

**ICON  
MES 2017**

**International Conference on Modern Education Studies**

**Jan 25-27, 2017  
Jeddah, Saudi Arabia**

**INTERNATIONAL CONFERENCE  
ON MODERN EDUCATION  
STUDIES**

**CONFERENCE  
PROGRAMME**

**ICON  
MES 2017**

**Jan 25 - 27, 2017  
Jeddah / SAUDI ARABIA**

## PURPOSE OF THE CONFERENCE

Our world has been changing rapidly in the 21st century. The society and paradigms in education have also been changing. The previous paradigms in education have been losing their validity. In addition to the changes in paradigms of education, it has become mandatory to analyze the changes which will affect the future of education. We believe that the International Conference on Modern Education Studies will be a beginning to fulfill this function.

New paradigms in education discover new orientations in education-instruction practices. It also makes the institutions' being reconstructed mandatory. The conference aims to enable findings of new developments to be discussed; sample applications of new trends in all the fields of education to be shared; restructuring trends of institutions to be discussed. At this point, it is hoped that the conference will create opportunities for important sharing's.

International Conference on Modern Education Studies aims to be on the platform where the developments coming fore front in the arena of new trends in education to be discussed by academicians, educational administrators, teachers, educational specialists and teacher candidates.

## CONFERENCE VENUE

The International Conference on Modern Education Studies will be held on January 25-27, 2017 in Holiday Inn Jeddah - Al Salam Hotel, Jeddah, Saudi Arabia.

## CONFERENCE TOPICS

- |   |  |
|---|--|
| ➤ Educational Sciences                        | ➤ Geoscience Education                           |
| ➤ Mathematics Education                       | ➤ Vocational Education                           |
| ➤ Science Education                           | ➤ Technical Education                            |
| ➤ Social Science Education                    | ➤ Sport Education                                |
| ➤ Instructional Technology                    | ➤ Project Education                              |
| ➤ Fine Arts Education                         | ➤ Guidance & Psychological Counselling Education |
| ➤ History and Geography Education             | ➤ Educational Technologies                       |
| ➤ Preschool Education                         | ➤ Teacher Training                               |
| ➤ Education Policies                          | ➤ Individual Learning                            |
| ➤ Community Education                         | ➤ Educational Administration                     |
| ➤ Higher Education                            | ➤ Testing and Measurement in Education           |
| ➤ Primary Education                           | ➤ Restructuring in Education                     |
| ➤ Religious Education                         | ➤ New Trends & Innovation in Education           |
| ➤ Theology & Education                        | ➤ Human Resources in Education                   |
| ➤ Foreign Language Education                  | ➤ Intelligent & Interactive E-Learning Systems   |
| ➤ Special Education                           | ➤ Educational Technology & Globalization         |
| ➤ Environmental Education                     | ➤ Teaching/Learning Strategies                   |
| ➤ Democracy, Human Rights, Values & Education | ➤ Private Sector and Education                   |
| ➤ Health Education                            | ➤ Current Issues in Education                    |
| ➤ STEM Education                              | ➤ Education Accreditation System                 |
| ➤ Engineering Education                       | ➤ Lifelong Learning Education                    |
| ➤ Astronomy Education                         |  |

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## A COMPLICATED SENSE OF RECONCILIATION: THE TRUTH AND RECONCILIATION COMMISSION OF CANADA

*Lorenzo Cherubini*

The Truth and Reconciliation Commission of Canada published a comprehensive document entitled, *Honouring the Truth, Reconciling for the Future* (2015). In it, the dubious history of residential schools in Canada is described in extensive detail, as are the first-hand accounts of approximately 6,000 Aboriginal peoples who attended these institutions across the country. As documented in the report, residential schools were an outcome of government policy in Canada to remove Aboriginal children from their communities and enrol them in state-run and church-operated institutions that would assimilate them into the self-declared civilized norms and practices of Eurocentric society (see, for example, Canada House of Commons Debates, 1883; James, 2012; Library and Archives Canada). This was a practice that lasted from the late 1880s to the late 1990s.

The objective of this poster presentation is to focus on the strength of the survivors' stories, and not on the historical and contemporary implications of post-colonial government policy (see Greenwood et al., 2015). The poster will illustrate how survivors' testimonies engage in the socio-emotional space of memory to convey what can only be described as a very complicated sense of reconciliation. Moreover, the poster will include a description of how some of the events shared by the survivors are remembered, and how others seem submerged in even more painful memory.

**Keywords:** *Aboriginal peoples, policy, reconciliation*

## THE OPINIONS OF TEACHER CANDIDATES ABOUT TEACHER CANDIDATE TRAINING PROCESS (BILECIK/TURKEY)

*Fatih Mehmet CİĞERCİ, Mevlüt AYDOĞMUŞ, Cihad ŞENTÜRK*

"The Directive on Teacher Candidate Training Process", which became effective according to the confirmation numbered 2456947 on 02.03.2016 by the Ministry of National Education, specifies the rules and regulations on the training of teacher candidates who are appointed to official education institutions. In the previous years, those who were appointed as teacher candidates used to start teaching. With the new directive by the Ministry, teacher candidates undergo a training process the details of which are designed by the Ministry. The training process takes place in the schools which the teacher candidates have been appointed to for six months.

