير العربية فهم اللغة العربية وإتقانها دون عناء ومشقة وترغيبهم في تعلم اللغة العربية لأنه ربما تكون تلك المشكلات من العقبات التي تحول دون تمكن الطلاب الغير ناطقين بالعربية من تعلم هذه اللغة وهذه أبرز المشكلات الخاصة بالطلاب الغير ناطقين بالعربية مع وضع الحلول المناسبة لتلك المشكلات

### وقد أجملت تلك المشكلات بعد أن وقفت عليها بنفسي في العناصر التالية.

- 1- من أبرز تلك المشكلات انعدام الدافع عند كثير من الطلاب في تعلم اللغة العربية وعند سؤالهم كان الجواب أن اللغة العربية صعبة وعنصر الدافع هذا من أقوى العناصر التي تقف حائلاً في صد الطلاب عن تعلم اللغة العربية.
- 2- وجود بعض المشكلات النفسية عند بعض الطلاب مما له أثر كبير على الحيلولة دون تعلم اللغة العربية.
- 3- أيضاً كثرة الطلاب في الصفوف وازدحامهم يعد من الأسباب الرئيسة في الأخذ بيد الطالب إلى تعلم اللغة العربية بسهولة ويسر فعندنا قد يصل معدل الطلاب في الصف الواحد إلى أكثر من أربعين طالباً وهذا أمر صعب جداً في العملية التعليمية.
- 4- من أبرز المشكلات التي يعاني بسببها الطلاب انعدام الوسائل التعليمية حيث يستشعر الطلاب الدارسون للغة العربية أن مواد اللغة العربية التي تقدم لهم مواد جافة وعقيمة حيث تخلو من أي وسائل توضيحية تيسر لهم العلوم العربية التي تقدم لهم مما يصعب الأمر على الطلاب وقد يؤدي بعضهم العزوف بالكلية عن تعلم اللغة العربية.
- 5- اختلاف الثقافة وتعدد لها لدى الطلاب وتعدد خلفياتهم اللغوية بشكل واضح.
- 6- اختلاف الفروق الفردية لدى الطلاب الدارسين للغة العربية وتباين مستوياتهم.

هذا وبايجاز أبرز وأوضح المشكلات الخاصة بالطلاب غير الناطقين باللغة العربية ونحن هنا لا نقلل من حجم تلك المشكلات فيعوض الطلاب الذين عزفوا عن تعلم اللغة العربية كانت هذه المشكلات هي البارزة عندهم وكثير من الطلاب الذين يستقلون تعلم اللغة العربية كانت هذه المشكلات هي حجر العثرة الذي يحول دون تعلمهم العربية بشكل صحيح.

### وهنا بعض الحلول لهذه المشكلات

- 1- لا بد علي القائمين علي تعليم اللغة العربية من المعلمين والمعلمات من تنمية الدافع عند الطلاب من خلال تبسيط المعلومة لهم وتقديمها بطريقة تحبب الطلاب في اللغة العربية وربط الدروس التي تدرس للطلاب بالقصص والحكايات والنوادر والطرف المحببة لديهم وقيل كل ذلك لا بد من ربط الدروس العلمية بالقصص القرآني وفتح باب التنافس لدي الطلاب وعقد المسابقات أن مثل هذا الأمر له دور فعال في ازدياد الدافع وتنميته لدي الطلاب وتناجحه فاعلة وهنا يأتي دور المعلم النابه الناجح المتقف الواعي الذي يستطيع أن ينمي ذلك لدي الطلاب وأن يرفع من معنوياتهم وتحبيبهم في اللغة العربية بالعديد من الوسائل والطرق وربطها بالدروس المقررة علي الطلاب.
- 2- ولا بد من معالجة المشكلات النفسية التي يعاني بسببها الطلاب والتي قد تقف حائلاً دون اتمام نجاح العملية التعليمية للطلاب الغير ناطقين بالعربية وذلك من خلال الإطباء والإخصائيين المتواجدين في المؤسسات التعليمية.
- 3- ويجب علي القائمين علي العملية التعليمية أن يوجدوا الحلول المناسبة لعملية تكندس الطلاب في الصفوف بحيث لا يزيد الفصل عن خمسة عشر طالباً بحيث يتاح للطلاب إلقاء الأسئلة علي المعلمين وتوضيح ما يعين لهم مكن مشكلات من خلال المعلم فعلي الجامعات والمدارس المعنية بتدريس اللغة العربية لغير الناطقين بها أن تزيد من عدد الفصول لاستيعاب الأعداد الهائلة من الطلاب لحل تلك المشكلة.
- 4- يجب علي القائمين علي العملية التعليمية من استخدام الوسائل التعليمية الفعالة وذلك لتيسير اللغة العربية لغير الناطقين بها فلا بد من مصاحبة الوسائل التعليمية للدروس والمقررات ويجب علي القائمين علي وضع المناهج التعليمية للطلاب الغير ناطقين بالعربية أن يستشعروا الحاجة الملحة للطلاب في وضع الوسائل الموضحة والميسرة لهم فهم الدروس والمقررات وتعد الوسائل التعليمية من أهم الوسائل التي تأخذ بأيدي الطلاب إلي التعلم الصحيح والفعال.

<sup>1</sup> د/عبد السلام المسدي - اللسانيات من خلال النصوص - الدار التونسية للنشر 1984م ص172  
<sup>2</sup> د/ عبد الراجي - علم اللغة التطبيقي وتعليم العربية - ط دار المعرفة الجامعية 1996م ص24

5- يجب علي المعلمين القائمين علي التدريس للطلاب أن يراعوا اختلاف وتنوع ثقافات الطلاب فإن الطلاب قد حضروا من بيئات مختلفة تنوعت فيها ثقافتهم وتعددت في هذه البيئات خلفياتهم اللغوية وعلي المعلمين أن يراعوا ذلك وأن يدركوا عن كثب الفروق الثقافية واللغوية للطلاب من خلال تبسيط المعلومة وتقديمها بشكل يناسب الجميع.

6- ويأتي دور المعلم النابه الذكي الذي يلمس بنفسه الفروق الفردية وتباينها لدي الطلاب فهناك الطالب العبقري و هناك الطالب متوسط الذكاء وهناك الطالب الضعيف توحدهم هدفهم واجتمعت نيتهم علي تعلم اللغة العربية فيجب حينئذ أن يكون المعلم علي قدر عالي من الثقافة والعلم وأن يحاول جاهدا أن يقدم معلومة تتناسب مع الجميع وأن يكون لدي المدرس القدرة علي التبسيط والتيسير والابتكار من خلال الوسائل التعليمية وغيرها بحيث تصل المعلومة نقيه خالصة من أي شائبة وأن تتناسب تلك المعلومات مع مستويات الطلاب وتنوع الفروق الفردية عندهم.

هذه بايجاز شديد أبرز المشكلات الخاصة بالطلاب مع وضع الحلول المناسبة لها للقضاء عليها ومحاولة جادة مني ومن الجميع من القائمين علي تعليم اللغة العربية لغير الناطقين بها تهدف إلي رصد المشكلات ووضع الحلول العملية هادفين من ذلك أن نصل بطلابنا إلي أفضل مستوي علمي في تعلم اللغة العربية وأن تتم عملية التعليم في أقصر زمن ممكن وصولا بهؤلاء الطلاب إلي أعلى مستوي ممكن في اتقان اللغة العربية نطقا وكتابة وفهما.

### الشروط الواجب توافرها في معلم العربية لغير الناطقين بها

إن المعلم هو عصب العملية التعليمية ومن أهم أسبابها ولا بد أن تتوفر شروط معينة في المعلم القائم علي تدريس اللغة العربية لغير الناطقين بها حتي يتسني له أن يؤدي عمله المنوط به علي أكمل وجه وسوف أتحدث عن المشكلات الخاصة بالمعلم وطرح الحلول المناسبة لها أقول أن عملية اختيار المعلم المنوط به تدريس اللغة العربية لغير الناطقين بها من الأهمية والخطورة بمكان فيجب أن يتصف هذا المعلم بصفات معينة تحول له أن يقوم بالتدريس للطلاب الغير ناطقين بالعربية.

1- أول صفة يجب أن يتصف بها معلم العربية لغير الناطقين بها أن يكون متمكنا من العربية نطقا وكتابة وأعني بالنطق أن تكون لدي المعلم القدرة علي التحدث بالعربية الفصيحة وإلا يدخل في حديثه بالفصحى مع الطلاب لهجاته المختلفة ولا العامية بحيث يكون هناك خلط بينهما فهذا معيب في حقه أولا ويضر بالطلاب ثانيا فإن الطلاب تعودت أذانهم علي سماع الفصحى فلا يجب علي المعلم أن يفسد تلك الأذان بالخلط بين الفصحى والعامية وهنا يأتي دور القائمين علي المؤسسات التعليمية فهم فقط المنوط بهم اختيار المعلمين ويجب أن يختاروا المعلم علي أساس تمكنه من لغته وقدرته علي التحدث بالفصحى بطلاقة وإلا فيجب أن تنائي المدارس والجامعات التي تدرس العربية لغير الناطقين بها من استخدام هؤلاء المعلمين لأن ضررهم أكبر بكثير من فائدتهم لأن فائدتهم لأن فائدتهم لا يعطيه.

2- مع تمكن المعلم من اللغة العربية ومن النطق السليم للفصحى يجب أن يكون المعلم علي درجة كبيرة من الذكاء بحيث يلمس بنفسه مواطن الضعف والقصور لدي الطلاب ويعمل علي حلها.

3- يجب أن يكون المعلم موسوعي الثقافة مطلعا علي كثير من الفنون والعلوم تمكنه من الوقوف علي نسيات الطلاب ومعرفة أوجه القصور لديهم ولديه الحاسة التي تمكنه من معرفة ما يجب أن يقدم لهم الآن من غيره مراعيًا فيما يقدم للطلاب نفسياتهم المختلفة ومدى تقبلهم لما يقدم لهم من دروس فربما كان الطلاب في حالة نفسية لا تسمح لهم بقبول المعلومة الآن فيرجى المعلم تقديم المعلومات إلي وقت آخر يكونون فيه مؤهلين نفسيا وذهنيا ويراعي المعلم أيضا المعلومات المناسبة لأمزجة الطلاب ونفسياتهم.

4- يجب علي معلم العربية لغير الناطقين بها أن يتصف بالأخلاق الحميد والصفات النبيلة وليعلم المعلم إنه قدوة للطلاب يقتدون بفعله ويتأسون بعمله وهنا يجب أن يتحلي المعلم بالفضائل وأن ينأى بنفسه عن الرذائل وأن يتصف بصفات الإسلام من الأدب والأخلاق الحسنة والصدق في القول والأمانة إلخ.

5- يجب علي معلم العربية لغير الناطقين بها أن يكون فعالا في تدريسه للطلاب لا يقف عند حدود المنهج المبرمج للطلاب وإنما يسعى جاهدا في تنوع معلوماته وتنوع أسلوبه في الشرح لا يقتصر علي أسلوب واحد لئلا يشعر الطلاب بالملل فإن الطالب سرعان ما يشعر بالملل إذا كانت الطريقة التي تقدم له المعلومة متجمدة في صورة واحدة وهنا يأتي دور المعلم الذكي النابه الذي تكون لديه القدرة علي الجديد المستمر.

### المشكلات الخاصة بالمنهج

بادئ ذي بدء أقول إن عملية وضع منهج علمي مناسب لاحتياجات الطلاب أمر في غاية الصعوبة لأنه يحتاج إلي تضافر جهود المتخصصين من أصحاب الخبرة في تعليم اللغة العربية لغير الناطقين بها كما يحتاج إلي جهد التربويين من علماء ومتخصصي العلوم التربوية لكي ينفقوا جميعا علي الصورة التكاملية في وضع المناهج ولكي تأتي هذه المناهج الثمرة المرجوة لا بد من وضع التصورات المناسبة للطلاب الغير ناطقين بالعربية فلا بد من الوقوف علي الأبحاث والرسائل التي وضعت في تقويم المناهج وألا يقتصر الأمر علي أصحاب الخبرة من اللغويين فحسب وإنما يجب الاستفادة من علماء التربية وعلماء النفس والإطلاع علي أبحاثهم في هذا الشأن بهدف الوصول إلي منهج مستقيم يلبي حاجات الطلاب مراعيًا تنوع ثقافتهم واختلاف فروقهم الفردية وأحسب أن هذا الجهد لا يقوم به فرد وحده وإنما كما قلت لا بد من تضافر الجهود والإطلاع علي كل المناهج السابقة للوقوف علي أوجه القصور وتقديدها عند وضع منهج جديد.

ولا بد عند وضع المناهج التعليمية للطلاب الغير ناطقين بالعربية من مراعاة الكفاءة اللغوية والفروق الفردية للطلاب والمقصود بالكفاءة اللغوية "المستوي النهائي في اتقان اللغة العربية بمهاراتها المختلفة من حديث واستماع وقراءة وكتابة والذي نسعي بالمتعلم الأجنبي الجاد أن يسلم نفسه كلية لنا إلي الوصول إليه هذه القضية لم نتناولها بالفحص لا عند كتابة الكتب التي ألفناها ولا عند إقامة المناهج التي وضعناها لتعليم هذا الطالب"<sup>3</sup>

وأنا كأستاذ في كلية الإلهيات قضيت زما ليس باليسير لا يقل عن عشرين سنة درست خلالها علوم الحديث وعلوم اللغة العربية ولمست بنفسي تلك المعاناة التي يعانيها الطلاب بسبب صعوبة المناهج وكثرة الموضوعات التي حوتها تلك المناهج التعليمية وعدم ملائمتها وتناسبها مع الطلاب وكثرة الحشو غير المفيد كما أن تلك المناهج تقتصر علي الوسائل التعليمية المصاحبة لها يمكن بايجاز أن اعنصر لتلك المشكلات في العناصر التالية:

- 1- طبيعة المادة التي تقدم للطلاب لا تتناسب مع قدراتهم العلمية والثقافية فهي لا تراعي تلك الفروق ولا هذا التباين بين الطلاب مما يجعلها قاصرة عن أداء وظيفتها علي الوجه المطلوب.
- 2- المناهج التي وضعت للطلاب الغير ناطقين بالعربية لا تستند علي الأسس النظرية والاجتماعية.
- 3- واضح وجلي لكل ذي عينين أن تلك المناهج التي وضعت للطلاب الغير ناطقين بالعربية اعتمدت كليًا علي خبرات المعلمين وعلي جهودهم الشخصية دون أن تستند علي أسس علمية سليمة ودون الاستفادة من خبرات التربويين في هذا المجال ودون الاستفادة أيضا من خبراء علم النفس والاجتماعيين مما جعلها بعيدة كل البعد عن المنهج القويم.

<sup>3</sup> مقتضيات الكفاءة في تعلم اللغة العربية كلغة إضافية، ص20، د. السعيد محمد بدوي، من منشورات المنظمة العربية للتربية والثقافة والعلوم، تونس، 1992.

4- لا تعتمد تلك المناهج على الأنشطة الفعالة ولا الوسائل التعليمية المفيدة للطلاب التي تساعدهم على تبسيط المعلومات وتوضيحها وتقديرها بصورة فعالة تحبب الطلاب في تعلم واتقان اللغة العربية.

5- عدم التدرج عند وضع المناهج للطلاب الغير ناطقين باللغة العربية حيث تقريبا تكون الموضوعات التي حوتها تلك المناهج على درجة من التساوي وهذا امر غير محمود حيث كان ينبغي على القائمين على وضع تلك المناهج ان يندرجوا في موضوعات المنهج المقرر على الطلاب بحيث تبدأ تلك الموضوعات بالأسهل فالسهل ثم رويدا رويدا حتي يصلوا بالطلاب الي مستوى جيد في تعلم العربية يمكنهم من وضع كافة الموضوعات دون النظر الي صعوبتها

هذه أبرز وأهم المشكلات الخاصة بالمناهج التي توضع للطلاب الغير ناطقين باللغة العربية وهناك مشكلات خاصة بالمواد الدراسية التي تدرس للطلاب الغير ناطقين بالعربية

#### المشكلات الخاصة بتعليم مادتي النحو والصرف و وضع الحلول المناسبة لها

لا شك أن هناك صعوبة كبيرة لدي الطلاب الناطقين بغير العربية وممكن هذه الصعوبة في مادتي النحو والصرف وأنا من خلال موقعي كأستاذ أدرس العلوم العربية لطلابنا من غير الناطقين بها المس بنفس تلك المعاناة الكبيرة التي يشعر بها طلابنا وتكمن مشكلات النحو والصرف في النقاط التالية

1- أولا كثرة القواعد المفروضة على الطلاب مما يجعل الطلاب يشعرون بثقل هاتين المادتين وربما تسبب ذلك في عزوف كثير من الطلاب عن دراسة اللغة العربية.

2- أيضا ليس هناك تدرج في تدريس قواعد النحو والصرف بدءا بالأسهل فالسهل فالصعب.

3- عدم ربط قواعد النحو والصرف بالمواد الأخرى المقرر تدريسها على الطلاب الغير ناطقين بالعربية كالمحادثة والقراءة والاستماع والإنشاء وإنما ثمة انفصال تام بين تلك المواد.

4- أيضا لا توجد وسائل تعليمية فعالة تيسر للطلاب تلك القواعد وإنما تقدم للطلاب القواعد النحوية والصرفية بصورة جافة خالية من أي ابتكار ولا تجديد ولا تصاحب ذلك وسائل تعين على الفهم والاستيعاب.

5- أيضا من الأمور التي تقف حائلا أمام الطلاب الغير ناطقين بالعربية في تعلم قواعد النحو والصرف تعدد وتشعب تلك القواعد وتداخل قضاياها وكثرة التفريعات المرتبطة بتلك القواعد.

6- أيضا من المشكلات التي يعانها الطلاب صعوبة البحث في المعاجم لأن كثير من الطلاب لا يستطيعون بسهولة ويسر معرفة الجذور الأصلية لكل كلمة وبالتالي لا يستطيع الكثير منهم أن يستخدم المعاجم في البحث عن معاني كثير من الكلمات

7- من المشكلات التي يعانها الطلاب رسم وكتابة الكلمات العربية بشكل صحيح خاصة الهمزات لا يستطيع كثير من الطلاب كتابتها بطريقة صحيحة.

هذه من أوضح المشكلات الخاصة بالنحو والصرف وقد خصصت هاتين المادتين دون سائر المواد الأخرى التي تدرس للطلاب الغير ناطقين بالعربية لأن هاتين المادتين تعدان من أكثر المواد صعوبة لدي الطلاب الغير ناطقين بالعربية وأحسب أن هذه المشكلة يعاني منها كل الطلاب أو الأكثرية من الطلاب الغير ناطقين بالعربية في كل دول العالم أما غيرها من المواد الأخرى كالمحادثة والإنشاء والقراءة فمشكلاتها يسيرة وليست بهذه الصعوبة التي تنفر الطلاب من حب العربية والإقبال على تعلمها وهذه المواد مشكلاتها تكمن في المنهج كما سبق ووضحت وتكمن مشكلاتها في المعلم كذلك حيث تحتاج إلي أسلوب فعال في تدريسها للطلاب مع الاستعانة بالوسائل التعليمية ومراعاة نفسيات وأحوال الطلاب وقد بينت ذلك عند الحديث عن المنهج والمعلم وهذه بعض الحلول المقترحة للقضاء على هذه المشكلات الخاصة بتعليم النحو والصرف للطلاب الغير ناطقين بالعربية يمكن إجمالها في النقاط التالية

1- أولا لا بد من تدريس بعض القواعد النحوية والصرفية المبسرة والبسيطة على الطلاب خاصة في سنوات الطلب الأولى ثم بعد ذلك نتدرج مع هؤلاء الطلاب حتي يدرسون النحو والصرف بتمامهما والمهم في ذلك كيف وليس الكم ومن المشكلات التي نعانيها في كليتنا في تركيا أن مادتي النحو والصرف تدرسان بكل ما تحويه من موضوعات في السنة الأولى في الجامعة يعني يكون الطالب حديث عهد باللغة العربية وتقرر عليه كل موضوعات النحو والصرف وهذه مشكلة كبيرة يعاني بسببها الطلاب وتنسب في عزوف كثير من الطلاب عن تعلم اللغة العربية وأقول أن المهم هو كيفية تدريس هذه المواد للطلاب وفهمهم لها وليس المهم المقدار والمحتوي الذي ينبغي أن يدرس لهم.

2- ينبغي على القائمين على وضع مناهج تعليم اللغة العربية لغير الناطقين بها أن يراعوا التدرج في موضوعات المحتوى المقرر في النحو والصرف حيث ينبغي أن يبدأ المحتوى المقرر على موضوعات سهلة ومبسرة وبسيطة تتناسب مع بداية الطلب في تعلم اللغة العربية.

3- لا بد أن يكون هناك ثمة ترابط بين مادتي النحو والصرف وبين المواد الأخرى مثل المحادثة والقراءة والإنشاء والاستماع بمعنى أن تطبق القواعد النحوية من خلال تلك الدروس فتكون بمثابة تدريب عملي على قواعد النحو والصرف وهذا النهج سيرسخ تلك القواعد في أذهان الطلاب وعقولهم ويسهل عليهم دراسة النحو والصرف.

4- ينبغي عند تدريس النحو والصرف أن يصاحب هذا التدريس الوسائل التعليمية والأنشطة الفعالة التي تساعد على الفهم والاستيعاب لأن الوسائل التعليمية من أهم الأسباب التي تأخذ بيد الطالب إلي الصراط المستقيم والنهج القويم وتيسير وتقريب وتبسيط وتذليل الصعاب التي يعانها الطلاب في دراسة النحو والصرف.

5- لا بد أن يقتصر على القواعد النحوية والصرفية دون التطرق إلي الفرعيات فهذا التطرق مما يتعب الطالب وينفره عن الإقبال بشغف وحب إلي دراسة النحو والصرف ولتترك تلك الفرعيات إلي مرحلة أخرى متقدمة يكون الطلاب قد ألموا بشئ كبير في علوم العربية وحازوا قصب السبق فيه.

6- وصعوبة البحث في المعاجم تتطلب وقوف الطلاب على أصول الكلمات العربية ومعرفة أصل حروف الكلمة العربية وهل هناك حروف مبدلة أم لا وهل هناك حروف محذوفة أو منقلبة عن أصل وكل هذا منوط بالمعلم المختص بتدريس علم الصرف لا بد أن يوقف الطلاب على مثل هذه الأمور ويجب عليها أن يدرهم على معرفة أصول الكلمات وكيفية البحث عنها في المعاجم العربية.

7- وتعد مشكلة الكتابة والإملاء بصورة صحيحة من المشكلات الكبيرة التي يعاني منها الطلاب وهذا الأمر لا بد أن تتضافر فيه جهود المعلمين جميعا خاصة المعلمين المختصين بتدريس مادة الإنشاء والإملاء عليهم أن يدرّبوا الطلاب على الكتابة بشكل صحيح وأن يدرّبهم خاصة على طريقة رسم وكتابة الهمزات والتفريق بين همزتي القطع والوصل وتقوم الطلاب بشكل مستمر من خلال التدريبات والواجبات وتصويبها لهم. هذه أبرز وأوضح المشكلات الخاصة بالمناهج التي تدرس للطلاب الغير ناطقين بالعربية والخاصة بالمعلمين والطلاب أردفتها بوضع الحلول المناسبة للقضاء على هذه المشكلات سائلين المولى عز وجل ان يتقبل هذا الجهد المتواضع كما أسأله سبحانه أن يرفع من شأن العربية ومكانتها بين لغات العالم. وآخر دعوانا أن الحمد لله رب العالمين.

## Technology In Education

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### ABSTRACT

Day by day people are changing and increasing needs in the interests accordingly. Rapid changes in science and technology in the 21st century have affected the educational field and was put into practice. Traditional means of education - the use of new technology as well as the use of materials is also important. The computer becomes more access to information, especially with the introduction of the Internet into our daily lives and learning resources are also rich quick. In this context, our country, education quality capture efforts, the young generation of budding advancing and to follow constantly evolving age, in order to maintain the desired conditions of daily life require to integrate absolute education and technology. And to provide quality education to keep pace with technological developments in both education and the latest advanced technology use will increase success in the classroom.

**Keywords:** education, technology, technological development

### INTRODUCTION

Different than all other living beings, humans have produced information since the beginning of their existence, they have used this information, shared it with the other individuals of their community and thus handed this knowledge down to future generations. Many different tools and methods have been used to distribute and hand this knowledge down to future generations.

Technology dates as far back as the history of humanity. Actually the technology that is put forth with this expression does not overlap the concept of technology as we understand it today. Because this understanding that considers the cave paintings drawn on walls in the dark ages for communication purposes as technology actually means only computers and accompanying devices. That is why an independent concept of technology can be talked of only until the industrial revolution in the 18<sup>th</sup> century, whereas the concept of technology after this period appears as one that is in the hands of dominant groups and is affected by the social sphere thus affecting it as well. Whereas the transfer of knowledge was handed down to future generations orally in the past for many years, written form started to be preferred due to increasing population and complex social structure. No significant changes occurred in education during the long years that followed this transformation. Whereas there are opinions putting forth that education is facing a radical change in our time. Technology in education – especially computers use – plays an important role in this change.

The realization that educational problems will not be solved via traditional education applications have resulted in the design of new teaching-learning activities as well as new approaches in their application.

### EDUCATION

Turkish Language Society defines education as: helping children and the youth to acquire the relevant knowledge, skill and understanding required for social life; direct or indirect help in their personal developments, upbringing.

Whereas another definition is as such: Education is the process that takes place starting from birth of the individual until his/her death and it is the appearance of behavior in the individual through their own lives.

There are many different definitions of the concept of education. Based on these definitions, education can be defined as the acquisition of new behaviors by the individual within their own living space with the aid of environment, social and cultural values during the time period that passes starting from their birth until their death. Part of the education of the individual is carried out in a planned and programmed manner in the classroom.

### TECHNOLOGY

Technology is the sum of all applied technical knowledge that is used to find or develop new methods for new goods or service production or new production and management methods as well as to solve practical problems. Technology appears as innovations or discoveries. Hence, technology makes up the application aspect of fundamental sciences. Even though some discoveries are results of various coincidences, technology actually depends on research and development activities.

Today, technology is perceived more as products that require high quality scientific knowledge and technique. Even though technology appears in our daily lives in this manner, it is actually an area that encompasses all social and economic activities and organizations which foresee the transfer of technology into our daily lives. If we make an optimistic definition, it is the application of scientific principles and innovations for solving problems. In other words, technology is an application of science. Whereas the concept of “advanced

technology” which is used more frequently today, is defined as but not limited to, “the use of programmable integrated circuits and related systems for data processing, production, information management and transfer, education, national defense, entertainment, energy management, environmental pollution control, security, communication, effective use of material and human resources”.

### **EDUCATION TECHNOLOGY**

Education technology is the functional structuralization of learning or teaching processes by setting knowledge and skills to work in order to dominate education in general and learning. In other words, learning is the design, application, evaluation and development of learning – teaching processes.

The human labor element in education technology includes all individuals contributing to the learning – teaching process. Executives, teachers, service staff, guidance specialists, library staff, researchers who carry out scientific studies in their field and specialists are all members of the human labor element. Whereas all other resources apart from human labor include those that are not related with human labor. These are elements such as tools and materials, methods, physical environment or libraries which are required during the process.

Education technology includes all kinds of systems, techniques and help used for developing the process of learning. These four attributes gain importance in such a structure:

- Defining the goals that the student is planned to reach,
- Analysis of the subject to be learned in accordance with teaching principles and its proper structuralization,
- Selection and use of the proper environment for teaching the topic,
- Use of the proper evaluation methods to evaluate the success levels of students as well as the effectiveness of the course and the tools used in the course.

### **HISTORY OF THE USE OF TECHNOLOGY IN EDUCATIONS**

When we look back at the use of technology in education, we see that in reality technology is put to use in education in countries that develop technologies. Technology developing countries such as USA have first started to use technological advancements in education. Various stages of technology use in education can be stated as follows:

- Visual materials have been used in military movies for training soldiers during the 1<sup>st</sup> and 2<sup>nd</sup> World Wars,
- Television was started to be used for education during the 1950’s and visual-aural technology departments have been started to be founded at universities,
- Ford Association has started to support education via television in the States during 1950-1960,
- The American Research Institute has developed individual teaching programs called “Need Based Learning” in 1967.

Whereas the stages of computer use for educational institutions can be listed as follows:

- Computers were first started to be used in educational institutions during the 1950’s when large universities started to use them for administrative purposes.
- Studies were started during the 1960’s for developing computer aided teaching programs. One of these projects is PLATO.
- Greater number of schools started to use computers for administrative purposes during the 1970’s,
- TICCIT (Time-Shared Interactive Computer Controlled Information Television) system was started to be developed in 1972,
- A tendency from personal computers towards network systems and internet developed after the 1970’s with the advances in internet.

A new period was started when countries started to join NFSNET which is the internet backbone that Turkey joined in 1993 as well as with the rapidly increasing technological competition.

Whereas in Turkey, the use of technology was started to be mentioned with the use of radio and television for non-formal education during the 1970’s with the 3<sup>rd</sup> Five Year Development Plan after which it was decided to start a second television channel for distance higher education and non-formal education with the 4<sup>th</sup> Five Year Development Plan. After 1995, technology entered the educational system rapidly as the use of advanced technological computers and internet increased. Whereas the MLO, ILSIS and MEBSIS studies carried out by MEB at the end of the 1990’s resulted in focusing more on numbers related with the use of technology in education rather than the functionality of technology or changing the structure of administrative processes.

Distance learning has recently gained an interactive, dynamic and lively dimension with the popularization of simultaneous courses carried out via the use of telephone lines, personal computers, video devices, cd-roms and internet.

Thus, people can receive the education they need independent of both time and space. The greatest advantage of such an education is that they carry with them the attributes of proper education such as “right on time” and “right when needed” as well as their effect to provide gains greater than cost in the long run.

- The fact that students can carry out longer works in joy due to the attractiveness of studying with technology, leads to great benefits in the long run.

## EQUIPMENT AND OBJECTIVES USED IN EDUCATION TECHNOLOGY

Education equipment are all kinds of learning and teaching aids that are used for observation and research in order to ensure that students grasp the knowledge provided to them effectively during the process of education while ensuring that teachers provide a more effective teaching.

Equipment used in education technology (in order of development);

- Blackboard, chalk,
- Book-notebook-pencil,
- Printing press,
- Models-mock-ups
- Pictures, slides, films,
- Radio tv-video, camera,
- Teaching devices, computers,
- Individual and mass automation (interactive video, disc, cd, hypercard, teleconference, bulletin board, e-mail),
- Network systems (internet, intranet, network, novell),
- Telecommunication: (communication systems-satellites),

Objectives of Education Technology are putting the following into effect for the solution of educational problems:

- Providing educational services to a greater public,
- Making teaching – learning processes more effective,
- Individualization of teaching – learning activities,
- Regulation of all applications and processes related with teaching and learning,
- Making educational needs and opportunities the topic of scientific research,
- Transforming educational institutions into areas of application,
- Ensuring continuity in curricula,
- Increasing the effectiveness and efficiency of the teaching staff,
- Arrangement and control of environmental factors,
- Adapting the teaching-learning processes in accordance with student abilities.

## CONCLUSION

Modern education technology encompasses a greater meaning and application than the understanding of crowding educational institutions with aural, visual, technological tools-equipment. According to this understanding, “education technology is defined as the systematic planning, application and development of teaching-learning processes by making use of all labor and non-labor related resources based on researches carried out on human learning and communication in order to provide a more effective education technology”. These education technology applications that are characterized as a modern understanding with greater scope foresees dramatic changes with regard to the roles of educational programs, methods and techniques as well as the roles of teachers. In other words, the understanding of modern education technology with a greater scope is based on the regulation, application and development of teaching-learning activities in accordance with the “system approach”. Educational technology application based on system approach adapts the arrangement of all resources including human labor and tools-equipment used to provide a more effective education as well as the handling of all elements with regard to goals.

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## Teknolojinin Doğru Kullanımı Ve Siber Zorbalık Eğitim Programı

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### ÖZET

Bugünün çocukları ve gençleri, ana babalarından ve öğretmenlerinden çok farklı bir dünyada büyümekte; teknoloji ile karşılaşmaları, tanışmaları çok erken olmakta ve iç içe yaşamaktadırlar. Yapıcı ve etkili kullanıldığında yaşam kalitesini artıran teknolojik araçlar, olumsuz kullanıldıklarında bazı olumsuz sonuçlara da yol açabilmektedirler. Bu da demek oluyor ki, çocuklar ve gençler internet ve teknolojiyi bilinçli ve etkin kullanmak gibi bir zorunluluk ve sorumlulukla karşı karşıya kalmaktadırlar. Bu noktada, yetişkinlerden beklenen, yasaklar koymak yerine onlara rehberlik edebilmeleridir.

Teknoloji yoluyla gençlerin çevrelerindeki kişilerle iletişim kurmaları, onların kendilerini, akran gruplarıyla etkileşim içerisinde hissetmelerine yardımcı olarak sosyal etkinliklerini destekleyici olabilmektedir. Ancak, bilgi ve iletişim araçlarının sağladığı olanaklar, sınırsız, denetimsiz ve yasaksız kullanımı, çocukların ve gençlerin sosyal ilişkilerde çatışmalar yaşamasına, ders başarısının düşmesine ve ruh sağlığının bozulmasına yol açabilmektedir. En önemli nokta ise, bir bağımlılığa dönüşmesidir.

Çocuklara ve gençlere bu konuda rehberlik yapmasının öneminden yola çıkarak Özel Arı Kurumları Psikolojik Danışma ve Rehberlik Merkezi olarak “Teknolojinin Doğru Kullanımı ve Siber Zorbalık Programı” uygulamalarıyla tehlikeleri önleme çalışmaları yürütülmektedir. PDRM'nin gelişimsel ve koruyucu psikolojik danışma ve rehberlik anlayışı doğrultusunda bu eğitim programlarının genel amacı öğrencilerin gelişen teknolojiyi sosyal yaşamlarında da kendilerine zarar vermeden doğru kullanmalarına yardımcı olmak, günümüzde yaşanan siber zorbalıkla ilgili farkındalık kazandırmak, bilgilendirmek ve siber zorbalıktan korunma yöntemlerini öğrenmelerini sağlamaktır.

Bu sunum çerçevesinde öğrenciler, veliler, öğretmenler ve okul yönetimiyle yürütülen teknolojinin doğru kullanımı ve siber zorbalık eğitim programları özetlenmeye çalışılmıştır.

### EĞİTİM PROGRAMLARININ AMACI

Psikolojik Danışma ve Rehberlik Merkezinin gelişimsel ve koruyucu psikolojik danışma ve rehberlik anlayışı doğrultusunda bu eğitim programlarının genel amacı öğrencilerin gelişen teknolojiyi sosyal yaşamlarında da kendilerine zarar vermeden doğru kullanmalarına yardımcı olmak, günümüzde yaşanan siber zorbalıkla ilgili öğrencilere farkındalık kazandırmak, bilgilendirmek ve öğrencilerin siber zorbalıktan korunma yöntemlerini öğrenmelerini sağlamaktır.

### PROGRAMIN BİLEŞENLERİ VE GERÇEKLEŞTİRİLEN ÇALIŞMALAR

Programın bileşenlerini öğretmenler, yöneticiler, veliler ve öğrenciler oluşturmaktadır.

#### 1- ÖĞRETMENLER VE YÖNETİCİLER

Mesleki gelişim çalışmaları kapsamında ilk olarak “Teknolojinin Doğru Kullanımı ve Siber Zorbalık” konulu seminer gerçekleştirilmiştir. Siber zorbalık, siber zorbalığın boyutları, siber zorbalığın nedenleri, siber zorbalığın önlenmesi, Arı okulları olarak neler yapıyoruz? Arı okullarında siber zorbalıkla baş etmede izlenen yol haritası, anne babalar neler yapabilir? çocuklar ve gençler neler yapabilir? teknolojinin olumlu ve olumsuz kullanımını seminerin konu başlıklarını oluşturmaktadır. İkinci seminerin konusu ise “Sosyal Ağların Kullanımı” olmuştur

## **2- VELİLER**

Velileri bilgilendirme amaçlı AROBER yayınında “Teknolojinin Doğru Kullanımı ve Siber Zorbalık” kapsamında siber zorbalık, siber zorbalığın boyutları, siber zorbalığın nedenleri, siber zorbalığın önlenmesi, Arı okulları olarak neler yapıyoruz? Arı okullarında siber zorbalıkla baş etmede izlenen yol haritası, anne babalar neler yapabilir? çocuklar ve gençler neler yapabilir? teknolojin olumlu ve olumsuz kullanımı konu başlıkları paylaşılmıştır. “Veli Paylaşım Toplantıları” kapsamında velilerle “Teknolojinin Doğru Kullanımı ve Siber Zorbalıkta Yasal Boyut” konulu seminer gerçekleştirilmiştir.

## **3- ÖĞRENCİLER**

Öğrencilerle çalışmalar grup etkinlikleri, pano çalışmaları ve afiş çalışmalarından oluşmaktadır. Etkinlikler periyodik aralıklarla gerçekleştirilerek öğrencilerde konu ile ilgili üst düzeyde farkındalık yaratmak amaçlanmaktadır.

İlkokul üçüncü sınıf düzeyinde “Teknolojinin Doğru Kullanımı (Sanal Oyunlarda Aşırıya Kaçınca)” konulu grup etkinliği şubeler düzeyinde gerçekleştirilmektedir. Çalışma öykü ve görsel materyalinden yola çıkarak bilgilendirme, farkındalık kazandırmayı amaçlamaktadır. Çalışma interaktif olarak gerçekleştirilmektedir.

İlkokul dördüncü sınıf düzeyinde “Teknolojinin Doğru Kullanımı ve İnternet Güvenliği İçin Temel Kurallar (İnternette Yolunu Şaşırınca)” konulu grup etkinliği şubeler düzeyinde gerçekleştirilmektedir. Çalışma öykü ve görsel materyalinden yola çıkarak bilgilendirme, farkındalık kazandırmayı amaçlamaktadır. Çalışma interaktif olarak gerçekleştirilmektedir.

Ortaokul beşinci sınıf düzeyinde “Teknolojinin Doğru Kullanımı ve Siber Zorbalık” programı bilgilendirme çalışması ve kısa film gösterimlerinden oluşmakta ve interaktif olarak gerçekleştirilmektedir. Öğrencilerle siber zorbalık, siber zorbalığın boyutları, siber zorbalığın nedenleri, siber zorbalığın önlenmesi, çocuklar ve gençler neler yapabilir? teknolojin olumlu ve olumsuz kullanımı, İlköğretim Kurumları Yönetmeliği olumsuz davranışlar kapsamında teknolojinin kullanımı ve siber zorbalık konu başlıkları ile ilgili bilgilendirme ve farkındalık kazandırma çalışması gerçekleştirilmektedir.

Altı, yedi ve sekizinci sınıflarda “Teknolojinin Doğru Kullanımı ve Siber Zorbalık” ile ilgili grup çalışmaları şubeler düzeyinde yeni bilgilerin paylaşımı ve farkındalığın sürekliliğini sağlamak amacıyla öğrenci paylaşımları, soruların cevaplandırılması üzerinden bilgilerin özetlenmesi ve kısa film gösterimlerini içermektedir. Çalışma interaktif olarak gerçekleştirilmektedir.

“Teknolojinin Doğru Kullanımı ve Siber Zorbalıkta Yasal Boyut” konulu çalışma bilişim suçları alanından bir hukukçu tarafından öğrencilerin bilgilendirilmesi ve soruların cevaplandırılmasını içermektedir. Ortaokulda tüm sınıflar düzeyinde gerçekleştirilmektedir.

Şubeler düzeyinde gerçekleştirilen grup etkinliklerinin ardından Psikolojik Danışma ve Rehberlik Merkezi tarafından hazırlanan materyaller PDR servis panolarında öğrencilerle paylaşılmaktadır.

Teknoloji ve tasarım zümresi ile yürütülen afiş çalışmaları 7. ve 8. sınıflarla şubeler düzeyinde küçük grup çalışmaları olarak gerçekleştirilmektedir. Grupların afişleri katlarda öğrencilerle paylaşılmaktadır. Psikolojik Danışma ve Rehberlik Merkezinin hazırladığı afişler de ilkokul ve ortaokulda öğrencilerin en çok kullandıkları alanlarda öğrencilerle paylaşılmaktadır.

Program kapsamında öğrencilerle gerçekleştirilen etkinlikler ilkokul ve ortaokul düzeyinde eş zamanlı olarak yürütülmektedir.

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## **The Achievement And Satisfaction Of Undergraduate Students Of Phranakhon Rajabhat University Through Multimedia Learning On Environmental And Natural Resources Management**

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### **ABSTRACT**

This study aimed to 1) develop multimedia learning on Environmental and Natural Resources Management, 2) compare the achievements before and after learning, and 3) study the students' satisfactions toward the multimedia learning. The sample was 20 students majoring in Environmental Science. The tools consisted of 5 lessons of multimedia learning with 50 items of learning achievement test, and questionnaire to measure the learners' satisfaction. The statistics used for data analysis were percentage, mean, standard deviation, and t-test. The result revealed that the students' learning achievements after learning were significantly higher than before learning at .05, and their satisfactions toward multimedia learning were at high level.

### **INTRODUCTION**

Education is and important indicator for human resource development and a significant basis for other developments. Good quality education for citizens will result in sustainable development for the nation (Ampai Harakunarak, 2007). At present time, information technology and communication are changing rapidly and playing important roles toward the nation development. Advanced information technology and communication can connect the world into one unit. Therefore, knowledge and expertise should be created to manage and benefit the capital resources within the nation (Pimwarun Nunthaitaweekul, 2008). Access to information resources can be performed conveniently all the time. It substantially benefits new generations especially in efficient learning development. Searching for knowledge is not limited only in classroom anymore. Learners can learn by themselves independently from news and information in multimedia. This is a big change from the instruction with a teacher in front of a classroom to the learning with more advanced computer technology. Thus, the multimedia has been developed to encourage more learning. Multimedia is another form of media which is appropriate with the present-time learning. It consists of presentation techniques of using pictures, sounds, and interesting messages. It is easy to use and learners can learn by themselves conveniently (Wittaya Damrongkiattisak and Napawan Archaphet, 2012) which is appropriate with the higher education learning because it is considerably different from the high school learning. Students need to adapt themselves in learning such as number of long-learning hours, more complicated contents, and more analytical tests. Moreover, learners need to participate in various kinds of activities such as academic matters, sports, art and cultures. So, the learning only in classroom is not sufficient for them. Learners need to seek additional knowledge outside classroom by themselves. Their learning is not limited only in classroom anymore. Electronic media is, therefore, a good tool to promote learning.

The course "Natural Resources and Environment Management" is a required subject for the 2<sup>nd</sup> year students majoring in Environmental Science, Faculty of Science and Technology, Phranakhon Rajabhat University. The subject aims to create knowledge and understanding about the importance of natural resources and environment, problems and impacts, and principles for sustainable natural resource and environment management to develop learners' learning which focuses on knowledge, virtue, ethics, cognitive skill, interpersonal relationship skill and responsibility, including the skills of numeric analysis, communication and information technology usage according to the Qualifications Framework for Higher Education of Thailand. Thus, the multimedia developed for the course "Natural Resources and Environment Management" will assist learners to understand the contents more and encourage learners to learn by themselves when they are ready according to the learner center model and to be consistent with information technology skills for living in the 21<sup>st</sup> century as well (Hoggatt, Shank and Smith, 2015)

### **OBJECTIVES**

- 1.To develop multimedia learning on Environmental and Natural Resources Management.
- 2.To compare learning achievements before and after using the multimedia learning
- 3.To study students' satisfactions toward multimedia learning on Environmental and Natural Resources Management.

## METHODOLOGY

### Sample

The sample was regular undergraduate 20 students majoring in Environmental Science who enrolled in Environmental and Natural Resources Management course in year 2015.

### Tools

1. The five lesson multimedia learning including: 1) Definition and Importance of Resources, Nature and Environment 2) Situation on the use of natural resources and environment 3) Problems and Conflicts of Resource Management 4) Fundamental Concept concerning Natural and Environmental Resources Management and 5) Sustainable Natural and Environmental Resources Management

2. 50 items of learning achievement test.

3. Questionnaire to measure students' satisfactions toward the learning.

### Method

This study was an experimental research, developing 5 lessons of multimedia learning on the subject Environmental and Natural Resources Management. Then, the media was used as a part of teaching and learning process for the 20 samples. The learning achievements were gathered by the achievement test. The data was analyzed by basic statistics; frequency, percentage, mean, standard deviation, and t-test.

## RESULTS

1. By t-test, the comparison between before and after learning scores of 20 students showed that they were statically significant at .05; the after learning mean score ( $\bar{X} = 44.64$ ) was higher than the before learning mean score ( $\bar{X} = 35.17$ ) as shown in Table 1.

Table 1: Students' achievements measured by using multimedia learning

Multimedia	Full Score	$\bar{X}$	S.D.	t
Before learning	50	35.17	6.67	5.41*
After learning	50	44.64	5.03	

\*Statically significant at .05

2. From the 20 questionnaires, it was found that the students' satisfactions toward both aspects of the multimedia were at high level ( $\bar{X} = 4.38$ ) as shown in Table 2.

Table 2 : Students' satisfactions toward multimedia learning

Lists of Assessment	$\bar{X}$	SD.	Result
<b>Content</b>			
1. Multimedia content is up-to-date and in accordance with the purpose of the course objectives.	4.55	0.51	Very high
2. Contents are clearly organized in proper order.	4.45	0.51	Very high
3. Contents are harmoniously arranged.	4.5	0.51	Very high
4. Contents are valuable and interesting.	4.6	0.50	Very high
5. Knowledge gained from multimedia learning is practical.	4.5	0.61	Very high

Lists of Assessment	$\bar{X}$	SD.	Result
<b>Instructional tools</b>			
6. Instructional tools are essential for learning.	4.6	0.50	Very high
7. Learning with this instructional multimedia is interesting.	4.4	0.60	High
8. Instructional tools are suitable for learners.	4.4	0.60	High
9. Instructional tools helps you understand the lessons better.	4.25	0.64	High
10. Picture and sounds are clear and insightful.	4.4	0.68	High
11. Font and font size used in the presentation are clear and appropriate.	4.35	0.67	High
12. Chosen font color is appropriate.	4.05	0.68	High
13. The multimedia encourages understanding.	4.1	0.55	High
14. You can learn from the multimedia by yourself.	4.2	0.69	High
15. Multimedia allows users to view materials and concepts repetitively.	4.35	0.59	High
16. Multimedia is suggestive of new perspectives and encourages further learning.	4.55	0.76	Very high
<b>Total</b>	<b>4.38</b>	<b>0.61</b>	<b>High</b>

## DISCUSSION

After considering the usage of multimedia which the researcher has developed for the course “Natural Resources and Environment Management”, the result revealed that the multimedia had good quality that learners could learn efficiently. After comparing the results of learning with multimedia by testing before and after the learning, there was significant difference at the level .05 which meant that the developed multimedia was a good quality educational technology and could be used as learning multimedia since it consisted of slides, motions and sounds (Clarke, Ruth C, Mayer and Richard E., 2011) which stimulated learners to learn (Mayer, 2005) and motivated them with enjoyment and grab their attention (Aekarat Sisawang, 2013). Besides, the multimedia allowed learners to learn independently and control learning by themselves. So, the learners enjoyed learning (Manee Siwiboon, 2008) and their learning achievements could move into higher levels.

From the study of students’ satisfaction toward the multimedia in the course “Natural Resources and Environment Management”, the content satisfaction was in the highest level in every item while the learning media satisfaction was at high and highest levels. This was consistent with the study of Panapa Piroonark (2014) who studied “Useability of Instructional Media in Multimedia for Student Development study class in Transportation Management Business Faculty, Sripatum University” which revealed that the students’ satisfaction was at high level (mean 4.28) because the modern media had good quality and was appropriate with present-time instruction which focuses on technology. Also, it emphasized on learner center which increased learning efficiency.

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## **The Applicability Of " Peer Teaching " Techniques In Foreign Language Teaching**

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### **ABSTRACT**

There are many searches on the teaching of foreign languages in Turkey and in the world. Many methods and techniques have been developed in this process. Study have been on teaching language how learn more easier, more reliable and more permanent because the growing importance of learning foreign language and alternativemethods have been developed. The foundation of foreign language courses reading, writing, speaking and listening skills were intended to improve.

Training programs are structured programs as a result of development work carried out and it has been reorganized in recent years. Nevertheless teaching are more teacher centered and students remain in an inactive state.

The teacher is the only judge and governing, training in different ways in the course area. Nowadays, seeking constantly rising education methods became more student centered. As a result of the use of effective method, " Peer Teaching " peer revealed. Student centered method that requires the active participation of students. Which can be applied to coincide group teaching and learning is a method of directing students. This method is provide, students attendance to lesson both in an intramural and extracholastic to the course.

This study demonstrated the applicability of " Peer Teaching " methods explored in foreign languages.

## The Application Of Smart Devices In Teaching Students With Special Needs

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### ABSTRACT

Smart devices such as smart phones and tablets have become part and parcel of our lives in recent years. The effects of these new smart devices can be seen everywhere. Students, especially, use these devices in their daily learning process and the application of these tools will be more and more important in the following years. Therefore, it's very important to keep students' attention continuous with the assist of these smart devices. Smart devices help students to study anytime in anywhere, so students learn whenever they want without any limitations. These roles also help students to keep in touch with their teachers. It will also help them to be integrated in social life more easily. This study is about developing a complete software tool to be used in the education of students who need special education. The software is designed for smart devices such as smart phones and tablets. Students who are mentally handicapped may get benefit of using this software for a complete learning session or as a supporting tool. The software is developed on Android platform. In the current version, the concepts of "less" and "more" are considered. The target students are Turkish students who need special education.

### INTRODUCTION

Mobile applications become more popular with the rapid development of mobile technology. The educational software development also benefit from this rapid development of mobile technology. It is possible to support the face-to-face education with the computer aided tools. Moreover, mobile devices such as smart phones and tablets are available today for educational purposes. Thus, there is a need for effective software and tools to make these devices useful for education.

On the other hand, there are students with special needs. These students are educated with special methods. Students with special needs also benefit from computer assisted tools. Therefore, an effective software tool that is applicable in mobile environments like smart phones and tablets should be developed. This paper addresses the problem of mobile solution for students who need special education. Other than the conventional software developed for educational purposes, in this study, the developed software involves teaching methodology dedicated to students who need special education.

This study mainly focuses on students who are mentally handicapped. It is aimed to teach them skills of identifying "less" and "more". This is accomplished by special and iterative methods showing the students different objects in different colors and combinations. Also, the software includes special effects to keep the attention of the students who need special education continuous. There are repeated sections with different images on the same concept. According to the student's response, the sections will be completed and the application will shift to the next sections.

When students run the application, they face with two images containing two different objects but of the same type, the same color and the same size. Firstly, the application teaches based on two images. Then, similar images involving varying sizes, colors and types are displayed in the further sections, in an increasing manner. The sections are repeated four times with different objects and a test session runs after the sections in order to detect if the student understood well or not. If students can give at least tree correct answers, the application will go to the next sections and continue. Firstly, the above steps are followed for the teaching of the notion "less", and then, similarly, the notion "more" is taught.

This study is designed for Turkish students. Hence, it includes audio effects and instructions in Turkish. Although currently the software is using Turkish audio instructions, they can be easily translated to other languages and the software may be available in any language.

There are similar studies in the literature like the study of Lopez A. F. et al. to develop a software in order to support the education of students who need special education in mobile devices based on iOS system, in 2013 (A.F. Lopez et. al., 2013). However, software development for Turkish students who need special education is still not satisfied and this study is motivated by this need.

The structure of the paper is as follows. The next section discusses the literature review about the topic. Then, methodology section explains the methods and algorithms used. Application section describes the actual application developed with its screen shots. Then the paper ends with conclusion and references.

## LITERATURE REVIEW

There are related studies in the literature starting from early 2000s that mobile devices and applications become more popular. Besides supporting technologies like smart boards or digital lecture material, complete software solutions dedicated to educational purposes are also introduced to the market. Popular use of mobile devices and personal computers make the educational software developers work on different environments and operating systems. In the last decade, the popularity of mobile devices directed the developers to develop software that is compatible with mobile operating systems. Therefore, with the parallel improvements in educational software development and mobile technology, mobile educational software development is now taking the attention of the researchers. There are significant improvements in the field which are published recently.

In 2009, John Traxler defined the mobile learning as a learning method developed with the support of learning material available for Personal Digital Assistants (PDAs), smart phones and computers capable with wireless connection technology (J.Traxler, 2009). In 2004, Bulun, M., Gülnar, B. and Güran, M. presented a study about the use of mobile devices and educational software on mobile devices. They pointed out the advantages of using mobile devices as a tool to support education (Bulun M. et. al., 2004). In a recent study, Celalettin A. and Berk Ç. contributed on new methods in mobile learning using Quick Response Code (QR code) in 2013 (Celalettin A., Berk Ç., 2013).

Moreover, researchers also worked on the educational software for mentally handicapped or disabled students. These are the students who need special education. In 2012, D.B. Kagohara et. al. reviewed the use of iPods and iPads in teaching programs for individuals with developmental disabilities (D.B. Kagahora et. al., 2012). A.F. Lopez et. al. discussed mobile learning technology base on iOS devices to support students with special education needs (A.F. Lopez et. al., 2013).

In Turkey, also some research activity takes place starting from the early 2000s. A study is done by R.K.Ağca and H.Bağcı about the usage of mobile tools in education. They analyzed the mobile device usage from the student side (R.K. Ağca, H. Bağcı, 2013). Another significant study is done by Aruk İ. about the usage of information systems technologies in the education of students with special needs. They also developed a sample application (Aruk İ., 2008). This study is also done for the Turkish students who need special education.

## METHODOLOGY

This study mainly focuses on teaching "less or more" concept between the objects. The algorithm is based on showing the students different images and explaining "less or more" concept with audio instructions. Firstly, the student will face with two images with same objects, same types, same colors but different sizes. Then, the application directs the student with audio instructions like "this is less" and "this is not less". Then, the application will ask to student "look to screen and choose which image is less". If the student selects the correct image, the application will pass to the second section which includes the same concepts. That section will be repeated four times. But on the other hand, if student fails to give the correct answer in any part of that section, then the application will turn to the beginning of teaching and the overall process will be repeated. If the student is successful to finish that four repetitions, then two different images of the same objects, same types, same colors but different sizes will be faces and the application will ask to students "look to screen and choose which image is less". This section will be repeated four times but this time without teaching. If the student scores at least three correct answers out of four, this section will be completed and the application will continue to the next section.

In the next section, the student will face with two images with same objects and same types but different sizes and different colors. This part is different than the previous teaching and testing parts. The method will be the same with previous sections, in same concept. If the student is successful to finish this section, then the application will continue to the next section. The next section includes two images with different objects, different types, different sizes and different colors. Then, the teaching and testing methods will be the same.

Again, a successful result will lead the student to the next section which is in the same concept with previous sections but this time the student will face with three images. Another successful stage will continue to the next section with four images and so forth. Being successful in the last section finalizes teaching "less" notion to the student. Similar approach is followed by the "more" notion.

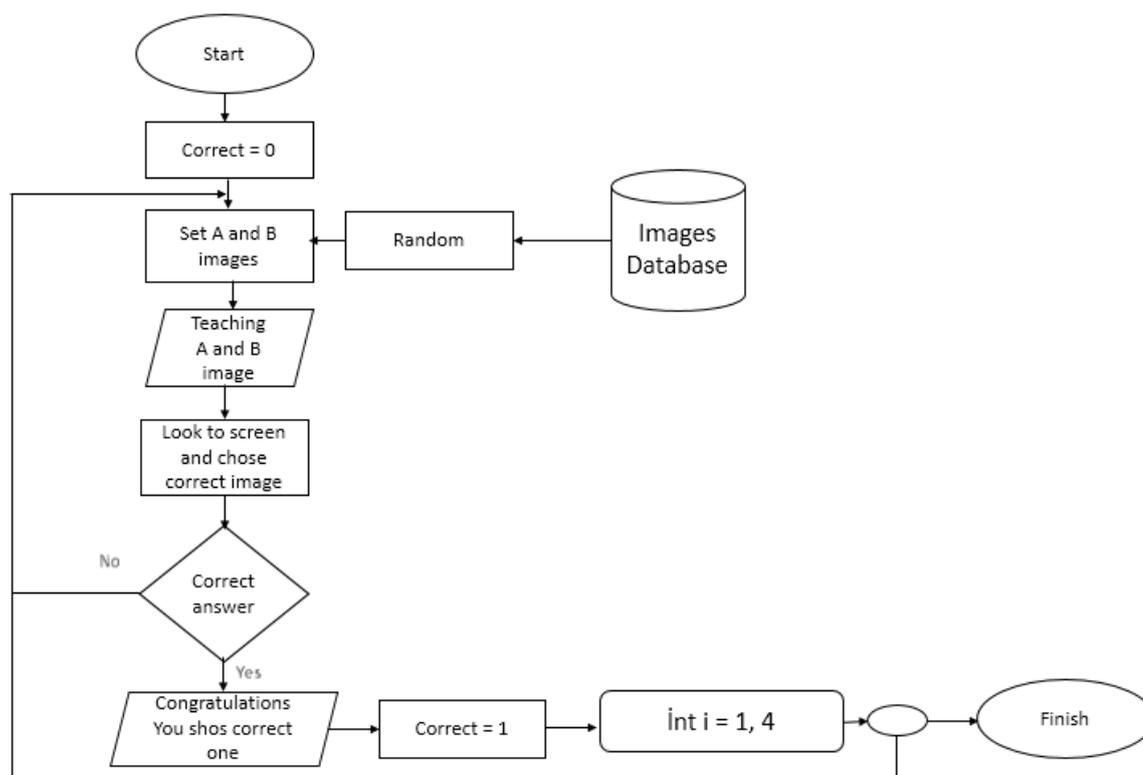


Figure 1. Flowchart of teaching module.

- |  |
|--|
| <p>1- Two images two different numbers and colors with objects but with the same type and size<br/>         2- Two images with different numbers, type, color and size.<br/>         3- Have three images with different object with numbers, types, colors and sizes<br/>         4- Four images with objects with different numbers, types, colors and sizes</p> |
|--|

Figure 2. Pseudo-code for teaching module.

Methodology of teaching other possible notions will be the similar. The corresponding pseudo-code is provided in Figure 2. The flowchart of the overall process is available in Figure 1.

## APPLICATION DEVELOPMENT

Currently, there are two main operating systems, platforms, available in the market place. The majority of the mobile devices are running on Android or iOS system. Therefore, in this study, we prefer to use these platforms. Android platform is more suitable for free application development, that's why we first focus on developing this educational mobile application on Android platform. The development of the iOS version of the software is one of our future work.

The mobile application is developed on Android Studio, based on java programming language. It is planned to run on devices which use android operating system. Devices with the installed version of at least Android 4.0 (Ice Cream Sandwich) operating system will be compatible.

The algorithm mainly depends on visual inputs to the student, and assuming that the student (a potential user) has special needs, we employ a repetitive structure in order to teach the student slowly and efficiently. The flowchart of the algorithm is shown in Figure 1. As it is seen from Figure 1, looping structures that show different images to the student to teach the less or more objects in the scene, the application includes an image database. a sample instruction used for comparison is shown in Figure 4. Sample images are presented in Figure 3. In total, we employ 64 sample images currently. The screenshots of the actual program are shown in Figure 5.

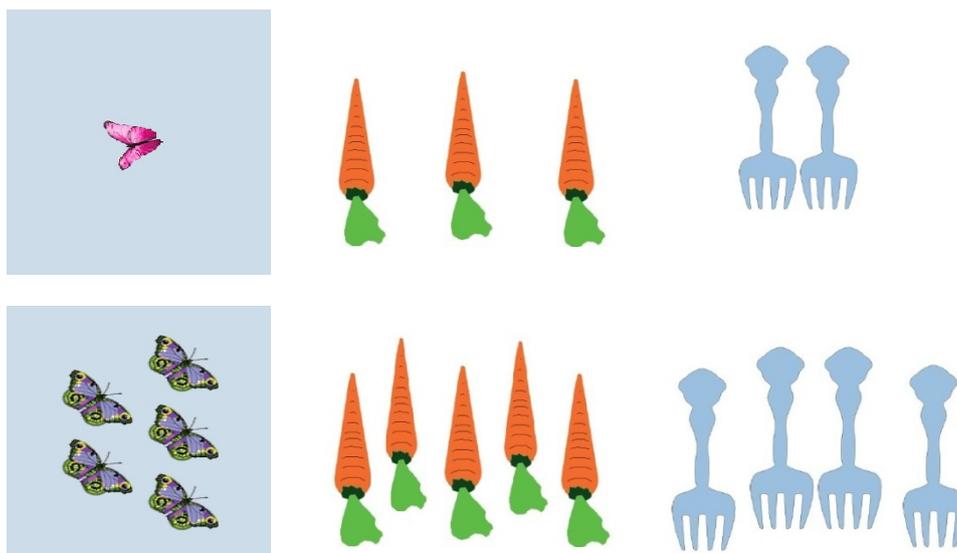


Figure 3. Sample images.

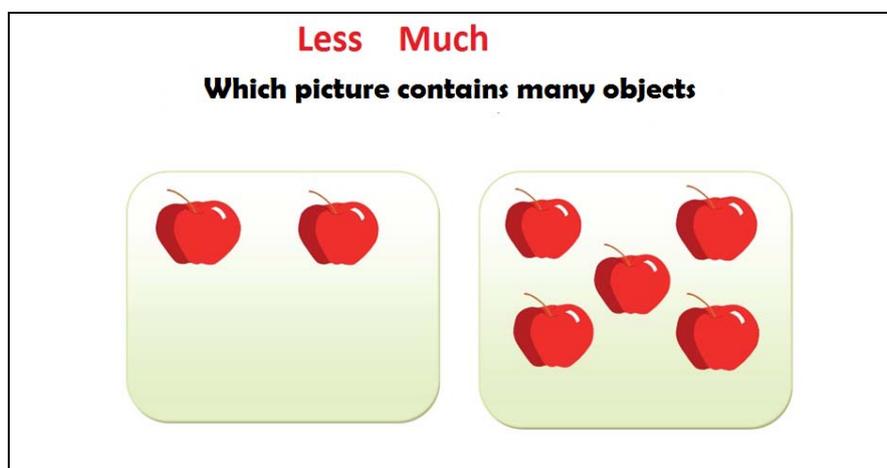
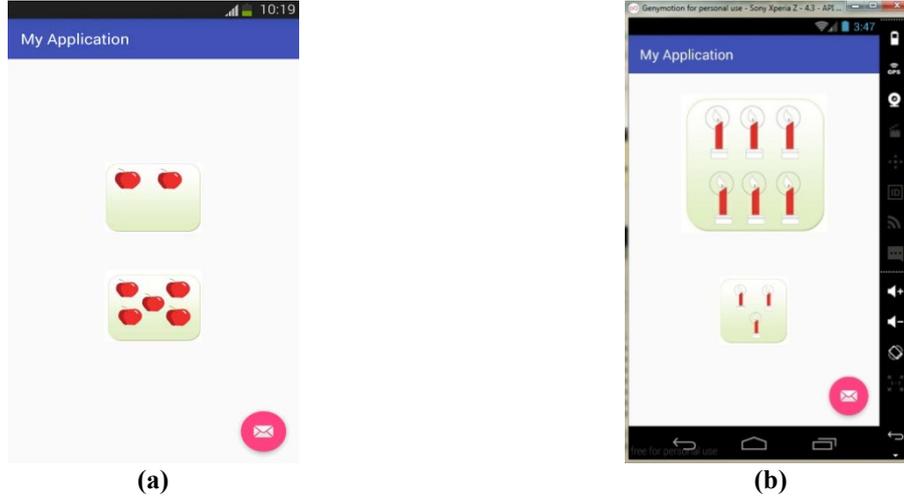


Figure 4. Instructions used for "less or more" comparison.

The application also includes audio to direct the student through the images. Currently, the application teaches the concepts of "less or more" to the students. Development of the next module that teaches the students to put the images in the ascending/descending order according to the number objects in the scene is under study now.

Test phase of the application is planned after completing the next module. We plan to test the application on students who need special education at 'Lefkoşa Özel eğitim ve İş eğitim Merkezi'. The test stage will include teaching the "less or more" and "ordering" concepts to selected students and then evaluate their ability.



**Figure 5.** Screenshots of the application developed: (a) images including apples (b) images including candles.

## CONCLUSION

A mobile application is designed and implemented for smart mobile devices. The application design is aimed to be used in teaching students with special needs. The application is designed to serve Turkish students with special needs. We focused on the teaching of the concepts "less or more" to the students with special needs. The next module to be implemented will focus on teaching the students to sort the images according to the number of objects in the scene. The application has been developed on Android platform and preliminary outcomes are presented. The evaluation of the application is planned to be done after including the design of the next module.

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## The Development Of Online Mobile Classroom Using Power Generated From Solar Cells

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### ABSTRACT

This research is conducted in order to support the physical learning environment. The researcher has created an Online Mobile Classroom Using Power Generated from Solar Cells (“OMC-SC”) that can contain approximately 15 persons to be the learning facility for teachers and students of the Faculty of Education, Kasetsart University. The design and construction of OMC-SC has received the quality assessment and approval by experts in educational technology in Thailand. After this project being piloted with 30 students (15 students each time) in 1<sup>st</sup> semester of 2015, the result indicates the high level of efficiency, effectiveness and satisfaction of the teachers and students.

### INTRODUCTION

Creating learning opportunities for supporting the development of ability to learn of learner is necessary when it comes to the instructional management in 21<sup>st</sup> century. Nowadays, many institutions have a good administration of their buildings or other facilities to create better learning environment so as to support the modern methods of instruction for teachers and students in various curriculums, for instance, building a Smart Classroom which is comprised of instructional media particularly in the form of electronic media that incorporates computer technology. So students can have self-learning and research including can have two-way interaction between the learner and the media (Uskov & Bakken et al, 2015). As for the Virtual Classroom, it is the administration of the venue or classroom that utilizes the computer technology together with 3D application program. Learning contents are designed to enable learners to study profoundly, and to promote the better results of learning (Pattanasith & Rampai et al, 2014).

At present there are several learning facilities that enhance modernized learning to help learners keep pace with the world. One amongst those is media of instruction which is currently available in various forms and they can be used in learning, searching, storing and disseminating data or information that exist in books, journals and other publications. Also, the using of this media technology can help build the communication and self-learning skills as well as collaborative working skills and the social network of learning. These are what organizations or schools should provide to be the source of learning and should accommodate learners and teachers to use them with quality, efficiency and sufficiency (Kaarina & Gonzalez, 2011). If any institutions still continue the use of traditional sources of learning, for instance: original style classroom with no modern teaching materials whether because of adherence to the traditional approach of teaching or no attention to supply modernized equipment or lack of funding, the teaching methods will rely primarily upon persons as teachers in conveying knowledge. And this could affect the mission of instruction which is to develop the potential of students in the 21<sup>st</sup> century (Chaengchenwet, 2010).

Therefore, the development of learning resources for supporting students to have access to new technologies of 21<sup>st</sup> century, in order to enhance their technology skills, communication skills and collaboration skills, is necessary and must be proceeded to happen so as to promote the quality and efficiency of instruction. Lately at this time, the Faculty of Education, Kasetsart University has a plan involving the construction of new school building due to shortage of classrooms and increasing number of students. As the researcher’s works relating to the teaching of educational technology and communication at the Department of Educational Technology at the Faculty of Education, Kasetsart University, a state university in Thailand, it is thought that the development of learning resources by developing the Online Mobile Classroom Using Power Generated from Solar Cells (“OMC-SC”) could possibly to the satisfactory extent solve the problem of shortage of classrooms and help enhance learning skills in the 21<sup>st</sup> century for the students at the Faculty of Education. Moreover, the result of this research could also be used as an innovative prototype for online classroom using electricity generated from alternative energy, that is, solar cells, which can be moved to or relocated in anywhere conveniently for effective learning of the students at the Faculty of Education Kasetsart University.

## THE STUDY

This research is conducted in order to build a quality online mobile classroom with solar cells in consultation with nine experts from educational technology and alternative energy. The researcher designed the construction project based on the principle from ADDIE Model (Branch 2010 p.2) which is composed of:

- A (Analysis) dynamic, flexible guideline for building
- D (Design) effective learning and performance support
- D (Development) tools
- I (Implementation)
- E (Evaluation)

The ADDIE Model is used in every stage of the development of OMC-SC respectively. When the construction process completed, it was tested to assess the quality by users who are enrolled students of the Faculty of Education in 2015. Random groups of 15 students from Bachelor's Degree and 15 students from Master's Degree (30 students in total) were put into the OMC-SC to use it for a total period of two weeks (15 students per week). After the trial, the researcher then evaluated the satisfaction of the students who had used the OMC-SC.

The tools used in collecting data include questionnaires answered by the experts regarding quality of OMC-SC, particularly in respect of appropriateness to be used as an online classroom, correctness of equipment and kits installation, safety and convenience in using. In addition, the questionnaires were also answered with regard to the efficiency and effectiveness of OMC-SC by the user students concerning time efficiency of learning in OMC-SC, responsiveness to the needs of learning and researching, convenience of using and safety. Furthermore, there were questionnaires about satisfaction of the students who had entered the OMC-SC regarding the physical environments in OMC-SC which are, in particular, temperature, clarity of sound, lighting and space condition inside the OMC-SC.

## FINDINGS

The OMC-SC that has been developed and tested by the students is composed of:

- 1) Body
- 2) Classroom,
- 3) Instructional media, and
- 4) Solar cells generator

The body consists of the frame and wheels for towing it. The classroom includes the space equipped with desks and chairs for learners, and air conditioner is installed inside for the ventilation and controls of temperature. Lighting system functions by a series of LED lights. As to the instructional media, amplifiers, audio speakers and microphones are set up inside the OMC-SC. Additionally, Internet box-set including Wi-Fi router and online computer server system as well as a big LED screen are installed as parts of instructional media. Lastly, the solar cells generator system to generate power from the sunlight is comprised of 1) solar panels, 2) solar charge controller, 3) capacitor, 4) inverter DC to AC. All components were put in together to complete the construction of OMC-SC. After that, the finished OMC-SC went through the functional testing to find its working quality by the experts who examined it and answered the questionnaires. It is found that the level of appropriateness is high, the average point is 4.33 and SD point is 0.27, which means OMC-SC is suitable to be used as an online mobile classroom. As to the correctness of equipment and kits installation, the experts found that OMC-SC has the high level of correctness where the average point and SD point are equivalent to 4.11 and 0.38 respectively. For the level of safety and convenience of using OMC-SC, it is at high level as well where the average point equals 4.00 and SD point equals 0.56.

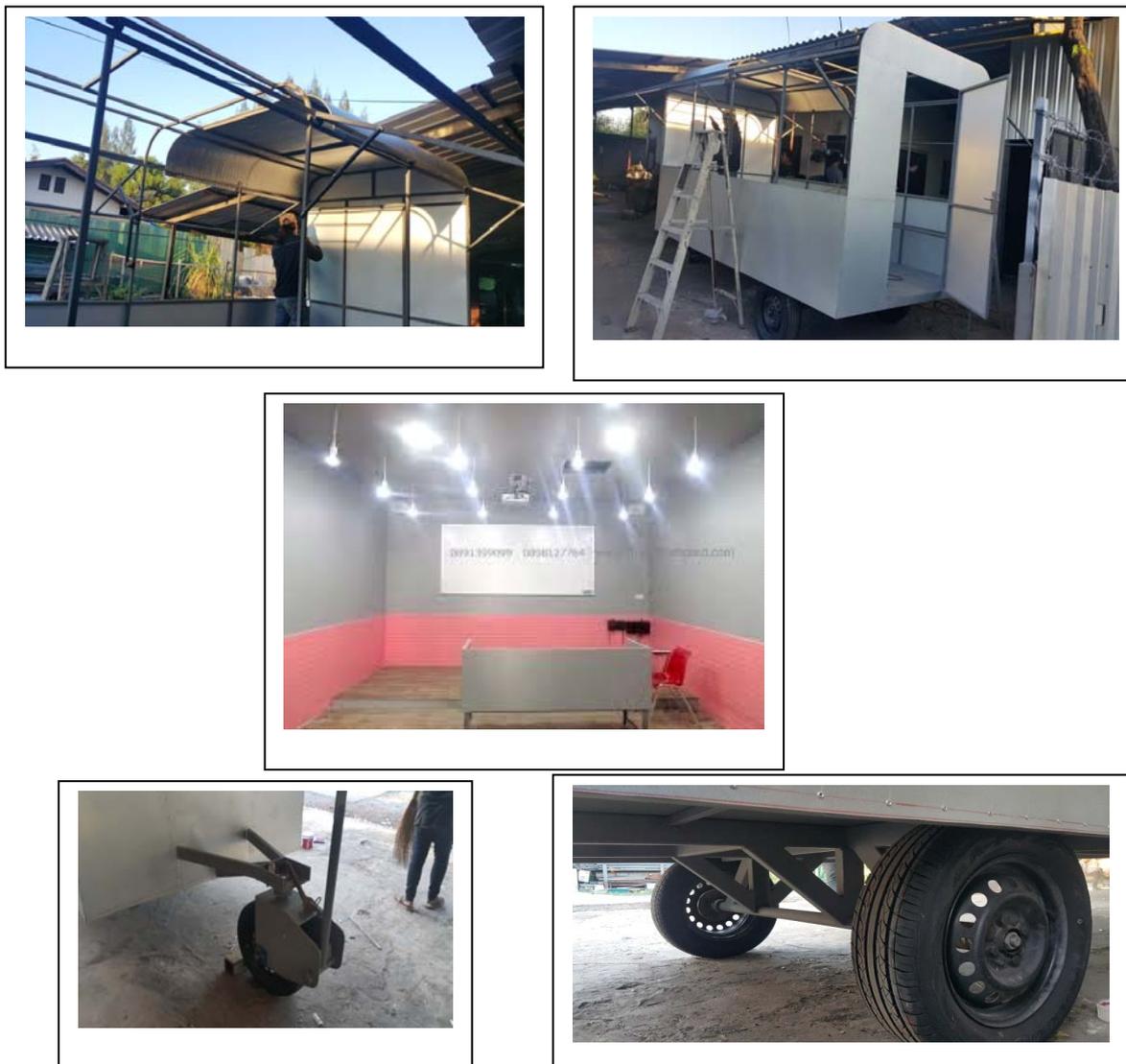


Figure 1 the construction of body, frame and wheels as well as the online mobile classroom

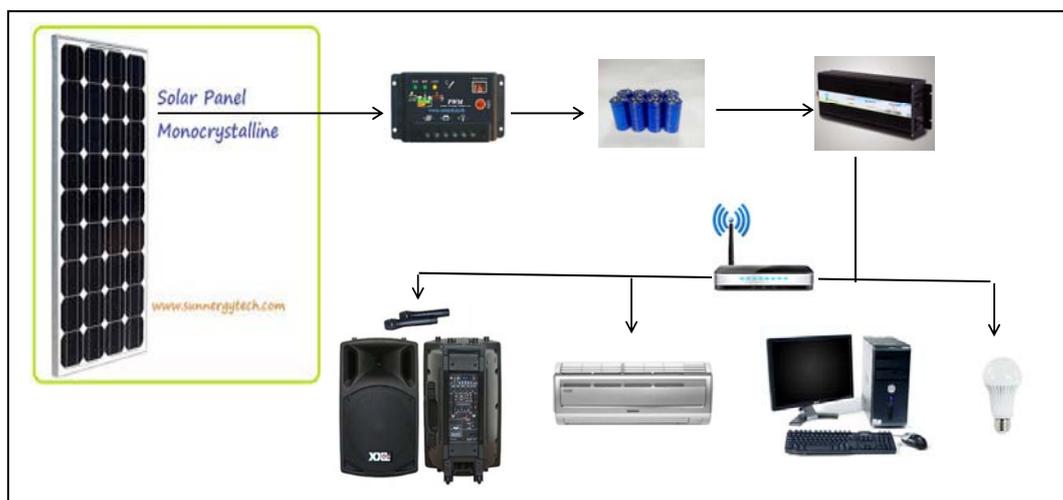


Figure 2 the diagram of solar cells generator system connected with computer, air-conditioner, lighting and instructional media system

After the students using the OMC-SC, the survey was conducted via questionnaires answered by 30 students. It shows that the efficiency of using OMC-SC, which means the time efficiency of learning and researching, is at high level. The average point and SD point in this aspect are 4.10 and 0.78 respectively. In regard to the effectiveness of using OMC-SC, that is, the responsiveness to the needs of learning and researching, it remarkably ranks at the very high level with the average point equivalent to 4.70 and SD point equivalent to 0.99. Importantly, the level of safety and convenience of using OMC-SC is very high as well with the average point equivalent to 4.60 and SD point equivalent to 0.82.



Figure 3 the using of OMC-SC

The satisfaction of the students using OMC-SC is assessed in relation with the physical environment in OMC-SC. The satisfaction of the students concerning temperature in OMC-SC is at high level with average point equal to 4.33 and SD point equal to 0.94. The satisfaction of the students towards the clarity of sound inside OMC-SC is at very high level and the average point and SD point are 4.80 and 0.79 respectively. The satisfaction of students as to the lighting or brightness inside OMC-SC is ranked at very high level too with the average point at 4.67 and SD point at 0.45. Regarding the space condition inside OMC-SC, the students are satisfied at high level and the average point and SD point of satisfaction level are 3.93 and 0.98 respectively.

## CONCLUSION

The management of learning facilities for learners in 21<sup>st</sup> century is essential and necessary because it can help learners enhance their learning skills in reading, writing, critical and creative thinking, communicating and collaborating with others in working (Trilling & Fadel 2009, p.50-56). Thus, responding to the needs of learners is crucial in order to serve or facilitate them in searching information or researching. Especially in this era where information is various in very wide sources and can come from anywhere flowing all the time in the network of this world, in order for learners to have efficient and effective access to this various information they need to have the right tools or supports which is advanced enough to be utilized when needed. As such, this research has been conducted to develop the online mobile classroom using power generated from solar cell (OMC-SC). The findings from this research can be utilized to satisfy the demands of learners and can solve the problem of the shortage of classrooms at the Faculty of Education, Kasetsart University. Especially, OMC-SC has gone through the quality assessment and received the high level of satisfaction from the experts in educational technology and alternative energy. Also, OMC-SC has received high level of satisfactory feedback regarding the efficiency and effectiveness of using OMC-SC from the testing students of Faculty of Education, Kasetsart University, Thailand.

