Dear Colleagues, ICEEPSY 2010 Participants & Readers;

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The ISSN Cyprus Centre notifies that this serial publication under the title INTERNATIONAL CONFERENCE ON EDUCATION AND EDUCATIONAL PSYCHOLOGY has been allocated ISSN 1986-3020 and has been registered with the International Centre for the Registration of Serial publications, in Paris.
I am honored to chair the International Conference on Education & Educational Psychology 2010. During 02-05 December 2010, session chairs and members of the conference Scientific Committee and Board Reviewers met in Cyprus to read abstracts from persons representing more than 30 different countries. I express my sincere gratitude to all participants and to members of the conference Scientific Committee and Board of Reviewers for their contributions.

All abstracts published by ICEEPSY (ISSN Number 1986-3020) and the full text of papers will be published by Elsevier in ICEEPSY 2010 Proceedings or by ICEEPSY (ISBN 978-9963-9888-0-8).

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I look forward to seeing you at ICEEPSY 2011.

Dr. Zafer Bekiroğulları, Chair
ICEEPSY 2010
Each abstract provides its own significant contribution toward identifying problems, clarifying concepts, discussing phenomena, and examining different approaches to the challenging topics of Education and Educational Psychology.

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The Role of Education Psychology in Developing Lessons in CD Formats Using Proverbs in essay writing of Primary School Students in Malaysia

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DR. SERI LANANG JAYA HJ. ROHANI
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Composition writing is an important component in teaching and learning process of Bahasa Malaysia (Malaysian official language) in primary schools. Students write essays based on several formats. Students’ essays lead to contents and elaborations. Students are giving less attention in the usage of proverbs while writing essays as a whole. In this research, a total of 82 script samples were chosen to be analyzed. The research samples were chosen from Standard 5 students out of three schools in Chemor, Perak. The Hermeneutic Pedagogical approach is used in analyzing the essays to identify the existence of proverbs in them. The findings through Hermeneutic Pedagogical approach give interpretation (metatexts) that there is existence of proverbs and information processing experienced by students both consciously and subconsciously while writing essays. Research findings suggest that students from national schools were using more proverbs while writing essays compared to those from national type schools (Chinese/Tamil). Information processing experienced by students since primary schools through formal and informal education helps students in using proverbs in their essays. Compiled together with this research is a set of CD’s containing a variety of lessons which uses proverbs as an aid to teachers to carry of effective teaching. Research shows that students were able to write good essays by using proverbs throughout the process of essay writing.

Dynamic modelling in PHP
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Problem Statement: Ability of young people to create and interpret graphs presented decreases. Available to them via a commonly used means you can change this situation. Dynamic modelling with a computer can provide acceptable outcomes.

Purpose of Study: Enhance their ability to produce graphs and their interpretation

Research Methods: Theoretical interpretation of the moulded phenomena.

Verification of education at primary school.

Findings: Young people work on computers ever more but they lack the necessary mathematical apparatus to understand the phenomena around us. Graphs can be aware of the laws of physics as manifested in their lives improve

Conclusions: The output of the article is picture of moulded phenomena applicable in the teaching at primary or secondary schools.

Keywords: dynamic modelling, modelling, physical model

The modelling of various phenomena is used mainly in technology but also in sociology, economy and other fields of science. Values obtained from modelling of selected situations are often transformed into diagrams which clearly indicate relations between independent and dependent variables. Development of mathematical models and their continual refining thus plays a very important role in the current science. With a computer it is possible to experiment in the virtual world, to develop and to examine conditions of various systems based on changes of selected conditions. This supports the human desire to discover new things.

Today’s young people work on computers ever more but they lack the necessary mathematical apparatus to understand the phenomena around us. The use of computer literacy for understanding of the phenomena is the basis of dynamic modelling, which does not require the knowledge of basic concepts of higher mathematics. This enables explanation of certain problems even to children in the school age.

However, the problem remains of the continually decreasing ability of students to correctly interpret the values entered into the diagrams, not speaking of developing the charts. These skills need to be taught not only to students but also to the teachers.

Dynamic modelling can be used, not only in physics, to present to pupils results of examples they would not able to analytically calculate themselves. They understand a certain part of the problem and they can outline the range of some values.

The contribution presents dynamic modelling in physics, particularly for the purposes of basic schools. As a suitable example the contribution presents a model of a falling parachutist with various parameters that can be changed (weight of the parachutist, height of the plane, height of the parachute opening), developed by means of PHP.

The dynamic model, visualization of phenomena with models and animations make it easier for students to understand certain parts of the entire examined problem. By changing one parameter in small increments students can observe changes in the entire system. Subsequently, students are able to evaluate how even a small change of initial conditions may often dramatically change the results.
Dialogue between generations – basic ideas, implementation and evaluation of a strategy to increase generativity in post-soviet societies

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Problem Statement: Against the background of demographic change interest in possibilities and preconditions of development and effective use of strengths and potentials of old age has grown worldwide. In this context, generativity is conceptualized as both, a cultural demand and an inner desire of older people to take responsibility for younger generations. The realization of this developmental task can be hypothesized to be particularly difficult in post-soviet societies because of both, long-term dominant ideologies and rapid social change. It is the basic idea of the cooperation between the Institute of Gerontology and the Foundation “Remembrance, Responsibility and Future” to support development and effective use of potentials for generativity by implementation and continuous support of local projects intended to stimulate and increase informal learning in dialogue between generations. In 2009 40 projects were implemented. 13 of these projects are evaluated in a longitudinal research design consisting of 4 measurement points during a period of 2 years.

Purpose of study:

1.) Analysis of generativity and its relationships to socio-demographic variables, biographical background in World War II, and different aspects of well-being (self-acceptance, purpose in life, attitudes toward own aging, satisfaction with life) in a sample of 353 older people from Belarus, Russia, and Ukraine
2.) Analysis of generativity scores and perceptions of old age generativity in a sample of 147 younger people from the aforementioned countries
3.) Analysis of development of generativity between the first two points of measurement

Research Methods: Semi-structured biographical interviews and psychometric scales

Findings: Younger people perceived generativity in older people to be higher than generativity in their own generation. Highest generativity scores were found in Ukraine, whereas lowest scores were found in Belarus. Overall, generativity scores increased between the first two points of measurement.

Conclusions: Findings suggest that establishing dialogues between generations in the context of local projects is a promising measure to stimulate informal learning, to enhance generativity in older people and to improve perceptions of older people’s strengths and potentials in younger generations.

WORKING MEMORY AND MENTAL ARITHMETIC, ARITHMETIC FACT RETRIEVAL AND GEOMETRY IN CHILDREN
WITH MATHEMATICAL DISABILITIES

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Problem Statement: Several studies state that mathematical disabilities (MD) consist of three subtypes, based on semantic memory deficits, procedural deficits and visuospatial deficits. Working memory (WM) plays a prominent role in mental arithmetic and seems to be of less importance in number fact retrieval and geometry. However, some studies reveal a WM deficiency in procedural mathematical disabilities only, whereas other studies consider a WM deficit in all children with MD.

Purpose of Study: To explore the role of WM in average achieving (AA) children and in children with MD.

Research Methods: A study was conducted on 25 school aged children with MD and 25 AA age matched peers. All children were tested in two sessions. In the first session, visuospatial MD was assessed by LVS-geometry, semantic memory MD was measured by Arithmetic Number Facts Test (Tempo Test Rekenen), and procedural MD by ‘mental-arithmetic’ of the Courtrai’s Arithmetic Test Revised (Kortrijkse Rekentest Revision, KRT-R). In the second session, WM was measured by computerized subtests of the WMTB-C: Digit Recall Forwards (DRF) and Digit Recall Backwards (DRB), Listening Recall (LR), Block Recall Forwards (BRF) and Block Recall Backwards (BRB).

Findings: Preliminary results show that RT of LR, DRF and BRF significantly predicted arithmetic fact retrieval (F (3, 7) =7.29, p<.01; R²=.76) in AA children. In addition, RT of DRF and BRF were significant predictors of geometry (F(2,8) = 14.60, p ≤.01; R² = .83) and mental arithmetic (F(2,9) = 5.61, p ≤.05; R² = .55). Interestingly, these results could not be found in children with MD. For instance, only RT of DRF predicted significantly mental arithmetic (F(2,12)=8.67, p≤.01; R²=.42). Finally, significant partial correlations were found between geometry and RT of DRF (r=-.90, p≤.05) and RT of BRF (r=.80, p≤.05), controlling for mental arithmetic and arithmetic fact retrieval.

Conclusions: This results might indicate that children with MD make less use of WM than AA children, and thus underscore the need to focus in treatment both on math and WM strategies.

Keywords: mathematical disabilities, working memory, mental arithmetic
Work in Progress – The Development of an ICT-based Integrated Lifelong Learning Concept in Higher Education Through an Intergenerational Teaching and Learning Concept
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Problem Statement: Primarily based on the increasing significance of the ICT the very conception of the so-called knowledge society accompanies past and actual discourses and reform-trends in educational theory and practice. Accordingly the guiding principle in the current construction of socio economic change is lifelong learning. Moreover, lifelong learning is characterized as a conceptual framework to meet the upcoming challenges of the demographic change in Europe.

Purpose of the Study: As a result it can be observed that the focus on higher educational objectives is not merely based on scientific and technical knowledge, but widened to include procedural knowledge based on every day experience, which is considered to be essential for human, social and economic growth. In this context the EU-Project Primer ICT takes place by being embedded in the EU's Lifelong Learning Programme. Primer ICT stands for Promoting the Improvement of Elderly ICT Skills and Well Being by Intergenerational and Multi-Sectoral Education. Universities from Slovenia, Ireland, UK and Austria have been working on the improvement of elderly ICT skills. In view of bridging the (age) digital divide, and in order to promote social inclusion the study aims at developing integrated blended-learning and e-learning materials for three target groups: Students from health related fields are trained to elaborate online and face to face learning materials for multipliers such as nurses in elderly homes or relatives of the elderly. The thorough participative and inclusive approach aims at enabling voluntary multipliers to impart ICT-skills to elderly people based on self-directed learning and empowerment concepts.

Methods: By means of comprehensive definition analysis, understandings of lifelong learning has been examined and translated into an “open-end” development of reflective working papers. The reflective learning material is being considered as an integrated and therefore dynamic starting point for the joint development of the learning materials for all three target groups. The entire teaching-learning process is being accompanied by a participative evaluation process. Evaluation is realized as joint learning process and continuously reviewed by a Quality Assurance Group.

Conclusions: In view of the complexity and uncertainty of actual processes of change the according process of lifelong learning conception in higher education is seen as “work in progress”. On this basis a goal-oriented interconnectedness of ICT-based formal education structures with constructivist-based forms of teaching and learning has been designed. In the foreground of the concrete didactic procedure moved the common and collective planning, organization, implementation, reflection, and further development of teaching and learning goals, teaching and learning contents and teaching and learning methods. This resulted in a highly significant increase of engagement, motivation and reflective competence of all the participants.

Keywords: ICT, intergenerational learning, lifelong learning, higher education

The Strengthspotting Scale: Reliability and Validity Study in Turkish Population
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What makes some of us stronger, happier, and more satisfied than the norm. What may be strengths character in subjective well-being? It involves encouraging people to invest in developing their strengths and also learning to think differently about both good and bad events and appreciating that there is more than one path to an emotionally satisfying life. The aim of the present study is to investigate and examine the reliability and validity study of Strengthspotting Scale in Turkish population. 500 subjects. The scale is administered to Turkish population including university students. Internal consistency and test-retest reliability, factor analysis, and correlations with good convergent validity revealed the instrument had satisfactory psychometric values, indicating that it can be validly and reliably used in normal and clinical populations.

Key words: Strengths of character, traumatic growth, positive psychology

Rhetorical Exigence and Coordinated Management of Meaning (CMM): Alternative Approach for Compliance Gaining in the Classroom Studies
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Problem Statement: Based on the notion that people from different countries or cultures tend to act differently (Hofstede, 2001), my major concern regarding cross-cultural studies is the application of Western perspectives to Asian or other cultural contexts. Rubin and Graham (1994) pointed out that measurement designed specifically for one context might not provide reliable results in other contexts. Therefore, it might not be a proper move to study compliance-gaining techniques in the context, for example, based on Western typologies. Besides the culture, most of previous studies focus on first defining compliance-gaining taxonomies and then trying to find out the ones used by the research respondents. Problems concerning this type of study include, for example, lack of exhaustiveness of taxonomies and unclear conceptual definitions of techniques. These problems are becoming worse when the typologies are applied in different contexts.

Purpose of Study:
1. To raise awareness of both communication scholars and teachers regarding the possibility of applying inappropriate Western typologies in Asian or other cultural contexts.
2. To propose rhetorical exigence as an alternative approach to study compliance gaining.
3. To support the new approach by using the Coordinated Management of Meaning (CMM) as a theoretical framework of the study.

Conclusion: By relying on rhetorical exigency, a defective situation can be resolved through the effective use of symbols such as speech or writing (Hauser, 2002) which enables us to understand more about the selection of compliance-gaining techniques. Coordinated Management of Meaning or CMM theory, which focuses on an understanding of how meanings are created, coordinated, and managed in an interaction (Miller, 2002), can also help us understand the success or failure of compliance-gaining attempts.

Keywords: Coordinated Management of Meaning, Rhetorical Exigence, Compliance Gaining

In Defence of Concordancing: An Application of Data-Driven Learning

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Data-Driven Learning (DDL) is a pedagogical approach in which the language learner is also a research worker whose learning is driven by access to linguistic data (Johns 1991:2). This essay aims at evaluating the potential of the DDL approach in language teaching in Taiwan. The creation of the corpus and computing tools used in analysing it is discussed. A CALL program is explored in terms of its advantage, the making of data file, the making of concordance lines, the analysis of data and suggestions for improving the program. The Author created her own materials (base on a self-compiled corpus), which can be adapted to the program, to teach English prepositions. Students find the ‘form-focused instruction’ (Johns & King, 1991: iii) through classroom concordancing learning a plausible way to learn English. The possibility of using this program in teaching Taiwan EFL students to make them more active learners, less dependent on teachers and textbooks is also discussed. Several questions are asked and tackled in this study: how far students can be responsible for what they learn; how far teachers can help to provide techniques for them; whether or not this approach to learning can be combined with more traditional approaches; and finally, how it could be adapted to the needs of EFL students learning English in Taiwan?

Keywords: Data-Driven Learning, pedagogical, CALL, self-compiled corpus

The school forgotten actors: perspectives of the non-teaching staff on how to improve school

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Problem Statement: There is a great deal of contemporary interest in school improvement and effectiveness. Most models for improved student learning tend to be narrowly focused on teachers and individual classroom work, excluding non-teaching staff members, despite their roles in supporting students in and outside the classroom.

Purpose of Study: This study aims at expand that focus, exploring the perspectives/needs that non-teaching staff show regarding school improvement and its role in that process.