This study aims at determining the opinions of teacher candidates about the pre-service training they had for six months, revealing the results of the training and developing suggestions on the process depending on the opinions of the teacher candidates who participated in the study. It is believed that this study will shed light to the effectiveness of this new pre-service training program and lead to new studies in the field. In this study, qualitative method was used in the study. In order to collect data, a semi-structured interview form was used.

The teacher candidates in the study stated that they participated in various activities both in schools and outside the schools during the training period. The teacher candidates stated that the new teacher candidate training program was put into action without making a pilot study, and thus this situation led to some problems. By taking the opinions and suggestions of the teacher candidates into consideration, the problems and uncertainties can be eliminated and the training program can gain more qualifications. It is believed that this study will give important support to other studies, the field, the school administrators, advisors and policy makers.

**Keywords:** *Pre-service training, teacher training, teacher candidates.*

## THE EVALUATION OF THE MATHEMATICS CANDIDATE TEACHERS' ANXIETY TOWARDS MATHEMATICS TEACHING WITH FUZZY LOGIC

*Elif Bahadır, Ali Bahadır, Ahmet Şükrü ÖZDEMİR*

It is asserted that achievement is related with many factors directly or indirectly. The affective features can be discussed as one of these factors. When it is considered in this regard, it can be thought that affective factors like attitude, self-efficacy, motivation and anxiety will affect lots of factors firstly like the interests and aptitudes of teachers towards lessons and this may affect the performance accordingly academic achievements of students.

One of the methods used for determining the attitudes is the one carried out with scales. It is seen in literature scan that rather than the classical evaluations of scales used in the identification of attitudes, the evaluation with fuzzy logic has not been discussed in details.

The purpose of this study is to evaluate the attitudes of prospective teachers towards Mathematics Teaching Anxiety by using fuzzy logic, to determine the differences in the attitude levels of students who are studying in the 1st and 4th class of license departments of the Educational Faculty in Mathematics Education.

In the study, the attitudes of 180 students who are studying in Yıldız Technical University Faculty of Education and Department of Mathematics students towards Mathematics Teaching Anxiety will be identified by using scales entitled as "Mathematics Teaching Anxiety Scale" prepared by Peker in (2006) in 5 point likert type. The findings regarding these scales will be evaluated with fuzzy logic.

It is expected from this study that will be carried out to introduce the efficiency of the evaluation with fuzzy logic which will be an alternative for the classical evaluation methods and to be a reference for the other studies that will be carried out here after.

**Keywords:** *Fuzz Logic, Anxiety, Attitude*

## READING IN MOROCCO'S EDUCATION REFORM

*Abdellah CHEKAYRI*

Several studies reveal that poor reading skills among second and third graders can be a result of a combination of complex factors. These are the same as the external and internal factors that contribute to low enrollment of school-age children and school dropout in Morocco (RTI 2011, 2014; Cerbelle 2012). Inadequate instruction in reading in early grade textbooks could be considered one among the more dominant factors behind attested high dropout rates and academic failure in Moroccan primary school. The language textbook, the main instructional means of the teacher and the only reading material for most of the children, tends to betray a distorted conception of reading literacy and deficient instructional strategies.

The Ministry Of Education (MOE) launched a broad curriculum reform of grades 1-4 during the 2015-16 school year. This revision effort includes Arabic language, focusing on reading instruction, science, math, and social studies. The National Program for Reading will build on several efforts such as Small Scale Experimentation project (2015-2016), RTI (2014, 2015) and continue to align with the Government of Morocco's education reform efforts and support the MOE in the development of curricula and instructional materials to improve grades 1-4 students' reading and writing competencies as part of the Arabic language track.

This paper presents the results of an analysis of early grade textbooks for teaching Arabic language in Morocco; the analysis reveals that the reading component in these textbooks is presented as a means to 'teaching Arabic language', rather than as a means to enabling the learners to acquire necessary grade level reading literacy skills. Moreover, it notes the absence of and at times a disorganized and unbalanced way of exposing the learners to the five components of reading literacy (National Reading Panel, 2000.)

**Keywords:** *Reading in early grades , reading literacy, Arabic language curriculum , textbooks for teaching Arabic language, reading assessments, teacher preparation and development*



## AN EVALUATION ON TRADITIONAL AND MODERN FIQH EDUCATION IN TURKEY

*Abdullah ACAR*

The fiqh, which can be divided into three main contextual divisions as ibadat (worship), muâmâlât (transactions) and ukûbât (punishments), encompasses all phases of life from birth to death of a person and includes provisions regulating the duties of a person to Allāh and also arranging the relations between individuals, relations between individuals and states and interstate relations. It is stated that the Islamic civilization is a "blindfold" because of the fiqh's decisiveness in the individual and societal area.

Throughout history, Fiqh has been the most important lesson of the Islamic education system as a result of its centralized position in Islamic society. The basic principles laid down by Allah and His Messenger have been enriched and evolved with the contribution of every single line. In this context, the foundations of the Hanafi mezhebin were also laid down by Ebu Hanifa in the "f I q h a c a d e m y" by the expression of the late Muhammad Hamidullah, and they came into being as a unique fiqh school within the centuries.