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## The Impact of an Augmented Reality System in Teaching Machine Dynamic Course for Engineering Students

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### ABSTRACT

This paper summarizes one-year research project funded by the College of Education at Sultan Qaboos University. The study aims to investigate the impact of using augmented reality system as a tool to enhance students' motivation and understanding in Machine Dynamics course and compare this new approach with traditional learning approaches. The experimental design to be used for this study for 30 students from college of engineering at Sultan Qaboos University. Students will be randomly assigned to two groups (15 students each): experimental and control group. Both groups to be taught one chapter from Machine Dynamics Course during four weeks by the same teacher. The experimental group to use the Aurasma application, so students in this group are allowed only to use iPads. On the other hand, the students in the control group are going to study the same chapter using the traditional method. Students' understanding and motivation towards the augmented reality system (Aurasma) to be measured by using observation method. More specifically, times of students' access to the augmented reality application on iPad or textbook to study and get information are to be calculated. Students' performance or understanding of the materials to be measured on weekly basis using achievement tests.

### INTRODUCTION

Nowadays, technology has been integrated into many fields; education is one of the main fields. It was observed that technology made a great transition in improving the educational process. Day by day, different technologies have been involved and it was observed from the results of (M. M. Chiu, B. W.-Y. Chow, and C. Mcbride-Chang, 2007) study which shows that despite of different learning strategies, still there is a necessity to integrate complementary technologies which will help in enhancing to develop new kinds of learning environments for both teachers and learners. Augmented Reality applications are one of those new technologies that are used because of its effectiveness in the educational process. The main idea to use the augmented reality is to enhance the learner's senses by manipulating virtual objects with the real world (R. Azuma, 1997). According to (G. Chang, P. Morreale, and P. Medicherla, 2010), the augmented reality takes down shorthand the gap between the real world and the virtual world.

Further, (A. Cascales, I. Laguna, D. Pérez-López, P. Perona, and M. Control, 2013) found that augmented reality applications play a good role in providing a real motivation and stimulus for the children and teachers observed a very positive impact on them. Also, it promotes active behavior in the student, communication skills, and all kinds of interactions in the classroom. Moreover, the augmented reality helps the students to learn more as there was a positive impact in achieving the learning goals with those who used the augmented reality more than those who didn't use it. Also, (M. Billinghamurst and A. Dünser, 2012) indicates that augmented reality applications motivate students to explore their surroundings and collaboratively develop their problem solving skills. On the other hand, it was detected Some obstacles that remain in making AR experiences part of the average classroom. One is the lack of content-creation tools. Many educational content developers, such as teachers, do not have the highly developed programming and 3D modeling skills currently required to design AR experiences. Unless tools become usable without such skills, AR interfaces most likely will not catch on in the mainstream curriculum (M. Billinghamurst and A. Dünser, 2012).

- **Augmented Reality and understanding**

Some innovations of Augmented Reality have been developed and are being used to enhance the learning and training efficiency of the students. Several studies suggest that AR contributes to improve student's comprehension and the understanding of the content. (Shelton, 2004) indicates the significant role of augmented reality in enhancing students understanding in astronomy class. His study described the following:

The virtual sun and earth are manipulated on a small hand-held platform that changes its orientation in coordination with the viewing perspective of the student. The student controls the angle of viewing in order to understand how unseen elements work in conjunction with those that were previously seen. As another example for the employment of AR in astronomy, (Johnson, et. Al, 2010) described Google's SkyMap as an application using AR technology. SkyMap overlays information about the stars and the constellations as users browse the sky with the see-through view from the camera on their smart phones. However, it is important to mention that the different features of AR play a significant role in improving student's comprehension. According to (Chang,

Morreale, and Medicherla, 2010) study, students and trainees can strengthen their motivation for learning and enhance their educational realism-based practices with virtual and augmented reality.

( Freitas, R., & Campos, P. (2008) indicated that SMART (System of augmented reality for teaching) helps in increasing motivation among students, and it has a positive impact on the learning experiences of these students, especially among the less academically successful students.

This research will investigate the impact of using the Augmented Reality system (Aurasma) in teaching Machine Dynamics course on engineering students' motivation and understanding compared to the traditional way of teaching. We hypothesized that students' who use AR will show better performance in comprehension test and more motivation for learning.

- **Augmented Reality and motivation:**

Most of the researchers pointed out that students' motivation increase with the use of effective learning strategies. Therefore, the effective learning strategies complement with proper computer technology can seriously increase learning motivation. (Chu, Hwang, & Tsai, 2010; Hwang, Tsai, Chu, Kinshuk, & Chen, 2012). The use of Augmented Reality (AR) on learning process helps students to effectively gain understanding of the learning material afterward increasing their learning motivation. Such an approach enables students absorbing learning concepts that are not directly understood by their human senses (e.g., sight, sound, and touch). Therefore, AR offers opportunities for students to be engaged in a meaningful learning environment and interact effectually with it. (Azuma, 1997). Moreover, (Chiang, Yang & Hwang, 2014) found that AR approach helps in obtaining significant learning as it helps in improving students' attention while they focus on exploring the learning material. In addition, it aids to provide relevant information to the students based on their context, so AR being a good tool in developing students' interests and experiences. Moreover, AR promotes their confidence regarding the learning activities while they face the challenges of the learning tasks at the same time AR helps in increasing the students' feeling of satisfaction after completing those learning tasks.

## THE STUDY

The experimental design will be used for this study. Students will be randomly assigned to two groups: experimental and control group. Both groups will be taught one chapter from Machine Dynamics course during four weeks. The same teacher will teach both groups. The experimental group will be using the Aurasma Augmented Reality System(Aurasma) as an application. The content in the application will be designed or collected by the researchers as they will specify the pictures from the chapter that will be used for the application, so students in this group will be allowed only to use iPad. On the other hand, the students in the control group will study the same chapter and will be in a traditional way. Students' understanding and motivation on an augmented reality system (Aurasma) will be measured by using:

### 1. Comprehension Test

To measure students' understanding of the Machine Dynamic course, the researchers designed a comprehension test for one chapter of the book. The test contained four different questions. The test is designed according to the chapter content, the students are exposed to this test two times, one time before using the Aurasma and the other after using the Aurasma to compare the results.

### 2. Motivation Scale

The motivation scale is designed to measure students' motivation toward Augmented Reality System(Aurasma). The scale contains 20 questions; each question has three choices (happy face, normal face, sad face; see below figure). The student chooses the answer that represents his/her opinion. The researchers applies the scale before the experiment to measure the children's motivation towards Augmented Reality System(Aurasma), and will apply it again after completing it to compare the results and find if any differences exist.

		
Applies to me	Not sure	Dose not apply to me

## CONCLUSIONS

This study aims to investigate the impact of an augmented reality system(Aurasma) on students' motivation and understanding. The study is in progress and its results will be concluded in the coming few months.

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## **The Impact Of Entrepreneurship Courses In Universities On The Student's Entrepreneurship Ability**

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### **ABSTRACT**

The concept and practice of entrepreneurship are one of the most important elements of the information society and the globalization process which become more popular recently. Entrepreneurship which is a factor of production and very important to transform the intellectual labor to economic value by taking risk, plays a critical role to increase the welfare level and socio-economic development of the nations. The courses about entrepreneurship in universities play a key role at the formation of entrepreneurialism and the emergence of successful entrepreneurs. Thus, entrepreneurship education in universities is functional for accelerating the economic growth, decreasing unemployment, realizing young people's entrepreneurial potential and preparing the social and economic infrastructure to support entrepreneurship. In this context, entrepreneurship education in universities will be discussed in general terms in the context of entrepreneurial university. The impact of the entrepreneurship courses on student's entrepreneurship ability will be analyzed.

## **The Impact Of Teacher Talking Time On The Effectiveness Of English Language Teaching**

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### **ABSTRACT**

The presenter will describe how to conduct classroom/teacher observation using Data-Based Observation Method . (e COVE classroom observation software) is an efficient way to help observers collect objective Data-Based observation. A Useful tool like "Teacher Talk" make a significant difference in helping TEFL shift from teacher-centered approach to students-centered approach.

### **SUMMARY**

Using the observation checklist or scale is helpful to record what happened in the classroom during classroom/teacher observation but evaluation or judgment is based on the observer opinion not on measurable criteria. (e COVE classroom observation software) is an easy efficient way to help observers collect objective Data-Based observation and in turn it helps to convey accurate , clear feedback to the observee and a factual basis for making right decisions about teachers` needs.

In the educational field nowadays , there is a big demand to shift from applying traditional teaching methods or simply lecturing ,to students- centered approach which depends mostly on students active participation in the classroom. If TTT in the classroom Is higher than that of the students , this change can not be happen.

On the other hand, implementation of Data-Based observation might make a significant difference. (e COVE classroom observation software) is the helpful tool that might create that change. A Useful tool like "Teacher Talk" will help English language teachers shift from teacher-centered approach to students-centered approach.

The presenter will allow time for the participants to share their opinion on using this tool to develop teachers` performance in the classroom.

## **The Importance Of New Media In The Organisation Of International Sculpture Symposiums: The Case Of Istanbul Kartal International Sculpture Symposium**

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### **ABSTRACT**

Today, thanks to advantages such as increasing communication, sharing information and reducing distance, new media is being used extensively in every field. New communicative technologies are substantial in terms of communication and interaction in art organizations. Through the use of new media, numerous artists have been informed and have been able to apply for international sculpture symposiums organized around the world. Organizing institutions announce application criteria through new media, artists give their email addresses for their application, all documents and projects are accepted online, and artists are invited. New media has significant importance in sculpture symposiums becoming widespread and reaching artists around the world. This study has approached the use of new media in art by means of the international sculpture symposium held in Istanbul, Kartal.

## **YENİ MEDYANIN ULUSLARASI HEYKEL SEMPOZYUMLARININ ORGANİZASYONU AÇISINDAN ÖNEMİ: İSTANBUL ULUSLARASI KARTAL HEYKEL SEMPOZYUMU ÖRNEĞİ**

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### **ÖZET**

Günümüzde yeni medya iletişimin hızlanması, bilginin paylaşılması, uzağın yakınlaşması gibi avantajlarından dolayı her alanda yaygın olarak kullanılmaktadır. Sanat alanlarındaki etkinliklerde de yeni iletişim teknolojisi iletişim ve etkileşim açısından çok önemlidir. Dünyanın pek çok ülkesinde düzenlenen Uluslararası heykel sempozyumlarının yenimedya aracılığıyla farklı ülkelerde pek çok sanatçının haberdar olması ve başvuru yapmalarına olanak sağlamıştır. Organizasyonu yapan kurumlar başvuru koşullarını yeni medya aracılığıyla ilan etmekte, sanatçıların başvuruları için e-mail adresi verilerek tüm belgeler ve projeler online olarak kabul edilmekte ve sanatçılar davet edilmektedir. Yeni medya, Heykel sempozyumlarının yaygınlaşması tüm dünyadan sanatçılara ulaşılması açısından büyük öneme sahiptir. Bu çalışmada yeni medyanın sanat alanında kullanımı İstanbul Kartal belediyesinde düzenlenen Uluslararası heykel sempozyumu üzerinden ele alınmıştır.

### **GİRİŞ**

İnsanlık tarihinde başlangıçtan günümüze kadar her dönemde, yaşanan dönemin olanaklarına göre iletişim yöntemleri geliştirilmiştir. Bu yöntemler çevre koşullarına ve teknik bilgi ve birikimlere göre değişmiş ve yaşanan dönemin teknolojik imkân ve gelişimi doğrultusunda resim, yazı, telgraf, gazete, telefon, televizyon bilgisayar vb. iletişim materyalleri olarak kullanılmaya başlamıştır. Tarihi süreçte özellikle bazı gelişmeler iletişim açısından devrim niteliğindedir. Yazının ya da matbaanın icadı bu bağlamda örnek gösterilebilir. Günümüzde ise yeni medya en önemli iletişim aracı olarak bir devrim olarak kabul edilebilir. Manovich (2001) bu konuyla ilgili görüşünü şu şekilde ifade etmiştir; 14yy.'da basın,19.yy'da fotoğrafın modern toplum ve kültürün gelişimindeki devrimci etkisi gibi, günümüzde yeni medya devrimini yaşamaktayız. Yeni medya devrimi tüm kültürün üretim, dağıtım ve iletişimin bilgisayar aracılı formlarına doğru kayması anlamına gelmektedir. Manovich (2001), basılı basının sadece kültürel iletişimin türünü etkilerken yeni medyanın iletişim oluşturulma, saklanma ve dağıtımına kadar tüm aşamalarını duran görüntü, hareketli görüntü ve ses metin gibi tüm türleri etkilediğini savunmaktadır.(Manovich, 2001).

## YENİ MEDYA VE HEYKEL SEMPOZYUMLARI

Tarihi süreçte uzunca bir süre yazı ve resimden oluşan iletişim süreci daha sonra ses ve görüntünün eklenmesiyle zamanı ve uzamı yapısal dönüşüme uğratmıştır. Bilgisayar ve internetin gelişmesiyle söz konusu iletişim süreci bir kez daha yapısal dönüşüme uğrayarak yazının, resmin, sesin ve görüntünün aynı anda karşılıklı akışı sağlanarak interaktif bir iletişim süreci başlamıştır(Babacan ve ark. 2011).

Günümüz koşullarında yer alan yeni iletişim ortamları yeni medya olarak adlandırılmaktadır. Yeni medya kavramı 1970'lerde, bilgi ve iletişim tabanlı araştırmalarda, sosyal, psikolojik, ekonomik, politik ve kültürel çalışmalar yapan araştırmacılar tarafından ortaya atılmış bir kavramdır. Ancak 70'lerde değinilen anlam,90'larda müthiş bir ivme kazanan bilgisayar ve internet teknolojisi ile birlikte genişlemiş ve farklı boyutlara ulaşmıştır(Dilmen, 2007).

Yeni Medya günümüzde pek çok alanda kullanılmakta iletişim alanında vazgeçilmez bir güç oluşturmaktadır. Ne amaçla ve hangi alanlarda hangi teknolojilerle kullanıldığı konusu Kalafatoğlu'nun doktora tezinde şöyle belirtilmiştir. Duyurular, haber paylaşımı, değişiklikleri haber vermeyi, uygulamalar hakkında fikir alışverişlerini, referans kaynaklar konusunda bilgi sağlamayı ya da belirli bir alanda gereksinim duyulan bilgiyi vermeyi kapsamaktadır. Bilgi paylaşımı için sayısız teknoloji olmakla birlikte sıklıkla kullanılanlar şunlardır: Elektronik posta, sohbet (onlinechat), anında mesajlaşma (instantmessaging), tartışma forumu (discussion board), İnternet habergrupları (Internet newsgroup), e-posta listesi (listserv), bloglar, elektronik beyaz pano ya da etkileşimli pano (electronicwhiteboard&interactivewhiteboard), İnternet, intranet, ekstranet, web, intraweb, portallar, telefon, cep telefonları ve İnternet.(Kalafatoğlu2010).

Bahsedilen teknolojik imkanlar sayesinde Yeni medya aracılığıyla bilgi paylaşımı sadece ulusal düzeyde değil uluslararası alanda da son derece hızlı ve kolay hale gelmiş ve artık iletişim konusunda mesafeler önemini yitirmiştir.

İnternet süreciyle başlayan küresel ölçekte enformasyon akışının son noktalarından biri olan toplumsal paylaşım ağlarıyla, zaman ve mekan bir kez daha yapı bozumuna uğratarak bireysel ve toplumsal hayatın yeniden yorumlanmasını sağlamışlardır. Bu nedenle, yeni sürecin tanımlanması ve anlaşılmasına denk düşen en anlamlı toplum tanımlaması ağ toplumu'dur. Manuel Castells'in deyişi ile , "bireyler artık küresel ve yerel olarak örülmüş, birbiriyle bağlantılı ağ toplumu içinde yaşamaktadır. (Binark, 2009)

Kendine özgü kültürel bir dünya yaratan söz konusu bu yeni ortam, beraberinde yeni toplumsal ve bireysel ilişki biçimlerinin, yeni kimliklerin ortaya çıkmasının ve yeni bir kültürel ortamın oluşmasının itici gücü olmuştur. Bu yönüyle internet, "bireylerin ve sahip oldukları bilgisayarların etkileşimi sayesinde, büyük miktardaki verinin sanal düzeyde ama dünya ölçeğinde yayınlanmasını sağlamıştır(Aydoğan, 2010).

Yeni Medya yukarıda bahsedilen pek çok alanda hizmet verirken, kültürel ve sanatsal etkinliklerle alakalı paylaşımlar sayesinde bu alanlarda da önemli katkı sağlamaktadır. Yeni medya, aynı alanda çalışma yapan profesyonel kişilerin birbirleriyle ve sanatsal organizasyonlar yapan kurumlarla iletişimini sağlamakta yeni etkinlikler ve gelişmeler hakkında bilgi edinme ve bilgi paylaşma imkânı sağlamaktadır. Konuyla ilgili kişilere ulaşılması ve bilgilendirilmesine, sanatsal etkinliklerin ve organizasyonların duyurulması dünyanın her yerinden ilgili kişilerin davet edilmesi gibi olanaklarda sağlamaktadır. Sanatsal organizasyonlar ve Yeni Medya konusu ile ilgili örneklemi Uluslararası Heykel sempozyumlarının organizasyonları üzerinden Kartal Belediyesi Uluslararası Taş Heykel Sempozyumu ele alınarak irdelenecektir.

Uluslararası heykel sempozyumları günümüzde dünyanın pek çok ülkesinde düzenlenmektedir. Heykeltıraşların bir araya gelerek çalışması, özgün heykeller yapması bu heykellerin kamusal alanda sergilenmesi, heykeltıraşlar arasında bilgi alışverişinde bulunmalarını gibi sanatçılar ve organizasyonu yapan kurumlar açısından önemli sonuçları olan bir etkinliktir. Uluslararası Heykel sempozyumları Heykeltıraşların farklı ülkelere seyahat etmelerini, farklı kültürleri tanımalarına imkan vermektedir. Sempozyum süresince halkla temas kurmalarını ve o ülkenin gerçek kültürünü tanımalarını sağlamaktadır. Aynı ülkeye turist olarak gidildiğinde karşılaşılan kişiler genellikle turizm sektöründe çalışan insanlarken ve genellikle turistik ve satışa yönelik mekanlarken sempozyum davetiyle gidildiğinde karşılaşılan ortamlar çok daha farklıdır. Bu durum sanatçılar açısından da sempozyumları cazip hale getirmektedir. Aynı zaman da sempozyumu organize eden ülkenin halkıyla temas halinde olmasını ve halkın bir heykelin nasıl yapıldığını taşın taş ocağından çıktığı halinden bir heykele dönüşme sürecine şahit olmasını sağlamaktadır. Bu bağlamda heykel sanatı hakkında halkın bilgi sahibi olmasını, saygı duymasını, sanatçıyla tanışma ve sorular sorma fırsatını sağlamaktadır.

Uluslararası heykel sempozyumları ilk olarak 1959'daki heykeltıraş Karl Prantl tarafından Avusturya'da düzenlenmiştir. St. Margarethan 'da yer alan taş ocağında bir grup heykeltıraş tarafından başlatılmıştır. Yapmak





Tablo 1. 2011 yılında düzenlenen sempozyuma katılan sanatçılar

NO	Katılımcılar	Ülkeler	Eser İsimleri
1	JiangChu	Çin	Moving Scenery
2	Kim Bongsoo	Güney Kore	Inherent in Vitality
3	LaszloLugossy	Macaristan	Stricken Nature
4	Lee Zih-Cing	Tayvan	Lights and ShadowIntertwined
5	HitoshiTanaka	Japonya	Moon Dance
6	Kamen Tanev	Bulgaristan	Links
7	PetrePetrov	Bulgaristan	Connection – Disconnection
8	Soner Özdemir	Türkiye	
9	TengShang-Chi	Tayvan	PerfectlyClear
10	UgoAntinori	İtalya	Architecture of Memory
11	WuMing-Sheng	Tayvan	Entrance of theParadise

2012 yılında 130 ülkeden 422 sanatçı Başvuruda bulunmuş ve aşağıda isimleri ve ülkeleri belirtilen sanatçılar davet edilmiştir (Tablo 2).

Tablo 2. 2012 yılında düzenlenen sempozyuma katılan sanatçılar

NO	Katılımcılar	Ülkeler	Eser İsimleri
1	Agnessalvanova	Bulgaristan	Sun and Wind
2	Arsen Gushapsa	Rusya	Tree of Life
3	Emine Berikalpek Bayrak	Türkiye	Harmony Of Cats and Fishes
4	PanaiteChifu	Romanya	Ruin
5	CoTranHoang	Vietnam	Life of Tree
6	Gheorghi Filin	İtalya	Mermaid
7	JhonGogaberishvili	Gürcistan	Sun Activity
8	Nihat Sezer Sabahat	Türkiye	Dışarıyı Görmek
9	QianLiang	Çin	Yaya
10	TanyaPreminger	İsrail	Disclosure
11	ViktarKopach	Beyaz Rusya	TheWaterCycle
12	RadoslavSultov	Bulgaristan	Origin

2013 yılında 80 ülkeden 337 sanatçı başvuruda bulunmuş ve aşağıda isimleri ve ülkeleri belirtilen sanatçılar davet edilmiştir (Tablo 3).

Tablo 3. 2013 yılında düzenlenen sempozyuma katılan sanatçılar

NO	Katılımcılar	Ülkeler	Eser İsimleri
1	AntonisMyrodias	Yunanistan	Contacts
2	Bora Şenol	Türkiye	Kükreyen Boğa
3	DalgatovDalgat	Rusya	Hercules and Lion
4	Emin Petrosyan	Ermenistan	Wind
5	Florin Strejac	Romanya	Under theFriendlyTree
6	GentiTavanxhiu	Arnavutluk	Thunder
7	İrodionGvelesiani	Gürcistan	Theatre
8	Miguel Isla	İspanya	Eclipse
9	SangHeon Lee	Güney Kore	HappyMemories
10	Weongeun Kim	Güney Kore	Mother and Son WaitingFatherLeft Travel Far

2015 yılında 100 ülkeden 383 sanatçı başvurmuş ve aşağıda isimleri ve ülkeleri belirtilen sanatçılar davet edilmiştir (Tablo 4).

Tablo 4. 2015 yılında düzenlenen sempozyuma katılan sanatçılar

NO	Katılımcılar	Ülkeler	Eser İsimleri
1	AdrianoCiarla	İtalya	LittleWaterGenius
2	Anna Teresa Rasinska	Polonya	Sisifos
3	FrancoDaga	Avustralya	Love me Tender Love me Slowly
4	MarioTapia	Ekvador	Child
5	Nil Hansen	Almanya	Mechanical Motion
6	Rahmi Aydın	Türkiye	Galatea ve Akis
7	JhonGogaberishvili	Gürcistan	SrebrenicaGenogide
8	ValerianJikia	Gürcistan	Astral Motif
9	VytautasTallat-Kelpsa	Litvanya	Trankquility
10	Elena Saracino	İtalya	Endless Symphony

Her yıl 10 civarında heykeltıraş davet edilmektedir şartnamede yer alan Madde 3 ten dolayı tekrar başvurma şansı bulunmamaktadır. Bu durum farklı sanatçıların katılmasına imkan vermektedir.

“Madde 3. Sempozyum’a 10 sanatçı katılacaktır. Kartal Belediyesi’nin düzenlemiş olduğu daha önceki Taş Heykel Sempozyumlarına katılan sanatçılar; şartname gereği tekrar katılamaz.(Kartal Halkı’nı daha farklı sanatçılarla tanıştırmak sebebiyle.) Seçici kurulun önerisi, idarenin onayıyla gerekli görüldüğü takdirde katılımcı sayısı değiştirilebilir.”

### SONUÇ

Yeni Medya iletişimin devrimi olarak her alanda etkinliğini sürdürmekte ve önemi gün geçtikçe artmaktadır. Kültürel ve Sanatsal etkinliklerin organizasyonları açısından da çok önemli katkıları vardır. Yeni Medya sayesinde Dünyanın pek çok ülkesinden sanatçıya ulaşmak ve onların Kartal belediyesi için heykel yapmaya davet etmek sanatsal zenginlik ve çeşitlilik açısından önemli aynı zamanda Kartal belediyesinin tanıtımı ve ziyarete gelen misafirlerin veya turistlerin artması açısından, Kartal halkının sanata buluşturulması açısından yadsınamaz bir öneme sahiptir.

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## The Information And Communication Technology Learning Package For Enhance Graduated Students' 21<sup>st</sup> Century Skills

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### ABSTRACT

This research aims to design and develop the Information and Communication Technology learning package for enhance graduated students in 21<sup>st</sup> century skills that divide into 3 stages: first stage is to study the appropriate model of ICT skills learning package, second stage is to develop ICT skills learning package for graduated students, and third stage is to study the use of ICT skills learning package form graduated students. The participants were master degree students that study in Department of Educational Technology in 2015 academic year. Research tools were: matrix analysis data form, satisfaction questionnaire, 21<sup>st</sup> century skill evaluation. Data were analyze by Arithmetic mean and Standard Deviation (S.D.)

Research findings showed that the model of ICT skills learning package in 21<sup>st</sup> century for graduated students that analyze and syntheses are include the 4 main elements: 1) Connectivism, 2) Knowledge Management, 3) Self-Directed Learning, 4) Collaborative Learning, and 5) Online Learning Environment. Finally, the model showed the quality evaluation by 3 experts found that “appropriated level” which is the “Prototype model” that can be develop to the learning package system in the next step.

### INTRODUCTION

Information, communication technology shaped the facilities and services of lives. The way of learning, the way of sharing experiences has been changed. ICT becomes integral of our lives and it promises opportunity for learners to gain equality in education within diverse contexts and services. The needs for ICT skills professional development that can meet today's educators' demanding schedules, that uses quality content and resources that are available to teachers from any place and any time, and that can deliver relevant, accessible, and ongoing support has stimulated the development of online teacher professional development programs. Online teacher professional development programs make it possible for educators to communicate, share knowledge and resources, and reflect via asynchronous interactions. Moreover, Rabah (2015) suggests that the benefits and challenges of ICT integration is a powerful and flexible tool for learning, it is needed and desired to meet globalization challenges in particular knowledge and communication breakthroughs that the world can achieve using information communication technologies (ICT) are so numerous that educational institutions are striving to invest in ICT tools in an attempt to help raise citizens who are ready to face the challenges of the 21<sup>st</sup> century where media, manufacturing industries as well as commerce have become increasingly technology-oriented. In addition, Omar and Noordin (2013) supports that the uses of Information and Communication Technology (ICT) have been developed tremendously in order to assist the operations for daily business and education throughout the world. Technological advancements today have passed beyond cables and wires where the means of communication now can be done from just about anywhere. Office works can be done from home, meetings can be conducted virtually and educational classes can be handled from thousands of miles away without having to have the students to sit in front of their teachers in the same classrooms. However, there is a concern recently that such technological advancements would not be possible to be continued without the sufficient supplies of human capitals. The condition of education in Thailand today still has several problems. Especially, the quality of learners seems shortages (Secretariat of the Council of Education- Thailand, 2010). Along with the lack of pedagogy skills that is not match in the actual practical needs for higher education. Particularly, Lee (2010) have suggests that the common difficulties and limitations regarding the implementation of knowledge management into classrooms cultures. In addition, the concept of social media that based on the appropriate tool and the medium to deliver knowledge, and helps learners can communicated with each other (Catherall, 2008) especially in teaching and learning using the potential of internet network to access with various sources of learning (Bellegem, 2011).

The main purpose of this study is to research and develop activities to be appropriate with the learners that integrated with the concept of knowledge management and social media. The question then becomes, “How to design and develop the appropriate design the model of Information and Communication Technology learning package”. The expected benefits are the appropriate model that is the systematic approach to enhance graduated students in 21<sup>st</sup> century skills. More over the results of quality assessment of model that is body of knowledge to develop the learning skill of graduated students. In addition the results can be the information to support the higher education systems policy maker.

### THE STUDY

This research aims to 1) design the model of Information and Communication Technology learning package for enhance graduated students in 21<sup>st</sup> century skills, and 2) develop and evaluate the Information and

Communication Technology learning package for enhance graduated students in 21<sup>st</sup> century skills. The methodology provide into 2 phases, the details are as following:

The 1<sup>st</sup> phase focus to design the model of Information and Communication Technology learning package for enhance graduated students in 21<sup>st</sup> century skills.

1. Analyzing the elements of Personal Knowledge Management (PKM) are included the activities: Activation (Community of Interests), Demonstration (Before Action Review), Application (Community of Practices), and Integration (After Action Review) and designed activity in to the Online Learning Environments: OLEs and Virtual Learning Environments: VLEs.

2. Analyzing the elements of Self-Directed Learning: SDL are included the 5 elements: Set Goal, Plan, Learn, Show, and Reflex. Driven by “Seek & Sense” activity.

3. Analyzing the elements of Collaborative Learning: CL are included the 5 elements: Collaboration, Discussion, Community, Brainstorm, Interaction, and Share Idea. Driven by “Show & Share” activity.

4. Analyzing the elements of Monitoring and Evaluation are included the 3 elements: 1) Creatively and Innovation, 2) Critical Thinking and Problem Solving, and 3) Communication and Collaboration.

5. Integrating the elements of Personal Knowledge Management, Self-Directed Learning, Collaborative Learning, and Monitoring and Evaluation by the matrix analysis technique

6. Studying the appropriate quality of model of Information and Communication Technology (ICT) learning package for students in 21<sup>st</sup> Century by the 3 experts (Educational technology and Knowledge Management field)

Finally, the 2<sup>nd</sup> phase go for develop and evaluate the model of Information and Communication Technology (ICT) learning package and assessment tools.

1. Developing the model of Information and Communication Technology (ICT) learning package and quality evaluated by the 3 experts (Educational technology and Knowledge Management field).

2. Try-out model of Information and Communication Technology (ICT) learning package by the 45 graduate students who study in semester, 2015 for study the research tools quality (try-out methods).

3. Preparing the all of research tools that using in the next step.

Research design: by following the One-Group Posttest Design.

1. Population and samples:

1.1 Population are the graduate students who study in semester, 2015 academic year at Faculty of Education, Kasetsart University, Thailand.

1.2 Samples are 45 graduate students that collected by random sampling technique and learn by the model of Information and Communication Technology (ICT) learning package.

2. Research tools:

2.1 The Information and Communication Technology (ICT) learning package.

2.2 The Information and Communication Technology (ICT) skills test.

3. Data analysis:

3.1 Descriptive statistics were Arithmetic Mean and Standard Deviation (S.D.) are used to describe the basic features of the quantitative data.

3.2 Qualitative data were analyzed by category group and issuing data technique.

## FINDINGS

1. The model of model of Information and Communication Technology learning package for enhance graduated students in 21<sup>st</sup> century skills was appropriated with the criterion of quality, detail are as follow:

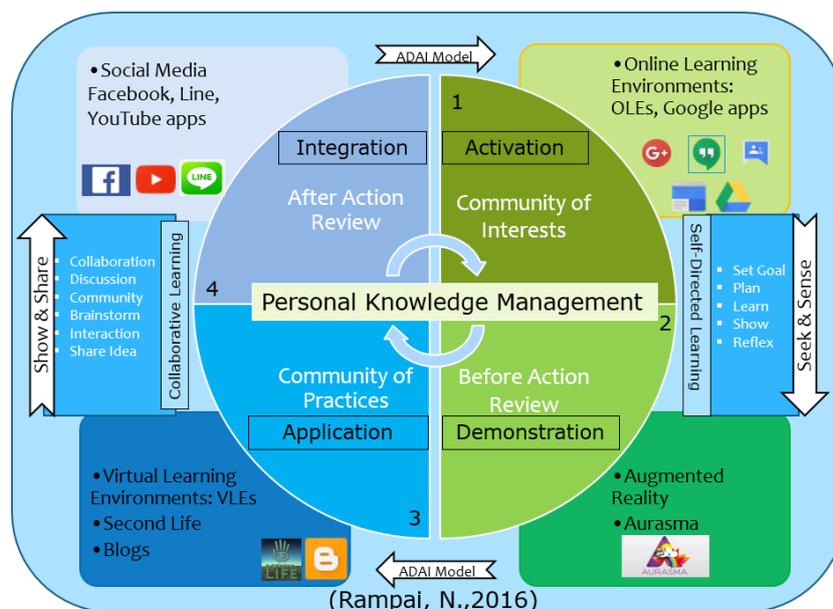
1.1 Personal Knowledge Management (PKM) are included the activities: Activation (Community of Interests), Demonstration (Before Action Review), Application (Community of Practices), and Integration (After Action Review) and designed activity in to the Online Learning Environments: OLEs and Virtual Learning Environments: VLEs.

1.2 Self-Directed Learning: SDL are included the 5 elements: Set Goal, Plan, Learn, Show, and Reflex. Driven by “Seek & Sense” activity.

1.3 Collaborative Learning: CL are included the 5 elements: Collaboration, Discussion, Community, Brainstorm, Interaction, and Share Idea. Driven by “Show & Share” activity.

1.4 Monitoring and Evaluation are included the 3 elements: 1) Creatively and Innovation, 2) Critical Thinking and Problem Solving, and 3) Communication and Collaboration.

1.5 Integrated elements of Personal Knowledge Management, Self-Directed Learning, Collaborative Learning, and Monitoring and Evaluation by the matrix analysis technique, details see on fig. 1



**Fig 1:** The model of model of Information and Communication Technology learning package for enhance graduated students in 21<sup>st</sup> century skills. (Rampai, N.,2016)

2. The quality of the model of Information and Communication Technology (ICT) learning package in 21st century for graduated students by the 3 experts was appropriated with instructional media showed overall results quality at highest level (mean=4.51, S.D.= 0.54), details are following: the highest level showed at process step (mean=4.61, S.D.= 0.54), the overview of the basic elements of the model (mean= 4.52, S.D.= 0.59), the overall of productivity (output) step (mean= 4.50, S.D.= 0.56), the overall of the input step (mean=4.40, S.D.= 0.58) and totally, model that mean the model of Information and Communication Technology (ICT) skills learning package in 21st century for graduated students can supports the student to learn and enhance their self-directed learning skill on the next steps, details see on table 1

Quality issue	Arithmetic Mean	Standard Deviation (S.D.)	Level
the basic elements of the model	4.52	0.59	highest
the input step	4.40	0.58	high
the process step	4.61	0.54	highest
the output step	4.50	0.56	highest
the overall results quality	4.51	0.54	highest

**CONCLUSIONS**

Research results exhibited that the model of Information and Communication Technology (ICT) skills learning package in 21st century for graduated students was appropriated and fit to the quality of instructional media system design and development principal. Online learning skills development is an emerging trend it is still a “new frontier”. Educators around the world experience many demands on their knowledge, time, and professional development. Developing and sustaining an effective online learning community can be challenging even in the midst of an era of much technological advancement.

Moreover, developing and sustaining an effective large-scale online community is even more challenging. In addition, professional development has mainly centered on learning processes that involve updating knowledge, yet it has made little headway as a construct that includes both the professional and personal characteristics and working conditions. It has also focused more on developing. Finally, the online learning technologies have the potential to transform the professional development of students; penetrate cultural, discipline, and other barriers; bring educators together to learn, share successes and challenges; and co-construct and transfer learning.

**RECOMMENDATIONS**

1. Applications to design and development that using web-based instruction for graduate students appropriately which guide the application of the next future to teaching in higher education institutions.
2. Online Learning Environments (OLEs) and Virtual Learning Environments (VLEs) are important tools to teaching and learning for graduated study.

3. Best practice to use Personal Knowledge Management process with Self Directed Learning and Collaborative Learning in the Graduated study courses.

4. Guidelines to online teaching & learning especially in “Seek & Sense” and “Show & Share” process among learners in the “Community of Interest” and “Community of Practices”.

#### **ACKNOWLEDGEMENT**

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## The Lea's Box Project As A Practical Implementation Of Educational Data Mining Algorithms

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### ABSTRACT

Recent development in educational data mining resulted in new theories and algorithms, such as Knowledge Space Theory and Formal Concept Analysis. This paper presents a European research and development project called LEA's Box (a learning analytics toolbox) as an example of the practical implementation of these algorithms. The aim of the project is to facilitate the learning process and to become a platform for formative assessment.

### INTRODUCTION

Over the past few decades, we have witnessed a rapid change in the access to information. As a result, the demands placed on employees have changed and schools need to reflect that. No longer is it expected of people to learn everything by heart or to perform routine tasks – what is needed today is critical thinking, creativity and the ability to assess both one's own work (self-assessment) and other people's work (peer-assessment).

As a response to the situation mentioned above, four institutions (TU Graz, Austria; University of Birmingham, UK; SEBIT, Turkey; and Scio, Czech Republic) have launched a research and development project called LEA's Box (Learning Analytics Toolbox), whose goal is to make use of the latest technologies and advances in data mining algorithms in order to address these issues and to help teachers make their pupils' learning progress more personalized and more effective. The project is funded by the European Commission, and while TU Graz and University of Birmingham are responsible mainly for the scientific part of the project, the task of SEBIT and Scio is to try out the applications and tools developed within the project in real classrooms.

LEA's Box is basically a collection of tools aimed at promoting modern education – education which respects the fact that information and data are, nowadays, omnipresent. Teachers have at their disposal plenty of different tools developed within the project, from a tool facilitating the creation of mind maps, to tools enabling teachers to evaluate soft skills and classroom behaviour. In this paper, two LEA's Box tools are going to be described in more depth: the myClass tool and the Flower Tool. These make use of the latest learning analytics approaches and algorithms such the knowledge space theory, the formal concept analysis or the measurement decision theory, which are going to be briefly presented as well.

### MYCLASS TOOL

As mentioned above, the LEA's Box tools make use of the latest learning analytics algorithms in order to enhance the learning process. One of these is the knowledge space theory, which is described in detail in Albert (1994). The knowledge space theory is based on the idea that it is possible to capture and describe relations between different skills. For example, being able to solve a particular problem (e.g. multiplication of two-digit numbers) is a prerequisite to being able to solve other problems (e.g. multiplication of decimals or three-digit numbers) – and, simply put, the knowledge space theory tries to find models that capture these relations mathematically. This approach uses two principal concepts: a knowledge state and a knowledge structure. A knowledge state is typically a set of items a pupil is able to solve. For example, if a test contains items 1 to 20, a knowledge state may be a subset of those items consisting of items 1, 5 and 12. A knowledge structure is a set of possible knowledge states. When having a sufficient amount of data, it is possible to model the relations between different items taking into account the skills that are required to solve them. This is very useful for teachers, because it can help them decide which items to present to their pupils next and which learning path their students should take.

Another important approach is the formal concept analysis, whose principles are explained in detail in Belohlavek (2008). This is basically a method used to analyze data and to describe the relationship between a particular set of objects and a particular set of attributes. An important notion in this context is a so-called formal concept, which is defined as a pair of maximal subset of objects and maximal subset of attributes such that every object has every attribute.

Using these approaches, it is possible to model and subsequently visualize competence structures and learning paths, which is an issue that has been explored when developing the myClass tool. An example based on a test in

mathematics is shown below. First, it was necessary to identify competencies needed to solve the items in the test: these are shown in the left table of [Figure 1]. Next, test items were linked to the competencies, as shown in the right table of [Figure 1]. Finally, a competence structure arising from the relationships described in the tables was created, see [Figure 2]. Knowing this structure may help teachers decide what items they should present to their pupils next and what their pupils may be reasonably expected to solve.

Competencies		Test Items	
a	Adding	1	d, h
b	Subtracting	2	a, c, h, j
c	Multiplying	3	a, d, h, j
d	Dividing	4	a, d, h, j
e	Simple Equations	5	a, d, h, j
f	Units of length, currency, weight, time	6	a, b, c, d, f, h
g	Geometric Shapes	7	a, b, c, k
h	Understanding Text Items	8	h, m
i	Reading basic diagrams	9	g, h, m
j	Sketching a problem	10	a, b, c, d, h, i
k	Logical thinking	11	a, b, c, d, f, h
l	Inductive reasoning	12	a, b, c, d, f, h
m	Spatial reasoning	13	a, b, c, d, f, h, k
		14	a, b, c, d, f, h, k
		15	a, b, c, d, f, h, k, i
		16	a, b, c, d, f, h
		17	a, b, c, d, f, h
		18	a, b, c, d, f, h
		19	a, b, c, d, f, h
		20	a, b, c, d, e, h
		21	a, b, g, h, m
		22	h, m
		23	a, b, c, d, f, h
		24	a, b, c, d, h, j, k, l
		25	a, b, c, d, h, j, k, l
		26	a, b, c, d, f, h, k, i
		27	a, b, c, d, f, h
		28	a, b, c, d, f, h, k, i
		29	a, b, c, d, f, h
		30	a, b, c, d, f, h

Figure 1: Competencies needed to solve a test in mathematics and their connection to the test items

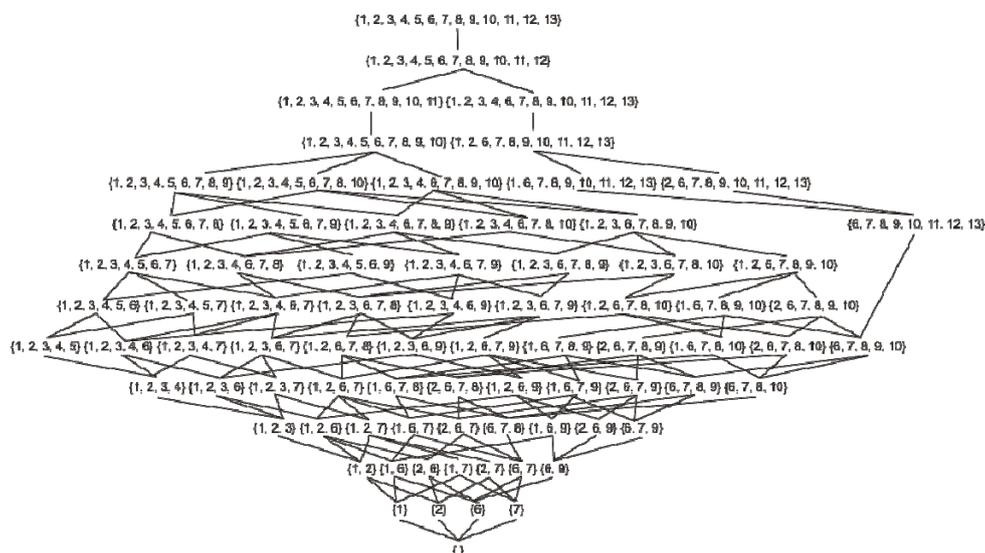


Figure 2: An example of a full competency structure

### FLOWER TOOL

The Flower Tool is another example of a tool developed within the LEA's Box project. The main aim of this tool is to combine different sources of data regarding a particular skill, namely data reflecting a pupil's point of view (self-assessment) and his or her teacher's point of view together with the results of an external assessment tool, such as a standardized test. Furthermore, this tool focuses not only on skills which are measurable by conventional tests, but it also captures pupils' and teachers' point of view regarding other important factors that may have influence over pupils' performance, such as their motivation, effort, load and satisfaction.

Let us describe the first use case piloted in real classrooms. Pupils were presented with a flower whose leaves represented different subskills of a particular skill (in this case, reading and listening in English) and whose

petals represented the above-mentioned factors which contribute to pupils' performance (motivation, effort, load and satisfaction). This flower is depicted below, see [Figure 3] (the tool is available in the Czech language, as shown below).

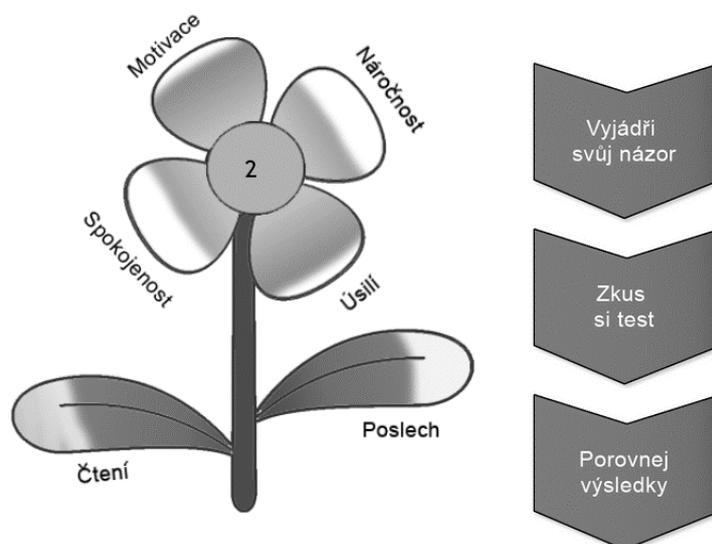


Figure 3: The Flower Tool

Pupils were first asked to rate their skills on a scale based on the Common European Framework of Reference for Languages (for more information, see Figueras, North, Takala, Verhelst & Van Avermaet, 2005), and to fill in a short questionnaire to help them determine the level of their motivation, effort, load and satisfaction. Then, they were asked to write the grade they believe they deserve in that particular subject (English) into the middle of the bloom. Teachers did the same for each of their pupils. Next, pupils were given a test in English developed by Scio. The test is called Scate and it is a computer adaptive test which can divide students into categories defined by the Common European Framework of Reference for Languages (A1, A2 etc.). The approach which the test uses to categorize respondents is based on the measurement decision theory formulated by Rudner (2009), which is an extension of the Bayes theorem. Let  $\mathbf{M}$  denote a set of  $k$  possible categories into which a respondent may be placed. For each of the categories  $m_j \in \mathbf{M}$  let  $P(m_j)$  denote the probability that a randomly selected respondent belongs to category  $m_j$ . Furthermore, let  $\mathbf{z}$  denote a vector of  $n$  elements, with element  $z_i$  representing the response to item  $i$ , where  $i = 1 \dots n$ . Element  $z_i$  is equal to 1 if item  $i$  has been answered correctly and 0 otherwise. Also, let  $P(z_i | m_j)$  denote the probability that a respondent belonging to category  $m_j$  answers item  $i$  correctly. Using this notation, we can calculate the probability that we observe vector of answers  $\mathbf{z}$  if a respondent belongs to category  $m_j$  as:

$$P(\mathbf{z} | m_j) = \prod_{i=1}^n P(z_i | m_j)^{z_i} [1 - P(z_i | m_j)]^{(1-z_i)}.$$

The probability that a respondent with vector of answers  $\mathbf{z}$  belongs to category  $m_j$  can be expressed as

$$P(m_j | \mathbf{z}) = \frac{P(\mathbf{z} | m_j) \cdot P(m_j)}{\sum_{j=1}^k P(\mathbf{z} | m_j) \cdot P(m_j)}$$

Respondents are placed into the category for which this probability is the highest. From the equation, we can see that the probability that a respondent will be categorized as  $m_j$  depends not only on their answers in the test, but, to a certain extent, also on the probability a randomly selected person belongs to a particular category, i.e. on the proportion of people in the target population belonging to particular categories.

After a respondent has taken the test, results appear. These include the test-based categorization of a pupil displayed alongside a pupil's own personal view of his or her abilities and his or her teacher's opinion. Teachers get access to the same information and can, in addition, get aggregated results for the whole classroom. An example of these results is shown below, see [Figure 4]. Needless to say, these results are a very useful source of

information for both the pupils and their teachers, especially because they include self-assessment and, in addition, combine it with other sources of information. For example, it may be difficult sometimes to identify what hinders a pupil's progress, whether it is a lack of motivation or insufficient effort or something else. In cases like this, the Flower Tool may offer valuable insights into the roots of a pupil's struggle in a particular subject.

Summary I (in percentages):

	Motivation	Load	Satisfaction	Effort
Student	73.3	40	66.7	80
Teacher	86.7	6.7	100	93.3

Summary II:

	READING	LISTENING	GRADE
Student	C1	C1	2
Teacher	B2	C1	1
Test	B1	B1	

**Figure 4:** Example of results generated by the Flower Tool

## CONCLUSIONS

This paper presented the LEA's Box project as a practical implementation of algorithms used in learning analytics. LEA's Box is a research and development project, but the theoretical frameworks developed within the project are tested and piloted in real classrooms. The LEA's Box tools are based on the assumption that skills needed today differ from the skills which used to be taught at schools before, which places additional demands on teachers when formulating what, when and how to teach.

Namely, two tools out of the many applications developed within the project were presented in more depth. One of them was the myClass tool, which was created by TU Graz. One of the important research fields of this institution is the knowledge space theory and the formal concept analysis, which are approaches that model relations between different skills and competencies. Information about these relations is very useful, as it may help teachers better formulate the learning process in a particular field and identify competencies that should be taught next.

The second tool presented in this paper was the Flower Tool, which is a tool promoting self-assessment and combining different sources of data. The main idea of this tool is that a combination of different sources of information about a pupil's performance in a particular subject and about factors contributing to this performance may unravel interesting facts which may help the pupil and his or her teacher direct their learning process accordingly.

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## **The Reevaluate Statistical Results Of Approach About Pedagogy Of Anatolian In Parents, Lived In One Anatolian City Using Artificial Neural Network And Multivariate Regression Analysis**

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### **ABSTRACT**

In this paper, the research data about “Evaluation of Anatolian Pedagogy Approaches of the Parents “ is examined by Artificial Neural Networks (ANN), Multivariate Regression Analysis and these results are compared with each other’s. When used parametric input associated with child education, with an approach that produces results using the learning abilities of people, just that generates output by looking at the linearity of the relationship has been observed differences between the two systems.

For training approach are chosen Anatolian (Traditional), Contemporary and Mixed (Traditional and Contemporary) pedagogical approaches. The aim of this study is to show that by using ANN, new information discovered, produced by imitating the human brain, and the results that are obtained automatically with modeling mathematical approach can be used to help the classic statistical computation systems on both of social and educational problems.

Thus, when they are presented as input different educational and social approaches, it was shown to produce realistic results of the outputs obtained by ANN to the correct education approach accepted in the community.

### **INTRODUCTION**

Nowadays Parents reach a good education level, try to grow up their children by pedagogical principals. Trainers research the finest education method to make the children who warned with communication devices, most compatible and successful in the future. In addition to this interest the researches are increasing also in our country in parallel with world countries (Yavuzer, 2013;15). Because a healthy and strong society depends on the new generations. According to this in today’s world importance of children is understood increasingly. In our country which lives a transition period between traditionalism and contemporarism child education and importance of child are the main topic for many research (Kagitcibasi, 1983; Oner & Yilmaz, 2000). Depends on the this change, family-child relationships and mother-father growing style have some diversity from past to now. John Watson who is the first child rearing expert (1878-1958) he said, don’t hug your child, don’t kiss them and don’t permit them to sit your lap. Classical Baby and Child Care book author Dr. Benjamin Spock (1903-1990) is propagated Watson’s opposite opinion rapidly. Therefore, we cannot mention the only one expert opinion is dominant (Bee & Body, 2009;39) from an eclectic philosophy, we can synthase the different country’s child rearing and education system and contribute positively. Because children's lives and observing the rules of stereotypes in a specific society, be transferred to the next generation is an old mechanism as human (Meric, 1986:323). Good known of child psychology that will be conducted activities on education and training by parents is the major factors.

If parents don't have enough information about children's spirit so they fell into error. This is inevitable. Therefore, parents have to learn about child psychology. Therefore, parents must obtain information on the children's psychology and they should be try to recognize the child's mental structure.

Parents use different communication ways due to various reference about growing child (Swith, 2013;479). Mother's and father's parenting methods, teaching forms, values and attitudes they adopt, penalties and rewards in their chosen causes children to develop different personalities (Yildiz & Bicakci, 2004; Peksen-Akca; 2012). Because family is the environmental in where seeds (bad or good) grow up (Yavuzer, 1996:125). Parents-child relationship plays an important role from child's adequate or inadequate socialization. Parents of the child behavior and child gives meaning from this behavior is a basic feature in socialization process. There is two variable size in parents' behavior. These dimensions are in love behavior variable the rejection-acceptance, in control behavior variable the freedom- restrictions. End of acceptance from refusal-acceptance dimension, mother and father accept their child's physical, social, emotional, mental areas in need of improvement includes psychological discipline methods which are appropriate to level of development. End of refusal from mother and father select their child's mental areas need of improvement includes regardless of level of development and using discipline methods by force (Yamanoglu,2009: 17). Therefore, it is necessary to parents' balance of love and discipline in providing in child's education (Camdibi, 2000).

As a result, in current educational approach that was given education and training in both family and school should be aimed to gain the original teachings which are formed as a part of our traditional culture (social values, morality, customs, cultural norms in raising children, moral rules) and religious values besides the contemporary ones. We believe that they can be remedied educational deficit on this field thorough the integration of Anatolian (Traditional) pedagogy and Contemporary education.

In the light of this opinion, previous questionnaire-based study was aimed to determine frequency use of Anatolian Pedagogy as an alternative training western-based education on people who live in Anatolian city married with children those having different socio-economic level. In our present study was carried out to examine previous survey data through ANN and Multivariate regression analysis and to compare those methods each other's.

#### **MATERIALS AND METHOD**

This questionnaire-based study was conducted by Senol et al (Senol et al, 2010) between April-May 2010, on 280 parents married with children who live in Kayseri/ Develi, those have different (low, medium and good) socio-economic levels. The aim of this study is to determine of the parents' knowledge, attitudes and behaviors on child education regarding Anatolian (Traditional) Pedagogy that can be recommended as an alternative to contemporary-based education approach.

In this paper, by consulting an expert, six data series were selected as an input to ANN. These data included the respond which was given the questions of survey from families who have different education approaches and demographic characteristics of them, were used for ANN. Demographic variables were included gender, age, number of children. Seventy percent of the results were used for the design of ANN structure's training and the remaining 30% was used for testing accuracy of the answer of the trained net. Table 1 shows the distribution of demographic characteristics and number of answers given to questions about Anatolian (Traditional), Contemporary and Mixed (Traditional and Contemporary) pedagogical.

**Table 1:** Distribution of the study group according to demographic, social and cultural variables

Input Variables	Number	Percentage (%)
<i>Gender</i>		
Male	123	43,93%
Female	157	56,07%
<i>Age(<math>\bar{X} \pm SD</math>)(min - max)</i>		
	35,99 $\pm$ 11,63 (20 - 69)	
<i>Number of Children</i>		
1	77	27,50%
2	89	31,79%
3	56	20,00%
4	36	12,86%
5	14	5,00%
6	6	2,14%
7	1	0,36%
8	1	0,36%
Number of Answers for Anatolian Pedagogical Question		
	2435	33,45%
Number of Answers for Contemporary Pedagogical Question		
	3194	43,87%
Number of Answers for Mixed Pedagogical Question		
	1651	22,68%

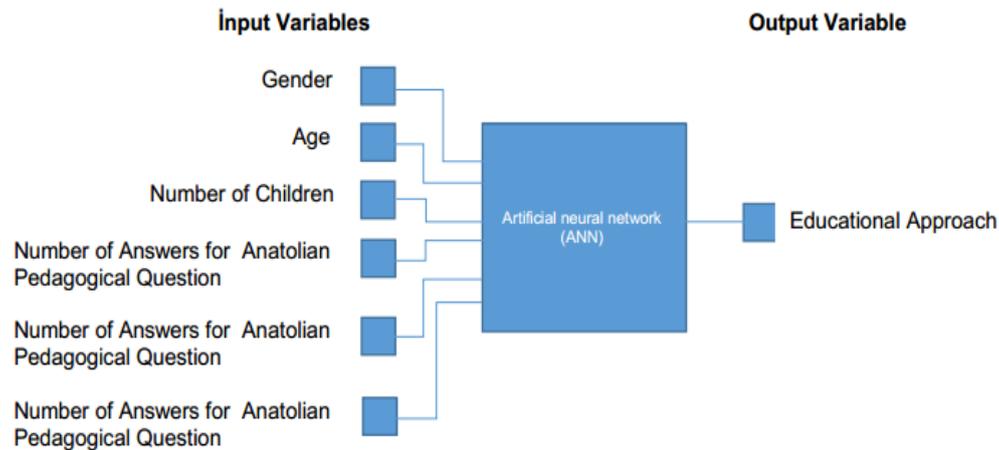
Arithmetic mean  $\pm$  standard deviation; min: minimum; max: maximum.

*( $\bar{X} \pm SD$ )(min - max)*

Number of answers is given to 26 questions about Anatolian, Contemporary and Mixed Pedagogical for 280 Pollster. The percentage and number of answers for Anatolian, Contemporary and Mixed Pedagogical Question was 33,45% - 2435, 43,87% - 3194, 22,68% - 1651, respectively (Table 1).

Coding and statistical assessment of the data were performed using SPSS version 18.0 (Chicago, IL, USA) software package Program. Baseline sociodemographic factors are described as arithmetic means and standard deviations (Mean  $\pm$  SDs) for continuous variables and chi-square test was used for categorical variables.

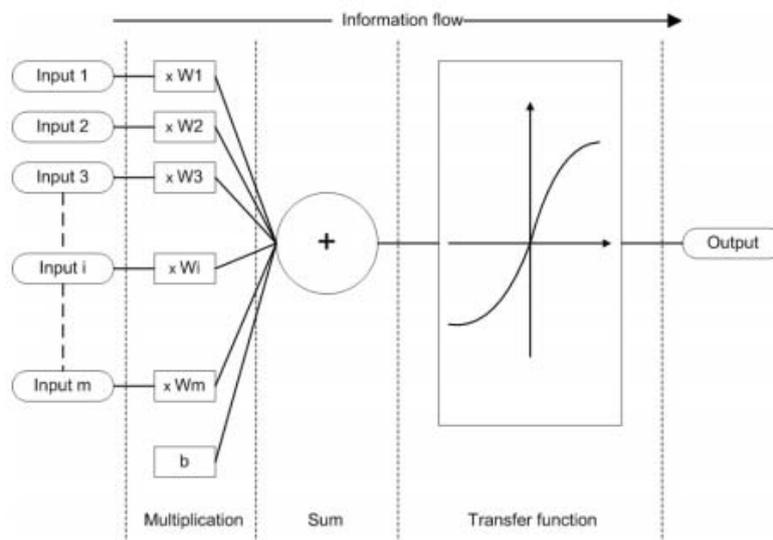
In this paper, ANN was used education approach for evaluation as shown in Figure 1. chosen variables; age, gender, number of children and number of answers given to questions about anatolian, contemporary and mixed pedagogical as input.



**Figure 1:** Block representation of proposed ANN structure for input/output variables.

### Introduction of Artificial Neural Networks (ANN)

An Artificial Neural Network (ANN) is a mathematical model that tries to simulate the structure and functionalities of biological neural networks. Basic building block of every artificial neural network is artificial neuron, that is, a simple mathematical model (function). Such a model has three simple sets of rules: multiplication, summation and activation. At the entrance of artificial neuron the inputs are weighted what means that every input value is multiplied with individual weight. In the middle section of artificial neuron is sum function that sums all weighted inputs and bias. At the exit of artificial neuron the sum of previously weighted inputs and bias is passing through activation function that is also called transfer function (Figure 2.).



**Figure 2:** Working principle of an artificial neuron.

Although the working principles and simple set of rules of artificial neuron looks like nothing special the full potential and calculation power of these models come to life when we start to interconnect neurons into ANN (Figure 3.). These ANN use simple fact that complexity can grown out of merely few basic and simple rules. (Gurney, 1997; Kröse & Smagt 1996; Pavešić, 2000; Rojas 1996; Suzuki K. 2011).

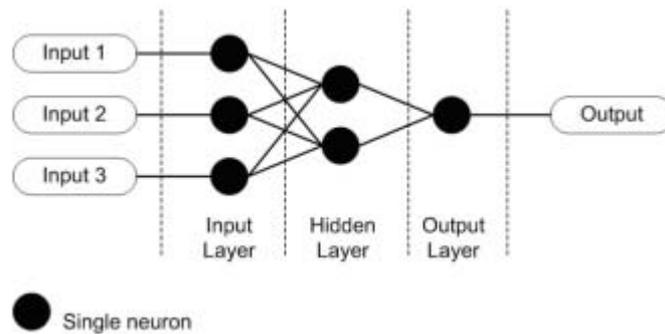


Figure 3: Example of simple artificial neural network.

### Artificial Neuron

Artificial neuron is a basic building block of every artificial neural network. Its design and functionalities are derived from observation of a biological neuron that is basic building block of biological neural networks (systems) which includes the brain, spinal cord and peripheral ganglia. Similarities in design and functionalities can be seen in Figure 4, where the left side of a figure represents a biological neuron with its soma, dendrites and axon and where the right side of a figure represents an artificial neuron with its inputs, weights, transfer function, bias and outputs.

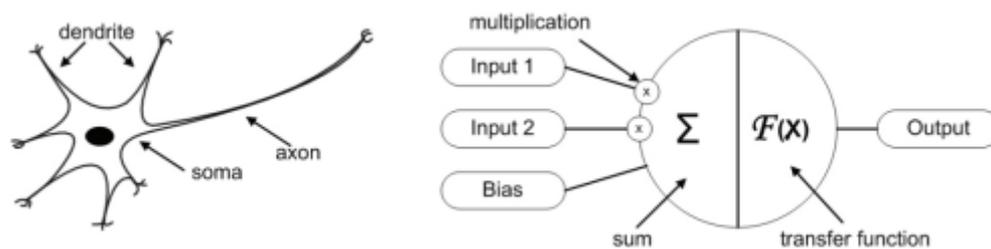


Figure 4: Biological and artificial neuron design

In case of biological neuron information comes into the neuron via dendrite, soma processes the information and passes it on via axon. In case of artificial neuron the information comes into the body of an artificial neuron via inputs that are weighted (each input can be individually multiplied with a weight). The body of an artificial neuron then sums the weighted inputs, bias and “processes” the sum with a transfer function. At the end an artificial neuron passes the processed information via output(s). Benefit of artificial neuron model simplicity can be seen in its mathematical description below:

$$y(k) = F(\sum_{i=0}^m w_i(k) * x_i(k) + b) \quad (1)$$

Where:

- $x_i(k)$  is input value in discrete time  $k$  where  $i$  goes from  $0$  to  $m$ ,
- $w_i(k)$  is input value in discrete time  $k$  where  $i$  goes from  $0$  to  $m$ ,
- $b$  is bias,
- $F$  is a transfer function,
- $y(k)$  is output value in discrete time  $k$ .

As seen from a model of an artificial neuron and its equation (1) the major unknown variable of our model is its transfer function. Transfer function defines the properties of artificial neuron and can be any mathematical function. We choose it on the basis of problem that artificial neuron (ANN) needs to solve and in most cases we choose it from the following set of functions: Step function, Linear function and Non-linear (Sigmoid) function. Step function is binary function that has only two possible output values (e.g. zero and one). That means if input value meets specific threshold the output value results in one value and if specific threshold is not met that results in different output value. Situation can be described with equation (2).

$$y = \begin{cases} 1 & \text{if } w_1 x_1 > \text{threshold} \\ 0 & \text{if } w_1 x_1 < \text{threshold} \end{cases} \quad (2)$$

When this type of transfer function is used in artificial neuron we call this artificial neuron perceptron. Perceptron is used for solving classification problems and as such it can be most commonly found in the last layer of artificial neural networks. In case of linear transfer function artificial neuron is doing simple linear transformation over the sum of weighted inputs and bias. Such an artificial neuron is in contrast to perceptron most commonly used in the input layer of artificial neural networks. When we use non-linear function the sigmoid function is the most commonly used Sigmoid function has easily calculated derivate, which can be important when calculating weight updates in the artificial neural network.

### Artificial Neural Networks

When combining two or more artificial neurons we are getting an artificial neural network. If single artificial neuron has almost no usefulness in solving real-life problems the artificial neural networks have it. In fact artificial neural networks are capable of solving complex real-life problems by processing information in their basic building blocks (artificial neurons) in a nonlinear, distributed, parallel and local way.

The way that individual artificial neurons are interconnected is called topology, architecture or graph of an artificial neural network. The fact that interconnection can be done in numerous ways results in numerous possible topologies that are divided into two basic classes. Figure 5. shows these two topologies; the left side of the figure represent simple feedforward topology (acyclic graph) where information flows from inputs to outputs in only one direction and the right side of the figure represent simple recurrent topology (semi cyclic graph) where some of the information flows not only in one direction from input to output but also in opposite direction. While observing Figure 5. we need to mention that for easier handling and mathematical describing of an artificial neural network we group individual neurons in layers. On Figure 5. we can see input, hidden and output layer.

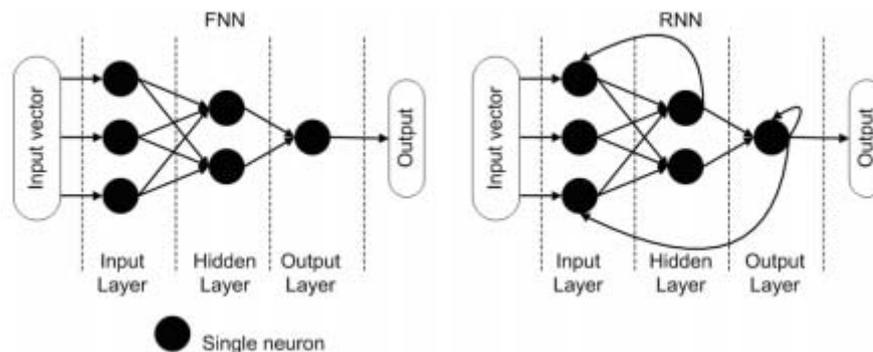


Figure 5: Feed-forward (FNN) and recurrent (RNN) topology of an Artificial Neural Network.

### Feed-forward Artificial Neural Networks

Artificial neural network with feed-forward topology is called Feed-Forward artificial neural network and as such has only one condition: information must flow from input to output in only one direction with no back-loops. There are no limitations on number of layers, type of transfer function used in individual artificial neuron or number of connections between individual artificial neurons. The simplest feed-forward artificial neural network is a single perceptron that is only capable of learning linear separable problems. Simple multi-layer feed-forward artificial neural network for purpose of analytical description (sets of equations (3), (4) and (5)) is shown on Figure 6.

$$\begin{aligned} n_1 &= F_1(w_1 x_1 + b_1) \\ n_2 &= F_2(w_2 x_2 + b_2) \\ n_3 &= F_2(w_2 x_2 + b_2) \\ n_4 &= F_3(w_3 x_3 + b_3) \end{aligned} \quad (3)$$

$$\begin{aligned} m_1 &= F_4(q_1 n_1 + q_2 n_2 + b_4) \\ m_2 &= F_5(q_3 n_3 + q_4 n_4 + b_5) \end{aligned} \quad (4)$$

$$y = F_6(r_1 m_1 + r_2 m_2 + b_6)$$

$$y = [ F_6(r_1 F_4(q_1 F_1(w_1 x_1 + b_1) + q_2 F_2(w_2 x_2 + b_2) + b_4) + \dots + r_2 F_5(q_3 F_2(w_3 x_3 + b_3) + q_4 F_3(w_4 x_4 + b_5) + b_5) + b_6) ]$$

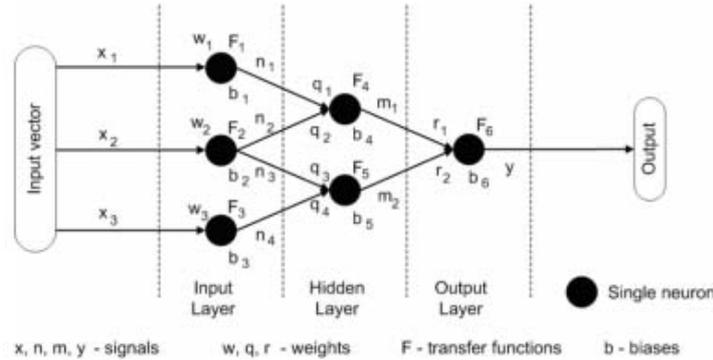


Figure 6: Feed-forward artificial neural network.

As seen on Figure 6 and corresponding analytical description with sets of equations (3), (4) and (5) the simple feed-forward artificial neural network can lead to relatively long mathematical descriptions where artificial neural networks' parameters optimization problem solving by hand is impractical. Although analytical description can be used on any complex artificial neural network in practise we use computers and specialised software as MATLAB that can help us build, mathematically describe and optimise any type of artificial neural network.

### Multivariate Regression

Multivariate regression attempts to model the relationship between two or more explanatory variables and a response variable by fitting a linear equation to observed data (Tso and Yau, 2007). Every value of the independent variable  $x$  is associated with a value of the dependent variable  $y$ . The population regression line for  $p$  explanatory variables  $x_1, x_2, \dots, x_p$  is defined to be  $\mu_y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_p x_p$ . This line describes how the mean response  $\mu_y$  changes with the explanatory variables. The observed values for  $y$  vary about their means  $\mu_y$  and are assumed to have the same standard deviation  $\sigma$ . The fitted values  $b_0, b_1, \dots, b_p$  estimate the parameters  $\beta_0, \beta_1, \dots, \beta_p$  of the population regression line.

Since the observed values for  $y$  vary about their means  $\mu_y$ , the multiple regression model includes a term for this variation. In words, the model is expressed as DATA = FIT + RESIDUAL, where the "FIT" term represents the expression  $\beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_p x_p$ . The "RESIDUAL" term represents the deviations of the observed values  $y$  from their means  $\mu_y$ , which are normally distributed with mean 0 and variance  $\sigma$ . The notation for the model deviations is  $\epsilon$ .

Formally, the model for Multivariate regression, given  $n$  observations, is equations (6)

$$y_i = \beta_0 + \beta_1 x_{i1} + \beta_2 x_{i2} + \dots + \beta_p x_{ip} + \epsilon_i \text{ for } i = 1, 2, \dots, n. \tag{6}$$

In the least-squares model, the best-fitting line for the observed data is calculated by minimizing the sum of the squares of the vertical deviations from each data point to the line (if a point lies on the fitted line exactly, then its vertical deviation is 0). Because the deviations are first squared, then summed, there are no cancellations between positive and negative values. The least-squares estimates  $b_0, b_1, \dots, b_p$  are usually computed by statistical software.

The values fit by the equation  $b_0 + b_1 x_{i1} + \dots + b_p x_{ip}$  are denoted  $\hat{y}_i$ , and the residuals  $e_i$  are equal to  $y_i - \hat{y}_i$ , the difference between the observed and fitted values. The sum of the residuals is equal to zero. The variance  $\sigma^2$

may be estimated by  $s^2 = \frac{\sum s_i^2}{n-p-1}$ , also known as the mean-squared error (or MSE). The estimate of the standard error  $s$  is the square root of the MSE (Wikipedia)

## ANALYSIS RESULTS AND DISCUSSION

In this study, of the participants overall mean age were  $35,99 \pm 11,63$  (min:20, max:69) yrs , male mean age were  $36.64 \pm 11.74$  ( min:20, max: 69) and female mean age were  $35.47 \pm 11.55$  ( min:20, max: 68) yrs.

Of the parents 43,93% (123) was male and 56,07% (157) was female. All the individuals were married with children. Average number of children  $2.46 \pm 1.34$  (min:1, max:8). The majority (59.29%) of the parents have between 1-2 child, solely 5.72% of them have 6-8child.

Of the parents 33.0% stated that about Anatolian Pedagogy is "generally appropriate" and 35.0% "sometimes appropriate" and 32.5% "never appropriate" which were used Anatolian Pedagogy" in Anatolia for raising of children.

Of the parents 43.5% who adopts fully Anatolian Pedagogy Education, they applied same education (Anatolian) their children, 43.3% who approve sometimes Anatolian Pedagogy education they occasionally applied it their children (Mixed); 35.2% who did not agree at all Anatolian Pedagogy Education that they almost applied it their children (Contemporary) ( $X^2:14.931$ ,  $p=0.005$ ). The knowledge, attitude and behavioral approaches of the parents on different pedagogical education was shown in table 2.

**Table 2:** Percentage of distribution of parents according to different educational approaches

Approaches	Anatolian		Contemporary		Mixed	
	Count	%	Count	%	Count	%
Do you take into account you will offer opportunities before have a child?	70	25.0	164	58.6	46	16.4
Did you had been start education for your baby in stage of pregnancy?	110	39.2	127	45.4	43	15.4
Does your child to participate in family decision?	55	19.6	163	58.2	62	22.2
Did you inform your child about adolescent period preadolescent?	73	26.1	153	54.6	54	19.3
Are the cultural differences affect children's education?	62	22.1	167	59.6	51	18.2
Do you have been meet the needs of the child over the age of eighteen?	153	54.7	73	26.1	54	19.3
Do you apply your children trainig that it had been applied you by parent ?	117	41.8	76	27.1	87	31.1
Do you display him/her the behavior that you wanted do or not exhibit behavior by your child?	94	33.6	110	39.3	76	27.1
Do you find positive which your children make his/her behaviour for drawing attention	116	41.4	95	34.0	69	24.6
Is the children should be disciplined with punishment?	76	27.1	204	72.9	0.0	0.0
Do you support your child's abilities?	86	30.7	159	56.8	35	12.5
Can you display your love your child through your attitudes and behaviors ?	54	19.3	182	65.0	44	15.7
Do you have been educated your child with your own traditional methods?	166	59.3	56	20.0	58	20.7

Do you interfere with the child's clothing style?	107	38.2	99	35.4	74	26.4
Do you watch the cartoon before it had been watch by your child?	127	45.4	73	26.1	80	28.6
Do you empathize with something that you want but do not want your child?	107	38.2	87	31.1	86	30.7
Do you give an opportunity him to assume responsibility for your child?	66	23.6	153	54.6	61	21.8
Do you have been disturbed intervention of grand mother/father for your style of upbringing	72	25.7	144	51.4	64	22.9
Do you play games with your child?	72	25.7	133	47.5	75	26.8
Do you intervene the games who your child plays?	84	30.0	83	29.6	113	40.4
Does have been given importance on women such as the importance given to men in Turkish society?	108	38.6	61	21.8	111	39.6
What do you think who applied about raising children in family?	32	11.4	177	63.2	71	25.4
Does have been decided whose saying for reward and punishment in the family?	67	24.0	181	64.6	32	11.4
Is there any program which was applied your child in your home?	78	27.9	143	51.1	59	21.0
Does your child get permission from you leave at home?	156	55.7	60	21.4	64	22.9
Do you interfere with your child's group of friends?	127	45.4	71	25.3	82	29.3

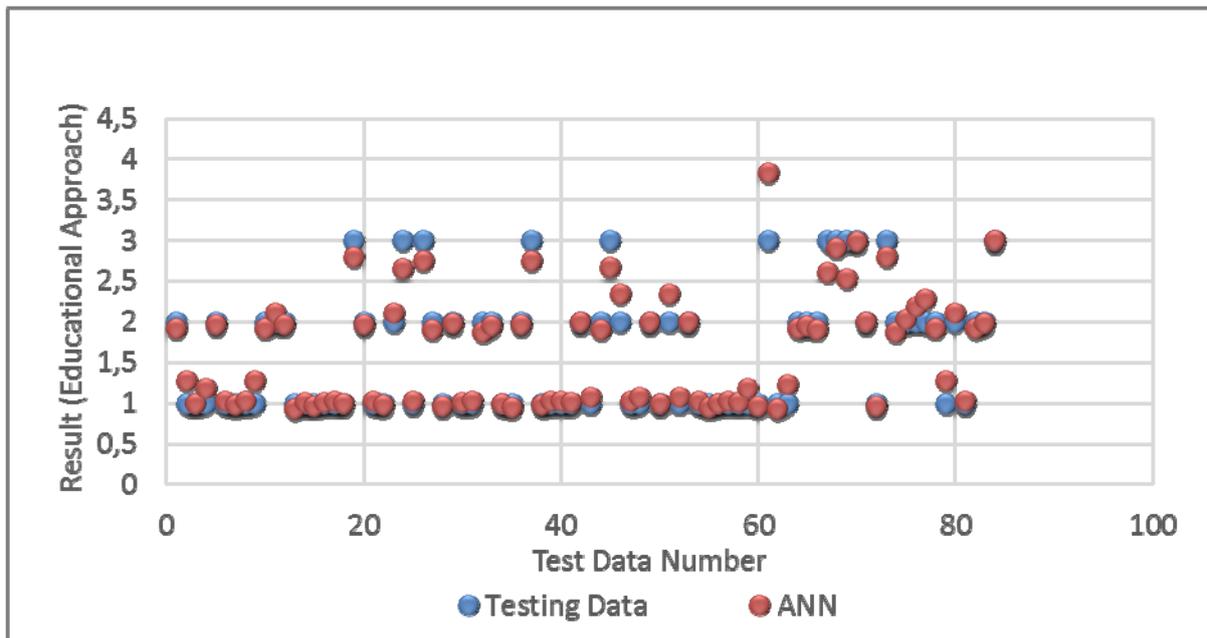
In this study, by using Number of Answers on Anatolian, Contemporary and mixed Pedagogical Questions and demographic variables, 70% of research data were used to train the ANN (Feed-forward network with A two-layer, sigmoid hidden neurons and linear output neurons) with Levenberg-Marquardt backpropagation algorithm in supervised learning paradigms. 30% of the available data was determined as the test data and this data was used to test performance of ANN's training how good it is. The correlation value and mse (mean-square error) were considered during the analysis of ANN, structural parameters (as 10 hidden layer, 20 epoch number etc.) of ANN were changed until MSE error value converge to zero and correlation value converge one. After obtaining the optimum ANN structure, the performance of the system was tested by presenting input data which has not met.

In the same way, because of education approaches was described through independent variables such as age, gender, number of children, number of Answers for Anatolian Pedagogical Question, Contemporary Pedagogical Question, Mixed Pedagogical Question; Multivariate regression model was implemented in this research. After Multivariate regression's equation is obtained with 70% (training data) of all data. 30% (testing data) of all data was applied as input (independent variables) to equation.

In this study, we evaluated the results of education approach in terms of two models in Figure 7. And 8. When comparing the prediction performances of Multivariate Regression and ANN models, obtained the results with Multivariate regression model are different than the responses of questionnaires (real value) in Figure 7. In the other Figure 8, obtained the results with ANN model are closer the responses of questionnaires (real value).



**Figure 7:** Multivariate Regression output values administered to test data and comparison of statistical analysis results with test data.



**Figure 8:** Artificial Neural Networks (ANN) output values administered to test data and comparison of analysis results with test data.