Research Methods: Study adopts Photovoice, a participatory action research methodology, which consists in asking participants to use a camera to collect images of their daily experience (guided through themes-questions) and reflect around them in small group discussions. The study was performed in a public elementary school of a small town in the district of Coimbra (center region of Portugal). The sample comprised a group of 5 elements of non-teaching staff which were asked to photograph/reflect around 4 themes-questions: i) What motivates students to come to school? ii) Which aspects of school life do students appreciate less? iii) Which are students’ hopes for the future? iv) What could change in school so that students would appreciate it more? Sessions were taped, transcribed and submitted to content analysis.

Findings: Main findings suggest that non-teaching staff: i) identify issues associated with students low interest on academic knowledge, modest parental involvement in school/learning, students behavior problems, and high needs for emotional/social support; ii) believes that priorities for action are centered on the improvement of school infrastructures (i.e. better alimentation, lockers for students, provide a heating system, painting the school), the reinforcement of teachers and non-teaching staff authority, followed by the adjustment of curriculum/school activities to students needs/interests; iii) sees its contribution centered on practical and emotional support provided to students, and behavior modeling/management.

Conclusions: Non-teaching staff perspectives reveal their values toward education and the school improvement and also reflect their own needs in terms of conditions and skills required in the interaction with students (i.e. availability/time, empathy, assertiveness, conflict mediation, setting limits while maintaining intimacy). Findings are relevant to design interventions for school improvement that are more responsive to students’ needs and contribute to staff professional development and satisfaction.

Keywords: non-teaching staff perspectives, school improvement; collaborative practices.

Thinking and Education

Mr. Lipman is in the lead of today’s scientists dealing with the intersection point of thinking and education. Lipmann, seen as the pillar of thinking education courses in Turkey, analyses thinking in three parts as creative, critical, and caring and asserts it should be taught in this way. When the conditions of Turkey taken into consideration, it is suggested that adding hopeful thinking as the fourth to this triad is necessary. Accordingly, when thinking forms are placed in the dimensions of concrete-abstract and cognitive-affective, creative and critical thinking are cognitive; careful and hopeful thinking are effective. While the bases of critical and careful thinking are concrete, creative and hopeful thinking are abstract. Suggestions will be developed related to discussing and improvement of thinking forms in education addressed in this framework. Four papers will be presented in the session. First, framework will be
introduced and then the relation between creative thinking and education will be explicated. It will be put forward that applications which are expressed nowadays as creative application are not actually creative and to develop creativeness, it should be dealt with its dimensions of knowledge, skill, attitude and behaviour (product). With regard to critical thinking, similarity of critical thinking to scientific thinking and its path of development will be discussed. In relation to hopeful thinking, introducing the forms of hopeful thinking and suggesting development paths by putting forward the forms of hopeful thinking will be carried out.

Session will have a unity within itself. Whereas papers can be discussed separately, examining the four papers as a whole will be more useful.

(Session) Chair Hasan Bacanli; Creative Thinking, Hasan Bacanli; Critical Thinking, Metin Demir; Caring Thinking, M. Ali Dombayci, Hopeful Thinking, Sinem Tarhan

School Attachment and Quality of Life in Children and Adolescents
Firdevs SAVI CAKAR, Asst. Prof. Dr. Celal Bayar University, Turkey.
Sevil SAVI, Social Worker, UK.

Problem Statement: According to the attachment theory, the emotional bonds between children and those who raise them affect their social, emotional and cognitive development through their life. During the development continuum, such emotional bond expands towards groups other than the parents, such as the society and school. In that sense, attachment to school is connoted as a basic psychological need in terms of believing in higher self-worth and being respected as a member of that school and belonging to a group feeling while attachment to school is handled as a concept including cognitive, emotional and behavioral dimensions. It is emphasized in the researches completed in the latter days, cohesion with school and the factors related to school have basic functions in areas such as general well-being and emotional-behavioral coherence of the children and adolescents. Accordingly, it will be beneficial in studies on children at elementary school age to tackle among the protective and risk factors, the concepts of school attachment and quality of life, which express physical, emotional and social functionality in individuals.

Purpose of Study: Review of the relationship between school attachment and quality of life in children and adolescents in elementary school.

Research Methods: In this research, the relationship between school attachment and quality of life in children and adolescents is examined. Participants of this research are comprised of 385 students currently attending elementary schools. School Attachment Scale for Children and Adolescents, Health-Related Quality of Life Questionnaire for Children and Adolescents were used as data collection tool in this research. Hierarchical regression method was used in analyzing the data collected.

Findings: The study indicated that the relationship between school attachment and quality of life in children and adolescents. Additionally, significant differences were observed the level of school attachment and quality of life in children and adolescents based upon gender and age.

Conclusions: Findings will be discussed by educators and mental health experts. Furthermore, reviewing the relationship between school attachment and quality of life in various sampling groups might be useful in comparing the findings derived.

Keywords: school attachment, quality of life, children and adolescents

THE ADAPTATION STUDY OF ACADEMIC MOTIVATION SCALE INTO TURKISH
Prof. Dr. Hasan BACANLI
Ozlem ŞAHINKAYA

Problem Statement: The studies are shown that the motivation is an efficient factor in individual's learning and the regulation of educational settings. In teaching and learning process, to determine the students’ motivational sources and problems is important for increasing the quality and solving the living problems. There is no scale for measuring the general academic motivation and motivational sources of the students in Turkish, although there are some scales for special fields. Therefore, this study was made to adapt Academic Motivation Scale into Turkish.

Purpose of Study: Academic Motivation Scale is composed of two subscale as Extrinsic Motivation Subscale (EMS) and Intrinsic Motivation Subscale (IMS). These two subscales have 3 dimensions: challenge, curiosity and independent mastery for IMS, easy work, pleasing teacher and dependence on teacher for EMS. The adaptation of two subscales with all dimensions into Turkish and their reliability and validity are realized.

Research Methods: Back-translation and committee approach were used in forming Turkish Academic Motivation Scale. The research group is composed of 214 students studying at 3 – 8th grade at Giresun, Trabzon and Rize provinces. Both confirmatory factor analyses (CFA) and test-retest reliability coefficient calculations are made on this group.

Findings: In this study, the Turkish form of scale is composed firstly. Then, confirmatory factor analyses of the composed form are calculated on the results of the scale administration on research group. CFA are calculated separately for each subscale. The factorial structures of each subscales composed from 3 dimensions are verified. The test-retest reliability and internal consistency coefficients are calculated.

Conclusions: In result, it is decided that the Turkish Academic Motivation Scale (with two subscales) are usable, but there are some points to be careful in using. It is concluded that these results are arisen from the structure of scales and the used age groups.
MEANING MAKING IN THE FIRST AND SECOND LANGUAGE: READING STRATEGIES OF MALAYSIAN STUDENTS
Nooreiny Maarof, Universiti Kebangsaan Malaysia
Rohaya Yaacob, Ministry of Education, Malaysia

Purpose of Study: The main purpose of this study was to identify reading strategies used in reading Bahasa Melayu texts (L1) and English texts (L2) among 9 selected technical secondary school students from three levels of English proficiency. In addition, the study aimed at investigating whether there are strategies common and/or different in reading in L1 and in L2.

Research Methods: This is a case study of 9 selected secondary school students (advanced, intermediate, and low proficiency students) in a technical school in Malaysia. The instruments of the study were: a reading strategy questionnaire and a semi-structured interview.

Findings: The findings showed that the advanced proficiency students used more strategies in reading L2 compared to the other two groups of students. In addition, there was an overlap in the types of strategies used in reading in L1 and L2 across proficiency levels. All the students used more reading strategies in reading in ESL than in the L1.

Conclusions: There is a need for teachers to help raise students awareness of the importance of reading strategies, whether in reading in L1 or L2. Further research could be conducted with a greater number of students in order that inferences or generalizations can be made to a larger population of students.

Keywords: meaning-making, reading strategies, first language, second language

TEACHERS’ PERCEPTION CONCERNING COMPUTER USE
Roxana Enache, Simona Eftiume, Alina Margaritou, Petroleum-Gas University of Ploiesti, Romania

Problem Statement: Educational valences of using computer and Internet in school activities and homework in technology world

Purpose of Study: Our research has investigated teachers’ perception about computer and Internet use of Petroleum-Gas University’s students (from Ploiesti, Romania) in order to stimulate knowledge, development of cognitive and social skills and to improve academic performances.

Research Methods: questionnaire, observation and focus group interview

Findings: The most important findings of our investigation are:
- Teachers are using very little time computer and the Internet during their classes;
- Most often, teachers use the computer for routine work and less for other activities such as individualized learning, cooperative learning outside classroom;
- Mostly, computer is used to search and find information, and the less to express creativity.

Conclusions: Our findings have lead us to the conclusion that very few teachers use both traditional teaching methods and educational resources involving the use of Internet by the students develop skills such as: independence, curiosity, critical spirit, etc.

Although for the last few years, in Romania, an educational measure was to develop computer competencies in educational process, both for teachers and for students, our findings leads us to conclusion that computer and Internet use is perceived less an educational resource and more a communication way.

Keywords: computer and Internet use, teachers’ perception, learning, computer applications, communication, teaching process

SOME ISSUES CONCERNING CAREER COUNSELLING FOR ADOLESCENTS WITH DISABILITIES
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Petroleum-Gas University of Ploiesti, Romania

Problem Statement: Although there has been a series of improvements concerning the equalization of opportunities and social integration for persons with disabilities in Romania (especially on the conceptual, legislative and school level), we have noted a number of obstacles in their professional integration; this is why we consider extremely necessary developing career counselling programs for this kind of people in order to maximize their chances of employability.

Purpose of Study: Our paper aims to present an investigation with reference to the needs of adolescents with disabilities, from schools of arts and crafts from local level in order to target and identify job pathways, thus providing a theoretical and practical framework for career counsellors.

Research Methods: Observation and focus-group interview; documents’ analysis

Findings: An important finding of our research is that 70% of the investigated adolescents with disabilities do not know the techniques to search and apply for a job. Also, the investigated subjects have identified the necessity for a better educational and vocational guidance, as part of programs counselling conducted both within the school and outside school. They have indicated their need to increase the number of hours of psychological and career counselling in which they could develop skills necessary for professional integration.
Conclusions: The stimulation of such a set of policy measures (educational policy and not only) in order to popularize the needs of people with disabilities, but also the legal benefits of their employment, could lead to a change in social attitudes and mentalities with reference to the issue of people with disabilities in Romania: from the economic burden (that they do not produce but receive allowances from the state budget) to the potential labour force (which would certainly have positive effects on the self-image of people with disabilities).

Keywords: adolescents with disabilities in Romania, professional integration, vocational counselling needs, labour market, prejudices and stereotypes

**CHARACTERISTICS AND EFFECTS OF SYLLABUS CHANGED BY BOLOGNA SYSTEM ON ROMANIAN PRE-SERVICE TRAINING OF KINDERGARTEN AND PRIMARY SCHOOL TEACHERS**

Gianina Masari  
Faculty of Psychology and Education Sciences, Alexandru Ioan Cuza University  
Constantin Petrovici  
Faculty of Psychology and Education Sciences, Alexandru Ioan Cuza University

Problem Statement: This research is focused on a critical perspective regarding the pre-service teacher training of kindergarten and primary school teachers from Romanian education system that tries to follow the directions of Bologna system, and to align to European standards.

Purpose of Study: Two majors objectives were followed through this study: 1) reporting the new curriculum designed for kindergarten and primary school teachers to five characteristics (epistemological, didactical, pedagogical, organizational and praxiological), and 2) the effects of these changes on their professional development.

Research Methods: As method used we focused on qualitative content analysis of syllabus of the last three generations and on two questionnaires for two kinds of beneficiaries: 242 students and 50 university teachers as experts. Through these questionnaires we wanted to identify three aspects: if they consider necessary to change actual syllabus, and if so what should be designed and what are the new objects; the relationship between training and competences; and what kind of results should be available for curriculum changes (the results reported to their competences from the final exam, the national one, or the results from educational practice).

Findings: In qualitative terms, data were structured on five dimensions: as epistemological, didactical, pedagogical, organizational and praxiological, and also specifying the actual effects on professional development.

Conclusions: The results of our study realeves that the students and teachers have similar opinions that it is absolutely necessary to change the actual curriculum, and they gave some innovative directions to be followed into the next pre-service teachers training.

Keywords: pre-service training, characteristics, effects, Bologna, curriculum

**THE EFFECT OF THE MODERN METHODS ON THE STABILITY OF THE ACHIEVEMENT IN PHYSICS**

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Problem Statement: The researcher's knowledge, there has been no study conducted in Libya on the stability of achievement in physics among the primary school. This study investigated the effect of the teaching method on the stability of the achievement in physics of Yefren–Libya primary school (seven classes) by a physics test designed by the researcher.

Purpose of Study: This study concerned itself the stability of achievement in physics and the teaching method of solve problem depending

Comparative the effect of the classical and solve problem teaching method on the stability of achievement in physics.

Research Methods: This study used the descriptive analytical method after data collection by questionnaire and evaluation test on the occasion of this type of approach to such research studies.

Findings: A statistically significant difference was found between the mean scores of the two sets of study in the stability of the achievement test dimensional, and that was the difference for the experimental group which studied students of physics in a way to solve problems.

Conclusions:

- physics Teachers need to use solve problems method in their teaching for primary school students
- the need to start science teachers in the use of problem-solving technique when teaching for primary school students with some guidance, and the gradual reduction of the amount with this directive as they get in the classroom, to be able to use this method without guidance.
- Further experimental studies on the effectiveness of the teaching of other scientific topics chemical, biology, earth science, a way to solve problems in the collection of primary school students and middle

Keywords: Stability of the Achievement, Physics, Education, solve problem method
Predictive Validity of Score Mathematics Papers for Reasoning Ability in Mathematics for Grade 9 Students in Khyber Pakhtunkhwa Based on Curriculum of Mathematics

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This study was aimed to find the predicative power of scores in mathematics paper in school based exam with the score in a test of mathematical thinking and different aspects of mathematical thinking according to their curriculum of mathematics. Additional gender wise comparison was also made. Data for this work was taken through school record and administration of test of mathematical thinking by the researcher. The specially developed test of mathematical thinking covered six aspects of thinking i.e. generalization, deduction, induction, problem solving, proofs and logical thinking. A survey method was adopted for this research with post positivist paradigm of research. A proportionate sample of 500 students was randomly selected. Statistical analysis was performed using regression and correlation techniques. The findings of this study shows that the score in the subject of mathematics during home exam was significantly correlated with the score on test of mathematical thinking overall and on separate scale as well for overall students and female students alone while this score was not consistent with the score in generalization and induction subscale for male students. Regression analysis shows that proofs and problem solving aspects of mathematical thinking were explaining the achievement of the students in the school based test more than their counter parts aspects of mathematical thinking. It was concluded that female students were showing inductive pattern while male students were deductive in their reasoning abilities.

Keywords: Predictive validity, Educational Testing and Evaluation, Reasoning in mathematics, mathematical thinking.