Just like other Islamic sciences in history, fiqh education has also been taught in the medreses, which have evolved into today's universities. The greatest supporters of this education are foundations that were founded, whether governmentally funded or not, by the people. As a result of educational activities led by these foundations, the peak figures of fiqh education were raised, leaving a tremendous legacy of heritage. Islamic society was able to resolve its personal and social legal issues with the legal precedent, fatwa , and scientific works of cadis and muftis that were raised by this educational sytem.

**Keywords:** *Fiqh, Education, History of Islamic Jurisprudence, Teology*

## YOUTH WORK MOBILE 2.0 – TRAIN (YOWOMO2.0-TRAIN)

*Mevlüt AYDOĞMUŞ*

Youth Work Mobile 2.0 – Train (YOWOMO2.0-Train) is a European partnership developing education and training for youth work in the age of smartphones and social media. The core idea of YOWOMO2.0-Train is to get youth work in shape for the 21st century. Main target group are both youth workers and youth work trainers and educators. Education and training for both will be developed to acquire competence and make use of up to date digital technology. This will enable professional youth work to become a player in the digitalisation of Europe increasing digital inclusion, community cohesion, digital citizenship, youth participation, while decreasing informational poverty among young people.

The purpose of this presentation is to introduce the project “YOWOMO2.0-Train”, its aims and final products. Funded with support from the European Commission, YOWOMO2.0-Train is a 2-year Erasmus+ partnership project, which will end in July 2018.

YOWOMO2.0-Train will develop and pilot three outputs: A course for youth work in the age of smartphones and social media. This course will enable youth work trainees and professionals to acquire the competences for youth work in the age of smartphones and social media

A preparatory course for trainers, educators, and lecturers to hold the courses for youth work in the age of smartphones and social media.

An online learning platform and repository. The YOWOMO2.0-Train online platform will offer these courses in form of MOOCs and will serve as a repository of open educational resources for education and training.

**Keywords:** *Erasmus+, youth work, smartphones, social media, competence framework*

## INVESTIGATION OF OCCUPATIONAL BURNOUT LEVELS OF PERSONNEL EMPLOYED IN PROVINCIAL DIRECTORATE OF KONYA FAMILY AND SOCIAL POLICIES AND INSTITUTIONS

*Yalçın TÜKEL, Turgut KAPLAN, Kadir SİPAHİ, Davut ATILGAN, Samet AKTAŞ*

The purpose of this study is to examine the occupational burnout levels of Personnel Employed in Provincial Directorate of Konya Family and Social Policies and its Institutions according to different variables. The sample of the study is the Provincial Directorate of Konya Family and Social Policies and affiliated organizations. Maslach Burnout Inventory was used in the study.

As a result of the research; it is observed that burnout sub-levels of Konya Family and Social Provincial Directorate employees was significant in the level of personal achievement according to age status and it is observed the presence of desensitization in gender category. In other categories, no findings were found in the name of burnout.

**Keywords:** *Family and Social Policy, burnout, demographic*

## **PAST, PRESENT AND FUTURE OF THE RELIGIOUS EDUCATION IN TURKEY**

*Kamil COŞTU*

Role of the religion in the education system of Turkey has been frequently discussed from the foundation of Turkish Republic. One of the important aspects of these discussions is the religious education in public schools. In this regard, Turkey has rich experience. Different options from non-existence of religious education to compulsory one have been tried in public schools. Between 1930 and 1947 religious education was not taught in primary education. Theology Faculties which offer higher religious education had been closed in 1933 and then reopened in 1949. From 1950 till today, improvements in the field have been continued. These experiences will contribute new perspectives to the religious education policies in case of fair analysis. Hence, this paper will portray the past, present and future of religious education in Turkey and make suggestions about carrying out methods for the future.

**Keywords:** *Turkey, Religious Education, Methods for the Future.*

## HUMANIZING ENGINEERING EDUCATION USING SOCIAL PEDAGOGY AND CRITICAL THEORIES

*Mohammed Baaoum*

Engineers have made tremendous efforts to make unimaginable dreams reality, yet their efforts at meeting basic human needs for disadvantaged communities are missing. According to Paul Polak, around 90% of world's designers focus all their efforts on developing products and service exclusively for the richest 10% of the world's customer while ignoring needs of the other 90 %. Among the other 90%, there are 0.8 billion people who lack clean water, 2.4 billion individuals who lack adequate sanitation, 1.6 billion persons who have no access to electricity. Moreover, malnutrition kills 11 million children under the age of five every year. These global challenges relate directly to engineering. Water filtration, building sanitation and housing, designing nutrition supply chain and energy generation are mainly engineering work. However, general engineering education still does not equip engineers with appropriate skill-set to create affordable technical solutions for marginalized people. It mainly focuses on preparing engineers to serve market needs and military purposes. As a result, engineers have historically been employed as hired guns, doing the bidding of both political rulers and wealthy corporations.

Preparing engineers to meet global challenges and be facilitators for sustainable development requires a comprehensive review and reform of current engineering educational content and practices. This paper provides a brief historical review for engineering education to discover the roots of power dynamics that played the significant role in shaping traditional engineering curriculum. Then it proposes a comprehensive model to humanize engineering education using social pedagogy and critical theories.