This study indicate which ANN model is best model as accomplished minimum MSE value and maximum coefficient of correlation(R) value as looking at the Table 3

**Table 3:** Comparison of ANN, Multivariate Regression as MSE, Correlation Coefficient

	Education Approach	
	Test MSE Error	Correlation Coefficient(R)
Multivariate Regression	0,32	0,61
ANN	0,04	0,95

In our study it was reevaluated that whether or not relevance to the real value that previous study questions in terms of consistency with ANN. In a study using ANN it was shown that training methods can be on assessment performance both of teachers and students. Thus ensuring the accuracy and fairness of the evaluation works. Accurate results about teachers and students' performances were obtained with ANN (Qianyin X., Bo L. 2015). In another study, ANNs are compared with more classical statistical techniques, such as multiple regression for classification or location decisions in schools and colleges and using in educational measurement. The best result was obtained with ANN (Everson H. T. et al. 1994). In other study, the performance of the candidates for admission into the university was evaluated and predicted with ANN. Evaluation shows that the ANN model can truly predict with regard to performance (Oladokun V.O., Adebajo A.T., Charles-Owaba O.E. 2008). In another study, performance of the students attending an e-learning course was modeled through ANN, very low error rate is obtained with ANN (Şuşnea E., 2010).

## CONCLUSIONS

As a result, today's education approaches should be aimed to gain the original teachings which are formed as a part of our traditional culture and religious values besides the contemporary education and training. We believe that they can be remedied educational deficit on this field thorough the integration of Anatolian pedagogy and modern education.

This study aimed to develop expert systems by creating a different perspective besides statistical methods with ANN. The results obtained by ANN which has given very good results according to statistical methods. This shows that experts enter data as input variable in developed model with ANN before they have not and very realistic output is obtained. Thus Experts will not bother to obtain new data and working time will be saved with developed expert model and system.

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## **The Relationship Between Students' Readiness For E-Learning And Their Achievement In Flipped Classroom**

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### **Abstract**

Nowadays, as technology becomes increasingly common in teaching and learning process at all levels of education. The traditional teacher-centered classroom has been replaced to student-centered classroom where collaborative learning is underlined. Educators/instructors are effectively utilizing online learning and changing the way they teach is by flipping their classrooms.

A flipped classroom allows students to learn at their own pace unlike the traditional classroom model and they take on the responsibility for their own learning. However, students should have new skills such as information literacy, digital literacy, and their e-learning readiness are getting important for their success in flipped classroom.

The purpose of the study is to find out the relationship between students' readiness for e-learning and their achievement in flipped classroom. Data were collected from CEIT 2st grade students attended to "Instructional Design" course at Hacettepe University in the 2014-2015 academic year. The scale of University Students' Readiness for E-learning was used to be able to collect the data. The results showed that students' readiness for e-learning is effective on their achievement in flipped classroom. Students with high levels of readiness for e-learning has achieved more success at the end of the year.

## **The Role Of Social Media In Education Administration With The Heads Of Departments At The Yarmouk University Jordan**

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### **ABSTRACT**

The concept of social media is more than simply innovation. It is a situated of joint efforts and the dynamic investment of point by point standards that epitomize our current social development. On the other hand, the openness of online interpersonal interaction accompanies chances that include particular wellbeing and the misfortune of privacy. Owing to the centrality of the subject, a lot of work has been carried out in the field, notwithstanding, especially considering the Yarmouk University, found in Jordan, very little work has been carried out to study the part of online networking. With the productive utilization of online networking, the parts of learner association, correspondence with help administrations and employees, and grounds fulfillment throughout a student's learning knowledge has a capability of expanding their scholarly achievement and solid adjustments. Study has shown that the benefits of increased student discussion and collaboration include the better academic performance, motivation, and a likelihood of adopting different points of view leading to more meaningful learning.

## The Use Of Kinect In Teaching And Learning Environment

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### ABSTRACT

The usage of technological materials in education as a result of the rapid changes in today's technology affects positively the productivity and permanence of the instruction. The newest one of these technological materials, Kinect sensor basically provides the controlling of the motion based process. With its structure of perceiving the body motions three dimensionally and the ability to work contactless, it not only provides the users' kinesthetic movements but also enables the self-learning and increases the rates of learning. In this study, the literature review of the applications developed with Kinect sensor in education environment was made and it was made a proposal for new applications.

### INTRODUCTION

In recent years, the usage of electronic based devices like tablet, computer and smart phones has been rapidly increased. At the same time the usage of these devices in educational environment is becoming popular. These materials provide to create effective communication environment and express the knowledge easily. Especially besides its efficiency and permanence in instruction, it increases the rates of learning.

According to the recent studies, providing the communication with kinesthetic movement instead of with the physical interactions with these devices is accepted as a more efficient method (Garg, Aggarwal and Sofat, 2009). As the technological developments are taken into the consideration, there are rapid changes in the technologies which provide the perceiving of kinesthetic movement. The technology in which the interaction is provided kinesthetically is defined as gesture based computing (Küçük, Aydemir and Göktaş, 2012). The base of the gesture based computing technologies is providing interaction with motions (Horizon Reports, 2011). Gesture based computing is technically based on perceiving of the kinesthetic movements with sensors and operating according to the situation of the perceived movement (Jung and Cha, 2010).

Today we mostly encounter with the technology of perceiving of the kinesthetic movements in game sector. Providing the control with body movements especially to feel the reality during the game enjoying in the platform by communicating effectively compose the main points supporting this development. This technology providing the perceiving of kinesthetic movements is used efficiently in many different fields besides game. Especially the usage of this technology in education is thought to have a strong potential. When the literature review is examined, it is seen that there are many studies related to the applicability of the gesture based computing (Küçük, Aydemir and Göktaş, 2012). With its flexible structure in education environment, it enables students to get the instruction in new ways and to learn more easily and entertainingly. And also it enables to increase the students' motivation. Most of the education institutions begin to integrate this technology in their learning environment (Johnson, Adams and Cummins, 2012).

Kinect is one of the most popular gesture based computing technology used in recent days (Boutsika, 2014). Kinect was first released in November, 2010 by Microsoft firm as a piece of Xbox game console. The most important specialty of Kinect having the system of perceiving and following the skeleton. With the gesture perceiving on it, Kinect can perceive and follow the body motions (Öğütülmüş and Melekoğlu, 2015).

When examined the related literature review, it is seen that Kinect is one of the most preferable sensor among the gesture based computing technologies for instruction each passing day. According to Kissco (2011) Kinect will be the basic classroom technology used in the classroom. Hsu (2011) also defines Kinect as an interactive technology which helps teaching and learning and she finds out in one of her studies that Kinect has a positive effect to enhance classroom interactions and to engage students participating learning activities. According to the 2010 and 2011 Horizon Report it is similarly expressed that gesture-based technology such as the Microsoft Kinect system will take its place in educational settings in four to five years.

The aim of this study is to examine the studies related to usage of Kinect in educational settings. So there will be put aside studies related to the different educational usage fields of Kinect for individuals and the need of the researches for the future will be discussed.

### **KINECT SENSOR**

Initially, the perceiving specialty of Kinect sensor was done automatically with Xbox 360 game console (Solaro, 2011). But then Microsoft was released Software Developing Kit (SDK) in order to use Kinect in computers and to develop applications (Souza, 2011). The main components of Kinect are below:

- 3D depth sensor
- RGB Camera
- Microphones
- Tilt Motor

3D sensors provide the perceiving of the motions of user/users and watching them in 3D environments. RGB (red, green, blue) camera enables the defining of user/users. The thing placed on front - below of Kinect is microphone setting. It is used to recognize the sound. The tilt motor placed below part of the Kinect is moved up and down automatically if it is needed (Smisek , Jancosek and Pajdla, 2011).

With its easy usage and enabling kinesthetic motions, sensors are becoming popular day by day (Blair and Davis, 2013). Especially after the firm has allowed users to develop applications, it can be used as a supplementary material besides the current technologies in engineering, medical and instruction fields.

### **FINDINGS**

Gesture based computing technologies have the potential to increase the classroom interaction to a large extent. But the supplementary materials especially Kinect must be supported with computer, projector and with an appropriate program. When the learning methods taken into the consideration, Kinect is a technology which has the potential to increase the productivity of classroom interaction in terms of multidirectional interaction. Kinect can be used especially by teachers to increase the classroom participation and to create an environment for interaction and discussion. For students it can be an entertaining material increasing the motivation and attention of the students and giving opportunities to make activities increasing the interaction between them. With its multimedia and multi perceiving devices, Kinect can enable classroom activities which encourage students to learn (Hsu, 2011).

Ayala et. all (2013), make studies for students to teach the math subjects, terms, graphics and formulas more permanently and to participate the learning process more actively based on the Kinesthetic learning as a new method. By using Kinect the researchers have developed an application aiming to give kinesthetic math instruction and tested the application with a group of students using Kinect. The aim of the researchers at this time is to teach Position vs. Time graph that allows students to replicate with their hands several different kinds of movements and the software will detect, compute and generate graphs based on the positions in the selected time lapse. They observed an important increase in students' learning with the exams prepared by them.

Tsai and Yen (2013) also suggested a cubic net assisted learning system to enhance learners' spatial ability by using Kinect sensor technologies. This system is based on the geometric learning and 3D real-time objects were used to enable effective learning of the different viewing angle control. The aim of this suggested system is to increase learners' motivation by providing realistic 3D-visual materials and to evaluate the effects of specific operating experiences. Learners can learn the geometric learning theory and related information with questions and interactive games by using Kinect sensor including a hand-mouse function. According the score of the tests, the assisted learning system in this study mostly succeeded the desired results and it shows that Usability Scale (SUS) showed that their system is effective and can be used.

In his study, Hore (2014) used a real-time avatar simulation with the aim of creating an interactive game-based learning environment. This method can be effective for teaching biology because this lesson requires more visual object. According to test results it is understood that the game encourages students to take part in group activities and to practice biology and understand and appreciate real-world concepts.

Tenekeci et. all (2014) developed an application which can be used for letter teaching in reading and writing

instruction in order to enable the user interaction with games. It is designed to be used in pre-school and primary school term. The developed application has a structure which can be worked in two different modes. This application contributes to the literature with its testing specialty of the learners who are the beginner learner of letters.

Chang et. all (2015) developed a Kinect game for students learning the law of orbit in physics. As a testing group, 20 students, seventeen male students and three female students were selected from grade 4 to 10 grade. The applied questionnaire consisted of Computer Game Attitude Scale (CGAS) and Revised Technology Acceptance Model. According to the results of the test, there was a positive correlation between students' gaming performances and what they knew about the relevant physics knowledge. And also it was proved that there was not a correlation between the students' attitudes toward computer/video games and their perceptions toward the developed Kinect game in terms of its usability.

Kinect which tracks the user movement and responds in the same manner can be used to develop a game that is based on children learning interactively. And also it can be used as a teaching material for math, physics and many other subjects. It supports the disabled children by helping them to learn more quickly through visualization.

Komfiroozie et. all (2013) defined in his study that the percentage of visually impaired and hearing impaired people is the highest one among the special requirement groups. His aim was to present a strategy for training these children considering different advances of e-learning using motion detection technologies in Kinect device and objects recognition methods in 3D environments so that even very young children are able to receive basic and effective training and communicate with the surrounding world without knowing sign language or reading and writing skills.

Christinaki et. all (2013) developed a game based application to develop the communication skills of the children having autism in pre-school term. The developed game is designed simply, considering the specialties to visual and auditory stimulating of the people with autism. And also for the researchers planning to make research in the future, this study suggests them to make researches developing the fine motor skills.

Boutsika (2014) similarly applied a game developed by Kinect on 10 male and female students with autism. The basic aim is to strengthen people's mind and develop their social skills with the game named "Kinect Adventure". This application is observed to effect the personal development of the children with autism and Kinect is suggested to use as a supplementary material for the children with autism.

Kinect, because of its some usage specialties, can be used for the education of both the ones who has normal development process and the ones who need special requirement. The specialties are below:

- The students don't need any control providing which requires any contact.
- Each motion of the students reflects on the screen.
- With the help of Kinect, the students feel themselves like directing the game in real environment.
- Kinect provides to place the new motions in unconscious mind naturally and similarly to generalize the living the real.

Goncalves et. all (2014) examine the usage of Kinect in stereotype behaviors of the children with autism. In order to detect automatically in real time stereotyped behavior, such as hand flapping, they use the Dynamic Time Warping algorithm. The system is first tried in a laboratory environment with seven adults. As a result of the effective results of the experiment, the system also was tried with the children with autism in different environments. The results show that the defining of the motions of children with autism can be searched with the researchers in different ways.

Çalkuş et. all (2014) designed a gesture based music game using Kinect for the children who need special requirement. He aims to strengthen the minds of the children and to develop the skills of them like recognizing the color with an entertaining application. The application is tested with 10 university students. After the application, the changes in the memory skills of the users in different conditions can be analyzed. While designing the application, the appropriate interface and design for the children who need special requirement as a target group are taken into consideration. The game is planned as a drum game in order to enable the instruction with both music and motions. And also it is stated that application must be tested with the children who need special requirement.

Kadakal et al (2014) designed a study related to developing of interactive games about the children with autism. In this study, it has been prepared a content which is for removing of the mimic- based problems in interactive communication. It is expressed that the application must be evaluated with the children who need special requirement in order to get more accurate results.

Chang et al (2013) make a different study in order to evaluate the physical rehabilitation possibility with using Kinect on two adults in a school environment. As a result of the study it is expressed that the application developed with Kinect has the potential to manage the aims.

## CONCLUSION

With the light of the technological developments today, it is seen that gesture based computing technologies will be the part of our life in a short time. Although these technologic materials need technological devices such as computer, projection or screen, in near future it is planned to release gesture based computing devices integrated to the computer, projection or screen.

It has been developed many application softwares including game with Kinect which is one of the most popular gesture based computing technologies. Especially it takes its place in literature as a supplementary source in educational environment. The applications are increasing each passing day with its flexible structure in educational environment. Kinect applications developed especially for educational environment are important for the ones who need special requirements as much as the ones who have normal growth process. Kinect can be said to have the potential of contributing the person's learning process positively to decreasing the limitations in classroom environment for the children who need special requirement.

The technology enables the flexibility of education, interaction and participation in courses, multimedia productivity and enjoying learning along with game. With this technology, it is desired to minimize educational limitations of these people though we believe that this system itself is able to promote software and hardware in order to make communication of person with classroom more interactive.

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## The Use Of Learning Objects In Teaching Linear Algebra

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### ABSTRACT

Several tools to assist both the learning and the teaching of certain concepts on Linear Algebra that are often difficult to understand were designed for the Algebra and Analytic Geometry course at the Facultad Regional San Nicolás, Universidad Tecnológica Nacional, Argentina.

The learning styles of freshmen using the learning objects were analyzed according to the VARK classification. Their preferences were taken into account when proposing different ways to use the offered material.

In this paper these preferences are shown, together with those of students in a course that did not use the same tools. Also, some resources designed with GeoGebra by the authors are briefly described, and some examples showing the way they were used are discussed.

### INTRODUCTION

Nowadays, learning objects (LO) have become a powerful tool to support learning. One of the first set and widespread definition states that a LO is any digital resource that can be reused to support learning (Wiley, 2001). Learning objects have the ability to constantly update or change. Their purpose is to ensure a successful learning process. They should have the following characteristics: reusability, interactivity, scalability, and accessibility, among others. LO can be also classified according to their pedagogical purpose as instruction objects, collaboration objects, practices objects and evaluation objects (Arango et al., 2015).

The design of a LO is a challenge for teachers: they have to choose the contents and to create the appropriate presentation forms depending on the characteristics and learning styles of their students.

Some studies have shown that the use of learning objects, combined with classroom teaching, have positive effects on test scores and increases student motivation (Montagud Mascarell et al., 2014). With the aim of reducing learning difficulties and improving student performance, diverse GeoGebra Applets were designed coordinating graphic and symbolic forms of representation.

GeoGebra is open-source software that joins geometry, algebra, and calculus, which other packages treat separately, into a single easy-to-use package for learning and teaching mathematics from elementary through university level. It is available free of charge and used by thousands of students and teachers around the world in classrooms and at home. It has been translated to 36 languages by volunteers, and gathers a rapidly growing worldwide user community. For teachers, GeoGebra offers the powerful opportunity to create interactive online learning environments which has led many teachers to share free materials on the Internet. (Hohenwarter et al., 2008)

The designed tools were used in an Algebra and Analytic Geometry course at the Facultad Regional San Nicolás. In this work the Applets are briefly described, the learning styles according to the VARK classification of students using the learning objects, together with those of students in a similar course that did not use the same tools, are analyzed and their academic achievements are compared.

### THE TOOLS

In previous works diverse GeoGebra Applets, designed for a Calculus course (Caligaris et al., 2015a) and for an Algebra and Analytic Geometry course, were discussed (Caligaris et al., 2015b).

Applets were prepared to work with the cross product, the scalar triple product, the subspaces generated by several sets of vectors and with systems of linear equations with three unknowns.

Fig. 1 shows the Applet prepared to work with the triple scalar product, some of its properties and the geometric interpretation of its absolute value and the one prepared to display graphical representations of the solutions of a linear system in a 3D Cartesian coordinate system and the rank of the matrices  $A$  and  $A|B$ .

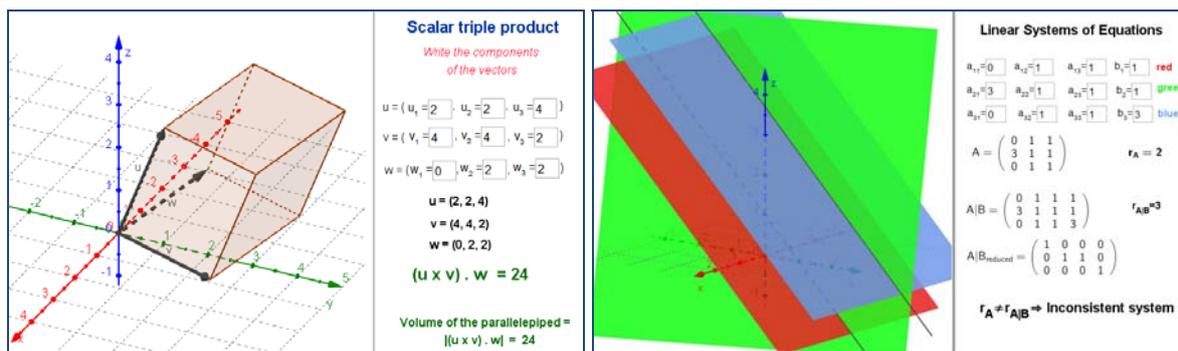


Figure 1. Applets designed for the Algebra and Analytic Geometry course.

Fig. 2 shows two other tools, which were used in class to conduct a review of the contents. The purpose for which these latter activities were raised is to work the justification of true or false propositions. In the figures, some answers are presented.

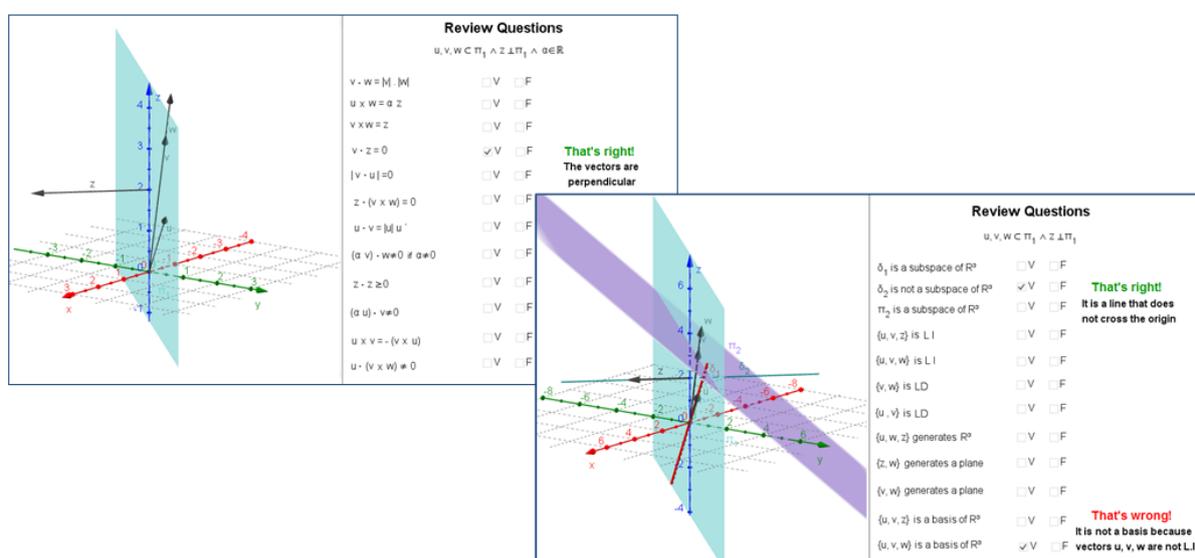


Figure 2. Applets prepared for reviewing diverse concepts.

When working with these applications, the students had the chance to experience and interact with them, thereby visualizing and increasing the understanding of certain concepts, particularly in the 3D geometry.

On the other hand, the interaction of students and teachers with the presented material, allows to monitor the process of construction of knowledge and not just the final result.

### THE STUDENTS' LEARNING STYLES

Learning styles are the cognitive, emotional and psychological characteristic behaviors that can be used as relatively stable indicators of how learners perceive, interact and respond to the learning environment. Some students are comfortable with theories and abstractions; others feel better with facts and observable phenomena; some prefer active learning and others are inclined to introspection; some prefer the visual presentation of information and others prefer verbal explanations. A learning style is not preferable or better than another, just different, with different strengths and weaknesses (Felder & Brent, 2005).

To determine the specific learning styles different questionnaires, which differ not only in the time they demand and the number of their questions but also in their structure, are used (Klement, 2014).

The questionnaire that determines learning styles according to VARK (acronym for Visual, Aural, Read/Write, Kinesthetic) classification was used in this work. This classification takes into account the kind of sense that is preferred by students in the learning process (Fleming, 1995).

Students with visual preference learn best when studying with pictures, charts, tables, diagrams, maps and photographs. Students with aural learning style prefer listening and speaking before reading or writing. The R in VARK means read/write. Students with this preference can learn better using textbooks. Students with kinesthetic learning style prefer to learn by doing something with study materials (Klement, 2014). The additional category "multimodal" includes students who fall into more than one sensory modality, in any combination. Some authors found that between fifty and ninety percent of the students in a class consist on multimodal ones (Marcy, 2001).

The above four preferences, plus combinations thereof, are determined by means of a questionnaire of 16 questions with four possible answers. This VARK questionnaire allows the possibility of multiple responses for each question and all the answers are counted. Therefore, some respondents may choose more alternatives than others.

In Tables 1 to 3, preferences of students in Industrial Engineering that completed the Linear Algebra course in 2015 are shown. In Group A course, classes were developed without using the presented tools. Students in Group B worked using the Applets.

**Table 1.** Students classified by preference, Group A.

Preference	Number of students
V: Visual	3
A: Aural	10
R: Read/Write	6
K: Kinesthetic	2

**Table 2.** Students classified by preference, Group B.

Preference	Number of students
V: Visual	3
A: Aural	7
R: Read/Write	5
K: Kinesthetic	7

**Table 3.** Students with multimodal preference.

	VR	VK	AR	AK	RK	VARK
Group A		1	2	3		
Group B	1	2	2	1	1	1

### THE STUDENTS' OPINION

In order to evaluate the use of the different tools, students completed a questionnaire at the end of the issue. This survey consisted of two parts. In the first one, it presented a series of closed questions to be discussed later using a Likert type scale. The options were: agree, neither agree nor disagree, disagree, with numerical values 2, 3, 4, respectively.

Table 4 shows some of the relevant statements of the linear systems of equations' questionnaire, with the obtained indexes. As it can be seen, the indices for the different survey items do not reach the value 3.

**Table 4.** Some statements in the questionnaire with the obtained indexes.

Statement	Index
The Applet facilitated my learning of the theoretical content on systems of equations	2.1
The Applet helped me to understand the geometric interpretation of a system of equations	2
The Applet facilitated my learning of the relationship between the geometric interpretation of systems of equations and the rank of the A and A B matrices.	2.3
In classes where the computer was used I was more entertaining than in others in the field	2.5
In classes where the computer was used I paid more attention than in other classes	2.8
Using the Applet made me more interested in the developed content	2.5

In the second part of the questionnaire, questions were open about the opinion they had of this kind of work in

class, using computers. Here are some of the answers provided by students about the linear systems Applet:

- *It seems a good tool to help.*
- *It makes easier the classes with geometric interpretation. It helps visual memory and to remember easily.*
- *I like using the computer. It is understandable.*
- *The contents are more understandable. It seems efficient using the computer.*
- *It is very entertaining and graphics are much better understood.*

Table 5 shows some of the relevant statements of the questionnaire corresponding to vector spaces, with the obtained indexes. In this case, also, the indices for the different survey items do not reach the value 3.

**Table 5.** Some statements in the questionnaire with the obtained indexes.

Statement	Index
The Applets allowed me to improve the understanding of:	
theoretical explanations of linearly independent or dependent sets	2.3
concepts such as basis and dimension of vector spaces	2.5
the concept of subspace generated by a set of vectors and its geometric interpretation	2.2
In classes where the computer was used I was more entertaining than in others in the field	2.4
In classes where the computer was used I paid more attention than in other classes	2.8
Using the Applet made me more interested in the developed content	2.5

Finally, the index obtained when students were asked if the contents review performed with the computer helped them to study for the exam was 2.4.

Some of the answers provided by students about the Applets related with vector spaces were:

- *I find it convenient to use them. They help to clear doubts about graphics*
- *It sounds like a good idea to implement new learning techniques when concluding an issue.*

### THE STUDENTS' ACADEMIC ACHIEVEMENTS

Tables 6 and 7 show the students achievement throughout the course. Only students that completed the course and conducted the three examinations are considered.

**Table 6.** Students achievement, Group A.

Grade	Number of students		
	1	2	3
Grade $\geq 7$	13	19	14
$4 \leq$ Grade $< 7$	8	7	10
Grade $\leq 4$	6	1	3

**Table 7.** Students achievement, Group B.

Grade	Number of students		
	1	2	3
Grade $\geq 7$	9	17	16
$4 \leq$ Grade $< 7$	11	12	12
Grade $\leq 4$	10	1	2

As it can be seen, students working with Applets seem to have a slight improvement over the other group in the corresponding evaluation, the last assessment of the year.

### FINAL CONSIDERATIONS

Students with visual and kinesthetic preference enjoy interacting with the applets not only in the course but at home. Students with aural learning style listen and dialogue with teachers and peers in the classroom. The authors of this work consider that the presented tools motivate the majority of students, whatever their

preference.

These tools are incorporated as part of the classes, as they are used while working with exercises and activities involving true or false justifications. This way of working creates a greater participation of the students. To develop this type of material requires more dedication from the teacher but it is worthwhile.

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## Toplumsal Cinsiyet Rollerinin Tv Reklamlarıyla Yeniden Üretilmesi

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### ÖZET

Toplumsal cinsiyet biyolojik cinsiyetten farklıdır. Biyolojik cinsiyet doğumda kadın ya da erkek olarak dünyaya gelişimizle ilgili olan ve nüfus cüzdanlarında yazan cinsiyetimizdir. Toplumsal cinsiyet ise kadın veya erkeğe toplum tarafından yüklenen davranışlar ve davranışlar üzerinden yapılması beklenen rollerdir.

Toplumsal cinsiyet çeşitlilik gösterir. Kadınlar kadınsı (feminen), erkekler ise erkeksi (maskülen) olarak sosyalleşirler. Bunun dışında kadınsı erkekler olduğu gibi erkeksi kadınlarda olabilir. Fakat toplumda geleneksel kalıp davranışların dışına çıkıldığında toplum bunu kabul etmek istemez. O davranışları sergileyen bireyler toplumda dışlanır, garipsenir. Toplumsal cinsiyet rolleri televizyon reklamlarıyla yeniden üretilerek izleyicilere sunulur.

**Anahtar kelimeler:** Toplumsal cinsiyet, Toplumsal roller, TV Reklamı

### GİRİŞ

Kadın ve erkeğe toplum tarafından kalıp yargılar yüklenir. Bu iki ayrı cinsiyetin bu kalıp yargılara yönelik davranış sergilemesi öngörülür. Farklı davranışlar sergileyen kadın ya da erkek toplum tarafından dışlanır ve o kişiler hoş görülmez. Özellikle ataerkil toplumlarda kadından beklenen davranışlar ev içindeki hareketleriyle sınırlandırılmıştır. Evde yemek yapma, çocuk bakımı ile ilgilenme gibidir. İş hayatında ise kadına belli başlı kalıp meslekler öngörülmüştür; hemşire, öğretmen, sekreter gibi. Medya da kadının güzelliği ve dişiliği ile ön plana çıkarılır.

Ataerkil söylemlerde olduğu gibi medyada da akıllı, güçlü ve aktif erkeklik imajına karşın eksik, zayıf ve pasif olan kadınlık imajını destekleyen, sürdüren ve geliştiren nitelikte yayınlar bulunmaktadır. Bunun aksine güçlü, değişen, modern kadın söylemleri altında ise, kadının gücünü, bir hediye paketinin ışıltılı yüzeyi gibi, görünüşüyle kazanabileceğini savunan bir güzellik endüstrisinin hegemonyası yatmaktadır (Güzel, 2014, s.186). Toplumda, kadın ve erkek bireyler olarak yer alıyoruz. Biyolojik farklılıklarımız, erkek egemen sistem tarafından, toplumsal cinsiyet rollerinin belirlenmesinde bir dayanak olarak kullanılıyor ve doğumdan itibaren bu rollerin gereklerini yerine getirmek üzere belirlenen kodlara göre yetiştiriliyoruz (Kuruoğlu ve Aydın, 2014, s.13).

Toplumun ataerkil yapısı ve bireylerin bu yapıda yetişip yapının gereği olan kalıp yargıları ve rolleri benimsemesi yeni nesillere aktarması toplumsal cinsiyet rollerinin sürekliliğini sağlamıştır. Televizyon reklamlarıyla kadın ve erkeğe atfedilen roller kadının anne rolü olsun erkeğin genelde iş hayatında gösterilişi reklamlar aracılığıyla yeniden üretilmektedir.

## 1. REKLAM MECRASINDA YAYIN YAPAN ARAÇLAR

### 1.1. Televizyon

Yayın yapan reklam ortamlarından biri olan televizyon hem göze hem kulağa hitap etme açısından en etkili kitle iletişim aracıdır. Televizyon reklam ortamında üç tür reklam yayınlanmaktadır. Hareketsiz reklam, hareketli reklam ve özel tanıtıcı reklamdır. Televizyonun görüntülü ve sesli olması okuma yazma oranının düşük olduğu ülkelerde daha etkili olmasına yol açmaktadır. Televizyon reklamlarının mal ve hizmet hakkında bilgileri görüntü eşliğinde vermesi onu daha inandırıcı kılmaktadır.(Kocabaş ve Elden,2010, s.42-43)

Kitle iletişim araçlarının temel özelliği insanların düşüncelerini etkileyerek toplumda ortak bir bilinç yaratmak ve bu bilinci yeni nesillere aktarmaktır. Kitle iletişim araçları toplumun yaşam tarzını gençlere ileterek, onların toplumsallaşmasında önemli rol oynamaktadır. (Taylan,2011,s.14)

Televizyonda gündelik yaşamın ifadeleri, siyasal dedikodular, eğlence kültürü, seks, içki, müzik ve moda ile çerçevelenerek temsil edilir. Haberler çoğunlukla dedikodular biçimindedir; cinayetler, trafik canavarına yüklenen kazalar, görünüşleri ve yaşam tarzlarıyla tüketim aptallığının temsilcisi olan sanatçılarla yapılan Show'lar televizyonda egemen durumdadır. ( Erdoğan,2009)

İngiliz Kültürel Çalışmaları, medyayı, toplumda hâkim ideoloji ve değerleri yeniden üreten bir kurum olarak görür. ( Dağtaş,2012, s.17)

Televizyon günümüzde en yaygın, en etkili, en çok tüketilen vs. bir kitle iletişim aracıdır. 20. yüzyılın ikinci yarısından itibaren hayatımıza giren televizyon özellikle Türkiye’de 1980’ler sonrasında hem dünyadaki toplumsal dönüşümlerin etkisiyle hem de devlet kanalları yanında özel televizyon kanallarının açılmasıyla birlikte yaygınlaşmış ve yaşamımızın önemli bir parçası haline gelmiştir. (Taylan,2011,s.24)

Amerika’da yapılan bir çalışmada, günün farklı saatlerinde bu saatlerdeki izleyici kitlesinin özellikleri dikkate alınarak farklı reklamlar gösterildiği belirlenmiştir. Gündüz saatlerinde kadınlara yönelik ve kadınlık kalıpyargıları doğrultusunda, hafta sonlarında erkeklere yönelik ve erkeklik kalıpyargıları doğrultusunda reklamlar gösterilirken akşam saatlerinde daha eşitlikçi reklamlar gösteriliyor.( Dökmen,2015, s.136)

## 2. TOPLUMSAL CİNSİYET ROLLERİNİN TV REKLAMLARIYLA YENİDEN ÜRETİLMESİ

Bireyin toplumdaki yerini belirleyip sosyal statüsüne anlam yükleyen cinsiyet ve toplumsal cinsiyet kavramları, bireyin davranışını şekillendirmektedir. Bu nedenle, birbiriyle iç içe olan bu iki kavram arasındaki farkları ayırtmak oldukça önem taşımaktadır. İnsanın doğuştan getirdiği fiziksel, biyolojik ve genetik özelliklerini ifade eden cinsiyet (sex) sözcüğü bir yanda, bireyin toplumda yaşadığı sosyalizasyon süreci boyunca edindiği özelliklerini bildiren toplumsal cinsiyet (gender) sözcüğü diğer taraftadır.( Kalav, 2012, s.151).

Toplumsal cinsiyete dair gerçekleri, coğrafyadan bağımsız; kültürel fotoğrafından, politik ikliminden ve iktidar mekanizmalarından ayrı düşünerek anlamak imkânsızdır. (Mutluer)

Toplumsal cinsiyet rollerinin toplumsallaşma sürecinde sürekli olarak yeniden öğrenilen ve üretilen bir olgu olması, temelinde tekrar etme faktörünün yer aldığı reklamlara ayrı bir önem katmaktadır. Bununla birlikte kitle iletişim araçlarında, özellikle de televizyonda yer alan reklamların söylemleri topluma, kültüre ve zamana göre farklılıklar içerebilmektedir. Özellikle toplumsal değişimin hız kazandığı günümüz toplumlarında geleneksel toplumsal cinsiyet rollerinde yaşanan dönüşüm, geleneksel kadınlık ve erkeklik rollerinin belirli ölçüde geçerliliklerini yitirmesine ve yeniden sorgulanır hale gelmesine yol açmıştır.( Dündar, 2012, s.123)

Kitle iletişim araçlarında kadın, eş, anne, cinsel obje, şiddet mağduru olarak basmakalıp imgelerle iki farklı kutupta temsil edilmektedir. Bu bağlamda, kadın kimliği, kendi bedeni üzerinde mülkiyet hakkı olmayan bir nesne gibi tanımlanmakta, toplumun kolektif bilincinde kadın imgesinin iyi-kötü değerlendirmesine göre oluşmasına ve yerleşmesine katkıda bulunmaktadır (Mora, 2005, s.2).

Kadına öyle vasıflar yüklenmiştir ki hem güzel olacak, hem bakımlı olacak, hem iş hayatına hem de evdeki işlerine yetiştirilecektir. Aynı zamanda iş hayatında olsa bile gelenekselci kadın modelinden şaşmayacaktır. Bu dayatmalar medyadaki dizilerde ve reklamlarda görülmektedir. Kadın güzel olarak gösterilmekte birlikte, eğitim seviyesi düşük olarak ya da “güzel ama aptal” ya da “gülünecek, hafife alınacak biri” olarak gösterilmektedir. İdeal kadın güzel, bakımlı, sporunu yapan, giyimine dikkat eden, hem işte hem ev de görevlerini yerine getiren olarak dayatılarak kadınlar da bu ideal kadın olabilmek için vakitlerinin çoğunu güzellik merkezlerinde, kuaförlerde, spa merkezlerinde, spor merkezlerinde, giyim mağazalarında, kozmetik dükkânların da harcamaktadır.

Öyle dayatmalar var ki hamile bir kadın doğum yaptıktan sonra fazla kilolarından kısa bir sürede kurtulamadıysa özellikle fazla kilolu olarak gösterilmeye çalışılması eski fiziğine geri dönememesi üstüne basa basa vurgulanır. Bir kadının hafif bir göbeğinin çıkması bile medya da sanki olağanüstü bir durummuş gibi yazılır, çizilir. Kadın hep fit, güzel olmalıdır.

Kadın ve erkeklerin medya da temsil biçimleri farklılık gösterir. Kadına yönelik medyada çıkan haber sayısı erkeğe göre az sayıdadır. Ve kadının ikinciliğin medyaya yansıtılmaktadır. Medyada çıkan haberlerde cinsiyetçilik üzerine yapılanması kamunun bakış açısını da etkilemektedir. Cinsiyetçi kalıp yargıların oluşmasını da medya çok önemli etkendir.

Medyada kadının temsili üzerinden cinsiyetçi bir yaklaşımın olması, medya içeriğini üretenlerin ve karar alma pozisyonlarında yer alanların çoğunun erkek olmasıyla da ilişkilendirilir. Üretim sürecinde çalışanlar arasında kadın medya profesyonellerin sayısı oldukça azdır. Dolayısıyla iş bölümündeki cinsiyetçilik, medyanın içeriğine de yansımaktadır.(Kuruoğlu ve Aydın, 2014, s.91)

Zira bir gazetecinin haber üretim sürecini kimliği, kendi değer yargıları, toplumsal cinsiyet, medya organının yayın politikası ile sahiplik ilişkisi ve meslek ilkeleri etkiler. Basında yer almada cinsiyet farkı; eğer basın çalışanları kalıp yargıların etkisinde kalmadan haber ve yorumlarını yazabilirse azalacaktır. Medyada haber kaynaklarının kadın ve erkek diye ayrılmadan değerlendirildiği bir ortamda, kadın adayın mücadelesi kolaylaşacaktır. Kadın temsilcilerin çoğaldığı, eril yapılanmanın etkisinden uzak bir medya yapılanması, medya da yer almadaki cinsel farklılıkları azaltacaktır.(Kuruoğlu ve Aydın, 2014, s.91)

Türkiye'nin değişen ekonomik yapısı buna paralel olarak sosyal yapının da değişmesine ve yozlaşmasına neden olmaktadır. Örneğin, özel TV kanallarında yer alan "Vasiyet", "Zerda", "Gurbet Kadını", "Toprağa Kan Düştü" gibi Doğu ve Güneydoğu'da geçen televizyon dizilerinde, kuma, kan davası, berdel, başlık parası, imam nikâhı, recm, ağalık, marabalık gibi toplumsal gelişim ve değişime ket vuran törelerin yeniden üretilerek, toplumsal kabul görmesine neden olunmaktadır. Diğer yandan kentte yaşayan kadına yansımaları ise, biraz daha farklıdır. Kitle iletişim araçları ile oluşturulan kadın imajı, şehirli kadında bir de reklam kadınları ile rekabet etme duygusunu aşılamaktadır. Reklam kadınları, 30 yaşın altında, güzel, bakımlı, becerikli, mutlu, fedakâr, çalışan cinsel objeler olarak sunulmaktadır (Mora, 2005, s.5).

Kent kültürünün egemen olduğu sanılan Batı toplum düzenlerinde de, gizli feodal dürtü kalıntıları, toplumsal davranışlarda sık sık ortaya çıkmaktadır. Kapitalist ekonomi mantığı, kadınların toplumdaki "görevini" ve "yerini" feodal anlayışa göre, kitle iletişim araçlarında, reklamlardan, TV dizilerine, haberlere ve gazete sayfalarına kadar yeniden üreterek, toplumun kolektif bilincinde kadın imgesini sürekli tanımlanmaktadır (Mora, 2005, s.6).

Gündelik yaşantımız medyanın etkisi altındadır. Geleneksel ya da dijital medya, hayatımızı tanzim ederken, referans noktası olarak işlev görür. Medyadaki toplumsal cinsiyet temsilleri de bizlere nasıl bir erkek ya da nasıl bir kadın olmamız gerektiğini vaaz eden temsillerdir. Medya bireylerin düşünceleri, davranışları ve değer yargılarının oluşumu, pekiştirilmesi ve bunların değişiminde de önemli bir roledir. Medyanın etkileme gücünün toplumsal cinsiyet temsillerine de yaptığı vurgu, bizleri bu temsiller üzerinde düşünmeye itmektedir (Yavuz, 2015, s.11).

Medya reklamlar aracılığıyla topluma mesaj gönderir. Bu mesajlar kadınlara yönelik olanlarda filanca markayı kullanırsanız o markayı kullanan kadın gibi(reklamda boy gösteren kadın) güzel alımlı ve hoş gözükürsünüz algısı yaratılır. Kadınları güzellik uğruna tüketime teşvik ettirirler. Kadınlar da soluğu o markayı satan mağazalarda alır.

Erkeğe yönelik reklamlar da bile dikkat çekmesi açısından kadınlar kullanılır. Araba reklamlarında arabanın önünde boy gösteren kıyafeti ve makyajı ile dikkat çeken bir kadın kullanılır. Yapılan araştırmalarda kadınların dişilikleriyle ön planda olduğu reklamlar erkeklerin satın alma davranışını etkilemektedir.

Geçmişten günümüze gerek teknolojik, gerekse sosyal değişimlerin etkisi, kadın-erkek arasındaki ilişkilere yansıdığı gibi, erkeğin yerleşmiş normlarla savaşımı da bu süreci olumlu yönde etkileyecektir. Bu değişimin hemen olmasını beklemek kadar, gelecekte olmayacağını varsaymak da hayal. Çünkü geçmişten günümüze erkeklerin de gerçekleştirdikleri değişimler vardır. Babasının yanında çocuğunu bile sevmeyen baba modeline günümüzde nasıl daha az rastlıyorsak, gelecekte de, günümüzde eleştirdiğimiz ataerkil sistemin dayattığı rolleri üstüne giysi olarak geçirmiş erkek tiplerine daha az rastlayacağız.(Kuruoğlu ve Aydın, 2014, s.15).

### a.Araştırmanın Amacı ve Yöntemi

Bu araştırmanın amacı, Türkiye’de Ulusal yayın yapan TV kanalların da yayınlanan reklamların toplumsal cinsiyet rollerini bu reklamlarla nasıl tekrar ürettiğini ortaya koymaktır. Reyting sonuçları temel alınarak en çok izlenen yedi kanal içerisinde olan ve de TV Arşivi’nden geriye dönük kaydına ulaşabildiğimiz iki kanal ATV ve Fox TV rastgele seçilen bir ( 25.01.2016) tarihte prime time zaman aralığındaki (20:00-23:00) tüm reklamlar incelenmiştir. Aşağıdaki sorulara çalışma kapsamında yanıt aranmaktadır.

- ❖ Kadınlar reklamlarda cinsel obje olarak sunul maktadır?
- ❖ Kadınlar genelde ev ve ev içi rollerde mi gösterilmektedir?
- ❖ Kadınlar modern ve fit mi yansıtılmaktadır?
- ❖ Kadın ve erkek genelde aile yaşantısıyla mı gösterilmektedir?
- ❖ Erkeklerin bireysel gösterildiği reklamlar genelde teknoloji, gsm reklamları üzeri nemidir?
- ❖ Kadın anne rolünde yansıtılmış mıdır?

Krippendorff’a göre beş alt birimden;

- Fiziksel birimler
- Söz dizinsel birimler
- Gönderimsel birimler
- Önermesel birimler
- Konusal birimler

Fiziksel ve Konusal birimler kullanılarak niceliksel veriler elde edilmiştir. Oluşturulan tablolar Stuart Hall’un kod açılımı yöntemiyle değerlendirilmiştir.(Aziz,2014,s.139-140)

FOX TV		
	ERKEK	KADIN
	(%)	(%)
<b>YAŞ</b>		
Çocuk (2-12 yaş)	23,3	18,8
Ergen (13-20 yaş)	15,5	3,33
Genç Yetişkin (21-35 yaş)	36,6	48,8
Orta Yaş Yetişkin (36-65 yaş)	15,5	12,2
Yaşlı (65 ve üstü)	1,11	1,11
<b>MEDENİ HAL</b>		
Evli	16,6	30
Bekar	42,2	34,4
<b>MEKAN</b>		
Ev	22,2	31,1
Bahçe	8,88	6,66
Diğer dış mekan	22,2	13,3
Diğer iç mekan	14,4	11,1
<b>TEMEL DAVRANIŞ</b>		
İş	6,6	4,4
Alışveriş	1,11	1,11
Ev uğraşı	1,11	11,1
Eğlence	13,3	7,77
Yeme/İçme	18,8	17,7
Diğer	21,1	24,4

TABLO:1

Tablo 1’de kadının genç yetişkin yaş grubunda olması % 48,8 oranla erkekten fazladır. Bu da toplumda yaygın düşünce olan kadın her daim genç olmalı ve öyle görünmeli tabirini doğrulamaktadır. Orta yetişkin yaş grubunda olan erkekte %15,5 oranla kadın orta yetişkin yaş grubuna göre fazladır. Kadın ve erkek yaşlı olarak çok nadir reklamlarda gösterilmiştir. Kadınlar %30 oranla erkeklerden daha fazla evli olarak reklamlarda gösterilmiştir. Bu da aslında toplumsal cinsiyet olgusunun reklamlarla nasıl yeniden üretildiği ve yansıtıldığına güzel bir örnektir. Erkeklerde %42,2 oranla kadınlardan daha fazla bekâr olarak reklamlarda yer almıştır. Kadınlar evde %31,1 oranıyla erkeklerden daha fazla o mekânda gösterilmiştir. Genelde kadın ve erkeğin yeme ve içme temel davranışıyla reklamda gösterilmiştir.

ATV		
	ERKEK	KADIN
	(%)	(%)
YAŞ		
Çocuk (2-12 yaş)	16,0	14,9
Ergen (13-20 yaş)	14,9	9,19
Genç Yetişkin (21-35 yaş)	36,7	45,9
Orta Yaş Yetişkin (36-65 yaş)	16,0	3,44
Yaşlı (65 ve üstü)	2,29	0
MEDENİ HAL		
Evli	13,7	19,5
Bekâr	45,9	34,4
MEKÂN		
Ev	14,9	19,5
Bahçe	3,44	1,14
Diğer dış mekân	21,8	20,6
Diğer iç mekân	25,2	17,2
TEMEL DAVRANIŞ		
İş	13,7	2,29
Alışveriş	2,29	2,29
Ev uğraşı	0	4,59
Eğlence	16,0	12,6
Yeme/İçme	11,4	14,9
Diğer	20,6	21,8

TABLO:2

Tablo 2’de genç yetişkin yaş grubunda kadınlar % 45,9 oranıyla erkeklerden daha fazla yer almıştır. Orta yaş yetişkin grubunda erkekler %16,0 ile kadınlar ise çok daha az bir oranla ekranda orta yaşında gösterilmiştir. Ve yaşlı kadın reklamlarda kullanılmamıştır. Kadınlar %19,5 oranla evli erkeklerle ise %45,9 bekâr olarak gösterilmiştir. Kadınlar %19,5 ile erkeklere oranla ev de gösterilmiştir. Erkekler iş yaparken %13,7 oranla kadınlar ise ev içinde yaptığı uğraşla %4,59 oranla reklamda yer almıştır.

FOX TV		
	ERKEK	KADIN
	(%)	(%)
<b>GÖRÜNÜM</b>		
Modern	51,1	68,8
Muhafazakâr	3,33	7,77
Geleneksel	7,77	12,2
<b>VÜCUT TİPİ</b>		
Zayıf	42,2	51,1
Balıketli	18,8	13,3
Şişman	1,11	0
<b>CİNSELLİK VE ÇEKİCİLİĞİN KULLANIMI</b>		
Evet	2,22	5,55
Hayır	50	53,3
<b>REKLAM TÜRÜ</b>		
Gıda	26,6	31,1
Teknoloji	1,11	1,11
Kozmetik	0	3,33
GSM	3,33	0
Temizlik ürünü	1,11	1,11
Otomotiv	2,22	2,22
Banka	2,22	1,11
Aksesuar	3,33	2,22
Kişisel temizlik bakım ürünü	7,77	3,33
Diğer	10	13,3

TABLO:3

Tablo 3'te Kadınlar %68,8 reklamda modern görünüme sahip olarak gösterilmiştir. Erkeklerinde %51,1 modern görünüme sahip olarak reklamlarda yer almıştır. Kadınların muhafazakâr ve geleneksel görünümü erkeklere oranla daha fazladır. Zayıf vücut tipine sahip kadın %51,1 iken erkekte bu orana yakın zayıf vücut tipine sahip olarak gösterilmiştir. Erkek balıketli vücut tipi kadına oranla biraz daha fazla gösterilirken kadın şişman olarak reklamlarda yer almamıştır. Reklamlarda cinselliğin kullanımı oranı az olarak ortaya çıkmıştır. Kadın ve erkek genel olarak gıda reklamlarında yer almıştır. Erkekler kozmetik reklamında yer almazken kadınlarda gsm reklamlarında yer almamıştır.

ATV		
	ERKEK	KADIN
	(%)	(%)
<b>GÖRÜNÜM</b>		
Modern	49,4	49,4
Muhafazakâr	0	4,59
Geleneksel	3,44	3,44
<b>VÜCUT TİPİ</b>		
Zayıf	45,9	47,1
Balıkçetli	14,9	5,74
Şiřman	0	0
<b>CİNSELLİK VE ÇEKİCİLİĞİN KULLANIMI</b>		
Evet	2,29	1,14
Hayır	51,7	49,4
<b>REKLAM TÜRÜ</b>		
Gıda	27,58	26,4
Teknoloji	3,44	3,44
Kozmetik	0	0
GSM	5,74	1,14
Temizlik ürünü	1,14	1,14
Otomotiv	1,14	1,14
Banka	1,14	1,14
Aksesuar	0	0
Kişisel temizlik bakım ürünü	4,59	3,44
Diđer	11,4	12,64

TABLO:4

Tablo 4'de kadın ve erkeğin modern görünümü %49,4 ile aynı orandadır. Muhafazakâr erkek hiç gösterilmezken kadın muhafazakâr olarak %4,59 oranıyla gösterilmiştir. Balıkçetli erkek kadından daha fazla oranla gösterilirken şiřman vücut tipli kadın ve erkek reklamlarda yer almamıştır. Cinselliğin kullanımı da kadın ve erkekte çok azdır. Kadın ve erkek genelde gıda reklamlarında yer almıştır. Gsm reklamlarında erkek daha fazla yer almıştır.

KADIN ERKEK VE ÇOCUĞUN OLDUĐU REKLAM		
	FOX TV	ATV
	(%)	(%)
1-Sadece kadının olduđu reklam	14,4	3,44
2-Sadece erkeğin olduđu reklam	21,1	10,3
3-Kadın ve erkeğin olduđu reklam	22,2	26,4
4-Kadın ve çocuğun olduđu reklam	11,1	8,04
5-Erkek ve çocuğun olduđu reklam	1,11	2,29
6-Kadın, erkeğin ve çocuğun olduđu reklam	13,3	10,3
<b>REKLAMDAKİ DİŐ SES</b>		
1-Kadın	8,88	2,29
1-Erkek	6,66	2,29
2-Kadın	3,33	0
2-Erkek	17,7	6,89
3-Kadın	1,11	1,14
3-Erkek	17,7	19,5
4-Kadın	6,66	8,04
4-Erkek	4,44	1,14
5-Kadın	0	0
5-Erkek	1,11	2,29
6-Kadın	1,11	1,14
6-Erkek	8,88	9,19

TABLO:5

Tablo 5’te reklamlarda sadece kadının yer aldığı FOX TV’de %14,4 oranla ATV’ de gösterilen sadece kadın olan reklamlardan fazladır. Ve sadece kadın olduğu reklamda dış ses kadın FOX TV’de %8,88 oranla ATV’den fazladır. Sadece erkeğin olduğu reklam FOX TV’ de 21,1 oranla ATV’den fazladır. Erkeğin olduğu reklamda kadın dış ses çok az kullanılmıştır. Hatta ATV de sadece erkeğin olduğu reklamda kadın dış ses kullanılmamıştır. Kadın ve erkeğin olduğu reklam oranları her iki kanalda hemen hemen aynıdır. Her iki kanalda kadın dış ses çok az kullanılırken erkek dış ses kullanımı daha fazladır. Kadın ve çocuğun olduğu reklam erkek ve çocuğun olduğu reklama göre fazladır. Bu da kadına yüklenen annelik rolünün reklam mecrasında yeniden tekrarlanıp gösteriminin sonucudur. Kadın ve çocuğun olduğu reklamda erkek dış ses kullanımı mevcut iken erkek ve çocuğun olduğu reklamda kadın dış ses kullanılmamıştır. Kadın erkeğin ve çocuğun olduğu reklam yüzdesi her iki kanalda da birbirine yakındır. Bu reklam türünde erkek dış ses kullanımı fazla olmuştur.

## SONUÇ

FOX TV ve ATV’nin 25.01.2016 tarihli yayınında prime time zamandaki reklamların da kadının genç yetişkin yaşta gösterilmesi erkeğe göre fazla olsa da her iki cinsiyette de bu oran fazladır. Fakat orta yaş grubunda erkek kadına göre daha fazla reklamlarda gösterilmiştir. Bu da aslında kadının her daim genç olması tabirini reklamlar aracılığıyla da gösterildiğinin bir gerçeğidir. Kadın erkeklerden daha fazla evli olarak reklamlarda yer almıştır. Bu da ataerkil yapının getirdiği değerlerden olan kadın iyi eş iyi anne tabirini doğrular niteliktedir. Kadın genelde ev mekânında görülmektedir. Kadınlar ev içi işleri yaparken gösterilirken erkeklerde meslekleriyle alakalı yaptığı işle gösterilmiştir. Kadının oranı modern görünüme sahip olarak erkeğe oranla fazla olsa da her iki cinsiyette modern görünüme sahip olarak reklamlarda yer almıştır. Kadın ve erkeğin vücut tipi reklamlarda zayıftır fakat balıketli vücut tipinde erkek kadına göre fazla bu şekilde yer alırken şişman kadın hiç reklamlarda yer almamıştır. Prime time zaman aralığındaki reklamlarda kadın cinsel unsur olarak çok az yer almıştır. Kadın ve erkek çoğunlukla gıda reklamlarında yer alırken ayrı etten kadın kozmetik reklamlarında görülürken erkeğinde gsm reklamlarında kadına göre fazla yer aldığı görülmüştür. Reklamların geneline bakıldığında erkekler daha fazla reklamlarda oynamıştır. Erkek dış seste reklamların genelinde kullanılmıştır. Kadın ve çocuğun olduğu reklam oranı erkek ve çocuğun olduğu reklam oranından fazladır. Yine bu sonuçta kadının anne rolünün reklamlarla yeniden gösterildiğinin kanıtıdır.

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## Türk Yükseköğretiminde Uzaktan Öğretime İlişkin Mali Mevzuat: Uygulama Ve Değerlendirme

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### GİRİŞ

Türkiye’de yükseköğretime ilişkin eğitim-öğretim faaliyetlerinin temel dayanağı 1982 tarihli 2547 sayılı Yükseköğretim Kanunudur. 2547 sayılı Yükseköğretim Kanununa göre yükseköğretim kurumlarının temel görevi; toplum ihtiyaçları ve kalkınma planları ilke ve hedeflerine uygun eğitim, bilimsel araştırma ve yayın ile danışmanlık hizmetleri yapmak, maddi kaynakları etkin kullanarak milli eğitim politikası ve kalkınma planları ile diğer programlar doğrultusunda ülkenin ve bölgelerinin ihtiyaç duyduğu alanlarda insan gücü yetiştirmek, düşünce ve görüş bildirmek, eğitim teknolojileri üretmek, geliştirmek, kullanmak ve yaygınlaştırmak ile yükseköğretimin uygulamalı gerçekleştirilmesini sağlamaktır (Dokuzuncu Kalkınma Planı, 2007-2013). Bu amaç doğrultusunda yükseköğretim kurumlarında önlisans, lisans ve lisansüstü eğitimler verilmektedir. İlgili Kanunda yükseköğretimde öğretim türlerinin ne tür eğitimden oluştuğu açıkça belirtilmiştir. Buna göre 2547 sayılı Kanunun 3/u maddesine göre “yükseköğretimde öğretim türü örgün, açık, dışarıdan (ekstern) ve yaygın eğitimdir. Bu eğitim türleri anılan Kanunda şu şekilde tanımlanmıştır.

1. Örgün Eğitim; öğrencilerin öğretim sürecinde ders ve uygulamalara devam etme zorunluluğunda oldukları bir öğretim türüdür.
2. Açık Eğitim; öğrencilere radyo-televizyon ve eğitim araçları vasıtasıyla yapılan bir öğretim türüdür.
3. Dışarıdan Eğitim (Ekstern Eğitim); yükseköğretimin belirli dallarında, devam zorunluluğu olmaksızın sadece yarıyıl içi ve sonu sınavlarına katılma zorunluluğu bulunan bir öğretim türüdür. Bu eğitimi takip eden öğrenciler ortak zorunlu dersler ile gerekli görülen bazı dersleri, ilgili yükseköğretim kurulunca mesai saatleri dışındaki uygun saatlerde düzenlenecek derslerde alırlar.
4. Yaygın Eğitim; toplumun her kesimine değişik alanlarda bilgi ve beceri kazandırma amacı güden bir öğretim türüdür.

Yukarıdaki tanımlamalardan da görüldüğü üzere 2547 sayılı Yükseköğretim Kanunu 3/u maddesinde uzaktan öğretim kavramı tanımlanmamıştır. Ancak, Yükseköğretim Kurulu tarafından 2547 sayılı Yükseköğretim Kanununun 44. – 46. maddelerine dayanılarak çıkarılan “Yükseköğretim Kurumlarında Uzaktan Öğretime İlişkin Usul ve Esasların” 4/f maddesinde uzaktan öğretim “Yükseköğretim Kurumlarında öğretim faaliyetlerinin bilgi ve iletişim teknolojilerine dayalı olarak planlandığı ve yürütüldüğü, öğrenci ve öğretim elemanının kendi aralarında karşılıklı etkileşime dayalı olarak derslerin bizzat öğretim elemanı tarafından aynı mekânda bulunma zorunluluğu olmaksızın eş zamanlı biçimde verildiği öğretim” şeklinde tanımlanmaktadır. Yine ilgili esasların 5. maddesinde yükseköğretim kurumlarının; önlisans, lisans ve yüksek lisans düzeyinde diploma programları ile senatoları tarafından uygun görülmesi halinde birinci ve ikinci öğretim programlarındaki bazı derslerin uzaktan öğretim yoluyla verilebileceği ifade edilmiştir.

Açıköğretim ve uzaktan öğretim disiplinlerarası bir çalışma alanıdır. Bu alanı ve uygulamalarını ifade etmek amacıyla farklı kavramlar kullanılmaktadır. Açıköğretim, uzaktan öğretim, e-öğrenme, internet tabanlı eğitim, internette eğitim, web destekli öğretim, yaygın eğitim, esnek öğrenme ve sanal eğitim bu farklı kavramlardan ülkemizde sık rastlanılanlardır. Bu kavramlar arasında küçük farklar olmakla birlikte evrensel literatürde genellikle birbirleri yerine kullanılmaktadır. Türkiye’de ise tamamen pratik nedenlerle açıköğretim, uzaktan öğretim ve e-öğrenme kavramları farklı uygulamaları ifade etmek için kullanılmaktadır (Aydın, 2011).

Ancak, uzaktan öğretim kavramı, yüz yüze (örgün) eğitim programlarında yer alan programların internete dayalı uzaktan öğretim yoluyla sunulması ve öğrencilerin bazen sınav ya da uygulama dersleri gibi farklı nedenlerle kampüslere gelmelerini gerektiren uygulamaları da ifade etmektedir. Bu programlara genellikle açıköğretim programlarının aksine daha az sayıda öğrenci kabul edilmektedir. Çok sayıda üniversitemiz Yükseköğretim Kurulu (YÖK) izni ve teşviki ile uzaktan öğretim imkânı sunmaktadır. Bu üniversitelerimizden bazıları Sakarya Üniversitesi, Ankara Üniversitesi, İstanbul Üniversitesi, Gazi Üniversitesi, Bilgi Üniversitesi ve Atılım Üniversitesidir (Aydın, 2011).

**Tablo 1: Öğrenci Sayıları Özet Tablosu 2014-2015**  
(<https://www.istatistik.yok.gov.tr>'den yararlanılarak hazırlanmıştır.)

	Yeni Kayıt	Toplam Öğrenci Sayısı
<b>Önlisans</b>	<b>578.385</b>	<b>2.013.762</b>
Örgün Öğretim	309.009	896.031
Uzaktan Öğretim	8.243	25.580
Açıköğretim	261.133	1.092.151
<b>Lisans</b>	<b>707.222</b>	<b>3.628.800</b>
Örgün Öğretim	442.786	1.897.692
Uzaktan Öğretim	6.068	20.195
Açıköğretim	258.368	1.710.913

Tablo 1’de görüldüğü üzere her yıl yaklaşık 1.300.000 öğrenci yükseköğretim sistemine girmektedir. Bu sayı toplam öğrenci sayısının % 25’ini oluşturmaktadır. Yine bu 1.300.000 öğrencinin yaklaşık % 40’ı önlisans % 60’ı ise lisans programlarına kayıt yaptırmaktadır. Eğitim türleri içinde en düşük pay uzaktan öğretimin iken en yüksek pay birinci ve ikinci öğretimi içeren örgün öğretimin olmaktadır. Yine 2014-2015 öğretim yılı verilerine göre 5.642.562 öğrenci yükseköğretim sistemi içinde önlisans ve lisans düzeyinde öğrenim görmektedir.

**Tablo 2 :**  
**Lisans / Önlisans Öğretim Türlerine Göre Öğrenci Sayılarının Oransal Dağılımı (2014-2015)**  
(<https://www.istatistik.yok.gov.tr>'den yararlanılarak hazırlanmıştır.)

Program Türü	Örgün Öğretim (%)	Uzaktan Öğretim (%)	Açıköğretim (%)
Önlisans	44,5	1,3	54,2
Lisans	52,3	0,5	47,2

Tablo 2’de ise önlisans ve lisans seviyeleri ve öğretim türlerine göre öğrenci sayılarının oransal dağılımı verilmektedir. Buna göre ön lisans düzeyinde açıköğretim ve uzaktan öğretimin payı % 56’yı bulurken, bu pay lisans düzeyinde % 48’lerde kalmaktadır.

## UZAKTAN ÖĞRETİME İLİŞKİN MALİ MEVZUAT

Günümüzde yükseköğretim mevzuatı başta anayasa olmak üzere kanunlar, kanun hükmünde kararname, Bakanlar Kurulu Kararları, tüzükler, yönetmelikler, yönergeler ile usul ve esaslardan oluşmaktadır. Ancak bu kadar kapsamlı bir mevzuat içinde uzaktan eğitime ilişkin mevzuat 2457 sayılı yasa içinde çok kısa bir şekilde geçmektedir. Uzaktan eğitime ilişkin mevzuat içinde yer alan asıl düzenleme usul ve esaslar şeklindedir. Usul ve esaslar şeklinde bir mevzuat düzenlemesi de sadece uzaktan eğitimde bulunmaktadır.

2013 yılında kabul edilen Uzaktan Öğretime İlişkin Usul ve Esasların mali hükümlerine ilişkin maddelerinde en önemli ve temel unsur uzaktan öğretim kapsamında elde edilen tüm gelirlerin özel bütçeye gelir kaydedileceği ve bu kapsamda yapılacak giderlerin özel bütçede bu amaçla ayrılan ödeneklerden karşılanacağına hüküm altına alınmasıdır. Aslında bu ifade uzaktan öğretim ile açıköğretimin de mali anlamda farkını ortaya koymaktadır. Uzaktan Öğretime İlişkin Usul ve Esaslarda yer alan mali hükümlere ilişkin açıklamalara geçmeden önce aşağıda mali hükümler içinde de sık sık kullanılan bazı temel kavramlar açıklanmıştır.

Anılan usul ve esasların 4. maddesinin (b) bendinde “Ders Materyali ve Materyal Ücreti” “Uzaktan öğretim faaliyetlerinin yürütülmesi için yükseköğretim kurumlarınca basılan veya elektronik olarak internet ortamında sunulan, üretilen veya kullanılan her türlü materyal ve bunlar karşılığında öğrencilerden alınan ücret” şeklinde tanımlanmıştır. Aynı maddenin (d) bendinde ise “Öğrenim Ücreti” tanımlanmıştır. Buna göre öğrenim ücreti “Uzaktan öğretimde öğrencilerin öğretimin karşılığı olarak ödeyeceği ve Bakanlar Kurulunca belirlenen uzaktan öğretim öğrenim ücretini” ifade etmektedir.

Temel kavramlara ilişkin açıklamaların yapıldığı 5. maddenin (1) fıkrasında “Yükseköğretim kurumlarının; ön lisans, lisans ve yüksek lisans düzeyinde diploma programları ile senatoları tarafından uygun görülmesi halinde, birinci ve ikinci öğretim programlarındaki bazı dersleri uzaktan öğretim yoluyla verilebileceği” aynı maddenin (4) fıkrasında “Uzaktan öğretim kapsamında elde edilen tüm gelirlerin özel

bütçe gelir kaydedileceği ve bu kapsamda yapılacak giderlerin özel bütçede bu amaçla ayrılan ödeneklerden karşılanacağı” ve (5) fıkrasında ise “Uzaktan öğretim kapsamında yapılacak ek ders, sınav ücreti ve ders malzemelerinin hazırlanmasında veya dersin yürütülmesine filen katkıda bulunanlara yapılacak ödemelerin toplam tutarının, hiçbir şekilde tahsil edilen öğrenim ücretinin yüzde yetmişini geçemeyeceği ayrıca bu oranın, mal ve hizmet alımları ile diğer giderler dikkate alınmak suretiyle ayrılan bütçe imkânları çerçevesinde belirleneceği” hüküm altına alınmıştır.

Uzaktan Öğretime İlişkin Usul ve Esaslarda yer alan ve mali hükümler başlığında düzenlenen konular şunlardır.

- Öğrenim Ücretleri ve Materyal Ücretleri (Madde 14)
- Bütçeleştirme İşlemleri (Madde 15)
- Ek Ders Ücreti ve Diğer Ödemeler (madde 16)
- Sınav Ücretleri (madde 17)

İlgili usul ve esasların 4. maddesinde tanımlanan öğrenim ücreti ve materyal ücretinin nasıl hesaplanacağına ilişkin olarak yine anılan usul ve esasların 14. maddesinde açıklamalar yapılmıştır. Buna göre 14. maddenin (1) fıkrasında “Yükseköğretim kurumlarının uzaktan öğretim yoluyla yürütülecek programları ile dersler için alınacak uzaktan öğretim ücretinde, 2547 sayılı Kanunun 46. maddesine göre Bakanlar Kurulu Kararıyla belirlenen ücretlerin esas alınacağı.” (2) fıkrasında ise “Yürütülen programlarda materyal ücretleri, fakülte veya programa ilişkin öğrenim ücreti tutarını geçmeyecek şekilde ilgili üniversite yönetim kurulu tarafından maliyet esaslı olarak belirleneceği.” ifade edilmiştir.

İlgili usul ve esasların 14. maddesinde yer alan ifadelerden de görüldüğü üzere uzaktan öğretime ilişkin öğrenim ücreti Bakanlar Kurulu Kararı ile belirlenmektedir. Buna karşın materyal ücreti ise Üniversite Yönetim Kurulu tarafından maliyet esaslı olarak belirlenmektedir. Bu kapsamda cari hizmet maliyetinin hesaplanması, öğrenci katkı payları ve öğrenim ücretlerine ilişkin olarak 2547 sayılı Yükseköğretim Kanununun 46. maddesinde düzenlemeler yapılmıştır.

Anılan Kanunun 46. maddesinin (a) bendinde “Yükseköğretim kurumlarında, öğrenci başına düşen cari hizmet maliyetlerinin, yükseköğretim programlarının özellikleri göz önüne alınarak Yükseköğretim Kurulunca hesaplanacağı, öğrencilerden her bir dönem için birinci öğretimde öğrenci katkı payı, ikinci öğretim ve uzaktan öğretimde ise öğrenim ücretinin alınacağı, ve devlet tarafından karşılanacak kısım ile birinci öğretim, ikinci öğretim, açık ve uzaktan öğretim öğrencileri tarafından karşılanacak öğrenci katkı payı veya öğrenim ücretlerinin, öğrenci başına düşen cari hizmet maliyetleri göz önünde bulundurularak belirleneceği, cari hizmet maliyetinin öğrenciler tarafından karşılanacak kısmı dışında kalan miktarın ise, devlet tarafından karşılanacağı” hükmü yer almaktadır. İlgili maddenin (b) bendinde ise “Birinci öğretim, ikinci öğretim, açık ve uzaktan öğretim için Yükseköğretim Kurulu tarafından hesaplanan cari hizmet maliyetlerinin Devlet tarafından karşılanacak kısmı ile öğrenciler tarafından karşılanacak katkı payları ve öğrenim ücretlerine ilişkin usul ve esasların, her yıl haziran ayı sonuna kadar Maliye Bakanlığı ile Yükseköğretim Kurulunun görüşü ve Milli Eğitim Bakanlığının önerisi üzerine Bakanlar Kurulunca belirleneceği” ifade edilmiştir.

Yükseköğretim mevzuatında yer alan eğitim/öğretim türleri içerisinde birinci / ikinci öğretim (örgün öğretim), uzaktan öğretim ve açıköğretime yönelik düzenlemelerde öğrenim ücreti ve katkı payı kavramları sıklıkla kullanılmakla birlikte aslında tam olarak mali mevzuat hükümleri bilinmemektedir. Aşağıda yer alan Tablo 3’de eğitim / öğretim türlerine göre önlisans ve lisans öğrencilerinden alınabilecek ücretler ve yasal dayanakları verilmektedir.

### **Tablo 3:**

#### **Önlisans ve Lisans Öğrencilerinden Alınabilecek Ücretler ve Yasal Dayanakları**

(2015-2016 Öğretim Yılı İçin)

Kaynak: İlgili mevzuat hükümlerinden yararlanılarak tarafımızdan hazırlanmıştır.

Tablo 3’de de görüldüğü üzere öğrenim ücreti ve katkı payına ilişkin olarak örgün eğitimi kapsayan birinci öğretim ve ikinci öğretimde, uzaktan eğitimde ve açıköğretimde yasal dayanak ilgili Bakanlar Kurulu Kararıdır. Bu şu anlama gelmektedir. Adı ister öğrenim ücreti olsun ister katkı payı olsun alınacak ücretin belirleyicisi Bakanlar Kuruludur. Eğitim / öğretim türlerine göre farklılık alınabilecek ücretten kaynaklanmaktadır. Birinci öğretimde ve açıköğretimde alınabilecek ücretin adı katkı payı iken ikinci öğretim ve uzaktan eğitimde alınabilecek ücretin adı öğrenim ücretidir.

Yukarıda yer alan temel mali hükümler dışında Yükseköğretim Kurumlarında Uzaktan Öğretime İlişkin Usul ve Esasların dördüncü bölümü mali hükümlere ayrılmış olup, öğrenim ücretleri ve materyal ücreti başta olmak üzere elde edilecek tüm gelirler ile bütçe işlemleri ve yapılabilecek tüm ödemeler ayrıntılı bir şekilde düzenlenmiştir.

İlgili usul ve esasların “bütçeleştirme işlemleri” başlığını taşıyan 15. maddesi uzaktan eğitimde bütçe işlemlerine yönelik düzenlemeler içermektedir. İlgili maddenin (1) fıkrasında “uzaktan öğretim gelir ve giderlerinin bütçeleştirilmesinde o yılın merkezi yönetim bütçe hazırlama rehberindeki esaslara uyulacağını” ve yine (6) fıkrasında ise “Uzaktan öğretim programlarından veya ders başına verilen uzaktan öğretim hizmetlerinden elde edilen gelirler ile uzaktan öğretim materyalinden elde edilen gelirlerin ve yapılan harcamaların, mali hizmetler birimi tarafından birim bazında takip edileceği” hüküm altına alınmıştır.

Uzaktan eğitim programlarında görev alan öğretim elemanlarına ek ders ücreti ve diğer ödemelere ilişkin olarak 16. madde de düzenlemeler yapılmıştır. Bu düzenlemede, uzaktan öğretim için ders malzemelerinin hazırlanmasında veya dersin yürütülmesinde fiilen katkıda bulunan öğretim elemanlarına yapılacak olan ödemelerin ilgili usul ve esasların EK-1 kısmında yer alan “Diğer Hizmetler Karşılığı Yapılacak Ödemeler

Eğitim/Öğretim Türü	Yasal Dayanak	Alınabilecek Ücret
<b>Birinci Öğretim</b>	<b>B.K Kararına Göre - 25.08.2015 RG</b>	<b>Katkı Payı</b>
Normal öğrenim süresindekiler ödemezler. Normal öğrenim süresini geçenler I sayılı cetvelde yükseköğretim biriminin karşısında belirtilen tutarı öderler. Örneğin İk.İd.Bil.Fak.öğrencileri yıllık 313-TL öder.		
<b>İkinci Öğretim</b>	<b>B.K Kararına Göre - 25.08.2015 RG</b>	<b>Öğrenim Ücreti</b>
İlgili Bakanlar Kurulu Kararında ekli II sayılı cetveldeki, ilgili birimin karşısındaki ücreti öderler. Örneğin, İk.İd.Bil.Fak.öğrencileri 1155-TL öder. Ayrıca her ne ad altında olursa olsun başka ücret ödemezler.		
<b>Uzaktan Öğretim</b>	<b>B.K Kararına Göre - 25.08.2015 RG</b>	<b>Öğrenim Ücreti</b>
İlgili Bakanlar Kurulu kararına ekli II sayılı cetveldeki, ilgili birimin karşısındaki ücreti öderler. Örneğin, uzaktan öğretim yapan meslek yüksekokulu öğrencileri yıllık 770-TL, uzaktan öğretim yapan Fakülte öğrencileri yıllık 716-TL öder. Ayrıca, ilgili üniversite yönetim kurulunca maliyet esaslı belirlenecek materyal ücreti öderler. Bu ücret, öğrenim ücretini geçemez.		
<b>Açıköğretim</b>	<b>B.K Kararına Göre - 25.08.2015 RG</b>	<b>Katkı Payı</b>
Normal öğrenim süresindekiler ödemezler. Normal öğrenim süresini geçenler I sayılı cetvelde yükseköğretim biriminin karşısında belirtilen tutarı öder. Açıköğretim öğrencileri 71-TL öder. Açıköğretimde normal süresinde olsun veya olmasın her öğrenci ayrıca materyal ücreti öder. Öğrenciden her ne ad altında olursa olsun başka ücret alınmaz.		

Cetvele” göre yapılacağı ifade edilmektedir. Ödemeler cetvelinde verilen hizmetin adı, hizmetin tanımı ve açıklaması ile hizmetin iş yükü karşılığı ve aylık ödemeye esas saatin hesaplanması yer almaktadır. Tablo 4’de ödemelere ilişkin cetvelin ilk satırında yer alan uzaktan öğretim birim koordinatörüne ilişkin düzenleme örnek olarak verilmiştir.

#### Tablo 4:

#### Diğer Hizmetler Karşılığı Yapılacak Ödemeler Cetveli Örneği

Kaynak: Yükseköğretim Kurumlarında Uzaktan Öğretime İlişkin Usul ve Esaslar

Hizmetin Adı	Hizmet Tanımı ve Açıklaması	Hizmetin İş Yükü Karşılığı	Aylık Ödemeye Esas Saatin Hesaplanması
<b>Birim Koordinatörü</b>	Uzaktan öğretim ile yürütülen bir diploma programının bağlı olduğu enstitü/fakülte/yüksekokul bünyesinde koordinasyon, görevlendirme ve denetimlerin yapılmasından sorumlu olan öğretim elemanının faaliyetleridir. Birim kapsamında yapılan tüm program ve	Koordinatörlük yapılan birimde ilgili dönemde yürütülen her ders için en fazla ayda 3 saate kadar	İlgili birim koordinatörünün birimde o dönemde açılmış tüm dersler x 3 x Birim öğrenci katsayısı

	derslerin yürütülmesinden sorumludur. Ödeme oranı, üniversite yönetim kurulunca belirlenecek hizmet kalite değerlendirmesi esaslarına göre uzaktan öğretim biriminin teklifi üzerine üniversite yönetim kurulunca belirlenir.		
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Uzaktan eğitime ilişkin usul ve esasların 16. maddesinin (4) bendinde “*Öğretim elemanlarına Ek -1 sayılı ödeme cetveli esas alınmak suretiyle yapılacak olan ödemelerin, 2914 sayılı Kanununun 11. maddesinde unvanları için belirlenen ders saati ücreti esas alınmak suretiyle belirleneceği ve bu ödemelerin toplamının ayda 200 saati geçemeveceği ayrıca özellikle telif ücreti ödemelerinde ibari sayfa hesaplamalarında ve içerik değerlendirmelerinde Üniversiteler Yayın Yönetmeliği hükümlerinin esas alınacağı*” ifade edilmiştir.

Uzaktan eğitim programlarına ilişkin merkezi olarak yapılan sınavlarda fiilen görev yapan personele ödenecek ücretlere ilişkin olarak ilgili usul ve esasların EK-2 kısmında yer alan “Merkezi Sınavda Görev Alanlara Yapılacak Ödemelere Esas Gösterge Cetveli” dikkate alınmaktadır. Tablo 5’de yer alan cetvelde sayılan görevler için hizalarında gösterilen gösterge rakamlarının memur aylık katsayısı ile çarpımı sonucunda bulunacak tutarı geçmemek üzere üniversite yönetim kurullarınca belirlenecek tutarda ödeme yapılmaktadır. Örneğin uzaktan eğitimin programlarına ilişkin olarak yapılacak merkezi sınavda görev alacak bir salon başkanına 2016 yılı için ödenecek tutar en fazla  $1650 \times 0,088817 = 146$  TL olabilecektir. Yapılan işlemi formüle edersek Alınacak ücret=İlgili cetvelde yer alan gösterge (x) o yıl için belirlenmiş olan memur maaş katsayısı.