PSYCOLOGICAL AND BEHAVIORAL ASPECTS FOR DEVELOPING THE FAIR PLAY ATTITUDE TO PERFORMANCE ATHLETES

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Problem Statement: All psychological aspects must be taken into consideration to improve the level of fair play that influences the level of sports performance. Purpose of Study: The purpose of this study is to outline a profile of the performance athlete who manifests an attitude of fair play according to its level of performance. The main objectives are to identify some psychological and behavioral aspects of the athletes who are behaving in a manner of fair play, and to structure the specific behavioral acts of fair play attitude of the athletes according to their performance level. The issue aims to explore the possibility of a direct correlation between the attitude of fair play and level of performance and what a coach can do to develop a better fair play attitude.

Research Methods: The research has been conducted on a total of 54 coaches on several variables (sex, branch of sport, skill level). The qualitative research method chosen to carry out the research was a semi-structured interview and the research instrument chosen was the interview guide.

Findings: In qualitative terms, data were structured on 6 dimensions: 1) action ways for psychological preparation; 2) stages for the psychological preparation of athlete; 3) important strands of mental preparation; 4) specific methods of psychological preparation; 5) special conditions to stimulate creativity in sports; 6) educational principles in the spirit of fair play. Analysis of those dimensions have led to a profile of athletes who exhibit an attitude of fair play according to its level of performance.

Conclusions: Fair play does not mean only to follow the rules of the game, also are involved moral values (altruism, honesty, faith, dignity, responsibility) and psychosocial ones (self image, love, openness, social recognition, independence) that are mainly related to individual networking (teammates, opponents) with society. Our data, regarding behavioral acts and structured on level of performance, revealed that is a direct correlation between the performance level and fair play attitude. Finally, as conclusion there are some psychological issues that might concern coaches for taking into account to increase fair play level.

Keywords: fair play, behaviour, psychological, training, performance

The role of student satisfaction in the effectiveness of university

Fernanda Martins – Faculty of Arts, University of Porto, Portugal

Problem Statement: In order to pursue their changing role, universities normally evaluate the factors involved in this need. To promote these changes, measuring objective aspects like the quantity of learning and the success of student’s further careers, are important features. But subjective factors must also be taken into account as they also indicate institutional quality. For instance, the way students feel about the richness of their experiences, about having learned useful things, and the levels of their satisfaction are also important variables.
Purpose of Study: The aim of the present study is to evaluate students’ levels of satisfaction. Measuring subjective opinions of students is an important issue whenever you are evaluating university quality but also when you have management responsibilities and teaching worries.

Research Methods: A satisfaction questionnaire was administered to 229 University students from a Portuguese Faculty of Humanities. The Academic Satisfaction Scale (ASS) was developed by our team (Martins, 1998) and is composed of 3 factors: Applicability, Graduation, and Developmental Promotion. Each item was assessed with a 5-point Likert scale.

Results obtained on the three factors of the Academic Satisfaction Scale, alpha values as well as mean values were analyzed. An ANOVA was also used to study the differences between students’ satisfaction according to courses.

Findings: Results indicate that students generally have levels of satisfaction over the obtained means for each factor. The Applicability factor had the lowest values. Some differences in satisfaction between courses were also found mainly on the factor related with aspects of practical skills and future applicability of contents that have been learned.

Conclusions: Like in other studies, satisfaction with applicability which is related for instance with teaching practices has the lowest values of all factors of satisfaction in most courses except for History and Philosophy. These results probably mean that some teachers have to change the way they teach, making things more practical and applicable in future professional work.

The importance that subjective measures can have in educational context, either for advisors or for school managers is pointed out.

Keywords: Students’ satisfaction; subjective measures; university students

**Effectiveness in dialogic language use despite deviations**

Prof. Dr. Marie J. Myers, Queen’s University

Problem Statement: The long held belief in North America that we learn more from our peers has to be revisited when we are mutually quite different. Therefore dialogic methodologies in Higher Education have to come under closer scrutiny (Rowe, 2008).

Purpose of Study: In this study we examined an approach to a collective learning methodology to uncover advantages and lacunae in group learning. As communities of learners become more culturally heterogeneous we need to examine ways of managing interdependence and interconnectedness for a better ‘negotiation of reality’ to put intercultural competence into practice according to Berthoin-Antal and Friedman’s (2008) theory of action approach yet devise creative and innovative ways to do so.

Research Methods: In this qualitative study, we analysed the summary notes of 100 participations in dialogues based on simulation activities of fifth year university students over four months in 2009 after their discussion of the weekly assigned readings. Coding allowed regrouping of both effective and asymmetrical knowledge representations around a given topic. Data were analysed using multimodality as an approach to uncover major themes.

Findings: Looking at students’ deviations in decreasing order we uncovered the following: Distance taken from putting ideas into own words; Levels of importance of social context; Integration of practice in language use; Relative importance of incidental sources of knowledge; Various positions on accuracy; Various levels of respect. We realized that having complex cultural beings working together in group simulation activities allowed to test different points of view, opinions and actions (Petrovic, 2006).

Conclusions: A new orientation to interactions appears to be crucial. Constant re-adjustments are beneficial and even necessary. Working with peers makes knowledge-in-action optimally operational in such ever-changing contexts. Knowledge deviations stemmed from various levels of awareness, levels of prior knowledge and various backgrounds, perceptual perspectives and different abilities to negotiate difficulty having to do with preparation, ability and comfort levels in language use.

Keywords: Effective interactions and deviations in representations in group work; Knowledge-in-action; Avoidance of identity-based conflicts

**PERSONALITY TYPES OF STUDENTS WHO STUDY AT THE DEPARTMENTS OF NUMERIC, VERBAL AND FINE ARTS IN EDUCATION FACULTIES**

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Aylin BEYOĞLU**, Research Assistant, Marmara University, Turkey

Problem Statement: Personality types create a great amount of change to the learning approaches and teaching methods of student reaction. Therefore, knowing students’ personality types is a significant issue to determine on the most appropriate learning approach to apply to students. Under the topic of “Effective Teaching Practices”, the research is going to explain of this problem: “What are the personality types of students who study at the departments of numeric, verbal and fine arts in education faculties?”

Purpose of Study: The research which is made by considering that personality types are effective in deciding on their department aims at determining the personality types of students who study at the departments of numeric, verbal and fine arts in education faculties.

Research Methods: The sample of the research which has a scan model is comprised of 150 students who are chosen randomly from the Atatürk Education Faculty departments of Fine Arts Teaching, Maths Teaching and Turkish Language Teaching at Marmara University. Personality Information Form which is comprised of such questions as
student’s age and the department s/he studies and Myers Briggs’s Type Indicator (MBTI) which is comprised of forced choice 94 questions will be used as a data collection tool.

Findings: Data related to the answers of students to the questions in Personality Information Form and Myers Briggs’s Type Indicator (MBTI) will be analysed through packaged software of “SPSS for Windows 13”.

Conclusions: In the light of the findings; personality types of students who study at the departments of numeric, verbal and fine arts will be determined and compared.

Keywords: Education, Personality, Myers Briggs’s Type Indicator.

Lifelong Learning and Musical Interaction: Music Increases the Well-being of Older People
Inkeri Ruokonen (Adj. Professor) and Heikki Ruismäki (Professor)
Helsinki University
Department of Teacher Education
Research group of Education, Cultures and the Arts

Problem Statement: The research problem was to find out whether music activities have any significant connection to the daily activities and well-being of older persons. Altogether 205 older persons (aged 75-95 years) participated in the study in older people’s houses and hospitals all over the Finland. In every old people’s home half of the older people participated in music groups, and half of the group stayed in the control group.

Purpose of Study: This presentation concerns the effects of the Virkistysverso music programme for older persons.

The aim of this project was to increase the well-being of the elderly persons and to develop a new means of access to lifelong learning” for older people in residential care. The purpose of the program was to activate older persons in music, to reach holistic and identifying experience on the music and to enjoy it.

Research Methods: The measures used were ADL-score combined with an evaluation score of older person’s skills and activity levels and memory. Evaluation was made by the nurses who took care of these old people. The development of abilities and activity levels of the older person was examined on the basis of the discrepancy scores of the pretest and posttest measurements. The significance of the difference in mean points was assessed by t-test.

Findings: The results show the significant differences between the music group and the control group concerning the scores for Active and Independent (ADLM). Music group showed also a significant progress in their memory skills, perception skills, mood and social behavior comparing to the control group. Musical activities seemed to be meaningful for the holistic well-being of the older persons.

Conclusions: Lifelong learning is present in old people’s houses. We need to develop cultural co-operation between nurses and music pedagogues and use creative thinking in hospitals to increase meaningful interaction with older people and their nurses through music and arts.

Keywords: lifelong learning, older people, music activities

PSYCHOLOGISTS’ COGNITIVE PREFERENCES AND ASSESSMENT STRATEGIES
Anna Słysz, Adam Mickiewicz University of Poznań

Problem Statement: In cognitive literature there could be found many examples of information processing distortion during the process of diagnosis. Many of preferred psychologists’ cognitive strategies limit reliability of their diagnosis. The research question was ‘what is related to heuristic strategies?’

Purpose of Study: The purpose of the study was to examine the relationships between psychologists’ cognitive preferences (such as: type of mind, need for cognitive closure), clinical experience and strategies used in assessment.

Research Methods: Case Study – Simulation was the main instrument used in this investigation. This simulation represents a patient with schizoid personality disorder. The instruction is a modified version of instruction from Clinical Treatment Planning Simulations – CTPS (Falvey, Hebert, 1992; Falvey, 2001) and it is based on the technique of loud thinking. The method was used to define the diagnostic strategy.

Findings: Three strategies were identified during the research process: 1) maximal strategy – psychologists analysed very much information and generated a lot of hypothesis; 2) heuristic strategy - psychologists analysed less information and generated fewer hypothesis and used classical heuristics (cognitive shortcuts), 3) mixed strategy (analytic - heuristic) - reflected theory and intuition used for making diagnostic decisions. The main hypothesis of this research was confirmed – diagnostic strategy is connected to cognitive orientation. Preferring concreteness was connected to sequential organization of information processing (analytic strategy) and preferring generality (global view) to simultaneous organization of information processing and tendency to use classic heuristic rules.

Conclusions: The results of this study have practical implications for education in diagnosis, especially clinical diagnosis, in two areas: students of psychology education and further education (professional development) of psychologists. I would like to indicate some important directions of education: attitude towards increasing self-consciousness of psychology students concerning their own cognitive preferences and tendencies to use particular diagnostic strategy: maximal, mixed (analytic-heuristic) or heuristic. The knowledge about diagnostic strategies should be included into clinical subjects. It is also important that the most effective strategy bases on analytic and heuristic data processing method.

Keywords: cognitive preferences, decision making, heuristic, psychological assessment, psychologists
THE EFFECTS AND EDUCATIONAL IMPLICATIONS OF MINDFULNESS TRAINING ON LEVEL OF CONSCIOUSNESS
Dr. Jules Troyer, Delta State University

Problem Statement: Many societies are preoccupied with the development of cognitive skills for learners of all ages. In the United States, cognitive skills are practically equated with intellectual skills and understood to be the mental bases for intelligence. It is presented here that in order to fully understand the totality of intelligence, Level of Consciousness (LOC) must be assessed, in addition to IQ.

Purpose of Study: This study investigated whether people who participate in different mindfulness training activities (involvement in meditation, religion/spiritual discipline, martial arts, and yoga) have a higher level of consciousness. Educational implications of heightened mindfulness and level of consciousness are discussed.

Research Methods: A diverse sample of four hundred and fifty United States participants completed the Troyer Level of Consciousness Inventory (TLOCI) and a demographics questionnaire to provide a basic profile of the participants, as well as detailing the respondent’s level of participation in mindfulness training activities.

Findings: Results indicate a significant association between participation in mindfulness training on level of consciousness. The Post Hoc analyses for the ANOVA and MANOVA both reveal the greatest difference of means existed between participation in (3) Activities compared to No Participation (0).

Conclusions: Level of Consciousness promotes greater organization, correct categorization, and memory of the information that is translated into learned schema. Thus; the greater the level of consciousness, the better the organization, categorization, and memory of learned information. Teaching individuals how to be more conscious will assist them in learning by making them more aware of how they are connecting ideas and organizing them for later retention and use. This study revealed engaging in mindfulness activities increases level of consciousness.

Keywords: Level of Consciousness, Consciousness, Mindfulness, Memory, Individual differences in academic performance, Attention, Awareness, Meditation, Martial Arts, Yoga

QUALITY MANAGEMENT IN THE COUNSELLING AND ORIENTATION SERVICES IN ROMANIA. ANALYSES, FINDINGS, RECOMMENDATIONS
Cristina Georgiana Safta, Petroleum-Gas University of Ploiesti, Romania
Emil Stan, Petroleum-Gas University of Ploiesti, Romania
Mihaela Suditu, Petroleum-Gas University of Ploiesti, Romania
Corina Iurea, Titu Maiorescu University of Bucharest, Romania

Problem Statement: The serious economic situation, the increase of the unemployment rate, the migration of the labour force, the disappearance of some activity fields necessarily require the existence of some quality school and professional counselling and orientation services.

Purpose: The purpose of the hereby research study is that of developing an analysis about the current situation of the counselling services in Romania both from the point of view of the existing regulating documents, of the legislation, proceedings and methodologies and from the perspective of the suppliers of these services and of the applied practices. Although at theoretical level school and professional counselling have had a long-established representation in the Romanian area, the practice in this field started to develop only after 1989, when new institutional mechanisms with attributions in this domain were set up, which raises some questions regarding the human and material resources involved, as well as the effectiveness of these services.

Research Methods: The focus-group, the questionnaire, the structured interview, the observation represent the main instruments for the gathering of field data.

Findings: The findings are focused on issues such as: the identification of the evaluation criteria regarding the orientation quality, of those indicators that are low representative at national level; the analysis of the existing procedures in the management of counselling and orientation services; the detection of those aspects of the orientation process for which evaluation criteria cannot be/have not been established; the analysis of the positive aspects, as well as of the critical points that delimit the current framework of the counselling process development.

Conclusions: Finally, we intend to formulate some recommendations regarding the improvement of the school and professional counselling and orientation process.