**Keywords:** *Humanitarian engineering ,, engineering education, community development, critical theories, civic engagement, social service*

## A RESEARCH OFFER ABOUT TEACHER EDUCATORS' OPINIONS ABOUT MATHEMATICAL QUALITY OF INSTRUCTION (MQI)

*Tuğba HANGÜL, İlyas YAVUZ, Fatih ÖZMANTAR*

The Mathematical Quality of Instruction (MQI) is an important component of a mathematics instruction. Before teachers/teacher educators can deepen and extend the understandings of MQI of their own lessons, however, they must first be able to notice MQI-related components of instruction. In the light of these, in this study we aimed to prepare a substructure work to determine views of mathematics teacher educators about effective mathematics teaching/mqi and get some feedback from the participants of this announcement. So we may be think that this study is a prestudy to design our main study. In our main study, we want mathematics teacher educators to underline attributes which a high quality mathematics teacher should have so that we can reveal the perceptions and viewpoints of teacher educators about effective mathematics teaching. Thus, we can determine the theoretical knowledge of teacher educators about mathematical quality of instruction and also we can reveal the evaluation criteria of teacher educators about the effectiveness of mathematics teaching in a real classroom environment. Lastly we can determine the type and sources of information that teacher educators use. In this context, this study was designed as a mixed method including both quantitative and qualitative data collection and analysis process. Research will be conducted in two phases including analysis of a video which made during a real classrom teaching and interviews. To do this, first of all we want teacher educators to watch the video and analysis it within the frame of an effective mathematics teaching. And then, we will have interviews with teacher educators about their analyses of video. And finally the data will be analyzed with content analysis based upon the frame of mathematical quality of instruction (mqi). We hope the findings get from this research will explain and highlight the teacher educators' MQI Noticing.

**Keywords:** *effective mathematics teaching, mathematical quality of instruction, mathematics education, teacher educators, higher education*

## ATTITUDES OF SPECIAL EDUCATION TEACHERS TOWARDS TEACHING STUDENTS WITH LEARNING DISABILITIES IN MIDDLE SCHOOLS IN SAUDI ARABIA

*Nora ALHARTHI, David EVANS*

A large part of the success of inclusive education depends on the attitudes and beliefs of teachers (Avramidis & Norwich, 2002; Sharma & Jacobs, 2016). Hence, understanding these attitudes and beliefs is critical to the development and success of inclusive education practices (Hodkinson, 2005). In Saudi Arabia, there is emerging research examining teachers' attitudes and beliefs in primary schools level, while there is limited research concerning teacher's attitudes towards teaching students with learning disabilities in middle schools level.

The present study was designed to investigate special education teachers' attitudes towards teaching students with learning disabilities in regular classrooms; a specific focus was the impact of collaboration on creating inclusive classrooms in Saudi public middle schools. Quantitative data were collected through a Likert-scale questionnaire, and a written vignette attached to the questionnaire was used to collect the qualitative data. A total of 56 special education teachers from a range of middle schools in Riyadh completed the survey for this study.

The results indicated that special education teachers' attitudes towards inclusive education were generally positive. There were no significant differences between teachers' attitudes according to their gender. However, the qualitative findings indicated that special education teachers thought their training was insufficient to support the educational needs of students with learning disabilities at the middle school level within the regular classroom. This study suggests that decision makers could review in-service and pre-service training programs for special education teachers. Teachers should be equipped with knowledge and skills for implementing inclusive education practices within the regular education classroom (e.g., curriculum and pedagogical adjustments). They need to enhance their understanding of evidence-based strategies to cater for students with learning disabilities in inclusive classrooms, and ways to collaborate with colleagues and parents to meet the educational and personal needs of students with learning disabilities.

**Keywords:** *Attitudes, Special education teachers, Learning disabilities, Inclusive Education*

## MEANINGFUL LEARNING AND THE INTEGRATION OF RESPONSIBLE MANAGEMENT EDUCATION IN THE BUSINESS SCHOOL COURSES.

*Gyuzel GADELISHINA, Chandra VEMURY, Arif ATTAR*

In recent years there has been an increasing interest in responsible management education. Integration of the principles of responsible management education (PRME) within the core curricula of business schools and management education-related institutions calls for the creation of innovative pedagogies and educational approaches. Responding to the inherent challenges associated with the development and implementation of education for sustainability within existing business-related education, this paper seeks to discuss a teaching initiative of introducing Model United Nations (MUN) as a classroom activity for undergraduate students.

The main purpose of research presented in this paper is to explore students' experience of engaging in MUN debates around topics related to the sustainable development goals as defined in the UN 2030 Agenda for sustainable development (for example, youth unemployment, climate change, poverty, etc.). MUN is traditionally known as an extra-curricular educational simulation of the United Nations where students play their roles as delegates from different countries and endeavour to solve real world issues using the policies and perspectives of their assigned country as well as policies and procedures of the United Nations. In this paper MUN is proposed as a classroom engagement activity which assists undergraduate students in recognising the complexity of international negotiations and reflecting on challenges associated with the decision making process and how it affects the sustainability agenda on the individual and societal level.