**Tablo 5:**  
**Merkezi Sınavda Görev Alanlara Yapılacak Ödemelere Esas Gösterge Cetvel**  
**Kaynak:** Yükseköğretim Kurumlarında Uzaktan Öğretime İlişkin Usul ve Esaslar

Görev Tanımı	Gösterge (En fazla)
Sınav Koordinatörü	5000
Sınav Koordinatör Yardımcısı	4000
Bina Sınav Sorumlusu veya Yöneticisi	2000
Bina Sınav Sorumlu Yardımcısı veya Yönetici Yardımcısı	1800
Salon Başkanı	1650
Gözetmen	1450
Engelli Gözetmeni	2000
Sınav Evrakı Nakil Görevlisi/ Güvenlik Görevlisi	1450
Bina Güvenlik Görevlisi	1450
Merkez Sınav Görevlisi	1100
Hizmetli	1000
Şoför	1000

## SONUÇ

Mevcut mali mevzuat çerçevesinde, yükseköğretim kurumlarının uzaktan öğretim yoluyla yürütülecek programları ve dersler için Bakanlar Kurulu tarafından belirlenen uzaktan öğretim ücreti ile yürütülen programlara ilişkin üniversite yönetim kurulunca belirlenen materyal ücreti almaktadırlar. Son yıllarda açılan uzaktan eğitim programlarının sayısının, dolayısıyla da öğrenci sayısının artması uzaktan eğitime ilişkin mali mevzuat konularını hem yükseköğretim kurumları hem de öğrenciler açısından daha önemli kılmaktadır.

Mevcut mevzuat hükümlerine göre uzaktan eğitim programlarını açıköğretim programlarından ayıran bir takım unsurlar vardır. Örneğin uzaktan eğitim programları önlisans, lisans ve yüksek lisans düzeyinde olabilmektedir. Buna karşın açıköğretim programları ise sadece önlisans ve lisans düzeyinde olabilmektedir. Bir diğer önemli farklılık ise uzaktan eğitim programlarına ilişkin alınan ücretler özel bütçeye gelir kaydedilirken açıköğretim programlarından elde edilen gelirler Bütçe Kanunu (e) cetvelinde yer alan hüküm doğrultusunda döner sermaye işletmesine gelir kaydedilmektedir. İfade edilen bu farklılıklara rağmen uzaktan eğitim ve açıköğretim kavramları arasındaki farklar çok iyi bilinmemekte ve bu kavramlar sürekli olarak birbirlerinin yerlerine kullanılmaktadır. Bunun nedenlerinden biri de mali konuları da içeren mevzuat hükümlerinin çok anlaşılır olmamasından da kaynaklanmaktadır. Bu mevzuat hükümlerinin sadeleştirilmesi uygulamaların ve kavramların daha anlaşılır olmasını sağlayabilecektir. Özellikle yeni bir yükseköğretim kanununa ilişkin çalışmaların olduğu bu dönemde uzaktan öğretim ve açıköğretim kavram ve uygulamalarını içeren ifadelerin

daha açık ve basit bir şekilde, iki kavram arasında başta mali hükümler olmak üzere farklılıklarının da ortaya konularak ifade edilmesi önem taşımaktadır.

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## **Türkçe Ve Sınıf Öğretmeni Adaylarının Değerler Eğitiminin Etkililiğine İlişkin Görüşleri**

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### **ÖZET**

Günümüzde “iyi insan iyi vatandaş” yetiştirmede kullanılan en popüler kavramlarından biri de “değerler eğitimidir”. Türkiye’de “iyi insan iyi vatandaş” yetiştirme amacıyla gerçekleştirilen etkinliklerin çoğunun temelinde de değerler eğitimi olduğu söylenebilir. Ayrıca ilgili literatür incelendiğinde değerler eğitimi ile ilgili çok sayıda araştırma yapıldığı; eğitimle ilgili pek çok konunun değerler eğitimi bağlamında incelendiği de gözlenmektedir. Türkiye’de değerler eğitimi uygulamalarının UNESCO tarafından desteklenen ve iş birliği, özgürlük, mutluluk, dürüstlük, sevgi, alçakgönüllülük, barış, saygı, sorumluluk, sadelik, hoşgörü, birlik gibi evrensel değerlerin öğrencilere kazandırılmasının amaçlandığı “Yaşayan Değerler Eğitim Programıyla” başladığı söylenebilir. Milli Eğitim Bakanlığı Talim Terbiye Kurulu Başkanlığı 2010 yılında valiliklere ve tüm ilk ve orta dereceli okullara; 2010-2011 Eğitim Öğretim Yılında okulöncesi, ilköğretim ve ortaöğretim okullarında ders içi ve ders dışında, değerler eğitimine yönelik faaliyetlerin gerçekleştirilmesi ile ilgili bir genelge yollamıştır. Bu genelgede değerler eğitimiyle öğrencilere demokrasi, sorumluluk, öfke ve çatışma, sevgi, saygı, hoşgörü, merhamet, dostluk, arkadaşlık, doğruluk, temizlik, özgüven, iyilik, yardımlaşma, çalışkanlık, tutumluluk, sabır, vatanseverlik, misafirperverlik, nezaket ve görgü kuralları, birlik, barış, zarafet, empati, etkili iletişim, alçakgönüllülük ve yardımseverlik değerlerinin kazandırılmasının amaçlandığı belirtilmektedir.

Bu çalışmada geleceğin değer kazandırıcıları olan öğretmen adaylarının ülkemizde uygulanan değerler eğitimi ile ilgili bilgileri, kazandırılmaya çalışılan değerlere ilişkin tutumları ve hangi değerlerinin nasıl kazandırılması gerektiğine ilişkin görüşlerinin tespit edilmesi amaçlanmaktadır. Araştırmada nitel araştırma tekniklerinden küçük grup tartışması tekniği kullanılacaktır. Çalışma grubu Bozok üniversitesi ve Yıldız Teknik Üniversitesi eğitim fakültesi sınıf öğretmenliği ABD ve Türkçe Öğretmenliği Bölümlerine devam eden öğrencilerden seçilecektir.

## **Türkiye Televizyonlarında Yetişkin Eğitim Programlarının Niteliği**

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### **ÖZET**

Televizyon programlarında, bir içerik olarak eğitim olgusunu araştırarak olan bu çalışma, eğitim programlarının daha etkin konuma nasıl getirilebileceği soruna cevap aramaktadır. Bilindiği üzere televizyonun hayatımıza girmesiyle dünya küresel bir köye dönüşmüştür. Televizyon bize uzakları yakın etmiş, dünyanın her yerinden anında haber alma lüksünü vermiştir. Bunu yaparken de egemen gücün devamlılığını sağlamaya yönelik hiçbir içerikten geri durmamıştır. Yapılan birçok araştırmanın insanların günlük hayatının 2 ile 5 saat arasındaki zaman dilimini televizyon izleyerek geçirdiği sonucuna vardığını düşünürsek televizyonun hayatımızdaki önemini daha iyi anlayabiliriz. Biz bu kitle iletişim aracını tüketirken bize nasıl bir fayda sağladığı, Kişisel ve toplumsal gelişime, televizyon programlarında verilen önemin bu kadar kıt olmasının sebepleri ve bu sonuçtan insanların nasıl memnun hale getirildiği araştırılacak cevabı bu çalışmada sosyal-kültürel, ekonomik, siyasi ve televizyonun maddi kaygıları ele alınarak verilecektir.

## Twitter As A Means And Form Of Communication

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### ABSTRACT

Twitter, which is a medium of communication, a social network and a micro blog site, can also be defined as an information/knowledge sharing platform. The most prominent feature of this new generation platform is its hundred and forty character limitation. The departure point of this study is that this distinctive character limitation which separates Twitter from other social media platforms, i.e. Twitter's format, also determines the form in which information/knowledge is shared. This descriptive study aims to examine Twitter as a means of communication and a form of communication within the framework of precise, striking, "headline style" posts that come about due to the limited space. Impossibility of observing the *sine qua non* 5w 1h rule due to the said limitation compels the news providers to use the available space in the most efficient way possible. In other words, the structural limitation imposed by Twitter prompts the users to present the content in an effective and striking manner. In this study, positive and negative effects of Twitter's character limitation on news transmission will be put forth.

**Key words:** Twitter, social network, micro blog site, social media platforms, form of communication

## BİR İLETİŞİM ARACI VE İLETİŞİM BİÇİMİ OLARAK TWİTTER

### ÖZET

Bir iletişim aracı, sosyal ağ ve mikroblog sitesi olan Twitter, bilgi/haber paylaşım platformudur. Bu yeni nesil platformun en belirgin özelliği paylaşımları yüz kırk karakter ile sınırlamasıdır. Bu çalışmanın çıkış noktası, Twitter'ı diğer sosyal medya platformlarından ayırt eden karakter kısıtlaması, yani formatının paylaşılan haberlerin sunum biçimini de belirliyor olmasıdır. Bu betimleyici çalışma, söz konusu sınırlamaya bağlı olarak ortaya çıkan kısa, çarpıcı, "manşet tarzı" haber paylaşımları çerçevesinde Twitter'ı bir iletişim aracı ve iletişim biçimi olarak incelemeyi amaçlamaktadır. Haberciliğin olmazsa olmaz prensibi 5n 1k kuralının alan kısıtlaması nedeniyle uygulanamaması, gazeteleri/haber sitelerini bu kısıtlı alanı etkin bir biçimde kullanmak durumunda bırakmaktadır. Bir başka deyişle, Twitter'ın dayattığı yapısal kısıtlama haber sitelerini paylaşılacak haberi en etkili ve çarpıcı şekilde sunmaya yönlendirmektedir. Çalışmada, Twitter'ın yapısal özelliği olan bu sınırlamanın haber aktarımı veya paylaşımına olumlu ve olumsuz etkileri örneklerle tartışılarak ortaya konulacaktır.

**Anahtar kelimeler:** Twitter, sosyal ağ, mikroblog site, sosyal medya platformu, iletişim biçimi

### GİRİŞ

Dijital iletişim teknolojilerinin gelişmesi ve yaygınlaşmasına bağlı olarak geleneksel medya da dönüşüme uğramıştır. Bu dönüşümün ortaya çıkarttığı sonuçların başında sosyal medya platformları ve iletişim biçimleri gelmektedir. Bir başka deyişle, yeni nesil teknolojiler ve yeni nesil sosyal paylaşım platformları ile iletişim biçimleri de değişime uğramış ve yeniden tasarlanarak hızla uygulamaya konulmuştur. Özellikle bilginin sosyal ağlar üzerinde dağılım payının artmasına bağlı olarak geleneksel medya kuruluşları da dijital iletişim teknolojilerine uyum sağlamak durumunda kalmış, böylelikle sosyal medyaya kayıtsız kalmadıklarını göstermişlerdir.

Bilindiği gibi internetin insan hayatına girmesiyle bilgiye ulaşma biçimleri de değişime uğramıştır. Bunların başında habere ulaşma ve bilgi paylaşım biçimindeki değişimler gelmektedir. Zira artık habere ulaşma-bilgiyi paylaşma, yayma sadece geleneksel yöntemlerle (gazete, radyo, televizyon, vb.) değil, internet sayesinde çok kolay, çok hızlı ve anında olabilmektedir. Bu çalışmada, bir sosyal ağ ve mikroblog sitesi olarak 2006 yılında kurulan Twitter, bir iletişim aracı ve iletişim/haber aktarma biçimi olarak ele alınmaktadır.

Çalışmanın temel çıkış noktası, Twitter'ı diğer sosyal medya platformlarından ayırt eden karakter kısıtlaması, yani formatının paylaşılan haberlerin sunum biçimini de belirliyor olmasıdır. Tüm Twitter kullanıcıları, Twitter'ın dayattığı bu formata uymak durumdadır. Buna göre, ancak kısa ve öz, manşet ya da spot haber tarzında

haber/bilgi paylaşımı yapılabilir. Twitter'ın koyduğu 140 karakter kısıtlamasına uymak adına haber/bilgi paylaşım biçimi de değişmiştir. Twitter'ın dayattığı bu yapısal kısıtlama gazetelerin resmi Twitter hesaplarında paylaştıkları haberi en etkili ve çarpıcı şekilde sunmaya yönlendirmektedir. Bu da haberciliğin olmazsa olmaz prensibi 5N 1K kuralının alan kısıtlaması nedeniyle uygulanamamasına, dolayısıyla gazeteleri bu kısıtlı alanı etkin bir biçimde kullanmak zorunda bırakmaktadır. Çalışma, Twitter'ın yapısal özelliği olan bu sınırlamanın haber aktarımı veya paylaşımına sunum biçimi olarak nasıl yansıdığını örneklerle ortaya koymayı amaçlayan betimleyici bir çalışmadır. Bu amaçla, Türkiye'de Twitter takipçisi en yüksek olan üç büyük gazetenin (Hürriyet, Milliyet, Cumhuriyet) Twitter hesapları seçilmiştir. Twitter'da en çok takipçisi olan Hürriyet, Milliyet, Cumhuriyet gazetelerinin Twitter ana hesaplarında ve resmi internet sitesi ile servis edilen yurt içi haberler arasından seçim yapılmıştır. Haber seçiminde günün en önemli haber saatleri olarak bilinen üç önemli (sabah-öğle-akşam) yayın saati göz önüne alınmıştır. Üç gün üst üste, 13-14-15 Ocak 2016 tarihlerinde sabah: 07.00-09.30, öğle: 12.00-14.30, akşam: 17.00-19.30 saat aralıklarında söz konusu gazetelerin Twitter hesapları açıldığında sayfada öne çıkan son dakika haberlerine bakılmıştır. Çalışmada belirlenen tarihler (13-14-15 Ocak 2016) rastgele örnekleme yöntemiyle belirlenmiştir. Zira çalışmada, zamana dayalı değil, görsel dayalı bir inceleme yapılacağından bu şekilde bir tercih yapılmıştır. Üç gün boyunca üç farklı zaman diliminden seçilen her bir haber, ilgili gazetenin Twitter ana hesabı ile resmi internet sitesinde yer alan sunum biçimi bakımından karşılaştırılmıştır. Gazetenin internet sayfası ile Twitter hesabında aynı haberin sunum / ifade edilme biçimleri arasındaki farklar incelenerek ortaya konmuştur.



## Twitter Inc.

Şirket

Twitter, bir sosyal ağ ve mikroblog sitesidir. Kullanıcılarına tweet adı verilen en fazla 140 karakterlik metinler yazma imkânı veren Twitter, çeşitli araçlarla daha etkin kullanılabilen bir yeni nesil iletişim aracıdır. [Vikipedi](#)

**Kuruluş:** 21 Mart 2006, San Francisco, Kaliforniya, ABD

**Hisse senedi fiyatı:** TWTR (NYSE) 17,84 \$ +0,01 (+%0,08)

22 Oca 19:58 GMT-5 - Sorumluluk reddi beyanı

**CEO:** Jack Dorsey

**Genel merkez:** San Francisco, Kaliforniya, ABD

**Kurucular:** Evan Williams, Noah Glass, Jack Dorsey, Biz Stone



### Twitter

Twitter, 2006 yılı Mart ayında San Fransisco'da podcast şirketince bir harf eksik "Twittr" adı ile başlatılan bir web uygulamasıdır (O'Reilly, Tim ve Milstein Sarah, 2009: 5). Yaratıcılarından Sagolla'ya (2009) göre; Twitter, herkes tarafından basitçe oluşturulabilecek ve algılanabilecek, kısa, öz ve açık ifadeler için bir sosyal iletişim aracı olarak tanımlanmaktadır. Twitter, 140 karakterlik sınırlama özelliği ile kısa, sade, öz bir içeriğin hızlı bir biçimde iletilmesine ve yayılmasına yol açan bir sosyal paylaşım platformudur. Dolayısıyla, kullanıcılarının haber ya da bilgiyi kısa, öz, spot ya da manşet tarzında paylaştıkları ve yaydıkları bir iletişim biçimidir.

### Twitter'ın Özellikleri:

1. İnternet bağlantısı olan her yerde erişilebilir bir iletişim ortamıdır.
2. Yaygın kullanılan bir iletişim aracıdır.
3. Bir sosyal medya platformudur.
4. Sosyal ağ ve mikroblog sitesidir.
5. En belirgin ayırt edici özelliği formatı/ karakter (140 harf karakteri) sınırlamasıdır.
6. Twitter'da yazılan mesajlara "Tweet" adı verilir.
7. Twitter kullanıcıları içeriği hem üretir hem de tüketirler.
8. Okuma-yazma-paylaşma-tüketimi hızlı ve kolaydır.
9. Haber/bilgi paylaşımları spot ya da manşet haber şeklinde yer alır.
10. İletişim araçları içinde gazeteciliği en çok temsil eden sosyal medya görünümündedir. / Gazeteciliğe uygun bir sosyal paylaşım ortamıdır.
11. İletişim tek yönlüdür, bireyler kendilerine sunulan içeriklerde pasif oldukları için tüketici konumundadırlar (Twitter'da okuyucular, özellikle haberler için pasif bir 'izleyici' konumundadırlar).
12. Twitter'da bilgi/haberin kısa olması (gösterme biçiminden kaynaklanan), 'izleyici'ye algıladıklarını seçme,

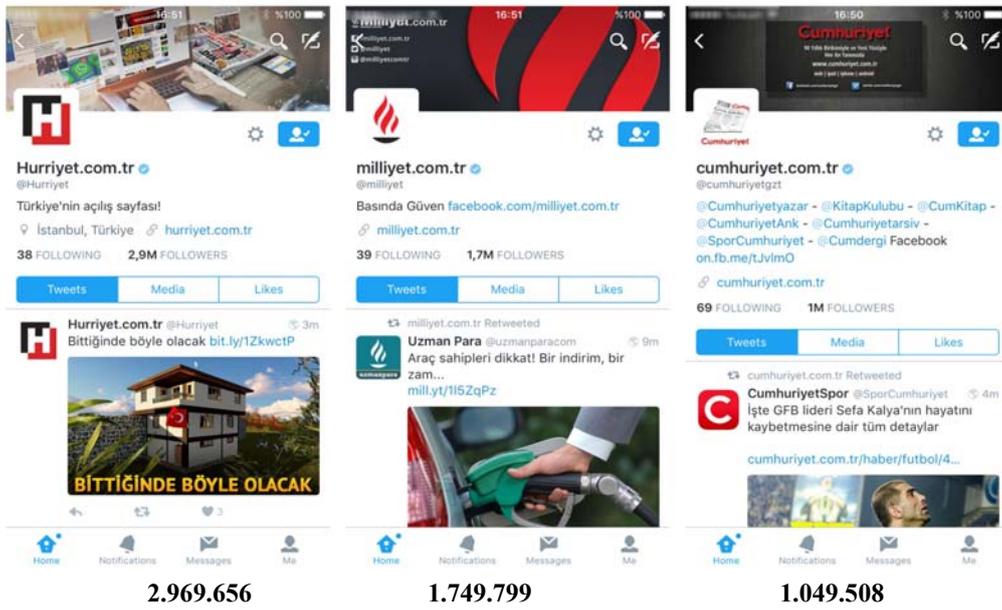
düşünme, anlama, analiz etme, yorumlama olanağı tanımaz.

13. Twitter'da paylaşımlar görsel / işitsel malzemelerle desteklenir.

### 5N 1K Kuralı

5N 1K kuralı habercilikte; Ne, Nerede, Ne zaman, Nasıl, Neden/Niçin ve Kim soru edatlarına yanıt bulma ilkesidir. Bir haber hazırlanırken esas olarak 5N 1K kuralı dikkate alınarak haber dili ve haber metni oluşturulur. Bu kural sayesinde, bir haberin tüm ayrıntılarına yer vermek amaçlanır. Aslında tüm ayrıntıların temelinde habere açıklık getiren bilgiye ulaşma ve paylaşma yer alır. Çalışma kapsamında incelenen haberlerin gazetelerin Twitter ana hesaplarından yapılan paylaşımlarında 5N 1K kuralına uyulmadığı görülmüştür.

**Veri Toplama:** Çalışmada örnek haberlerin alındığı 13- 14- 15. 01. 2016 tarihlerinde en fazla takipçi sayısına göre seçilen gazetelerin sıralaması şöyledir; 1. Hürriyet Gazetesi takipçi sayısı: 2.969.656; 2. Milliyet Gazetesi takipçi sayısı: 1.749.799; 3. Cumhuriyet Gazetesi takipçi sayısı: 1.049.508'dir.



Üç gazetenin takipçi sayılarına iki mobil cihaz (akıllı telefon ve tablet) yanı sıra, bilgisayar ortamında da bakılarak ulaşılmıştır. Çalışmada üç gün boyunca, üç gazetenin Twitter hesabına günün üç farklı saat aralığında bakılmış ve örnek olarak tespit edilen toplam 9 dokuz haber incelenmek üzere görsel olarak kayıt altına alınmıştır. Bu çalışmada Twitter kullanıcısı olan araştırmacı tarafından, kendi hesabından takip ettiği üç büyük gazetenin ana Twitter hesaplarına girilerek haberlere önce bir mobil cihazdan (akıllı telefon) bakılmış, sonra haberin linki tıklanarak açılmış ve aynı zamanda bilgisayar ortamında da gazetenin internet resmi sitesi açılarak aynı haberin nasıl ifade edildiğine birlikte karşılaştırılarak bakılmıştır. Yapılan karşılaştırma sırasında bir haberin Twitter'da ifade edilme biçimi, 5N 1K kuralına uygunluğu bakımından değerlendirilmiş, aynı haberin internet sitesinde 5N 1K kuralına sunum biçimi bakımından ne kadar uygun ifade edilip edilmediği ile karşılaştırılmıştır. Çalışmada tespit edilen haberlere, gün ve saat sırasına göre bakılmıştır.

### Bir Haberin Twitter'da Sunum Biçimi ile Gazetenin İnternet Sitesinde Sunum Biçimi Karşılaştırması:

Takipçi sayısı bakımından birinci sırada olan Hürriyet Gazetesi'nden başlayarak ikinci sırada Milliyet, üçüncü sırada Cumhuriyet gazetelerine ait Twitter ana hesapları ile aynı gazetelerin resmi internet sitelerinde sabah, öğle ve akşam saatlerinden alınan aynı haberler karşılaştırıldığında ortaya çıkan sonuçlar şöyledir:



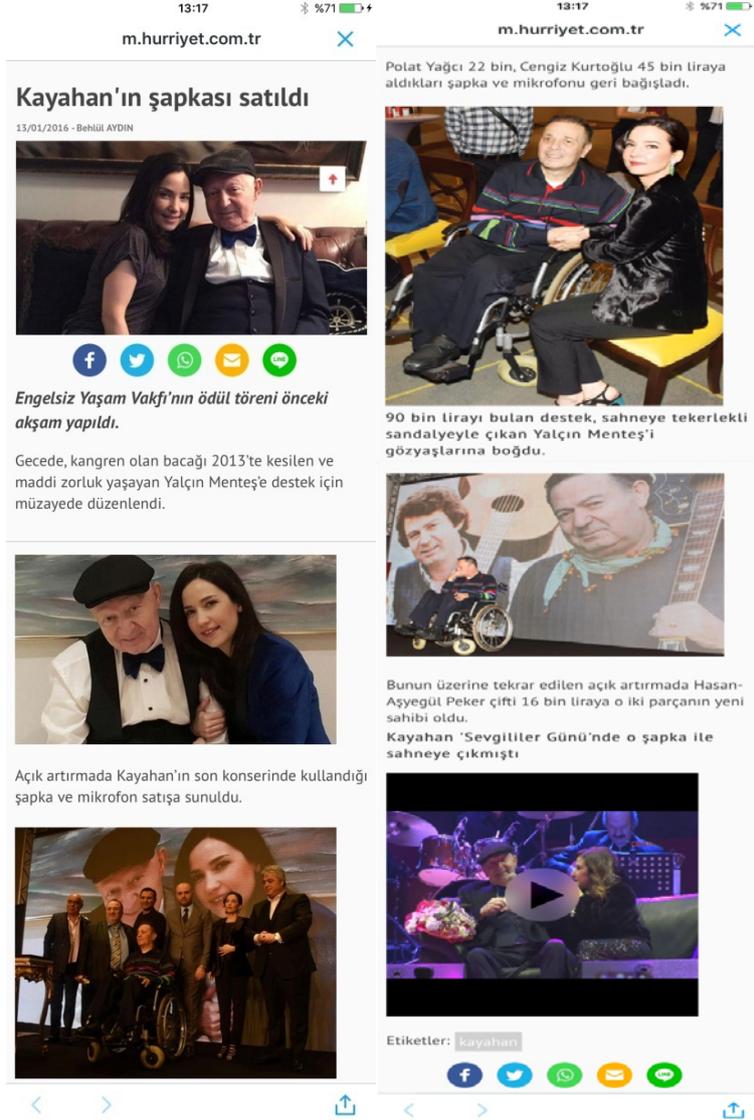
Hürriyet Twitter Ana sayfası



Hürriyet Resmi İnternet sayfası

1. Hürriyet Gazetesi'nin Twitter hesabından sabah saat 08.03'te alınan haber; **"Kayseri'de mucize kurtuluş"** başlıklı bir haberdir. Haberin üç kelimedenden oluşan bu ifadesine bakıldığında, 5N 1K kuralına uygun olarak ifadeye yer alan 'Kayseri' bilgisine karşılık gelen 'Nerede?' sorusu sorulabilmektedir. Haberin altında yer alan bir fotoğraf olduğu halde sadece bir sorunun cevabına karşılık bilgi olduğu görülmektedir. Bu haberin yanında yer alan linke tıklatıldığında açılan sayfa Hürriyet Gazetesi'nin resmi internet sayfasıdır. Aynı haberin gazetenin internet sayfasında yer alan açılışında ilk dikkat çeken bilgi ise bu haberin Twitter'da verilen manşet/spottan farklı olarak **"Tramvayın altında kaldı"** başlığı ile yer almasıdır. Haberin bulunduğu internet sayfasında habere ilişkin 5N 1K sorularından 'Ne zaman' sorusu hariç diğer 5 sorunun cevaplarının yanı sıra, haberi desteleyen fotoğrafların da olduğu görülmektedir.





Hürriyet Twitter Ana sayfası

Hürriyet Resmi İnternet sayfası

2. Hürriyet Gazetesi'nin Twitter hesabından saat 13.14'te alınan öğle haberi; "Ağlatan destek" başlıklı iki kelime ile ifade edilmiş bir haberdır. Haberin altında bir fotoğraf yer almaktadır. Bu haberde 5N 1K kuralına ilişkin hiçbir sorunun cevabı alınmamaktadır. Ancak eğer Twitter kullanıcısı, haberin altında yer alan fotoğrafta görülen iki kişiyi (Yalçın Menteş, İpek Acar) tanıyorsa, haberi algılayamamakla beraber bu iki kişi ile ilgili bir 'destek' ten söz edildiğini düşünebilir. Habere ilişkin link tıklatıldığında aynı haberin gazetesinin internet sayfasında farklı bir manşet/başlık ile yer aldığı görülmektedir; "Kayahan'ın şapkası satıldı" başlığı altında haberin detayları yer almaktadır. İnternetteki bu başlıktan habere ilişkin 3 sorunun (Ne?, Nasıl?, Kim?) cevapları alınabilmektedir. Haberin hiçbir detayının yer almadığı Twitter'daki sunum biçimine karşılık gazetesinin internet sayfasındaki metinde 5N 1K sorularının tamamının cevapları yer almaktadır. Ayrıca haberi destekleyen çok sayıda fotoğraf ve hareketli görüntülerin olduğu bir de video bulunmaktadır.

17:03 50%

m.hurriyet.com.tr

### Şehidin babaevinin projesi aileye gösterildi

13.01.2016 - Nurlan KÖKNAR/ORDU, (DHA)



ORDU Valisi İrfan Balkanlıoğlu, Diyarbakır'ın Sur İlçesi'nde PKK terör örgütü tarafından açılan ateş sonucu şehit düşen Jandarma Uzman Çavuş Nuh Özdemir'in Akkuş İlçesi'ndeki baba evini ziyaret edip, evin yeniden yapılacağını söyledi.

Ordu Valisi İrfan Balkanlıoğlu, eşi Esmâ Balkanlıoğlu, Büyükşehir Belediye Başkanı Ak Partili Enver Yılmaz ve eşi Yeter Yılmaz, Akkuş İlçe Kaymakamı Hüseyin Atıla ve eşi Eda Atıla, Akkuş Belediye Başkanı Ak Partili İsa Demirci ve eşi Emine Demirci, şehit Uzman Çavuş Nuh Özdemir'in Akkuş İlçesi'ne bağlı Salman Mahallesi'ndeki baba evine giderek şehit ailesine başsağlığı ve taziyte ziyaretinde bulundu.

17:03 50%

m.hurriyet.com.tr

### ŞEHİDİN BİR KARDEŞİ İŞE YERLEŞTİRİLECEK

Şehit ailesinin ihtiyaçlarının karşılanacağını da belirten Vali Balkanlıoğlu şöyle devam etti:

"Mehmet amcamız, bir evladını vatana şehit verdi. Nuh kardeşimiz, bundan önce kendisinin evladıydı, bundan sonra Türk milletinin, bizlerin evladı oldu. Milletimize armağan etti evladını. Mehmet amca kabul ederse bizler de onun kardeşiyiz, evladınız. Her türlü ihtiyacında yanınızdayız. Allah razı olsun Ordu Büyükşehir Belediye Başkanımız Sayın Enver Yılmaz buraya şehidimize layık, mükemmel bir ev yapacak. Yapılacak ev, şehit ailemizin acısını dindirmeye ama biz görevimizi yapmış oluyoruz. Burada bu insanlar, bu koşullarda seve seve de evladını bu melekete armağan etmiş. Biz de bundan sonra ne tür ihtiyaçları varsa, her konuda yanlarında olacağız. İnşallah desteğiyiz sonuna kadar sürecek. Ordu Büyükşehir Belediye Başkanımız şehidimizin bir kardeşini işe alacağını söyledi. O da güzel bir müjde. Zaten devlet hem ana tarafında, hem baba tarafından birer kişiyi işe alacak. Ama Mehmet amca sağolsun Sayın Cumhurbaşkanımızın dediği gibi bu vatan epey evlat yetiştirmiş. Biz de elimizden gelen bütün desteği gerek Ordu Büyükşehir Belediye Başkanımız ve gerekse biz kendisine göstereceğiz. Allah başka acılar yaşatmasın milletimize. Allah fırsat vermesin bu bölücülere hiçbir zaman."

17:04 50%

m.hurriyet.com.tr

### EVİN PROJESİ ŞEHİT AİLESİYLE PAYLAŞILDI

Yurt dışında bulunması nedeniyle şehidin cenazesine katılmadığını belirten Büyükşehir Belediye Başkanı Enver Yılmaz ise yapacakları evin projesini şehit babası Mehmet Özdemir'le paylaştı. Şehidin isminin de Salman'da bir okul ve sağlık evine verileceğini vurgulayan Yılmaz, "Bizim yöresel mimarimizle uygun bir proje. Mehmet amcamız da, annemiz de beğendi projeyi. Şu anda inşaat mevsimi yok. Çok kısa bir süre içinde havalara uygun olsa 1 ay içinde yapılabilecek ve teslim edecek durumdayız. Tüm dekorasyonuyla içiyle dışıyla her yönüyle çevre düzenlemesiyle evin yapımını kısa sürede tamamlayacağız. Mehmet amcamızın talebi çerçevesinde mahallede bulunan caminin de çevre düzenlemesi için içine kattık. Hep beraber şehidimizin manevi huzurunda hem saygımız, hem minnetimizi gösterme anlamında gerekli taahhütlerimizi yerine getiriyoruz. Salmada bir okula, bir sağlık ocağına ilk etapta şehidimizin ismini de vereceğiz. Mekanı cennet olsun. Nur içinde yatsın" şeklinde konuştu.

Vali İrfan Balkanlıoğlu ve Ordu Büyükşehir Belediye Başkanı Enver Yılmaz, şehit ailesini teskin ettikten sonra, şehidin babaevinde Kur'an-ı Kerim okundu ve dua edildi. Okunan Kur'an-ı Kerim ve yapılan duaların ardından, yapılacak evin projesi ve mimarisi ile ilgili şehit babası Mehmet Özdemir'e, Ordu Büyükşehir Belediye Başkanı Enver Yılmaz tarafından bilgi verildi. Daha sonra, Ordu Büyükşehir Belediyesine yapımı üstlenen ve yapım çalışmalarına başlanan yeni evin yerinde inceleme yapıldı. Şehit Nuh Özdemir'in babası Mehmet Özdemir de, "Sayın Valimiz ve Sayın Büyükşehir Belediye Başkanımız söyleyecek her şeyi söylediler. Bize söyleyecek bir söz kalmadı. Hepsinden Allah razı olsun. Kendilerine çok teşekkür ediyorum" dedi.

Şehidin annesi Esmâ Özdemir de "Sizleri yanımda görünce acımız biraz olsun hafflıyor. Allah sizlerden razı olsun" ifadelerini kullandı.

Etiketler: Ordu

17:02 50%

Hurriyet.com.tr

133K Tweets

Tweets Media Likes

Hurriyet.com.tr @Hurriyet

Bittiğinde böyle olacak bit.ly/1ZkwcwP

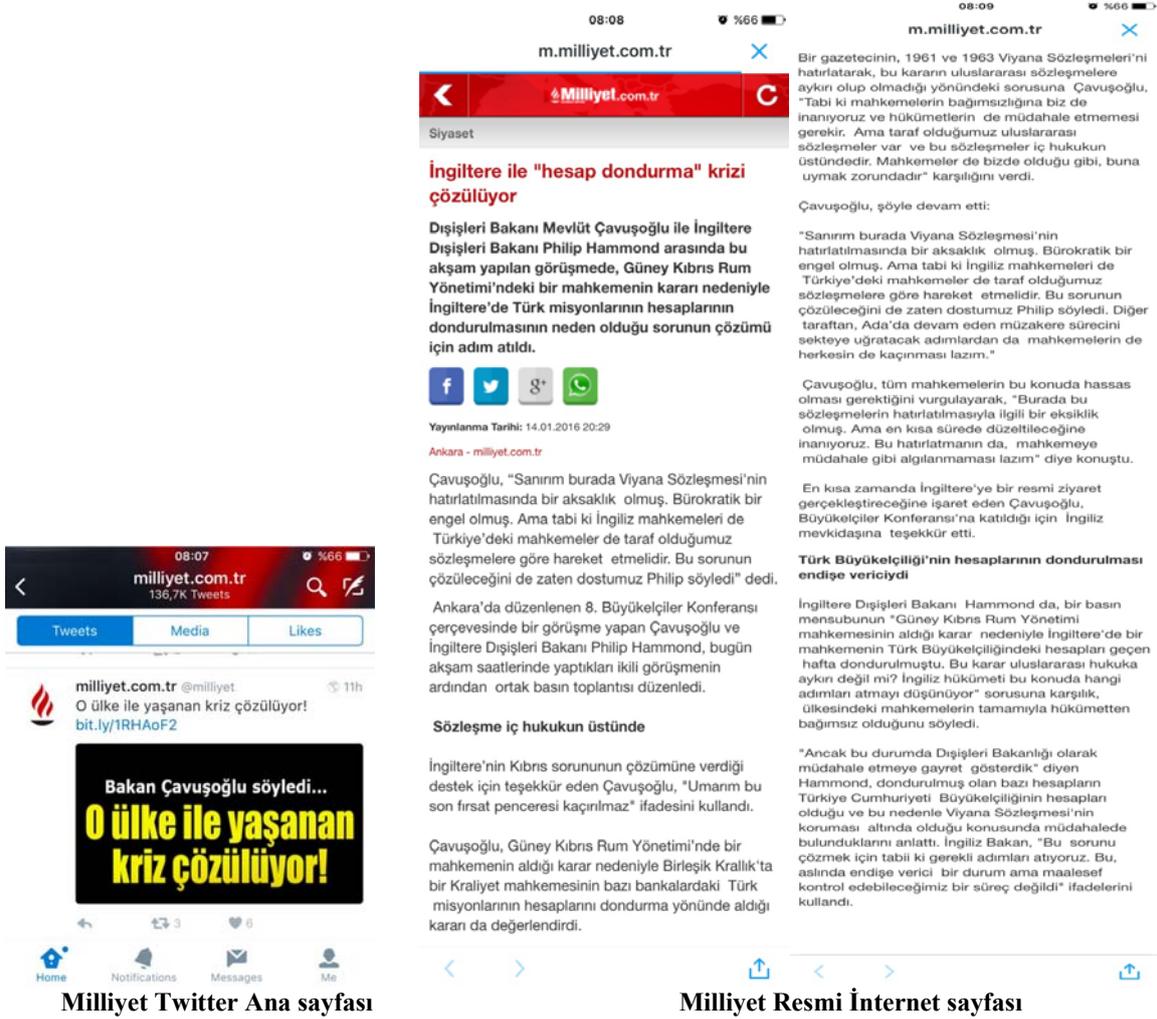


BİTTİĞİNDE BÖYLE OLACAK

Hürriyet Twitter Ana sayfası

Hürriyet Resmi İnternet sayfası

3. Hürriyet Gazetesi'nin Twitter hesabından akşam saat 17.02'de alınan haber; "Bittiğinde böyle olacak" şeklinde ifade edilmiştir. Bu ifade ile haber, 5N 1K kuralına ilişkin hiçbir sorunun cevabını vermemektedir. Haberin altında temsili bir ev resmi yer almaktadır, ancak habere ilişkin detay olmadığı için anlamak, analiz etmek, yorumlamak zordur. Bu haberin yanındaki link tıklatıldığında ise Twitter'da verilen maşet/spottan farklı bir şekilde; "Şehidin baba evinin projesi aileye gösterildi" başlığı altında verilmektedir. İnternet sitesinde bu habere ilişkin tüm detaylar 5N 1K cevaplarını kapsayacak şekilde ve fotoğraflarla desteklenerek uzun uzun anlatılmaktadır.



Milliyet Twitter Ana sayfası

Milliyet Resmi İnternet sayfası

4. Milliyet Gazetesi'nin Twitter hesabından sabah saat 08.03'te alınan haber; **"O ülke ile yaşanan kriz çözülüyor!"** şeklinde ifade edilmiş bir haberdir. Haberin ifadesi/sunum biçimine bakıldığında, 5N 1K kuralına uygun olarak ifadeye yer alan 'kriz' sözcüğüne soru olarak karşılık gelen 'Ne?' sorusu sorulabilmektedir. Bunun dışında habere ilişkin hiçbir bilgi yer almamaktadır. Haberin ifade edilmesine bağlı olarak ilk bakışta nasıl bir krizden söz edildiği anlaşılamamaktadır. Twitter'da bu habere ait herhangi bir fotoğraf bulunmamaktadır. Haberin linki açıldığında ise diğer haberlerden farklı olarak **"İngiltere ile 'hesap dondurma' krizi çözülüyor"** şeklinde yer alan haber başlığının Twitter'daki manşet/spot ifadesi ile az da olsa örtüştüğü dikkat çekmektedir. Benzer biçimde haberin internet sayfasındaki açılışında da fotoğraf bulunmamaktadır. İnternet sitesinde habere ilişkin metin okunduğunda 5N 1K kuralına uygun olarak bütün soruların cevaplarının yer aldığı görülmektedir.

13:09 %69

milliyet.com.tr  
136,6K Tweets

Tweets Media Likes

milliyet.com.tr @milliyet 46m  
"Kürdüz, Müslümanız, insanız" bit.ly/1RFp06o

**KÜRDÜZ, MÜSLÜMANIZ, İNSANIZ**

Home Notifications Messages Me

**Milliyet Twitter Ana sayfası**

13:11 %69

m.milliyet.com.tr

**Tahribat gün ağrıncı ortaya çıktı**

Diyarbakır'da Çınar Emniyet Amirliği'ne bomba yüklü araçla düzenlenen saldırının ortaya çıkardığı tahribat gün ağrıncı ortaya çıktı. Saldırı sonrasında evine bulunduğu mahalleyle gelen kadın yapılan saldırıya tepki gösterdi. Mahallete evleri zarar gören vatandaşlar ise isyan etti. Kredi taksitlerini ödemediği evin büyük zarar gördüğünü belirten bir başka vatandaş ise "Bu yapılan Müslümanlık değil. Müslüman olan bir insan bu işi kesinlikle yapmaz. Biz Kürt'üz, insanız, Müslümanız. Evimin hali ortada. Bu iş aylarında ne yapacağım? Yeter artık, akan bu kan dursun" dedi.

**İzlemek için tıklayın**

Yayınlanma Tarihi: 14.01.2016 08:41

Diyarbakır'da PKK'lıların bomba yüklü araç, roketatar ve uzun namlulu silahlarla düzenlediği saldırıda emniyet binası büyük hasar gördü. Emniyetin yakınlarında bulunan 2 katlı müstakil bir ev çöktü. Hain saldırıda 1 polis memuru şehit oldu. 1 aylık bebek ile 1 yaşında ve 3 yaşında 2 çocuğun aralarında bulunduğu 5 kişi hayatını kaybetti. Saldırının ortaya çıkardığı tahribat ise gün ağrıncı ortaya çıktı. Saldırı sonrasında evine bulunduğu mahalleyle gelen kadın yapılan saldırıya tepki gösterdi.

**İzlemek için tıklayın**

**"BÜYÜK BİR PATLAMA SESİ GELDİ"**

Patlamanın yaşandığı sırada işyerinde olduğunu anlatan bir esnaf, gece saat 23.30 civarı büyük bir patlama sesi duyduklarını belirterek, "Sesi duymamın ardından dışarı çıktım. Emniyet tarafından kepenkleri indirip eve kaçtık. Fırının kapısı düştü patlamanın şiddeti nedeniyle. Ardından silah sesleri geldi" dedi.

**"DEPREM OLDUĞUNU SANDIM"**

Patlamanın olduğu sırada evde uyuduğunu anlatan ve evinde ciddi hasarlar oluşan Hacı Güler ise, "Patlama sırasında uyuyordum. Aniden şiddetli bir ses geldi, uyandım. Önce deprem olduğunu sandım. Sonra şokla kalktığımda çocukların bağışlarını duydum. Pencere çocuğun üzerine düştü. Çok şükür bir şey olmadı. Ancak zararımız çok büyük. Her iki kafa perişan durumda. İççiyim zaten. Bunun zararını nasıl karşılayacağımı bilmiyorum. Yetkililerden yardım bekliyoruz" diye konuştu.

**İNCELEMELER SÜRÜYOR**

Valilik bünyesinde oluşturulan kriz merkezi koordinesinde sağlık, itfaiye, İl Afet ve Acil Durum Müdürlüğü (AFAD) ekipleri ile takviye jandarma ve polis görevlilerinin sevk edildiği olay yerinde incelemeler yapılıyor.

Ekipler, İlçe Emniyet Amirliği hizmet binası ve emniyet lojmanlarının bulunduğu bina ile çevresindeki birçok ev ve iş yerinde hasara yol açan olayın ardından çalışmalarına devam ediyor.

**KREDİ TAKSİTLERİ SÜRÜYOR**

Saldırıda evi hasar gören vatandaşlardan Sıtkı Dinç, AA muhabirine yaptığı açıklamada, patlamanın şiddetiyle evinin bazı duvarlarının yıkıldığını söyledi. Evinde büyük zarar oluştuğunu belirten Dinç, "Sanki gökyüzünden bir atom bombası düşmüş gibiydi. Bir anda camlar üzerimize doğru geldi. Çok şükür ailemden kimse zarar görmedi" dedi. Dinç, satın aldığı bu evin kredi taksitlerinin ödemelerinin sürdüğünü bilgisini verdi.

Binanın önündeki kamyonetin de patlamadan zarar gördüğünü dile getiren Dinç, "Bu yapılan Müslümanlık değil. Müslüman olan bir insan bu işi kesinlikle yapmaz. Biz Kürt'üz, insanız, Müslümanız. Evimin hali ortada. Bu iş aylarında ne yapacağım? Yeter artık, akan bu kan dursun" ifadelerini kullandı.

Sıtkı Dinç'in eşi Saadet Dinç de patlama nedeniyle kendi binalarına bitişik olan evde yaklaşık 7 aydır oğlu, gelini ve 1 yaşındaki torununun yaşadığını aktardı. Bu evde büyük hasar oluştuğunu kaydeden Dinç, "10 gündür öğlum ve gelinim yatak odası soğuk olduğu için evin sıcak olan başka odasında uyuyordu. Patlamada çok şükür zarar görmediler" diye konuştu.

**Milliyet Resmi İnternet sayfası**

5. Milliyet Gazetesi'nin Twitter hesabından saat 13.09'da alınan öğle haberi; **"Kürdüz, müslümanız, insanız"** şeklinde ifade edilmiştir. Bu ifade ile haber, 5N 1K kuralına ilişkin hiçbir sorunun cevabını vermemektedir. Haberin altında yer alan fotoğrafta, yıkık, dökük bir yerde ayakta duran bir kadının kollarını yukarıya kaldırdığı görülmektedir. Habere ilişkin hiçbir detayın olmadığı bu manşet/spot haberde hiçbir soruya karşılık gelecek bilgi yer almamaktadır. Haberin yanındaki link tıklatıldığında ise Twitter'da verilen manşet/spottan farklı bir şekilde; **"Tahribat gün ağrıncı ortaya çıktı"** başlığı altında haberin bütün detayları video görüntülerle desteklenerek verilmektedir. İnternet sitesinde bu haber, 5N 1K sorularının cevaplarını kapsayan ve alt başlıkların da yer aldığı uzun bir haber metni ile anlatılmaktadır.



Milliyet Twitter Ana sayfası



Milliyet Resmi İnternet sayfası

6. Milliyet Gazetesi'nin Twitter hesabından akşam saat 17.05'de alınan haber; "İçinden çıkanlar şok etti" ifadesi ile yer almaktadır. Ayrıca bu ifadenin altında yer alan bir otomobil fotoğrafının üzerinde "Bakın içinden neler çıktı! Çatışmada yakalandı" şeklinde bir ifade daha bulunmaktadır. Haberin Twitter'da bu şekildeki sunum biçiminden ne anlatılmak istendiği anlaşılabilir. Habere ilişkin link tıklatıldığında ise farklı bir başlık ile karşılaşılmaktadır. Haber, "PKK silahları yakalandı" başlığı ile verilmekte, haber metni alt başlıklar ve fotoğraflarla desteklenmektedir. Milliyet Gazetesi'nin internet sitesindeki bu haber, 5N 1K kuralına uygun olarak bütün sorulara cevapların yer aldığı bir metinde anlatıldığı görülmüştür.



Cumhuriyet Twitter Ana sayfası



Cumhuriyet Resmi İnternet sayfası

7. Cumhuriyet Gazetesi'nin Twitter hesabından sabah saat 08.20'de alınan haber; "**Erdoğan'dan Beyazıt Öztürk açıklaması**" ifadesi ile verilmiştir. Bu haber, aynı zamanda Cumhurbaşkanı Recep Tayyip Erdoğan'ın bir fotoğrafı ile desteklenmektedir. Söz konusu haberin "Erdoğan'dan Beyazıt Öztürk açıklaması" ifadesinde 5N 1K kuralına ait 'Kim?' ve 'Ne?' sorularının cevabı bulunmaktadır. Haberin linkine tıklandığında Cumhuriyet Gazetesi'nin internet sayfasında aynı haberin Twitter'daki başlık ("**Erdoğan'dan Beyazıt Öztürk açıklaması**") ile aynı olduğu görülmektedir. Twitter hesabında olduğu gibi yine Cumhurbaşkanı Erdoğan'ın bir fotoğrafı ile desteklenen internet sitesindeki haber metninde ise 5N 1K kuralında yer alan diğer soruların cevapları da bulunmaktadır.

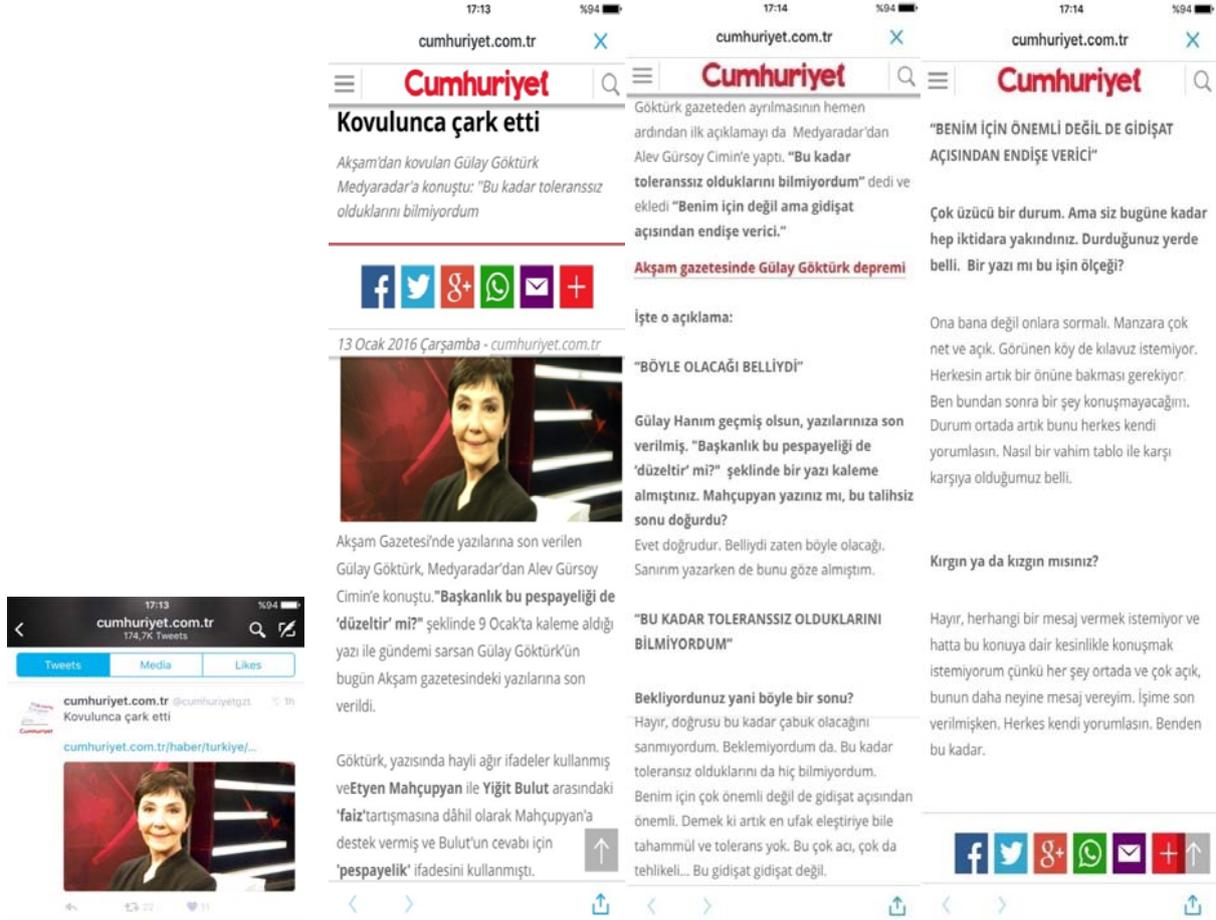


Cumhuriyet Twitter Ana sayfası



Cumhuriyet Resmi İnternet sayfası

8. Cumhuriyet Gazetesi'nin Twitter hesabından saat 13.05'te alınan öğle haberi; "**Turist rehberi tek bir sözüyle katliamın büyümesini önledi**" şeklinde ifade edilen manşet/spot haberdir. Bu haberin altında bir kadın fotoğrafı bulunmaktadır. Fotoğrafın kime ait olduğu kullanıcı tarafından bilinmeyebilir, zira fotoğraftaki kadın ünlü olmadığı için tanınmayabilir, ancak kullanıcı gündemi takip ediyorsa tanıyabilir. Söz konusu haberin ifadesinde 5N 1K sorularından 'Ne?', 'Kim?' ve 'Nasıl?' sorularının cevabı bulunmaktadır. Fotoğrafın üstünde yer alan link tıklandığında ise Cumhuriyet Gazetesi'nin internet sitesinde haberin yine aynı başlık ("**Turist rehberi tek bir sözüyle katliamın büyümesini önledi**") ve aynı fotoğraf karesi ile verildiği görülmektedir. Haberin buradaki aktarımında 5N 1K sorularının tamamını karşılayan bir haber metninin yer aldığı görülmüştür.



Cumhuriyet Twitter Ana sayfası

Cumhuriyet Resmi İnternet sayfası

9. Cumhuriyet Gazetesi'nin Twitter hesabından akşam saat 17.13'de alınan haber; **"Kovulunca çark etti"** şeklinde verilmiştir. Manşet/spot şeklinde verilen bu habere ilişkin sadece 'Ne?' sorusuna cevap bulunabilmektedir. Haberin altında Akşam Gazetesi yazarlarından Gülay Göktürk'ün görüntüsü olan bir fotoğraf yer almaktadır. Twitter kullanıcısı bu habere baktığında Gülay Göktürk'ü tanımayabilir. Eğer gazeteciyi tanıyorsa, haberde yer alan 'çark etti' ifadesinden olumsuz bir duruma ilişkin algı olabilir, ancak yine de haberin detayları olmadığından anlamlandırmak zordur. Habere ilişkin link açıldığında ise Cumhuriyet Gazetesi'nin internet sitesinde de haberin aynı başlık ("Kovulunca çark etti") ve aynı fotoğraf karesi ile verildiği görülmektedir. Burada haber, ara başlıklarla ve uzun bir metin halinde verilmiştir. Haberin internet sayfasında yer alma biçiminde 5N 1K sorularının tamamına cevap veren bir haber metninin olduğu görülmüştür.

**Hürriyet, Milliyet, Cumhuriyet gazetelerinin Twitter ana hesapları ile resmi internet sitelerinde yer alan haberlerin sunum biçimi bakımından karşılaştırılması sonucunda:** Bir gazetenin ana Twitter hesabı ile resmi internet sayfası arasında (iki farklı sosyal medya ortamı) aynı haberin sunum ya da ifade edilme biçiminde farklılıklar olduğu görülmüştür. Çalışma kapsamında ele alınan Hürriyet, Milliyet, Cumhuriyet gazetelerinin üçünde de saptanan ortak bilgi; söz konusu gazeteler Twitter ana hesaplarında manşet/spot/başlık şeklinde haber ifadesine yer vermektedirler ve bu tarz haber aktarımında 5N 1K kuralına uyulmamaktadır. Bir başka deyişle, Hürriyet, Milliyet, Cumhuriyet gazetelerinin üçünün de Twitter hesabında servis edilen haberlerde 5N 1K sorularının tamamına yer verilmediği görülmüştür.

Bir sosyal paylaşım platformu ve microblog sitesi olan Twitter'da yer alan haberlerde 5N 1K kuralının en fazla iki/üç sorusunu karşılayacak bilgiyi kapsayan kısalıkta ifadeler yer verildiği görülmüştür. Pavlik'in (2013: 7) de belirttiği gibi haber sitelerinde özellikle geleneksel gazetecilikte önemli olan son dakika habercilik kullanıcılar açısından önem taşımaktadır. Benzer biçimde, yukarıda belirtildiği gibi çalışma kapsamındaki gazetelerin Twitter

ana hesaplarında da manşet/spot/başlık tabanlı bir gazeteciliğin sürdürüldüğü görülmektedir. Bu durum, Twitter, yapısal özelliklerinden dolayı ‘manşet/başlık tabanlı gazetecilik’ tarzının bir tür sosyal medyadaki hali olarak yorumlanabilir. Çalışmada yapılan karşılaştırmada elde edilen sonuçlarla, çalışmanın çıkış noktası ve temel varsayımı olan ‘Twitter formatının (140 karakter sınırlaması) paylaşılan haberlerin sunum biçiminde belirleyici’ olduğu saptaması doğrulanmıştır.

Çalışma kapsamında incelenen haberlere ilişkin yapılan karşılaştırmalarda, Twitter’da yer alan bir manşet/spot haber ile verilen link tıkladığında açılan haber başlığının aynı olmadığı görülmüştür: Çalışmada Hürriyet Gazetesi’nin Twitter hesabından alınan üç haberin de internet sitesinde yer alan manşet/başlıklarının farklı ifadelerle verildiği görülmüştür. Benzer biçimde Milliyet Gazetesi’nin Twitter hesabından alınan iki haberde de farklı manşet/spot başlık kullanıldığı görülmüştür. Milliyet’teki bir haberde Twitter ile internet sitesindeki başlık ilişkili görünmektedir. Üç gazeteden sadece Cumhuriyet Gazetesi’nin hem Twitter hesabında hem de internet sitesinde üç habere de aynı manşet/spot başlıkla yer verildiği görülmüştür. Twitter’ın 140 karakter sınırlaması gazeteleri bu kısıtlı alanı etkili ve çarpıcı kullanmak durumunda bırakmaktadır. Bir başka deyişle, alan kısıtlaması gazeteleri Twitter hesaplarında haberi en etkili ve çarpıcı biçimde ifade etmeye ya da sunmaya yönlendirmektedir. Bu da söz konusu alan kısıtlaması nedeniyle haberin detaylarının aktarılamamasına neden olmaktadır. Ayrıca, bilindiği gibi habercilikte en zor işlerden birisi habere uygun manşet yazmaktır, zira okurların bir haberi okuyup okumamalarında habere atılan manşet büyük ölçüde belirleyici olmaktadır. Sosyal medya ortamlarında sürdürülen gazetecilik anlayışında benimsenen kısa manşet tarzı başlık ya da spot şeklinde ifade edilen haber aktarımı, Twitter’ın format kısıtlanmasının bir dayatması olması dışında, bir habercilik anlayışı şeklinde de yorumlanabilir. Bu durum Algül ve Sütçü’nün (2015: 19) de ifade ettiği gibi, haber sitelerinin sosyal medya paylaşımları ve kullanıcıların beğendikleri haberleri yine sosyal medyada dolaşıma sokmaları, bu ortamın haber yayılımı ve haber amaçlı kullanımında önemli bir araç olarak karşımıza çıktığını göstermektedir.

Twitter’da haberin algılanmasında görsel-işitsel malzemeler büyük katkı sunmaktadır. Kimi zaman görsel-işitsel bilgi haberin içeriğini ileten tek araçtır. Bu nedenle, Twitter kullanıcısı eğer gündemi yakından takip etmiyorsa habercilikte kullanılan temel bilgilerin (5N 1K) hiçbirisine ulaşamayacaktır. Habere konu olan kişileri tanımiyorsa manşet ya da spot şeklinde yer alan haber, kullanıcının haberi anlamasını zorlaştıracaktır.

Twitter’da kullanıcıyı linke yönlendirme eğilimi taşıyan bir habercilik üslubu kullanılmaktadır. Özellikle merak duygusu (‘merak gıdıklama’) uyarılarak kullanıcı, haberin içeriğini öğrenmeye yönlendirilmektedir. Aksi halde kullanıcı haberin Twitter’ daki sunum biçimi ile habere ilişkin hiçbir bilgiye ulaşamayacaktır. Twitter’da bir haberi manşet/spot/başlık olarak okuyan kullanıcının, haberin detaylarını öğrenmek için ilgili linki açması gerekmektedir. Bu da kullanıcıya haber ve detayı veren link arasında tamamlayıcı bir ilişki olduğuna yönelik farkındalık kazandırabilir.

Twitter’daki 140 karakter, sadece haber/bilgi aktarım ya da paylaşım sınırını değil, aynı zamanda gündelik yaşamın kısa, hızlı ve anlık şeylerden oluşmasına da işaret etmektedir. Zira içinde bulunduğumuz 2000’li yıllarda gündelik yaşamın temsil edildiği en popüler sosyal paylaşım platformlarından birisi Twitter’dır. Dolayısıyla, Twitter’ın bu özelliği günümüzde gündelik yaşamın akış hızı ile ilişkilendirilebilir. Bir araştırmaya (2009) göre Twitter, en çok büyüyen paylaşım sitesidir. Global Web Index’ten alınan bilgilerin “We are Social” tarafından derlenerek hazırlanan 2015 yılı verilerine göre Türkiye’de en çok kullanıcısı olan sosyal paylaşım ağı; Facebook’tan sonra Twitter’dır (<http://sosyalmedya.co/14-maddeyle-turkiyenin-dijital-dunyasi/>).

Çalışmada, buraya kadar yukarıda sıralanan karşılaştırma sonuçlarından yola çıkarak Twitter’ın haber aktarma/paylaşma bakımından olumlu ve olumsuz yönlerine bakıldığında aşağıdaki sıralanan özellikler tespit edilmiştir.

### **Twitter’ın Yapısal Özelliğinin Haberin Aktarımına Olumlu Katkıları ve Olumsuz Etkileri:**

#### **Olumlu Katkıları:**

- Dijital bir ortam olması bakımından gazetelere ya da habere ulaşmada kolaylık.
- Hızlı olması nedeniyle haber/bilginin yayılımına uygun olması.
- Akıllı telefonlar, tabletler, dizüstü bilgisayarlarla internet olan her yerde ulaşılabilir olması.
- Haber / bilginin daha fazla okuyucuya ulaşması.
- Twitter’ın çok hızlı, ulaşılabilir, paylaşımı kolay, anında yayılabile özelliklerine bağlı olarak okuyucunun gazeteyi eline almadan/internet sitesine girmeden haberi ilk Twitter’de görebilmesi.
- Sosyal medya kullanıcılarının bilgi/haberleri ve yorumlarını kendi hesaplarında / microbloglarında paylaşarak takipçilerini haberdar etmesi.

- 140 karakter kısıtlamasının gazeteleri Twitter hesaplarında haberi en etkili ve çarpıcı biçimde ifade etmeye yönlendirmesi.
- Kullanıcıyı linke yönlendirme eğilimi taşıyan bir habercilik üslubu kullanılması.
- Medya gurupları; basılı yayınlar, radyo-televizyon yayınları, web sitelerinin yanı sıra Twitter hesaplarından da ‘Tweet’ atarak haberlerin hem okunulurluğu hem de popülerliliğini arttırabilmesi.
- Kullanıcılarını zaman ve mekândan soyutlayarak haber/bilgi ile ilgili fotoğraf, video gibi görsel detaylara da ulaşabilir olması.

#### **Olumsuz Etkileri:**

- 140 karakter sınırının haber / bilginin detaylı aktarımını ve paylaşımını kısıtlaması.
- Format (140 karakter) kısıtlanmasının yeni bir tür habercilik anlayışı ortaya çıkarması.
- Kullanımı rahat (“tembel işi”) olduğundan haberleri tüketimi kolay bir formata sokması.
- Farklı cihazlar ve yazılımlar kullanıldığında farklı ara yüzlerin ortaya çıkmasından kaynaklanan adaptasyon zorlukları.
- Haber / bilginin kısa, öz verilmesinden dolayı, konunun ayrıntılarını, doğruluğunu ve geçerliliğini öğrenmeyi bir ölçüde engellemesi.

#### **SONUÇ**

Günümüzde artık sosyal medyanın, bir içeriğin paylaşımında ve yayılmasında etkili bir aktör olduğu bilinmektedir. Birer haber / bilgi yayma aracı olan sosyal medya platformları ve sosyal paylaşım ağları kişisel iletişimin sürdürüldüğü mecralar olmalarının yanı sıra, aynı zamanda yeni birer kamusal mekânlardır. Bu durumun bir sonucu olarak kullanıcılarına yeni olanaklar sunan mobil iletişim teknolojilerinin sahip olduğu özelliklere haber kuruluşlarının da uyum sağlaması gereği doğmuştur. Gazeteler, Twitter kullanıcılarının varlık gösterdiği bir sosyal medya ortamına dâhil olarak hem hedef kitlelerini büyütme hem de sürekliliklerini sürdürmek isteklerini göstermişlerdir. Tüm yayım ve yayım kuruluşları, hazırladıkları haberleri yayım ve yayım dışında, internet/web sayfasına koymakla yetinmeyip resmi Twitter hesapları üzerinden de okuyucularına servis etmektedirler. Özellikle gazetelerin Twitter ana hesapları üzerinden kullanıcılarına Twitter’da servis edilen haber / bilgi çok kısa manşet-spot şeklinde ifade edilmekte ve başlığın devamına eklenen habere ilişkin link ile ilgilenenlerin bu linke erişimi sağlanmaktadır. Böylelikle tüm medya ortamının dâhil olduğu bir platform olan Twitter, gazeteciliği hızlandırmakta, kolaylaştırmakta, haberin tüketimini çabuklaştırarak süreci kısaltmaktadır. Bu sayede bir haberin tüm dünyaya anında interaktif bir şekilde ulaşmasını sağlamaktadır. Bu yönü ile Twitter, dünyada ve ülkemizde en dinamik sosyal paylaşım alanı olarak kabul edilmektedir.

İnternet teknolojileri ile desteklenmiş iletişim ortamları aracılığıyla geniş kitlelere ulaşabileceğinin en güzel ve en hızlı formlarından birisi olan Twitter, haber / bilgi paylaşımı, yorum ve beğeni gibi etkileşimler sayesinde önemli bir iletişim fonksiyonuna sahiptir.

Twitter’ın yapısındaki ayırt edici özellik olan 140 karakter sınırına bağlı içerik-biçimsel kullanımı; gündelik yaşamın kısa, hızlı, anlık şeylerden oluşmasının bir yansıması olarak değerlendirilebileceği gibi, bu yeni nesil medya ortamının kullanıcılarına rahat, tüketimi kolay, hızlı, hatta ‘tembel işi’ denilebilecek bir format olarak sunulmasının tipik bir örneği olarak da yorumlanabilir. Sonuç olarak, Twitter ile birlikte enformasyon ve dönüşüm kavramlarının da öne çıktığı ve önem kazandığı görülmektedir.

“Bir İletişim Aracı ve İletişim Biçimi Olarak Twitter” başlıklı bu çalışma sonucunda Twitter’in 140 karakter sınırından kaynaklanan bu özel konumu, araştırmacı tarafından ‘Twitter etkisi’ tanımlaması olarak adlandırılmıştır. “İletişim Bilimleri” alanında yapılacak yeni çalışmalarda ‘Twitter Etkisi’nin araştırılması, farklı başlıklarda incelenmesi ve söz konusu bu etkinin sosyal medya temalı yeni çalışmalara katkı getirmesi beklenmektedir.

#### **Kaynakça**

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## Uluslararası Haber Ajanslarında Arap Baharı'nın Haber Analizi

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### Özet

Ocak 2011'de Mısır'da başlayan 11 Şubat 2011'de Hüsnü Mübarek'in görevinden istifa etmesiyle süregiden ve aynı ay içerisinde Libya'da hükümet ve Kaddafi karşıtı gösterilerin olduğu kitlesel çatışmalar, dünya haber gündeminin ilk sırasına oturmuştur. Hükümet karşıtı bu kitlesel gösteriler, giderek şiddetlenmiş ve bu iki ülkede iç savaşa dönüşmüştür. Bu çatışmalı gösteriler, daha sonra Yemen, Bahreyn, Fas, Lübnan, Ürdün Tunus gibi pek çok ülkede protestolara dönüşmüştür.

Bu çalışmada *Arap Baharı* (The Arab Spring) adı verilen ve Ortadoğu'nun Doğu Akdeniz kıyısında kısa sürede etki yaratan hükümet karşıtı çatışmaların dünya kamuoyuna nasıl ulaştırıldığı, uluslararası dört büyük haber ajansı olan *Reuters*, *ITAR-TASS/TASS*, (*Informatsionnye Telegrafnoye Agentstvo Rossii /Telegrafnoe Agentsvo Sovetskovo Soyuzu*), *AP*(Associated Press), *AFP*'nin (Agence France Presse) internet sitelerinden yayımladığı haberlerin Teun van Dijk'in söylem analizi yöntemiyle çözümlenerek ortaya konulacaktır.

**Anahtar kelimeler:** Arap Baharı, Reuters, ITAR TASS/ TASS, AP,AFP, van Dijk, söylem analizi

### Abstract

In January 2011, the anti-Mubarak demonstrations began in Egypt. Then the Government and anti-Gaddafi demonstration was followed by Libya in February 2011. This mass anti-Government demonstrations, increasingly more frequent, and the two countries have returned to civil war. Then these antagonistic demonstrations has turned into protests in many countries such as Yemen, Bahrain, Morocco, Lebanon and Tunisia, Jordan.

In this study, the news which "the Arab Spring" called and effected on the Eastern Mediterranean coast of the Middle East, will be examined via four major international news agencies (*Reuters*, *TASS*, *AP*, *AFP*). In addition to Teun van Dijk's discourse analysis method will be used for news of *Reuters*, *TASS*, *AP*, *AFP* as well.

**Keywords:** Arap Spring, Reuters, ITAR TASS/TASS, AP, AFP, van Dijk, discourse analysis

### GİRİŞ

Uluslararası habercilik kavramını ortaya çıkaran etken, kitle iletişim araçlarındaki gelişme ve küreselleşme olmuştur. Küreselleşme ve iletişim teknolojilerindeki gelişme, habercilik anlayışını değiştirmiş, uluslararası iletişim ve uluslararası habercilik tartışılmaya başlanmıştır. Kitle iletişim araçlarının gelişmesi ve dünyanın küreselleşmesiyle birlikte haber aktarımı daha önemli hale gelmiştir. Dünyanın herhangi bir yerinde meydana gelen haberin tüm toplumlara aynı anda ve hızla aktarılması önem kazanmıştır (Orhon & İşçibaş, 2013, s.130-137). Küresel haber akışının temel aktörlerini uluslararası haber ajansları oluşturmaktadır. Dünyanın değişik bölgelerinde bulunan haber ağları ile dünya haber trafiğinin ortalama yüzde 80'ini yönlendiren bu ajanslar, dünya medyasının gündemini belirlemektedir.

Uluslararası haber, içerdiği veriler nedeniyle tüm dünyayı ilgilendiren, etkileyen, iletişim teknolojisinin dağıtım hızından yararlanarak, kısa sürede dünya ülkelerine yayılan gelişimi, değişimi ve olayları aktaran mesajdır. Ancak, haberin mesaj özelliğinden gelen manipüle edici bir bilgi yükü vardır (Rigel, 2000, s.67-69). Çünkü haber söylemi, gazetecilerin profesyonel ideolojileri içinde oluşur, haber metinlerinin üretildiği somut tarihsel koşullar ve üretim anı ile belirlenir; medyanın ekonomi politikası içinde yapılır (İnal, 1996, s.95-96). Medyanın en önemli işlevi halkı bilgilendirmek olsa da kitle iletişim araçları, çoğu zaman mesajları sunarken yönlendirme amacı taşıyan yöntemlere başvururlar. Dolayısıyla bazı haberler hiçbir önem taşımazken manşetten verilebilir ya da çok önemli bir haber satıraralarına sıkıştırılmış olabilir. Bu şekilde enformasyon üretilerek değil, yok edilerek haber görüntüsü adı altında bilgisizleştirici haberler sunarak ve siyasal konulara ilişkin haberler

azaltılarak sisteme rıza üretilir (İnceoğlu ve Çomak: 29). Haberin uluslararası alanda dolaşımında ise manipülasyon daha fazladır. Bir medya kuruluşunun ya da çalışanının uluslararası nitelikteki bir haberi kendi ülke çıkarlarına aykırı bir şekilde oluşturması beklenemez. Dış haberler, dış politikaya uyumlu olarak hazırlanır. Bu nedenle dış haberler söz konusu olduğunda çarpıtma veya yanlı haber verme, gerçeği dış politikanın ve ülkenin uluslararası çıkarlarının prizmasından geçirecek aktarma eğilimi artmaktadır. Çünkü ulusal çıkar söz konusu olduğunda, gazeteci üzerinde taşıdığı pasaporta göre hareket eder. Aynı şekilde uluslararası haber ajansları, bağlı oldukları ülkenin politik çıkarlarına ters düştüğünde, haberde nesnellik kuralını göz ardı edebilmekte, pek çok gerçeği görmezden gelebilmektedir (Rigel, 2000, s.83).

### 1- Haber Analizi

Bu çalışma, *Arap Baharı*'na ilişkin dört uluslararası haber ajansında yapılan haberlerin nitel analizini yaparak, kamuoyunun bilgilenmesinde başat rol oynayan medyanın haber söylemini nasıl oluşturduğunu ortaya koymayı amaçlamaktadır. Araştırma, konuya ilişkin ardalanı ortaya koymak için betimleyici literatür taramasına ve haber niteliğine ilişkin sonuçlara ulaşmak amacıyla da söylem analizi tekniğine dayanmaktadır.

Van Dijk'in kullandığı söylem analizi, özellikle medya incelemelerinde tercih edilen bir yöntemdir. Söylem analizi, özellikle haber söylemi içinde ideolojilerin nasıl ve ne şekilde yer aldığını gösterme açısından önemli bir yöntemdir (Güllüoğlu, 2012, s.231).

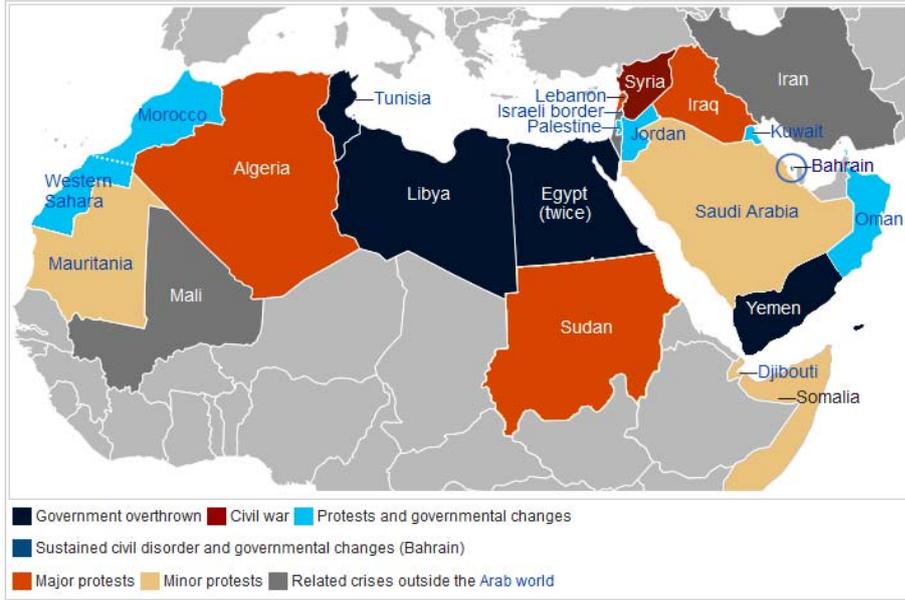
Söylem (discourse), dilbilimsel ve dilsel olmayan etkinliklerin, özelliklerin bir arada oluşturduğu anlamlandırma ve sınıflandırma dizgisidir. Dilsel söyleyışlerde yer alan tüm ögeler, düz anlamları, yan anlamları, farklı anlamları ile karmaşık bir yapı oluştururlar. Söylem çözümlemesi (discourse analysis) ise yazılmış durumda olan söylemin, karmaşık yapısı içerisinde dilbilimsel özellikler dikkate alınarak, niteliksel olarak ve kuramsal biçimlemelerle çözümlenmesidir. Dilbilimindeki gelişmelere paralel olarak bu alanın disiplinlerarası çözümlenmelere açık olarak gelişmesi ise yaygınlık kazanmıştır. Özellikle son 20-25 yıl içerisinde kitle iletişim araçlarının geniş halk kitlelerini etki altına alması ile giderek yaygınlaşan bir araştırma yöntemi durumuna gelmiştir. Bu çözümlemede, söylemde yer alan mekanlara, belirli göndermeler yapılarak onların niceliksel (sayısal) değil, niteliksel çözümlemesi yapılır (Aziz, 2003, s.147).

Söylem analizinde temel ilke, insanın sosyal algılamasını dille açığa çıkarması, tavır, davranış ve tutumlarını göstermesinde dilin analize tabi tutulmasıdır. Söylem analizi, disiplinlerin sınırlarını birleştirir ve böylece günümüzde sosyal bilimler içinde yer alan bilginin yeniden düzenlenmesini zorunlu hale getirir. Analizde metinlerin (veya dilin) semantik ya da sentaktik yapısı incelenir ve metinlerin hem dilbilimsel hem de sosyo-kültürel boyutları ele alınır (Güllüoğlu, 2012, s.236).

Van Dijk, analizini hem nicel hem de nitel araştırma yöntemlerini kullanarak gerçekleştirir. Nitel araştırma yöntemi "tematik yapıları, haber şemaları, yerel tutarlılık, stil ve retorik" olarak tanımlar (van Dijk, 1988, s.30). Üstelik haberin boyutu, kapsam alanı, fotoğrafları, kaynakları, konuları, makale türleri ve aktörlerin önemi vurgular. Van Dijk'in söylem üzerine geliştirdiği eleştirel çözümleme modeli, temel olarak iki bölümden oluşur. Bunlar "makro yapı" ve "mikro yapı"dır. Makro yapı bir anlamda haberin ideolojik çerçevesini oluşturur ve metin içerisindeki kurgulamanın toplumsal formasyondaki gizil bağını ortaya koyar. Tematik çözümleme ve şematik çözümleme, makro yapı içerisindeki sorgulamaları oluşturur (van Dijk, 1988, s.31). Bu çalışmada, tematik çözümleme bağlamında; başlık, spot/haber girişleri ve habere ilişkin fotoğraflar irdelenmektedir. Haberdeki tematik yapı, okuyucuya olaya hangi perspektiften bakması gerektiği konusundaki şartlandırmanın temellerini teşkil eder. Şematik çözümleme çerçevesinde ise; ana olay ve sunuş, ardalın ve bağlam bilgisi, sonuçlar ve tepkiler ile beklenti ve değerlendirme-sorgulama başlıklarından oluşur. Haberin mikro yapısı da, sentaktik ( sözdizimsel) çözümleme, kelime seçimleri, yerel uyum ve retorik özelliklerden meydana gelir (van Dijk, 1988, s.59). Bu çalışmada, haberin sentaktik çözümlemesi ve kelime seçimleri ele alınmaktadır.

Araştırmanın örneklemini uluslararası dört büyük haber ajansı olan *AP*, *Reuters*, *TASS* ve *AFP*'in haberleri oluşturacaktır. Haber ajanslarının seçiminde yapılan bu sayısal ve tercihsel sınırlandırmanın nedeni, bunların dünya üzerindeki bilinirliği/yaygınlığı, ürettikleri içerik sayıları, farklı ülke merkezli olmaları ve farklı yayıncılık anlayışını benimsemiş olmalarıdır. Ayrıca Van Dijk'e göre haber analizi yapılırken en fazla bir haftalık haber taraması yapılır. Bu bağlamda biz de Mısır'da gerçekleşen Arap Baharı'na ilişkin haberleri bu zaman sınırları içinde araştıracağız. Ayrıca araştırmanın sınırlılıklarını oluşturan bir başka öge ise haberlerin ajansların internet sayfasında birkaç dilde yayınladıkları haberlerin yalnızca İngilizce sayfalarının inceleneceği olduğu ve basılmış ajans haberlerinin kullanılmayacağıdır. Araştırmaya konu haberlerin ortaya koyduğu söylemin daha iyi anlaşılabilmesi için betimleyici literatür taraması tekniği ile ardalın bilgisi verilmiştir.