Keywords: counselling, school/professional orientation, counselling quality, quality indicators, quality improvement

EXAMINING MATHEMATICS TEACHERS’ BELIEFS IN CONTEMPORARY CONSTRUCTIVIST AND TRADITIONAL TEACHING AND LEARNING ORIENTATIONS IN EAST MALAYSIA
Rofizah Rehot, Institut Pendidikan Guru (Teacher Education Institute) Sarawak, East Malaysia
Nor Sakenah Mohamad, Faculty of Education, Universiti Kebangsaan Malaysia Selangor, Malaysia

To improve student achievement in mathematics, classroom practices need to reflect a contemporary constructivist teaching orientation. This change can be actualized if there is a better understanding of the relationship between teachers’ beliefs and classroom practices. The purpose of this study was to examine the levels of teachers’ beliefs in contemporary constructivist and traditional teaching and learning orientations, among mathematics teachers in Bitola and Sib, Sarawak. The contemporary constructivist orientation consisted of a cooperative, dynamic problem-driven and socio-constructivist learning while the traditional orientation consisted of a static and mechanistic learning. The study also sought to explore the differences between the levels of teachers’ beliefs in both orientations from the

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Rofizah Rehot, Institut Pendidikan Guru (Teacher Education Institute) Sarawak, East Malaysia
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aspects of teaching experience and professional background. The sample consisted of 218 in-service mathematics teachers in secondary schools in Bitola and Sibiu. Data were collected via questionnaire through an instrument which had been used by Barkatsas and Malone (2005) in their study of mathematics teachers’ beliefs in teaching and learning orientations in a Greek secondary school. Several respondents were selected for in-depth interview in order to understand the relationship between the teachers’ beliefs and classroom practices. The results showed that the means of teachers’ belief levels were high, 4.220 for contemporary constructive orientation and 3.935 for traditional orientation. The ANOVA results showed that there was no significant difference for both orientations between teaching experience and teachers’ beliefs. Another ANOVA results showed a significant difference between teachers who possess a Diploma in Education and those with a degree in the teachers’ beliefs toward traditional orientation. Further, there was no significant difference between professional background and teachers’ beliefs levels in the contemporary constructivist orientation. Interview results found that the teaching context experienced by the teacher had an influence on the teaching even though the teachers’ beliefs were contrary. The teacher’s beliefs would be more meaningful if the teaching context were understood by the teacher concerned. The article concludes with a discussion and the implications for teacher education.

Keywords: Teacher beliefs, mathematics teachers’ beliefs, teaching practice, teacher education, constructivist, traditional.

PERSONALITY TRAITS AND COPING STYLES PREDICT SUBJECTIVE WELL-BEING: A STUDY WITH A TURKISH SAMPLE
Asude Malkoç, M.A.
Marmara University, Faculty of Education, Counseling and Guidance

Problem Statement: In recent years, research on positive psychology has progressed rapidly. One of the main concepts comprehensively studied in positive psychology is subjective well-being. Many studies examined the factors that predict subjective well-being and these studies showed the existence of relationships between variables and subjective well-being.

Purpose of Study: The aim of this study is to examine the predictive power of personality traits and coping styles on subjective well-being in a selected Turkish sample of 251 undergraduate students obtained from Psychological Counseling and Guidance Department at Marmara University.

Research Methods: Data were collected using Subjective Well-being Scale (Dost, 2004), Ways of Coping Inventory (Lazarus & Folkman, 1984) and Big Five Personality Inventory-Short Form (NEO-FFI) (Costa ve McCrae, 1992). To analyze the data, a hierarchical regression analysis was conducted to determine the relationships with personality traits, coping styles and subjective well-being.

Findings: The results revealed that big five personality traits and coping styles strongly predicted subjective well-being. Big five personality traits were found to account for %53 of the variance in subjective well-being. Big five personality traits and coping styles together explained % 70 of the variance in subjective well-being. Thus coping styles were found to account for %17 additional variance in this outcome.

Conclusions: Personality traits and coping styles may play an important role in explaining subjective well-being.

Keywords: Subjective well-being, coping styles, personality traits, undergraduate students.

Chris Myburgh, Marie Poggenpoel, and Dorothy Du Plessis. University of Johannesburg, South Africa

Multivariate differential analyses of adolescents’ experiences of aggression in families

Problem Statement: Aggression is part of the South African society and is having implications for the mental health of persons living in South Africa. From research cited in the literature it is clear that aggression can be negative, depending on the intentions behind an individual’s behaviour. However, it can also contribute toward the mental health of those involved. Thus aggression can either be constructive or destructive. Constructive aggression may lead to the experience of energy, motivation, challenges and excitement.

Purpose of Study: In this paper the nature and extend of adolescents’ experiences, assessments and management of aggression and aggressive behaviour in the family is investigated.

Research Methods: A deductive explorative approach is followed in which aggression is reasoned to be dependent on aspects such as self–concept, moral reasoning, communication, frustration tolerance and relationships in the family. To analyse the data from questionnaires of 100 families (95 adolescents, 95 mothers & 91 fathers) from affluent SES circumstances Cronbach’s alpha, various consecutive first and second order factor analyses, correlations, multiple regression, and MANOVA, ANOVA and Scheffé/Dunnett tests were used.

Findings and Conclusions: It was found that aggression (dependent variable) correlate negative with the independent variables; and the correlations between adolescents and their parents on each of the variables are high. The regression analyses indicated that different predictors are relevant in predicting levels of aggression. The differences between adolescents and their mothers; and adolescents and their fathers concerning aggression and the independent variables are therefore merely differences of degree rather than substantive differences. Further, the significant differences are between adolescents and their mothers. By inspecting the sizes of the differences between the means, it is clear that the differences are not substantial. This paper focuses on differences from the perspective of the adolescent. Overall it seems as if the experienced levels of aggression between adolescents and their parents are small and indicate a fairly healthy situation in the family. The observation is based on the fact that the means of aggression are fairly low and the sizes of the means on the independent variables are relatively high. Educational implications are indicated.

Keywords: Adolescents, Experience of aggression, Families, Multivariate differential analyses
IS IT POSSIBLE ASSESSMENT FOR LEARNING IN EARLY SCHOOL YEARS?
Leonor Santos and Jorge Pinto
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Polytechnic Institute of Setúbal

Nowadays, most countries consider assessment for learning a challenge towards a more inclusive school. Their adherence to the idea may be consensual but the practices don’t seem to express this desire yet. Many teachers have been wondering whether there is an appropriate minimum age for students to reflect upon their actions, along with their teacher, so to overcome difficulties.

This article reports a study that seeks to understand assessment practices, developed for five and eight year old students, particularly in the use of feedback in the development of portfolios and of worksheets in the classroom, as well as the contributions of those learning practices.

This study followed an interpretative approach and was carried out in Portugal with a group of kindergarten children and a group of Grade 2 children. The data was collected from classroom observations and documents analyses.

The final results evidence that, regardless of age, students are capable of reflecting on their present actions and of deciding about future actions. However, while five year old students consider the feedback as part of their learning process, eight year old students are pretty much aware of what is right or wrong. School experience seems to contribute effectively to a certain idea of assessment and of more traditional forms of communication in teaching.

Thus, assessment for learning can be developed with students of any age and the sooner they start to experience it for themselves the better it will be for their learning.

Keywords: assessment for learning, feedback, kindergarten, primary school

A CONTENT ANALYSIS OF DEVELOPMENTAL PSYCHOLOGY SECTIONS OF EDUCATIONAL PSYCHOLOGY TEXT BOOKS USED FOR TEACHERS’ EDUCATION IN TURKEY
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Hacettepe University Faculty of Education, Department of Educational Sciences, Division of Psychological Counseling and Guidance, Ankara, Turkey.

Problem Statement: Contemporary societies have longer periods of formal education than ever before. The extension in formal education is a result of the increase in the depth and breadth of learning experiences needed for contemporary adults. Along with the amount of time spent in schools, there has been increased need for quality education for today’s youngsters which in turn requires quality training of teachers. A crucial element of improving teacher education can be accomplished by improvement of textbooks and/or educational materials. In Turkey, candidate teachers receiving undergraduate education are required to take a 3-credit course in educational psychology, which involves two sections: developmental psychology and psychology of learning.

Purpose of the Study: The purpose of this study was to examine the developmental psychology sections of the most commonly used educational psychology textbooks with respect to their use of politically correct language, epistemological perspectives, breadth of content and utilization of up to date information.

Research Methods: After determining the most popular 10 educational psychology textbooks, content analysis was used to examine their developmental psychology sections with respect to the above mentioned criterion.

Findings: Results showed that the existing textbooks significantly lacked concern about non-discriminative/politically correct language; they appeared promoting “received knowledge” as opposed to constructed knowledge; content of the books in general included introduction of basic concepts and classic developmental theories with some degree of implications for teaching. However, the information presented was not presented along with discussions of current empirical studies of related disciplines (i.e., genetics, neuroscience, evolutionary psychology and developmental psychopathology).

Conclusions: This examination of educational (developmental) psychology textbooks showed that there is need for significant degree of improvement in the content, language as well as epistemological perspectives of the existing books. Findings, limitations of the study and implications for future studies and teachers education were discussed.

Keywords: Educational psychology, developmental psychology, textbooks, content analysis, teachers’ education

Exploring the Role of Student Entitlement in the Classroom
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Problem Statement: Research has clearly shown that the current level of narcissism in the population is significantly higher than past generations (Twenge & Campbell, 2009). One by product of the narcissism increase is that people now feel more entitled than ever. Student entitlement – the tendency for students to expect academic success without personal responsibility - is problematic at universities and has emerged as a topic of psychological study. The construct is positively correlated with narcissism and external locus of control (Chowning & Campbell, 2009), further illustrating how the presence of the trait in the classroom may be problematic.

Purpose of Study: The popularity of student entitlement in education and psychology discourse seems to arise from the perceived problems high levels of student entitlement causes in the classroom; however, no research
has explored the construct’s connection to real classroom outcomes. The current research explores the relationship of student entitlement with both anticipated and actual class grades. In addition, this research seeks to identify personality predictors of student entitlement in an Arab sample.

Research Methods: Participants. Thirty-one male KFUPM undergraduates were recruited.

Materials and Procedure. Students were administered a questionnaire packet during the first week of classes, which included questionnaires assessing academic entitlement (Chowning & Campbell, 2009), self-esteem (Rosenberg, 1957), self-construal (Lu & Gilmour, 2007), self-image goals (Crocker & Canivezzo, 2008), narcissism), and demographic/socio-economic information.

After the first major exam, participants were asked to report their anticipated grade and to complete the student entitlement measure again. Predicted and actual grades will be collected from the class instructor.

Findings: Data collection is ongoing, wrapping in early November. There are three major anticipated findings. First, student entitlement will be positively correlated with narcissism and self-esteem, as in Western samples. Second, trait interdependence will be negatively correlated with student entitlement. Third, student entitlement will be positively correlated to anticipated grades, but unrelated to actual grades.

Conclusions: Despite the perceived prevalence and impact of student entitlement, little is know about its prevalence, predictors, or consequences, especially in non-Western samples. This study provides valuable cross-cultural educational data and explores academic entitlement’s relationship to real academic outcomes.

Keywords: Educational Psychology, Personality, Narcissism, Student Entitlement, Culture

Relations among Machiavellianism beliefs and goal orientations in academic situations

Dr Hossein Kareshki

Problem Statement: one of the most important variables in academic situations is motivation. In new theories on motivation, belief is essential and goal orientations are one of them. Studying the origins of goal orientations stem in social-cognitive theory and Machiavellianism beliefs connected motivation (goals) and cognitions. Goals, specially, approach-performance goals relate to Machiavellianism beliefs.

Purpose of Study: The aim of this research is studying the relations among Machiavellianism beliefs and goal orientations.

Research Methods: To do the study, a multi-stage cluster sampling method was used and a sample of 600 students from Iranian students, were selected. Students’ Achievement Goal Orientations scale (Midgly, et al. 1997), and Machiavellianism beliefs scale (Christie & Geis, 1970) were administrated to students as a group. Questionnaires validity and reliability were verified.

Findings: The results of Pearson correlation showed that the mutual correlations between all components of Machiavellianism beliefs (nature, dishonesty, trust, mastery) with mastery goals were positive and significant statistically (p<0.01) and correlation between some of Machiavellianism beliefs (nature and dishonesty) with approach-performance goals were positive and significant statistically (p<0.01), but for trust and mastery with approach-performance goals were negative and not significant statistically. Correlations between some components of Machiavellianism beliefs (nature, dishonesty) with avoiding-performance goals were positive and significant statistically (p<0.01) but for (trust, mastery) with avoiding-performance goals were negative and not significant statistically.

Conclusions: some of belief are essentials for education and motivation. In these situations, setting goals and context of them should be considered for motivating students.

Keywords: goal orientations, Machiavellianism beliefs and university students.

The Interrelation Between Traumatic Life Events and Mental Health in Turkish University Students

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Aim: The aim of the present study is to examine the relationship between anxiety, trauma perception and mental health.

Method: The subjects consisted of 284 university students, aged 18-25 from the two different universities located in two different cities (Ankara and Aksaray) in Turkey. Brief Symptom Inventory (BSI), Beck Anxiety Inventory (BAS) and the Impact of Event Scale-Revised (IES-R) were used. The test battery formed in a mixed way to control the sequence influence in the application process. Then it was given to the participants in their classrooms of the universities.

Results and Conclusions: Statistically significant relations were found between the aspects of the mental health. Regardless of what discipline ultimately working we are in, providers in mental health can help the young people who are hurting, and in the influences of some kinds of traumatic life events. The professionals empower the young people’s personal growth and can give them psychological support to resolve their hardship through multidisciplinary team.
disabilities, such as dyslexia, persist during adulthood, so it seems likely that college and university students still experience difficulties during their academic career. However, little is known on the cognitive profiles of these students and the impact of their cognitive difficulties on their studies.

Purpose of Study: This study is part of a larger project in which the development of a theoretical framework for students with dyslexia in higher education in Flanders is the primary goal. We focus on their higher cognitive functioning in comparison to students without learning disabilities. More specifically, results on intelligence, memory and attention tests were compared.

Research Methods: Postsecondary students (n = 100) with dyslexia participated in this study, as well as a 100 students matched on age, gender, and education with no known neurological or functional deficiencies. A series of neuropsychological tests (e.g., an intelligence test, a test for short-term memory, working memory, sustained attention, pace of work and vocabulary) was administered. We compared group results through independent t tests and determined effect sizes using Cohen’s d.

Findings: There was no difference in total IQ-score and fluid IQ-score between students with dyslexia and control students but a significant difference was found for crystallized IQ-score. Within this crystallized IQ-scale, the three subtests all reflecting (rapid) lexical retrieval, were significantly different. Furthermore short-term memory, working memory, pace of work and vocabulary also revealed significant differences between groups.

Conclusions: Besides reading and/or spelling problems, postsecondary students with dyslexia experience problems with an important number of higher cognitive functions. This could imply consequences in guidance and counseling of these students with learning disabilities in higher education.

Keywords: dyslexia, adults, intelligence, cognitive profile, Flemish

Education of Children with Special Needs in Romania; Attitudes and Experiences
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Policy, research and practice in special education and inclusion of children with disabilities in the mainstream school system and social life are one of the most important priorities in Romanian educational policies. The basic premise of the integration/inclusion movement is that principles of anti-discrimination, equity, social justice, and basic human rights make it imperative that students with disabilities and special needs should enjoy the same access as all other students to a regular school environment and to a broad, balanced and relevant curriculum. Another hand, inclusion and integration remain a controversial concept in education and many discussions about inclusion or integration should address several important questions for educators and specialists in education. Also, in inclusive school communities, responding to and supporting learner diversity should be a shared responsibility of teachers, support providers, families, peers and community members, which necessitates expanding traditional roles. In this paper we have presented attitudes and experiences about special education reforms strategies in Romanian educational system, in last twenty years. Research methods are based on documents studies and cases studies about changes in social and educational policies for children with disabilities and/or special needs who are included in Romanian schools. Conclusions are that only a small proportion of the children with special needs have the opportunity to attend a regular community school with their non-disabled peers; most of them must attend a segregated school. There is growing evidence that children with disabilities learn better when they are allowed to go to a public school within their neighborhood. Examples of good practice exist, but the models need to be strengthened and made more systemic.