This paper seeks to provide a useful insight into the practical value of Model United Nations debate as a means to facilitate meaningful learning on the course. It is suggested that experience of introducing Model United Nations as a core curricular activity, rather than one that is extra-curricular, will be of particular interest for educators who are involved in delivering sustainability-related courses or wishing to teach sustainability-related topics in globally responsible business-related education programmes for undergraduate students.

**Keywords:** *responsible management education, meaningful learning, sustainability*



## TEST THE EFFECT OF PERCEIVED SATISFACTION, MOTIVATION AND ANXIETY ON SECOND LIFE ENVIRONMENT IN DISTANCE LEARNING ENVIRONMENT STRUCTURAL EQUATION MODELING

*El-Nour Omer, Azhari Drewsh, Abdomalik Ahmed*

The main purpose of the present study is to predict the relationship between motivation , anxiety, perceived satisfaction and Second Life within asynchronous learning environment specifically in EFL program. Data of the present study were collected from undergraduate students from Sudan University of Technology and Science(SUST) in the Sudan. The Questionnaire was conducted manually. Structural Equation Modelling (SEM) Version 16 and SPSS Version 11.5 were used. A hypothesized model was tested for model fit in the present study. The convergent validity and discriminant validity were conducted. The exogenous variables showed that Motivation was positively and significantly related to anxiety 0.29 and Motivation was positively and significantly related to second life 0.32, anxiety positively and significantly related to second life 0,25 whereas perceived satisfaction was excluded because did not satisfy statistical requirement .Therefore , the study was conducted in asynchronous learning environment, particularly in EFL course which offered to undergraduate students at Deanship of distance education - Sudan University of Technology and Science (SUST) in the Sudan .

**Keywords:** *Motivation, Perceived satisfaction, anxiety , Second Life, asynchronous learning.*

## THE EFFECTS OF JUDICIAL BODIES' INTERPRETATION FORMS OF LEGAL RULES IN TURKEY ON THE EDUCATION FREEDOM IN UNIVERSITIES

*Yavuz Güloğlu*

The freedom of conscience and belief can be defined as the freedom of people in what they wish to believe without the compulsion of political power and other people by means of laws and other means. The belief of religion that can be accepted as the natural extension of the freedom of conscience and belief is to be free in doing the requirements of the religion that the people believe in with its rituals. While it is not possible and effective to make restrictions in freedom of belief, today, there are some restrictions in some judicial systems in freedom of worship.

With the principle of secularism which is settled among the principles that the alteration of which are not even be proposed, there have been some different decisions about the administrative acts that cause the violation of belief and worship freedom in the implementation of the right of education which is secured with Constitutional Law in Turkish Constitution.

In this study, the effects of the incompatible decisions of administrative jurisdiction about the implementations of the administration related to the education right of students at universities, which is secured by the Fundamental Law, on the freedom of education, especially for the last ten years, will be examined.

**Keywords:** *freedom of belief, freedom of worship, secularism, decisions of administrative jurisdiction*

## ANALYSES OF PROSPECTIVE TEACHERS' THINKING STYLES

*Selahattin ALAN*

In this study, Turkish prospective teachers' thinking styles is examined in terms of branches and gender, class level. The sample consists of 350 prospective teachers who are currently educated in the Faculty of Education in Necmettin Erbakan and Selcuk University. The Thinking Styles Inventory developed by Sünbül was used to measure the following dimensions: thinking styles. The findings showed that perceptions of prospective teachers in science and social sciences were significantly different from each other in all environmental consciousness dimensions. The findings revealed that all the sub-scales had reliability at high level. However, in different sub scales of the scale, significant differences were observed in terms of the variables of the prospective teachers' gender and their study field.

**Keywords:** *Prospective Teachers, Thinkin Styles, Gender, Branches*

## THE EFFECT OF EDUCATION ON THE PRESERVATION OF HISTORICAL URBAN ENVIRONMENT: THE SAMPLE OF KASTAMONU URBAN PROTECTED AREA

*Nur Belkayalı, Yavuz Güloğlu*

Urban historical environments are one of the most prominent and effective ones of some components to whom citizens can consubstantiate themselves to cities, and give identity to them and time perspective to living spaces of the cities. These areas are not only the histories of a society but also its memory, culture and even future. Therefore, the conservation of urban protected areas is not just a responsibility for local people living in these areas also a responsibility for all society. Conserving and ensuring sustainability of these areas is just possible with a process on which area participants involve.

In order for the area shareholders to play an effective role in this process, they should be aware of the benefit of the area for them. It is continuously emphasized in the studies that education is important in providing this awareness. In the scope of this study, it is tried to be identified how the education levels of people who live in and around Kastamonu Protected area, who visit and administrate Kastamonu affects the perspective of the protection of this area. It is identified that the view that the protection of the area negatively affects the life of the shareholders is inversely related to the education level by evaluating 376 questionnaire studies with regression analysis. It is considered that the perception that the increase in education level positively affect the life conditions of protected areas, and protecting these kinds of areas gain favor to all shareholders and become easier and more sustainable.