## 2. Arap Baharı



**Kaynak:** [https://yandex.com.tr/gorsel/search?img\\_url=http%3A%2F%2F41.media.tumblr.com%2Ftumblr\\_m2ro wxae5i1r0n1a8o1\\_1280.png&text=arap%20bahar%C4%B1n%C4%B1n%20g%C3%B6r%C3%BCld%C3%BC%4%9F%C3%BC%20%C3%BClkeler%20haritas%C4%B1&noreask=1&pos=19&lr=11508&rpt=simage](https://yandex.com.tr/gorsel/search?img_url=http%3A%2F%2F41.media.tumblr.com%2Ftumblr_m2ro wxae5i1r0n1a8o1_1280.png&text=arap%20bahar%C4%B1n%C4%B1n%20g%C3%B6r%C3%BCld%C3%BC%4%9F%C3%BC%20%C3%BClkeler%20haritas%C4%B1&noreask=1&pos=19&lr=11508&rpt=simage)

*Arap Baharı* tanımı, 2010 başlarında Kuzey Afrika ve Ortadoğu ülkelerinde görülen halk ayaklanmalarına/hareketlerine verilen genel addır (Morris, 2012). Bahar olarak adlandırılmasının altında yatan nedenler incelendiğinde ise diktatöryel rejimlere isyan etme, işsizlik, gıda enflasyonu, kötü yaşam koşulları, ifade özgürlüğünün kısıtlanması gibi faktörlerin etkili olduğu söylenmektedir. Yani demokrasi, insan hakları ve özgürlük gibi temel taleplerden ortaya çıkmıştır.

Arşivdeki haberlere bakıldığında Mısır'da başlayan olaylarla birlikte *Arap Baharı* ifadesinin kullanılmaya başlandığını söyleyebiliriz. Tunus'daki gösteriler başladığı ve devam ettiği sürede "Yasemin Devrimi" tanımı kullanılmıştır.

*Arap Baharı* olarak adlandırılan olayların ve sürecin başlamasında 17 Aralık 2010'da Tunus'ta 26 yaşındaki bilgisayar mühendisi Muhammed Bouazizi Sidi'nin Bouzid kasabasında bir arabaya doldurduğu sebze ve meyveyi satarken zabıtalara yakalanması etken olmuştur. Bouazizi'nin arabasına ve mallarına el koyulmuş ve Bouazizi herkesin içerisinde kadın bir polis tarafından tokatlanmıştır. Bouazizi, sebze tezgâhının elinden alınmasını ve tokatlanmasını protesto etmek için valiliğin önünde kendini yakmıştır. Hastaneye kaldırılan Bouazizi, 4 Ocak'ta hayatını kaybetmiştir (Kırık, 2012: 90). Diplomalı işsiz Muhammed Bouazizi tarafından başlatılan isyan, sonrasında büyüyerek devam etmiştir. Tunus'ta dört hafta süren eylemler 23 yıllık iktidarı devirmiştir. Sonrasında eylemler Tunus'un dışına taşmış, neredeyse Kuzey Afrika ve Ortadoğu ülkelerinin tamamında görülmüştür. Eylemler Tunus'tan bir ay sonra Cezayir'e oradan da domino etkisiyle pek çok ülkeye yayılmış ve etkilemiştir.

Ocak 2011'de eylemler Mısır'a sıçramış ve 11 Şubat 2011'de Hüsnü Mübarek görevinden istifa etmek zorunda kalmıştır. Libya'da ise Şubat 2011'de hükümet ve Kaddafi karşıtı gösteriler başlamış, gösteriler giderek şiddetlenmiş ve iç savaşa dönüşmüştür. Tunus, Mısır, Libya, Suriye, Yemen, Bahreyn, Cezayir ve Ürdün gibi pek çok ülkede protestolar yapılmış; tamamen bireysel bir tepki, adeta çığ etkisiyle kitleleri peşinden sürüklemiş ve son yılların en etkili toplumsal olaylarının başlamasına neden olmuştur (Göçer ve Çınar, 2015, s.54-55).

### 2.1. Haber Dağılımları

*Arap Baharı* içerikli/başlıklı haberler, 11 Şubat 2011 tarihinde tüm dünyada en önemli gündem haline gelmiştir. Dolayısıyla dünyadaki tüm ajanslar ve televizyonlar bu konuya geniş yer ayırmıştır. Bir konuyla ilgili haber ajanslarının geçtiği haber sayısı, o ajansın bu konuya verdiği önemi belirtmesi açısından önemli bir bulgudur. Bu yöndeki haberlerin sayısal dağılımı şöyledir: En çok içerik bulunan ajans *Reuters* (2180), en az içerik bulunan ajans *ITAR TASS/TASS* (73)'tür. *AFP*'nin 138, *AP* ise 917'dir. Bu içeriklere bakıldığında *Reuters* ve *AFP*'de sadece yazılı haberlere, *ITAR TASS* ve *AP*'de ise yazılı haberler yanında yorumlu yazılar ve konuyla ilgili makalelere de yer verilmiştir.

## 2.2. Haber Başlıkları

Bir haber metninde ilk dikkati çeken öge, çoğunlukla haber başlığı olmaktadır. Başlık, haberin birkaç kelimedenden oluşan ve çoğunlukla bir yargı bildiren kısa bir özetidir (Yüksel ve Gürcan, 2005, s.20). Başlıklar ve haber girişleri, van Dijk'ın söylem analizi tekniğinde makro çözümleme içinde yer alır ve genel fikir verme işlevine sahiptir. Van Dijk'a göre (1988) dil kullanıcıları bu tür makro yapıları, bir metni geniş çaplı olarak anlamak ve özetlemek için kullanırlar. Haber söyleminde, bu makro-yapının üst kısmı, başlıkta ve giriş paragrafında ifade edilir (s.14-16). Böylece en önemli bilgiler, öncelikle verilerek okuyucuya neyin daha önemli olduğu işaret edilir (Bulut ve Yaylagül, 2004, s.204, 126).

Haber başlıkları okur kitlesini haber metnini okumaya yönlendiren, dikkatin yoğunlaştırılmasını sağlayan en önemli öğeler arasında yer alır. Genelde büyük puntolar ve sansasyonel ifadelerle kurgulanan başlıklar, hem ideolojik anlamlarla yüklü olması, hem de haberlerle ilgili yönlendirmeleri içermesi nedeniyle haberin makro yapısı içerisinde bir "işaret fişegi" görevi üstlenmektedir (Arslan, 2010, s.10).

Araştırmanın sayısal olarak sonuçları şu şekildedir: Haberlerde *Arap Baharı* tanımlamasına dört haber ajansında sıkça yer verilmektedir. Bunları doğrudan vermek yerine, bölge insanıyla yapılan röportajlardan kesitler vererek ya da sayısal verilerden yararlanarak yapılmaktadır. Ajansla doğrudan kendileri ifade etmekten kaçınsa da haberde kullandıkları sayısal veriler, fotoğraflar ve/veya kişilerin ifadeleriyle taraflarını ve duruşlarını ortaya koymuşlardır.

**2.2.1. Reuters:** Reuters haber ajansları içerisinde en çok habere sahip olan haber ajansıdır. Konuyla ilgili neredeyse her detay üzerine haberi bulunmaktadır: Günümüzde 151 ülkede, 24 dilde, günde 2 milyon kelimeyi aşan haber yapan Reuters'da *Arap Baharı* haberleri 11 Şubat 2011'de başlamakta olup, haber başlıkları şunlardır:

- "Hussein Tantawi, Yüksek Askeri Konsey Başkanı" başlığıyla ve "Cuma günü Hüsnü Mübarek'in cumhurbaşkanlığından istifasından sonra Mısır'da kontrolü ele alan Yüksek Askeri Konsey başkanlığına Mısır savunma Bakanı Hüseyin Tantawi getirildi"spotuyla duyurmuştur. (Reuters, 2011, 11 Şubat)



Foto: Asmaa Waguih/Reuters

-Hükümet karşıtı protestocular Tahrir Meydanı'nda ışıklı gösteri yapıyorlar (Egyptian anti-government protests, 2011, 26 Ocak).

26 Ekim 2011'de Yemen'de başlayan olayları ise Reuters, " Hükümet karşıtı bir protestocu kadının eline *Arap Baharı*'nın yaşandığı diğer ülkelerin haritasıyla boyadığını hem fotoğraflamış hem de yazmıştır.



Foto: Reuters (An anti-government protester)

Ayrıca, Reuters'in Kahire'deki editörü Tom Heneghan'ın, 19 Aralık 2011'de *Arap Baharı* İslamcı etiketle kendi sınırlarını zorluyor." başlığıyla bir değerlendirme ve haber-yorum yazısına yer verilmektedir (Heneghan, 2011, 19 Aralık).

Aynı Reuters haberini Rusya'dan Novosi de Reuters mahreçyle kullanmıştır. (Reuters Breakingviews: Arab, 2011)



*Arap Baharı*nın 3. yılında El Cezire'nin Reuters'dan alarak yayınladığı fotoğrafta, Mısır'da İhvan, Tunus'ta Ennahda hareketlerinin ülkelerindeki ilk demokratik seçimlerdeki galibiyetleri siyasal İslam'ın başarısı olarak yorumlanmaktadır. (*Arap Baharı* siyasal İslam, 2014, 25 Ocak).



Foto: Reuters

Bu fotoğrafı hem *Reuters* hem de *AP* eşzamanlı olarak kullanmıştır. Bu nedenle fotoğrafın hangi ajans tarafından çekildiği saptanamamıştır. (Doucet, 2011, 17 Kasım)



Foto: *Reuters*

-Demokrasiye geçiş sürecindeki Yemen, radikal örgütlerin saldırıları ile ayrılıkçıların talepleri karşısında bütünlüğünü korumaya çalışıyor. (Kurşun, 2014, 25 Ocak)

8 Ocak 2012'de *Reuters*'ın bölgedeki muhabir Brian Eads, *Arap Baharı*'nı farklı bir açıdan haberleştirmiş, *Arap Baharı*'nın Medya için anlamı nedir" başlığını kullanmış ve haber girişinde " *Arap Baharı*'nın Kuzey Afrika ve Ortadoğu'nun siyasal haritasını değiştirdiği (transformed) yorumunu dile getirmiştir. (Eads, 2012, 8 Ocak)

1 Eylül 2011 'de İngiliz eski başbakanı Tony Blair *Reuters*'a yaptığı açıklamada *Arap Baharı*, bölgedeki demokratik değişim için büyük bir ivme sağladı ama iyi organize olmuş radikal dini örgütler ayaklanmaları yoldan çıkarabilir." açıklamasını vermektedir (Tony Blair: Extremists, 2011, 9 Eylül)

*Reuters*, 22 Eylül 'de ise İngiliz Başbakan Cameron *Arap Baharı*'nın demokrasiyi geliştirmek ve güvenliği sağlamak için yoğun bir fırsat sağladığını belirten Birleşmiş Milletlerdeki konuşmasını haberleştirmiştir (Cameron on the Arab Spring, 2011, 22 Eylül).

23 Ekim 2011'de ise *Reuters* Tunus'ta kendini yakarak *Arap Baharı*nı ayaklanmasını başlatan Bouazizi'nin annesiyle yapılan bir röportajı vermekte ve bu röportajda annenin oğlunun yalnızca Tunus için değil, tüm dünyanın bir kahramanı olduğu açıklamasını görsel haberinde öne çıkarmaktadır (Mother of Arab Spring, 2011, 22 Ekim).

Ayrıca, 15 Ocak 2013'te ise *Reuters*, *Arap Baharı* bölgeyi 225 milyar dolar daha fakirleştirdi." son dakika haberini yayınlamaktadır. Haber girişinde ise Arap dünyasının eski diktatörlerini düşürme bedelinin ucuz olmadığı, umulanın zenginliğin dağılımı olacakken, korkulanın yeni rejimlerin daha az büyüme dostu oldukları mesajı verilmektedir (*Reuters* Breakingviews: Arab, 2013, 15 Ocak). Nitekim yayın tarihi, 27 Kasım 2013 olan haberin başlığı: "Tunus'da fabrikalar kapanıyor, işsizlikle birlikte politik kriz artıyor." biçiminde olup, yine ekonomi içeriklidir

*Reuters* haber girişinde, Tunus'un *Arap Baharı* devrimi diye başlayıp bu devrimin ekonomik sıkıntılar, işsizlik ve daha iyi bir hayat beklentisi içindeki insanlar tarafından yapıldığını belirtmiştir. Aynı haberde çalıştığı fabrika kapatılan ve işsiz kalan El Momen isimli kişinin sözlerine yer verilmiş ve El Momen haberde politik kriz ve kötüleşen ekonominin "kurbanı" olarak gösterilmiştir. Haberde *Reuters*, El Momen'in "biz devrime başladık ve politikacıların işi vardı. Trajediye biz yaşadık.", "Çocuğuma süt alabilecek kadar param bile yok." ifadelerine yer vermiştir.

Haber girişinde ise fabrikaların kapatılması ve ekonomik politik sıkıntılarla ilgili haberin son bölümünde Tunus'un *Arap Baharı*'nı başlatmasına neden olarak Bouazizi'nin ölmesi, kötüye giden koşullara değinilmiş ve daha iyi bir hayat için sokaklarda gösteri yapan kişilerin beklentilerinin sadece daha iyi koşullar olduğu vurgulanmıştır. Kısacası *Reuters* haberlerine göre Ortadoğu'da başlayan ayaklanmaların temel nedeni, ekonomik sorunlar ve işsizliktir.

**2.2.2 ITAR- TASS ve TASS:** Sosyalist Sovyetler Cumhuriyet Birliği haber ajansı *TASS* ve birliğin dağılması sonrası Rusya Bağımsız Devletler Topluluğu tarafından kurulan *ITAR*'ın birleşmesiyle 1992'de *ITAR-TASS* adını

almıştır. Ajans, 2014 yılından itibaren küresel habercilik ilkesi doğrultusunda ilk ve meşhur adı olan *TASS*'ı tekrar kullanmaya başlamıştır (<http://TASS.ru/en/history>).

Günümüzde 3500 çalışanı, 59 ülkede 62 temsilciliği bulunan *TASS*, *Arap Baharı*'nı sadece yaygın olarak kullanılan bir tanımlama olduğu için ve durum ya da olayı belirtmek için kullanmış, *Arap Baharı* ifadesini meşrulaştırmamaya ya da ona farklı anlamlar yüklememeye özen göstermiştir. Lavrov, *ITAR-TASS*'a 2012'de yaptığı açıklamada *Arap Baharı* ve demokrasi göndermelerini, "bebeğe yakışan (baby talk) ifadeler" olarak nitelendirmiştir (Shlykov, 2016, s.38).

26 Haziran 2012'de *ITAR-TASS*'ın fotoğrafsız haberinde Rus siyaset uzmanı Andrei Kozhinov'un *Arap Baharı*'ndan sonra bölgede pozisyonu daha zayıflayan İsrail'le güvenilir bir ortak olarak Rusya şimdiye değin asla ilgilenmemiştir" açıklamasına yer vermiştir (Vladimir Putin visited, 2012, 26 Haziran).

Bazı haberleriyle de yaşanan olayların dış güçlerin etkisiyle geliştiğine yönelik haberler yapmıştır. Örneğin, 10 Temmuz 2013 tarihli haber başlığında, Mısır'daki olaylarda dışarıdan manipülasyonlar olduğunu yazmış, haberin girişinde de Mısır'daki gelişmelerin demokrasiyle çok az ilişkisi olduğunu belirten Dr. Alexei Pushkov'un sözünü kullanmıştır. Haberin devamında Alexei'nin "Mısır'daki olaylar demokrasinin gelişmesini sağlamak adına yapılsa da çok farklı kokular gelmektedir." sözlerine yer verilmiş; ayrıca Mursi'nin %52 oy aldığı ve çoğunluğun geçen yıl onu seçtiği gerçeğinin olduğunu ifade ettiği haberde yer almıştır. Haberin devamında Alexei, Mısır dışındaki kuvvetlerin insanları sokağa döktüğünü ve bunların amacının Mısır'ı farklı noktalara getirmek olduğunu söylemiştir. Son olarak da haberde Alexei'nin *Arap Baharı* denen olguyla ilgili olarak da "gerçekten bahar mı yoksa kış mı olduğu konusunda görüşler var. Bilemiyoruz." ifadesine yer verilmiştir. *TASS*, fotoğrafları EPA (Environmental Protection Agency), *Reuters*, *AP* gibi diğer ajanslardan kullanmıştır.

12 Ekim 2013 *TASS* haberinde ise *Arap Baharı* ülkelerinin ekonomilerinin yeniden inşası için 120 milyar dolar gerekiyor" başlığı kullanılmakta, ancak fotoğraf bu kez de EPA'dan alınmıştır. Haber girişinde ise *Arap Baharı*'nın ağır sonuçlarının aşılması amacıyla, "bahar"ın yaşandığı ülkelerin ekonomilerinin ileriki üç yılda 90-120 milyar dolar uluslararası yardıma ihtiyaçları olacağı, bu tespitin Avrasya İmar ve Kalkınma Bankası Baş Ekonomisti Eric Bergloff ile Dünya Bankası Yakınoğu ve Kuzey Afrika Baş Ekonomisti Şanta Devaracan'ın ortak yayınında yer aldığı belirtilmiştir. *ITAR-TASS*'a konuyla ilgili açıklama Avrasya İmar ve Kalkınma Bankası'nın Londra'daki genel merkezinde yapılmıştır. ([http://tr.sputniknews.com/turkish.ruvr.ru/2013\\_10\\_12/arap-bahari-ulkelerinin-ekonomileri](http://tr.sputniknews.com/turkish.ruvr.ru/2013_10_12/arap-bahari-ulkelerinin-ekonomileri)[13.01.2016])



Foto: EPA

19 Ağustos 2014 tarihli haberin başlığı, *Arap Baharı* ABD üzerinde bumerang etkisi yapmakta." şeklindedir. Haber girişinde Moskova Ortadoğu Enstitüsü Başkanı Yegeny Satanovsky'un "2010-2012 arası Batı Ortadoğu'da sözde *Arap Baharı* olarak adlandırdığı olayları desteklemeseydi dünya, İslamcı devlet anlayışından gelen terörist grubun radikal İslamcı tehdidiyle yüz yüze gelmemiş olacaktı. En tehlikelisi de *Arap Baharı*'nın etkisiyle ortaya çıkan IŞİD'tir" yorumuna yer verilmiştir (Zamyatina, 2015, 19 Ağustos).

*TASS*, 4 Eylül 2015'te Dışişleri ve Savunma Politikası İcra Komitesi Fyodor Lukyanov'un "Irak büyük bir çelişkiydi ve bazı Avrupa ülkeleri kesinlikle karşındaydı... Avrupa, ABD'nin Suriye ve Libya'daki *Arap Baharı* politikalarını desteklemişti, baskıyla ya da ya da samimiyetle, önemli değil..." şeklindeki sözlerine yer

vererek Batı dünyasının Ortadoğu politikasında bir bütün olmadığını ima etmiştir. Nitekim *AFP* de bir süre sonra “özgürlük” , “demokrasi” gibi söylemlerle *Arap Baharı* haberlerine yer vermeyecektir (Alexandrova, 2015, 4 Eylül).

*TASS*'ın 7 Eylül 2015 tarihli haberinde ise Rus hukukçu Alexei Pushkov'un “...Avrupa’da güç krizi ABD’nin Ortadoğu politikasından kaynaklanmaktadır. Bu faktörlerin en güçlüsü de demokrasi yerine daha büyük tehdit olan radikal hareketleri getiren sözde Arap Bahar’dır.” açıklamasına yer vermiştir (Russian lawmaker: migrant, 2015, 8 Eylül).



Foto:Mikhail Belousov© *ITAR-TASS*/Mikhail Metzel

23 Ekim 2015’te ise Duma Başkanlık Bölümü Müdür Yardımcısı Mikhail Belousov, *TASS*’a verdiği demeçte: *Arap Baharı*’nın sonuçları, uzun süre hissedilecektir, Rusya’nın propaganda ve ideoloji alanında kaçırılan fırsatları telafi etmesi gerekir.” biçiminde görüş bildirmiştir (October 23, 2015).



Foto:*TASS*

Ekim 2015’te Beşar Esad’ın Moskova ziyareti sırasında Moskova Ortadoğu Enstitüsü Başkanı Yevgeny Satanovsky’un “Esad 15 yıldır ABD, Suudi Arabistan, Türkiye, Katar tarafından desteklenen ancak dört yıldır bu devletlerce saldırıya maruz kalan bir ülkeyi yönetmektedir. Esad, Batı planlarına karşı Tunus’tan Mısır’a *Arap Baharı* ayaklanmalarının silip götürdüğü Orta Doğu ve Kuzey Afrika liderlerinden farklı olarak bölgede devlet başkanlığı sağlam olan bir liderdir. Kuşkusuz, Esad reel politika sürecinde Moskova için aktif diplomatik çabalar içinde”, şeklindeki açıklamasına yer vermiştir (Zamyatina, 2015, 21 Ekim).



Foto:© EPA/VOLKAN FURUNCU/ANADOLU AGENCY

Uluslararası İlişkiler Enstitüsü Askeri-Siyasal Araştırmalar Merkezi Başkanı Aleksey Podberyozkin, 17 Kasım 2015'te, Antalya gerçekleşen G20 Zirvesi'nde *TASS*'a yaptığı açıklamada “ ...terörist İslam devleti ve Washington teşvikli *Arap Baharı*'nın hızlı sonucu oluşan Ortadoğu'daki askeri darbeler zinciri ABD'nin parlak fikridir ...[nitekim CIA Direktörü John Brennan geçtiğimiz Pazartesi '*Arap Baharı*'nın bölgede istikrarsızlığa katkı yaptığını söyledi. Gecikmiş bir açıklama.” Demiş; *TASS* bu haberi, Anadolu Ajansı'ndan Vokan Furuncu'nun ve EPA'nın fotoğrafıyla vermiştir (Zamyatina, 2015, 17 Kasım).



27 Kasım 2015 tarihli *TASS*'ın haber başlığı: “Rusya'nın Duma Sözcüsü Sergey Naryshkin 18 ay önce Avrupa Konseyi Parlamenterler Meclisi Başkanı Anne Brasseur'a Kiev'in Euromaidan ayaklanması senaryosu ile *Arap Baharı*'nı karşılaştıran bir mektup yazdı.” biçimindedir (Russian lower house, 2015, 27 Kasım). Haberin fotoğrafının nereden alındığı ise belirtilmemiştir.



Haber başlığını, “Suriyeli Diplomat *Arap Baharı* ABD'nin büyük Ortadoğu Projesidir.” biçiminde veren 24 Aralık 2015 tarihli *TASS*, haber girişinde Suriye'nin Moskova Büyükelçisi Riyad Haddad'ın *Arap Baharı*'nın ardında Amerika'nın Büyük Ortadoğu yaratma planları olduğu, *Arap Baharı*'nın Arap yangınına dönüştüğü

ifadelerine yer vermiştir. Ancak, bu haberde *TASS*'ın, bu kez de fotoğrafı *AP*'den aldığı görülmektedir (Syrian diplomat says, 2011, 19 Aralık).

**2.2.3 Associated Press:** Associated Press'in günümüzde 112 ülkede toplam 15 binin üzerinde abonesi bulunmaktadır. 24 saat süreyle altı dilde 20 milyon kelime haber ve 1000'in üzerinde fotoğraf yayınlamaktadır.

10 Şubat 2011'de yani Mübarek'in istifasından bir gün önce dört haber ajansı içinde yalnızca *AP* şu haberleri vermektedir:

- Mısır ordusu, ulusal televizyondan ülkenin güvenliği için adım attıklarını açıkladı protestoculara Cumhurbaşkanı Hüsnü Mübarek'in devrilmesi için tüm taleplerinin en kısa sürede karşılandığını söyledi. Tahrir Meydanı'nın merkezinde toplanan 10 binleri bulan protestocular "Biz neredeyse [hedefimize] yaklaştık ." tezahüratları attılar.

- Süregelen hükümet karşıtı gösterilerle geri adım atacağına inandıkları Mübarek'in televizyon konuşması öncesi erken kutlama yapan bir protestocu ve diğerleri duyularına yenik düştü. Mübarek geri adım atmayı ya da ülkeyi terk etmeyi reddetti. Onun yerine görevini yardımcısına bıraktı.



Foto:AP

-Hükümet karşıtı göstericiler, Tahrir Meydanı'nda Hüsnü Mübarek'in televizyondan ulusa seslenişini büyük ekrandan izlemekteler.

-Hükümet karşıtı göstericiler, Tahrir Meydanı'nda Hüsnü Mübarek'in televizyondan ulusa seslenişine tepki göstermekteler.

11 Şubat 2011'de yani Mubarek'in istifası sonrası *AP* haber ve fotoğrafları ise şunlar:



Foto:AP

- Mısırlılar, Mübarek'in istifa haberini kutluyorlar



Foto: AP

- Mısırlılar, Mübarek'in istifa ve Ordunun yönetimi ele alması haberini kutluyorlar.



Foto:AP

- İki Mısırlı adam Başkan Hüsnü Mübarek'in istifası ve Ordunun yönetimi ele geçirmesinden sonra Kahire'nin Tahrir Meydanı'nda kutlama göstergesi olarak birbirlerini kucaklıyor.



Foto: AP

- Bir Mısırlı adam, Mısır'ın Beyrut Elçiliği önünde kendi bayrağı ve havai fişek gösterisiyle kutlama yapıyor.



Foto: AP

- Bir Mısırlı adam, Hüsnü Mübarek'in istifası ve Ordunun yönetimi ele geçirmesinden sonra Kahire'nin Tahrir Meydanı'nda zafer işareti yapıyor.



Foto:AP

- Bir Mısırlı kadın, Hüsnü Mübarek'in istifası ve Ordunun yönetimi ele geçirmesinden sonra Kahire'nin Tahrir Meydanı'nda kutlama yapıyor.



Foto:AP ve Reuters

- Başkan Hüsnü Mübarek'in istifası ve Ordunun yönetimi ele geçirmesinden sonra Kahire'nin Tahrir Meydanı'nda Mısırlılar kutlama yapıyor. (Images: Egyptian Revolution, 2011, 02 Kasım).



Foto: AP

- Haber başlığı, "Göstericiler, Mısır Cumhurbaşkanı Hüsnü Mübarek'in bir posterini ~~tahrif~~ tahrip ediyorlar." biçimindedir. (Egyptian anti-government protests, 2011, 26 Ocak).



Foto: AP

-Haber başlığı "Hüsnü Mübarek'in istifası üzerine Başkan Obama Beyaz Saray Büyük Fuaye 'de bir açıklama yapmakta." biçiminde olup, AP'nin Obama'yı ABD bayrağı önünde fotoğrafladığı görülmektedir. (Images: Egyptian Revolution, 2011, 02 Kasım). Ayaklanma gününe ait bu haberin haber girişi ve ayrıntılarına ulaşamamıştır.



Foto:AP

- Mısır Devrimi: Başkan Hüsnü Mübarek'in istifası ve Ordunun yönetimi ele geçirmesinden dolayı Kahire'nin Tahrir Meydanı'nda Mısırlılar havai fişek gösterisi yapıyor. Bu haberi *AP*, gülerken ve yüzlerini Mısır bayrağının renklerine boyayarak kutlama yapan Mısırlılarla destekleyen fotoğrafla vermektedir (Images: Egyptian Revolution, 2011, 02 Kasım).



Foto: AP

-İki Mısırlı Adam Başkan Hüsnü Mübarek'in istifası ve Ordunun yönetimi ele geçirmesinden sonra Kahire'nin Tahrir Meydanı'nda Mısırlılar kutlama yapıyor (Images: Egyptian Revolution, 2011, 02 Kasım).

Ayrıca *AP*'nin 247 kişinin görüşüne başvurarak yaptığı bir ankette, Ortadoğu ve Kuzey Afrika'daki *Arap Baharı*'nın 2011 yılı olayları içerisinde 3. sırada öneme sahip olduğu görülmektedir. Usame Bin Ladin'in öldürülmesi ilk, Japonya'yı vuran deprem ve tsunami ikinci, Amerikan mali krizi ise dördüncü sırada yer alıyor (2011'in en önemli haberi, 2011).

Buna ek olarak 5 Kasım 2013'de *AP*, hala "Arap Dünyası demokratik bir gelecek arıyor." başlığıyla G. Bush'un 2004 tarihli konuşmasından alıntı yaparak "biz Orta Doğu'da özgürlük için çabalayanlara yardım etmeliyiz. Demokratik, barışçıl bir toplum yaratmalarına destek olmalıyız" ifadesine yer vermektedir. Haber girişinde Mısır'da ve çevresi Orta Doğu'da artan şiddetin yaklaşık üç yıldır devam ettiği belirtilmiş, belirsizliklerin Mısır ve diğer ülkelerde devam ettiği yer verilmiştir.

Oysa, 18 Aralık 2015'de yaptığı bir basın konferansında Obama, 2010'da Mısır, Libya ve Suriye'deki *Arap Baharı*'nı kendilerinin başlatmadığını/kışkırtmadığını ;ama bu ülkelerdeki demokrasi yanlısı ayaklanmaları savunduğunu açıklamaktadır (Barack Obama Reminds, 2011, 26 Ocak).

Ayrıntılı arşiv inceleme sistemine sahipliği nedeniyle *AP*'de yer alan haberlerde öne çıkanları pek çok açıdan detaylandırmak mümkündür. Bu açıdan ilginç sayılabilecek sonuçlardan birisi de, haberlerde yer alan kişilerin kim olduğudur. Haberlerde en çok yer alan kişilere bakıldığında; Beşar Esad, Barack Obama, Kaddafi, Mübarek

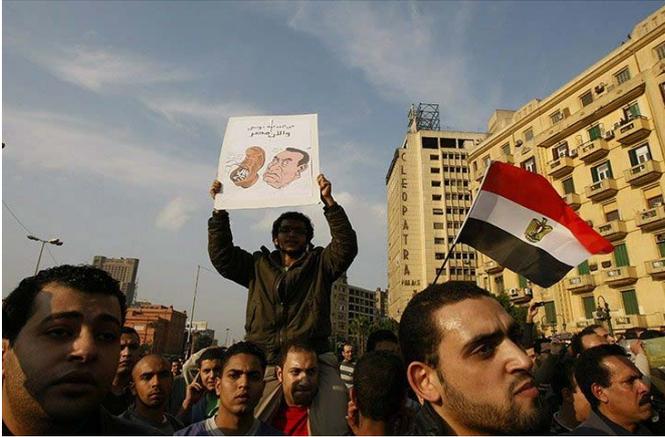
ve Mursi, ilk beş sırada yer almaktadırlar. Haberlerin hangi başlık/bölüm altında sıralandığı incelendiğinde; Orta Doğu, Dünya Haberleri, Suriye, Mısır, Amerikan Dış Politikası gibi haber başlıkları altında yer aldıkları bulgulanmıştır.

**2.2.4 AFP :** *AFP*, günümüzde en önemli dört uluslararası haber ajansından biri olarak kabul edilir. Dünya genelinde 13 bin kullanıcıya hizmet vermekte, 165 ülkede bürosu bulunmaktadır. *AFP*'nin de *Arap Baharı*'nı meşrulaştırıp olumlu bir durum olarak sunduğu belirlenmiştir. Bunu da kullandığı fotoğraflarla yapmayı tercih ettiği, görece daha objektif haberleri verdiğini söylemek de mümkündür. Haberlerde en çok fotoğrafı kullanan haber ajansı *AFP*'dir. Ayrıca Tahrir Meydanı'ndaki hükümet karşıtı gösterileri an be an, adeta canlı yayın yapan bir televizyon kanalı gibi vermiştir.



-Göstericiler polisle çatışıyor.

Photograph: Mohammed Abed, *AFP*, (Egyptian anti-government protests, 2011, 26 Ocak).



Bir protestocu üzerinde "Mubarek istifa et" yazan pankart taşıyor. Photograph: Mohammed Abed, *AFP*, (Egyptian anti-government protests, 2011, 26 Ocak).



-Yaklaşık 30 yıldır süren Mübarek yönetimine karşı gösteri yapanlara polis biber gazıyla ateş açıyor.

Photograph: Mohammed Abed, *AFP*, (Egyptian anti-goverment protests, 2011, 26 Ocak).



Foto: *AFP*

“Hükümet karşıtı protestocular Kahire Tahrir Meydanı’nda toplandı.” Photograph: Mohammed Abed/*AFP*, 25 Ocak 2011, [http://voices.washingtonpost.com/blogpost/2011/01/egypt\\_clashes\\_break\\_out\\_in\\_vio.html](http://voices.washingtonpost.com/blogpost/2011/01/egypt_clashes_break_out_in_vio.html) [14.01.2016]



Foto: *AFP*

-Mısırlı kadınlar Kahire’deki gösterilerde görev yapan polislerin arkasında dua ediyorlar. on January 28, 2011. Photograph: Marco Longari, *AFP*, (Photo Story: Women of Egypt, 2011, 9 Şubat)



-Mısırlı kadınlar Tahrir Meydanı’nda Hüsnü Mübarek’i protesto etmek için bağıryorlar. on January 30, 2011. Photograph: Mohammed Abed, *AFP*, (Photo Story: Women of Egypt, 2011, 9 Şubat)



-Mısırlı kadınlar, geçtiğimiz hafta şiddet gösterileri sırasında ölenler için Mustafa Mahmut Camii önünde gösteri yapıyorlar. January 31, 2011. Photograph: Miguel Medina, *AFP*, (Photo Story: Women of Egypt, 2011, 9 Şubat).



Aynı gün aynı başlıkla "Mısırlı kadınlar geçtiğimiz hafta şiddet gösterileri sırasında ölenler için Mustafa Mahmut Camii önünde gösteri yapıyorlar." haberini *AFP*, iki ayrı fotoğrafla yayınlamıştır. January 31, 2011. Photograph: Miguel Medina/*AFP* (Photo Story: Women of Egypt, 2011, 9 Şubat).



-Bir Mısırlı kadın Tahrir Meydanı'ndaki bir protestonun bir parçası olduğunu gösteren bir afiş taşıyor. January 31, 2011. Photograph: Miguel Medina, *AFP* (Photo Story: Women of Egypt, 2011, 9 Şubat).

110 Kasım 2013 tarihinde *Arap Baharı*'na ilişkin haberin başlığı ise “ Demokrasi pek çok insan için bir şart değildi.” şeklindedir; ayrıca siyaset bilimci Shadi Hamid ve Mısır'da yaşayan kişilerin *Arap Baharı*'na ilişkin görüşlerine yer verilmiştir. Haberde Shadi Hamid'nin “Demokrasi insanların ilk tercihi değildi, istedikleri iş, daha iyi yaşam ve olanaklardı. Eğer demokrasi bunları sağlayacaksa demokrasiyi istediler” sözleri yer almıştır. Ayrıca Mısır'da yaşayan kişilerden isim verilmeden açıklamalarına değinilmiş, “demokrasi şart değil. Çok da önemli değil. Daha önemli şeyler var” ifadelerine vurgu yapılmıştır.

Dahası, “Demokrasi Arap Kültürü'nün ve toplumunun eksikliğidir.” ifadesi, Majed Sweilem adlı siyaset bilimciden aktarılmıştır. Ayrıca demokrasinin 1980 ve 1990 yıllarındaki doğu Avrupa'daki gibi olduğunu belirtilmiştir. Haberde çoğunlukla kişi görüşlerine yer verilerek haberin gidişatı şekillendirilmiş ve kişi görüşleri dışında yorum ve ifadeler yer verilmemiştir.



Foto:*AFP*

-Özgürlük ve haysiyet çağrılarıyla başlayan isyanlar bölgede birçok rejimin devrilmesiyle sonuçlandı (*Arap Baharı* başarılı, 2014, 25 Ocak).



Foto:*AFP*

-2011 Ayaklanmasının 4. yılında Mısırlı protestocular Kahire'de Devlet Başkanı Abdel Sisi aleyhine slogan atıyorlar ve *Arap Baharı*'na vurgu yapıyorlar. (Bloom Of Arab Spring, 2015).



AFP,20 Haziran 2011 tarihli haberde ise “İbadet eden Müslümanların hepsi radikal değil.” başlığını ve Kuran-Kerim’le gösteri yapan Arapların fotoğraflarını vermektedir. Photograph: Mahmud Hams, AFP, [https://yandex.com.tr/gorsel/search?img\\_url=http%3A%2F%2Ffil.tribune.com.pk%2Fwp-content%2Fuploads%2F2012%2F06%2F391040-ArabSpring-1339203806-330-640x480.jpg&text=AFP%20%22%20arab%20spring%22&noreask=1&pos=10&lr=11508&rpt=simage](https://yandex.com.tr/gorsel/search?img_url=http%3A%2F%2Ffil.tribune.com.pk%2Fwp-content%2Fuploads%2F2012%2F06%2F391040-ArabSpring-1339203806-330-640x480.jpg&text=AFP%20%22%20arab%20spring%22&noreask=1&pos=10&lr=11508&rpt=simage) [29 Ocak 2016]



12 Şubat 2011’de AFP’nin verdiği fotoğrafta haber başlığı: “Mısırlılar, 30 yıldır yönetimi elinde tutan Mübarek’in düşmesinden sonra ayaklanmanın popüler üssü Tahrir Meydanı’nda kutlama yapıyorlar.” biçimindedir. Photograph: Petro, AFP (Boccuzzi and Cartwright, 2012, Ocak/Şubat).



Foto:AFP

12 Mart 2015’te ,son seçimlerden sonra yapılan bir haber yorumda “Tunus: İlk Arap anayasasının ve *Arap Baharı*’ın doğduğu [ülke], şimdi istikrarlı bir Arap demokrasisi mi?” başlığıyla yazılan bir makale yer almaktadır. (Tunisia: First Arab constitution, 2015, 19 Mart).

AFP'den FETHI BELAID imzalı 28 Ocak 2011 tarihli haber başlığı ise, "Tunuslular, Kasserine bölgesinden Mohammed Bouazizi posteri ve bayrakla devlet sarayının önünde yürümekteler.", biçiminde sunulmaktadır.



(Bocuzzi & Cartwright, 2012, Ocak/Şubat).

AFP'nin 22 Ağustos 2013 *Arap Baharı*'yla ilgili hazırladığı ve abonelerine servis ettiği bir haritada ise, Türkiye ve İran'ı 2011'de halk ayaklanmasının başladığı ülkeler arasında gösterdi.



AFP'nin nin *Arap Baharı*'nın sonuçları grafiği.

Kaynak: [https://yandex.com.tr/gorsel/search?text=%22arap%20bahar%C4%B1%22%20AFP&img\\_url=http%3A%2F%2Fwww.fundamentar.com%2Farchivos%2Farticulos%2FNoticias\\_del\\_Dia%2Fmapa%2520primavera%2520arabe.jpg&pos=2&rpt=simage&\\_id=1452711761764](https://yandex.com.tr/gorsel/search?text=%22arap%20bahar%C4%B1%22%20AFP&img_url=http%3A%2F%2Fwww.fundamentar.com%2Farchivos%2Farticulos%2FNoticias_del_Dia%2Fmapa%2520primavera%2520arabe.jpg&pos=2&rpt=simage&_id=1452711761764) [13.01.2016]

### 2.3. Haber Girişleri

Yukarıda belirtildiği gibi, haber şeması içinde başlıklardan sonra gelen haber girişleri, haber metnini özetleyen ve ana olayı aktaran bölümlerdir. Okuyucunun ilgisini çekmesi ve haber hakkında özet bilgi vermesi nedeniyle, haber girişi haber kurgusu içinde önemli bir yere sahiptir.

Haber şeması içinde başlıklardan sonra gelen haber girişleri, haber metnini özetleyen ve ana olayı aktaran bölümlerdir. Okuyucunun ilgisini çekmesi ve haber hakkında özet bilgi vermesi nedeniyle, haber girişi haber kurgusu içinde önemli bir yere sahiptir.

Çalışma kapsamında incelenen dört ajansı da haberlerinde haber girişi kullanmıştır. Yine belirtilmesi gereken bir başka durum, ajanların birbirini izleyecek şekilde gün boyunca haber geçtiği ve bu haberlerin birbirini tamamlayacak şekilde kurgulandığı göz ardı edilmemesi gerektiğidir. TASS dışında diğer üç ajansda bu kurgu

yapılmıştır. Haber girişlerinin hangi kaynaklara dayandırılarak oluşturulduğu incelendiğinde akredite kaynaklar ve haber değeri olan kişilerin ön plana çıktığı görülmektedir.

#### 2.4. Fotoğraf

Haber fotoğrafı, foto muhabirinin kendinin gördüklerini, mümkün olduğu kadar aslına sadık kalarak başkalarına da göstermesi, haber olarak iletmesidir. Bir iletişim aracı olarak fotoğrafın da bir söylemi bulunmaktadır. Fotoğrafın kendine özgü gerçeklik bağları ve inandırma gücü vardır. Tıpkı söz, çizgi, yazı gibi fotoğraf da gerçekliği kendi sınırları içinde yeniden kurgular. Yani fotoğraf da gerçeği çarpıtabilen, bağlamından koparabilen, yalan söyleyebilen bir araçtır. Bu aracı kullanan fotoğrafçı, çektiği fotoğrafa kendi yargılarını katabilir. Fotoğraftaki gerçeklik büyük oranda fotoğrafçının algıladığı, yorumladığı gerçekliktir (Yurdalan, 2003, s.151). Diğer taraftan foto muhabirinin çektiği fotoğraflar belirli süzgeçlerden geçirilerek yayınlanmaktadır. Yani medya kuruluşları kendi yayın ilkelerine uygun fotoğrafları seçerek yayımlamaktadır.

Van Dijk'in söylem analizinde makro yapı içinde yer alan fotoğraflar, haber anlatısındaki temayı oluşturan tematik yapının bir unsuru olarak ele alınmaktadır. Fotoğraflara yansıyan ifadeler, makro yapı içerisinde incelenen, başlık ve haber girişlerinde yer alan egemen söylemin yeniden üretilmesine katkı sağlar niteliktedir. Fotoğraflar, fotoğraf altı yazılar ve haber metnine görsel göndermeler aracılığıyla haberlerin okuyucu üzerindeki etkisi ve inanılabilirlik düzeyi artırılmaktadır (Arslan, 2010, s.13).

*AP*'de fotoğrafların hepsinde özgürlük vurgusu, kitlesel eylem ve kitlelerin gülümser ve kendinden emin görüntüleri yer almaktadır. Özellikle yakın plan bir fotoğrafta gülümseme ve coşku, "Batı özgürlüğünün" simgesi olan barış işaretleri gözükmemektedir. Yani haber içeriğindeki egemen söylem, fotoğrafla desteklenmiştir.

*TASS*, haber ajansının haberlerinde fotoğraf kullanımı daha profesyonel gözükmemektedir. Ancak fotoğrafların kaynağına bakıldığı noktada *TASS*'ın bunları anlaşılabilir olduğu çeşitli ajanslardan alarak kullandığı görülmektedir. Bu ajanslar *EPA* ve *AP*'dir. *TASS* açısından bu önemli bir eksiklik. Çünkü uluslararası bir haber ajansı iddiasında olan *TASS*'ın kendi fotoğraflarını kullanması beklenir. Genel olarak bakıldığı zaman haberlerde kullanılan fotoğrafların Rusya'nın politikalarına aykırı bir yönü gözükmemektedir. Kullanılan fotoğraflar haber söylemini tamamlar niteliktedir. Fotoğrafta *Reuters* ve *AFP*'nin de başarılı oldukları, haber içeriğiyle fotoğraf arasında bir uyum olduğu söylenebilir. *Reuters* ayrıca hem Tunus hem de Mısır haber ve fotoğraflarında daha zengin bir içeriğe sahiptir. *AFP* ise, *AP*'nin aksine ilerleyen günlerde, bu bölgenin demokrasiye ihtiyacı olmadığına vurgu yapan haberlerine uyumlu olarak, Kuran'ı Kerim taşıyan, peçe takan, *AP* fotoğraflarının aksine kızgın, öfkeli ve saldırgan insanların fotoğraflarını vermiştir.

#### 2.5. Ana Olay ve Sunuş Biçimi

Ana olay ve sunuş biçiminde, ana olayın haberdeki sunum biçimi, haberde yer alan aktörler, olayın ne zaman gerçekleştiğine ilişkin bilgi ve haber kaynakları üzerine odaklanılmaktadır.

Haberlerde genellikle akredite kaynakların, yani tarafların çeşitli temsilcileri ile dünyadaki devletlerin temsilcilerinin görüşlerine yer verilmiştir. Haberleri incelenen ajanslardan *TASS* devlet, *AFP* yarı devlet, *AP* ve *Reuters* ise özel şirket/kooperatif ajanslardır. Özellikle *AP* ve *TASS*, propagandaya varacak ölçüde haberlerde kendi devletlerinin görüşlerini yansıtmaktadır. *TASS*, Rusya'nın ideolojisi ve politikaları doğrultusunda haberler yaparak Rusya'nın söylemini haberlerinde yeniden üretmiştir. *Reuters*, haberleri kuruluş amacına uygun bir biçimde *Arap Baharı*'nı daha çok ekonomik nedenler açısından ele almış, *AFP* ise, *Arap Baharı*'nın iddia edildiği gibi çok fazla Arap halkının demokrasi talebinden kaynaklanmadığına haberlerinde yer vermiştir. Nitekim ayaklanmanın çıktığı Kuzey Afrika ülkelerinin eski Fransız sömürgeleri olduğu ve bağımsızlıklarından sonra bile Fransa'yla hala çok yoğun ticari, ekonomik ve dilsel bağlarının güçlü olduğu düşünülürse, *AFP* haberlerinin de Fransa dış politikasıyla pozitif bir korelasyon içinde olduğu görülür. Kısacası, her ülkenin ideolojik söylemi o ülkenin ajansının haberlerinde sunulmuştur.

#### 2.6. Ardalan ve Bağlam Bilgisi

Van Dijk'e göre (1988, s.59) ardalan bilgisi, olayların sosyal ve politik yönüdür, yapısal ve tarihseldir. İncelenen haber ajanslarından *TASS* ve *Reuters* haberlerine bakıldığında ardalan bilgisini görece daha fazla verdiği görülmüştür. *Reuters* ekonomik ve finansal ardalan bilgisi verirken, *TASS* tarihsel, siyasal, bölgesel çıkar ilişkilerine dayalı ardalan bilgisi vermiştir. Ancak, *AP* ve *AFP*'de aynı saptamayı yapmak zordur. Örneğin şu başlıkların haberlerde yer alması, haberleri okuyanların bir bütünlük içinde olayı anlamasına ve daha geniş bir perspektifle olayları değerlendirerek fikir sahibi olmasına olanaklı kılacaktır:

- *Arap Baharı*'nın kökenleri, nedenleri ve gelişimi
- *Arap Baharı*'nın yaşandığı ülkelerin demokrasi deneyimi

- *Arap Baharı*'nın yaşandığı ülkelerle İngiltere, ABD, Fransa ve Rusya gibi taraf ülkelerin dış politikaları ve çıkarları
- *Arap Baharı*'nın yaşandığı ülkelerde hukuksal yapı ve ifade özgürlüğü
- *Arap Baharı*'nın Ortadoğu'da ve dünyada neden olacağı sonuçlar.

Ardalan bilgisi, *TASS* haber ajansının haberlerinde vardır. Örneğin, *Arap Baharı*'nın Arap kaosuna dönüştüğü, aslında bunun bir bahar değil ABD'in Büyük Ortadoğu projesinin bir parçası olduğu gibi bilgilere yer vermekte, bu projenin ne olduğu okuyucuya anımsatılmaktadır. Reuters ise ardalan bilgisini *Arap Baharı*'nın gerçekleştiği ülkelerin sosyo-ekonomik yapılarının istatistiksel öncesi-sonrası karşılaştırmasıyla oluşan bir ardalan bilgisiyle vermektedir. Özellikle AP, baskıcı yönetime karşı sanki bir gecede oluşmuş anlık "özgürlük" hareketleri olarak ayaklanmayı haberleştirmektedir ve böylece ardalan bilgisi hemen hemen hiç yoktur. AFP ise ilk haberlerinde AP ile benzer haberler yaparken, daha sonraki günlerde Ortadoğu ve Kuzey Avrupa'nın demokrasi geleneğinin zayıflığı ve İslamın demokrasiye pek açık olmadığı yorumlu ardalan bilgisi vermektedir.

## 2.7. Haber Kaynakları

Medya, haberleri üretirken inandırıcılığı arttırmak için resmi kaynakları kullanmayı yeğlemektedir. Ekonomik zorluklar ve karşılıklı çıkarlar, medyanın güçlü haber kaynakları ile ortak bir ilişki kurmasına neden olur. Resmi kurum ve kişilerin verdiği bilgilerin, haberlerin nesnel olduğu varsayılmaktadır. Böylece, medya da haberleri 'nesnel' olarak iletmediği iddiasını desteklemiş olur. Çünkü medya kuruluşları nesnellik izlenimini sürdürmek ve kendisini önyargılı olma eleştirilerinden kurtarmak için doğruluğu kolayca ileri sürülebilecek malzemeye ihtiyaç duyar. Devlet görevlileri, bürokratlar, siyasetçiler de haber kaynağı olarak medyayı kullanarak hedef kitleye ulaşmaya çalışır. Bu durumda haberin elde edilmesinde ve haber içinde kullanılan alıntılarda sıklıkla, haber kaynaklarının seçimindeki ve kaynak metinlerin kullanımındaki tarafgirlik etkili olabilmektedir (Yetkin, 2011, s.50).

İncelenen haber ajanslarından *TASS*, haberlerini büyük oranda resmi haber kaynaklarına dayandırmaktadır. Bu anlamda akredite kaynakların haber içeriği üzerinde önemli bir etkisi olduğunu söylemek mümkündür.

*AP* ise büyük halk yığınlarının "talepleri" biçiminde ayaklanmaları demokratik gelişme ve özgürlük bağlamında irdelemektedir.

*Reuters* de kendi araştırmaları, istatistikleri ve uzman görüşü ile *Arap Baharı*'nın getirdikleri ve götürdüklerinin grafiklerini, finansal ve ekonomik bir bakış açısıyla vermektedir.

*AFP* ise bölgeden akademisyenlere ve halkla yapılan söyleşilere haberlerinde daha çok yer ayırmaktadır.

## 2.8. Haberin Dili ve Sözcük Seçimleri

Haberin dili ve sözcük seçimleri van Dijk'in söylem analizinde haberin mikro yapısı içinde yer alan öğelerdir. Haberi oluşturan olayların ağırlıklı olarak hangi cümle yapılarıyla okur kitesine sunulduğu sentaktik yapı çerçevesinde değerlendirilmektedir. Cümlelerin uzun-kısa, basit-karmaşık ya da aktif-pasif olma durumları, olayın farklı etkilerle sunumunu beraberinde getirmektedir (van Dijk, 1988, s.80-81).

Akredite kaynakların açıklamaları, haberlerde genelde aktif cümle yapılarıyla okuyucuya sunulmaktadır. *Arap Baharı* ile ilgili haberlerinin büyük çoğunluğunu akredite kaynakların söylemleri üzerine temellendirmişlerdir. Dolayısıyla aktif cümle yapısının haberlerde ağırlıklı olarak yer aldığı gözükmektedir. Böylelikle ajansların ülkelerinin politikaları doğrultusunda, ülkelerinin politikalarını destekleyen söylemleri, haber kurgusu içinde daha etkin kılınmıştır.

Sözcük seçimleri ise cümlenin en can alıcı noktalarından birini oluşturmaktadır. İdeolojik örüntüler, seçilen sözcüklerle belirginlik kazanmaktadır. Seçilen sözcükler aracılığıyla bir anlamda haberin dokusu belirlenir ve okur kitesi bu araçla yönlendirilir. Sözcük seçimlerinden söz ederken, çok fazla verilen bir örnek "özgürlük savaşı" ve "terörist" örneğidir. Doğrudan ideolojik bir seçimi yansıtan bu iki sözcükten hangisinin kullanılacağı, ilk anda, düşünülebileceğinden de daha karmaşık bir konudur. Sözcüklerin anlamı, diğer bir deyişle vurgusu, söylemler içinde oluşur (İnal, 1996, s.122). *Arap Baharı*'na ilişkin haberlerin büyük çoğunluğu, akredite kaynakların açıklamalarından oluşmaktadır. Dolayısıyla akredite kaynakların, haberlerdeki sözcük seçimlerinde belirleyici aktörler konumunda olduğu söylenebilir. Ancak unutulmaması gereken nokta, medya, egemen söylemin sadece doğrudan bir aktarıcısı değildir. Sözcüklerin seçimi ve cümle yapıları aktörlerin haber içerisindeki konumlandırılmasını ve olaya ilişkin hangi sonuçların vurgusunun yapılacağını belirleyen unsurlardır. Hatta haber yapılacak aktörler de çoğu zaman basın tarafından seçilerek aktarılmaktadır. Ya da basın kuruluşları kendi yayın politikaları çerçevesinde açıklamaları seçerek yayımlamaktadır.

İncelememize konu ajansların haberlerinin ilk cümleleri bu kapsamda ele alınmıştır. *Reuters* ve *AP* haberlerinin ilk cümlelerine bakıldığında olayın uzun ve karmaşık cümle yapılarıyla kurgulandığı gözükmektedir. *AFP* ve *TASS* haber ajansının haberlerine baktığımızda ise diğer ajanslara göre daha basit, yalın ve kısa cümleler kullanıldığı saptanmıştır.

## SONUÇ

Gazetecilerin ürettiği enformasyon olarak tanımlanan haber, manipüle edici bir bilgi yükü taşır. Özellikle uluslararası haberlerde bu durum, daha belirgindir. Haberin uluslararası dolaşımında, uluslararası haber ajansları etkili olmaktadır. Dünya haber trafiğinin ortalama yüzde 80'ini yani başka bir deyişle dünya gündemini bu ajanslar belirlemektedir. Uluslararası haber ajanslarının özellikle dış haberlerde bağlı oldukları ülkelerin dış politikasının dışında hareket etmesi beklenemez. Dolayısıyla dış haberler, dış politikayla uyumlu olarak, çoğu zaman haberdeki nesnellik ilkeleri göz ardı edilerek üretilmekte ve yayımlanmaktadır. Haberlerde ajansın bağlı bulunduğu ülkenin çıkarları doğrultusunda, çarpıtma, yanlı haber verme, gerçeği gizleme sıklıkla rastlanan bir durumdur. Özetle, dünya medyasının gündemini belirleyen ulusal ve bölgesel haber ajansları dünyadaki olayları kendi ulusal ve uluslararası çıkarları çerçevesinde yorumlayarak sunmaktadır.

Nitekim, araştırmamız kapsamında Van Dijk'in söylem analizi ile incelediğimiz dört haber ajansının *Arap Baharı* üzerine yayımladıkları haberlerin, ülkelerinin politik çıkarları çerçevesinde ~~haberler~~ sunulduğu saptanmıştır. Bu saptama devlet ajansı olan *TASS*, yarı devlet ajansı olan *AFP* kadar özel şirket ve kooperatif yapıya sahip *Reuters* ve *AP* için de geçerlidir. Dolayısıyla söz konusu ajansların bağlı oldukları devletlerin ulusal çıkarlarına aykırı yayın yapmaları beklenemez. İncelediğimiz haber ajansları ülkelerinin ideolojilerine çıkarlarına ve kendi politikalarına paralel, haber söylemi kullanmışlar, böylece egemen söylemlerini yeniden üretmişlerdir.

*TASS* dışındaki ajanslarda *Arap Baharı*'nın yer alışı incelendiğinde ifadenin daha çok olumlu bir şekilde yer aldığını söyleyebiliriz. *Arap Baharı*'nın hem tanım olarak hem de yaşanan olayların neden- sonuç ilişkileri çerçevesinde olumlu olarak temsil edildiğini söyleyebiliriz.

Tek tek kısaca değinmek gerekirse *Reuters*, en çok haberin yer aldığı haber ajansı ve bu açıdan da *Arap Baharı*'na ilişkin ifadeleri önemlidir. Devrim olarak gördüğü ve halkın yaptığı gösterilerin gerekliliğine değindiği haberleriyle önemli etkiye sahiptir.

*ITAR-TASS* /*TASS* ise diğer haber ajanslarından ayrılmaktadır. Bunun nedeni de *Arap Baharı*'na mesafeli duruşudur. Tanımlama olarak ifadeye yer verse de meşrulaştırmada bulunmamaktadır.

Associated Press, araştırma sonucunda ilginç verilerin çıktığı bir ajanstır. Amerika merkezli ve en etkili haber ajansı olması açısından haber sayısının daha fazla olması beklenebilirdi, ancak görece az haber verilmiş, verilen haberlerde de *Arap Baharı* olumlu temsil edilmiş ve Batılı değerler( demokrasi, özgürlük vb) öne çıkarılarak haber vurgusu yapılmıştır.

Agence France Presse, *Arap Baharı*'nı *AP* ve *Reuters*'ten farklı olarak ayaklanmalara karşı daha temkinli haberler vermiş ve "İslamcılık" vurgusunu gerek haberde gerekse fotoğrafta öne çıkarmaya çalışmıştır.

Görüldüğü gibi haber başlıklarından *Arap Baharı* tanımının *AP*'de olumlu karşılandığı *AFP*'de kuşkuyla bakıldığı, *Reuters*'de ekonomik ardalın bilgi ile değerlendirildiği, *TASS*'ta ise *Arap Baharı*'nın aslında ABD'nin Ortadoğu projesi olduğu vurgusu yapılmaktadır.

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## Universities And Globalization Processes. The Study “Young Universe” By The Generational Observatory Of The University Of Bari Aldo Moro

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### ABSTRACT

The Bologna process (1999) and the Lisbon Strategy (1997) emphasize that universities in their strategic development must incorporate a perspective that goes above and beyond the local and national, aiming at excellence in higher education in a globalized society (Bauman, 2001). Student mobility is therefore a basic component and one of the most obvious and important aspects and indicators of the internationalization of higher education. The Generational Observatory of the University of Bari Aldo Moro through its study "Young Universe" included a total of 10,730 students enrolled in the first year of degree courses at the University of Bari for the academic year 2014/2015, of which 39.2% were males and 60.8% females to monitor and study their behavior in relation to student mobility abroad. In this article we highlight the findings of the study.

### INTRODUCTION

The University has, among its objectives, the inclusion of the student in a system of exchanges and training that fosters international contacts, through participation in parallel training courses or further study, providing foreign relations. The development of the international mobility of students, researchers, teachers and administrative staff is a priority of the Bologna Process which envisages that by 2020 at least 20% of those graduating in European Higher Education will have participated in an international exchange experience while studying (Bucharest Ministerial Conference, 2012). Student mobility, understood as "the process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of postsecondary education" (Knight, 2003, p.2) is an important means of internationalization. It includes flexibility for titles and credits. The first is a form of long-term focus aimed at leading to a diploma or certificate in the country of destination; the second is a form of short-term focus aimed at the acquisition of credits from a foreign institution. In this regard, the promotion of the internationalization of higher education institutions fall, for example, among the objectives of Erasmus +, the EU program for education, training, youth and sport for 2014- 2020. The latter identifies, among measures, their individual mobility for learning by offering students the opportunity to confront reality and university work of an international type. The student involved in one of the three cycles of higher education can then take courses and exams in a higher education institution site outside the borders of their own country and do a work placement in a company abroad. However, the student mobility programs are not the only chance to compete with the cosmopolitan dimension of higher education: language courses, summer schools and research experiences abroad represent more growth-oriented objectives of the study. With the globalization of economies, of knowledge, of culture, with the fall of borders and the creation of a liquid society (Bauman, 2011) where goods, things and people can move freely in logic reciprocal intersections and interrelations student mobility can be considered as a tool (and an indicator) essential for intercultural education, for acquiring intercultural skills, for internationalization of training in society skills. The Standing Committee of the 'Generational Observatory of the University of Bari Aldo Moro, established in 2009 in order to foster collaboration between the academic world and local context has created for this purpose a network of university and non-university collaborations, also internationally, to detect the needs and expectations of young people and translate them into active policies for their benefit. To this end, among the many areas of intervention of the Observatory, is the regular monitoring of young people through the administration of questionnaires designed to highlight the needs, expectations, experiences and perspectives, knowing that they, with the wealth of dynamics and innovation of which they are, in general, carriers, are a strategic resource for any Country which intends to look to the future. Choosing the path of higher education is in fact a delicate moment. There are many elements that come into play: on one front, internal factors, traceable in the realm of the self, that is individual characteristics, personal interests and talents; on the other, external factors, linked to each other themselves, namely, the family environment and social backgrounds, as well as trends in the labour market both nationally and internationally. These variables contribute to the development of a decision that will be important for the future of training and working. In fact, a university course in line with their passions and seen as a key to access the professional world can stimulate investing time and energy in view of a fulfilling future. However, the overall employment scenario to be faced sometimes becomes a deterrent to further study and in this respect, in

Italy, just over half of those who complete the upper secondary school choose to enroll at the University (ISTAT, 2014) they might want, today, to compete with university education before they have before them a rich range of opportunities, represented by national and international education. The freedom of choice is the great achievement of the process of harmonization of European higher education, known as the Bologna Process. Started in 1999 with the signing of the Bologna Declaration by the Ministers of Higher Education from twenty-nine European countries, it aims to spread "Europe of Knowledge", allowing citizens to acquire the necessary skills to move in a social and cultural reality of international dimensions (The Bologna Declaration, 1999). An essential prerequisite for the construction of a common "European Higher Education Area" it is the convergence of training around a common structure of qualifications easily readable and comparable within a system of higher education in three cycles according to the Framework of Italian Titles, they are: Degree (first cycle), Masters or Specialism (second cycle) and Doctorate (third cycle) (Ministry of Education, University and Research, Department for University, Higher Education in Fine Arts, Music and Dance and for Research, CIMEA, 2011). The process, which is still continuing with the active participation of forty-eight member countries aims to bring about, by 2020, a reorganization of the higher education systems of European countries, to enable students and graduates to smoothly continue their studies or find an occupation abroad. It should be added, moreover, that an increasingly global society is changing training needs and therefore the future projects of the students. Our university system should therefore be able to reach and respond to the new requirements in a broad and far-sighted perspective of growth of the economy of knowledge and, consequently, in the world of work. In light of the foregoing reasoning, it is interesting to question what the approach of the universities are regarding the renewed sensitivity to the internationalization of education by choosing which students to target from the University of Bari Aldo Moro.

### THE STUDY

The objective of this analysis is to detect, socio-demographic characteristics of the student population of the University of Bari through the indicator of international student mobility, to become familiar with experiences and opinions regarding the opportunities of overcoming national borders, in view of a enriching their own range of skills and experiences. The population survey is composed of enrolled members, during the period of data collection, the first year of an undergraduate program, Master's course and second level Master's, started in the academic year 2014/2015 at the University of Puglia. The instrument used for data collection was a questionnaire, specially prepared and divided into sections: Socio-demographic characteristics: includes questions designed to determine the socio-demographic characteristics, experiences abroad: are the opportunities offered by international student mobility and, specifically, it aims to learn about how many of those enrolled in a master's degree, have stayed abroad for study and how many of the colleagues from the three-year courses and single-cycle, would be willing to do it. The questions included in the section also point out students' opinions about the learning experience living abroad and the motives of those who have given up. The future planning: investigates educational and professional training projects of respondents. The questionnaire was administered between November 2014 and January 2015 via web survey (Corbetta, 2014), using software Esse3. At the end of the administration import operations and data processing were performed using Excel and SPSS software for the calculation of univariate and bivariate descriptive statistics (Trincherò, 2004). The population of the survey consisted of 10,730 enrolled in the first year. In comparative departments, offices of teaching and research, was conducted in four disciplinary areas, namely the legal and economic context, the area of science, the humanities sector and the School of Medicine. A third of students attend a course belonging to the first group discipline; about a quarter refers respectively to the humanistic and scientific sector and nearly 15% enrolled in a degree program run in the School of Medicine. The respondents are distributed among those attending an undergraduate program, equal to 66.7%, those who follows a Master's degree in one cycle, 19.1% and, finally, those who undertake a Master's course of study at second level, already possessing the title of doctorate, 14.2% . The target population consists of 10,730 university students, of which 4,211 men 39.2% and 6,519 women, equal to 60.8%. Within the respondents shows a predominance of women in humanities and also occurring in the School of Medicine and the legal-economic sector. The gender gap in favour of women was found among those enrolled in the first year, this is confirmed within the three programs of study, reaching over 16% for those enrolled in a course of three years, reaching nearly 30% for those attending an undergraduate degree in one cycle and 37% for students who attend a Master of Science from the second level. Respondents with an average age of 21 years are mostly under 25. Specifically, 56.5% are under 20 years, 33.6% are within the range between the ages of 20 and 24 years. The remaining portion, close to 10%, is composed of those who are 25 years old and over. Students enrolled in an undergraduate program or Master's course are on average 20 years old which rises reaching 25 for those who follow a degree course in the second level. The students are almost all Italians, while foreigners constitute only 1.3%: Albanians, Montenegrins and Romanians are the most represented ethnic groups.

## FINDINGS

As for the survey, we raised the question whether those starting a three-year Bachelor or Master's course, had contemplated, among the future projects, international mobility. The attitude to the movement for education cuts across the student population, for the most part they are aware of the importance of broadening their horizons with a view to better career prospects. In fact, the most common profile is that of students motivated to expand their education with a stay outside the country: 85.9% would be willing to leave Italy for study or research, compared with a reticent limited minority. Although in terms of desire the choice of a composite and multilingual academic education clearly wins, in terms of student mobility behavior it proves an opportunity that few benefit from. Specifically, the university students who have already completed a course of study at the University of Bari, almost all did not participate in an international mobility program nor have chosen other countries as a destination for other activities related to the academic experience. In contrast, the share of those who have crossed national borders for the purpose of study or research is low, 5.5%. Europe is the most popular destination, indicated by 90.4% of those who stayed, for the most part, in Spain, the UK and Germany. Experiences in America, particularly in the United States, Oceania and, most recently, in Asia, enrich the curriculum by 9.6% of mobile students. For more than a third of those who chose to acquire foreign skills, stay took place over a period of between four and six months. The stay lasted from one to three months for more than a quarter of the same and the percentage a little lower of those who have left the University of Bari for less than a month. The toughest choice of a departure for more than six months has involved the 13.7% of respondents. The contribution of such activities across the border may be regarded as "fruitful", as demonstrated by the large share of those who reported a positive opinion: about three-quarters are completely satisfied compared with 20.6% who, while expressing satisfaction, recognize the main economic limitations that the stay abroad has brought. Only 8.2% expresses, however, lack of appreciation because of the inadequate support received and the slowing down of studies due to the experience. If for most, student mobility is an opportunity of great enrichment, both in terms of skill, and life experience, this limited participation is perplexing. Such a discrepancy between intentions and behavior is explained by the persistence of a number of obstacles to mobility within and outside the European Higher Education Area. In this regard, the Mobility Strategy 2020 includes, in view of overcoming the most common obstacles to student mobility, a number of interventions that is to say funding, the recognition of degrees or credits earned abroad, issuing visas, residence permits and permission to stay in the higher education environment, in addition to strengthening the teaching of foreign languages (Bucharest Ministerial Conference, 2012). However, obstacles relating to the subjective realm will always remain, and personal and family motivations, emotional ties and work commitments. Returning to those involved in the investigation, the main criticism leveled by the students of the university of Puglia that have not been abroad, was the slowing down of the studies (30.9%). The economic possibilities have been a hindrance to 23.8% of dropouts and the percentage of those who have recognized priority to the family, children, friendships or other aspects of personal life is a little lower (19.8%). For 14%, it was not a choice conditioned by external impediments but rather of a lack of interest in the opportunity and, albeit a small minority (1.7%), a lack of appreciation for the countries of destination proposed. Perplexing misinformation 8.3% is an expression of, on the one hand, low resourcefulness, personal and symptomatic curiosity and on the other, the need to improve communication about the possibility of benefitting from similar opportunities for educational and human growth. Among the other reasons given, include work commitments, the fear of not seeing validation, once back in Italy, examinations carried out abroad and, most recently, the compulsory attendance rate stipulated in their syllabus, incompatible with a departure, albeit temporary.

## CONCLUSION

The achievement of a degree can serve as a master key to enter the working world or be an intermediate step towards a completion of training. As for the position of members of an undergraduate program at the University of Bari it emerges that the uncertain, that is, those who cannot project themselves further in time, represent a percentage not at all negligible, amounting to 41.9%. However, more than half of the members have a clear idea: 53.3% intend to continue their studies with a Master of Science and a minority, close to 5%, report of stopping the three-year degree. The planning also includes the context of future studies. Students can confirm the location of which to follow their first qualification or move onto other universities, within or across national borders. Due to a united convergence of higher education, the student who comes from a country involved in European Higher Education could consider the opportunity to train or at least specialize abroad. With the latter possibility, Erasmus, for example, provides part of the international mobility for learning titles of joint Master Erasmus Mundus, namely high-level integrated international curriculum, provided by a consortium of Higher education institutions in different countries and possibly other partners, students must have at least a degree of the first cycle. Also in view of a more widespread dissemination of international education, Erasmus + also promotes an initiative for the economic support of the university, through a guaranteed loan. Specifically, those who intend to follow a path of comprehensive studies of the second cycle in another country participating in the program can apply for a loan to enable them to cope with the economic burdens that training abroad entails.

Given the importance of such an approach it has seemed interesting to analyze, among the respondents, the intentions of those who are aware that their university education will not end with the achievement of a three-year degree. One in five sees the frame of future studies in a foreign academic institution. National borders represent the upper limit for the movement of more than half of the recipients of the question: namely, the University of Bari will willingly confirm by 29.9%, the other Italian universities collected 26.5% of respondents' preferences and there are those who have not yet identified the location in which they will obtain their Master's degree. Whether they complete a three-year program of study, whether they achieve a degree, the acquisition of the doctorate degree is preliminary, for most people, integration into employment: This is created to acquire functional skills to perform their dream profession. In this way it is hoped that the next step to graduation, degree or master's, is represented by the occupation or, for those who are already employed, from a professional growth. New doctors, who often find themselves confronted with a less than optimistic employment situation and not in line with personal expectations, are forced to leave their cities and, sometimes, their own country, for a job that enhances merit and competence. In fact, thanks to the economic crisis of recent years, Italy continues to "export" graduates. A clear example of this trend is the so-called phenomenon of skills- drain. Also known as brain drain, literally "brain draining", it implies the loss of qualified human capital through the migration of those who, despite having trained in Italy, find employment abroad. In this regard, comprehensive analysis on aspects relating to the planning, a question directed to detect the prospects of the respondents about their professional career, from which emerges a widespread attitude to mobility. Specifically, more than half of those surveyed were determined to seek work without posing spatial limits. The European borders represent the boundary of functional transfers for work at 10% of the student population. The attachment to Italy belongs to 14.9% of students and the grounding in their region covers 4.5% of them. Very few would give up their careers rather than relocate. If it does not constitute a significant discriminator for university projects, gender instead, influences professional plans. In particular, there was a greater willingness to relocate for men; they are more likely, than women, to go anywhere, but to pursue professional satisfaction, an important factor on which to reflect is that the globalization of knowledge and work do not see gender difference as a discriminating factor for their professional achievement.

Note: (The abstract, the findings and the conclusion was written by Giovanna Damolin; the introduction and the study by Alberto Fornasari)

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## Updating Of Programming Lessons For Students Of Computer Engineering

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### ABSTRACT

The computer science and programming have been widely developed and increased; many different applications have raised developing new areas and bringing the need for specialization; so the present work is dedicated to evidence the importance of a good agreement and sequence between the programming courses for the students of computer engineering. Thus, some modification on the original courses have been done in order to maintain updated and for improving the student performance focusing the importance of computer courses towards an specific area, moreover new courses have had to be created for other engineering students in order to improve their training. After five year of application, the improvement of the students abilities have been notorious, nevertheless the need for reviewing again the courses remains.

### KEYWORDS:

Updating topics, Creation of new courses, Computer sciences, Programming, Programming concepts, Student orientation.

### INTRODUCTION.

Programming has been quickly changing since the computer science was created; the limited capacities of the computers, the complicated work and the high cost of the computers equipments in early years made nearly impossible to think on the integration of computer to our life; although binary systems were limited, some problems like the payment of the employers in industries or others related with the data management such as the register and control of the customer activities for banks awoke up the interest of some enthusiasms on numerical methods, the computers and its applications. The development of numerical methods and mathematical models was essential in order to obtain responses to complex problems quickly (Du Plessis Johan P., et al.1995). Nowadays computers have been totally incorporated to our life with many gadgets very easy to use. The improvement on programming techniques and the inclusion of graphical facilities allowed the development of sophisticated models for deeper analysis. Fortunately not only the computer capacities, the programming methods and tools have been also improved; else the manufacturing processes have also been improved and the production costs have been reduced becoming the computers and the electronic devices more accessible to everybody.

Nowadays it is nearly impossible to imagine a world without computers, laptops, tables, internet or cell phones; the development and integration of new methods and technology have became the computer science complex but in contrast, the use of computers became easier, eliminating the need to be an expert programmer; nevertheless these facts have also arise the need to teach the engineering students in specific areas of computer science.

The programming of computers has also been changing, the beginners used only a limited number of lines and specific rules to solve problems in the classroom or use cards to control machines with specific works in industries, after this the programming languages were integrated to make possible that the users created their own programs for particular problems and purposes (Doornekamp B. Gerard 1993); many of these languages were supported by DOS and it was necessary to know the commands and rules to make a program and run it; then the next jump was to create more sophisticated and friendly programming environments and then the visual versions of the programming languages appeared, Graphical User Interfaces (GUIs) and Programming Oriented Objects (POO) were incorporated to show results making very easy to place windows, pop ups, icons and menus; then powerful tools for save and load information were added and data bases theory were also incorporated; finally the access to internet and the possibility to communicate and update any data or function of any programming process was provided as a new facility becoming the modern friendly environments we use today. Nevertheless the programming lessons have had to be modified according with this new requirements (Glenn W. Rowe and Peter Gregor, 1999). In 70s and 80s the professors usually taught computer theories related with the use of command and functions, data types to be used, theories about loops, processes etc. Nowadays some of these lessons remain in classrooms but it is complicated for the students to understand how these basic processes can be employed in a world where everything seems to be easier, where everything can be solved only touching a key or a screen. The Apps which are downloaded to solve almost any common problem or to access any service is an example of how short but useful programs can be widely used. these have became very popular in our cell phones and mobile devices; the fact is that these are quick smart applications dedicated to solve a

particular necessity; these are not sophisticated systems these programs have only a few lines of code but many of them have been compiled including with the required libraries that let them to work online or interact with other kind of resources or data bases or data types such as images, documents, maps, searching process etc. but, although the apps can be used by all the people only developers and programmers can create one.

### **PROGRAMMING LESSONS AND PROGRAMMING LANGUAGES.**

According with the facts mentioned previously the programming courses must be updated to confront these new necessities but without forgetting the basic principles (Cox Kevin R. and Clark David 1994) . Moreover the programming area in computer science has increased and has been expanded in other areas of knowledge (Milne Iain & Rowe Glenn, 2002). In the ITAM the courses for the engineering students have been updated to satisfy the new industrial requirements since 2000 after 5 years periods. Actually the students of engineering have to take 2 courses of programming. These courses include all the old principles about how to make a program (Woodhouse D., 1983). (Rodríguez Corral J.M. et al 2014) Nevertheless these courses also remain been considered as basic courses for all the engineering students. But the need for updating the topics and create new course for the students of other engineering remains due to all the engineering studies have incorporated the computer science to their own necessities.

The basic courses are focused to rewind the basic concepts of programming; a brief history about the evolution of programming is presented, then the students are introduced to different programming languages; so the structure of a basic program is taught, the use of flowcharts to represent operations and the theory about the sentences, loops and commands, definitions of data types and operations are taught; finally some brief lectures about programming oriented objects is also taught. Exercises about how to read a value or how to include libraries, how to compile and execute a program are included in the course. The basic courses have been updated every five years according with the evolution of the programming languages but a deeper updating has not been necessary. So the programming environments are updated but the related exercises are modified to obtain different points of view from the students (Ramirez-Lopez A., Muñoz D.F., 2015).

Although the students of computer engineering continue taking other additional programming courses, these courses are advanced. The students of computer engineering learn the data base management and the development of more sophisticated algorithms for any specific necessities which involves complex management of big data; but the application of these kind of works are frequently related with administration and rarely with any engineering application. In the other hand the students of industrial engineering and mechatronics are focused to take other different computer courses (Schmitz Bernhard, 2006).

### **DEVELOPMENT AND APPLICATIONS OF PROGRAMMING AND COMPUTER SCIENCE.**

The necessity of new programming and computer courses focused to solve problems on any engineering area is evident. (Tan J.et al., 2014) Nevertheless the creation of new courses according with an specific engineering study is complicated, reason why additional lessons have been included in courses for industrial, telecommunication and mechatronics students according with the inclusion of computer science on all engineering areas as is explained following:

Computer aided Manufacture (CAM) is an specific area for the mechanic and mechatronics engineering which use computers code for programming machines to make any particular mechanical component, here flow charts to program activities for manufacturing are frequently used; moreover commands, working loops, working conditions and an appropriated sequence of ordered operations must be established in order to obtain a good quality components. The programming principles must work in concordance with mechanical tolerances, dimensions and the geometrical designs, and with the selection of materials and the right machining tools.

Artificial intelligence is another new application area of computer science; this is focused on the development of algorithms; here the main purpose is to create system capable to take decisions or solve problems automatically and without a human intervention. Moreover the application of the developments in this area can be employed on other applications.

Robotics is another area derived from the union of manufacturing machines and electronic control, here the mechanic and electronic are joined to create a new generation of machines with some characteristics similar to the human arms, hands etc. to make specific, complicated or risky delicate works. This area involves mechanical design frequently aided by computer design (CAD) tools and the programming of systems.

Control design is another area; due to many electrodomestic devices require an improvement on control systems; these devices have also included many computational facilities in this new digital age. Nowadays every domestic machine has a remote control or maybe can be controlled directly from a cell phone; mainly the signal interpretation and the development of integrated systems to work are joined to create more efficient furniture controls.

Computer design and simulation are new areas where the students use and develop models to design products. Here the computer auxiliary design (CAD) methods are taught. This area is very special due to many industries require to build virtual prototypes to be tested and allow reducing cost.

#### **DEVELOPMENT OF NEW COMPUTER COURSES.**

Some computer courses have been developed for the rest of the engineering students focused on specific areas to solve needs as is explained next:

Mechanic of solids (MS). This course is dedicated to analyze forces, vectors and employs physical theories to model machine mechanisms. The purpose is that the students understand the locomotion and kinematics of the machines.