Key words: special educational needs, inclusion, children with disabilities, early intervention, educational policies.

STUDENT CHARACTERISTICS AND PISA SCIENCE PERFORMANCE: PORTUGAL IN CROSS-NATIONAL COMPARISON
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Maria Odets Valente, Instituto de Educação, University of Lisbon, Portugal
Joseph Convoy, Instituto de Educação, University of Lisbon, Portugal

Problem Statement: PISA 2006 indicates that Portuguese students’ performance in science, although improving, is still lower than in most OCDE countries. What is the role of student characteristics, interests, gender and economic, social, cultural, status (ESCS) on scientific literacy scores? How does Portugal compare with some other selected countries?

Purpose of Study: This study compares Portuguese students’ performance in PISA 2006 scientific literacy with that of students from the OECD, Spain, France, the United Kingdom, Turkey, Greece, and the USA. The study also examines students’ science interests, self-efficacy and beliefs about their own competences. Furthermore, the study identifies which student variables may help to explain performance in science.

Research Methods: Our data are selected from the PISA 2006 student: (a) science performance and (b) interests and beliefs measured by the student questionnaire. In order to answer our research questions, we performed secondary analyses using hierarchical linear modeling. The 2006 PISA sample in Portugal consisted of 5109 students in 173 schools, aged 15.3-16.2 years. Mean analyses were based on 80 weighted replicas of 5 plausible values of science performance.

Findings: Change-in-score coefficients in the fitted model indicate that the ESCS effect is strongest in the USA, Finland and UK. The school-wide ESCS effect is superior to that of student ESCS and is a performance factor for all countries with the exception of Finland. Mean differences in performance tend to favor boys but, in several countries, gender does not contribute a significant change in score in the fitted models. For all countries, both the
general value of science and science self-efficacy are associated with performance. With the exception of Turkey, a positive association between self-concept and performance was observed. The association of “participation in non-school science activities” with performance is consistently non-significant.

Conclusions: The constellation of associated factors differs from country to country but a few of these factors stand out as cross-nationally valid. Knowledge of both kinds of factors can be useful for the improvement of teaching/learning systems. Cross-national factors can simplify general models while the country-specific factors can help identify and target local concerns.

Keywords: scientific literacy, PISA 2006, science teaching and learning, student attitudes, explicative variables.

RETENTION AND SCIENCE PERFORMANCE IN PORTUGAL AS EVIDENCED BY PISA
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Problem Statement: The question of academic retention has emerged as a powerful discourse in educational policy in Portugal. International assessment programs, such as the Program for International Student Assessment (PISA), have fueled the controversy, and retention rates are sometimes implicated as an underlying cause for the generally poor performance observed.

Purpose of Study: The data from PISA 2006 provide an opportunity to examine this question with a large sample of 15-year-old students. We report associations between retention and science performance, an analysis of the characteristics of retained students, and a hierarchical linear model of the effect of retention on performance, controlling for economic-social-cultural status (ESCS).

Research Methods: The 2006 PISA sample in Portugal consisted of 5109 students in 173 schools, all between the ages of 15 years 3 months and 16 years 2 months. Missing data resulted in 5013 usable cases for this study. Since PISA has no single variable to indicate a student’s status as “retained at least once” or “never retained”, the first step was to operationalize retention with the available data. Mean analyses were based on 80 weighted replicas of 5 plausible values of science performance and its sub-domains.

Findings: Portugal is among the PISA participants with highest retention. Only 4 (of 57) PISA participants revealed a higher proportion of the age-based sample attending the 7th grade. Students who were retained at least one year differ systematically, on several social dimensions, from those not retained. The retained are more likely to be boys, immigrants, in public schools, from small towns and villages, and of lesser economic means. Mean performance in science is directly associated with the number of student retentions (though this is confounded with other variables). Being retained is a more powerful predictor of science performance than is ESCS.

Conclusions: Retention practices in Portugal are outside de norms of other OECD countries. Neither curriculum nor teaching practices seem implicated in the poor science results observed in Portugal. Low performance is a partial artifact of age-based sampling coupled with high retention. Some strategies for reducing retention in the Portuguese context are presented.

Keywords: retention, science, secondary education, Portugal, PISA

INQUIRY SCIENCE TEACHING IN PORTUGAL AND SOME OTHER COUNTRIES AS MEASURED BY PISA 2006
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Josue Fonseca, Instituto de Educação, University of Lisbon, Portugal

Problem Statement: Constructivism and social development theories of learning and teaching emphasize student centered approaches. Inquiry is one of these approaches. Many authors maintain that inquiry leads to better student performance in science. Others limit the importance of inquiry to the more talented students; still others relate negative effects of inquiry approaches based on the absence of pre-requisites for such a demanding strategy. What does PISA 2006 show in terms of achievement in science and the use of inquiry approaches?

Purpose of Study: The study analyses the impact, on achievement, of the four clusters of teaching and learning strategies, as defined by PISA 2006, which are the use of applications and models, hands-on-activities, interaction, and student investigations. The last three of these clusters can be considered inquiry strategies. The study also compares the impact in Spain, France, United Kingdom, Turkey, USA, Greece and Finland.

Research Methods: This study uses PISA 2006 data, namely the student performance on the scientific literacy test, and their attitudes, measured by the student questionnaire, concerning the student experiences of communication and learning activities in their science classroom. We performed secondary analysis using a hierarchical linear model (HLM) and SPSS package to answer our research questions.

The 2006 PISA sample in Portugal consisted of 5109 students in 173 schools, all between the ages of 15 years 3 months and 16 years 2 months. Mean analyses were based on 80 weighted replicas of 5 plausible values of science performance and its sub-domains.

Findings: Within the included countries, students reporting higher frequency of student investigations in science teaching and learning, tend, on average, to have lower achievement in science. On the other hand, within these countries, students who report higher frequencies of teacher emphasis on use of applications in the science classroom tend to have, on average, higher PISA 2006 science achievement scores. The results for hands-on activities and for interaction are less clear in terms of direction of the impact on achievement for the included countries, and this result differs somehow between countries.

Conclusions: At first glance, the findings imply that we cannot expect better performance based on high-level use of student investigations. However, we must consider the possibility of students’ poor understanding of the meaning of the three items included in this cluster.

Keywords: scientific literacy, PISA 2006, inquiry science strategies
Learning in the third age – assuring quality in the ICT-education of older people
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Problem Statement: Information and communication technologies play a crucial role in today’s everyday life. To assure access to services provided via ICT and to promote social inclusion older people have to be considered as an important user group.

Purpose of Study: The EU-project PRIMER-ICT is dedicated to the development of a training programme aiming at promoting the ICT-skills of older people. Universities from Slovenia, Austria, UK and Ireland have developed online course materials for the target group. Additionally, multipliers (e.g. nurses) are educated to accompany the older persons’ learning process face-to-face. Thus, blended learning (Akkoyunlu & Yilmaz-Soylu, 2008) is realized.

Research Methods: To assure the project's quality a comprehensive evaluation concept, including summative and formative elements (Donaldson & Scriven, 2003), has been applied. In the sense of mixed methods (Plano Clark & Creswell, 2008) qualitative and quantitative methods are integrated. The progress of the project is monitored by analyzing the meeting of deadlines and by surveying all project partners regarding perceived pitfalls and satisfaction with the project. The eLearning materials are evaluated using a questionnaire which comprises different usability aspects (Karahoca & Karahoca, 2009) as well as items which assess the meeting of the special needs of the elderly (Zaphiris, et al., 2007). A Quality Assurance Group reviewed the eLearning materials on this basis. Their results served as recommendations for the improvement of the materials. Furthermore, the training’s outcome is assessed: At the beginning of the training, at the end of the training and 4 weeks after the completion of the training the older persons are surveyed (e.g. ICT-skills, ICT-knowledge, and computer use).

Findings: So far, the project partners emphasize the importance of detailed planning and a strict project management to finish the project successfully. The reported communication problems are well known challenges within transnational projects (Brunner & Kada, in press). The external evaluation of the eLearning materials showed some need for improvement, especially regarding an age-based learning environment.

Conclusions: The materials were reworked and the courses were implemented in all involved countries. The evaluation concept has proven to be appropriate to get a deepened insight into the research area.

Keywords: ICT, intergenerational project, mixed methods, evaluation

INTERNATIONAL REGIONAL PLANNING EDUCATION EXPERIENCE: LEARNINGS FROM MALAYSIA, KOREA AND TURKEY STUDY TRIPS
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Problem Statement: In an era of rapidly changing economic, social and environmental conditions, tertiary education must be resilient, innovative and able to deal with the complex political and socio-economic fabric of post-modern cities. As a consequence, urban and regional planning education plays a fundamental role in educating and forming planning practitioners that will be able to tackle such complexity. However not many tertiary education institutions provide a trans-cultural engagement opportunity for students, where the need to internationalise planning education has been widely recognised by various key professional institutions and associations worldwide.

Purpose of Study: The paper discusses the findings of the pedagogic analyses of three international fieldtrips (Kuala Lumpur-Malaysia, Daejeon-Korea, Istanbul and Gallipoli-Turkey) regional planning students of Queensland University of Technology are taken to. The aim of the study is to communicate the findings of a study that trailed the provision of an innovative tertiary education experience of teaching regional planning in an international context.

Research Methods: The methods used in the paper include: literature review, policy document content analysis, survey and interview, and case study analysis.

Findings: The findings of the study includes: the exposure to different planning processes and practices give students a new outlook on what they knew from their own country as well as some insight on international planning issues and cultural differences and barriers; some of the issues identified in the survey revolve around reciprocating the study trip experience and extending the length of the project to give students more time to understand to complexity of another planning system, and; cultural and language differences evoke as barriers to effective communication.

Conclusions: In conclusion, the analysis of the three case studies (Kuala Lumpur-Malaysia, Daejeon-Korea, Istanbul and Gallipoli-Turkey) has shown the lucrative benefits of innovative tertiary education experience of teaching regional planning in an international context in terms of leaning experience and exposure of students to different cultural contexts.

Keywords: internationalisation of tertiary education, planning education, cultural aspects of education, tertiary education, innovative teaching
Socialization and psychological aspect for pupils having impaired hearing at special education establishments

doctoral student Inamora Zaiceva, Assistant Professor, Dr.paed. Rasma Vigante.

Problem Statement: Nowadays one of the most significant development tendencies is social integration of pupils having special needs and their successful inclusion into society. In compliance with these standpoints the special education system of Latvia also pays attention to the socialization and psychological aspect of children having impaired hearing at special education establishments. If the verbal language is a widely accepted means of communication, then these pupils often need an alternative to the verbal language, for example, the Latvian sign language.

The article gives an insight into the works by a representative of behaviorism in education philosophy I. Pavlov, representatives of pragmatic humanism and theory of progressivism Z. Freud and A. Maslow, and describes the components of the language and the peculiarities of their acquisition for children having impaired hearing. Hearing has a crucial role in the language acquisition process, but reading is sort of a “compensation mechanism” for children having impaired hearing.

The article provides analysis of the issue on the interconnection of language and thinking as well as the impact of the Latvian sign language on the acquisition of the learning content. The article deals with the research of the speech structure, including its motive, target-oriented action, operation. Speech is a very specific action including various other types of actions – active, game and cognitive ones. The formal approach provides that pragmatics is one of five equal and interrelated language components.

Conclusions: The research allows tracing the meaning of the balance between the verbal and Latvian sign language. The research allows tracing the meaning of the balance between the verbal and Latvian sign language.

Keywords: pupils having impaired hearing, verbal language, sign language, language components.

Misconception of Heat and Temperature among Physics Students

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Problem Statement: To the best of the researcher’s knowledge, there has been no study conducted in Libya on the misconception in physics among physics students in faculty of Education, Al.fateh University, and factors influencing physics achievement.

The present study therefore focused its attention on investigating, in the Libyan context, the influence factors on (Al.fateh University) student performance on a physics test designed by the researcher.

Purpose of Study: This study concerned itself with the misconception in physics and the factors associated with it. The specific objectives of the study were to: 1. Determine whether the variable gender is associated with students’ misconception in physics; 2. Determine whether prior knowledge of students in high school physics is associated with students’ misconception in physics.

Research Methods: Content analysis is made on the socialization and psychological wellbeing of children having impaired hearing by attending special education establishments. Thus, a qualitative research is made on the necessity to include the Latvian sign language into the learning process.

Findings: The research allows tracing the meaning of the balance between the verbal and Latvian sign language.

Conclusions: Daily usage of both languages facilitates socialization of children having impaired hearing and ensures a psychologically adequate learning process.

Keywords: pupils having impaired hearing, verbal language, sign language, language components.
international pupils from primary and secondary level. The push-button workshops in SciFest were organized by the EvTech project. The implementations of the workshops were based on the ideas of participatory design. The main objectives of the workshops were to make a working push-button from cheap and easily modifiable common materials and to gather data on children's and their teachers' experiences on the participation in design and manufacturing processes. An additional objective was to explore what kind of push-buttons children would create during the workshops. The participants of the study were eleven children with special needs in the workshops of the EvTech project and 69 students and 6 teachers from regular education in the workshops in SciFest. The data were collected by using participatory observation and questionnaires. According to the results children with a variety of skills and needs are evenly able and eager to participate in the design and manufacturing of technology if they have an opportunity to do that. The results also indicate that children's motivation and creativity could be utilized more for the design and development of technologies. According to teachers making push-buttons at school after this workshop would be very easy, interesting and likely since the materials are so easy to get.

Keywords: Children with special needs, technology design and development, participation, empowerment, action research, design research

**Proactive coping and vulnerability to depression in university environment – gender, age and learning context differences**

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Problem Statement: The present study approaches the lifelong learners' psychological profile from the perspective of variances in their capacity to proactively adapt to the environmental challenges and in their cognitive tendencies predisposing to depression.

Purpose of Study: This study aims to identify the differences in proactive coping and in the predisposition to depression according to the students' gender, age and learning contexts (public vs. private university, working vs. non-working, full-time vs. part-time work).

Research Methods: Participants in this study were 300 university students, from two universities in Bucharest, Romania (a public and a private one), 105 working and 195 non-working students, 99 male and 201 female, aged 19 to 55 years (M = 21.94, SD = 4.77). Data were collected with the Attitudes toward Self Scale (Carver & Ganellen, 1983) and with the Proactive Coping Scale (Greenglass, Schwarzer, & Taubert, 1999).

Findings: The Independent t-tests indicate that the female reported a higher level of proactive coping and of over generalization and a lower tendency to meet high standards compared with the male and younger students a higher tendency to over generalize the failure together with a higher vulnerability to depression compared with the older students. Students from the private university reported higher scores on proactive coping and lower scores on high standards compared with the students from the public university. Working students reported a higher level of proactive coping compared with the non-working students. One Way ANOVA indicates that working part-time students reported higher scores on proactive coping compared with the working full-time students and with the students which are not working. Working full-time students reported a higher level of over generalization, high standards, and self-criticism than the other categories. Univariate and multivariate analysis of variance identified significant differences on proactive coping and on vulnerability to depression depending on the interaction of all measured variables.