**Keywords:** *Perception, Urban historical environment, Education, Stakeholder*

## **ANALYZING THE PROBLEMS ABOUT SETS POSED BY THE SIXTH GRADE STUDENTS**

*Abdullah Çağrı BİBER, Abdulkadir TUNA*

This study dwells on the problem posing skills of the 6th grade students in relation to the subject of sets. The purpose is to define the difficulties encountered by students within a problem posing activity about sets. 4-item Problem Posing Test developed by the researchers was used as a data collection tool. The problem posing skills of the 6th grade students were researched. This is a descriptive study. Sample of the study covers 72 sixth grade students studying in Kastamonu Merkez Middle School. At the end of the study, the students were generally seen to have problem posing skills at the level of practice. However, it was also seen that they cannot reveal their creativity at the expected level with the problems they pose. In this sense, this study suggests that the problems with which students can improve their interpretation and creativity skills should be attached more importance.

**Keywords:** *Problem posing, problem posing approach, sets.*

## A COMPARATIVE ANALYSIS OF THE EXERCISE QUESTIONS IN SECONDARY SCHOOL MATHEMATICS BOOKS BASED ON LEARNING DOMAINS AND BLOOM'S TAXONOMY

*Abdullah Çağrı BİBER, Abdulkadir TUNA*

The purpose of this study is to explore the cognitive levels of the exercise questions in the mathematics textbooks used in primary education 5th, 6th, 7th, and 8th grades based on learning domains and Bloom's taxonomy. The data were analyzed through descriptive analysis. The questions were separately addressed for each grade based on learning domains and Bloom's Taxonomy. The questions in the textbooks were examined in terms of learning domains, and it was seen that the 5th, 6th, and 7th grades textbooks contain very few questions about algebra, while the 7th and 8th grades textbooks give weight to geometry. In this work, written document analysis techniques used in qualitative research method was used. (Cohen and Manion, 1992; Ekiz, 2003; Yıldırım and Şimşek, 2005). Document analysis is based on certain norms encode review process or system to collect records and documents related to the study (Çepni, 2009). This study accordingly prepared by the new mathematics curriculum in the current 5th, 6th, 7th and 8th grade math courses in question were examined in the book exercises. The main purpose here is to examine the situation thoroughly to define and explain. Therefore, the data is collected through document analysis in this study.

As to Bloom's Taxonomy, the questions in the textbooks are usually at "Understanding" and "Applying" levels, but the 7th grade textbook contains a satisfactory number of questions at "Analyzing-Synthesizing" level. Therefore, the number of metacognitive level (analyzing, synthesizing, evaluating) questions in which students can adapt the knowledge they gain to new situations and interpret such knowledge may be increased in textbooks.

**Keywords:** *Matematik eğitimi, matematik ders kitabı, öğrenme alanları, bloom taksonomisi*

## MOTIVATIONAL CHALLENGES IN USING AN E-LEARNING SYSTEM IN SAUDI ARABIA

*Monir Choudhury*

**Abstract:** Blending E-learning in educational institutions equips the modern day students with online academic support systems in their infinite pursuit of knowledge and skills. Since it is a rather recent endeavor in Saudi Arabia, it has many challenges. In addition, there has been hardly any serious research done in the area to eliminate the difficulties the Saudi students are facing and improve their e-learning situations. I have addressed the motivational and technological impediments the Saudi students encountering in E-learning in their university studies. The objective is to empower the learners motivationally and improve their active participation in the learning process. This indepth study has discovered many first hand insights into the students' problems that impede their motivations in e-learning. After analyzing each problem, the paper has proposed some concrete, innovative tips and teaching strategies both for the teachers and the students to make a feasible and significant difference in the e-learning practice.

**Keywords:** *E-learning, Motivations, ELT, Educational Technology, Online learning, Modern Education*

## FINANCIAL SUSTAINABILITY MODEL FOR PUBLIC UNIVERSITY – A CASE FOR MALAYSIA

*Hamdani Saidi*

Conventional design of public universities suffer major drawbacks in terms of financial sustainability, graduate unemployment and academic robustness. A new and innovative financial sustainability model for public university is therefore needed that is robust and financially sustainable. Public universities in Malaysia are heavily dependent on public fund to meet operation and development cost. Newly established universities are fully funded by the government for infrastructure development, facilities and operation. However for more established universities public fund constitute only 70 % of the total cost which is enough for emolument. The university needs to generate 30% for operating cost from other sources including tuition fees, consulting services and R&D product commercialization. This has imposed major constraint for the smooth running of university especially in case of failure to meet the target. In developing a new Financial Sustainability Model (FSMR) consideration is given to the overall income generation potentials namely unlocking of university physical assets, intellectual properties (IP), consulting services, Commercialization of R&D products and academic based income. Tuition fee which represents major income for the university is strongly dependent on the number of parameters namely student number, types and level of programs, and 'imposed constraints'. The approved student fees at undergraduate level is between 15-20% of the actual cost per year. Offering part time program to executives (working) students helps to increase tuition fee income. However the program is less attractive to fresh applicants. A new business culture needs to be injected into the university governance. Fast business decisions can be achieved through major structural changes in the governance of public university. Autonomy or 'decentralization' has been identified. However much needs to be done at policy level and at implementation phase. Until then public universities in Malaysia will remain dependent on public fund which is becoming scarcer every day.