Computer intergrated manufacturing (CIM). This course is dedicated to teach the student on the use of the milling, lathes, 3D printers and other machines for special manufacturing which involves de CAD-CAM principles. The purpose is that the students learn about different advanced manufacturing techniques and methods.

Automation (Auto). This course is dedicated to teach the theory about machines communication and how to replace the human operation by autonomous systems. The purpose is that the students understand about the control systems.

These courses are opened for the students with specific interests on any computer area and are recommended for students of machatronics and industrial engineering. These courses were recently created in 2010 due to the mechatronic is also a new specialization.

#### **ACCEPTANCE OF THE NEW COURSES.**

The students of the advanced computer courses felt happy with the updating of these, they told it is good to modify exercises, test and homework to make a break and follow the steps the new programming languages and the evolution of the computer systems.

The new courses were offered to all the engineering students in 2010; since the student evolution has been monitoring; a questionnaire has been asked to the students in order to know if they felt satisfy with the course the evolution on the satisfactory evolution was evident as is shown in figure (1). Here “0” means absolutely unsatisfactory and “10” is the highest satisfactory. The curves indicate that the new courses tends to be accepted for the students but many suggestions have been incorporated.

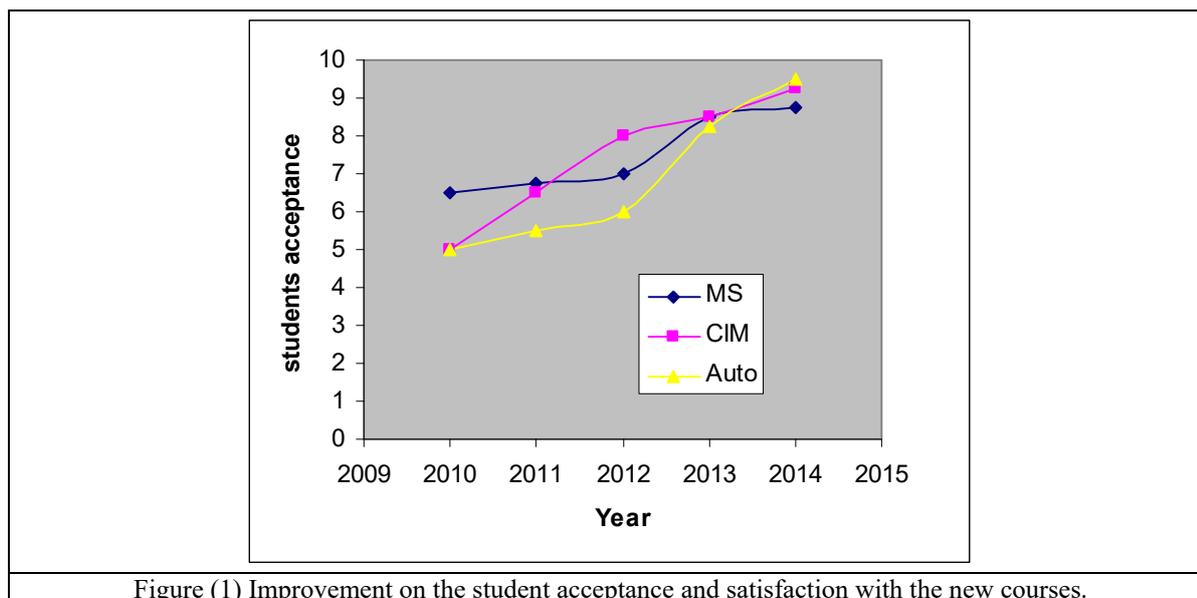


Figure (1) Improvement on the student acceptance and satisfaction with the new courses.

Not only the students have improved their abilities, the professors who teach the courses have also become more professional. They told that the early years were hard and complicated for them but the rest has been absolutely satisfactory.

The improvement on the students performance can be appreciated on the figure (2), here the average of the final scores is shown.

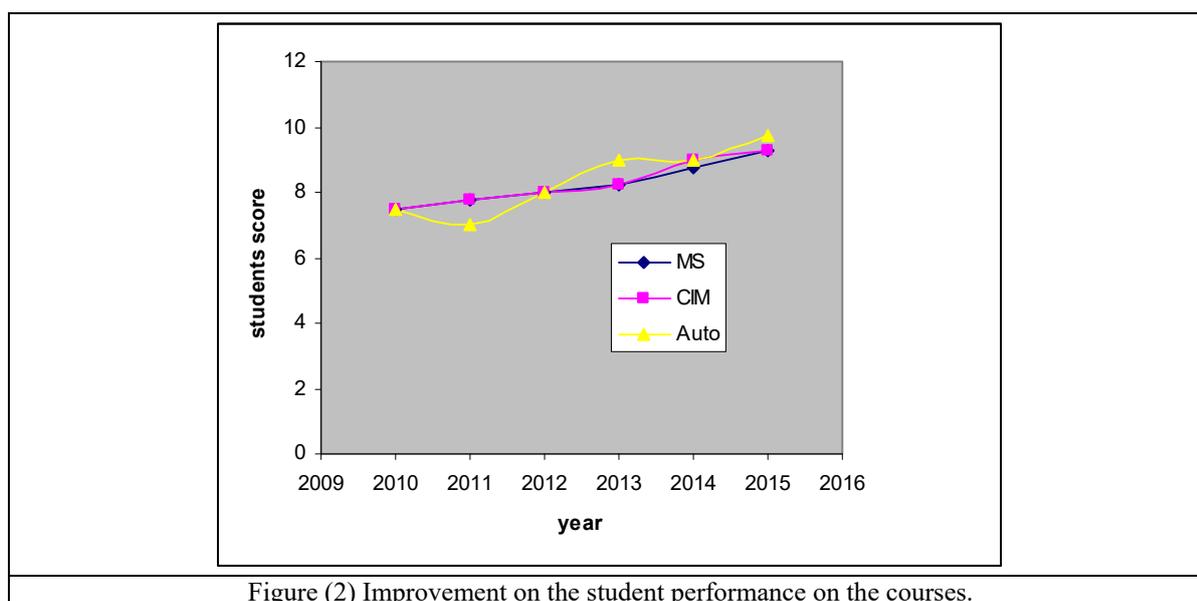


Figure (2) Improvement on the student performance on the courses.

## CONCLUSIONS.

The improvement of the students' performance after five years of establishment of the new courses was evident due to they present better projects every new period.

It is necessary to teach the student using problems they will find in the real world to solve a real necessity. Nevertheless the need for updating the courses remain; moreover the evaluation method must also be reviewed to be improved.

Professors of mechatronic and industrial engineering who teach the courses developed are agree in the fact that the courses are in a right way to be developed but there is a long way for ride.

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## Use Of Interactive White Board For E-Learning: An Innovative Better By Far Idea

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### Abstract

The installation of interactive whiteboard in each of the Faculty of the university is considered an innovative better by far idea and of course has turned the University of Ilorin to be one of the pioneer universities in Nigeria that embark on this initiative. It is in the light of this that this chapter attempt to look at: the issue of interactive whiteboard, in terms of what it is, its usefulness in teaching and learning generally and in the University of Ilorin, its possible educational uses and technical considerations, theoretical and empirical cases on interactive whiteboard locally and internationally, what the University of Ilorin stands to gain, achieve or benefit from the installation of IWB, etc. are some of the issues discussed in the chapter. The chapter has provided information that will enable other universities in Nigeria and abroad to think about the essentiality of implementing and installing interactive whiteboard to facilitate their learning and similarly add to the existing literature in e-learning integration and activities in Nigeria and Africa as a whole. The chapter concluded that use of IWB at the University of Ilorin look very promising in terms of its combination with Tablets, all of which promote learning and makes it interactive and enable learning anytime and anywhere.

Keywords: ICT, E-learning, Computer based learning, Interactive White Board, Tablet, University of Iloin, Nigeria

### Introduction

Information Communication Technology (ICT) which paved way for e-learning has provided and still providing a number of opportunities and innovations thereby taken learning and instructional delivery to another levels. The revolution in ICT has resulted to the use of several technologies to facilitate teaching and learning. From time to time new technologies to promote e-learning keep emerging. And to get along with others and to keep pace with the trend and development in e-learning around the world, many universities the world over are now acquiring different technologies as they are emerging, the University of Ilorin Nigeria otherwise known as 'Better by Far' University is inclusive. To facilitate her e-learning activities, the university started with a Computer Based Test Center or arena in which 6 buildings that housed up to 300 computers were set aside for taking and conducting tests and examinations particularly for crowded courses that have up to 200 and more registered students. The university has developed courseware system in which there are course wares for every course and these are readily available on the university website. In addition to this, some Faculties in the university e.g. Communication and Information Sciences use online forum and different internet learning tools to facilitate e-learning. There is also an Open Distance Learning centre (ODL, directly under the Educational Technology Department) and currently use to flag off a programme tagged Post-Doctoral Degree in Education (PDDE).

As part of the efforts to continue the development of the e-learning in the institution, the use of interactive white board (SMART Board) has just been introduced. An Interactive White Board has just been installed in each of the Faculty of the university to kick start its use in the university. This interactive whiteboard is a large, touch-sensitive panel that connects to a digital projector and a computer, displaying the information on the computer screen. Interactive or electronic whiteboard technology firstemerged in the early 1990s; its uses and impacts in K-12education, teacher preparation and professionaldevelopment have grown significantly in recent years.Interactive whiteboards (IWB)enable one to control the computer by touching theboard by hand or with a special pen. Educatorsare increasingly using IWBs in conjunction with othertools such as personal response systems that enableeducators to rapidly assess their students' comprehensionof the topic at hand. Internet connectivity that allowededucators to blend web-based materials with other digitalresources, and wireless slate and tablet computers thatpermit control of the IWB by a teacher or student from anylocation in the classroom (McLaughlin, 2010).

The installation of interactive whiteboard in each of the Faculty of the university is considered an innovative better by far idea and of course has turned the University of Ilorin to be one of the pioneer universities in Nigeria that

embark on this initiative. It in the light of this that this chapter attempt to look at: the issue of interactive whiteboard, in terms of what it is, its usefulness in teaching and learning generally and in the University of Ilorin, its possible educational uses and technical considerations, theoretical and empirical cases on interactive whiteboard locally and internationally, IWBs initiatives, what the University of Ilorin stands to gain, achieve or benefit from the installation of IWB, etc. are some of the issues that will be discussed in the chapter.

It is expected that the chapter will provide information that will enable other universities in Nigeria and abroad to think about the essentiality of implementing and installing interactive whiteboard to facilitate their teaching, learning and research and similarly add to the existing literature in e-learning integration and activities in Nigeria and Africa as a whole.

### **Background to the University of Ilorin**

The University of Ilorin is located in the ancient city of Ilorin, the capital of Kwara State. The state shares boundary with Kogi, Oyo, Ekiti and Niger states. The University of Ilorin is one of the seven third generation Universities established by the Federal government of Nigeria in August 1975. Following an entrance examination, 200 foundation students were admitted into residence on Saturday, October 23<sup>rd</sup>, 1976 and academic activities commenced on Monday 25<sup>th</sup>, 1976.

In October 1977, the Institution attained full autonomous status and has since then developed by leaps and bounds. The student population of 200 in 1976 has increased to 20,084 by the 2014/2015 session, while the total staff strength of the University stood at approximately 3,476 as at 2013/2014 academic session. The senate decided to adopt the use of Interactive Whiteboard (IWB) for teaching and learning in various Faculties. They started the installation of the Interactive whiteboard (IWB) on the 28<sup>th</sup> October, 2014. The various Faculties, Colleges and Offices that makes use of this IWB includes, Art, Communication and Information Sciences, Engineering, Education, Law, Life Science, Agricultural Science, Management Science, Social Science, Physical Science, Veterinary Medicine, Pharmaceutical Science, College of Health Science, Library, Directorate of COMSIT, Senate. The University is striving to improve in her e-learning capacity building, part of this effort is the installation of interactive whiteboard into various classrooms which serve as a platform for students to be motivated and enhance the quality of teaching and learning. This new development has boosted the image of the school within and outside the country.

### **Interactive Whiteboard**

According to Shi, Chen and Tsai(2012), an interactive whiteboard (IWB) is a touch-sensitive board, linked to a computer and a digital projector. The computer can be commanded by touching the board, directly also with a particular pen. The projector can then show images from the computer on the board. The operation mode of IWBs is shown in Fig. 1.

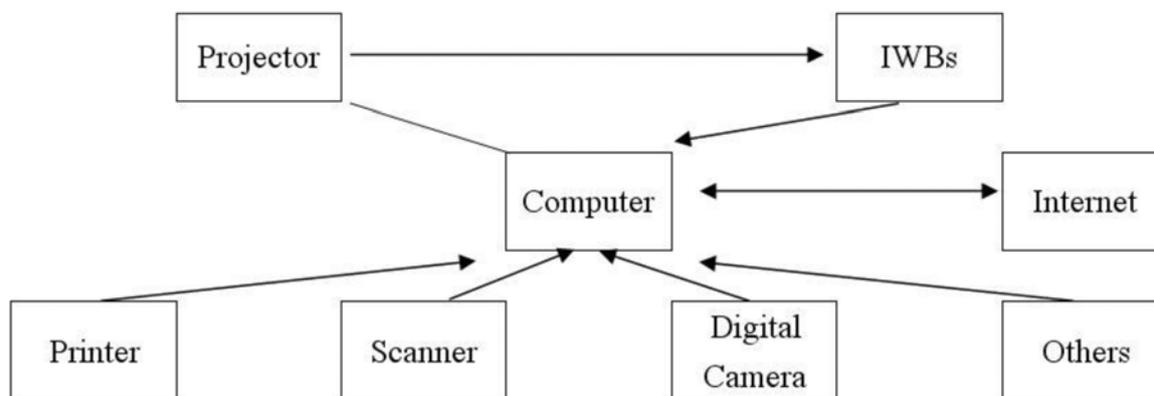


Fig 1: Operation Mode of IWB (Shi, Chen and Tsai, 2012).

According to Bell (2002), interactive applications are in demand for educators who want to involve their students in learning with technology. The electronic interactive whiteboard is a device that combines both of these attributes; offering shared learning experiences for large or small groups, as well as for distance learning. Among the possible applications are (Lin, 2010): using web-based teaching materials in whole-class teaching, playing video clips to help students understanding concepts, displaying a piece of software, presenting students' work to others in the classroom, creating digital flipcharts, manipulating text and practicing handwriting, saving notes recorded on the board in the cause of future use, and quick and seamless revision.

There are several different brand names and makes. However, all interactive whiteboards carry out the same function including: enabling the teacher or students to control the computer from the board itself rather than using a keyboard and mouse, although these can be used as well (BECTA, 2004). Becta (2004) explained by pointing out that, in a simplest term, a multimedia projector allows the user to display anything that is on their computer for an audience, and to control the computer from the interactive whiteboard itself instead of having to return to the computer. This allows even a novice user to run applications such as CD-ROMs, word-processing documents, spreadsheets, presentations and the internet simply by 'clicking' in the right places on the board without losing engagement with a class. With a little bit of practice, teachers can then start to use 'floating tools' to add notes or comments and highlight sections of these pages.

### Available Types of IWB

There are three key types of technology and then variations upon these:

- Infra-red/ultrasound kits - Infra-red or ultrasound kits fix to any standard whiteboard or any hard surface via clips or suckers. They use special pens (or pen housings to hold standard marker pens). This technology can also be used without a projector for simple save/print functionality. These kits are less expensive than a dedicated whiteboard, but not as robust or flexible. Some whiteboards can be purchased with this technology already installed and secured.
- Passive whiteboards - these have a dual membrane resistive board which is touch sensitive. They can sense pressure on the whiteboard from any object from a standard whiteboard marker to a finger. On a very basic level, these can be used without a projector to save/print the content on the whiteboard. Note that some passive boards do not advise the use of standard whiteboard markers as these could permanently mark the screen.
- Active whiteboards - These solid-state impact-resistant whiteboards are operated with an electronic or cordless stylus to detect the content being drawn to the whiteboard. They are more accurate than passive whiteboards, but have the disadvantage of needing a projector to 'draw' the image on the whiteboard as the pen does not physically mark the board. They are also more robust than passive whiteboards. There are also various types of alternative technologies such as graphics tablets that allow pupils to make changes to

the displayed image without touching the whiteboard, as well as numerous 'add-ons' such as voting pads, and personal or mirroring devices which may assist with access issues (BECTA, 2004).

### Common Features of IWB

Most interactive whiteboards come with their own software, which will generally offer a range of functionality, including:

*Pages:* All whiteboards have a design area, or blank pages to create teaching materials. In most instances, the number of pages that can be used is almost unlimited. Teachers can either prepare these before a lesson, drawing on a wide range of digital assets such as images, video or audio clips, or they can be generated during the course of the lesson whilst the learning is taking place – again, using text, images and sound already saved, or starting with a blank page. The teacher and pupils move backwards and forwards through the pages at a suitable pace. This is useful for presenting and representing work. The flipchart can be run at the same time as other applications (web browsers, word processors, spreadsheets, and so on), allowing users to swap between the flipchart and other programs. All pages can be saved.

*Pens and highlighters:* These allow the user to handwrite on the board. This is not possible with a mouse on a computer screen. Different pen colours are available, which can be used to enhance the teaching and learning process.

*Interactive activities:* The whiteboard software allows teachers to create resources which pupils will find motivating and fun. Being able to 'drag and drop' text, images and sounds on screen allows for a variety of sorting, categorizing and sequencing exercises. Hiding and revealing text, images and sound is also possible, allowing pupils to hypothesize and make suggestions, before confirming or re-assessing their original ideas. Reviewing work in progress through peer review and discussion allows pupils to reflect on their own and others' work in order to make improvements.

*Templates or backgrounds:* Using templates available in the software provides a structure (for example, graph paper or a music staff) or a framework (for example, PE pitches, flowcharts, and brainstorm templates) for teachers to manage the work on the board. These resources are time-saving and visual, enabling pupils to access resources which could be more difficult using traditional methods.

*Shapes:* Some whiteboard software provides visual functionality, particularly useful for mathematics and scientific subjects when dealing with abstract concepts or physical phenomena. Rotating, flipping and mirroring shapes can all be carried out by clicking on a button. This allows teachers to demonstrate these functions at the board. Pupils can predict and immediately confirm, or reassess, their own understanding.

### Educational Uses of IWBs

The integration of the interactive whiteboard encourages teachers to manipulate the technology in order to encourage and develop active learning. Effective use of an interactive whiteboard encompasses and extends a range of teaching styles. It also supports and extends a wider range of learning styles – but, as with any ICT tool, its success depends on effective use.

The key feature of this technology is that it emphasizes whole class teaching strategies. These include teacher modeling and demonstration, prompting, probing and promoting questioning, managed whole-class discussions, review of work in progress to reinforce key points emerging from individual and group work, and whole-class evaluation in plenary sessions. Interactive whiteboards are powerful teaching tools. They have the potential to:

- enhance demonstration and modeling
- improve the quality of interactions and teacher assessment through the promotion of effective questioning
- redress the balance of making resources and planning for teaching
- Increase the pace and depth of learning.

These potentials are now discussed in turn as follows:

**Enhancing demonstration and modeling** - Teachers demonstrate in order to show pupils how to do something; modeling helps pupils to understand underlying structures, relationships and processes in abstract concepts. A good demonstration does not have to be supported by discussion as, for example, when a teacher demonstrates a 'cut and paste' technique on screen with little or no explanation. However, modeling without discussion is ineffective. The interactive whiteboard enables teachers to demonstrate in a clear, efficient and dynamic way. As pupils visualize the techniques or instructions, for example, they use the visual and kinaesthetic stimuli to develop and reinforce their

understanding. Interactive software enables teachers to model abstract ideas and concepts. As pupils interact with a simulation, they respond to questions and pose others; they predict outcomes and learn ‘what happens, and they experiment with the variables in the model, because they see the effects taking place. They use the stimuli to make new connections and deepen their understanding of the concept. In English, for example, the use of interactive whiteboards can support aspects of shared writing. The process of planning and composition is demonstrated by the teacher and writing is modified and adapted on screen through interaction and discussion with pupils.

**Improving the quality of interactions and teacher assessment through effective questioning-**The interactive whiteboard promotes increased interaction between the teacher, pupils, the subject and the technology itself. It allows all pupils to engage with the same central focal point in the classroom – something that is not easy to achieve with other types of technology. It also enables the teacher to easily refer back to previous learning and resources. Pupils use the dynamic representation of systems, images and text to explain their methods; to support their reasoning; to demonstrate their understanding and to teach others. The ability to physically interact with the software, by manipulating the text and images on screen, stimulates ‘on-task talk’. Pupils talk for longer than otherwise in their responses and use an extended range of vocabulary in their explanations. These are all features promoted in accelerated learning theory and it is these qualities of learning that teachers point to when they talk of the benefits of using this technology. The interactive whiteboard encourages questioning and intervention at a range of levels, including open, closed and uptake questions along with probing and evaluative responses, all as part of the general flow of the lesson.

As the teacher leads the investigation, she asks pupils how variables might be changed and how these changes might affect the model. She pitches questions at particular pupils or groups of pupils; assesses what they have learnt through their answers and then tests their understanding by asking them to demonstrate what they know through manipulating the model on screen. She is confident that they have understood the keypoints and then adapts the next set of questions in order to develop deeper understanding. She poses a series of ‘what if...?’ Questions and they are keen to try out new possibilities using the software to try out their predictions.

**Redressing the balance between making resources and planning for teaching-** There is now an extensive range of commercial and noncommercial digital resources that teachers can use to enhance teaching and learning, including the interactive teaching programs from the Primary Strategy-Learning credits are available to help schools purchase high-quality, curriculum-specific resources and the pedagogical quality of the packages available continues to improve. Teachers do not need to spend as much time creating their own resources but they do need to know where to find them, how to adapt them for their own lessons and how to develop their teaching strategies to exploit them.

Digital flipcharts and notebooks that come as part of the whiteboard’s software can be adapted and re-used by teachers according to the needs of the class. These resources can be shared not only with colleagues in the same school but also beyond, through saving work to the local network, emailing it or saving it as web pages on the internet.

**Increasing the pace and depth of learning-** The interactive whiteboard opens up new opportunities for presentation, re-presentation and communication. Information can be presented in exciting and engaging ways, creating more motivating outcomes. Interactive whiteboards allow collective engagement with learning problems at greater depth. They encourage creative and seamless use of materials including:

Websites, video and audio clips, internet and email exchange, interactive teaching programs, interactive and electronic texts, interactive software such as digital flipcharts and use of additional peripherals such as electronic microscopes or digital cameras and scanners.

Texts can be written or created, and data and information presented in electronic and multimedia formats. They can be re-presented in ways that further explore, unpack or explain the content, and communicated through e-presentations, email and on the internet. This not only provides a medium for presentation and communication, but also opens possibilities of new, ‘authentic’ audiences and learning communities. The software enables the teacher to quickly change and reconfigure information, to provide opportunities to engage with pupils at a higher and/or deeper level. Pupils are encouraged to deepen their level of enquiry and generate their own questions and hypotheses, which they can then easily test and confirm.

Effective use of the interactive whiteboard incorporates a variety of teaching techniques that support a range of preferred learning styles. Effective use of interactive whiteboards can also support visual, auditory and kinesthetic learning. The use of the technology can undoubtedly increase learning opportunities; however, the technology does not replace effective teaching. In order to take full advantage of benefits of the technology, the teacher needs to combine knowledge of the subject, an understanding of how pupils learn, and a range of teaching strategies along with skillful manipulation of the technology. Schools should not underestimate the time needed for teachers to become confident with the technology and to develop their teaching style and strategies. Headteachers should consider a long-term plan of training opportunities for teachers in order that they can develop effective practice.

The interactive whiteboard (IWB) has been used in many contexts in various ways. Effective use of IWBs in classrooms promises numerous advantages in terms of learning and instruction (Türel, 2010). However, to better understand how we can effectively use IWBs in classrooms, several questions should be considered: What instructional strategies can teachers use with IWBs and what kinds of benefits do IWBs have on teaching and learning. Successful instruction may be a result of various IWB features along with sound instructional strategies (Brown, 2003; Glover et al., 2007). Teachers can put a variety of strategies and techniques into practice using IWBs by considering the characteristics of the learning context including students' needs and interests, and technical facilities (Türel, 2010). Several IWB instructional strategies that have a positive effect on student learning include:

- Highlighting, coloring, or annotating important content (Türel & Demirli, 2010)
- Flipping back and forth to review previous content providing reviewing techniques better understanding (Levy, 2002; Smith et al., 2005)
- Using pictures for discussion and brainstorming, collaborative writing, shared reading, peer-teaching, and collaborative problem solving (BECTA, 2006)
- Hiding and reveal, drag and drop, and matching items activities (Türel, 2010)
- Observing different media—essential for visual learners (Bell, 2002)
- Touching and feeling the material—good for tactile learners (Bell, 2002)
- Accommodating lower ability and special needs—zoom feature for visually impaired students (Smith, 2008)
- Presenting ideas and reflections about the course content
- Finding hidden part of a picture with spotlight or screen-shade (Beauchamp & Parkinson, 2005)
- Capturing screenshots from web pages synchronously and manipulating them
- Correcting mistakes in the materials (Beauchamp & Parkinson, 2005)
- Playing games (Smith et al., 2005)

The benefits of IWB technology could be summarized to include: enhanced social interaction (Türel & Demirli, 2010), reformed learning environments—teachers may facilitate student's involvement, interaction, and collaboration (Smith et al., 2005), draw the learners' attention (Türel, 2010), facilitated learning and remembering using visual media (Türel, 2010), enlarged computer touch screen, interactions can be recorded and saved—Acrobat (PDF) document, PowerPoint slides, or record whole lecture as a movie file and using with voting systems, document cameras, and electronic microscopes (Bell, 2002).

Türel and Johnson (2012) suggested that in order to have IWB technical competencies and skills, teachers should also be aware of such pedagogical implications in order to provide effective instruction to their students using IWBs (Türel, 2010). Although research suggests that an ideal use of IWBs may have a positive impact on learning and instruction, it is important to investigate how teachers in classroom settings are using IWBs. However, this is not the subject of this chapter but rather left for the future researcher.

## **Global Interactive Whiteboard Initiatives**

### **UK Schools Interactive Whiteboard Expansion Initiative**

The Schools Interactive Whiteboard Expansion (SWE) project is an expansion of the primary pilots (see below). Speaking at the London Education Show (Olympia, September 2003), Stephen Twigg, Parliamentary Under Secretary of State for Schools, announced a £25 million interactive whiteboard project which will help revolutionize teaching and learning, and raise standards. He said: "Interactive whiteboards are revolutionizing teaching and learning in schools, and have seen that they have a significant impact on standards." The initiative aims to increase

the provision of interactive whiteboards in schools to improve, develop and enhance effective pedagogy using ICT and demonstrate that interactive whiteboard technology can make a significant positive contribution to embedding ICT in the classroom, raising standards through improved teaching and learning.

In 2003 Becta managed a procurement exercise to identify and award a number of framework contracts to suppliers who would provide a range of interactive whiteboard packages (board, projector, delivery, installation and basic operational training and software, telephone and email support and three year on-site support) to a minimum specification at a competitive price and to a reliable quality standard. An online catalogue has been developed as a result of this exercise which, whilst supporting the expansion of existing primary pilots, can also benefit LEAs and/or schools which decide to adopt this technology. See the purchasing section under whole-school management issues, and the section entitled Further information, advice and guidance for further details.

#### **Other UK initiatives**

A two-year pilot (2002-04) was all about the use of electronic whiteboards in teaching and raising standards of literacy and mathematics in primary schools. The Interactive Whiteboard Pilot is running in six LEAs (with approximately 15 schools in each LEA taking part) and 30 associate LEAs focusing on Years 5 and 6. The pilot was extended to five additional LEAs in 2003/04, targeting Years 2 and 3, to enhance curriculum continuity and encourage liaison between Key Stage 1 and Key Stage 2. From April 2004, a National Whiteboard Network is being established to support all LEAs that wish to participate in providing dedicated support to schools on making best use of interactive whiteboards.

#### **Taiwan**

In Taiwan, the central government announced a national project in 2009 called "Creating equal digital education environment in elementary and secondary schools". The purpose of this plan is to build more than 6,500 e-classrooms with IWBs and overhead projectors in all secondary and elementary schools (Taiwan Ministry of Education, 2009). IWBs have become new ICT tools adopted into classrooms for many schools. Therefore, the government has arranged a series of trainings to help teachers to get conversant with this new technology. However, the successful use of IWB in classrooms relies on the teachers' viewpoints about IWBs. In recent years, many theses have been written in different subject areas about the use of IWBs in Taiwan schools (Schmid, 2008; Kennewell et al., 2008; Zevenbergen & Lerman, 2008; Quashie, 2009; Troff & Tirota, 2010), and pedagogic benefits and disadvantages of this new tool (Glover et al., 2005; Smith, 2005; Slay, 2008), but little theses and papers is available focusing on teachers' acceptance particular.

### **Interactive Classrooms Initiatives in Africa**

#### **South Africa**

Ron Beyers of the Meraka Institute at the Council for Scientific and Industrial Research (CSIR) was the project director of Interactive White Board initiative in South Africa. He initiates a research component using SMART's Brigit conferencing software that allows a quick, easy and effective way to share voice, video and data over the Internet. The original project was initiated in 2003 in association with St Alban's College and has subsequently been adopted by the Meraka Institute. Interactive whiteboards were a major component of the infrastructure from its inception. An interactive whiteboard is a large touch-sensitive screen that works with a computer and a data projector. Interactive whiteboards engage students by providing immediate access to a wide range of digital materials and a common focus for the entire class. Using a finger or a pen on the screen, teachers and learners can access and control any computer application, file or multimedia platform, including the Internet, CD-ROMs and DVDs. They can also write over applications in digital ink and then save their work for future study and review.

Five schools in the Pretoria area of South Africa's Gauteng province were linked by Motorola's broadband Canopy radio connections to enable virtual interactive collaborative lessons using SMART technologies. The project has now entered its second phase with the inclusion of ten Dinaledi schools in a geographic area called the Mpumalanga Radio Corridor, which spreads to the northeastern borders of South Africa. The last of these schools to be connected was in the town of Middleburg at the end of April 2008.

This expanding radio network installed by Motorola stretches over a distance of 400 km, with the last being a single hop over 180kms from Bushbuck Ridge to Lamahasha, a NEPAD e-School close to the Swaziland-Mozambique border. The primary purpose of the network will be to link the schools in Bronkhorstspuit, Witbank and Middleburg to the original Ulwazi network in the Tshwane area. The aim is to supply all the Ulwazi schools with interactive

whiteboards as an essential component of the interactive, online education process. Other technology in the mix includes five-channel sound card speakers, webcams, microphones and video conferencing software.

### **Khanya Technology in Education Project**

The Khanya Project is an award-winning Western Cape Education Department initiative using technology to enhance teaching and learning in one of South Africa's most diverse provinces. *Khanyais* derived from the Xhosa word "ukukhanya," meaning enlightenment. Launched in April 2001, Khanya's aims are to have a computer facility in every school in the Western Cape by March 2012 and to empower every teacher to use technology in delivering lessons to every learner in the province. The Western Cape's demographics vary dramatically, from affluent schools in major urban centers, such as Cape Town, to impoverished schools in isolated rural villages with inadequate infrastructure. Instruction is delivered in the province's three official languages – Afrikaans, English and Xhosa.

#### **Khanya's implementation plan**

The project's goal is to use technology to enhance teaching and learning at foundation, primary and secondary school levels. Its first phase involved installing computer laboratories, enabling educators to become comfortable using technology as a teaching and learning tool. However, from the outset, Khanya program me director Kobus van Wyk realized that technology would achieve its full potential only when brought into the classroom. "This became possible about five years ago, when interactive whiteboard technology became available – and affordable – in South Africa," he says. "Khanya tested several brands of interactive whiteboards, and the SMART Board interactive whiteboard proved to be superior, particularly in terms of lesson content and support."

The pilot project, begun in 2006, was conducted in five schools, where interactivewhiteboards were used for different grades and subjects. Positive experiences coming out of the pilot included the following:

- In the foundation school level, students aged five to seven benefitted from colorful presentations, which are important in perceptual development
- Science, geography and math educators found the technology effective when used with subject-specific lesson content, such as the CAMI Language and Reading System, Master Math and lesson activities for SMART Notebook™ collaborative learning software Teachers could create lessons once, and then use them to teach the same topics to different classes
- Using the interactive whiteboards with closed-circuit television cameras and wireless audio, two classes could be taught simultaneously while students could collaborate with others remotely

Khanya subsequently set up similar installations in a variety of subject classes in over a hundred schools across the province. Instruction in geography, science, business, arts and culture, as well as other subjects, is now enhanced by the skillful use of interactive whiteboards.

By the end of July 2011, 90 percent of the 1,570 government schools in the Western Cape had acquired computer technology, with a total of 46,120 computers in use. Just over 28,000 educators have been trained to use technology for curriculum delivery, and more than 900,000 learners are reaping the benefits. Khanya realized early on that one or two isolated SMART Board interactive whiteboards in a few schools would not achieve the desired results – the project had to reach a point of critical mass. This has now been attained, with approximately 1,700 SMART Board interactive whiteboards in 534 schools, serving 22,000 learners. With a continuing focus on best practices and professional development, the Khanya Project is on track to achieve its goals by March 2012.

#### **World's First Solar Powered Interactive Whiteboard in Senegal**

Senegalese elementary school is providing students with a unique learning opportunity with the help of a ground breaking solar-powered interactive whiteboard, part of Cyber Smart's affordable solution to bring 21<sup>st</sup> century learning to even the poorest schools in the world. Recently, Cyber Smart received a grant from the US Agency for International Development (USAID) in Senegal to implement its innovative learning solution to extend the Senegalese national curriculum in the areas of math, science, and social studies. Cyber Smart collaborate with teachers and experts to create and implement locally adapted training and lessons designed to spark a more active, real-world classroom experience.

The Cyber Smart program started in 2011 with a partnership between The Millennium Villages Project and the digital learning company, Cyber Smart. Operating in Potou Elementary School and Leona Secondary School, Cyber Smart introduced a highly innovative digital learning solution using the world's first interactive whiteboard powered by a small, solar-charged battery, and created especially for classrooms with poor infrastructure. The interactive whiteboard functions just like a large touch-screen computer display, and is easily moved between classrooms, over rocks and sand. Most importantly, this technology enables an entire school – including those off the electric grid – to benefit from a global store of knowledge, such as virtual science experiments, interactive encyclopedias, and a variety of software programs and Internet resources.



Fig. 2: The Cyber Smart Platform in Senegal

### **Interactive Whiteboard at the University of Ilorin, Nigeria: An Innovative Better By Far Idea**

Why is the use of IWBs at the University of Ilorin, Nigeria considered an innovative better by far idea? This university has been known for the past years to be a pace setter university. Currently, the university is No.4 in Nigeria going by the latest 2015 Webometrics Ranking of Nigeria's Best 100 Universities released **12:15pm** On **13<sup>th</sup> January and the one release by 4icu.org which is located at: <http://www.4icu.org/ng/>**. Before this time, the previous ranking of universities in Nigeria by these two organization have seen University of Ilorin, occupying No. 1 position for three different times in 2012, 2013, (July 29, 2014: <http://www.myschoolgist.com.ng/ng/4icu-latest-ranking-unilorin-nigerias-1-varsity/>) and Dec. 2014. University of Ilorin is known to be a university with the most stable academic calendar in Nigeria and pioneer in some academic activities and initiatives notably the use of Computer Based Text (CBT) and some other stuff.

As part of her efforts to continuing playing this leadership role and improve her academic activities to realize her vision which 'to be an international centre of excellence in learning, research, probity and service to humanity' and

to achieve her mission statement which is ‘to provide world-class environment for learning, research and community service’.

The university, in realization of these, the university wants to make sure that all hands are on deck to make sure that learning become interactive and effective in the university. Another innovative better by far idea introduced by the university is the launches of mobile application on android platforms to making learning and teaching effective and enhance research. This is in its bid to retain its position as among the best Nigerian universities.

The university pioneered the integration of Mobile application in learning. The Unilorin mobile apps have 30 applications that bring the best experience in learning to students and the University community. The applications include Unilorin e-learning portal, Unilorin Map, Unilorin Cloud, Academic Publications, and Unilorin Journals. It also features apps such as Academic Programme, Students’ Portal, Unilorin Videos, VC’s Speech, Unilorin Face book and Twitter among others. The apps would ensure the full utilization of the PC Tablets made available to new students. Through the deployment of the mobile applications on the android platform, the mobile learning can be accessed anywhere and at the exact moment learning is required. The mobile learning at the university will enables training to be ‘situated rather than stimulated’ making learning possible at the point of need. The university assumed that the “always-available” nature of mobile learning empowers learners to take the initiative and direct their own learning activities. Reading (text and graphics), video, animation, working through decision trees, listening to podcasts, contributing to discussions (forum or sms), researching on the internet, choosing correct answer (text or photograph), rating skills on diagnostics etc., are all opportunities for offering learning on mobile devices in the university. Students can download the Unilorin mobile apps from the university website or by simply searching through the google play or android market. The apps can easily be assessed by scanning the QR code. All of these efforts are for the University of Ilorin to continue to improve its ICT facilities to “make learning and teaching effective and fun”.

Partnership with one of the giants telecommunication companies in Nigeria Glo, to stream students’ lectures online is the latest innovative better by far idea by the University of Ilorin. The technical partnership with the biggest home-grown telecommunications network, Globacom, will be to place the university’s curriculum and academic work on the network’s telecommunications infrastructure. This gesture will take education in Nigeria to a higher level as students will be able to access their lectures and lecturers from anywhere in the world. The platform will be accessed through students’ hand-held devices or computers. The plan to revolutionize the classroom experience of Nigerian university students ride on Globacom’s vast and modern voice and data technology.

Globacom has an electronic learning (eLearning) template that can put all faculty curriculum, lecture notes and cached teaching sessions for up to five years on the intranet or internet for the academic community to access at will and from anywhere. This is in addition to video streaming, local intranet and extranet, web-based learning plus teleconferencing facilities which can make a live connection between students in a class and a lecturer from anywhere in the world. Through this partnership, Globacom offered to also provide the University of Ilorin community with internal communication solutions including Closed User Group (CUG), fixed wireless connections and Bucket GPRS services which provides bulk data bundle for the entire community and PABX connections.

From these analyses, the University of Ilorin has introduced a combination of tablet and interactive whiteboard to facilitate teaching and learning. This is because interactive whiteboards and tablets have become portable and much more flexible in their use. With easy-to-use whiteboard software, the creative and engaging lessons created by lecturers using them are nothing short of amazing and are being used to teach topics in a fun, interactive way. A step into a lecture room where students are learning with an interactive whiteboard at the university will enable the feel of the increase of energy and motivation in the classroom.



Fig. 3: The Author and the Interactive Whiteboard Platform at the University of Ilorin

### **The Benefits/Gains of Installing IWB by the University of Ilorin**

The benefits of interactive whiteboards are both practical for teachers and motivating for students. IWB's promising benefits to learning and instruction have led to its increased popularity and attractiveness as expressed by a number of researchers (Bell, 2002; Levy, 2002; BECTA, 2003; Brown, 2003; Beauchamp & Parkinson, 2005; Smith, Higgins, Wall, & Miller, 2005; Slay, Siebörger, & Hodgkinson-Williams, 2008). No doubt, the University of Ilorin, Nigeria stand to benefits and gain a lots from the installation and integration of IWB into her teaching and learning in the University.

It is asserted that IWBs can enhance the functionality of existing ICT such as computers and projectors by adding interactivity to these media that make it distinct from traditional PowerPoint presentations (Hall & Higgins, 2005; Smith et al., 2005; Torff & Tirotta, 2010). Considering the possible advantages of IWBs, University of Ilorin teachers can enrich their instructions with various instructional strategies and techniques and, therefore, increase students' attention, motivation, participation, and collaboration by means of an IWB. Although, researchers (e.g. Hall & Higgins, 2005; Glover, Miller, Averis, & Door, 2007) strongly emphasize the positive effects of this technology when appropriately integrated into classrooms, the true success of IWBs depends on how they have been used by teachers in a learning context. As reported in the literature, teachers who used IWBs through appropriate instructional strategies and resources, learned to incorporate the IWB with their course content. Hence, researchers, who have attempted to evaluate IWB use, have relied on perceptions of teachers as the main data source (Slay, Siebörger, & Hodgkinson-Williams, 2008), to determine the effectiveness of this technology in school settings.

The use of IWBs at the University of Ilorin, Nigeria will afford the lecturers the ability to prepare and access saved workgraphs, charts, diagrams and text, all of which can be prepared in advance in a suitable software package and accessed during the lesson. This allows teachers to provide models and demonstrate work quickly and efficiently. Access to multimedia files sound, moving and still image files are readily accessible using whiteboard

technology. This can be useful to the University of Ilorin lecturers as an additional presentation of a concept or scene setting and helps to bring topics to life. In this sense, for some types of multimedia, audio and video facilities of the IWBs might be very useful.

As it has been observed, the range of software available for curriculum subjects is growing and specialist software supports learning in a variety of ways. For many topics, University of Ilorin lecturers now have access to a wide variety of materials, which can be explored on the whiteboard. An increasing amount of software and content is designed specifically for use with interactive whiteboards, such as the interactive teaching programs (ITPs) being developed to support the Primary Strategy. These can be downloaded free from: [<http://www.standards.dfes.gov.uk/numeracy/publications/>].

It is possible to already have software and contents that can be used effectively with an interactive whiteboard. As a result of involvement in the lesson, University of Ilorin students will seem to enjoy using the whiteboard technology and quickly acquire the techniques to manipulate the software and actively participate in their learning.

In terms of rapid response, University of Ilorin students can now receive immediate feedback on activity on the board and as a result of this, the fear of committing errors and making mistakes have been reduced. The students now become confident and take risks knowing that the flexibility and functionality in the software means that they can learn through trial and error, making 'mistakes' along the way and learning through the concept of 'what happens'. This allows the students to test and confirm ideas and work collaboratively among themselves in the class to make decisions. The use of IWBs at the University of Ilorin, now enable students to enjoy the key features of effective whole class teaching. These are discussion, debate, articulation of contents, understanding and demonstrating knowledge that has been acquired.

Interactive whiteboards, such as the Mimio Mobile or the mobile Tablet/Palmtop allow lecturers to display interactive content which can be easily manipulated by both teachers and students. Mimio's mobile solution, Mimio Mobile, is a downloadable iPad app that allows the teacher to use the iPad to control their computer, student clickers, and whiteboard software, as well as sharing Mimio lessons with individual groups or students.

Now, a very important question is why the university considered installing or integrating IWBs? The answer to this question is not far-fetched considering the under-listed.

***Interactive whiteboards are Knowledge magnets:*** Some lecturers may feel pressured to adopt an interactive whiteboard in their lecture room and do so often times with pressure from the administration. However, when that teacher sees the enthusiasm in the students the first time he/she implements a whiteboard activity in the lecture room, there is no turning back. This happened to be the experience of the author of this chapter. The enthusiasm of students is nothing but contagious. Even those students who were absent during the first one meeting will be the first to come for the lecture the next time.

**Lesson organization is easier with media incorporation:** Interactive whiteboard software is a fabulous planning tool, allowing the lecturer to lay out the framework of the lesson or unit within the software, making sure to incorporate all the necessary components for different learning styles within the lesson. That lesson can then be easily broken down into activities, lessons, days, etc. Mimio Studio allows providing fun drag-and-drop simulations that make teaching certain concepts a breeze. The interactive whiteboard software allows easy pull of websites and screenshots of many different resources into a file that can be provided easily to students who were absent or need to be retaught.

**Enable students Interactivity with lesson contents:** No more does the teacher have to be the "sage on the stage" as the interactive whiteboard makes it easy for students to do just that - interact. They can discuss as they group, solve, or create at the interactive whiteboard.

In relation to the above, Bell in (2002) was asked the reason for using interactive white board. The following were given as response to the question by the research:

- i. The interactive electronic whiteboard is great for demonstrations. Many technology teachers and specialists reported enthusiasm for the board to show students how to use a particular application. The presenter can run the application from the board, using his finger like a mouse; it is easy to show the important features of particular software. The ability to mark on the board by writing with the stylus or using one's finger makes it possible to point out important features of the program.
- ii. The interactive electronic whiteboard is a colorful tool. Research has indicated that students respond to displays where color is employed, and marking can be customized both in the pen and in the highlighter features to display a number of different colors. Width of lines can also be adjusted to add flexible marking choices.
- iii. IWB can accommodate different learning styles. Tactile learners can benefit from touching and marking at the board, audio learners can have the class discussion; visual learners can see what is taking place as it develops at the board.
- iv. Students at all levels respond favorably to board use. Interactive whiteboards were originally used in the business world for group meetings. As they have gained popularity in schools especially universities, teachers have reported success through students in academic settings. As Bell (2002) stated, 'my present use of the board for demonstrations with graduate library science students has been as satisfying as my previous use with junior high learners'.
- v. Distance learning is an excellent setting for interactive whiteboard use. Since they can be connected for distance communication, they have value to users at more than one site concurrently.
- vi. One-computer classrooms can maximize the use of limited computer access by using the whiteboard. Students can work together with individuals contributing at the board, other participants at the computer, and the group as a whole discussing the activity. While it is true that acquiring the board and the projector is an expense, the use of this set-up can be viewed as a cost-cutter when it makes it possible for one computer to serve multiple students.
- vii. The interactive whiteboard is an excellent tool for the constructivist educator. Some authors describe devices or applications which encourage use of technology to encourage critical thinking in students. Attributes of mindtools include ease of use, group interaction, and ready availability of software to be used. Since the boards can be used with any software, they are extremely adaptable for numerous uses and do not require acquisition of additional software. Their creative use is limited only by the imaginations of teachers and students.
- viii. The boards are clean and attractive tools. There is no messy chalk dust or other by-product, which can limit use. While the board can be used with regular dry erase markers, it is more likely to be used with the electronic marking feature, which employs either stylus or finger, and thus requires no cleanup.
- ix. Students with limited motor skills can enjoy IWB use. Because of large format, it may be easier for students to run programs by tapping on the board rather than mouse clicking. Also, teachers with young students report success having them write on the board with their fingers rather than the stylus.
- x. Interactivity. Users can be contributing directly by input both at the computer and at the board. The combination I liked best was for the teacher to be stationed at the computer, with students at the board and in the class offering suggestions and physically contributing ideas and actions. The interaction that transpires between the person at the computer, the users at the board, and the computer itself is a unique and very adaptable arrangement.
- xi. It can interface well with other peripherals. I have used the board to display images both from a document camera and a video camera. With the document camera, the presenter can show an object such as a specimen and then mark on the board to point out features or label parts. We used the board with videotape of a sports activity, with the coach marking on the display as it occurred to show when and where players should have completed certain actions. Scanned images can also be shown to great advantage on the board and then written text added.
- xii. The board is great for meetings and lessons where the participants need printed copies of the proceedings. At the end of a brainstorming activity, for example, copies of the resulting document can be printed and distributed, as well as be saved for future work.

### **Challenges of Using Interactive Whiteboard at the University of Ilorin**

There is never a perfect technology without a shortcoming. IWB is not an exception. There are number of challenges associated with its use anywhere including University of Ilorin, Nigeria.

On the part of the lecturers, it is not easy to bring about a change in teaching and learning styles. According to Guskey (2002) in order to succeed one must be aware of the fact that lecturer only change their way of teaching when they have experienced that the “new” style is more effective in reaching their objectives. Inviting interested lecturers into a participatory action research project might help them to explore, master and develop a new teaching and learning style which exploits the interactive potential of the IWB (Kemmis & Mc Taggart, 2005). Still on the part of the lecturers, there is a big gap between teachers’ practice and pedagogical framework of the interactive whiteboard. They use teacher-centered approach and Presentation Practice Production (PPP) format of lesson with IWB. Teachers use IWB as a presentational tool for teaching classes. Teachers adhere to conventional approach (teacher-centered approach). Most teachers face difficulties to manage IWB.

The school authority does not have a clear vision concerning IWB. They have not provided periodical pedagogical support concerning the use of interactive whiteboard in the university. The university authority has not provides sufficient interactive learning materials (software) - Schools suffer from shortage of supporting materials. Most especially, IWB has not yet being installed in sufficient quantity. It is currently one per faculty.

In terms of technical support, the majority of lecturers currently using the platform usually emphasize that technicians are not available when IWBs problems occur. The number of technicians is small to deal with all classrooms demands. Technicians are not helpful in training teachers to diagnose and eliminate problems of the IWBs. IT departments do not train students on how to utilize the IWBs.

On the part of the students, it is observed that learners’ motivation is low. This factor affects learning generally. Learners choose not to participate in interactive whiteboard’s activities. Observation also revealed that more than thirty percentages of learners do not utilize IWBs and tablets given to them for learning. The majority of the students do not access educational websites. Considerable percentages of learners know better than teachers do about technology. They are competent users of technology. They can change IWBs setting to disrupt the classes. They do not help teachers in troubleshooting too.

In relation to the above, Jang and Tsai (2012), identified some challenges associated with the use of IWBs. These are lack of time- where there is an IWB in the classroom, it is not been used due to lecturers lack of time to design teaching materials. Lack of sources, there is an IWB in the classroom, however; lecturers complain about limited sources of related teaching software. Lack of training, there is an IWB in classroom, there is complain about lack of professional training for the IWB’s functions and operation. There is also complain about the frequency of unresolved problems in the use of IWB in the classroom.

### **Synopsis of Related Studies on the Use of Interactive Whiteboard**

Al-Faki and Khamis (2014) investigates the difficulties that teachers in Jeddah schools experience when they use the interactive whiteboard in English language classes. Although, the interactive whiteboard is easy to use, difficulties occur when teachers use it. While ICT presents new challenges for teachers, it also offers great opportunities for teacher education. ICT’s media can improve training through providing access to educational resources, breaking the traditional isolation of teachers, and enabling individualized training opportunities. There are a few research studies, which investigate the drawbacks of IWB. This study focuses on the difficulties, which teachers face in the classrooms in the Saudi contexts. Those difficulties are categorized into four groups. These are: teachers', school administrations', technical support's and students' factors. Each factor entails a number of challenges. The findings of the study have revealed that there are many challenges that teachers face when using the interactive whiteboard. Those challenges interact together to hinder IWB integration into teaching and learning.

In Taiwan (Jang and Tsai, 2012) examined the reasons for using or not using interactive whiteboards (IWBs) by elementary school mathematics and science teachers. It also considered whether there were any significant differences in the reasons according to teaching subjects, teacher gender, and teaching experience. The survey was developed based on an overview of the discussions from prior research related to the benefits and drawbacks in

using IWBs. Percentages were high on all six reasons for using IWBs. Of the five reasons for not using IWBs, budget constraints appeared to be the most important reason why the teachers did not use IWBs in their classroom. Male teachers using IWBs showed significantly higher ratings than female teachers for getting students' attention and increasing interaction. Experienced teachers' ratings were significantly higher than novice teachers for getting students' attention, helping teachers explain complex and abstract concepts, and helping the teaching process. Among the group of teachers who reported not using IWBs, male teachers showed significantly higher ratings for the lack of time to design teaching materials, and limited sources of related teaching software. Research implications of this study were provided along with suggestions for future study.

However, other researchers found some challenges in using IWBs, including the cost of installing an IWB, the time it takes teachers to prepare classroom lessons, and inappropriate use of the IWB causing students' confusion on learning contents (Miller & Glover, 2002; Schmid, 2008). Miller and Glover (2002) examined benefits and problems of using IWBs with 35 elementary teachers. The data were obtained from a questionnaire including closed and open-ended questions, and participating teachers' comments, classroom observations and interviews. Limiting the benefits of using IWBs, teachers reported that they did not have sufficient time to design classroom lessons and materials to help them successfully use IWBs in teaching. In addition, teachers reported the difficulty of not having a technical consultant available to help with their immediate needs in solving technical problems when using IWBs in their classroom.

In prior studies on the use of IWBs, benefits and drawbacks have mostly been discussed on the basis of qualitative data analyses. The author reviewed the research related to the benefits and drawbacks of the use of IWBs from prior empirical studies, and incorporated the reasons for using or not using IWBs into a survey. This was used to examine Taiwanese elementary school mathematics and science teachers' ratings for their reasons.

Schmid and Whyte (2012) in Germany secondary schools tested the prediction that the hegemony of this paradigm may not extend beyond well-researched university and private ESL contexts by examining the integration of interactive whiteboard (IWB) technology by non-native speaking teachers of EFL in state schools in France and Germany. Teachers' cognitions were investigated via longitudinal qualitative empirical data, involving classroom observations, video recordings of lessons, in-depth interviews and video-stimulated reflections. Findings suggest that in spite of communicatively oriented, socio-constructivist training, teachers used IWB technology to implement a variety of different approaches. The paper traces teachers' use of different models, from traditional grammar-translation to more communicative and constructivist models of task and project-based learning. It shows how individual teachers' approaches are shaped by a variety of factors, such as teachers' teaching and learning experience, pedagogical beliefs and institutional demands. These findings illustrate the complexities of technology integration in CALL and show how teachers often adapt or ignore hegemonic pedagogies to construct their own representations of the technology which are more in line with their curricular and personal goals.

Murcia and Sheffield (2010) studied four elementary science teachers' classroom discourse through their integrative use of IWBs in an inquiry-based learning environment. Participating teachers received expert input from the researchers and technology consultants, as well as three sessions of professional trainings at the initial stage of the project. These sessions covered implementing instructional skills in the inquiry-based science learning environment, development of IWB skills, and discourse to support learning through scientific inquiry. Researchers also developed an online resource site to continue supporting teachers' professional learning and to provide sources for technology use. A mid-point meeting was held for teachers to reflect on their actual practices and adjust their teaching approaches if necessary. A final meeting was held with participating teachers, technology consultants, and representatives of the schools to provide opportunities for participating teachers to share their interactive teaching approaches with IWBs and the learning process of practicing the approaches in their classroom. Video data was collected before and during the use of IWBs in scientific inquiry lessons. Video-recorded lessons prior to the project served as a baseline for data analyses. Comparisons of the data on the pre-IWB and post-IWB use indicated that the use of IWBs increased interactive discourse in students' communication. When teachers used IWBs, they were more likely to require students to participate in discussions, use more open-ended questions, and extend waiting time for their students to think and process the information. In this particular learning environment, students produced higher quality discourse as they increased their discussion related to argumentation-reasoning and exploration in science learning.

Other researchers further examined how the integration of IWB in teaching can enhance students' comprehension of mathematical thinking (Merrett & Edwards, 2005; Taylor, Harlow, & Forret, 2010), motivation (Beauchamp &

Parkinson, 2005; Hall & Higgins, 2005; Miller & Glover, 2002; Schmid, 2008) and performances (Lopez, 2010). Therefore, the use of IWBs has been evidenced to positively influence teachers' integrative skills, with developing their pedagogical approaches and students' learning as associated outcomes.

Beauchamp and Kennewell (2010) distinguish between interactive technology and interactive pedagogy: while the former might require pupils simply to "press buttons and drag objects across the screen" (Beauchamp & Kennewell, 2008, p. 313), the latter is more challenging for both teacher and pupils. Beauchamp and Kennewell (2010) stress the role of the teacher in using the IWB to promote interactivity in its pedagogical sense, establishing a scale of interactivity ranging from none (the IWB is no more than a "suitable surface for a projected image" p. 763) to synergistic interactivity (the IWB is used to store, retrieve and amend ideas), involving a change in ownership (of the board, and thus of learning). The authors particularly value synergistic interactivity, which they concede requires high ICT skills, but they consider it more effective in producing learning. These researchers value the potential of the IWB in fostering communal work and learning from mistakes, two key aspects of current second language teaching.

The literature extends these findings by showing how teachers generally start by developing technical mastery of IWB functionalities, often experiencing Fullan's (2001) "implementation dip" in pedagogical effectiveness as they adjust to the new technology. In research into IWB use among mathematics and modern languages teachers, Glover, Miller, Averis, and Door (2007) find that only once technical competence is achieved do teachers look for pedagogical advantages. Cutrim Schmid (2010, p. 169) documents a similar evolution in a German EFL teacher who first asked "what she could do with the technology," but then "how the technology could support her teaching."

Hennessey, Ruthven, and Brindley (2005) found that teachers generally adopted the IWB tools and affordances which fit with the subject culture, rather than adapting practice to fit new tools. Similarly, Gray (2010) contests the claim that UK modern language teaching would necessarily benefit from transformation via technology. While acknowledging the value of the IWB for second language needs and practices such as multimodal input, noticing, and CMC, Gray contends that UK foreign language teachers are already expert in whole-class interactive teaching and rejects the assumption that "technology can transform any teaching, anytime, anywhere, and that transformation is always good." For Gray, when these teachers use the IWB to increase rather than devolve control of the learning process, their response is both appropriate and effective in that particular context:

From the synopses of related studies, it could be deduced that IWB is very promising in its use for teaching and learning as it improves learning outcomes, promote interactivity in class, saves time and cost among others. However, literature revealed a number of challenges associated with the use of IWBs. These vary from technical problems, to administrative, to teachers/lecturers and the students at large. Meanwhile, it is expected that, University of Ilorin, who is just putting in place, the IWBs platform; will maximize its potentials and at the same time develop modalities to cope with its associated challenges.

## Conclusion

This chapter has examined the use of an interactive whiteboard for learning at the University of Ilorin, Nigeria. The chapter has been able to trace the background development of the university and discuss some concepts that are germane to the chapter including IWB itself, the available types of IWB, common features and educational uses of it. Furthermore, the chapter identified some global initiatives on interactive whiteboard and narrows it down as well to Africa and to the University of Ilorin Nigeria which is a university pioneering the use of IWBs in the context of Nigerian universities. The benefits the university will derive from putting in place this learning platform, the challenges associated with it and some synopses of related literature on the use of IWBs were all unraveled in the chapter. From literature and some documentary evidence, it was revealed that the use IWBs is prominent in Europe, America, United Kingdom, Asia and Africa. However, very limited countries in Africa have taking giant stride in the use of this platform. Such include South Africa, Senegal and Kenya while Nigeria is excluded. The synopses of related studies have also confirmed that IWBs have a number of potentials including improve learning and making learning interactive. Some challenges were also discussed associated with IWBs. These range from technical, administrative, teachers and students factors. In addition, the better by far idea and innovation by the university of Ilorin in terms pioneering learning initiatives among Nigeria universities include use of CBT, Open Courseware, distribution of Tablets to new students, the new installation of IWB to promote e-learning and partnership with the

telecommunication giant in the country (Glo) for streaming students lecturers online. In the light of this, it can be concluded that use of IWB at the University of Ilorin look very promising in terms of its combination with the use of Tablets, all which promote learning and makes it interactive and enable learning anytime and anywhere.

### Recommendations:

Based on the discussion in this chapter and findings from the analysis of the documents, this chapter recommends that technology such as IWB should be used accurately in order to facilitate teaching and provide fun opportunities for learners. The responsibility should be shared between schools' administration and lecturers themselves to integrate the IWBs into teaching and learning and reduce the challenges when they occur. To do this, it is recommended that: Lecturers have to start with acquiring basic ICT skills and that IWBs should be installed in all available lecture rooms. Lecturers should prepare themselves for the use of technology such as IWB in particular and ICT in general in the lecture rooms and should have a clear idea of how a traditional classroom is different from classroom equipped with IWBs. Lecturers are encouraged to share ideas, resources and experiences to help develop professionally. Lecturer should upgrade their knowledge and skills of using computer to minimize challenges when they occur inside the lecture room. In addition, technical team should always be steady to respond promptly to whichever challenges emanated in the use of IWBs in the university.

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## Use Of Technology In The Application Kitchens Of Vocational Education Schools

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### ABSTRACT

Transformation is one of the main features of the twentieth century. Alterations in science and technology change the education as well. These alterations cause changes in the aim and content of vocational and technical education, learning and teaching strategies, and the methods applied by the usage of teaching tools and materials. The main function of vocational training is to raise individuals harmonious with the demands of the labor market. Compatible labor with market demand might significantly contribute to the promotion of Turkey's competitiveness in the international markets. Changes in the world create an economic growth and wealth environment on the one hand, and on the other hand, technological advancements reveal the fact that individuals and society are needed to be prepared for the new forms of working environment by education. It has been thought that the quality of vocational training is increased by advancing the usage of technology in education. In this context, it is expected that replacing the traditional approaches with the novel technologies enrich the training kitchens located in the vocational education schools. Therefore, technology needs to be integrated in to the training kitchens.

### INTRODUCTION

Vocational education institutions are among those for which expectations are high regarding the meeting of new requirements and the management of changing values within the transformation process. Hence, institutions that provide educational services have to provide the necessary knowledge, skills and behaviors required to meet the continuously changing individual and social demands. No matter how sufficient the capital is, it gains meaning and value as a production factor only when combined with qualified labor. The change in technologies that is ongoing today has also changed the attributes of the labor required by different sectors thus resulting in the formation of new work areas. The development of educational systems has become a necessity for developing new quality labor and for closing the gap in the new lines of work developed.

Traditional educational environments/methods are insufficient in this process. Because it is not only technologies that are rapidly changing. The learning habits of students who make up the target population of educational systems are also changing rapidly. Various changes are being made in the curriculums of schools during this time of change that is ongoing because of various new demands. The main objective in this period is educating individuals with high self-confidence who question instead of memorize, who have the skills of free, creative and critical thought, who know how to reach knowledge, who can actively use technology when they need to and who produce knowledge. This in turn places significant responsibilities on the shoulders of the educators.

Kitchen education has an important place as part of the vocational education system with regard to both cultural and economic aspects. It is very important that the knowledge, skills and behaviors that will be provided to the individual during kitchen education are related with the requirements of the job. Thus, it can be put forth that the fundamental reason for the popularity of studies for making use of technology in education-learning processes is the developing importance of the requirement for high quality globalization and global labor. It has now become obligatory for educational systems to keep pace with this transformation as is the case for all other systems in order to benefit from opportunities and to provide a better future to individuals.

### THE USE OF TECHNOLOGY IN EDUCATIONS

Teaching has developed as a necessity with the curiosity of people for learning. People have tried to find the answers to the questions of what they can learn where and how when faced with the need for learning. They have understood the necessity of various other elements as they learned what they want to learn via other people and objects and as they taught what they learned to other people when they realized that it is not sufficient for them to provide knowledge. Various other elements such as supplementary references and tools-materials are required in order to ensure that what they want to learn or teach are more effective. Today, the concept of technology is another element that is important to ensure that the activity of learning takes place during the process of teaching and to make sure that what is learned becomes permanent.

Technology aids individuals in making use of the information and skills they acquire via education in a more effective and efficient manner. Technology serves both the teacher and the student in and out of the classroom. Access to knowledge, selection of the required information, its analysis and the organization of the sources of information via technology are important skills for people. Change has become inevitable as technology started to spread within the community and as it started to be used more and more. Since one of the objectives of education is to bring up individuals in accordance with the requirements of the society, it has become obligatory to train students by considering the unique attributes of information societies. Technological developments bring new information and technical tools to all occupational fields. This innovation and change should be supported in education by suitable lesson techniques. The use of this technology in the education environment has contributed to the increase of the quality and quantity of education technology products. Education technology is defined as enhancement of learning, development, application and evaluation of systems methods and tools. In other words, education technology can be expressed as a scientific discipline that aims to enable people to use the tools and materials most effectively which have been developed when people started to question how they will teach what they know to others by the application of various methods for providing permanent knowledge in the learning-teaching process.

According to these definitions, the following four properties are important;

- Defining the goals that are the objectives of students,
- Analysis of the topic to be taught according to principles of teaching and its restructuring accordingly,
- Konunun aktırlabilmesi için uygun ortamın seçilip kullanılması,
- Using proper evaluation methods to evaluate the effectiveness of the course as well as the tools used during the course in addition to the success levels of students.

Education technology includes products such as slides, projections, boards-pictures-graphs, computers, television, tele-video, smartboard, laptop, databases, modems, developed networks etc. Establishing multimedia in the classroom is important for the effectiveness of the teacher as well as the teacher – student interaction. Pictures, graphs, sounds and words acquire greater strength to encourage participation to the activities, increase enthusiasm, attract attention and increase activity in the group more than when they are successfully incorporated than when they are used separately. Hence, the use of technological devices that appeal to both the eye and the ear is important in educational services. That is why, teaching equipment are among the most important elements of education.

The problem in benefiting from teaching equipment is not being unfamiliar with how to use various tools and equipment. The real problem is being unfamiliar with determining the arrangement in which they will be used to enable students acquire certain behaviors in educational activities as well as the precautions to be taken prior to, during and after their use. The real important factor when using materials in education and classroom activities is determining the method and technique for using them.

### **BENEFITS OF USING EDUCATIONAL EQUIPMENT**

Most information is acquired by seeing. Students learn better and forget less as the number of sensory organs that participate in learning increases. The best method to follow in teaching is the path that leads from the concrete to the abstract and from the simple to the complex. The equipment used which are among the elements of education technology have significant benefits in ensuring that education is effective and permanent. These are;

1. Making learning permanent,
2. Attracting the attention of students,
3. Enhancing learning,
4. Providing ease of teaching and enhancement of meaning,
5. Saving time in teaching,
6. Having a stimulating effect in learning,
7. Ensuring the continuity of thought,
8. Strengthens the process of teaching and makes it more effective,
9. Contributes to sentence development.

The linear relationship between learning and sensory organs increases the importance of using equipment in education. % 83 of our learning takes place by seeing, % 11 by hearing, % 3,5 by smelling, % 1,5 by touching and % 1 by tasting. In addition, people remember % 10 of what they read, % 20 of what they hear, % 30 of what they see, % 50 of what they see and hear, % 70 of what they say and % 90 of what they apply and say. Education becomes more effective as the number of sensory organs appealed to during teaching increases while ensuring that teaching is more meaningful, permanent and fast. The place of use, time and method are important with

regard to educational equipment in addition to their properties. Even though the effectiveness of these equipment depend mostly on conditions of use, it is required that the number and quality of these equipment are satisfactory.

## TECHNOLOGY IN VOCATIONAL SCHOOLS

Teaching can be defined as the arrangement of knowledge and the education environment in order to enable learning. The education environment is defined as the environment where the process of transferring knowledge takes place in education which is made up of the staff, equipment, facility and organization. Today, educational activities are mostly carried out at schools in a planned-programmed manner. There is a need for educational institutions in our age which can keep up with the advancements in technology. The keeping up with advancements in technology attribute of educational institutions is used in classical classroom environments to ensure that the individuals educated there acquire these gains in addition to being used in laboratories, libraries, gyms, painting rooms, music rooms, auditoriums. Application kitchens are included within the scope of laboratories of Vocational and Technical Education Schools, 2 year Culinary departments of vocational schools of universities along with Gastronomy departments of tourism faculties and technological equipment is used predominantly. These kitchens are special environments with the required equipment and tools. Students have the chance to apply and learn in these environments thus ensuring permanent experiences related with the subject area. It enables the acquisition of behavior in the application area and their transformation into skills. It develops the power of thinking as well as hand skills. It enables the student to acquire the required knowledge via observation or trial and error in the accompaniment of the educator and the acquisition of the required knowledge and behavior via applications. The objective is to enable the students to get to know and use the current technological equipment at the application kitchens of these schools while having the opportunity to share the best application examples in their sectors via the web environment that will be established.

However, it is observed that the technological infrastructure of the educational institutions in our country is insufficient. Private schools are better in this regard. Whereas state schools try to overcome these difficulties with the efforts of school administrations or parent-teacher associations. It has been observed that the current equipment is not sufficient to meet the demand with respect to the number of students and it has also been observed that various problems have been experienced related with the periodic off their maintenance and repair. Hence, the equipment standards should be reviewed and these standards should be prepared again in accordance with the number of students.

In addition to educational equipment (videos, slides, projection, computer etc.) gas stoves, workbench, ovens, refrigerator, deep freeze, sinks, dough bench and other workbenches as well as steel wares are available in application kitchens. These equipment can be replaced with other tools and equipment in line with the developing technology. In recent years, kitchen devices have also become technologically modern as is the case in almost every field. These tools equipped with the latest technology have attracted the attention of users thanks to their different shapes, colors, control elements, digital screens and programming features. The technological developments in kitchen equipment used in our day have brought with them many positive results. In addition to the positive effects of state of the art technological machines that enable savings in both time and energy, they also provide high quality and continuity of the final products.

Thanks to advanced technological ovens, foods can be cooked right before service time and they can be ready in a timely manner. Making food ready for service in a short amount of time also increases the quality of the food. In addition, waste control is now much easier. Combi ovens that enable steam cooking help us in cooking our food much faster with the options they provide such as nutritional value awareness, better hygiene, different cooking methods.

It is important for water saving to mount devices for increasing the volume of water to the faucets used in kitchens. These devices spray the water thus enabling the washing and drying operations to be carried out with less water consumption. It is important that electrical equipment enter stand-by mode when not in use in order to provide energy savings. Putting a frying machine to stand-by mode when not in use enables the use of the frying oil for longer periods of time while also providing energy savings. Cutters and shredders make difficult tasks easier in the kitchen while also enabling us to save time. Food processors, electrical knives, mixers, juicers, are frequently used in kitchens. Kitchens have also undergone various changes as a result of the rapid advancements in technology. In the past, people had to spare time and energy to cut and shred foods such as fruits and vegetables, meat, bread etc. Now, these can be carried out much faster and without tiring.

**Thermomix** is a device that provides countless options in kitchens such as weighing, chopping, grinding, shredding, mincing, mixing, whisking, dough kneading, cooking and steaming thus reducing your need to use many other devices for different purposes while also enabling you to save time. It can also cook creamy soups and sauces without the need to add any additional cream since it has a heating function as well.

**Vacuum machine** prevents the contact of foods with oxygen thus increasing their shelf lives.

**Sousvide machine** which means cooking under vacuum is a method that cooks our foods in water under vacuum with heat and time control. One can cook with a sensitivity of up to 0.1 °C with this machine.

**Smokegun** enables fuming operation to be completed in a few hours. Smokegun enables us to save significant amounts of time since it can be used on demand per orders.

**Shock cooler Blastchiller** freezes or cools food products in much shorter periods of time by blowing cold air at very low temperatures (down to -35 °C). This also increases the shelf lives of products.

**Smart pan** is very beneficial since it has built-in recipes it can use via mobile applications. The pan knows the correct amount to be added when you start adding the ingredients and warns you with its measurement scale while also showing you the required time for the proper cooking method according to the temperature and moisture level.

**Smart thermometers** measure the cooking temperature and can connect to your a smartphone application and you can also connect to your iPhone or iPad device to learn the temperature of the food during the cooking process and view the notifications related with cooking. The application also provides graphs related with the cooking process.

**Mellow food processor:** The cooker Mellow uses sous-vide technology to cook the ingredients slowly and in a controlled manner inside a water filled cup. The application enables you to start the cooking procedure automatically. For example, if you want to cook salmon, you can let the fish stay in the water all day long and make the device start cooking at a desired time. The device allows cooking for 6 portions in one go.

**Crock-Pot smart pot:** This strong pot is very much suited to kitchen use. You can connect to the BelkinWeMo application to adjust the cooking time and temperature.

**Drop kitchen scale:** This kitchen scale only has a single on/off button and enables you to measure the real weights of materials thanks to its application. In this way, you can monitor the added quantity from the screen instead of using spoons or cups for measurement.

**Perfect Bake:** The product scales recipes and also includes videos that show you how particular foods should be cooked. There are 3 mixing cups in the product as well as an LCD screen which displays what you have to do.

As you can see, smart kitchen equipment make all tasks easier, faster and more controlled than before. On the other hand, the failure of a single device in such technology dependent kitchens can lead to significant delays which is a disadvantage. Indeed, it is seen in various schools spending significant amounts of money to build such kitchens using smart technologies that such equipment do not guarantee success. Because it is the people who make use of these technologies that make the real work, not the smart device. That is why, it is necessary to regulate vocational education and the technological equipment necessary for educational institutions of our day with an innovative perspective in order to increase the skills and competence of the students who are educated in these institutions and to educate quality labor.

## CONCLUSION

The roles played by schools providing technology based education continues to change in our day and age when technology based global societies are dominant in every area. It is necessary to invest in continuously changing and emerging technologies as well as adapting these to the classrooms and to the education in order to increase the education, evaluation and organizational effectiveness of schools.

It is necessary to transform schools into institutions that provide modern education by increasing the use of technology in this age of information society. Raising future generations as individuals in information societies is one of the objectives of schools. Schools have to be equipped with technological devices and equipment in order to ensure that students can adapt to the changes in science and technology. This can only be possible by transferring sufficient resources to the education sector as well as ensuring the participation and contribution of the different segments of society.

Vocational schools should present new technologies to individuals who are educated there and make them acquire the skills for using these new technologies in order to increase the interest in vocational education while strengthening vocational education with an innovative perspective as well as developing the relationships of vocational education institutions with the society and the business world.

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## Using Software Adams For Understanding Kinematics And Mechanical In Engineering Courses

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### ABSTRACT

The present work is dedicated to evidence that the inclusion of special software for simulation of mechanic elements can help the students for a better understanding about some mechanical topics such as vector and force analysis. The engineering students take a class named solid mechanics which is basic to understand and develop more sophisticated projects about mechanics and mechatronics devices, Professors taught to 3 students groups with a classical methodology and other 3 groups including the solution of many problems using computer simulation. The software used to teach these classes was ADAMS provided by PACE. This software was employed successfully with a good response for improving the students' performance. The software provided powerful graphical tools to analyze many dynamical concepts and expand the possibilities to modify any specific problem motivating students.

Keywords: Student performance, Mechanical topics, Improvement on teaching-learning process, Use of computer simulation.

### INTRODUCTION

Many authors <sup>[1-4]</sup> have reported topics related with the influence of the new technologies on the teaching and learning process; some of them have exposed the influence of the new electronic and computational devices such as cell phones and internet to be in contact with science, technology, arts, politics etc. some others <sup>[4-7]</sup> have commented about the influence of some web-sites as a source of information for young students. Nowadays, the fact is that we are in contact with the knowledge because we are connected all time with any electronic access; and now the needed to employ appropriately these technologies to improve our understanding and cultural learning is evident <sup>[4-6]</sup>. In a previous work the present authors <sup>[8]</sup> validated the importance of the increment in practical time over theoretical lesson for programming and numerical methods courses. The purpose of this work was to ensure the improvement of the teaching and learning process of the industrial engineering students on some difficult topics for the course of solid mechanics.

Statics and dynamical analyses <sup>[6 & 8]</sup> have been always difficult topics to understand for engineering students. Physical and mechanical principles are complicated and the solution processes are extended and complicated. The methods use iterative procedures with mathematical operations which are repeated again and again becoming tedious for students. Thus some computational methods have been developed in order to improve previous designs, to build and test mechanical components and prototypes, and reduce costs of manufacturing. These methods are complex, but thanks to the progress in programming and the increment in the computer capacities these software has become friendly tools. The software packs developed are used in many industries for engineers and designers. Inside universities many of them are used to train the students on engineering projects and for a better understanding about some of these topics. These software have been programmed including powerful tools for reading data, creating elements and models, establishing boundary conditions etc. these software also include nested loops to solve a variety of complex applied numerical methods.

### BASIC CONCEPTS AND GEOMETRICAL ELEMENTS

There are some geometrical concepts that students must know to create a mechanical element, the ADAMS is modular software that allows making a kinematical and dynamical analysis. Here it is necessary to create a model which can be formed of many bodies (complex mechanism that will be formed with the elements to be

tested); and then it is necessary to establish the boundary conditions related with the motion of every element. Finally it is necessary to know the use of the display tools for the analysis. The first step is to start placing simple geometrical basic elements such as cubes, spheres, lines surfaces etc. which will be parts of the geometrical model; these element are saved in an ordered sequence to be analyzed and displayed; these bodies can be solid or flexible elements, and then it is possible to interact with them using Boolean operations such as geometrical subtracting, adding, intersecting etc. these operations are useful tools employed to created more sophisticated bodies. Then the ratio cause-effect is established declaring grades of freedom and movement conditions between every element. Then the animation is run to show the student how the model would work. Finally the options to graph any parameter such as speed or displacement are displayed and show the analysis about the behavior of the element chosen.

### IMPLEMENTATION OF THE SOFTWARE ADAMS TO CREATE MECHANICAL ELEMENTS

There are some tutorials and animated videos about this software with specific topics which can be download directly from some internet web sites. In figure (1) is shown an example of a cam-valve model typically used to illustrate the movement of some elements, this is a very popular tutorial available for engineering students; and the sequence during the animation is explained following:

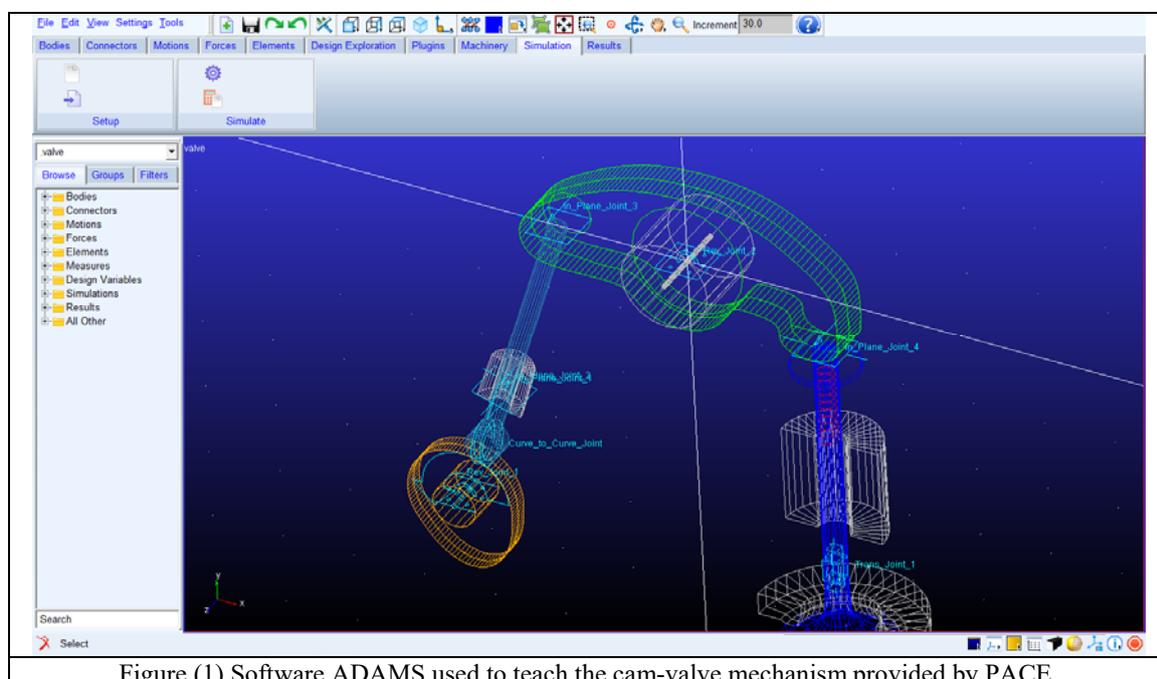


Figure (1) Software ADAMS used to teach the cam-valve mechanism provided by PACE.