Conclusions: The research results contribute to the development of an empirical database for a better understanding of coping resources of adults university students that have to work while completing their formal and professional education.

Keywords: Lifelong learning, proactive coping, vulnerability to depression

**Transition Support Framework for Pupils with Special Educational Needs: A Collaborative Approach**

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Problem Statement: There is a lack of systematic transition support processes in place in Singapore mainstream schools to support pupils with Special Educational Needs (SENs).

Purpose of Study: The purpose of this project is to develop and implement a transition support framework for pupils with SENs.

Research Methods: The project involved four interrelated set of activities; A synthesis of research of the relevant literature; obtaining feedback and inputs of stakeholders through questionnaires and interviews to further refine the transition support framework; building the capacity of schools by developing a shared understanding of transition support and developing an integrated set of resources and training materials for schools; and incorporating other points of transition (e.g., transition in and out of satellite classes, transition to work, transition between services) to enhance the transition support framework.

Findings: Effective engagement requires the involvement of the pupil, the school, their caregivers and professionals in the design and delivery of the transition support plan. In order for multi-agency collaborations to work, each party involved needs to be clear about his/her own role and responsibilities and to be aware of the roles of other professionals and respect their knowledge and inputs to delivering best outcomes for children with special needs.

Conclusions: Transition support is conceptualised as a preventative process, where the child is part of a set of interacting systems. The network of relationships that is formed changes over time and has an impact on the child's adjustment outcomes.
The transition support framework should not be prescriptive but must recognise the need for transition support to be contextually relevant, meaningful and appropriate. Four guiding principles found to be crucial to transition support is emphasised instead: Child-Focused Support, Dynamic and Ongoing Support, Many Helping Hands, Monitoring & Evaluation.

Outcome indicators of transition support include quality of collaboration and relationship, readiness of all participants and not just the child readiness factors. In addition, there is a need to build the capacity in schools to enhance knowledge and skills competency of teachers, the need for clear policy directions and dedicated personnel to look into transition support, and the need for system coherence and inter-agency collaboration.

Keywords: Pupils with Special Educational Needs, Transition Support, Transition Support Framework, Multi-Agency Collaboration, Singapore Mainstream Schools

Body balance as a reflection of the emotional balance for institutionalized children
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Problem Statement: Family represents the fruitful environment for the growth and development process of children. Interrupting their connection with the family or estranging each from another, followed by the children's institutionalization, will make them have a specific development, as compared with the other children who live in families. This means that the marital relationship of parents is very important for children. In spite of this, there is dramatic situations when parents abandon their offspring for various reasons—financial, deceased parents, incapacity of raising them, etc. Thus children are taken care of by the caseworkers or by the waif centres. This separation from their family will lead to serious modifications, almost traumas, in the child’s soul and mind, who will not understand the dimension of the drama he is passing through. These traumas will be reflected in the physical and emotional development of the children, being known that it is connected with the other intellectual activities.

Purpose of Study: The research was conducted on a group of 15 children (boys and girls), aged 9-10, all institutionalized children in the same centre. 12 of them go to school on a normal schedule, and 3 are subscribed at a special school

Research Methods: Bibliographic study method; observation method; investigation method (conversation, etc.); pedagogical experiment method; statistical-mathematical method; graphical method.

Findings: The purpose of the research was to verify the influence of physical balance, which we consider to be related with the emotional balance, over the physical and emotional development of institutionalized children and the way in which we can positively influence their evolution through the implementation and application of specially designed programs in their leisure time activity.

Conclusions: The normal physical and psychological of institutionalized children is a condition for their adaptation to daily demands and for their integration in society. Practicing physical activities have a decisive role in their development, as a proof of their physical and psychological sanity. Only food and satisfactory life conditions are not sufficient for a balanced development. For this it should be necessary to have a suplyimentary physical program of body activities. The research conducted permitted the validation of the hypothesis in the sense of the positive influence of body activities in the development of the emotional balance manifested through trust in their own forces, the high capacity to respond to the drawned tasks and to relateonate with various people (colleagues, didactic or non-didactic personnel)

Keywords: Body balance, institutionalized children, emotional balance, programs, leisure time activities.

The role of physical activities in the psycho-motrical development of pre-school children, future pupils
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Problem Statement: The normal psycho-physical development of children is a condition for them to adapt to daily school demands and to integrate in society. Physical and intellectual health increase the pupils’ good mood, attention and working capacity, increases the ability of assimilating knowledge. Body motion is a way of educating in close connection with the individual’s intellect and affection and it hides a whole universe. The importance of knowing the aspects connected with the psyche and motion increases in the conditions in which the analysis has been made in the context of its relations with the affective and intellectual sides of the subject’s personality, becoming thus a way of education. The complete expression of the described relations is psycho-motricity and its importance in the development of pre-school children.

Purpose of Study: The research was conducted on an experimental group, grade I-A – 18 pupils (5 girls and 13 boys); a control group grade I-B – 19 pupils (10 girls and 9 boys). I have to mention that they have started, theoretically, with the same psycho-motric potential.

Research Methods: Metoda studiului bibliografic; Metoda observației; Metoda anchetei (convorbire, etc.); Metoda experimentului pedagogic; Metoda statistico-matematică; Metoda grafică.

Findings: The purpose of this research was to verify the importance and the role of physical activities in the psycho-motrical of pre-school children, future pupils and the way in which we can positively influence their intellectual and physical evolution in the 1st grade, through the practice of body activities since kindergarten, pre-school group.

Through the existence of body activities three times per week in their program I have intended to demonstrate the positive changes of their physical and intellectual abilities at the start of the 1st grade, as compared with children of the
same age, but who have not had the same program in kindergarten.

Conclusions: Although motion is highly important, and physical education is essential for the child’s development, both physical and intellectual, some teachers continue to consider it a skill and to neglect it, performing other lessons instead of Physical Education. This research confirms the hypothesis from which I have started, stating that through the use of physical activities for pre-school children, future pupils, the psycho-motorical development will be visibly superior from that of other children of the same age, who lack the suplimentary program, thus increasing the efficiency of the training.

Keywords: Psycho-motoric development, physical activities, pre-school, programs, pupils

Investigating National Theses Database in the Field of Early Childhood Education

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Early Childhood Education (ECE) is acquiring more crucial position among the fields in Turkey. New ECE programs are continuing to be opened in many universities. Beside the quantitative increment in the number of programs, qualitative contributions and the analysis of those are also crucial. Investigating theses conducted in the field holds great importance in means of detecting needs and deficiencies and contributing the developmental progression. In this study, theses conducted in ECE and registered in National Theses Database were examined in terms of some variables such as, publication years, universities, departments, and subjects. Detailed investigation of the theses conducted in the field of ECE was analyzed and recent situation will be discussed and some suggestions will be proposed.

Document analysis was used as a method for revealing characteristics of theses conducted in ECE. 411 master theses and doctorate dissertations were reached. Firstly, the documentation of the theses between the years 1987-2010 was conducted and remarkable increase in the number of theses was found by the year 2009 (51 theses).

Secondly, all state and foundation universities having ECE programs operating in Turkey till 2010 were investigated in terms of theses. Thirdly, investigation of the different departments’ thesis analysis related with ECE showed the interdisciplinary aspect of the field. Lastly, theses were investigated in terms of their subjects and found that, mostly studied subjects were attitudes and developmental progressions of children, research mentioning teacher, family issues, test adaptations and studies related with the programs and methods applied.

In conclusion, the results indicated that, number of studies carried out in the field of ECE has increased considerably. However, some specific issues, such as approaches used in ECE and evaluation of the current education program remained unmentioned and scarce. Therefore, studies mentioning points that were not covered necessarily should be dealt with more in order to contribute to the development of current program and fulfillment related deficiencies of the field.

Keywords: Early Childhood Education, theses and dissertations.

DO GIFTED CHILDREN HAVE SIMILAR CHARACTERISTICS?: OBSERVATION OF THREE GIFTED CHILDREN

Dr. Çağla Gür

This study observes 3 gifted children in a natural classroom environment with non-gifted children, examines gifted children's similarities and differences with each other and with non-gifted children, exemplifies gifted children's characteristics via concrete examples and helps teachers identify them. Data were gathered through a literature survey and observation. Gifted preschoolers Kaan, Zeynep and Can's developmental and personal characteristics are underlined, and their similarities and differences are explored.

Kaan: Despite attending preschool, he can read and write fluently. He knows and writes the date. He is aware that when a new letter is added or removed from a word, a new word is formed. He is greatly liked by his friends, offers them advice, and is popular in the classroom. He joins activities, and likes to display his success and knowledge.

Zeynep: She sometimes rejects activities that are too basic or repetitive for her. When she joins an activity, she gets easily distracted. Instead, she prefers to do puzzles in a corner (which is rather complicated for her peers). When bored of activities, she walks around the classroom or demands to go out. She sometimes upsets her teacher by distracting her friends. Given the opportunity to create original products or ideas, she becomes the ideal participant. When made to share her toys, she throws a tantrum.

Can: Can has serious adaptation problems. He does not like to express himself and hides what he knows. While his friends are at work, he walks around the classroom aimlessly or rolls under desks. An outsider would think he is behind, not gifted. He prefers being alone to being with friends. When he has the chance to interact with an older boy, he becomes a well-adapted and participative child.

The observation showed that all three kids displayed different characteristics, attitudes and behaviors not only from their peers but also from one another. The existing literature also corroborates these observations.

Gifted children should not mean a single type of children with similar characteristics. On the contrary, these children display different characteristics not only from other children but also from other gifted peers.

Key words: gifted children, preschool, developmental and personal characteristics
BIG-FIVE AND THE PROBLEM OF STUDENTS’ ORIENTATION TOWARDS A DIDACTIC CAREER
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Problem Statement: The necessity of the hereby study results from the fact that today, in Romania, the didactic profession/career is one of the least motivating for young graduates with Bachelor or Master studies. This situation generates serious questions regarding the value of the options, the significances and the quality of the preliminary evaluation of competences when entering the initial preparation/training system for a didactic career. This situation generates serious questions regarding the value of the options, the significances and the quality of the preliminary evaluation of competences when entering the initial preparation/training system for a didactic career.

Purpose of Study: As concerns the hereby situation, we take into consideration the theoretical and practical curriculum of the training programs for students - future teachers – in the field of education sciences, especially for pre-primary and primary education.

Research Methods: From the methodological perspective, the research develops ideas and practices regarding the value of the useful character of one of the most interesting questionnaires, namely the BIG FIVE, a research instrument less frequently applied in educational research in Romania, on student patterns – future candidates for the didactic profession.

Findings: The empirical investigation data will offer us a minimum set of criteria destined for the validation of the vocational potential and for the application of personality landmarks that make up the basic and cross professional competences integrated to the teacher’s status-roles.

Conclusions: The approach perspective is a (neo)constructivist, functional one, correlative to other values obtained by using other applied psycho-pedagogical research techniques and instruments.

Keywords: Big Five questionnaires, didactic career, professional competences, educational research

Teachers’ Attitude to English as a Medium of Instruction Policy in a GCC country
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Problem: As part of Qatar’s comprehensive education reform initiative is a decision to teach content courses through the medium of English in Independent Schools, even though Arabic is the first language of the majority of students. While this policy is gaining momentum in the country and other GCC countries, little research is conducted assessing the teachers’ attitude to this movement. However, practitioners’ “voice” is of paramount importance to the success of innovation implementation. Teachers are the agents of change and if they show resistance to a new policy, it is not likely to be put into practice in actual classrooms.

Purpose of Study: This study seeks to describe and analyze the implications of this policy from the perspective of classroom teachers. It seeks to gain insight into their preparation for the move towards the new approach, their implementation of the approach, the challenges they face in the process and the strategies they use to overcome these problems.

Research Methods: Data was collected through a survey of elementary and preparatory school teachers, using open-ended questions, thus allowing respondents to elaborate on the categories investigated and describe their experiences without being constrained by a predetermined set of questionnaire items. Classroom observations were conducted following the survey data analysis in order to see to what extent classroom practice confirms the results of the survey.

Findings: The results point to a rather positive attitude to the policy. Teachers seem to agree that the policy is necessary to achieve the major goal of the Qatari education reform, that is, to prepare students to become highly educated citizens, conversant in English. However, results indicate major challenges facing teachers in lesson planning and preparation as well as classroom practice. The reasons for these challenges include teacher preparation, students’ levels of English, students’ as well as parents’ attitude to the policy.

Conclusions: Findings are used to suggest recommendations that assist teachers in teaching content courses through English, respond to problems facing them by examining their experiences, and determine their needs so that university curricula and professional development programs can be designed accordingly.

Keywords: Teacher attitude, English as a medium of instruction, innovation implementation, curriculum planning

Between Subject Matter and Grading Styles: The Mediating Role of Teachers’ Disciplinary Culture
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Until now, the main research about issues of justice in the field of education, in relation to grade distribution, focused mainly on the students’ perceptions about the just rules for grade distribution. The present study focuses on the teachers’ view in this matter. Specifically, this study examines the effect of teachers’ perceptions about their various subject matters on their grading styles; namely, the distribution rules that guide teachers in their actual daily practice.
This study displays a mediation model whereby teachers' disciplinary culture which includes: (a) teachers' perceptions of their subject matter's structure ('open/flexible' vs. 'close/hierarchic'); (b) implementation of teaching methods in class (progressive methods vs. traditional methods); and (c) teachers' self-efficacy, plays a mediation role in explaining the different grading styles that are adopted by teachers across different disciplines.

The study was based on a sample of 312 Language, Mathematics and Science high school teachers in a national sample of 165 high schools that participated in the Israeli PISA in 2002. Findings unveiled two major grading styles: The 'performance-output' style, which favors academic performance over student's effort and behavior in class as criteria for grade distribution, and the 'effort-input' style, which favors student's effort and behavior over academic performance. Moreover, findings indicate that in comparison to Mathematics teachers, Language and Science teachers tend to perceive the structure of their subject matter as more 'open', to implement more progressive teaching methods and report low levels of self-efficacy. These aspects of teachers' disciplinary culture completely mediated between teachers' disciplinary expertise and their preferences of the 'effort-input' grading style.

The main conclusion of this article is that changing teachers' perception regarding the subject matter they teach may lead to a change in the pedagogical practices they adopt, including grade distribution practices. For example, changing teachers' disciplinary culture towards a more student and welfare oriented one may reduce the meritocratic prominence of high school.

Keywords: grading, subject matter, disciplinary culture, teachers

Gender, age and academic standards of school differences in adolescents' self-discrepancy and self-acceptance
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Problem Statement: This study is based on the self-concept literature that presents the self as a dynamic system (Brandtsädter & Greve, 1994, Greve & Wentura, 2003, Greve, 2005) and approaches the adolescents’ self-acceptance as a component of the complex structure of Self-contents.