**Keywords:** *Financial Sustainability Model, public university, graduate employment, emolument, operating cost, autonomy*



## RELIGIOUS EDUCATION IN BANGLADESH: PROBLEMS AND PROSPECTS

*Jafor Ahmed*

Bangladesh is the third majority Muslim country in the world. But other religious followers have been living in this country for centuries as well. They are not the majority but they have a significant number of followers. Religious education in Bangladesh is mainly based on several religion based schools. The public schools usually provide religious education as a specific subject. Colleges, universities offer religious education, only to those with specific backgrounds. There are Islamic religious schools or madrasahs here but most of them only teach Islamic religious issues and are not interested in contemporary issues let alone other religions. The Hindu religious schools or Christian seminaries also have a somewhat similar situation regarding studying religion. Given the current world situation and also our countries situation, this is not very comforting. Recently there has been an increase in religious intolerance and violence all over the country. The reason behind all of these is the improper religious education system. Man acts wrongly only when he is ignorant or misinformed. Present religious education system is unable to educate the right approach to religions. As they are not being taught about other religions along with their own, they tend to have a supremacist view regarding their own religion. As a result there is rise of extremism and communal violence. However, very few attempts have been taken to overcome this. There is a department named World Religions and Culture in the University of Dhaka. This department is focusing on holistic study of religion to develop inter-religious harmony. But, still there is really little development to solve the problems of limited religious education on national level. Once a better religious education system is developed, it can be hoped that religious extremism or violence will be reduced.

**Keywords:** *religious education, extremism, inter-religious harmony, holistic study of religion.*

## EXAMINATION OF TEACHER'S VIEWS ON MATHEMATICAL OLYMPIAD STUDIES WHICH MATHEMATICALLY GIFTED STUDENTS PARTICIPATED

*Ahmet Şükrü ÖZDEMİR, Faruk LEVENT, Ali ÖZDEMİR, Volkan YALÇIN*

The purpose of this study is to examine views of teachers on mathematical olympiad studies which mathematically gifted students participated. The data is obtained by using a semi-structured interview form and by conducting in-depth interviews. Teachers who carry out math olympiad preparation in different schools in Istanbul have been interviewed. Data obtained by interviews have been grouped by coding in accordance with qualitative research methodology and analyzed by content analysis. According to the research findings, a majority of the participants stated that teachers need patience and self-sacrifice due to the fact that the work done for the preparation of mathematical olympiad studies are taken a few years later. Participants also pointed out the importance of selecting mathematically gifted students in the olympiad studies. In addition, participants noted that lack of funding, lack of awareness of the student's parents, and lack of seriousness of the school management's preparatory work were outstanding problems in mathematical olympiad studies.

**Keywords:** *Mathematical olympiad studies, mathematically gifted students, teachers*

## EDUCATION OF ‘ILM AL-KALĀM IN THE OTTOMAN EMPIRE AS A PART OF THE RELIGIOUS EDUCATION

*Mustafa ÖZDEN*

In this presentation we will examine the training and teaching of ‘Ilm al-Kalām in the Ottoman Madrasa. We will try to identify the methods of education of ‘Ilm al-Kalām in the whole education system. By the expression of the Ottoman Madrasa, we mean the Madaris in Anatolia and especially in Istanbul. We will keep the education of ‘Ilm al-Kalām in Arab countries out of our work even if they were within the boundaries of Ottoman Empire.

In this study, we will try to make a general evaluation about the course books which were taught in the Ottoman Madaris and the educational programs via these books. Therefore, it can be said the following works are generally emphasized in the Ottoman Madaris:

Akaidi Neseifiyye

Haşiye-i Tecrid

Akaid al-Adudiyye

Tavali al-Enwar

Al-Mevakif, al Makasit and Commentaries

We would like to give a brief introduction to these books and authors and put forth the material which was the basis of this education. Although the Ottomans normally belong to the Hanefi-Maturidi school, we will analyze the reasons why Maturidi scholars are not taught in Madrasa education and the reasons why choosing the works of Ash'ari scholars.

There will be an approach to take a picture of methodological mistakes made in the education system in general after inquiring the reasons of the failure of ‘Ilm al-Kalām education in private.

**Keywords:** *kalam, istanbul, Education, ottoman*

## PRESERVICE MATHEMATICS TEACHERS' PERFORMANCES IN TEACHING ACTIVITIES

*Mustafa DOĞAN, Ahmet Şükrü ÖZDEMİR, Muhammet ŞAHAL*

In this study, it was tried to determine teaching activities that primary mathematics teacher candidates exhibited in a micro teaching session. Preservice teachers are required to prepare and later present a sample micro teaching session. First of all, they were advised to freely select a topic (or an attainment) of their own intention within 5-8 middle school mathematics subjects. Then, every one of them planned their own special session. While they were planning the sessions, they were advised to take into account of all perspectives and practices of the theoretical subjects covered via the course of Special Teaching Methods 1 and the experiences that they gained during the other courses of the mathematics teacher education program. After that, each one performed tasks in the classroom environment related to their own planning. No intervention has existed between the candidate and the lecturer during the sessions. After the each session, the other candidates and the lecturer made critique about the performance. The study was conducted with 50 preservice teachers who take Special Teaching Methods II course. A systematic observation form has been prepared and used for data collection. Descriptive analysis and content analysis based on observations were used as mixed methods in the study. Findings show that mathematics teacher candidates have some misconceptions related to the subject they are talking about besides the deficiencies and mistakes in the course planning and performance.