The cam placed on the left provides the initial movement, the cam is rotated and its particular geometry allows the first rod element be displaced up in a linear direction toward the rocker which also is impulse rotating around the pivoting center to move the secondary rod and displacing the valve on the wall placed in the right lower corner. This mechanism is used in all the combustion engines of cars and trucks; and connects the cam shaft to the main cylinders block allowing the opening and closing of the chambers of the engines. It is here where the working process in the engines is taken. The opening and closing of the cylinders allows the entrance of the fuel and the expulsion of the exit gases to make possible the combustion which generates the working process. This is a good example about how an analysis for the kinematic study of machine elements can be done to analyze and design a machine.

## STUDENTS EVALUATION

The evaluation was done to students applying the same set of 3 tests in order to know their performance. There were evaluated 3 groups with the classical course about solid mechanics solving only problems in the blackboard and without the use of the software ADAMS. This was the first sample; the second sample were other 3 groups of students, but the classical course was limited to solve only 1 of each 2 samples during theoretical lessons and during the rest of the course new topics about the software management were incorporated in order to develop the students ability with ADAMS. Furthermore the students were instructed to compare both results.

The record of the students after the 3 tests were applied is shown in table (1). Every student got a note after each test, and the average obtained was used to classify every student; according with the institute criterions, 6 is the minimum for approving the course and 10 is for the best performance. Unfortunately three students did not approve the course all of them were in the first sample. These students have been reported in the present inform but not participate in the next analysis to calculate the average of their performance. Only the students who approve the course were counted as is indicated. And the average of the student performance is in the last row. Here it is possible to observe that the students who took the course with the software help got better notes.

The average of the students in the groups with a traditional course was minor in comparison with those in the new teaching courses. The total average of the 3 groups for each sample shown that the students who taken the inclusion of the use of the software for simulation was nearly 0.5 plus than the students with the classical and theoretical course. This fact can affirm that the inclusion of novelty software was good and helps the students for a better performance.

Table (1) Notes obtained for the student with the classical methodology and the students with the inclusion of software simulation.

		sample01			sample02		
		group 1	group2	group3	group 1	group2	group3
not approved students		2	0	1	0	0	0
Notes of the approved students	6	4	4	3	3	2	2
	7	8	6	7	2	3	3
	8	3	6	7	7	5	5
	9	3	3	3	6	7	8
	10	2	1	1	2	4	4
Total approved students		20	20	21	20	21	22
average		7,55	7,55	7,61904	8,1	8,38095	8,40909

The two samples of student were asked about their experience on the courses and they are in agreement with the fact that visual tools in software give an advantage for a better understanding and analyzing. Moreover the students felt that the use of computational tools approaches to the real industry world.

## CONCLUSIONS.

The inclusion of the software ADAMS to teach the solid mechanics course provides many benefits such as the following:

The solving time for the problems was reduced significantly.

The software ADAMS has many tools that let the students to modify quickly the physical models or the boundary conditions alloying to create more study cases with this novelty tool.

The understanding of the problems was improved due to the graphical display interface.

According with the opinion of the student, they think it is a good idea to include exercises with engineering software to wake curiosity and provide a visual interface.

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## Using Touchscreen Technology To Support Basic Numeracy Learning Process For High Functioning Children With Autism

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### ABSTRACT

Touch-screen technology has gained state-of-the-art research interests as brain impairment becomes critical issues globally and locally. However, research on touch-screen assistive learning as intervention approach for children with autism spectrum disorder (ASD) is still at its experimental level. Research showed that it is essential for children with ASD to obtain fundamental skills in order to achieve certain level of independence. In spite of gigantic enhancements in early diagnosis and interventions, most children diagnosed with ASD are implausible to live independently when they grow up. With the emergence of touch-screen technology, the researchers saw the need to conduct research on touch-screen technology based interventions with the aim of disseminating numeracy learning skill among children with ASD as basic numeracy skill is essential for them to gain self-independence when they grow up. This research also looked into the behaviour, engagement and motivation of children with ASD towards the touch-screen application. Twenty high functioning children with ASD and their respective teachers from two primary integrated schools and two from Autism centres in the Klang Valley, Selangor, Malaysia participated in this research. A basic numeracy learning application was developed that operates on touch-screen technology such as tablets, smartphones and laptops. Based on the experiment and direct observation, the children with ASD showed enthusiasm and positive attitude towards the application. Therefore, it is hoped that this basic numeracy learning application will be able to foster a better quality of life for children with ASD in the future.

### INTRODUCTION

Autism Spectrum Disorder (ASD) is a neurodevelopment disorder in the category of pervasive developmental disorders, and is characterized by severe and pervasive impairment in reciprocal socialization, qualitative impairment in social interaction, and repetitive or unusual behaviour (Speaks, 2015). According to Turnbull, Huerta, Stowe, Weldon, and Schrandt (2009) in the Disabilities Education Act 2004, autism is defined as a developmental disability that affect verbal and nonverbal communication and also social interaction which give impact on the children academic performance. There is an impairment that occurs during the development of the brain. Children with ASD display significant problems in the area of communication, emotion recognition, empathy, and social skills (Kamaruzaman & Azahari, 2014). Children with ASD regularly fail to process subtle transient stimuli such as express feelings and besieged by the complexity of social setting (Grandin, 2010; Volkmar, 1998). Children with ASD usually affected the ability to communicate, understand language and interact with other people. Hence, these children encounter intricacy to make friends with other children of the same age. The usage of touch-screen assistive technology in the 21<sup>st</sup> century seems very promising. There has been a rapid rise in interest regarding the use of touch-screen assistive technology as an intervention in the prevalence of children with ASD. State of the art has shown that by using touch-screen technology to provide pragmatic macro contexts that replicate the natural environment in which the knowledge will be used, allows the teachers to provide various models related to learning skills (Kamaruzaman & Zainol, 2012; N. M. Rani, Yusoff, & Kamaruzaman, 2015; Simpson, Langone, & Ayres, 2004). Hence, this may increase many areas of independence for children with ASD. In addition, many children with ASD have intricacy with their psychomotor. Therefore, the pervasiveness of various interactive technologies that allow the growth of intricate environments can be manipulated through different method such as touch screen, voice, text, and motion tracking (Kamaruzaman & Azahari, 2014) to enhance the psychomotor skills. According to Ganz, Earles-Vollrath, and Cook (2011) Razali, Toran, Kamaralzman, Salleh, and Yasin (2013), it can also provide the edifying advantage of bestowing consistent response that can be repeated numerous times to fortify learning skills.

In this study, basic numeracy learning application was developed to ameliorate basic counting skill for children with ASD with an emphasis on understanding number, coordination of number, forming the number as well as addition and subtraction. The researcher also have adopted the touch-screen tablets as a platform to assist face to face activities. The numeracy application has been designed with the input of autism experts, special

education teachers and instructors as well as children with ASD. This research could provide a better alternative for the children with ASD to enhance their cognitive and psychomotor skills. Understanding basic numeracy is crucial in children with ASD. They need the basic knowledge to cope with the challenging environment in and throughout their life.

### **LITERATURE REVIEW**

With the hasty development of digital technologies, various researches have applied its benefit to the design of assistive learning technology for intervention and rehabilitation especially for individual with autism. For children with ASD, computer aided learning application has acknowledged and facilitated their learning environment, which could enhance the learning motivation and performance. Social interaction is also being inspired through the utilization of the touch-screen tablet application. Hourcade, Bullock-Rest, and Hansen (2012) designed a computer-based intervention that comprises of four tablet applications. Each of the applications targeted different kinds of cognitive and psychomotor skills. Based on the advised of Grynspan, Martin, and Nadel (2008), the applications were designed as simple as possible. According to Grynspan et al. (2008) typical children learn easily with the aid of a rich design interface. On the other hand, children with ASD learn better with simple design interface. Participatory design experiment have proved the application have influence the children with ASD to participate in synchronization. It also increased their understanding of social activities and provided them with novel forms of expression. Hence, the researchers used this treatment to form a basic numeracy learning application for children with ASD in Malaysia. It is strongly hoped that the application will benefit and improve the quality of life of these children.

### **TECHNOLOGY ENHANCED LEARNING AND PARTICIPATORY DESIGN**

The state of the art on design technology-enhanced learning (TEL) has been thrived. According to Hannafin, Land, and Oliver (1999) and Savery and Duffy (1995), various TEL hypothetical frameworks have been proposed, especially individuals based on cognition technology group. TEL are technology-based guided learning which learner obtain skills by the help of learning support tools (Aleven, Stahl, Schworm, Fischer, & Wallace, 2003). TEL have generated considerable enthusiasm within the special needs group of people. At present, treatments for autism have even been adapted into technological-based (Avramides et al., 2012; Daley & Sigman, 2002). For example TEL has been used as a supporting instrument to improve skills in children with ASD such as social communication. There are researches indicating how individuals with ASD widely favour computer instruction that they were often reported would rather use computer instructions than tangible toys (Kamaruzaman & Azahari, 2014; Sorensen, 2009). Furthermore, it has also been reported that many children with ASD are immersed with and have more tendency to learn from visually based media such as computer (Kamaruzaman, Rahman, Abdullah, & Anwar, 2013; Mineo, Ziegler, Gill, & Salkin, 2009; Simpson et al., 2004). The challenges in developing TEL for autism are crucial. In designing interactive technologies for children with ASD, Frauenberger, Good, Alcorn, and Pain (2012) as well as Benton, Johnson, Ashwin, Brosnan, and Grawemeyer (2012) proposed the idea of using participatory approach that is known as Participatory Design. Participatory design (PD), is an approach of including end users in the design process development, it is a method that has been used in constructing tablet application design technology (De Leo & Leroy, 2008; Frauenberger, Good, & Keay-Bright, 2011). Involving teachers or children with ASD as design partners through PD offers a number of potential benefits. Therefore, the researchers have engaged participatory design by using special education teachers as proxies to comprehend the children with ASD. The design model was structured according to the cast of children with ASD needs and constrains. A total number of five teachers from various public and private schools in the Klang Valley, Selangor, Malaysia have given their ideas, opinions and suggestions regarding the content background, music synchronization and design through semi-structured interviews.

### **USING INFOGRAPHICS TO LEARN BASIC NUMERACY**

Every single child in this world needs a fundamental calculation skill to use in daily life. The ability to count is essential for them to gain self-determination when they grow up. According to Kamaruzaman et al. (2013), calculation is very important aspect in the development of figure perception especially for high functioning children with ASD. Furthermore previous research also noted that, counting skills are indispensable prerequisite that can lead toward individual self-independent when they grow up. Pellicano, Maybery, Durkin, and Maley (2006), Kamaruzaman and Azahari (2014) and Mejia-Figueroa and Juárez-Ramírez (2014) mentioned, individuals with ASD may easily learn and remember information that is obtainable in visual format. In addition, a major advantage of using info-graphics support is that they may be able to be used everywhere and anytime to process the information. Autism experts also believed that most of high functioning children with ASD are able to understand better through visuals.

## RESEARCH DESIGN DEVELOPMENT

Children with ASD display qualitative impairments in areas of communication, social interaction, and repetitive behaviour (Dodd, 2005). A lot of children with autism faced difficulties during the transitions from activity to activity (Meadan, Ostrosky, Triplett, Michna, & Fetting, 2011). Based on this necessity, the researchers were determined to use touch-screen technology to take advantage of the strong interest of children with ASD toward the devices. Touch-screen devices such as the Galaxy Tablet, Galaxy Note, iPad, and their corresponding applications have the potential to support children with ASD by increasing the accessibility of educational materials, enhance the presentation of concepts, and improve self-determination as well as giving the children a way to communicate in different modalities. The device are also widely recognized and used by children of all age. According to Muhamad Fairus Kamaruzaman (2016), Whalen, Liden, Ingersoll, Dallaire, and Liden (2006) touch-screen platform are easier to use compared to normal computer, as the practicality and usability of the touch based sensory that has been offered by the devices are easier to handle by children with ASD.

Requirements related to the embedded and imbedded rules of numeracy subjects have been emphasized by the special education teachers and often in agreement with the literatures. Before initiating the application model, the researchers conducted semi-structured interview that resulted with four segments in developing the design on basic numeracy learning application. The early phase was recognizing number with the support of visual images and voice over. Children with ASD had to touch the next button in order for them to go to the next numeral. This learning environment was assisted by their teachers or instructors. The second phase was identifying numbers, which include guided learning consisted of series of numbers that needed to be connected through the dots. This section was also guided by their teachers or instructors. The last phase of this model involved add and subtract numeral activities. In order to strengthen this study, the researchers pilot tested the application among the special needs school teachers before the application can be used by the end users. This was also recommended by the experts.

## NUMERACY LEARNING DESIGN APPLICATION

In order to form the basic numeracy design application, the researchers needed to identify thoroughly the needs and wants of children with ASD. Interviews with autism teachers and autism experts were done in order to understand the cognitive and social interaction gap and factor that possibly contribute to the success of building the application. According to N. M. Rani, Rahman, and Kamaruzaman (2015), N. Rani, Legino, Mudzafar, and Kamaruzaman (2014) the researcher also need to choose the right colour schemes for the interface design, typeface, background music and voice over in order to determine the right harmony for the high functioning children with ASD to use the application. In reference to Figure 1, the application model structure consists of four sections namely - About (basic information regarding the apps), Recognizing Number (be familiar with numbers), Identify Number (guided learning which consist series of number that need to be connected through the dots and; Calculation (add and subtract training activities). English language was used as a medium in the numeracy learning application, as it is the common language used by most children with ASD in Malaysia.

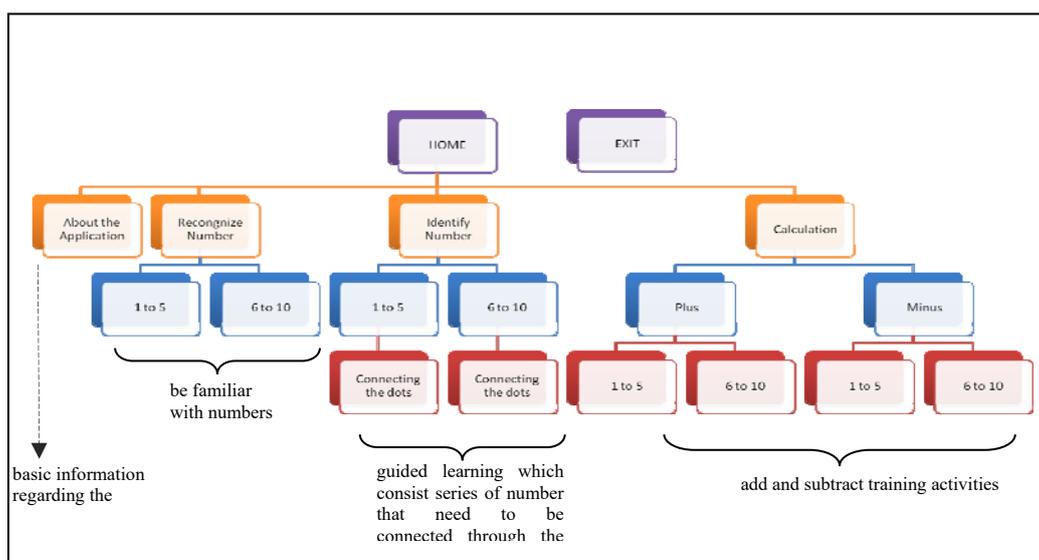


Figure 1. Numeracy learning application structure

## USER INTERFACE (UI) DESIGN AND NAVIGATION

In the first stage of the application development, storyboard was created to identify the appropriate interface design for the said application. The visual layout has been designed neatly to ensure the end user would benefit when they use the application. An extremely simplified UI and navigation structure was designed in order to emphasize the content of the basic counting skill application. Consistent arrangement of the UI elements also helped in ease of use of the application. Figure 2 illustrates the flow of the basic numeracy learning application.



Figure 2. A linear flow for the basic numeracy learning application

## NUMERACY APPLICATION EXPERIMENT TOWARDS CHILDREN WITH ASD

To identify the acceptability of the basic numeracy application towards children with ASD education development, the numeracy application was tested among the special education teachers, instructors and high functioning children with ASD. Twenty high functioning children with ASD from two integrated schools and two Autism Centre in Klang Valley, Malaysia were involved in the experiment. All participants were protected by agreements with their school principle and Centre manager to ensure the research ethics had been followed accordingly. The high functioning children with ASD were directly observed. Their behaviours, responses and performances were also recorded when they were given the touch-screen device. This was to further analyse and to investigate the interaction levels with the touch-screen technology. The experiment was conducted in a classroom with good surroundings and atmosphere. Before the experiment began, the researchers explained all the numeracy application details to the instructors so that they could handle the apps appropriately. Once the instructors understood the apps, the touch-screen device was given to the instructors to lead and assist the experiment towards the high functioning children with ASD. The experiment tasks include all the activities proposed earlier in the theoretical framework that comprised of three activities. Activity one which is familiar with number, activity two consist of guided learning through series of number that need to be connected through the dots and activity three which is add and subtract training activities (Figure 3 and Figure 4). During the experiment, how the children control the instrument, gestures, emotions, communication and consistency were recorded (Figure 5). Each participant was given 15 minutes to complete all activities. Based on the direct observation and instructor feedback, majority of the high functioning children with ASD were motivated, excited and enjoyed operating the touch-screen numeracy learning application (Table 1). This was an alternative instrument for the high functioning children with ASD to learn and empathize about the basic numeracy skill. Technically this touch-screen learning application complemented the conventional approach to teaching that are still used in today's classroom.



Figure 3. Example of activity one – identify numbers



Figure 4. Example of activity

two – connecting dots



Figure 5. One of the high functioning children with ASD interacting with the touch-screen numeracy apps

**Table 1: Participants' background and the experimentation observation analysis on basic numeracy learning application.**

Number of Children with ASD	Age	School / Centre	High Functioning Children with ASD, behaviour, motivation and attitude respond towards the touch-screen apps	Engagement Level			Completion of Activities		
				Not Engaged	Partially Engaged	Very Engaged	Activity 1	Activity 2	Activity 3
1	5	Autism Lab Centre	Positive			√	√	√	√
2	7	Autism Lab Centre	Positive			√	√	√	√
3	9	Autism Lab Centre	Positive			√	√	√	√
4	10	Integrated School 1	Positive			√	√	√	√
5	8	Integrated School 1	Positive			√	√	√	√
6	7	Integrated School 1	Positive			√	√	√	√
7	9	Integrated School 1	Positive			√	√	√	√
8	19	Integrated School 1	Positive			√	√	√	√
9	7	Integrated School 1	Positive		√		√	x	x
10	7	Ideas Autism Centre	Positive			√	√	√	√
11	8	Ideas Autism Centre	Positive			√	√	√	√
12	5	Ideas Autism Centre	Positive		√		√	x	x
13	8	Ideas Autism Centre	Positive		√		√	x	x
14	6	Ideas Autism Centre	Positive			√	√	√	√
15	7	Ideas Autism Centre	Positive		√		√	x	x
16	7	Ideas Autism Centre	Positive			√	√	√	√
17	8	Integrated School 2	Positive			√	√	√	√
18	7	Integrated School 2	Positive			√	√	√	√
19	7	Integrated School 2	Positive			√	√	√	√
20	9	Integrated School 2	Positive		√		√	x	x

From the direct observation that has been made, the touch-screen numeracy learning application successfully keeps the majority of high functioning children with ASD motivated and engaged for 15 minutes. This is a good indicator that can lead towards technology-enhanced intervention. From the table 1 above, it indicate that 15 respondents appear to be very engaged with the touch-screen device, 5 respondents were partly engaged and none of the respondents were not engaged towards the technology device. Most of the high functioning children with ASD rely on visual stimulation for learning development. The expansion of touch-screen technologies allows the learning treatment approaches assimilate various sensory stimulation to draw the children attention as well as increase motivation level. A total number of 15 high functioning children with ASD, capable of doing the overall basic numeracy activities, while the remaining 5 of high functioning children with ASD just managed to completed only activity one. The outcome of the experiment indicates that, children with ASD who were experience the touch-screen basic numeracy application have gain more concentration and passion to discover more regarding the mathematical subject.

## CONCLUSIONS

The application described in this research paper was designed to support teaching and learning of basic numeracy for high functioning children with ASD through touch-screen technology. Most of the instructors and teachers agreed that the touch-screen technology inspired and enhanced the mind, visual and psychomotor of children with ASD. Autism experts also reckoned with the new dimension of learning intervention, to reduce the duration of time to learn the basic numeracy and calculation skill is possible. Hence, it provides more flexibility and convenience way to study and acknowledge the conventional learning approach. Perhaps these children will survive the challenging adulthood, to be independent, and successfully achieve a better quality of life.

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## Uzaktan Öğrenenlerin Akran Değerlendirmesine Yönelik Görüşleri

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### ÖZET

Akran değerlendirme, öğrenen başarısının değerlendirilmesinde kullanılan yöntemlerden biri olup, öğrenenlerin belli ölçütler çerçevesinde birbirlerini değerlendirme süreci olarak tanımlanabilir. Akran değerlendirme sadece bir değerlendirme yöntemi değil, aynı zamanda öğrenenlere bazı davranış ve becerileri kazandırmak üzere uygulanan bir süreçtir. Akran değerlendirmesinin alan yazında birçok yararları olduğu; öğrenenlerinin eleştirel düşünme becerilerini geliştirdiği, objektif düşüncelerine yardımcı olduğu, özerklik ve sorumluluk duygusunu artırdığı ve öğrenenleri sosyalleştirdiği belirtilmektedir. Akran değerlendirme daha çok yüz yüze eğitim ortamlarında kullanılmaktadır. Öğrenen ve öğretmenin zaman ve mekân açısından bir arada olmadığı açık ve uzaktan öğrenme kurumlarında akran değerlendirmesinin çok sınırlı düzeyde olduğu söylenebilir; özellikle açık üniversitelerde gerçekleştirilen değerlendirme uygulamaları içerisinde akran değerlendirmesinin payı çok düşüktür. Öte yandan, 2008 yılından itibaren Kitleli Açık Çevrimiçi Derslerin (KAÇD) ortaya çıkmasıyla akran değerlendirme popüler olmuş, açık ve uzaktan öğrenme kurumlarında ve açık üniversitelerde bir değerlendirme aracı olarak kullanılabilirliği araştırılmaya başlanmıştır. Türkiye’de ise akran değerlendirmesine yönelik araştırmalar daha çok yüz yüze eğitim kapsamında yapılmıştır. Akran değerlendirmesinin Türkiye’de açık ve uzaktan öğrenmede kullanılabilirliğinin konu edildiği bir çalışmaya rastlanmamıştır. Bu kapsamda araştırmanın amacı, açık ve uzaktan öğrenmede akran değerlendirmesine yönelik olarak öğrenenlerin görüşlerini belirlemektir. Araştırmada öğrenenlerin görüşlerinin iki aşamada toplanması söz konusudur. İlk aşamada 20 öğrenen ile yarı yapılandırılmış görüşmeler yapılmıştır. İkinci aşamada ise görüşmelerden elde edilen sonuçlar doğrultusunda bir anket oluşturularak en az 500 öğrenene uygulanması planlanmaktadır. Bu çalışmada öğrenenlerle yapılan yarı-yapılandırılmış görüşmelerin sonuçları paylaşılacaktır.

## Üniversitelerin İngilizce Hazırlık Sınıfı Öğrencilerinin İngilizceye Yönelik Motivasyon Düzeyleri ve Tutumları İle Başarıları Arasındaki İlişki

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### ÖZET

Günümüzde gelişen teknoloji ile birlikte küreselleşen dünyada, insanların farklı toplumlarla iletişim kurması birçok kişi için gerekli hale gelmiştir. Bu nedenle düzenli bir eğitim sistemine sahip devletlerin hemen hepsi, eğitim sistemleri içerisinde öğrencilerin en az bir yabancı dil öğrenmelerini hedeflemektedir. Türkiye eğitim sisteminde de, tüm dünyada egemen olan İngilizce, yabancı dil olarak öğretilmesi hedeflenen dil olmuştur. Bu sebeple, İngilizce dersleri ilköğretim 2. sınıftan başlayarak ilköğretim, ortaokul ve çoğu lise türlerinin eğitim programı içerisinde kesintisiz bir şekilde yer almaktadır. Bunun yanı sıra, üniversitelerin hem önlisans hem de lisans bölümlerinin programlarında İngilizce ortak zorunlu ders olarak yer almaktadır. Ayrıca, çoğu üniversitede öğrenciler bir yıllık İngilizce hazırlık eğitimi de almaktadırlar.

Fakat öğrenciler öğrenimleri süresince aldıkları İngilizce derslerinin sonucunda bir türlü hedeflenen düzeye ulaşamamaktadırlar. Bu durum, öğrencilerin başarılı veya başarısız olma nedenlerini araştıran ve probleme birbirlerinden farklı açılardan yaklaşan birçok çalışmaya konu olmuştur. Bazı araştırmalar öğrencilerin sahip olduğu bilişsel özelliklerin başarıya etkisi üzerine odaklanırken, bazı araştırmalar ise öğrencilerin duyuşsal özelliklerinin onların başarılarına ne kadar etki ettiğine odaklanmıştır. Bunların yanı sıra, birtakım çevresel faktörler ile öğrencilerin akademik başarıları arasındaki ilişkiyi irdeleyen araştırmalar da yer almaktadır.

## Üstün Zekalı Çocukların Okullarda Akranları İle Yaşadığı İletişim Sorunları (Sakarya İli Örneği)

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### Özet

Bu çalışmanın amacı, Sakarya İli'nde bulunan ilköğretim okullarında eğitim görmekte olan üstün zekalı çocukların akranları ile yaşadığı iletişim sorunlarını belirlemektir. Araştırmaya, ilköğretim okullarında eğitim görmekte olan üstün zekalı 50 (elli) öğrenci katılmıştır. Öğrencilerin görüşleri anket görüşmesi yapılarak toplanmış ve yorumlanmaya çalışılmıştır. Çalışmanın bulguları, Sakarya İli ilköğretim okullarında görev yapan öğretmenlerin ve rehberlik servislerinin üstün zekalı çocukların eğitimi ve yönlendirilmesi konusunda yeterli bilgi düzeyine sahip olmadıklarından, üstün yetenekli öğrencilerin akranlarıyla etkili iletişim kurabilmeleri konusunda doğru yönlendirmeyi sağlayamadıklarına işaret etmektedir. Üstün zekalı çocuklar kendini ifade etmekte ve yaşatlarını anlamakta zorlanmakta bu sebeple okullarda akranlarıyla iletişim kurmakta sorunlar yaşamaktadırlar.

Üstün zekalı çocuklar, yaşam kalitesinin yükselmesine, bilim ve teknolojinin gelişmesine, yeni buluşların yapılabilmesi için inovatif çözümlere ve toplumsal refahın artmasına öncülük edecek potansiyele sahiptir. Uygun eğitim ortamı sunulamadığında üstün zekalı çocuklardaki konsantre olabilme becerisi, güçlü bellek, hızlı öğrenme, gözlem ve analiz gücü, problem çözüme, yaratıcılık, yüksek motivasyon, liderlik, estetik duyarlılık, dünya sorunlarına ilgi, gelişmiş ahlaki değerler gibi özelliklerin işlerlik kazanmadığı, kendini ifade edemediği için de akranlarıyla iletişim sorunları yaşadığı gözlenmektedir.

Sahip oldukları onları farklı kılan özellik ve yeteneklerini akranları olan diğer çocuklarda göremediklerinde, onları sıradan görme, onlarla aynı ortamlarda bulunmama isteği onları genellikle kendi akranlarıyla iletişim kurmaktan uzaklaştırarak, kendilerinden büyük bireylerle zaman geçirmek istemektedirler.

## Vakıf Üniversitelerinde İlişkisel Pazarlama Uygulamaları

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### GİRİŞ

Kelimenin kendisinden de anlaşılacağı üzere, ilişkisel pazarlamanın temel odak noktası, müşteriler ile işletmenin ilişkilerini istenen düzeye taşımak ya da o düzeyde tutmaktır. Teknolojinin ve küreselleşmenin neredeyse ana gündem maddesi haline geldiği günümüz Dünyasında yaşanan rekabet, işletmelerin müşterilerine verdiği önemin artmasına, bununla birlikte de bu alana yapılan akademik ya da işletmesel yatırımların da artmasına vesile olmuştur. Kavram ilk kez, 1983'te Leonard Berry tarafından hizmet pazarlaması konusunda kullanılmıştır (Savaşçı ve Franko Ventura, 2001). Buna göre, uzun süreli firma-müşteri ilişkilerinin getirdiği faydalar üzerine artan bir ilginin oluşmasıyla ilişkisel pazarlama kavramının da temelleri atılmıştır. Tanım olarak ilişkisel pazarlamanın en sade halini Odabaşı (2000); "bireysel müşterinin şirkete ne dediğine ve şirket çalışanlarının müşteri hakkında neler bilmesi gerektiğine yönelik olarak istekli biçimde davranışlarını ve uygulamalarını değiştirme düşüncesi" şeklinde yapmıştır.

Her ne kadar konu eğitim olduğunda direk olarak bir pazarlama sürecinden bahsedilmesi zor ya da en azından etik dışı olarak nitelendirilse de, özellikle vakıf üniversiteleri, amaçları kâr elde etmek olmasa da, her eğitim-öğretim döneminde yeni öğrencileri eğitim kurumlarına kazandırabilmek adına, gerek aday öğrencilere, gerekse de onların ailelerine yönelik bir takım çalışmalar yapmaktadır. Kaldı ki bu tip çalışmaların örneklerini, Devlet üniversiteleri de yapmaktadır. Bütün bunların yanı sıra, mevcut öğrencilerin yatay-dikey değişim gibi süreçlerle kaybedilmemesi için de üniversitelerin basın, halkla ilişkiler, tanıtım ya da medya merkezi gibi idari birimleri devamlı faaliyetlerde bulunmaktadır. Kazandıkları bölüme göre 2 ya da 4 yıllık bölümlerden mezun olan öğrencilerle dahi, vakıf üniversiteleri bağlarını kopartmamaya çalışmakta, ilişkileri sıcak tutmaya önem göstermektedir. Bu, hem uzun süredir çeşitli araştırma-geliştirme çalışmaları ile oluşturulmaya çalışılan kalite ve imajın devamı açısından, hem de bu yolla yeni öğrencilere ağızdan ağıza pazarlama yolu ile daha kolay ulaşılabilmesi bakımından çok önemli bir çalışma olarak gündemde kalmaktadır.

Çalışma kapsamında, 2015 yılında en çok tercih edilen ve %100 doluluk oranına sahip olan vakıf üniversitelerinin ilişkisel pazarlama uygulamaları kapsamında neler yaptıkları incelenmiştir. Çalışmanın amacı ve kapsamını aşmaması amacıyla da incelenen vakıf üniversiteleri sayısı ilk beş olarak sınırlandırılmış ve tercih dönemi sonuçlarına göre şu üniversiteler incelenmiştir: Koç Üniversitesi, Sabancı Üniversitesi, Bilkent Üniversitesi, Yaşar Üniversitesi ve MEF Üniversitesi. Çalışma kapsamında incelenen üniversitelerin medya, halkla ilişkiler ve tanıtım, pazarlama gibi idari birimleri ile görüşülmüş ve bire bir bilgi alınmıştır.

### İLİŞKİSEL PAZARLAMA KAVRAMI

Teknolojik gelişmelere paralel olarak oldukça hızlı bir şekilde gelişmekte olan bir pazarlama ürünü olan ilişkisel pazarlama, her müşteriye özel hizmet verme esasına dayanan bir tekniktir. Diğer bir deyişle, ilişkisel pazarlama anlayışı, işletme ve müşteriler arasındaki ortak sorumluluk ve güveni sağlamakla ilgili bir süreçtir. Literatürde konu ile ilgili yapılacak olan bir taramada, kavramın genel olarak üç oluşuma sahip olduğunu söyleyebiliriz. Kavram, "ilişkiler, iletişim ve bağlantılar" temeline dayalı olarak, bireysel müşterilerle ilişkiyi tamamlamaktaki ve oluşturmaktaki entegre güç ve devamlı bir şekilde güçlenen, işletme ve müşteri arasındaki etkileşim aracılığı ile oluşturulan çıkar bağlarını hedeflemektedir (Malley ve Prothero, 2004: 1287). Daha basit bir dille ifade etmemiz gerekirse ilişkisel pazarlama anlayışında, müşteri çıkarlarını gözetmeyi amaç edinirken, işletme çıkarları ikinci planda kalmaktadır.

İlişkisel pazarlama anlayışı müşterilerle ilişkileri arttırarak, müşteri ile kurulan ilişkinin uzun dönemli olmasını sağlamaktadır. Bu sonuç da, işletmeler için çok önemli bir rekabet avantajı sağlamaktadır. Ayrıca, ilişkisel pazarlama anlayışı, müşterilere odaklanmış pazarlama stratejilerinin oluşturulması ile müşteri bağlılığını arttırması, fiyat hassaslığını düşürmesi, çapraz satışı gerçekleştirmesi gibi yarattığı fırsatlar ile işletmeler için avantaj sağlamaktadır.

Bu pazarlama anlayışında, tüm müşterilerin istedikleri dikkate alınmakta, müşterilerden öğrenilen bilgilerle üretim, satış ve pazarlama fonksiyonları gözden geçirilerek üretilen ürün ve hizmetler müşterilerin istedikleri özelliklerde sunmaya gayret gösterilmektedir (Şahin ve Demir, 2001: 29).



**Resim 1:** İlişkisel Pazarlama Yaklaşımı: Müşteri Hizmeti, Kalite ve Pazarlamayı bir araya getirmektedir.

**Kaynak:** Christopher, (1991:4).

Endüstriyel malların pazarlanmasında ve hizmet pazarlamasında kişisel satışın ve doğrudan iletişimin önemli olması ilişkisel pazarlama yaklaşımının doğmasına neden olmuştur. Özellikle ilişkisel pazarlamanın gelişmesine neden olan diğer makro öğeler ise şunlardır (Şahin ve Demir, 2001):

- Teknolojik gelişmelerin hızla devam etmesi,
- Toplam kalite yönetimi uygulamalarının pek çok firma tarafından benimsenmesi
- Endüstriyel mal/hizmet sektöründeki gelişmeler
- Firmaların örgüt yapılarındaki yönetici ve yönetici gruplarına verdikleri yetki ve sorumluluklarda meydana gelen gelişmeler
- Firmaların yoğun rekabet ortamında müşterilerini elde tutmak ve kaybetmemek için gösterdikleri çabalar.

Geleneksel pazarlama çalışmaları ile ilişkisel pazarlama çalışmalarının karşılaştırılması, son tahlilde konunun daha iyi anlaşılmasında önemli bir yer tutacaktır. Buna göre;

	<b>Geleneksel Pazarlama</b>	<b>İlişkisel Pazarlama</b>
<b>Hedef</b>	Satış yapmak. Satış sonuçtur ve işletme başarısının ölçüsüdür.	Uzun dönemli müşteri ilişkileri yaratmak. Satış ilişki başlatmada etken olarak görülür. Hedef ilişkileri devam ettirmektir.
<b>Müşteri Anlayışı</b>	Müşteri memnuniyetine önem verilmez ve müşteri bilgileri kullanılmaz. Müşteri değeri satın alınır. Birbirinden bağımsız müşteri ve işletme vardır.	Müşteri memnuniyeti sağlanarak müşteri bağlılığı amaçlanır. Müşteri ile etkileşim sonucunda müşteri değeri oluşturulur. Birbirine bağlı birebir ilişki içersinde müşteri ve işletme vardır.
<b>Performans Kriteri</b>	Ürüne ve fiyatlara göre değerlendirilme yapılır.	Problem çözen uzmanlığa dayalı değerlendirilme yapılır.
<b>Pazarlama Odakları</b>	Yeni müşteriler kazanılmaya çalışılır. Ürünler odaklanan sadece satış yapma anlayışı vardır.	Yeni müşteriler kazanıp, var olan müşteriler elde edilmesi amaçlanır. Hizmete odaklanan anlaşma gibi, satış yapma anlayışı vardır. Bireyselleştirilmiş ilişki oluşturulmaya çalışır.

**Tablo 1:** Geleneksel pazarlama ile ilişkisel pazarlama arasındaki stratejik farklılıklar

**Kaynak:** Jütter ve Wehrli, (1994: 57).

## İLİŞKİSEL PAZARLAMA-MÜŞTERİ BAĞLILIĞI İLİŞKİSİ

Müşteri bağlılığı konusu ile ilgili literatürde karşımıza çıkan tanımlara bakacak olursak; Müşteri bağlılığı, müşterinin gelecekte, daha önceden bildiği ya da kendisine önerilen ürünü yeniden satın almayı istemesi ya da yeniden satın alma eğilimine yoğun bir biçimde yönelmesi ve katılmasıdır (Altıntaş, 2000: 29). Müşteri bağlılığı, müşterilerin reklam, ürün, markalar, satın alma davranışı ve bilgi toplama gibi konulara tutumlarına dayalı olarak önem kazanmış bir kavramdır (Kılıç ve Çağırın, 2005: 58). Müşteri bağlılığı tekrar satın alma sıklığı veya benzer ürünü ya da hizmeti satın alma hacmi olarak tanımlanmaktadır (Altıntaş, 2000: 120). Bir ürüne ya da

hizmete olan bağlılık, tüketicilerin ilgilerine ihtiyaçlarına ve değerlerine dayalı olarak, ürünü ya da hizmeti algılamalarına göre ortaya çıkmaktadır (Kılıç ve Çağırın, 2005: 58).

Teknoloji mi bizi, biz mi teknolojiyi değiştiriyoruz sorusunun cevabı, henüz keşfedilmemiş olsa da, en azından konu pazarlama olunca müşterilerin yapısının kesin olarak bu süreçte değiştiğini öngörmemiz yanlış olmaz. Zira özellikle son yıllarda hemen hemen her ürün kategorisinde artan kalite, beraberinde rekabeti sağlamış bununla birlikte de rekabet koşullarında müşterilerin satın alma süreçlerindeki en önem verdikleri başlıklardan birisi 'güven' olmuştur. Sadece satıştan önce ya da satış anında değil, müşteriler ile uzun süreli iletişim kuran ve bunu kaliteli bir ortamda sürdüren işletmeler, müşterilerini devamlı hale getirmekte, işletmeye ve markaya bağlılık göstermelerini sağlamaktadırlar. İşte tam da bundan dolayıdır ki, işletmeler ilişkisel pazarlama anlayışını benimsemeye bir bakıma mecbur kalmışlardır. İlişkisel pazarlama anlayışının bütün amacı; uzun vadeli müşteri ilişkilerinin devamını sağlamaktır. İlişkisel pazarlama anlayışının benimsenmesi pazarlama anlayışının odaksal noktalarının müşteri ilişkileri olarak değişimine ve pazarlama süreçlerindeki odaksal noktaların müşteri memnuniyeti olarak değişimine yol açmaktadır (Jütter ve Wehrli, 1994: 54).

## VAKIF ÜNİVERSİTELERİNDE İLİŞKİSEL PAZARLAMA SORUNSALI

Çalışmanın bu kısmına kadarki bölümünde, gerek geleneksel pazarlamanın, gerekse de ilişkisel pazarlamanın işletmelere sağlayacağı faydalar üzerinde durulmasına karşın, çalışmanın asıl alanı olan vakıf üniversitelerindeki durumu, öğrencilerin de birer müşteri gibi görülme riskine karşın biraz üzerinde dikkatli durulması gereken bir konudur. Bu konuda, Türkiye'deki 'özel' üniversite anlayışının, en azından Amerika'daki 'özel' üniversite anlayışı gibi olmaması, diğer bir deyişle Türkiye'deki özel üniversitelerin bir vakıf çatısı altında kurularak, eğitimden kazanılan tüm meblanın yine eğitim alanında harcanma zorunluluğu oluşu, konumuzun etik açıdan fazla eleştirilmemesine yönelik bir kalkan olabilir.

Aslına bakılırsa, pazarlama faaliyetleri konusunda en az vakıf üniversiteleri kadar Devlet üniversiteleri de çalışmalar yapmakta ve özellikle tercih dönemlerinde ilgili üniversitelerin seçiminde adaylara bilgi verme amaçlı pazarlama faaliyetleri sıklıkla yapılmaktadır. Örneğin çeşitli eğitim fuarlarına katılınması, televizyonlarda tercih dönemlerinde özellikle Rektör ve/veya ilgili üniversitenin en ön plana çıkmış fakülte dekanlarının bilgi aktarımı yapması ya da çeşitli liselerin gezilerek öğrencilere bilgi verilmesi bu konudaki bazı örneklerdendir.

Vakıf üniversitelerinde özellikle tercih dönemi ve ek yerleştirme dönemlerinde yaşanan büyük tanıtım faaliyetleri, derslerin başlaması ile duraksamış gözükse de, bu kez de mevcut öğrencilere yönelik ilişkisel pazarlama çalışmaları hız kazanmaktadır. Öğrencilerin oryantasyon süreci ile birlikte nasıl bir üniversitede eğitim almaya başladıkları ve okunan üniversitenin, mezun olunduktan sonra kendilerine ne gibi avantajlar sağlayacağı konusunda bilgilendirilmeleri ile başlayan süreç, dönem içerisinde çeşitli organizasyon ve aktivitelerle mezun olana dek devam etmektedir.

Vakıf üniversitelerinin ilişkisel pazarlama konusunda duyarlı oluşları ve araştırma-geliştirme faaliyetleri ile birlikte bu alana devamlı yatırım yapmalarının temelinde iki neden yatmaktadır. Bunlardan ilki, öğrencilerin ve akademisyenlerin –ama özellikle öğrencilerin- öğrenim sürelerinde yalnızca okul-ders-kitap üçgeninde sıkışık bir halde eğitim-öğretimlerine devam etmeleri değil, bunun yanı sıra sosyal ve kültürel aktivitelerle de akademik çalışmaların desteklenerek sağlıklı, huzurlu ve aktif bir eğitim-öğrenim süreci tamamlamalarını sağlamaktır. İkincisi ise, bu tip sosyal, kültürel aktivitelerin yetersizliği ile karşılaşabilecek öğrencilerin, gerek yatay, gerekse de dikey geçişlerle ya da yeniden üniversite sınavına girerek, başka üniversiteleri tercih etme ihtimallerine karşın, üniversitenin yaşaması muhtemel hem maddi kayıp, hem de prestij ile alakalı manevi kaybın önüne geçilme isteğidir.

Dolayısıyla, üniversite hayatının olmazsa olmazı gibi görülen bu tip kültürel, sanatsal, spor aktivitelerini bir bakıma pazarlama araçları olarak da görebiliriz. Bu pazarlama araçlarının da doğru ve yerinde kullanımı, işletmelerde nasıl müşteri memnuniyeti ve bağlılığı olarak geri dönüşüm sağlamaktaysa, üniversitelerde de durum, doluluk oranları ve tercih oranları ile kendisini göstermektedir.

## VAKIF ÜNİVERSİTELERİNDE İLİŞKİSEL PAZARLAMA ÖRNEKLERİ

Çalışmanın bu bölümünde, ÖSYM istatistikleri sonucu, 2015 yılında en çok tercih edilen ve doluluk oranına ulaşmış olan ilk beş vakıf üniversitesinin (Koç, Sabancı, Bilkent, Yaşar ve MEF üniversiteleri) ilişkisel pazarlama alanında ortaya koydukları örnekler incelenecektir. Ortaya çıkartılan örneklerin hemen hemen hepsinin başka isimler altında da olsa, diğer incelenen vakıf üniversitelerinde de yer bulmuyor oluşu, her bir

üniversitenin çalışmasının ayrı ayrı değerlendirilmesi yerine, genel anlamda yapılan çalışmalara dahil edilmesini sağlamıştır.

### 1) ORYANTASYON GÜNLERİ

Lise döneminden sonra yüksek öğretime adım atan öğrencilerin, bu yeni ortama ayak uydurmaları ve fakülte/bölüm/üniversite geneli hakkında fikir sahibi olmaları için düzenlenen oryantasyon günlerinde, vakıf üniversitelerinde ağırlıklı olarak kütüphane tanıtımı, konferans alanları tanıtımı, fakülte hocaları ile tanışma, bire bir görüşme fırsatı gibi aktiviteler yer almaktadır. Devlet üniversitelerinde de zaman zaman benzerlerine tanık olabildiğimiz bu etkinliğin, vakıf üniversiteleri açısından farklılığı ise, vakıf üniversitelerinin oryantasyon günlerine çok daha önem veriyor oluşudur. Öyle ki, çalışma kapsamına giren beş üniversite de, oryantasyon günleri kapsamında yapılan aktiviteleri zorunlu hale getirmiş ve bu günleri bir ders yerine koyarak, ilgili etkinlikleri yerine getirmeyen öğrencilerin bu dersten başarısız sayılmalarını sağlamışlardır.

Genel olarak yurt olanakları, kültür, sanat ve spor faaliyetleri konularında bilgi verilen bu günler, bir bakıma givde gösterisine de dönüşebilmektedir. Zira üniversitenin bu –kimilerinde zorunlu- günlerde öğrencilere sunduğu olanaklar, bir bakıma kendi reklamıdır da. Öğrencilik sürelerini en verimli şekilde geçirmek isteyen öğrenciler için ise, bu dönem karşılaşılan her bir olanak, hem kaliteli zaman geçirmelerini sağlamakta, hem de kazandıkları üniversite ile gurur duymalarını sağlamaktadır.

### 2) UNI-STORE'LAR

Örneklerini daha çok Amerikan üniversitelerinde gördüğümüz, üniversitelerin kurumsal kimlik çalışma örneklerinin bardak, kalem, defter gibi araç-gereçlere bastırılarak sunulduğu mağazalar olan store yani mağazalarda bir çok vakıf üniversitesi, yılbaşı gibi özel günlerde öğrencilerine ve/veya ailelerine ücretsiz bloknot, takvim ya da ajanda gibi ürünleri ücretsiz olarak vererek, öğrencilerin kurumsal ürünleri kullanmalarını teşvik etmekte ve bir yandan da bu ürünlerin üniversite dışında olası kullanımlarıyla, üniversite adını öğrencinin veya ailesinin gittiği her yerde duyurma fırsatına sahip olmaktadır.

### 3) ÖĞRENCİ DEKANLIKLARI

Psikolojik danışma merkezi, engelli öğrenci birimi, sosyal sorumluluk merkezi, kariyer merkezi gibi bir çok farklı alanı bünyesinde bulunduran ve genel anlamıyla öğrencilerin dersleri dışında kalan sorunları ile ilgilenmek üzere oluşturulmuş bir birim olan öğrenci dekanlıkları, vakıf üniversiteleri kadar Devlet üniversitelerinde de yavaş da olsa veya farklı isimle de olsa hayata geçirilmektedir. Genel anlamıyla öğrencilerin sorunlarını en kısa ve etkin bir biçimde çözmeye ya da en azından çözümüne yardımcı olma gayesinde olan bu birimler, öğrencilerin Üniversite ile direkt olarak iletişime geçebildikleri ve duygu-düşüncelerini direkt olarak aktarabildikleri bir birim olduğundan oldukça önemli bir konuma sahiptir.

### 4) BAHAR ŞENLİKLERİ

Genellikle üniversitelerde Bahar döneminin sonlarına doğru, Mayıs ayı içerisinde gerçekleştirilen bahar şenlikleri, özellikle vakıf üniversitelerinde adeta bir prestij yarışına dönüşmüş durumdadır. Ortalama 3 ila 7 gün süren bu dönemde, öğrencilerin yılın yorgunluğunu atması ve gönüllerince eğlenmeleri hedeflenmektedir. Genellikle o yıl belirlenen konsept dahilinde, üniversiteye çeşitli alanlarda sanatçılar, müzisyenler, sporcular çağrılmakta ve bir yandan öğrencilerin eğlenmeleri sağlanırken, çağrılan isimlerin 'ağırlığı', üniversitenin prestijini de belirlemektedir. Bunun en büyük nedenlerinden birisi de, vakıf üniversitelerinin düzenlediği bahar şenliklerine, yalnızca o üniversite öğrencilerinin değil, diğer üniversite öğrencileri ya da aileleri veya üniversite tercih dönemine yaklaşan öğrenciler ve ailelerinin de katılıyor oluşudur. Diğer bir deyişle diyebiliriz ki, üniversitelerin öğrencilerine verdiği önemin en büyük göstergelerinden birisi bahar şenlikleridir.

### 5) ÖĞRENCİ TOPLULUKLARI

Dövüş sanatlarından, hukuka, danstan, su altı fotoğrafçılığına kadar çok geniş bir yelpazede faaliyet gösteren öğrenci toplulukları, farklı bölüm ya da fakültelerde okumakta olan öğrencilerin, bir takım ortak hobiler etrafından buluşturarak çeşitli kültürel-sanatsal çalışmalar yapmalarına, hobilerini geliştirmelerine olanak sağlamaktadır. Devlet üniversitelerinde öğrenci topluluklarına genellikle bütçe verilmez iken, vakıf üniversitelerinde hemen hemen her öğrenci topluluğuna belirli bir bütçe verilmesi, bu toplulukların durağan bir yapıdan aktif bir yapıya bürünmelerini sağlamıştır. Zira imkan dahilindeki bütçe ile öğrenciler, ilgi duydukları ve üyesi oldukları öğrenci topluluklarında faaliyetler, çalışmalar, yarışmalar veya paneller düzenleyerek

## 6) MEZUNLAR OFİSİ - MEZUNLAR GÜNÜ TOPLANTILARI

Okudukları bölüme göre iki yıllık ya da dört yıllık bölümlerden mezun olan öğrenciler, bu geçen süre içinde üniversitenin kendilerine sunduğu kültürel, sanatsal aktivitelere katılarak mezun olduklarında dahi, üniversitelerin ilişkisel pazarlama teknikleri devam etmektedir. Zira üniversitenin kendileri ile kurduğu iletişimin, yalnızca eğitim-öğretim dönemiyle sınırlı kalmadığını gören kişilerin, üniversiteye olan bakış açıları da olumlu olmakta ve üniversiteyi genel olarak olumlu hatırlamaktadırlar. Bunun yanı sıra, yine tercih dönemlerinde ilgili üniversiteyi tercih etmeyi düşünen yeni bir öğrenci, eskiden orada okumuş olan bir öğrenciye okulu hakkında bilgi almak için başvurduğunda, halen kendisine önem verdiğini hissettiren ve bunu gösteren bir kuruma yönelik yorumu da olumsuz olmayacaktır. Bu kapsamda vakıf üniversitelerinin hemen hemen hepsinde bir özel mezunlar ofisi bulunmakta ve mezunların iletişim bilgileri bu ofiste yer almaktadır.

Vakıf üniversitelerinden bazıları bu ofisleri aracılığı ile mezun olduktan sonra bir işe başlayan eski öğrencilerine kart göndererek tebrik etmekte, bazı vakıf üniversiteleri ise mezun olmuş ve belirli bir yere gelmiş olan eski mezunlarını, gerek eski fakültelerine davet ederek tecrübelerini aktarmaktadır, bazen de, tercih dönemlerine davet ederek ya da tercih dönemi video çekimlerine davet ederek, üniversite hakkında aday öğrencilere bilgi vermesini istemektedir. Bunun yanı sıra, öğrencilik dönemlerinde kullanılan e-mail hesaplarının, öğrenciliğin sona ermesiyle inaktif oluşuyla birlikte, aynen e-store'lerden verilen üniversite logolu ürünler gibi, mezunlara yönelik verilen e-mail hesapları da üniversitenin bir başka reklam aracı olarak kullanılmaktadır.

Uzun bir süredir orta okullardan, liselere kadar hemen hemen her köklü eğitim kurumunda görülen, “mezunlar günü”, vakıf üniversitelerinde de sıklıkla tekrarlanan bir ritüel haline gelmiştir. Kimisinde bal günü, kimisinde kumru günü, kimisinde pilav günü adıyla ortaya çıkan bu buluşmalarla, üniversite ile olan ilişkilerin bireyler tarafından devam ettirilmesi hedeflenmektedir.

## SONUÇ

Türkiye’de üniversite sayısının her geçen sene artması, beraberinde özellikle vakıf üniversiteleri arasında rekabeti de canlandırmıştır. Kuşkusuz bu rekabet sürecinden en olumlu faydalanan kişiler öğrencilerdir. Kalitesi her geçen gün artan üniversiteler ve üniversite personeli sayesinde iş hayatına daha donanımlı hazırlanma fırsatı bulan öğrenciler, gelişen iletişim araçları ve eğitim sisteminde yapılan bir takım yasal düzenlemeler sayesinde, mezun olana dek hem kendilerine eğitim-öğretim diğer bir deyişle akademik açıdan en yüksek donanımı sağlayacak üniversiteden mezun olmak istemektedirler, hem de sosyal ve kültürel açıdan kendilerini tatmin edici düzeyde etkinliğe ev sahipliği yapan üniversitelerden mezun olmak istemektedirler. Yüksek öğretim kurumu (YÖK)’ün özellikle birinci sınıf öğrencilerine tanıdığı geçiş olasılıkları ve imkanı, öğrencilerin yeni üniversitelere kayıt olduktan sonraki ilk yılın sonunda, kendilerine başka üniversiteleri düşünmek için alternatif oluşturmaktadır. Bu kapsamda, rekabetin arttığı vakıf üniversiteleri yönetimleri de, gerek öğrenci sayısının azalması ile oluşacak maddi kayıp, gerekse de yine öğrencilerinin başka üniversitelere geçişi ile yaşanacak olan manevi kayıpların önüne geçebilmek için, eğitim alanında her ne kadar bir pazarlama faaliyeti olarak tanımlanması etik dışı kabul görse de bir takım ilişkisel pazarlama örneklerini hayata geçirmektedirler.

Elbette ki, bütün bu aktivitelerin birer pazarlama taktiği değil de, sosyal birer program dahilinde öğrencilerin sosyal-kültürel-sportif hayatlarına destek veren aktiviteler olduğu da düşünülebilir; ancak özellikle yine vakıf üniversitelerinin, sıralanan aktivitelere aktardıkları bütçeler göz önünde tutulduğunda ve yine özellikle tanıtım günlerinde bu öğrencileri üniversitelere kazanabilmek adına ortaya konan pazarlama taktikleri düşünüldüğünde, bu aktivitelerin daha çok ilişkisel pazarlama tanımında olduğu gibi, işletmelerde nasıl müşterilerin devamlı suretle bağımlı olarak kalmaları isteniyorsa, öğrencilerin de mezun olana dek kazandıkları üniversitede kalmalarına yönelik faaliyetler olduğu ortaya çıkmaktadır.

Nasıl ki ilişkisel pazarlamanın kâr amacı güden işletmelerdeki müşterileri ya da potansiyel müşterileri etkileme oranı yüksek, geri dönüşleri olumlu gerçekleşiyorsa, ilişkisel pazarlamanın vakıf üniversitelerindeki uygulamalarının geri dönüşümleri de olumlu olmaktadır. Üniversite sınavlarında yüksek puanlar alarak, üzerine bir de burslu kazanma durumu yoksa eğitim-öğretim ücreti ödeyen öğrenciler ve velilerinin beklentileri, öğrenciliğin yalnızca dersliklerde ve sınavlarla geçmesi değil, sportif, kültürel ve sanatsal aktivitelerle de desteklenmesidir. Vakıf üniversitelerinin imajının oluşmasında, üniversitenin akademik personel gücü, ürettiği bilgi kadar ilişkisel pazarlamaya verdiği önem ve ayırdığı bütçe de büyük önem taşımaktadır.

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## **Video Games, Computers, Mobile Phones & Social Network Use Among Immigrant And Native Adolescents In Southern Spain**

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### **Abstract**

Video games, computers, mobile telephones, social networks and television are part of the lives of adolescents in globalised societies. On certain occasions, when used appropriately and for teaching purposes, these information technologies are good for the emotional well-being of individuals. Problems arise when healthy everyday habits are replaced by the excessive use of these technologies. In this article, we aim to find out whether *there are differences in the use and time that young people dedicate to technology, according to the gender and cultural group of origin: Spanish, Moroccans and Romanians*. To this end, we have used a sample of 2125 students from the south-east of Spain. This research belongs to the project entitled "*Education for Cross-cultural Health in Immigrant and Native Adolescents from Almería: Analysis and intervention for optimization and improvement*" supported by the National R+D Plan of the Ministry of Economy and Finance (Ref: EDU2011-26887).

**Key words:** Leisure and free time, video games, emotional well-being, cross-cultural health and gender.

### **Introduction**

By way of an introduction, we must specify what we mean by the concept of Emotional Well-being. In 1947, the World Health Organisation defined Health as a state of complete physical, mental and social well-being, not just as the absence of diseases. This definition breaks away from the deep-rooted conception that being healthy was synonymous with the absence of disease.

If we break this concept down, Physical Well-being can be defined as when a person feels that their body is responding positively and that it possesses a physical ability to meet the various challenges of life activity. It also covers cases where the person perceives that none of their organs or functions are damaged. The next concept, Mental Well-being, is reflected in the proper control of people's abilities and competencies such as the ability to learn, process information, take steps to learn and thereby understand ideas, know how to take reasoned decisions and put them into action, and hold different values and beliefs. Social Well-being includes factors that form part of the quality of life of a person and that help human satisfaction. It is considered an abstract concept, with a strong subjective connotation, though it is also influenced by objective factors, such as the aspects that have a positive influence on a person's quality of life (access to education and healthcare, money, a home, a decent job, etc.) It is clear that these aspects may vary enormously from one individual to another or from one society to another, depending on their culture.

Although the World Health Organisation not specify anything regarding Emotional Well-being in its definition of health, various authors such as Arostegui (2002), Schallock and Verdugo (2003) and Vera (2006) underline the need to identify personal strengths and the factors that increase happiness in people and that have an impact on people's quality of life and health. Emotional Well-being is reflected in people through their different behaviours, such as feeling valued, appreciated by others, feeling that they are capable of overcoming obstacles and feeling self-confident (Bisquerra, 2013). If we transfer this idea to education, schools, teachers and families must create an environment where differences are accepted and respected, support is offered, they show interest in what they do and have affection by showing emotions. This environment fosters security and expression of feelings. One of the ways of creating it is through games, since this allows children to express their feelings, emotions and creativity. Through games,

children start to use internal communication, which is so important for controlling, managing one's own behaviour, and planning; and external communication, to solve problems, reach solutions, negotiate, discuss, etc. Both types of communication facilitate learning, development and allow necessary emotional skills to be improved in order to control and manage one's own behaviour, plan, solve problems, negotiate, express emotions, etc.

Some studies suggest that parents who interact with their children with toys that allow them to express emotions and feelings, encourage them to feel more intelligent, more sure of themselves and make them feel happier and increase their self-esteem (Sher, 2013). Another study carried out by the California State University, in this case using video games with adults, showed that people who played video games, including those that played occasionally, obtained higher levels of emotional well-being than those that did not. The latter group displayed more negative emotions and depressive behaviour. Other studies in support of video games show that the use of video games in childhood has positive effects, such as the development of spatial and visual cognition and perceptive and motor strategies (Haninger & Thompson, 2004 and Green & Bavelier, 2003). Others highlight the advantages for pro-social behaviour or the therapeutic nature (Anderson & Bushman, 2001; Griffiths, 2003, 2004) of video games.

From an educational perspective, authors such as Din & Calao, 2001; Fontana & Beckerman, 2004; Kafai, 1995; Kankaanranta & Nousiainen, 2004; Merchant, 2004; Yelland & Lloyd, 2001 point out that the benefits of using video games as an educational tool are numerous, since they may help with learning or by improving certain disciplines such as communication, literature, languages, mathematics, etc. (Abramovich, S., Schunn, C., & Higashi, R. M., 2013; Agarwal, V., & Dhanasekaran, S; 2012; Delacruz, G. C, 2012, and Mifsud, C. L., Vella, R., & Camilleri, L., 2013). As is the case of a teacher from the United Kingdom who was teaching a group of students that had failed in the educational system, he noticed that the only point of interest for his students were video games. From this premise, he developed two mobile telephone Apps, one of which consisted of making music through gaming, and the second, of a more professional nature, consisted of creating and selling Apps to companies and multinationals. Such was its success that the initiative spread throughout numerous schools. Another important characteristic is that through video games, children use internal language to plan their behaviour and to self-regulate their emotions (Scarlett et al., 2004), which may include excitement, anxiety, how to react to danger, control power and fear, and handle defeat (Goldstein, 1995). Furthermore, it allows for the development of imagination, since in each game the children take on different roles, explore the context that the game recreates and establish rules to be followed. These benefits as a whole are what Sutton-Smith (1995) calls the "*rhetoric of progress*".

Despite the advantages of video games, we can highlight some disadvantages (Report on the use of new technologies and the risk of addiction among adolescents and young people in Andalusia, 2015). One of the problems lies in the excessive time that is spent on these games, which takes it away from other activities such as going for a walk, studying, conversing, etc. Furthermore, families express concern about the fact that they cannot monitor their children's activity on the internet, i.e. the websites they visit. Addiction that it may create is another negative aspect. Addiction is defined as "*the subjective need to engage in a behaviour compulsively, with daily life being subordinate to the habit*" (Alonso-Fernández, 1996) resulting in the individual's loss of control, the dependency it creates and interference with ordinary life. Addiction should not be confused with being fascinated by the use of technologies such as social networks, mobile telephones, etc. With respect to gender, there are differences with regard to the use of video games (Salonius-Pasternak & Gelfond, 2005); for example, children use video games more frequently and for longer periods. Another difference lies in the choice of game, which follows gender stereotypes. Boys choose games based on action, individual ability and skill-based gain. Girls, on the other hand, play video games in which there is a predominating social character, such as games based on fashion and storytelling. Research by Cassell and Jenkins (1998) and Swanson (2001) reported that girls finished games simply when they became bored, whereas boys stopped playing when they won or lost, or they ran out of lives. In short, video games have a series of advantages that must not be ignored, such as the control of emotions (controlling and managing one's own behaviour, planning, resolving problems, negotiating, expressing emotions, excitation, anxiety, as well as reacting to danger, controlling power, fear, handling defeat, etc.), its influence on social well-being, improving cognitive, visual and motor development and, of course, their educational nature.

Not only young people spend their time playing video games. The amount of time they spend on the computer, social networks or a mobile phone is ever greater, leaving behind other more traditional games. A study by the Childhood Observatory in Andalusia (2010) on the use of the internet and ICT among young people shows that young people aged between 9 and 16 use their time at weekends to be with friends. This information does not mean that they do not use ICT; they use them as extensions to their

social relations through social networks where they converse with friends, upload photos and videos and play online. This same study brought to light the fact that eight out of ten minors visit a website that contain gambling advertisements and games, betting pools or lotteries. Another piece of research by the Social Networks Observatory (cited by Romero and Díez, 2013) reported on the rise in the use of smartphones, which has given rise to "*social networks on the move*", meaning that we no longer have to wait to arrive home to log on to a social network – we can find the information at any time. We have become nomadic internet users: six out of ten people use internet on their mobile, of which 55% access social networks. We should remember the role that young people played in the dominance and popularity of the mobile telephone years ago through short messages (SMS) or "*missed calls*", as Castell & Jenkins (2008) points out. Young people have always had an excellent ability to familiarise themselves with technology, make them their own and use them in their own way. They also use them for such disparate purposes as organising a party or for protesting about one political issue or another. The numerous protests of the 15-M Movement or anti-establishment movement have been arranged using these resources. Thus, their use encourages the formation of cultural identities, the sharing of interests and concerns, the development of citizenship (in recent years the numerous protests of the 15-M Movement was arranged using messages on mobile phones or on social networks).

## 2. Objectives

To find out whether there are differences in the use and time that young people dedicate to video games, television and computers, depending on the gender and cultural group of origin: Spanish, Moroccan and Romanian.

## 3. Methodology

### 3.1 Sample

The sample is made up of 2125 students in the Primary Education and Compulsory Secondary Education (ESO) Stages in the south-east of Spain. Age varies between 10 and 19, the majority of which are girls, accounting for 51.3% of the sample, and boys 48.7%. Taking the year of study into account, 7.7% of students are in years 5 and 6 of Primary Education, and 95.2% in Secondary Education (40.4% are in years 1 and 2, 47.1% in years 3 and 4, and lastly, 4.9% in Upper Secondary). As for the cultural group of origin, the second variable that interests us, 62.4% are Spanish, 17.5% are Moroccan, and 7.5% are Romanian, followed by Ecuadorians with 2.7%, Guinea Bissau with 2.2% and finally, England and Lithuania, each accounting for 1.2%.

### 3.2 Instrument

A questionnaire was applied composed of ten dimensions concerning health, diet and physical activity, feelings, mood, self-knowledge, free time, family life, relationship with friends and school life. The questionnaire is made up of Likert Scale type questions with five response options. In this article we only present the results for the "*free time*" item.

### 3.2 Data analysis

The program we used was SPSS V.22 for Windows. The data show that the time that throughout the week, adolescents mainly spend their time watching television and using the computer at weekends, with 3.30 hours 2.83 hours respectively, and 2.45 hours watching more television on weekdays. Together, this makes 5 hours watching television per week. If we focus on the time variable, i.e. hours that they spend watching television, on the computer and playing video games on weekdays and at weekends, the results are as follows: during the week, adolescents spend an average of 2.45 hours watching television, 2.08 hours on the computer and more than an hour playing on the console. This reaches a total of almost six hours. With regards to the number of hours spent at weekends, an average of 3.30 hours is for television consumption, 2.83 hours for using the computer and 1.60 hours for playing video games, equalling total of more than 7 hours at weekends.

Focusing on gender, boys spend 14 hours on television consumption, using video games and on the computer. Girls, on the other hand, are progressively approaching the same figure as their peers, with 12 hours. Boys spend the most of their time on these activities at weekends, for example with an average of 3.26 hours watching television, 2.75 hours using the computer and 2.32 hours on video games. Girls consume an average of 3.20 hours on watching television at weekends, followed by 2.95 hours in front of the computer and some 90 minutes on the console. On weekdays, the figures tell us that both boys and

girls spend the most of their time watching television ( $\bar{x}$  boys is 2.41 and girls with a  $\bar{x}$ 2.38) and to using the computer ( $\bar{x}$  boys is 1.97 hours and girls with  $\bar{x}$ 2.17 hours).

Table 1: Average hours of TV, video games and computer consumption according to gender

	$\bar{x}$ Girls	$\bar{x}$ Boys
Hours of TV on weekdays	2.38	2.32
Hours of TV at weekends	3.20	3.26
Hours of video gaming on weekdays	0.48	1.19
Hours of video gaming at weekends	0.91	2.41
Hours on the computer on weekdays	2.17	1.97
Hours on the computer at weekends	2.95	2.75
Total	12.09	13

In short, there are significant differences between the number of hours that boys and girls spend on the use of video games during the week ( $p = 0.000 < 0.05$ ) and at weekends ( $p = 0.000 < 0.05$ ). Boys present an average of 1075 ( $R_2$ ) on using video games at weekends and girls an average of 717 hours ( $R_1$ ). As regards weekends, boys show an average of 1087 ( $R_2$ ) hours and girls an average of 684 hours ( $R_1$ ). With respect to the female gender and the cultural group of origin, the data show that Moroccan, Romanian and Spanish girls spend most of their free time on weekdays and at weekends watching television and using the computer. More exhaustively, Moroccan girls spend an average of 3.73 hours in front of the television at weekends, 2.7 hours during the week and 2.60 hours on the computer at weekends. In the case of Romanian girls, they dedicate an average of 3.34 hours to using the computer and 3.15 to watching television at weekends, and finally, an average of 2.49 hours to watching the television during the week. In the case of Spanish girls, they spend 3.06 hours watching television and 2.99 hours on using the computer at weekends, and 2.26 hours on watching television during the week.

Table 2: Average hours of TV, video games and computer consumption according to Moroccan, Romanian and Spanish girls

	$\bar{x}$ Moroccan girls	$\bar{x}$ Romanian girls	$\bar{x}$ Spanish girls
Hours of TV on weekdays	2.7	2.49	2.26
Hours of TV at weekends	3.73	3.15	3.06
Hours of video gaming on weekdays	0.63	0.42	0.45
Hours of video gaming at weekends	1.20	0.66	0.85
Hours on the computer on weekdays	1.93	2.50	2.18
Hours on the computer at weekends	2.60	3.34	2.99
Total	12.79	12.56	11.79

Boys display similar results. In the case of Moroccan boys, they spend 3.66 hours watching television and 2.66 hours on using the computer at weekends, and 2.61 hours on watching television during the week. Romanian boys spend 3.70 hours watching television and 3.28 hours using the computer at weekends, and spend 2.48 hours watching television during the week. Finally, Spanish boys watch television for 3.15 hours, use the computer for 2.69 hours at weekends, and watch television for 2.35 hours during the week.

Table 3: Average hours of TV, video games and computer consumption according to Moroccan, Romanian and Spanish boys

	$\bar{x}$ Moroccan boys	$\bar{x}$ Romanian boys	$\bar{x}$ Spanish boys
Hours of TV on weekdays	2.61	2.57	2.35
Hours of TV at weekends	3.66	3.28	3.15
Hours of video gaming on weekdays	1.43	1.78	1.20
Hours of video gaming at weekends	2.24	3.09	2.27
Hours on the computer on weekdays	1.96	2.48	1.93
Hours on the computer at weekends	2.66	3.70	2.69
Total	14.56	16.9	13.59

There are therefore significant differences between the average range of hours of television consumption during the week ( $p = 0.000 < 0.05$ ) and at weekends ( $p = 0.000 < 0.05$ ) in the group of Spanish and Moroccan young people.

Young Moroccans encompass an average of 894 ( $R_2$ ) and 897 ( $R_2$ ) hours of television consumption on weekdays and at weekends, respectively, compared with an average of 790 ( $R_1$ ) hours that Spanish young people spend watching television during the week, or 769 ( $R_1$ ) hours at weekends. Similar data arise with computer usage, where there are significant differences between young Spanish and Romanian people in terms of their consumption at weekends ( $p = 0.001 < 0.05$ ). Young Romanians have an average of 804 ( $R_2$ ) hours and young Spaniards have 703 ( $R_1$ ). There are also significant differences between computer usage among Moroccans and Romanians during the week ( $p = 0.003 < 0.05$ ) and at weekends ( $p = 0.000 < 0.05$ ). Romanians spend higher number of hours on the computer both during the week and at weekends ( $R_2 = 282$  and  $R_2 = 287$ ) than Moroccans ( $R_1 = 240$  and  $R_1 = 235$ ).

### Discussion and Conclusions

Regardless of gender or cultural group of origin variable, adolescents are very much drawn to the television or to the computer. These data can be observed in all groups, where they specify the time they spend during the week and at weekends. Only boys start to show some differences with girls in what they do during the week and at weekends. We refer to the fact that boys spend more time on the console than girls. These data coincide with those gathered by Labrador and Villadango (2009) who specify that the use of video games is lower among girls but, on the other hand, they use mobile telephones and computers more. Gray and Klein (2006), Leung, (2004) and Kim et al. (2006) remind us that video games allow for experimentation, make the search for sensations easier and that boys become disinhibited, but it should be borne in mind that adolescence is one of the stages where addiction is more likely. Both girls and boys spend an average of 12.09 hours and 13 hours a week respectively on watching television, using the computer and video consoles during the week and at weekends. A study by Echeburúa, Labrador and Becoña (2009) specifies that adolescents dedicated an average of six hours to television, computers and mobile telephones. This is considered quite a lot of time spent on leisure and free time activities of a passive nature. By this we mean activities where the adolescent does not move, converse or socialise with their peers. Encouraging a sedentary lifestyle may entail consequences such as obesity and other quite unhealthy habits as Echeburúa and Corral (2009) point out. Focusing on the cultural group of origin, the Spanish, Romanians and Moroccans all present similar data, although the Moroccan cultural group spends more time watching television during the week and at weekends than the Spanish group. The same occurs with the Romanian cultural group, which spends more time than the Spanish and the Moroccans on using the computer.

### Conclusions

1. Both parents and teachers should become involved in the use of video games as well as other technologies that favour the development of positive values and attitudes.
2. Awareness should be raised among both families and adolescents of the need to balance these activities with others of a more active nature throughout the week, thereby encouraging healthy habits. These might include going for a walk, trips, traditional games, volunteering, etc.
3. The use of social networks must be understood by adolescents as a way of prolonging communication with their friends, and not as the only way of meeting and establishing social relations with other young people.
4. Learning and playing traditional games should be encouraged.

5. Finally, teachers must bear in mind the psychosocial characteristics that may have an impact on technology addiction among adolescents.

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## Visualization In Teaching Probability

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### ABSTRACT

Probability is increasingly taking part in the school mathematics curriculum but probability is one of the topics that teachers find it difficult to teach. Because most teachers have little experience with probability. In recent years, the developing technologies play a very important role in mathematics education. One of these is the simulation software. Simulation software is teaching methods in which learners can change parameters and make the experiments identically. In this study TinkerPlots dynamic statistics software was used. It provides a dynamic learning environment with data analysis and probability modeling. The number of trials is changeable and offers the opportunity to observe small and large samples. The data obtained from the experiment results are transformed into a dynamic and visual working environment through tables and graphics. Hence the students develop their understanding of the probability concepts such as experimental probability, theoretical probability, chance and randomness.

The aim of this study is to examine the effectiveness of the use of simulation in the prospective teacher's decision-making process. The study was conducted as a case study. Data were collected through three open-ended questions. Firstly problems were answered by prospective teacher without the use of simulation. Then "Sampler" toolbar in Tinkerplots software has been introduced and 2 weeks (4 hours in a week) simulation activities are performed. These activities based on a creating simulation model. Data obtained without using simulation is presented frequencies and percentages, whereas data obtained using simulation is presented with the screen images. The conclusion was reached that simulation contributed more to the prospective teachers in the setting of probability concept than the process in which pen and paper were used.

## **When Technology Dances With Music: The Integration Of Music Training Into Computer-Assisted Pronunciation Learning**

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### **ABSTRACT**

This study explored the effectiveness of the integration of the technology of speech visualization and voice training using music in pronunciation learning. 89 junior college students of English majors were involved in a 10-week experiment. The result showed that the experiment group watching the DVD for voice training was found to make the most significant progress in the posttest in all the rating categories (i.e., pronunciation, intonation, timing and overall performance). The qualitative analysis revealed that the DVD clip for voice training helped draw their attention to the places of articulation (e.g., the various mouth shapes for different vowel length), variant vowel length, and intonations that express speakers' emotion.

## Uzaktan Eğitimde Etkileşimli Video İçerik

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### **ÖZET**

Uzaktan eğitimde yaygın kullanılan ders içerik türlerinden birisi de videolardır. Öğrencilerin derse etkin katılımını gerçekleştirmek ve etkin katılımı ölçmek için çeşitli yöntemler kullanılmaktadır. Ders içeriğinin belirli kısımlarında öğrencilere ek bilgiler vermek, içeriğin belirli kısımlarında öğrencilere sorular sorarak içerik içerisinde yönlendirmeler yapmak veya ölçme değerlendirme işlemini gerçekleştirmek bunlardan bazılarıdır.

Yapılan çalışmada video içeriklerinin istenilen bölümüne, öğrencilere verilmek istenen bilgi, ölçme yöntemi, yönlendirme, kullanılacak soruların eklenmesi ve bu işlemlerin değerlendirilmesi amacıyla öğrenme yönetim sistemleri (LMS) için bir modül tasarımı gerçekleştirilmiştir.

**Anahtar Kelimeler:** etkileşimli video, video içerik, lms modül

## **Pedagojik Formasyon Derslerinin Uzaktan Öğretimi**

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## **ÖZET**

Bu araştırma pedagojik formasyon derslerinin uzaktan öğretim yolu ile verilmesinin üstün ve sınırlı yönlerini ortaya koymak amacı ile gerçekleştirilmiştir. Sakarya Üniversitesi Eğitim Fakültesi'nde 2015 yılında pedagojik formasyon derslerini alan 40 öğrenci ile gerçekleştirilen araştırmada yarı yapılandırılmış görüşme formu kullanılmıştır. Veriler formasyon öğrencileri ders aralarında araştırmacıların bizzat görüşme gerçekleştirmesi sureti ile toplanmıştır. Toplanan veriler, içerik analizi yapılarak benzer kavramlar ve temalar çerçevesinde bir araya getirilerek sayısal olarak kodlanmıştır. Ardından kodlamalar dikkate alınarak SPSS programına aktarılmış ve betimsel istatistikler yapılmıştır. Ayrıca formasyon öğrencilerinin bazı ifadeleri ise aynen kullanılmıştır. Betimsel istatistiklerin yanı sıra Cinsiyet, lisanstan mezun olma yılı, medeni durum, bir işte çalışıyor olma gibi değişkenler dikkate alınarak çapraz tablolar oluşturulmuştur. Elde edilen bulgulara göre çalışan konumunda olanların rahatlıkla dersleri takip edebildiği, evli ve çocuklu olanların aileleri ile daha fazla ilgilenebildiği, derslerin verildiği mekâna çok uzak yerlerde yaşayanların derslerini rahatlıkla takip edebildiği, öğrenciye olan mali yükün düştüğü belirlenmiştir. Ancak derslerde başarı düzeyinin yüz yüze verilen derslere göre daha düşük olduğu, öğrencilere ait olan teknolojik donanımlardan (PC, internet) kaynaklanan sorunlar yaşandığı ve vize sınavlarının uzaktan yapılması nedeni ile güvenilirliğinin düşük olduğu sonucuna ulaşılmıştır. Bu sonuçlara göre pedagojik formasyon derslerinin uzaktan verilmesinin yanı sıra en azından belli bir zaman dilimi içerisinde yüz yüze derslere de yer verilebileceği, vizelerin uzaktan yerine öğrencilerin bizzat sınavlara alınması önerilmektedir.