Purpose of Study: The study aims to investigate the differences in adolescents’ self-acceptance, real and ideal self and self-discrepancy according to their gender, age and to the academic standards of the schools they attend.

Research Methods: Participants in the study were 300 students, 146 male and 156 female, aged 12 to 18 years (M= 15.89, SD = 2.01) from different secondary and high schools in two urban areas close to Bucharest, Romania. Data were collected by Index of Adjustment and Values (Bills, Vance, and McLean, 1951) - Romanian version.

Findings: As far as self-acceptance is concerned, the girls showed a higher level than the boys, older students (16 – 18 years) higher than the younger (12 – 16 years) and students from the schools with high academic standards higher than the students from schools with low academic standards. Low self-acceptors students reported statistically significant lower scores on real and ideal self and statistically significant higher scores on self-discrepancy compared with the high self-acceptors students. Univariate analysis of variance has identified significant differences on self-acceptance depending on the age, real and ideal self and on self-discrepancy (F coefficients: from 3.66 to 13, 62, p = from .02 to .001) and on interaction between age and real and ideal self and between real self and self-disparity (F coefficients: from 4, 45 to 5, 68, , p = from .01 to .004). Self-discrepancy is influenced by age, school standards and self-acceptance and by the interaction between self-acceptance, age and school standards (F coefficients: from 6,50 to 12,90, p = from .01 to .002).

Conclusions: The results can contribute to the development of an empirical database for intervention programs aiming to reduce the discrepancies between adolescents’ real and ideal self and to increase their self-acceptance and adjustment.

Keywords: self-concept, ideal self, real self, self-acceptance, self-discrepancy, school counselling

Professor’s performance for effective teaching (Kosovo case)
Shukrije Rama - Kosovo

Problem Statement: The effective teaching is one of the most important component that preoccupy educational professionals worldwide, meanwhile the professors are usually the most significant factors influencing the level of effective teaching. In Kosovo, this profession has been misunderstood, due to its political and social transition. The higher education in Kosovo faces with a lack of academic quality, whereby professors have excellent professional skills but lack pedagogical ones. There are cases when professors do not have the adequate preparation, training and skills required for the educational reforms, which in turn affects the effective teaching.

Purpose of Study: The purpose of this undertaking study is to present a clear assessment of the professor’s performance within higher education in Kosovo based on empirical research.

Research Methods: The measurable parameters for this study are: examination of the international professional’s efforts for implementing reforms in Kosovo; surveys on professors and students’ satisfactions with the higher education system; personal communications and interviews from different structures; media monitoring - articles connected to the higher education.

Findings: The research findings indicate that for professors to become as effective as possible, have to obey with following components: awareness for their teaching role, ability to know the student’s personality, ability to control their emotional stability, readiness to create a positive relationship with students, capability to adopt teaching styles needed for particular students, to be fair and consistent, to meet institutional and legal rules and regulations and other issues.
Conclusions: Because the process of education is highly important and complicated, the profession of teaching must only be trusted to highly professional individuals and people with the necessary teaching expertise. Aside from professional skills, in order to be successful in his profession, professors must possess a wide knowledge and background of other disciplines, such as pedagogy, psychology and methodology, features without which one cannot actually transmit the knowledge to the students. In this regard, it is crucial that professors acknowledge students’ personalities, exhibit stability of character, and build healthy relationships with the students.

Keywords: professor’s performance, effective teaching, higher education

THE DYNAMICS OF ASPIRATIONS IN EMERGING ADULTHOOD
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Aspirations about one’s future have an important role in the construction of self-determination (Ryan & Deci, 2000). The intrinsic versus extrinsic differentiation brings forward different goal contents and also different sources of reinforcement for goal development. Emerging adulthood is a stage when individual aspirations go through the “reality” check-up: age of exploration, possibilities, feeling in-between, instability, and self-focus (Arnett, 2004). Immersion in different life contexts (e.g. university versus employing organization) influences aspirations in emerging adults, hence the question: how different are student compared to employed emerging adults in terms of their aspiration orientations?

Our research focuses on: (a) an analysis of aspirations patterns of student versus employed emerging adults (N = 247); and (b) an investigation of differential predictors for aspirations in student versus employed emerging adults, in terms of emerging adulthood characteristics and career decision self-efficacy.

In order to approach these objectives, we employed the following instruments: The Aspiration Index (Kasser & Ryan, 1996), The Inventory of the Dimensions of Emerging Adulthood (Reifman, Arnett, & Colwell, 2007), and The Career Decision Self-Efficacy Scale (Betz, Klein, & Taylor, 1996).

Results point out that in emerging adulthood dimensions of intrinsic and extrinsic aspirations differ in employed versus student emerging adults. Hence, intrinsic and extrinsic aspirations are differently predicted by emerging adulthood characteristics and career decision self-efficacy. An increased level of importance attributed to intrinsic and also to extrinsic aspirations is strongly predicted by heightened identity exploration in working, but not in student emerging adults. Is seems that, regardless of aspiration orientations, once emerging adults enter the work-field, their aspirations are sustained by a surge in identity exploration.

These findings offer important guidelines for constructing contextualized career development programs, in terms of school to work transition and occupational adjustment.

Keywords: emerging adulthood, aspirations, Romania

A cultural-historical activity theory approach to collaborative learning in programs of pre-service teacher education: exploring implications for educational policy and practice
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Problem Statement: The main attraction to schools working collaboratively with universities in setting up programs for pre-service teacher education should be in the possibility of both engaging in joint efforts to ensure teacher training activities are epistemologically and pedagogically grounded. Collaboration creates the premises for new forms of learning, yet their effects on the participants, actions and contradictions in the system of learning activity need further in-dept analysis.

Purpose of Study: In this paper the concept of collaborative learning is studied and illustrated in the dynamic between mezzo-systemic inter-institutional enactments of policies for partnership and collaboration between universities and schools offering pre-service teacher education programs and the micro-systemic level of inter-individual collaborative encounters between participants to the learning activity.

Research Methods: The analysis uses conceptual and methodological tools of the Cultural Historical Activity Theory (CHAT) using data generated in analysis of documents, in-situ systematic observations and interviews. Analysis is located in two programs for pre-service teacher education – one in UK, the other in Romania.

Findings: Educational policies claiming a need for control and visibility of results in teacher education are common ground for most governmental discourses at European level. Innovative approaches to policy and practice are possible by expanding the training program’s proposed visibility and accountability to more than one factor of supervision and control and making its span of attention comprehensive of more than the requirements of the law and onto the research community and the society at large appear to complete the image of relevant stakeholders.

Conclusions: The initiatives for innovation exceed the space of insular methodological attempts located in inter-individual encounters and shift the understanding of school-university collaboration as mere co-operation on pre-written scripts of action to a level of collaboration where not only do the partners (schools and university) in the program confine to the prescriptions of script for action (the nationally centralized/standardized visions of the pre-service teacher education curriculum), but scripts are questioned and new forms of activity are promoted. This work was supported by CNCSIS-UEFISCSU, project number PN II-RU 21/2010.
GUIDE PRINCIPLES TO CREATE THE TEXTBOOK ON ETHICS FOR CHILDREN

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Problem Statement: A new experimental course was established in schools of the RF in 2009 – “Grounds of religious cultures and of secular ethics”. It consists of six models. Parents and children have the right to choose one of the models.

Purpose of Study: The paper examines on what principles make it possible to elaborate a textbook on ethics for pupils 10 years old.

Research Method: Case study.

Findings: As an editor and one authors of the textbook I searched the follow investments:

(a) Exposition bases on contemporary state of ethic theory without history of ethics but with examples from history of morality. Quotations are absent in the main text but are set in as moral homilies along with sayings on morality by writers, politicians, etc. and examples of popular wisdom. Extracts of fiction and folklore of nationalities of the RF are included for discussions and analyses.

(b) Style of exposition is oriented to person of pupils and their life experiences. Instances from history of cultures give opportunities to realize moral problems in a wide context the humanitarian and social life.

(c) Four kinds of aids and supplies are presented in the textbook. These are controlling questions (1); to examine yourself (2); to discuss in the classroom (3); creative tasks (4). Controlling questions are at the beginning of paragraphs. Others are in the end of lessons. Controlling questions intend for understanding and revision of text and

Keywords: collaborative learning, teacher education, educational policy, activity theory.

Relations among classroom perceptions and self-regulating

Hossein Kareshki

Problem Statement: self-regulating learning is important in education, work and life situations. So it necessary that researches investigate origins of self-regulating and factors that related to it. One factors that effect on self-regulating is perceptions of class and university activities.

Purpose of Study: The aim of this research is studying the relations among classroom perceptions, and self-regulating and predicting self-regulating by perceptions of class activities components.

Research Methods: To do the study, a multi-stage cluster sampling method was used and a sample of 600 students from Iranian students, were selected, Students’ The motivated Strategies for Learning Questionnaire (Pintrich & De Groot, 1990), and Students’ Perceptions of Classroom Activities (Gentry, Gable, & Rizza, 2002), were administrated to students as a group. Questionnaires validity and reliability were verified.

Findings: The results of Pearson correlation showed that the mutual correlations between all components of classroom perceptions, (interest, joint, challenge and choice), with self-regulating were positive and significant statistically (p<0.01). Results of regression analysis show that self-regulating learning was predicted by perceptions of class activities (F(4,487) =13/23, p<0/001).

Conclusions: For increasing self-regulating learning is essential to considering perceptions of class and university activities.

Keywords: classroom perceptions, goal orientations, self-regulating learning.

Stability and modifiability: Empirical examination of a one-year mentoring program for gifted girls

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In Germany, the participation rates of (gifted) girls and women in achievement courses and university programs in the fields of mathematics and the natural sciences is still significantly lower than that found for boys and men. One of the reasons for this gender disparity is accredited to the lack of female role models in the areas of mathematics and the natural sciences. Therefore, in the CyberMentor Project, pairs are formed between women who are pursuing a career in mathematics or the natural sciences (engineers, professors, researchers) and girls attending grades 6 through 13 of public schools for high achieving students. They communicate on a weekly basis via e-mail over the course of a year, are able to exchanges ideas on their own internet platform (chat, forum), and attend workshops on interesting topics in math and the natural sciences. In our empirical study we wanted to test the hypothesis that those girls, whose Actiotope has likewise the flexibility to change in mathematics and natural sciences and is also able to retain its stability are more likely to change their Actiotopes with the help of the mentoring program. To examine this assumption, 91 girls taking part in the program were assessed over the course of a year with questionnaires and logfile analysis. In order to successfully expand their action repertoires we hypothesized that the girls Actiotopes should possess likewise acceptable levels of Modifiability and Stability. This hypothesis was confirmed. Whereas not a single main effect could be established - neither for Modifiability nor for Stability - their interaction reached statistical significance in 16 out of 19 regression analyses. All in all this result can be viewed as a strong support for the systemic nature of an individual’s Actiotope. The next step in our research will be to compare the Actiopes of our mentees with the Actiotopes of a control group (girls who applied for participation in CyberMentor but were only allowed to participate the year after).

Keywords: gifted girls – mathematics – natural sciences – role models – mentoring - Actiotope Model of Giftedness
address to pupils. To examine yourself intends for self-knowledge and self-appraisal of children and addresses to their personalities. To discuss in the classroom sets aside for to elaborate the skills of moral opinion and to establish relations between ethic theory and moral action. Creative tasks demands to write stories to select heroes and situations to reveal moral problems of human life. Business plays are allowed to adopt the rules of etiquette.

Conclusions: (1) Ethics for children might connect classical academic content with ethnical traditions of ethic education; (2) In multinational and multiconfessional country secular ethics for children must become worldly ethics.

Keywords: ethics, textbooks, children

ACADEMIC SELF-EFFICACY AND COGNITIVE LOAD IN STUDENTS

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Problem Statement: Starting from Albert Bandura’s theory on self-efficacy and considering also the subsequent studies with a focus on academic self-efficacy, we believe a next step require a study of the mental load, or cognitive workload of the students in relation to their beliefs about their academic skills, especially cognitive skills. Academic self-efficacy, as a context-specific construct, refers to people’s beliefs about their own capabilities for successfully executing a course of action that leads to a desired outcome. In different studies the academic self-efficacy is shown to be a strong predictor of the academic achievement.

Bandura considered that “students whose sense of efficacy was raised set higher aspirations for themselves, showed greater strategic flexibility in the search for solutions, achieved higher intellectual performances, and were more accurate in evaluating the quality of their performances than were students of equal cognitive ability who were led to believe they lacked such capabilities.”

Purpose of Study: The study aims to observe the correlation between self-efficacy and students’ cognitive load within the academic environment.

Considering the above statements, we come with the assumption that there is a direct correlation between academic self-efficacy and cognitive workload.

Research Methods: The study use questionnaires/scales application and experimental methods. As instruments we use an academic self-efficacy scale and a mental load questionnaire on a students sample.

Statistical data are collected and processed by calculating the correlation coefficients.

Findings: If the hypothesis will be confirmed, the findings will provide a starting point for a deeper understanding of the relationship between academic self-efficacy and cognitive performances.

Conclusions

We consider this study of a great importance because of the emotional factors implication in cognitive performances (beliefs related to feelings) in terms of academic self-efficacy. Multiple implications arise in educational counseling, but also in other academic areas.

Keywords: academic self-efficacy, cognitive load, beliefs, cognitive skills

EFFECTIVENESS OF PROBLEM SOLVING ORIENTED INSTRUCTION ON FLUID FORCE TOPIC

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Problem Statement: Problem solving method is very important in science education. It enhances and supports learning in many cases. We would like to investigate its effectiveness in fluid force topic.

Purpose of Study: The main purpose of the study was to investigate the effectiveness of problem solving method over traditionally designed science lesson on understanding of fluid force concepts.

Research Methods: a) Participants

The subjects of this study consisted of eight grade students from four general science classes in a private elementary school; b) Design

This study is a quasi-experimental pretest-posttest control group design. The experimental group received reinforcement by problem solving method while the control group utilized traditionally designed science lesson over a period of four weeks. The experimental group students instructed problem solving method and were exposed to variety of questions which encouraged them to think through the problems. Traditional science instruction was based on teacher and textbook as the main source of knowledge.

Instruments: There were 2 instruments in the study. Pretest and posttest measures were taken on a dependent variables; school science achievement related to fluid force concepts measured with Fluid Force Concept Achievement Test (FFCAT). Logical Thinking Ability Test (LTAT) was used at the beginning of treatment to determine students’ reasoning ability levels. ANCOVA was used as an analysis procedure.

Findings: The results of the analysis showed that the experimental group scored significantly better than the control group with respect to achievement in fluid force concept. ANCOVA results showed that Logical Thinking Ability made a statistically significant contribution to the variation in achievement related to the fluid force topic.

Conclusions: The problem solving method group caused a significantly better acquisition of fluid force concepts than traditionally designed science lesson group. Logical thinking ability was a strong predictor for the achievement related to fluid force concepts.