**Keywords:** *Teacher education, instruction activities, maths preservice teachers, mathematics education*

## MEASURING VALUES IN MODERN SCHOOL SYSTEM

*Zuria Mahmud, Amla Hj. Mohd Salleh, Toktam Namayandeh Joorabchi, Isa HAMZAH, Salleh Amat*

Teaching values in modern schools is a new phenomenon. Malaysian national curriculum at both primary and secondary school levels ensures that students develop desirable attitudes and behaviours based on human, religious, and spiritual values. The inculcation of the values is made possible through various subjects and non-academic subjects and students' activities. However, knowledge about values education remains limited because there is no measurement device to assess the extent of values teaching in school. To fill this gap, the present study was designed to develop and examine the psychometric properties of an instrument measuring values teaching schools. Using data from 400 high school students, the study developed and validated a measure called Malaysia School Values Scale (MSVS) tailored to high school students in Malaysia. The MSVS measures the values along eight dimensions. A robust analysis of Confirmatory Factor Analysis (CFA) in Structural Equation Modeling (SEM) provides a rigorous analysis of the model power in relation to construct and content validity, confirming the dimension and analyzing the fitness of the data collected in the hypothesized model. This paper provides insight construct and content analysis using the CFA approach to consider the 15 school values constructs. To achieve the intended research objective, the 15 school values were explored. The results provide evidence that the MSVS achieved sound psychometric properties. The overall reliability value of Cronbach's Alpha was acceptable. The CFA results showed that the goodness-of-fit indices for the hypothesized model were as follows:  $\chi^2(182) = 627.269$ ,  $p = 0.00$ ,  $\chi^2/DF = 3.409$ ,  $GFI = 0.852$ ;  $AGFI = 0.814$ ,  $CFI = 0.92$ ;  $IFI = 0.921$ ,  $RMSEA = 0.077$ . Each of the indices was above the threshold value. Results imply that MSVS is a valid measure to describe the school values among high school students. Moreore studies are recommended to further validate the scale.

**Keywords:** *Core Value, Practice, Belief, Convergent Validity, Discriminant Validity, structural model of school value model, Malaysia*

## EFFECT OF MATHEMATICS MANIPULATIVE ON PRESERVICE MIDDLE SCHOOL MATHEMATICS TEACHERS' PEDAGOGICAL DECISIONS

*Hasan ÜNAL, Ahmet Göksel AĞARGÜN*

The purpose of this study was to investigate the effect of mathematics manipulative on preservice mathematics teachers' pedagogical decisions. Manipulatives are concrete objects that offers unique opportunities for students use to explore, construct and communicate mathematical ideas. However, the use of mathematics manipulative depends on mainly mathematics teachers in the classroom. Participants were 20 preservice mathematics teachers from a state university in Marmara region of Turkey. The study was qualitative in nature. A phenomenological perspective focuses on the participants' worldview. A naturalistic perspective involves accounts of phenomena as they occur in realistic contexts. A holistic perspective focuses on descriptions of total phenomena in their context, which are used to generate variables that affect human behavior and beliefs. Each of these perspectives will be considered in this study. The use of a variety of data collection techniques permitted the researcher to establish general principles about preservice teachers' pedagogical views on mathematics manipulative and their uses. Data were collected by clinical interviews and artifacts collected from the students included daily work, homework, and presentations, lesson plans and reflections. It was revealed that preservice mathematics teachers' experience with the manipulatives were significant in prompting their perceptions and beliefs on the effect of manipulatives students' developing profound understanding, reasoning abstraction of mathematical concepts. Manipulatives might be fulfill the gap of mental maturity of students to grasp abstract mathematics concepts presented symbols, equations, words alone.

**Keywords:** *Mathematics manipulatives, preservice teachers, abstraction levels*

## THE PAST, PRESENT AND FUTURE OF COMPUTER ADAPTIVE TESTING

*Abdulkadir KARACI*

One of the most important elements in education is to determine the learning level of the student. Two of the theories developed to determine the learning level of the learners are; Classical Test Theory (CTT) and Item Response Theory (IRT). CTT is the first modern measurement theory developed. With the development of computer technology, Computer Adaptive Test (CAT) method using IRT has emerged. There are two types of tests performed on a computer. These types of tests are linear tests and adaptive tests. In the linear test, the computer selects different questions regardless of the user's performance level. In CAT, the computer selects questions that match the performance level of the user. These tests are called "adaptive" because they are adapted to the individual skills of the individual. CAT is a form of testing where appropriate items are selected and applied according to the correctness of the student's answers from a pre-prepared pool of substances. While CTT is given the same test on each student, in CAT method, each student is given different test . As a result, while the test length and duration in CTT are constant, these feature are showing changes according to the level of the student in CAT. The purpose of this study is to reveal what CAT is by using a mathematical model and to examine the application areas. In addition, it is another purpose in seeking answers to the question "Where is Turkey located in these studies?" by determining the work done in this area in the world and Turkey. For this purpose, the literature on this subject will be examined and the studies in the field will be evaluated. In addition, what kind of studies can be done in the future using CAT will be determined.

**Keywords:** *Computer Adaptive Testing, Item Response Theory, Intelligent Tutoring System*

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