**Anahtar Kelimeler:** Formasyon, Pedagojik formasyon, formasyon ve uzaktan eğitim, uzaktan eğitim

## Sınıf Öğretmenlerinin Güncel Sorunları ve Sınıf Öğretmeni Adaylarının Bu Sorunlara İlişkin Bilgi Düzeyi

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### ÖZET

Bu araştırma Eğitim Fakültesi Sınıf öğretmenliği Anabilim Dalı'nda öğrenim gören öğretmen adaylarının, ilkokullarda görev yapan sınıf öğretmenlerinin yaşadığı güncel sorunlara ilişkin bilgi düzeylerini belirlemek amacı ile gerçekleştirilmiş nitel bir araştırmadır. Araştırmada çalışma grubu, Sakarya ilinde halen faal olarak görev yapmakta olan 60 (43 Bayan, 17 Erkek) ilkokul öğretmeni ve Sakarya Üniversitesi Eğitim Fakültesi, Sınıf Öğretmenliği anabilim Dalı'nda öğrenim gören 60 (46 Bayan, 14 Erkek) öğretmen adayından oluşmaktadır. Araştırma ilkokul düzeyinde yaşanan güncel sorunlar ile karşı karşıya kalan sınıf öğretmenlerinin görüşleri ile gelecek yıl mezun olarak ilkokullarda göreve başlayacak olan öğretmen adaylarının yaşanan sorunlar hakkında ne kadar bilgi sahibi olduklarını belirleyecek olması açısından önemli görülmektedir. Araştırmada hem öğretmenlerin hem de öğretmen adaylarının görüşlerini almak amacı ile yarı yapılandırılmış görüşme formu kullanılmıştır. Veriler, Kasım 2015 ayı içerisinde öğretmenler ile Aralık 2015 ayı içerisinde öğretmen adayları ile yapılan görüşmeler yoluyla toplanmıştır. Toplanan veriler, bir birine benzeyen kavramlar ve temalar çerçevesinde bir araya getirilmek sureti ile içerik analizi yapılarak kodlanmıştır. Son olarak elde edilen sayısal kodlamalar dikkate alınarak SPSS programına aktarılmış ve betimsel istatistikler yapılmıştır. Elde edilen bulgulara göre, ilkokullarda görev yapmakta olan sınıf öğretmenlerinin güncel olarak yaşadıkları sorunlar ile öğretmen adaylarının bu sorunlara ilişkin görüşlerinin örtüşmediği sonucuna ulaşılmıştır. Öğretmen adayları göreve başladıklarında en önemlisinden başlayarak sırası ile can güvenliği (%51,7), ders için araç ve gereç temini (%48,7), birleştirilmiş sınıflarda öğretim (43,3), plan yapma (43,3), yapısalci yaklaşımı uygulama (%40), deney yapma (%35) gibi sorunlar ile karşı karşıya kalacaklarını düşünmektedir. Görevde olan öğretmenler ise en önemli sorunlarının, okulun fiziki olanaklarının uygun olmaması (%45,0), ders kitaplarının yetersiz olması (%43,3), bitişik eğik el yazısı (%38,3), sınıfların halen kalabalık olması (%26,7), açıklamaların öğretmenler ile velileri karşı karşıya getirmesi (% 23,3) ve velilerin eğitim işlerinde öğretmenlere müdahale etmeye çalışmasını (% 23,3) görmektedir. Sonuçlara göre eğitim fakültelerinde öğrenim görmekte olan öğretmen adaylarının mesleklerine başladıklarında yaşanmakta olan sorunlardan haberdar olmalarını sağlayacak çeşitli programların uygulanması gerektiği önerilmektedir. Bu amaçla öğretim elemanları derslerinde öğretmenlerin yaşadığı güncel sorunlar hakkında bilgilendirmelerde bulunabilir. Eğitim Fakültelerinin mevcut dersleri arasında seçmeli olarak bu konu içeriğine sahip derslere yer verilebilir. Hatta halen görevde bulunan öğretmenlere bu derslerde görev verilebilir. Yapılan bu çalışma sadece Sakarya ili merkez ilçelerinde görev yapan öğretmenler ile gerçekleştirilmiştir. Oysa öğretmen adaylarının ilk göreve başladıklarında daha çok yurdun çeşitli bölgelerindeki köy ve kasabalara atanacak olmasından dolayı benzer bir araştırma gerçekleştirmek isteyen araştırmacılar, öğretmen adaylarının ilk atamada çalışabileceği bölgelerde halen öğretmen olarak görev yapan öğretmenleri de örnekleme olarak çalışmalarını gerçekleştirebilirler.

**Anahtar Kelimeler:** İlkokul, Sınıf Öğretmenliği, Sınıf öğretmenlerinin Sorunları.

## **BİLİŞİM TEKNOLOJİLERİ ÖĞRETMEN ADAYLARININ MESLEKİ KAS İSKELET HASTALIKLARINA YÖNELİK FARKINDALIKLARININ BELİRLENMESİ**

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Son yıllarda çalışan nüfusun bilgisayar kullanımındaki hızlı artış, buna bağlı gelişen mesleki kas iskelet hastalıkları (MKIH) sorununu da beraberinde getirmiştir. İlgili alanyazın incelendiğinde, özellikle bilgisayar kullananların iş yerindeki fiziksel ve psiko-sosyal risk etkenlerine bağlı olarak oluşan kas iskelet hastalıkları için yüksek risk altında oldukları gösterilmiştir. Buna bağlı olarak, son yıllarda risk etkenleri, ergonomi eğitimi ve ergonomik girişimleri kapsayan ergonomi programları ve rehabilitasyon yaklaşımları konularında yapılan çalışmalar hız kazanmıştır.

Bu araştırmada, Bilişim Teknolojileri (BT) öğretmen adaylarının MKIH'nın görülme sıklığı, risk etkenleri ve ergonomi eğitimi konusundaki farkındalıklarını ve bu konuya yönelik dikkat düzeylerini belirlemek amaçlanmıştır. Bu doğrultuda araştırmacılar tarafından yapılandırılmış bir görüşme formu hazırlanarak BT Öğretmen Adaylarından oluşan 34 kişi ile görüşmeler yapılmıştır. Görüşmelerden elde edilen veriler NVivo 11 programı kullanılarak çözümlenmiş, kategoriler ve alt kategoriler oluşturularak çeşitli kodlara ulaşılmıştır. Bu kodlar frekans ve yüzdelerine göre grafiklerle sunulmuş ve yorumlanmıştır. Araştırma kapsamında elde edilen görüşler genel olarak değerlendirildiğinde; BT öğretmen adaylarının MKIH hakkında yeterli düzeyde bilgiye sahip olmadıkları, bu hastalığa yol açan risk etkenlerine yönelik farkındalık düzeylerinin düşük olduğu ve bilgisayar kullanırken ergonomiye dikkat etmedikleri görülmüştür. Ayrıca araştırma sonucunda öğretmen adaylarının ergonomi ile ilgili kendilerine verilen eğitimin yeterli olmadığını düşündükleri sonucuna ulaşılmıştır.

**Anahtar Kelimeler:** BT Öğretmen Adayı, Ergonomi, Bilgisayar Kullanımı, Korunma

# MAKING TELEVISION PROGRAMS AND TV SERIALS STRATEGICAL FOR COMMUNICATION: PERSONAL DEVELOPMENT EXPERIENCES, NLP, NEW AGE ASTROLOGERS, SPIRITUAL OPINION LEADERS AND A TV SERIAL EXAMPLE: LOVE FOR RENT (KİRALIK AŞK)

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## SUMMARY

The guiding influence of television on people in developing countries is certainly a reality in society, especially where there is a low level of education, where television is widely used for entertainment, and there are policies that support its overall widespread use and continuity. One of the important issues is that the level of education is low, and that the acquired education can not produce a critical, questioning way of thinking in large quantities.

Today's free market economy, ownership and control relations in the Turkish media sector and the lack of public interest policies and strategies in the context of public service broadcasting reflect the production process of television programs. In general, not only the quality of the TV series but also the quality of the programs has led to the determination of the strategy of communication as unqualified, plain, cheap. The new television broadcasting culture is seen as a money-based association chain. And all the possibilities of the digital age can be used for a good profit.

The purpose of this article is not to examine these gift trade associations. To address the strategic dimension of communication in the programs is to present a solution proposal that will at least improve the quality of the commercial communication cycle for the public.

**Key Words:** New Age Astrologers, Spiritual Leaders, Personal Development Experts, NLP, New Television Culture.

## TECHNOLOGY AND MARKETING

‘No change without improvement. Those who cannot change their minds cannot change anything.’

Bernard Shaw.

David Ogilvy said that: Television has emerged as the most potent medium for selling products. I believe that if he were alive today, David Ogilvy would agree that we are in the midst of a sea change in marketing, one that will exceed television's impact by at least tenfold-very likely, for the better. Some people in the marketing world point out that TV commercials still work

for a lot of brands, and I remember another industry guru who said that we just had to 'hold on' until the coming generation of plugged-in Millennials join our companies and figure out the new, new thing for us. But our brands and our jobs may not still be here if we continue to hold onto old models or wait for the world to deliver the answer to our doors. The time for change is now (Gilbreath, 2010:9).

## **HOW A COMPETITIVE ENVIRONMENT AND CONSUMER IS THINKING?**

Much of the thoughts and feelings that affect the behavior of consumers and marketing managers subconsciously take place. For a deeper analysis of consumer thinking and behavior, it is necessary to understand how mental activity works. Consumers do not organize their lives in the form of a silo, like universities and commercial institutions. Without the brain, body and society, the mind (including subconscious and conscious elements) interact with each other and form the 'mind of the market' (Zaltman, 2003:12).

Product sale, especially those of new products, are influenced by many factors. These factors are both internal and external to the selling organization and both controllable and uncontrollable due to enormous complexity of such factors. (Mahajan; Müller, 2008:VII)

**Choice of Target audience** : The target audience in marketing communication consists of people or groups that are the target of the message that communication efforts will orient. For example, the target audience for toys is children. In marketing communications, the target audience (readers, audiences) can be large enough to cover legal units interested in toy safety for their parents as well as for their grandparents and even children. The opposite can be the case. For example, in a sales promotion event, the target audience may be people who use the product / service frequently (Odabaşı, 2005:407)

Social media sites are now as influential as, and perhaps more so than, conventional media. This has a massive impact on brands, as witnessed in recent times by Unilever's Dove 'Real Beauty' campaign. and Green peace versus Nestle Kit Kat Palm Oil debacle. (Close, 2013: 83)

The women's press and consumer culture. The woman's press was also a public forum in which concerns associated with consumerism and the tense social relations that accompanied modern urban life could find expression. (Rappaport, 2004:111)

**Consumer behavior** Men just buy; Women go shopping and buy eighty percent of everything. Are you looking for a suit for a man? You will find men's suits in every color, body and style at about Neiman Marcus's main gate. Yet a woman will do a lot more exercise when looking for a new garment. She must go through the same doors and turn left, walk away from the men's section and go by footwear and bags next to the elevator, dipping between perfumes and cosmetics. When she reaches the second floor, which is totally reserved for women's clothing, she finds a chance to examine the casual clothes and the scarlet night dresses as well as the clothes of the most favorite designer. Does a woman go where she will go without buying anything else on her way? Neiman thinks she will not go. (Pace, 2011:13)

**Let's see how the customer psychology works:** Customers are influenced by organizations in many ways in order to persuade them to continue to purchase. First, customers are influenced

by the effectiveness of the organization's operation and this, to a large degree, is affected by the way in which internal exchanges take place and how the organizations operates the internal customer concept, as this will be reflected in its external dealings. (Doole; Lancaster,2005:19)

Deep thinking is hard work. We think deeply by applying disciplined imagination to deep insights from consumers. (Zaltman, 2010:2)Emotional appeals are increasing since they can change interpretations, create a certain perception or conjure up a certain experience. But emotionally directed advertising needs to tie into values and to those culturally induced emotional experience from which systems of values are generated. (O'Shaughnessy,2013:350)Consumer psychology is now (more than even) highly applicable to the world in which we live. Consumption has indoctrinated Western Culture and it is now an integral part of society. Consequently, from a business and people point of view, it is important that psychologist have a clear understanding of how affects human behavior.

Consumer psychology is about understanding why and how individuals and groups engage in consumer activities, as well as how they are affected by them. A large part of this discipline is focused on the cognitive processes and behavior involved when people purchase and use products and services. Without knowing how people process information and how they subsequently act, it would be difficult to explain consumer behavior.

Consumer psychology is an interdisciplinary subject area and combines theories and research methods from Psychology, Marketing, Advertising, Economics, Sociology and Anthropology. there are many areas of specialization and throughout the years they have been rapidly growing. Some of the more commonly researched areas include decision-making, consumer judgement, perception and attention, information processing, motivational determinants of consumer behavior, attitude formation and change, and influences of advertising upon consumer responses. The aforementioned areas most commonly linked to how marketers, manufactures and advertisers can attempt to influence consumer decisions to purchase a particular brand or product. (Boyd,2010: 1)

These days there is no way escaping advertising messages they are incorporated into a multiple of settings . Every billions are spent on advertising and it affects consumers attitudes towards products and services as well as what they buy. However, not all ad campaigns are successful when it comes to increasing sales figures. There are a number of methods that can be applied to help distinguish an advertisement from those of its competitors. In most societies people are bombarded with advertising messages through the television, radio, mail, the internet, billboards, newspapers magazines, on buses, via telephone, and so forth. As times have moved on the on the pressure for advertisers to be more creative has meant new ways of reaching consumers.

what makes some advertising campaigns successful while others seem to have very little (if any) impact upon their audience? Unfortunately, there is not one single answer to that question because the psychology of advertising is a well-researched area. To create a successful campaign, such as what captures consumers, attention and what kind of elements are more likely to increase elaboration. (Boyd,2010: 96-97)

How to build Habit- Forming products: companies that form strong user habits enjoy several benefits to their bottom line. These companies attach their product to internal triggers. As a result, users show up without any external prompting. (Eyal; Hoover,2014:3)

**Types of Organizations** the market research that an organization commissions is very strongly related to the imperatives of that organization. the fundamental divide is whether the purpose of organization is to make money-that is, it is in the commercial sector -or whether it is to spend money - that is, it is in the 'not profit sector'. In practice, the great majority of research is commissioned by commercial organizations, but other types of organization are increasingly commissioning research. the largest of these is central government, followed by local government and the regulatory authorities. the difference between the commercial and not for profit sectors are ones of orientation and ethos and these manifest themselves in the design of the market research that is commissioned. for this reason a new way of describing the 'research system' has been devised to help in understanding this. ( Callingham, 2004:5)

## WHAT IS HAPPENING WITH SOME PROGRAMMS RIGHT NOW ON TV ?

“Why call the TV Station if your house is on fire?” (Newell, 1997; 184)

First, it is necessary to look at digital developments that make it easy for the communication language used on television to become a commercially strategic element. You can look at some of the occurrences that may help to maintain the appropriate environment and make predictions for the moment and the future times. One of them: CRM (Customer Relationship Management) is a philosophy that is a customer-focused strategy that brings together business processes and knowledge management technologies for a company that keeps all customer information at a specific center and protects existing customers according to the results obtained from this information, and that increases their business opportunities with them, aims to provide value added and consistent service to them at every contact point. (Taşpınar,2005:17)

“2016 was a landmark year for big data with more organizations storing, processing, and extra extracting value from data of all forms and sizes. In 2017, systems that support volumes of both structured and unstructured data will continue to rise. The market will demand platforms that help data. These systems will mature to operate well inside of enterprise IT systems and standards ([www.tableau.com/asset-top-big-data-trends-2017](http://www.tableau.com/asset-top-big-data-trends-2017)) .” All can be used also for capitalist system.

The management is the universe, the consumer is its center, and the imagination is the boundaries. (Zaltman, 2003: 27) It is very clear that in order to understand marketing psychology, it is first necessary to understand the competitive environment of the marketing world. So what are the rules of a competitive environment? The most recognized word for this environment is the " competition forest ". Özcan Kaymak: I like the phrase "Competition Forest". Because this statement; It reminds us that the conditions we face are the forest conditions, so we must be on alert, never relaxed. "( Kaymak,2005:31)

"What is the greatest feature of the forest? What is behind the tree is not clear; It is not clear which plant or flower is dangerous? Another characteristic of the forest is that creatures that

can harm us are not as big as lions, tigers. Sometimes poisonous spiders, even a tiny poisonous fly or even a bee can be dangerous for our lives. At least it can slow us down and stop us. Isn't today's competition the same? " Kaymak,2005;31)

"In almost every sector, small, adventurous or temporary people or organizations can sometimes cause distress for large, serious and consistent businesses with incredible deceptive concessions. Today's extremely cramped and overwhelming competition market that is complex and sometimes unjustified market condition is called competition forest. The thing to do is to learn to survive with a whole new sense of quality and even succeed. Over the past five decades the world has been refreshing with this new quality understanding and businesses that can bring their sales back to record levels that can enter new investments.

The activities of television stations, radio stations, and newspapers have not been so well publicized. A look current activities of a handful of each of these media will convince you that media database marketing is a force right now and can only get stronger. ( Newell,1997:182)A loyalty marketing company for radio and TV specializing in interactive technologies (Newell, 1997; 184)

We can understand that the main thing in TV channels are for sales, trade, and money with advertisements in the broadcast times of the episodes and through the numbers of the commercial segments included. When the advertising time in the 'Rent a Love' (Kiralık Aşk) episode is considered (20th August 2015), that announced broadcast time is 20:00; but the old episode abstract continues until 20:43, about a cinema to be released the next day tomorrow at 21:00, with a new sequel: the trailer of the Giant Hunter Jack, The generic of the sponsor of the serial many times as a repetition of the announcement has discontinued many times, until almost every ad cut. 20:59 'strawberry smell' (çilek kokusu) trailer; continues with Ekici cheese ad. 21:00 is the beginning time of the new episode of the serial; at 21:46 the trailer of the new episode: Ay Yapım-production 'Kara Sevda', at 21: 47 advertisements, The episode presented by Ekici Cheese, at 21:54 it continues advertising with the appearance of strawberry smell "Çilek Kokusu", at 21:59 tomorrow's contest program Çarkıfelek's trailer; The episode presented by Ekici Cheese continues again and again; Re-lap at 22:00; at 22:45 The fragrance of strawberry smell "Çilek Kokusu", the serial presented by Ekici Cheese will continue; at 21:46: Advertisements; at 22:53 Ay Yapım-production: Trailer of "Kara Sevda" episode; Star Advertisement Vodafone; at 22:56, 02:27 minutes count. "Giant Hunter Jack" is the first time on Star TV. Tomorrow's movie trailer, the series presented by Ekici Cheese. 22:59. 23:18: The new series trailer. The series presented by Ekici Cheese will continue: Advertisements. At 23:24 The fragment, at 23:54; Advertisement Catdor (02:18 min). The episode starts at 20:00 and finishes at 24:00.

On the other hand, Elidor Shampoo commercials, starring the main character on the serial, will start spinning. The characters that are made up of the women who are present in business life are dressed in brands that appeal to women who are in the upper income levels in business life. And hair, makeup and all other brands that are sponsors are seen at the end of the episode's generic.

In the book sales that are accompanied by an amulet in the TV channels, which are 'everything for trade', the person who takes the book to the market himself explains how effective the prayer is. Religious spiritual leaders and book sales, astrologers participating in programs to promote their new books have achieved great success in reaching very large quantities. There are those who get income. It is a sector. The danger is that these popular identities can exploit over the

cultural structures of the broad masses, through weaknesses, beliefs, material and spiritual deficiencies. Because the digital era offers them this possibility. 2000 was introduced as Millennium; We are in the era when all kinds of Information are now turned into money in the "Information Age", which is "Information is Power". In other words Information equals money now.

## RESULT

Considering that the consumer is the target; It should be said that the level reached by the information age and the consumer are totally unprotected. This capitalist system, where the consumer is unprotected, should be improved soon.

Human values: ethics, honor, virtue, honor must be enacted with laws that will be valid for everyone without any discrimination, and there must be no interruption in practice.

The capitalist system is in or out of the knowledge required by the free market economy; The two are now nested; The arrangement to be made in one may also include the other.

In the field of information, it seems to be a solution to limit privacy strictly limited to the consumer. Since television is still the most common MM (Mass Medium), it is a fact that it is now very easy to access the information received from it by raising the consumer's private privacy areas with the convenience provided by the information and technological developments over time.

Gathered from all other areas of information, the consumer is hunted by the television screens as easily as ever. All informatics environments are interdependent. This includes smart TVs.

Return to tubing televisions for protection can be avoided with news such as "the fire in the explosion of the tube television at the day we passed" and the remaining houses may also fall into the coverage area of the informatics. Now, in such an environment, it is necessary to examine a problem and possible solutions such as 'being a consumer in digital age'.

"I recently read Ali Taran's interview published in the Power magazine. I was more concerned with the research-related thoughts of this successful advertiser. "

Perhaps today we would not do this campaign if we had a research on the slogan of Aganigi (sexual content prank) would not work. It is very difficult to pass a spiky work from a research like pre-tests. It is very difficult to pass a sharp-pointed job from such research. Accurate results can not be achieved with such researches. We have not done so far and we have succeeded. Pre-tests help large corporations guarantee themselves.

We did the Turkish Bath campaign and the sales went up incredibly. If we do the research now, I guarantee that name does not go through that investigation. Would the nuts, the soap, the razor blade have income group? No product has a specific income group, at least in turkey. We are the eyes of the people and we get the data. Go to the numbered stand and see. How does group a and group b talk. You can not make a difference in the income group in turkey.

In summary, it is understood that the research in turkey does not work, that the distinctions of the famous eu social status group are meaningless, there are no distinctions like income groups, names and advertisements do not give the right results (Çakır, 2001: 24) and even destroy creative ideas. In fact, this is a fairly classic debate: "Does research kill the creativity of advertising? Controversial discussion. (Cakir, 2001: 25)

Television channels, and even radio stations, the Internet environment, were not designed to allow public scrutiny in terms of law.

Nowadays we see that this new race includes TRT channels and TRT radios. An advertising-based television broadcast culture is dominant.

TRT Radios now have a broadcast understanding that plans to increase the share of advertisements and put them into practice. The main thing is the ads and therefore the capital. Whilst channels that work purely for profit sometimes offer individual rights and freedoms only in terms of freedom of thought, they also hunt individuals who are caught without any infrastructure preparation in the quadrants of agenda creation, perception, incentive and management disproportionately.

The individual does not realize that he is being governed, and even the privacy of private life has not yet been fully protected by the laws against all intelligent environments. People through various media: social media platforms, Internet environment, Radio, Smart TVs, Smartphones; all the digital media, even by the Apple iPhone Siri, can be hunted by the images, phrases, and phrases that are extracted from the information about the cultural structures of the different segments of the society. No one has yet to know how digital environments threaten the privacy of private lives.

Together with developing technology, the conditions that this cruel competitive forest can evolve are frightening.

This can be evaluated within the framework of Human Rights, Education Rights, Environmental Rights. The right, justice and awareness expectation can be met by the site of ([www.change.org](http://www.change.org)). As with any other subject, the rights are not given, are taken.

In that case. Along with the developing technology, what does, "The Open-air Access and Frequency Survey is starting in Media Planning" mean? For this reason, you should not overstate the big data event mentioned in the Rela brand program due to brand week.

In the Digital Age, to collect information, to empathize and sell information about the consumer everywhere (whether it is a TV serial, a movie film, or a song); It is now easier than any other epoch and the probability of hitting the target on twelve as winnings is more than ever before in any other epoch. If 'sales is a love', this love should be investigated about the measures without turning into a one-sided black market. For now, most women and children appear to be in the target mass, but in the near future due to capitalism, men who constitute the other half of the society may be predicted to be on target more.

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## **AN INVESTIGATION OF THE CRITICISM ON THE CONTEXT OF "MODERN WOMEN IDENTITY" ON TELEVISION AS A VISUAL CULTURAL DEVELOPMENT TOOL ; A WOMEN COMPETITION PROGRAM: THE SAMPLE OF HERE IS MY STYLE "İŞTE BENİM STİLİM"**

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### **SUMMARY**

The Turkish Republic, which was founded after the Ottoman Empire, could not sustain the quality education-training mobilization that it started with the same content and quality to increase the literacy rate at the level of five percent that it took over in the field of education. (Philosophy of unity in education (educational act of which its original name is "Tevhid-i Tedrisat Kanunu" and, Anatolian Renaissance: People's houses opened on the foundation of the primary education law in 1925 (later became village institutes)).The eastern-western dilemma of the past was not restored through education and training and after the reform rules had been fully implemented, that is, after a sufficient period of time from reform, it could not find its own way, nor won its identity. Nobody said that "We are neither oriental nor westerner, we are originally as we are; We are both Asian and European ". The East-West wars have continued for days, and it is not known how long it will last. Atatürk had followed the way of mind and science while doing the revolutions. Anyone reading Ataturk and the Middle Ages European history could understand that Ataturk chose intelligence rather than form. Naturally, intelligence and science were inevitably developed as time-indexed whatever. In societies where intelligence and science are established, it is a scientific reality that it is easier and more common for people to see themselves as human rather than sex (male or female). It can be assumed that the different parts of society are based on the perception of civilization and modernity that there is 'formalism' on the basis of both East and West model. If the society can solve this fundamental problem, it will not be a game of imperialist states. These two views, which in general terms are consciously created, that nurture each other and can be thought of as racing to destroy each other at the same time. And it is a situation in which most of the imperialist powers benefit. The part of the East-West balance assumed to be East (Middle East) became more theocratic with the getting of the Caliphate of Yavuz Sultan Selim during the Ottoman Empire period. The regressive period is initiated by the 1699 treaty of Karlowitz. We can see the daily traces of the East-West dilemma, housed within modernization movements that gained momentum with answers to the question 'where have we made mistakes'. For example, it is seen on women on television screens, still the most widespread and still the most effective media.

This study is an investigation of the criticism on the context of "modern women identity" on television as a visual cultural development tool.

**Key Words:** Modern Woman, Identity, Visual Culture, Television.

## INTRODUCTION

I do not believe  
Do not tell me anything,  
Do not tell me the power of  
your hands, breaking the  
branches of trees.  
But what about the yoke?  
I do not believe in the power of  
your hands.  
Heinz Kahlau ( Tayanç,  
1977:9)

When we look at world history, women are confronted as oppressed sex in all societies because they are physically weaker in all centuries compared to other sex. Female spiritual leaders, opinion leaders, scientists, managers are fewer than men. The history of the world planet seems to have been written for men. Europe has overcome this problem by putting Medieval behind and reforming with Renaissance. The Turks of Central Asia (ancient Turks) were in a structure based on equality between men and women and they legally secured it.

When the social situation of our society is investigated, it is seen that the woman has followed a changing pattern in the last century. Reorganizations, Constitutional Monarchy, Armistice and later Republican periods are specific turning points of this change pattern. They helped the woman enter the social life step by step. (Taşçıoğlu, 1958: 8)

"Progress in science and technology has indirectly or sometimes directly facilitated the understanding of certain aspects of the women's problem, and every scientific advance has destroyed a myth that has been created in relation to women. For this reason, the fact that the problem of women can be solved is directly related to the fact that this problem can be resolved 'scientifically'. Scientific analysis requires a theoretical approach; That is, to establish a series of abstractions and to establish the links of sought-after causality at the level of these abstractions. (Tekeli, 1982: 24) Is the role of TV in the formation of modern women's identity a science limited? 'Woman' is, in fact, a complex set of relations in society at different levels. When we refer to the TV-Woman relationship, the relationship between women's social, economic, ideological situations and their place in the TV must be understood. For this reason, the contradiction and difficulty of producing a theory with religious, ideological and economic definitions emerges in this work. The issue of the nature of the hegemonic discourse due to the language, the way of structuring, the way in which the constructions of power with language and discourse are intertwined with each other has been questioned by the linguists,

psychoanalysts, philosophers, sociologists etc. who represent structuralist and Post structuralist approaches.

And therefore, they are faced with discrimination that intersects in all their differences, so that a reminder can be said to be universal (according to the argument, in other words, the identity of the woman / man in the process of socialization does not have to overlap with gender, biological sex; underlines how the biological or social identities of women are being written down, stereotyped and disciplined, bearing the traces of social power relations (patriarchal) on them. (And, of course, masculinity and of all other genders) are often patriarchal (Alankuş, 2012: 31) inevitable and unrecognizable, because the language is phallus-centered. The concept of Fallus centrism is a critical concept that describes the power of the language (and all its narrative and actions), which defines women's identity and places it with a common idiomatic identity, on a woman in the context of a so-called sexual-superiority represented by man. (jacques lacan.. (Alankuş, 2012:32) “Family means woman; Male is an external bond in the ring. The main businesswoman of the family is women (Karakoç, 2008:97).”

### **CULTURAL CODES REGARDING THE EAST AND WEST OF WOMEN IDENTITY**

“In the Ottoman period, even the closest male other than her husband and siblings were escaping from their relatives and were generally forced to live behind harem cages. ” (Taşçıoğlu, 1958: 11) “The birth of a baby girl in an old Turkish family was not considered to be dreadful or a dishonourable event as it was with the Araps. There were even people who appealed to the mediatory prayers of the “Oğuz Princes” for the gift of a girl baby (( Ministry of Interior, 1937: :3) “ Woman performed the same services in governing and commanding as men. In times of war, as in political meetings and social activities, women always stood beside their husbands ( Ministry of Interior, 1937:4)

In the West, according to a commission report in the United States, sexual killings such as rape rape, human abduction, sex murders, venereal diseases, and fighting are the main causes of Hollywood fiction. (Shaikh, 1983: 97). Western sexual nudity recognizes unlimited freedom by accepting people as animals. The Western thinks that sexual hunger will not be buried under moral destruction that can stop without any spiritual thought. (Shaikh, 1983: 96)

"A versatile Ottoman intellectual's views and proposals about women and Ottoman women:" Women should have a needle in their right hand and a book in their left hand. " (October 9th in the morning 1876) (Karakoç, 2008: 9).“ Of all the many common characteristics of all three monotheistic religions, the most obvious is undoubtedly the control of the 'female body'" (Tanilli, 2006:27).

One of the clothes of the 'national' fashion was chador. Chador, once a symbol of fashion against the administration of Abdulhamid, was then obsolete. Of course, each society had its own distinctive attitude. But to be fashionable, a conscious orientation was needed. ( Toprak, 2015: 252).

According to historians Osman III was a female enemy. To avoid confrontation with women when they went out on the street, Osman forbade women to go out on the days of sightseeing.

They had to use thick black veil when they went out on the street. Those who did not obey it were severely punished. Elegant and graceful women who found a relative freedom in the streets of Murat III could not be seen in reign of Osman III. The next Sultan Mustafa II went even further and forbade all Muslim women to go out there. Mahmut II also prohibited men and women from traveling together. This situation continued until the reign of Sultan Abdülmecit.

(Taşçıoğlu, 1958: 13). In the second half of the 18th century, it is understood from the writings of this turn that women in white tulips are found in lace gardens, in which women participate in Sadabat fun, in which they entertain themselves in closed cars and enjoy themselves among the trees. (Taşçıoğlu, 1958: 12). The woman has no active role outside the family; that is, harem, chador and veil are the elements that restrict women's clothing and fashion. There are religious orders and social rules that prevent any kind of movement to break down these elements. (Taşçıoğlu, 1958: 14) The oldest in-house women's outfits: salwar and blouse. Regardless of class, the woman wore a three-skirted satin dress on the waist and shirt for both the reception and the visit. (Taşçıoğlu, 1958: 15). There is no change in the woman's social life, nor in the clothes.

“Allah declares in the Qur'an that he first created man after man, and then woman, according to him. This is the main idea of building. We will conduct our research according to this essay. (Bardakoğlu, 1996: 18) Simone de Beauvoir's "Second Gender," the only one in his field, is a gigantic work based on existentialism that doesn't ignore the interdependence of ideological changes with changes in production forces and relations, addressed both in history and in very different directions. "Humanity defines man and man according to his own, woman can not be accepted as an autonomous, independent creature ..." Man is self-involved and absolute, and woman is "other". This "other" category is again a philosophical class. Beauvoir "Being Hegel's human consciousness, with the thought that there is a rooted enmity against every other thing than himself, the subject can only exist by opposing himself with another knowledge. According to every single, the other is the other. The question is why women do not do it against men. The only way to do this is to be a subject like a man. According to Beauvoir, 'women's economic independence' is a condition in which a woman, like a man, is responsible for facing the universe, is not convicted of being condemned to live in it, but overcoming it and finally is also a subject. The women's problem is lacking in the theory of social relations that will help us to understand how it is determined as a social event. Because it is based on the idea of a non-historical, non-social duality that has existed unchanged ever since creation (Tekeli, 1982: 24-25).

The people who define the dominant religious traditional power as others, in other words they are enemies, are people who can be killed, enforced, or allowed to live if they remain on the edge. It is imperative to associate this understanding with the "tribal" groups who have not experienced enlightenment. There is only one truth for the tribal groups; The family they were born into, the one who was a member. Empathy is madness and it's kind of stupid. The real issue is; It is the truth of the covenant. (Kaya, 2013: 164) Defending secularism is necessary

for the "right republic" against Islamist demands and post-modernist ironies. It is only a secular Republic that can solve the problems in a society where different Islamic understandings compete and collide. It should once again be emphasized that the secular republic is the administration that provides the most favorable conditions in which different Islamic understandings and non-religious approaches can live together (Kaya, 2013: 23) .

In the Turkish modernization, as the women's movements within the Republic of Turkey, it was a liberating revolution that liberated women and introduced them into public life in the form of official history presentation.

Yeşim Arat noted that the policies that encourage women to take part in the professional life are in two categories for urban and peasant; Saying that they are wearing these new roles for national benefit by taking a nationalist duty; Deniz Kandiyoti also shares the same opinion to a great extent. Education is a very important condition for the transition to professional life in republican politics. Even top executives directing the public seemed to think that the education to be given to women would be enough to train a naive mother in the future. However, Atatürk suggested that the education of men should be given equal rights to women and that they should be supported in this respect.

( Erkarşlan,2002: 236-37) Those who want to defend their own rights among the intellectual women of the Republican era have not received much support by the regime. On June 16, 1923, the women's movement, called the People's Party, was closed in 1924, saying that it had now reached its goal, and did not allow the formation of a women's movement because of the leadership and the spokesperson of men. Perhaps this was not the model of women in Atatürk 's mind. Despite being a free and personable model, the application of the revolutions made it possible for the Republican woman to contribute more to the patriarchal organization as a good wife and mother.( Erkarşlan,2002: 236-37)

### **MODERNITY PERCEPTION OF WOMEN IDENTITY BY TV PROGRAM " HERE IS MY STYLE " (İŞTE BENİM STİLİM)**

Who is the modern Turkish woman? What are Physical Features? How should the thought system be? The main problem here is perhaps: the search for answers as formalism, the confusion of heads, the inability to get away from formalism, and the lack of solutions to problems with reason and science. This assessment is based on a female TV program 'Here's My style. Everything is exaggerated to increase the visibility. You can witness any bullshit in this program to earn money for media bosses.

General perceptions thought to be specific to the West: in this TV program, the physical and spiritual construction of the modern female identity is tragically thought to be as follows: Smoking and drinking should be used. In a beautiful restaurant, raki-fish must be combined and made arbitrarily. Champagne is more European. Drink culture makes this woman even more western. (Cannot be mentioned because of radio and television supreme council). The fact that the woman is equipped with information about the clothing industry, dancing, tattooing, putting a ring on her left index finger or thumb, fitting, doing yoga, using the word "super" makes the woman modern.

The head will, of course, be open and the yellow hair offers a more modern (western, European) look. On winter day they try to use the same clothes what westerners (Europe, USA, UK) do. You may have to prove your modernity and even your civilization if you cover it with scarves to protect from the cold. In the meantime, it should be noted that the English Queen Elizabeth used occasionally very nice scarves during windy weather and cold winter days. Oriental perceptions: scarves is always used. And being a woman who doesn't drinks, smoke, does not have night life, is overweight, is a classic prejudice.

The program on the daytime women's program is not a socially thought-out program. Because it is aimed at the show, it is not necessary to search for the answer of the question of how the true modern Turkish woman is.

## RESULT

“In every production style, the position of the woman in society determines the relation of the level of production forces that determine that production style.” (Tekeli, 1982: 31).

“If we want to be able to comprehend what our needs are and if we want to have our lives that can be summed up as a struggle to meet human needs in the society we live in, we have to struggle to find ways to meet what we need and we have to participate in the political decision-making process. (Tekel, 1982: 19). ” If women are not the decision-makers in their own hierarchy of the political level, or if the women are not the rulers, but rather the ruled, it is a relation of nature that must manifest itself in other levels of society.” (Tekeli, 1982: 21)

What is sensual attachment ? Not to be able to have of Mother's closeness and care should be provided. It creates the perception on the baby that; he will not be cared, be valued, and no one will be with him when he needs it, he can no bet protected. For this reason the infant (individual) has a basic life diagram that 'must be self-sufficient'. In other words, he develops both positive and negative perceptions about himself and his surroundings (outside world). (Solmuş, 2009: 15) In the Turkish society, cultural coded girls feel this to their brothers and fathers. The girl, constantly conditioned by the mother, grows up as a single individual, feeling inadequate.

“Turkish history is very different from the history of other nations. In different geographies they have established more than one state in different centuries. It is difficult to investigate not only the Turkish woman but also the rulers who are at the head of the state for the periods when the written sources are not much. These women from ancient Orhun-Selenge Rivers to the Danube River are legendary Turkish heroes in their vast geographical heritage: a hero in the Turkish mythology and epics, and a female figure of the alpine type. The woman who struggles to save her husband from captivity, the woman who struggles to survive to fall into captivity to the enemy, the gun-lover and the arrow-throwing Turkish woman are the most important heroes of this world of thought. (Selçuk, 2014 :211). The woman was one of the action points for solving the problem. It should be the identification of the material base that determines the

dependency relations that the woman lives in, or the objective conditions that affect the emergence of these relationships. The material base is only one direction of the problem. The problem with the objective side is that it is impossible to find solutions to problems such as the effects of women's thoughts, beliefs, values, symbols, production, maintenance and change conditions, the effects of different institutions, even political institutions on producing, maintaining and changing norms related to women (Tekeli, 1982: 31). This area is missing. Despite the fact that in the last few years the EU has been working for a long time, the issue of women still awaits the establishment of theoretical problematic.

Yet the educational process can be a changing function of being a sexist. Sensitive and conscious arrangements can be made to change traditional roles in schools. The State can produce policies to empower women and girls in all areas of life, to raise their living standards (Koç, 2006:131). The right of a woman to own her body has the danger of feeding her body to the masculine production order and making her body a commercial commodity for the sake of breaking epistemological norms and rules while creating a modern female identity. Women face the danger of becoming a commodity regardless of whether they use turban or not.

Many ethical concerns about technology relate to the aims of technological systems as bridges. When viewed as a tool, technologies are judged not as good or bad but as inefficient for purpose. The goals that are good or bad are the applications of technology (Betz, 2007:219). "In all societies, it is necessary for women to investigate the way in which the endangered ideologies that women hold can be sustained by the ideological conditioning of the negative situation that women have in their respective societies (Tekeli, 1982: XVII). In terms of economy and technology, Islamic conservatives do not have any serious problems with modernity. Their problem is related to the cultural program of modernity. The proposal for the possibility of modernity without universality and freedom on the basis of the rejection of cultural modernity (Kaya, 2013: 27).

From the program's presenters, Ivana Sert, on the program dated January 27, 2016, said: "You are so good when you are talking very little ," she sincerely said what the general expectation is of a woman who is coded as modern in environment. It is probably hard to hear this saying from a man who is a program's presenter.

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**OUTLOOK ON CAPITALISM'S ITS OWN REPRODUCTION PROCESS FROM SEMIOTICS ASPECT: DEMOCRACY, LGBT, VIOLENCE TO WOMAN, CHILDREN RIGHTS, FED: JANET YELLEN and PURPLE**

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**ABSTRACT**

Capitalism launched a philosophical transformation that places money into the center of system, makes all values except money insignificant and ignores whole moral values with the purpose of highest profit. This situation revealed an "icon" identifying that the system's God is money. In this context, this system called as "modern polytheism" and global powers USA and FED (Federal Reserve) making global center of system addicted to itself constitutes the center of global economic system. USA utilizes from the fact that dollar, its national currency, is the world's reserve currency, in other words, seigneurage right. To put it another way, it has the opportunity to pay its debt to other countries by means of dollar (An Interview with Associate Prof. Dr. Haldun Soydal, 2013).

The fact that semiotics, one of the scientific fields that will rise in 21<sup>st</sup> century, exists has been started to be read. We were demanded by the ones shaping the World. 21<sup>st</sup> century human prototype is a human type that doesn't read too much, exposes to many visuals, is motivated, governed, directed by visuals, visual culture, consumes a lot, doesn't think because it cannot read and resorts to violence easily because it doesn't/isn't able to think. It is a scientific reality that in order to be formed this human profile, its relationship with "reading" activity should be stopped. Thinking is possible with reading and thinking person cannot be governed over visuals and this person cannot be used as violence tool easily.

The aim of this essay is to examine to what extent discourses about the end of capitalism that opinion leaders and even investment groups in various societies are starting to express are true. Is it the end of capitalism? Did capitalism start to reproduce itself in another shape? Or its content will remain unchanged, will only the name be changed and will it be said that this is a truer system for you? Can violence to woman, LGBT, children rights, democracy be nominal tools of process capitalism are reproduced in? It is an essay that focuses on looking at them from semiotics. In this sense, the cover page of The Economist Magazine 2016 will be looked.

**Key Words:** Capitalism, Semiotics, Fed, Janet Yellen, Investment Groups, violence to woman, LGBT, democracy, children rights, Purple, Janet Yellen.

**INTRODUCTION**

'The theft of history' means that history was captured by the West. This signifies that the past was presented by being conceptualized according to goings-on in Europe, mostly Western Europe's scale, and later it was imposed into the rest of the World (Goodby, 2012: 1).

Whoever mentions about the imperialism of the USA, receives a reply stating that the USA didn't directly govern or occupy any areas of the world. This really obstructs to describe new imperialism. Even there isn't a legal colonial status anywhere; even there are some colonial islands in Caribbean, Ocean (Adali, 2001: 60), despite the fact that the USA has its military existence in 140 countries, the USA and other main Western powers are colonial empires that directly govern big areas. Even it cannot be asserted that they clearly impose imperialism by means of puppet regimes the government supports by military powers. In the past, this was really clear (Wood, 2014:18). New imperialism determines the specification stating it should be a product of capitalism. Capitalism is a system that all financial actors-producers and the ones dispossessing created goods- depend on the market for their own basic needs (Wood, 2016:25).

As we enter the 21<sup>st</sup> century, both China and India are the societies that achieved influential successes in science, religion and art fields, have their origins in the past. While economic growth potentials have begun to develop for the last twenty years, they started to speak up in international meetings. Many things have happened since 1947 when China and India, which are under World Trade Organization umbrella, decided to facilitate multilateral trade agreements and support the international economic development (Appleby, 2012:379).

“Capital” word, that is, fund is money reserved for certain use. Generally, capital becomes capital after the individual uses money to earn money as a result of production. To add “ism” at the end of Capital word, as it happened firstly in England and Netherlands, then Western Europe, and then American colonies, private investments requirements and strategies should be predominated. Apart from these regions, capitalism extended to firstly East Europe and then Japan. Nowadays, capitalist practices dominated a majority part of the world (Appleby, 2012:4-5).

## **CAPITALISMS AND CAPITALISM in the TWENTY- FIRST CENTURY**

Identifying capitalism as an economic system that generates modern economic growth, however, raises the question of whether continued growth in per capita income can be sustained and therefore whether capitalism as an economic system can be sustained (Neal; Williamson, 2014: 1).

‘Real Utopia’ seems like a contradiction in terms. Utopias are fantasies, morally inspired designs for social life unconstrained by realistic considerations of human psychology and social feasibility. Realistic eschew such as fantasies. What is needed are hard-nosed proposals for pragmatically improving our institutions. Instead of indulging in utopian dreams we must accommodate to practical realities (Bowles; Gintis, 1998:IX) Socialism, radical democracy, social democracy, and other egalitarian movements have flourished where they successfully crafted the demands of distributive justice into an economic strategy capable of addressing of the problem of scarcity and thereby promising to improve living standards on the average (Bowles; Gintis, 1998: 3).Is that true?

The early twenty- first century is witnessing both an increasing internationalization of many markets, firms and regulatory institutions and reinforcement of the key role of nation states in managing economic development, financial crises, and market upheavals in many organization for Economic Cooperation and Development (OECD) and developing economies(Morgan; Whitley, 2014:2).The heart of economic development is cooperation: that is one thing democracy and economic innovation have in common (Yüksel, 2002 :1) .“The Future is already here: it’s just not distributed. (Yüksel, 2002 : 13). Political programs of economic innovation and “democracy”: The most striking (rigid) change in the contemporary world is a new “paradigm”, usually characterized (takes place itself ) as a revolution in technology. The technological revolution has been pushing each of the market players -firms, governments, and workers- to redefine their relationships to one another (Yüksel, 2002 :13).

“Redesigning institutions of economic innovation and cooperation: transformations and alternatives of the market economy and “ democracy(Yüksel, 2002 :11).

Highly influential British economist John Maynard writes “Capitalism isn’t a success story. It isn’t witty, it isn’t virtuous- and it doesn’t fulfill its promises. Shortly, we don’t like capitalism and we start to underestimate it. However, as long as we think what we will substitute for capitalism, we get completely confused (Albert, 2007:9).

“If a person says that there is no alternative or there can be an alternative but it cannot be reached it because there are major obstacles, the first thing that we will pay attention is whether this person letting us know is crying because of sadness or not (Albert, 2007:246). Do the people who think that capitalism, patriarchy, racism and authoritarianism will last forever and it is reasonable not to object them believe in that abolitionists, defenders of workers spending their every day struggling with better income and working conditions, women, blacks and Latin Americans rights think wrongly, targeting liberation was wrong in the past and it will be wrong in the future? (Albert, 2007:247).

“For capitalism whose main motivation is mostly to take possession of the value now, disorganized, unsecured and cheap labor is always “benediction”. The fact that on the one hand, big capital swallows small capital, on the other hand it keeps it alive occurs because of this benediction (Yurtsever, 2012: 127).

“Internet didn’t restrict the monopolies with online competition, didn’t break media monopoly, on the contrary, in the short period, the process moved towards the sovereignty of monopolies on internet environment. A handful of monopolies have internet display providers, cable access rights. Wireless distribution market in the USA is under the control of four companies. Google holds 70% of search engines market. Microsoft, Intel, Amazon, eBay, Facebook, Cisco and many big companies represent considerable monopoly concentration. Apple via iTunes represents 87% of digital music download market, controls 70% of MP3 player market. It is a pipe dream that internet and digital technologies deactivate the monopolies by means of online competition (Yurtsever, 2012: 188).

With the transformations in the world trade, countries' point of view on logistic activities changes rapidly. Each country addresses again its maritime, airway, railway, highway and pipeline transportation understandings as a part of international trade; they tend towards investments that will provide them the highest value added. This orientation gives rise to logistic centers that operate in international scale where all transportation types are integrated each other under the name of logistic bases (Erdal, 2005:1).

In capitalist economy, there are two kinds of money suppliers: employer and financial provider (Lordon, 2013: 27).

Thinking the market as an information system helps us to understand that for what reasons technology, especially information and communication technology, revolutionized in its nature and mechanisms with the development starting from twentieth century's eighties and not controlling since nineties ( Galliona, 2007:14).

"The emerged of capitalism certainly presupposed Western feudalism, not to mention the development of certain property forms in Greco-Roman antiquity. But is one thing to say that European feudalism was a necessary condition for the emergence of capitalism, ( as, indeed, were other factors, such as the existence of a trading network that included a world far beyond Western Europe) and quite another to say that it was sufficient (Wood, 1999:67).

"What is the connecton today between evangelical Christianity, cowboy capitalism, in the electronic news media, and the Republican Party? ..." Or are leading parties to this coalition linked above all by economic interests, with evangelical and corporate leaders together manipulating their followers? (Connolly, 2008:39)

## **SEMIOTICS, VISUAL CULTURE**

The past two decades have witnessed an explosion of interest, research and writing on visual culture within the humanities and social sciences."(<http://journals.sagepub.com/home/vcu>)

Hollywood has utilized from all "Semiotics" elements since the USA cinema industry was established. It is obvious that the science uses the information in order to produce the requested policies, compose of visual culture to manipulate the people and mould the people as requested : metanoia: exposing to a global "metanoia". Metanoia means: "a change of mind"... turning around, to face a new direction...(www.metanoia.org) Metanoia Institute (<http://www.metanoia.ac.uk>). It doesn't mean that it is a scientific field and it will be always used for the good. Semiotics covers both semantics and semiology. In the general sense, indicator is explained as every kind of shape, object, and phenomenon that represents a thing except itself and will be able to substitute the thing it represents (Rifat,2009:11). It cannot be seen only in cinema industry but also in each policy orientating the future of world planet. It happens via both semantics: linguistic semantics and visuals. The fact is unquestionable that there is a capitalist order feeding, stimulating, and creating all these factors. It is likely that the cover page of The Economist 2016 diminished at the last minute. Bringing women into

the forefront, Janet Yellen and purple clothes she often wears, purple color, the color of Byzantine Empire. It isn't a coincidence and it can have a meaning for the new world order. Maybe, from now on, it is the color of money. It is a support for all oppressed communities and groups of the world. It can be good if somebody asks why these communities are appreciated now; there must be something behind this. It should be looked at LGBT like that, too. Many Hollywood celebrities should be considered within the political support context. For example, Angelina Jolie: the fact that she made one of the children she adopted at a young age eat insect because this is in the adopted child's culture has appeared in the press for days. That she adopted many children from different cultures, she chose Bosnian women fighting, dividing, being raped as a result of policies their country produced for her film can be evaluated as efforts to prevent the sector being interrupted via again semiotics. An example from cultural art activities in semantics way: Paulo Coelho, it is obvious that Alchemist resembles to story in Masnavi in terms of "private legend". In order to increase the sales of similar author, in the front page of the same Author "If you want a perfect life, you should absolutely read Robin Sharma." Paulo Coelho's statement.. the possibility of nickname even for Robin Sharma when we look at the photo of the author; identification with the photo: reference to karma, he is a really fit man whose head is diamond embossed, like Buddhist priests. The author, in "The leader who had no title", in the fiction of this book in personal development field which is a huge sector, on the one hand, he restructures Tommy character who is one of the USA's mercenary and returned from Iraq war positively against global community, on the other hand, he presents via Tommy that by working without title, how everyone can be successful in capitalist order.

Who knows how many Tommy make an effort to be discovered; this order will revive also its author without need for information. It shouldn't be overlooked that leading doctrine without title can be related to the democratization of leadership. ".. Within this attractive period we live, everyone can be leader in his/her own inner world and work. This is the only period that each of us has this opportunity in history of humanity because many traditions of social life and working life became deformed. Tommy agreed that it is actually demolished. It is true. Tommy. Because of this reason, leadership is being democratized. Everyone can exhibit leadership now. This is an exciting situation to witness. Natural leadership powers inside the people appear and they transfer their existences into a higher level" (Sharma, 2010:77-78). That is, it shouldn't be overlooked that the new world order is supported by means of these books. Recently, it should be paid attention that leaders in the world have common features in their physical, psychological and educational past, they aren't perfect people and they have common characteristics. One of them is to have similar religious feelings and similar families.

## CONCLUSION

Were it was easy to control people minds as to restrain their tongues, every sovereign would rule securely and there would rule securely and there would rule securely and there would be no oppressive governments. For all men would live according to the minds of those who govern them and would judge what is true or false, or good or

bad, in accordance with their decree alone. But... it is impossible for one person's mind to be absolutely under another's control. For no one can transfer to another person his natural right, or ability, to think freely and make his own judgments about any matter whatsoever, and cannot be compelled to do so. This is why a government which seeks to control people's minds is considered oppressive... Spinoza, Theological- Political Treatise (London, 2014: 3).

According to very popular wisdom among economists, there is no inherent direct link between free market economy and social morals. For instance, Milton Friedman, who is considered as main proponent of monetarism and has Nobel Prize, states this opinion clearly like that "In the society where free market relations are valid, business world has one responsibility, it is to maximize the profit." According to Friedman, an employer isn't accountable to public; this person is only and solely accountable to his shareholders. If this is true, can social-moral values and concerns have a place in free market order? (Irzik, 1999: 9). "It is actually moral's return as a discourse. People aren't more ethical, they mention morality a lot (Comte Sponville, 2012:15).

"Twenty-thirty years ago, it was an illusion to believe in that politics substitutes for morality. Today, it is an illusion to believe or convince that human rights or morality sanctified again under the name of humanitarian assistance can substitute for politics. Both morality and politics are necessary and different things. To confuse it with the other means to risk the essence of these two things. We need both of them. We need also the difference between them. We should have a morality that won't degrade itself into politics and a politics that won't make itself morality (Comte-Sponville, 2012:20).

United Nations Development Programme is a report that is written in English with the contributions of United Nations Population Fund and then translated into Turkish. In the beginning of new millennium, in September 2000, 191 Country leaders came together in United Nations's headquarter, New York in order to renew their loyalty to United Nations and basic values and principles of this organization. Leaders, in millennium declaration they published, accepted that they have the common responsibility about support for universal values such as human dignity, equality, freedom. World leaders defined "freedom" as the belief stating that women and men live their own lives; they have the right to bring their children up with dignity, in an environment which doesn't have hunger, violence, pressure and injustice. "Equality" was defined that equal rights and opportunities should be provided for women and men (Kardam, 2005:6). It can be also called as the declaration of new world order.

Colonialism played an accelerating role in the development of industrial capitalism and it converted into imperialism with it. For the first reshare, the First World War was necessary; for the second share, the Second World War was essential. Imperialists ranged according to their real powers, respectively: the USA, Japan, Germany, England and France (Adali, 2001: 60) and now we are in the Third World War and the discourse about the change of this capitalist order is false. This discourse was renounced because global communities didn't lean towards this. Even the event that Clinton lost the election suddenly occurred at the last moment. System of exploitation depends on capitalism and at the most, it will be passed over reproduction

process by using all factors of science and it can be presented to people as a better and new order.

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## AN OVERVIEW OF THE REFLECTION OF GENDER ROLES TO LANGUAGE OF COMMUNICATION OF URBAN TRAFFIC, TO WOMAN IN THE MATERIAL, MORAL HARASSMENT, VIOLENCE CONTEXT AND DRAWING ATTENTION TO THE DESIGN INEQUALITY USED IN THE MEDIA!

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### ABSTRACT

Two separate gender of the same species: feminine of the human beings composed of masculine and feminine is reduced to gender from birth more or less all over the world and subject to gender discrimination. It is transforming to a power struggle which is increasing as it goes to the east, and may result in physical violence or even murder. While traffic is in motion, the attitude of some men in general against female drivers is nothing more than a reflection of this energy in society. In male talk of traffic; in countries where gender inequality is common, we are confronted with the male identities that make up for themselves even by the discourse of political sovereign's power. Some men in society are more courageous (!) in their individual attitudes, in part because they can think that they are approved for their attitudes which they should not act.

The aim of this article is to look at the basic grounds of social gender roles in society in general and to draw attention to the need for everyone to take responsibility while creating awareness of these grounds. While trying to determine the main reasons that creates this point of view that even some educated men can not save themselves, it is to raise awareness of the language design used in the context of the news in the media including the experience of the female writer of the article as a scientist eyewitness in a traffic on a certain route in Istanbul, to make inferences and offer solutions.

**Key Words:** Language, Design, Maria Montessori, Egali, Sweden, Social Gender, Social Gender Roles, Woman's Identity, Inequality, Material Spiritual Harassment, Woman, Violence, Traffic.

### INTRODUCTION

At the root of gender discrimination we encounter traditional forms, patterns, behaviors, attitudes. Even though the basic source of these is seen as the male-dominated interpretations based on systems such as the generally accepted divine religions (the state of women in Christianity in medieval times, sanctions, rigid rules for women nowadays similar to Muslim belief), the basic solution and right view can be captured from human history: A state in which one dominates the other and the desire to outclass is intense. The state of being able to use everything for sovereignty/government/power

should never be overlooked; first an interminable, an endless struggle between genders, then between fellows and societies, everything can be used... But women "for thousands of years, have held responsibility without power; and men had the power without responsibility ..." (Şenbalkan,; 2013:10)

The route covered by the scope of the article: Traffic crossing from Başakşehir district by using E5 between Mecidiyeköy Turnout and Fulya Ortaklar Avenue. We are confronted with cosmopolitan human profiles on this route, not forgetting that Istanbul is one of the most immigrant-receiving provinces, since economic policies based on agriculture are abandoned or not enough. It can be foreseen that the number of births and growth in Istanbul is low. It can be assumed that the majority migrated from Anatolia. We can see it as a kind of violence against women reflected in the dominant language. It is possible to feel the same energy in traffic.

Now let's look at the woman in different societies:

In Judaism, Christianity and Hinduism women are worthless. In Judaism, the woman was sin-prone and flawed (forbidden apple), even worse in Christianity, Adam was created before Eve, then Eve was created. It is not Adam, but Eve was taken and committed the sin. "... the woman was born for man. The woman should consider herself a symbol of slavery. Also in Hinduism, a woman is a slave ( Shaikh, 1983:13).

Atatürk in Nutuk says: "A social community, a nation consists of two genders of people called men and women. Is it possible that we shall advance a piece of a mass and neglect the other; so that the whole mass advance? Is it possible that as long as half of a community is tied to the earth by chains, can the others rise to the sky? There is no doubt that the steps of progress, as I said, need to be taken together by two genders, friendly and overcome with progress with innovation."(Çaha, 1996: 110) Isn't it the same as the English definition of the "gender"? Maybe they were influenced by Nutuk. If the things performed are not enough, the reason is that they are not in the same opinion.

With the French Revolution of 1789, a new theme was highlighted in Europe's agenda: women's rights; women's movements which started initially in France, spread throughout the whole of Europe, and initiatives such as legal amendments in favor of women in various countries, granting rights to women until they were deprived to that date, abolishing injustice between men and women, entitlement of voting right were the goals of an effort until today (Sami, 1996:5)

If we consider until today, in all civilization history women had never taken part except in very special cases (Erkarlan, 2002: 28), we see that females as the first or second gender of human beings consisting of both genders, were subordinated by degrading to their gender continuously and permanently. We can see that the perception of the object of sin is continuing with its grandiosity with the pornography order of the capitalist system, despite improved knowledge of medicine in the modern times.

The beginning of woman-related debates in the world did not actually begin with the modern world. Edward W. Soja, a Frenchman named Christine de Pizan, in The Book

of the City of Women written in 1364 in Venice, referred to the title of city and women as the subject of the book. The book was based on the allegory that reveals the oppressive and discriminatory elements of a medieval city based on gender and how a city for women should be. (Erkarlan, 2002: 28-29)

If we get help from the world of words for the diagnosis of the woman's place in Turkey, we should not be missing "she should be always beaten and pregnant..": We will not be surprised if we see the cultural coding in different classes of society in different dimensions. Perhaps the reason for this is a feminism understanding that did not arise from a serious discussion of the woman's place in a serious sense, taken from the West and popularizing some related individuals at a fashion level and then leaving them, because the main problem is that the woman can not be seen as an "individual" or a "human". We are still beings that are coded as male and female, and the cultural meanings implied in these words are still alive with all their majesty.

In English, the word gender has evolved. In 1970s, when the word gender was based solely on the biological basis between men and women, the feminist movement began using the word gender, which dealt with the issue of social cognition of relations between the two genders as a social being. The other difference between sex and gender is that homosexuals who emerged as a social class in the 80s, come under the heading of gender studies in the social sciences in 90s. While the reproduction-based family concept distinguishes women and men with the word sex as a concept defined by social norms with patriarchal and heterosexual relations, the word gender represents an understanding that family concept is based on sharing rather than reproduction, egalitarian and viewing different sexual preferences with tolerance. (Erkarlan, 2002: 29)

Violence imposed on women is a form of behavior that is gained through learning in the process of socialization and reproduced in patriarchal societies where power relations between masculine and feminine are not on an equal base. (Doyran, 1996: 72) The problem in our society is that the majority of the population thinks like this. We can say that families/people in a minority come from different cultural backgrounds that has remained out of patriarchal order or is less affected. What is the base structure of this culture? The answer to this question seems to be based on belief systems. Most of them are likely to interpret the religion by the Arab male state of mind of the period of irregularity when viewed in religious terms. The female perception in this period was still going on. To think that women unintentionally, reflexively are composed of only one organ. I suppose that the men in this state of mind would see it as natural, as it should be, they are not aware of themselves. Moreover, in this logic men are as people who kill and those who kill themselves, even they do not die, they afford prison and being people who withdraw their life in one way to another without overlooking the question "Where does Oidupus go?" (Yurus, 2015: 77) and they should examine and solve the problem without fearing the question and produce recommendations.

“Islam advocates female-male justice, not female-male equality. Equality does not mean justice. In equality, for example, to give 100 kg weight to woman and man as 50 kg for each. In justice as men who are more muscular, it is more likely to give more weight and less weight to less muscular women. It is necessary to acknowledge the

nature of creation."(Şenbalkan, 2013: 427) here again this is limited to cultural coding. However, our reference point should be the word of justice, and we should rule the word with scientific wisdom, not with this stupid mind. The author of this article says: some women may also be muscular, and in this case it is necessary to be fair to the man. Some women say that; 21st century woman may be more masculine, more sensitive, emotional, the attitude should be in this regards. The wisdom says; even some women may not be emotional at all due to their interests and may have more actors than men.. etc..etc..

Women have never been mentioned in the sharia, which can be counted as a cause of violence.

### **GENDER DISCRIMINATION AND VIOLENCE IN TRAFFIC, LINGUISTIC AND BODY LINGUISTIC FORMS OF VIOLENCE**

If all you have is a hammer, everything looks like a nail.  
Abraham Maslow

“The "common" assumption of a vulgar language used by domestic violence against women (Bilgölçe, 2006: 3) also continues in the traffic. Spitting out, playing with hair, peeping from the glass, sexual acts in all the insults that are insulting, this action is seen as a superiority.

“People are reduced to a single group. ... If there is no such group as a women's group, it will not be a matter of representation of course ...” (Say, 2006:183)

Women's creativity has a great place in the formation of folk culture values - especially in the oral folk culture. Women who give birth, who feed, raise, protect, watch, especially produce, are creating and keeping alive many cultural values (The statement of the aauthor of the article: if we look regarding Creation, Creator uses creativity through woman) (Toygar, 2007: VII) The reply of the question "How can they create cultural values that will protect themselves and transfer them to generations?" can only be for biological reasons. The values they created and transmitted from generation to generation are values that do not shake the male dominant world.

“The major reasons of peak-hour traffic congestion are deeply stemmed from American desires and behavior patterns; some are even constructed in the basic physical and social structures of U.S metropolitan spaces. (Downs1,992:14-19).

“Some characteristics of the vehicle are (considered as) directly related to the traditional power of men over fire (personal communication Marcia Langton). If I would say more as to why this is the situation, I would transgress into men’s business affairs, suffice to say that the mechanical action of the motor is created by the combustion process; in Warlpiri’s understanding there is a tendency to put the mechanics of the

sexual act and other cultural practices such as those pertaining to the vehicle into a one-to-one correspondence (Stotz, 2001:226).

One of the articles of human-focused, sexless vision of the organization with the language used in the mission, vision, principles and strategic performance areas of the organization is "producing road projects sensitive to human and environment". One of the article of K. strategic performance is sensitivity to man and environment .. (TC Ministry of Public Works and General Directorate of Highways General Directorate, 2007: 54 -56)... based on this article the mission of the organization and the vision of the organization are on the 54<sup>th</sup> page... The Principles of the Organization and the Strategic Performance Areas of the Organization are on the 55<sup>th</sup> page.

At least primary school graduation is required for taking a driving license. Driver groups according to their level of education; (44 years of history, 630 provinces and county Chamber presidencies, established according to the provisions of the Law on Tradesmen and Artisans No. 507, number of approximately 1.500.000 members) (these groups is the presentation consist of taxis, minibuses, intercity buses and buses registered in Ankara and Bursa) (Özgüven, Yıldırım, 1996:5). 54% of the total drivers are primary school, 27% middle school, 17% high school and 2% university or college graduates. (Özgüven, Yildirim, 1996: 8-9).

"Communication between two people occurs in the form of stimulus-response associations. Every human being is a stimulating system. How the person is treated is about the stimulating qualities of that person and how he or she behaves to someone else. People who consistently face each other need to change the behavior if they are complaining of each other (Özgüven; Yıldırım, 1996: 62).

Vehicle: are means that carry people, animals and goods on the highway. Motor vehicles; are means providing movement with machine power. Those that are driven by human or animal power are called motorless vehicles. Commercial vehicles, cars, buses, minibuses, trucks, vans (State Institute of Statistics, 1973: 7).

Characteristics of drivers of heavy vehicles: heavy vehicle drivers left at the bottom of the hierarchy of social classifications of idle or compulsory segregation in the process of formal education that household division of labor forces out of the house (Sönmez, 1999: 17). The structure of the profession makes the driver deprived of face-to-face interaction and direct contact at a level not seen in many professional groups. The most important means of connecting the driver to the outside world is radio (Sönmez, 1999:27).

Humanity is masculine. Traffic is the most masculine. The safest place for all children is the back seat (Traffic Research Center Directorate, 1999 :14).

Studies conducted in Turkey show that the traffic police have started an effort to remove the bad image in the mind of public. Sometimes the police officers are directing to some compromises to show that they are understanding. Example: If the driver corrects the error immediately or promises that the error will not be repeated anymore,

he/she can be charged at a lower penalty than he/she deserves. The driver does not know how dangerous his/her behavior is. However, the police should not be considered not to be loved, but respected. Police fear can sometimes help to better control the situation. If there is no fear of getting caught in a behavior known to be dangerous, he/she can repeat it. At the same time, compromises also give the impression that the police can be convinced. In this case, when it comes to improving the image, it weakens the authority of the police and carries the danger of being passionate about the rules. How can responsibility for drivers adopted? It is necessary to describe the danger posed by bad use of vehicles. Number of accidents / number of vehicles / number of deaths must be mentioned insistently at the time of the examination or while the penalty is being deducted. In violation of the rule, it is necessary to adopt the responsibilities of the police in order to increase the amount of the heavy penalty, to increase the amount of the punishment, to ensure the strict implementation of the law and not to relax the rule application. The police may receive a premium over the penalty. If the police's task is to provide road safety as well as regular traffic progress, why premium will not be given to the decrease in the number of accidents? If the driver is not aware of the danger, why is not the traffic law aggravated? It is important to tell everyone that our lives are in our own hands. The difference between the idea of West 'Being worthy of yourself, God only helps you then' emerges here (Ko- walzuck, 1996:55-57)

Penalty alone can not prevent violation of traffic laws; may only be helpful in preventing the offending actions. At the beginning of the other activities are the cultural level and traffic education of the person. "In addition to that, the factors that should be taken into account in the reduction of many accidents, from the roads to traffic police, education and equipment, from the transportation policy to the conditions of obtaining the driver's license" (Kocasakal, 1999: 87-88).

“Regardless of how perfect the urbanization and planning are, no matter how advanced the infrastructure, no matter how intense the traffic lights work, how properly the signing is done, how precisely the transportation plans are applied, the living in the city, if the driver, the passengers taking on-off the vehicles, the pedestrians on the sidewalks and roads, consequently the human being is not trained properly, guided, directed life and conditioned, it is extraordinarily hard to provide regularity and stability in life, transportation and traffic (Güner, 1994:162).

“According to Hartley and Elhassani (1194), the stress experienced by truck drivers is more likely to be due to their job requirements, while in motor drivers, psychological health, age, experience and aggression factors can be predicted to be around 30-40%” (Turkey Drivers and Automobile Federation, 1997 :11).

Externalization of woman in traffic. The concept of externality is used to refer to the state that an actor influences the production or consumption function of another actor by the function of production or consumption and that the actor influenced from this interaction does not change his/her decision-making process. In addition, these effects must be accidental or incidental, not intentionally or unintentionally formed within the legal framework (Benk, 2007 : 25-26).

“A standard traffic message channel's message consists of five basic information. The traffic event and the seriousness of the event, the location of the event, the route affected by the event, the duration of the event's effects, and the route proposal” (Yılmaz, 2012:30).

“Biological causes include the effects of male hormones and some mental disorders such as schizophrenia, paranoid schizophrenia. The nature of masculinity: aggressive, i.e. the family members who are subjected to violence suggests that the formation of males in large proportions in the family is effective in the violent behavior of male hormones. While the determination of increased aggression in men with increased age supports this, there is no evidence to prove the exact validity of this conclusion. (Öztürk, 2010: 67)". "The earnings of men who are beating their wives are to get rid of the emotional pressures, to find a way out of frustration and to guarantee the fulfillment of their wishes. Because: women can not resist this because they are physically and economically inadequate; society looks at this fact privately within the family and efforts of protective social organizations are limited” ( Öztürk, 2010:69).

Types of violence: extended typology of violence: special violence that poses a threat to the individual and society, but not yet violent: non-criminal violence: accident (including traffic accidents but no intentional origin). (Öztürk, 2010: 54). "" Physical violence is an attempt by the man to control, to put her life under control, to make her to do what he wants to do, to hurt her and to scare her" (Öztürk, 2010:55). "Psycho-Social and Verbal Violence: assessed under the same heading; because verbal violence damages women's social dignity and in this way the psychological state of the woman is being destroyed. In a study by TESEV, it was seen that women had the mostly psycho-social violence" (Öztürk, 2010: 58). "All existing power relations and those relations have a system that does not usually work for women. Power always excludes women and their values. When power is identified with authority and masculinity, compassion is identified with woman. The affinity between the woman and the authority is identified with the man, and this duality between the two separates the woman from the authority and the power it brings. The authority lays down its existence with the rules. Actions and actors are defined by these rules. Compassion cuts off the normative actors and acts. The rules of authority throws away humans from humans. Compassion will leave us face to face with humans” (Öztürk, 2010:103).

“We cannot distinguish the violence against women in traffic from honor, morals and other social layers. Because the man, who is considered to be the housekeeper, supervises the sexuality, the production of the labor, the fertility and the activities of the women in the family. There is a hierarchy where the male is supreme and dominant, and the woman is secondary and submissive. It is also important for family to socialize future generations within patriarchal values. Boys learn to show themselves and to dominate, girls to be submissive and to be exposed to unequal treatment” ( Öztürk, 2010:53).

“The woman's feelings towards herself after violence: hatred, embarrassment, anger, guilt, humiliation-worthlessness, nothingness ... These negative emotions felt; mark a woman profile in utter humiliation, worthless, lost self-confidence and sufficiency

against constant violence towards the body, sexuality, identity, personality, even the right to live and lost respect for self" (Yıldırım, 1998:108).

The violence that has emerged with the history of mankind presents a complex structure with many individual and social elements. For this reason, to identify and uncover the phenomenon of violence is not an event. (Kocacık, 2004:9)

Freud undoubtedly believed that aggression was instinctive. For this reason, with the finding that "People are not soft and friendly creatures looking for love" (Vatansever, 2003: 5), "people should be viewed as a part of their instinctual side to feel a strong desire for aggression." Scott says there is no scientific proof that aggression is instinctual, and insists on this determination. According to Fromm, it would be more appropriate to link aggression to the weakening of instinct (Vaansen, 2003: 6). Physical violence: Psychological violence: Sexual violence: Economic violence: (T.C. Prime Ministry ,2008:7-8)

Along with the dynamics of violence being very different, violence is divided into these sub-titles according to the mostly accepted classification in the literature. In fact, the distinction takes part in international texts and legislation (Çalı, 2013:103).

Women's and women's sexuality's target of honorable women and women's sexuality ... .. the way they dress, how they will behave, whether they will be sent to the school, whether they will work or not (Kardam, 2005:17).

To the question what is honor? 70% "female". We have a culture that is not only related to sexual intercourse, but also called "equality of women": hair is honor, gaze is honor, sleep is honor, skirt is honor, honor honor (Kardam, 2005:17)...

These attitudes and behaviors towards the control of the woman's body and sexuality are also continuing in the traffic by the men in this opinion. The man who can not tolerate the malicious look toward his wife, daughter, when it comes to other women is able to transform to the mode that is saying "It is good to look at a beautiful woman". The point of view is that if you violate the traffic rules and intimidate, rub, bother, sexual harassment (as if a motorist reaching to the open window of a woman's car and open more, I am nearly ejaculating...) The driver woman may encounter a completely different world while she is thinking what happened.

## CONCLUSION AND EVALUATION

This issue should be considered by the state as a subject that can be evaluated as the continuity and future of the state in order to bring it to the point where it is most necessary to be without the knowledge and the belief of the majority especially in societies like ours that did not complete their enlightenment, designed to prevent the entire education and training life to see the whole and many of them are deprived even from this education (see the article by Nevin Algül, Article Name: Digital Education, Developing Technology, Traditional Education Tools and a Critical and Experimental Look to New

Students).

At least from the 18th century on wisdom and science, in Sweden one of the central societies, Italy's first female doctor, Maria Montessori should be seen as a good example in this sense of changing or transforming the view of future generations in the world with 'Egalia' pre-school education which was state-sponsored Stockholm (see Education for a new life).

What must be in men and women equality is that it is imperative to look at with all of our equipment to all kinds of events that obstructs this path entered and devalue all gains. When these are dealt with, it is also necessary to pay careful attention not to cause 'it is too late'. It is possible to use any kind of support offered under the name of democracy and/or its derivations, to the efforts of consciousness, awareness (who is open to benefit without full enlightenment based on wisdom and knowledge) regarding third world developing countries rich in world resources, rich in geopolitical importance; they should be considered with a very awake head and history should never be forgotten. The main reason behind all these supports seems like 'Capitalism', money, world resources, new world map drawn. Only the discourses change, the prominence in creating the perception of language is once again the undeniable reality.

When we look at the sociological developments of societies, the main problem is that the woman who has been exposed to biological separation is gradually getting humanized from this. Of course, all religions and belief systems wish good human for the sake of society. Maybe humanity tries to maintain order until it uses its own mind. No wonder today we should not change out route from wisdom and science.

“United Nations Development Program; It is a report written in English with the contributions of the United Nations Population Fund, then it was translated to Turkish language The leaders of 191 countries met at the United Nations headquarters in New York in September 2000 to reiterate their unity to the United Nations and its fundamental values and principles at the beginning of the new millennium. In the Millennium Declaration, which they publish, the leaders acknowledge that they have a shared responsibility to maintain universal values such as human dignity, equality and freedom. World leaders have defined freedom as the belief that men and women can have the right to live their own lives and to raise their children in a way that is honorable distant from hunger, violence, oppression and injustice. "Equality" is defined as the acceptance of the provision of equal rights and opportunities for men and women.

The same principles form the basis for Turkey's decisive reform and development program, which is in line with the European Union political criteria for respecting and protecting fundamental rights, as well as the EU accession process. Despite significant progress in this regard, Turkey still faces serious problems with respect to gender equality in relation to women's social, economic and political life.” (Kardam, 2005:6)

Here is the basic need of our society and our communities: it is necessary to undermine the concepts of identity and objectivity by identifying and fighting against epistemo-

logical norms and traditions one by one. First, the concept of the family should be rescued from gender perception and awareness should be established. Even today, the idea of marriage is for reproduction still continues. If the perception that the concept of family is based on a lot of sharing without being reproduced can be placed, the woman will not continue to read over sex. This seems to exist in the root of violence in women. This problem will continue unless the women in the men's world survive. We are not women who live in men's world. This planet is not a man ... if it has a gender, it could be a woman. Earth is like a mother. If this planet is feminine, stop this persecution in our world. A traffic perception defined for men. Any encoding defined for men. He is a man, he makes. This is the man's hand dirt ..equal work, wages, education in public life...ability to participate thesis.

What are your rights when you are exposed to violence? 4320 Law on the protection of the family. Domestic violence in Turkish criminal law. Civil Code and domestic violence. 6 months of getting suspended. In all types of violence. You do not have to prove that you are violent. Who can make complaints and notices? Where are the people who are subjected to violence or those who are witnesses? Police Headquarters, Gendarmerie Police Station, Public Prosecutor's Office or the family court, or Civil Court of Peace. With a petition. How much will it cost to apply? None according to 4320. (T.C. Prime Ministry 2008:21-24)

The creation of new public policies in this area, which should be evaluated in the analysis of public policies, needs to be at least discussed.

Hoping that violence against women will draw attention to the fact that there are no laws for violence against women in traffic, and that this field will be a stepping stone to the necessary work. Solution proposals were presented by way of existing laws. The police are ultimately the children of this society, and the way of developing equal treatment, rather than glorifying (unintentionally) the male, reducing (unintentionally) women.

The woman who is presented in the middle of the capitalist system in one way and the woman who is under pressure for other cultural reasons. Both of them see women as material.

What should it be ??

““Women's oath. Declaration of Women's Global Strategies Meeting, We are women's human beings at the threshold of the new millennium. We constitute the majority of our species; In spite of this we have always lived in the shadows. We are the unseen, the illiterate, the laborer, the immigrant, the poor. And we say; We will not be like that anymore ... ”(Şenbalkan, 2013: 9).

The role played by the media: Negative, provocative, discriminatory, exposing only, not analyzing in depth, and not offering a solution. Although the media is not directly responsible for these events, they indirectly encourage and provoke them, especially through TV magazine programs. "At this moment our morality is television morality"

(Kardam, 2005: 49). And the language and the visuals used in the printed press support the same meaning. The inadequacy of the organizations and the lack of statistical data of traffic accidents arising from violence against women in traffic in this area and the inability to examine this area.

Strategies and tactics can be established on traffic safety in our country where the urban transport is not in order. Existing accidents and injuries can be examined in detail through social gender roles and can be transformed to statistical knowledge.

For every solution to every area; studies should be undertaken to remove the concept of gender. Although the name of being a woman is not emphasized, it will continue to exist even if it is not underlined. Even the way feminine characteristics are expressed helps to reinforce the foundations of gender discrimination. Another issue is 'Concept of Weakness'. This concept should be removed. Weakness is not a characteristic of woman. It should be removed from humanity, therefore it cannot belong to woman. In our society, the woman word equals the name of the genital organ. In the society we live in, most of the women are seen as genital organ. Women are not created for enjoyment of men. Only science is needed. Every thought that sees women as superior to men should be examined and precautions should be taken.

Atatürk interacted with four books as a smart, intelligent person with a great education and the possibilities of a great empire. With his unique reading technique, he had quickly read the books, mastered the human history, as a person who was born in Europe, knew the western world, read the world, of course, he knew these features of Turkish society. Knowing this, he was a spiritual father to her children. Take a look at the video that we have or there are graphics made from photos by İhap Hulusi Görey, the child Ülkü was very comfortable in the surrounding.

“If the decisions in a country are taken at a certain level of participation, the democracy of that country is regarded as a matured democracy. In other words, participation is seen as the basic right of citizenship and condition. Participation and the emergence of a decision are possible through reconciliation. Reconciliation concept is foreign to Turkish culture. We accept the imposition and being insistent as determination. We think reconciliation as compromise”(Baltaş, 1997: 22). If woman is the subject, reconciliation is often seen as imagination.

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