Keywords: Problem Solving Oriented Instruction, Fluid Force, Misconceptions

Testing Bandura’s theory in school

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Problem Statement: Teachers’ sense of efficacy impact teacher behaviors and attitudes and ultimately student outcomes and attitudes (Bandura, 1997; Tschanne-Moran et. al., 1998). If novice teachers experienced sufficient and effective sources of efficacy information for the task of teaching through provide the situation for experiences of this sources, then they can develop a strong sense of “judgement of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” underachievement.

Purpose of Study: The original purpose of the current study was to evaluate whether the four sources of self-efficacy predict achievement of students.

Research Methods: For this purpose, we design tree correlation study. In study 1 (N = 267), through an examination of internal consistency and confirmatory factor analysis (CFA) of the theorized construct, reliability and construct validity of the Inventory was evaluated. In Study 2 (N=267) we also examine the psychometric properties of the TSES in the teachers of Iran. In study 3 (N=284), Structural equation modeling was employed to test two alternative models for the relationships from Sources of the efficacy and teachers’ self-efficacy on student achievement.

Findings: Results indicate that these instruments (SOSI and TSES) had strong internal consistency and the CFA supported the hypothesized Models to have a good fit. In study 1, The 19-item, four-factor confirmatory factor model fit best. Study 2 provides general evidence that teachers’ self-efficacy is a valid construct in academic settings. In study 3, the two-dependent model showed the best overall fit to the data. In this model teachers’ self-efficacy had meditational role between sources of teachers’ self-efficacy and students’ achievement.

Conclusions: The relationship between sources of teachers’ self-efficacy, teachers’ sense of efficacy and student achievement appears to be important and should warrant a great deal of attention. To enhance teachers’ sense of efficacy means to enhance their belief in their educability of all student, even those in challenging circumstances and therefore, to increase belief that teachers can help student overcome and achieve at high levels.

Keywords: sources of efficacy information; teachers’ self-efficacy beliefs; students’ achievement

EFFECT OF CONCEPTUAL CHANGE INSTRUCTION ON UNDERSTANDING OF ATOMS AND MOLECULES

TOlPIc
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Problem Statement: Conceptual change approach is a prominent way to deal with student misconceptions and meaningful understanding of science topics. We investigated the effectiveness of conceptual change approach on atoms and molecules topic.

Purpose of Study: The main aim of this study was to investigate the effectiveness of conceptual change instruction over traditionally designed chemistry instruction on overcoming 10th grade students’ misconceptions, and their understanding towards atoms and molecules concepts.

Research Methods: a) Participants in the study were 9th grade students from two classes in a high school; b) This study is a quasi-experimental pretest-posttest control group design. The treatment period was two weeks. The experimental group was instructed with conceptual change instruction accompanied and the control group was instructed with traditionally designed chemistry instruction. ANCOVA was used as a data analysis procedure. The conceptual change instruction was consisted of conceptual change texts accompanied with analogies. In traditional instruction science textbooks and teachers were the main source of the instruction; There were 2 instruments in the study. Atoms and Molecules Concept Achievement Test (AMCAT) was administered to measure the academic achievement of students in the study. Science Process Skills Test (SPST) was administered and used as a covariate in the study.

Findings: The ANCOVA results showed that the post-test mean scores of CCI (Conceptual Change Instruction) group and TSI (Traditional Science Instruction) group with respect to achievement related to atom and molecule concepts were significantly different. CCI group scored significantly higher than TSI group. ANCOVA results showed that Science Process Skills made a statistically significant contribution to the variation in achievement related to the atoms and molecules concepts.

Conclusions: The CCI group caused a significantly better acquisition of scientific conceptions related to atoms and molecules and elimination of misconceptions than the TSI group. Science Process Skills were a strong predictor for the achievement related to fluid force concepts.

Keywords: Conceptual Change Instruction, Atoms and Molecules, Analogies

PHILOSOPHY IN THE EARLY YEARS
Dr. Çağla Gür

This study explains the philosophy for children method (P4C) and its aims, recounts its history, offers P4C research results from around the world, examines philosophy practices and research concerning children in Turkey, and samples its implementation by sharing the experiences of the P4C-trained researcher from working with 6-year-old preschool children. The aim of this study is to introduce the philosophy for children approach and contribute to the implementation studies in Turkey and TRNC. The study is based on a literature survey and observations from activities with children. The literature survey revealed that the philosophy for children (P4C) program supports children’s critical thinking skills, creativity, acquisition of ethical values, and social and linguistic development; there is a limited number of studies in Turkey about this program; and studies are needed about philosophy training approach.
in the preschool period. No data could be reached concerning research or practice about philosophy training in the preschool period in TRNC, and thus it was concluded that there is a need for such studies in TRNC as well.

In the philosophy activities conducted with 20 six-year-old children, the researcher observed that children were happy to participate in the activities, made an effort to create new ideas, but had difficulties in creating open ended questions and in original thinking. It is emphasized in the literature that this is normal for children who are new to philosophy, and that the more experience they gain, the more quality questions they create and the more original and creative they become.

It is believed that integrating the P4C approach into preschool education, offering in-service training about P4C to preschool educators, and educating future preschool teachers who are knowledgeable about P4C by adding a new course to preschool education programs at universities would contribute to raising children to become sensitive individuals who are respectful of different perspectives and able to form their own rights, possess ethical values, notice and correct their own mistakes, and embrace new ideas.

Key Words: philosophy for children, preschool.

The ENDIT model: Standards for field evaluations of modifications to educational settings

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It is often not possible to realize ideal evaluation standards when it comes to evaluating modifications to educational settings. In this article theoretical and practical problems in the evaluation of modifications in educational settings are discussed. Based on these considerations the ENDIT model of evaluation is presented. It comprises five minimal standards necessary for a convincing evaluation: 1) effect establishment, 2) control of the novelty effect, 3) discriminant validation, 4) superiority over compared to implicit control groups, and 5) time-delayed control group. The five standards are explained and their utility for research is demonstrated, by way of an example, through the evaluation of a visualization tool that was introduced in order to increase participation in an e-mentoring community.

Participants in the investigation comprised 231 female high-school students participating in the e-mentoring community CyberMentor that aims at increasing interest and participation in STEM (Science, Technology, Engineering, and Mathematics). The results for each evaluation step were in line with the assumption that the introduction of a visualization tool can improve participation. However, one has to be aware of the fact that this is not a proof of effectiveness in the sense of a formal, scientific experimental proof of effectiveness. Nevertheless, one must take into account the practical conditions under which, by necessity, most studies in educational settings are conducted. Under these conditions the fulfillment of the ENDIT components is often what comes closest to controlled experimental standards.

Keywords: E-Mentoring – Online community – Evaluation standards – ENDIT method

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Education in terms of Human Rights

Research Question Statement: How shall I claim a right when I do not know that I have this right?

Purpose of Study: On 3 July 2008 a green paper was adopted by the Commission which “opens the debate on how education policies may better address the challenges posed by immigration and internal EU mobility flows. An important aspect of education is that of Human Rights. Art. 26 of the UDHR recognizes the importance of education in strengthening respect for human rights and fundamental freedoms.

Findings and research method: I found out while teaching that Human Rights have so far not been an element of the curriculum. I realised that German and esp. migrant students had less or even no knowledge about their basic rights and freedoms. I tried therefore in my class not only to speak about HR but also to demonstrate how it feels having these rights and freedoms. Therefore I did some exercises with them which were based on the anti-bias-approach. This is a method which is based at self-experience and which touches not only the rational/cognitive but also the emotional understanding. The principle of non-discrimination is of particular importance in this regard but also a central principle of HR. After the end of the course my students told me that they had now a better understanding of their human rights. They developed more respect and tolerance towards others as they realised that everyone wants to be treated with dignity and equality.

Conclusion: I think HR education should be a basic part of the educational systems not only in the school but also in the university curricula. Teaching the basic principle of non-discrimination and the fundamental rights and freedoms shows that every human being has these rights and freedoms. This may lead to a better understanding of the dignity and respect of every human being and may also contribute to a successful integration of migrants in their host countries.

Keywords: Human rights, green paper EU commission, migration, education, antibias-approach

Multiple Choice and Constructed Response Tests: Do Test Format and Scoring Matter?

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Problem Statement: Nowadays, multiple choice (MC) tests are very common, and replace many constructed response (CR) tests. However, literature reveals that there is no consensus whether both test formats are equally
suitable for measuring students’ ability or knowledge. This might be due to the fact that neither the type of MC question nor the scoring rule used when comparing test formats are mentioned. Hence, educators do not have any guidelines which test format or scoring rule is appropriate.

Purpose of Study: The study focuses on the comparison of CR and MC tests. Precisely, short answer questions are contrasted to multiple response questions which are graded with three different scoring rules.

Research Methods: A total of 13 graduates participated in the experiment, and three instruments were used: A CR and a MC test using a similar stem to assure that the questions are of an equivalent level of difficulty. This procedure enables the comparison of the scores students gained in the two forms of examination. Further, a questionnaire was handed out for additional insights. In contrast to previous studies the present study applies the many-facet Rasch measurement approach for analyzing data which allows improving the reliability of an assessment and applying small datasets.

Findings: Results indicate that CR tests are equal to MC tests with multiple responses if Number Correct (NC) scoring is used. An explanation seems straightforward since the grader of the CR tests did not penalize wrong answers and rewarded partially correct answers. This means that s/he uses the same logic as NC scoring. All other scoring methods such as the All-or-Nothing or University-Specific rule neither reward partial knowledge nor penalize guessing. Therefore, these methods are found to be stricter than NC scoring or CR tests and cannot be used interchangeably.

Conclusions: CR tests can be replaced by MC tests with multiple responses if NC scoring is used, due to the fact that the multiple response format measures more complex thinking skills. Hence, educators can take advantage of low grading costs, consistent grading, no scoring biases, and greater coverage of the syllabus while students benefit from timely feedback.

Keywords: Multiple Choice Test, Constructed Response Test, Many-facets Rasch Measurement

The climate literacy challenge
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Problem Statement: One of the main purposes of the education is to deliver the science literacy to the population. It is a challenge to keep up with the current progress in science and to choose the most relevant knowledge which ought to be communicated. It has become clear that there is a huge gap between what is understood by the climate scientists and what is known by the public and policy-makers. Climate literacy is crucial for making the right decisions these days and will be crucial for future low carbon living. The communication between the educators and the climate scientists should be improved in order to come up with the conceptual strategy of solving this problem.

Purpose of Study: The key question is who should be educated in the basis of climate science and what level of knowledge is appropriate for different ages of pupils. In our research we investigated the possible modification of the upper primary curricula. The purpose of our study was to develop a new course which could be easily accepted by the current educational system.

Research Methods: As a first step we discussed the causes of the diverging education and climate science. We also analyzed the current curricula of the upper primary education in the Czech Republic and suggested the improvements. We have performed a three years testing of the improved curricula at the pilot upper primary school.

Findings: After testing various topics, classroom activities and lesson plans we suggested curricula that have a potential to achieve the better climate literacy for the future generations. The curricula are consistent and have a logical structure. The topics correspond with the conventional subjects and are appropriate for the mental level of the pupils. The curricula were designed for the grades 7 to 9 of the Czech educational system and for other countries can be modified.

Conclusions: We designed a three years course for upper primary school on order to improve the climate literacy of the population. At our research we focused on the communicated knowledge but pupil’s skills and value orientation have also a high importance and should be investigated in future research.

Keywords: education, curriculum, climate literacy, science communication, lesson plans

WHAT IS A CREATIVE TEACHER AND WHAT IS A CREATIVE PUPIL? REPRESENTATIONS OF TEACHERS
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Problem Statement: The identification of what teachers think about creative teachers and pupils is an essential step in the domain of research concerning creativity and its assessment and promotion in the school context. Knowing how teachers’ perceive the presence of creativity in their own educational daily life also seems important for future practices in order to promote creativity in their classrooms.

Purpose of Study: This research wanted to explore what teachers think about the concepts of creative pupil and creative teacher, how they evaluate themselves as a creative person and how they judge the creativity of their colleagues, pupils, curricula and school

Keywords: Multiple Choice Test, Constructed Response Test, Many-facets Rasch Measurement
Research Methods: The participants were 576 teachers of elementary and high public schools of Portugal. In order to assess the mentioned representations the authors of this study have created and administrated a Likert scale. Results were obtained through analysis of the answers frequency and Spearman correlations.

Findings: Considering the frequency of teachers answers, the results showed a discrepancy between their self-evaluation of creativity and the evaluation of other elements of school, recognizing a lack of creativity in that context beyond themselves. About the concepts of creative teacher and pupil, the teachers seem to have interiorised some characteristics referred by explicit theories but their answers also suggest misconceptions and ignorance, mainly in the case of creative pupil. Some significant correlations also emerged between representations of the presence of creativity taking different elements of the school context and these results can reinforce difficulties too.

Conclusions: These data help to identify needs in teachers' training concerning misconceptions about creativity and to raise some discussion about practical suggestions in that domain.

Keywords: Creativity; creative pupil; creative teacher; representations; teachers

**ACADEMIC PERFORMANCE OF PERUVIAN ELEMENTARY SCHOOL CHILDREN: THE CASE OF SCHOOLS IN LIMA AT THE 6TH GRADE**

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Problem Statement: Education is undoubtedly the basis of development in any country in the world and represents the real motor of any serious economic and social policy. In the educational field, various international assessments (Pisa, 2006) show the great gap that exists in developing countries. This is specifically the case in Peru.

In 2006 Peru participated in a Regional Comparative and Explanatory Study (LLECE) in order to evaluate and compare the performance achieved by Latin American students of 3rd and 6th grade in the areas of language, mathematics and natural sciences. Peru ranks with scores below the average together with other Latin countries (Regional Office for Education of UNESCO, 2008).

The evaluation results only seem to have resulted in catastrophic headlines of newspapers (Cueto, 2007) but did not result in a careful analysis of the potential and difficulties of Peruvian 6th grade students and related variables.

Purpose of Study: The present study examined how Spelling, Reading and Arithmetic performance were associated with various child variables (gender, school failure and age), SES and type of school.

Research Methods: The subjects in the study were 1129 regular elementary school children (6th grade) in Metropolitan Lima, Peru. Participants were tested in two sessions of 45 minutes each; all tests were evaluated collectively with exception of the reading section that was tested individually taking the pupil to a separate room. The tasks were evaluated in a fixed order; in the first session Arithmetic and Spelling were assessed with a 10 minute break between testing and in the second session Intelligence and Reading were evaluated following the same procedure. Analyses of Variance were performed and due to the hierarchical structure of the data (students within classes within schools) multilevel analysis were conducted.

Findings: Results showed great impact of school type, IQ and partially of gender. However, income did not reach significance.

Conclusions: The impact of school type on the student success seemed to favour private schools in relation to public schools. Intelligence played an important role in primary education, as reflected in its high levels of significance in all the outcome variables.

Keywords: performance, reading, arithmetic, spelling, multilevel, childhood, Latin

**EVALUATION OF A PARENTAL BEHAVIOR SCALE IN A PERUVIAN CONTEXT**

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Problem Statement: One important topic in parenting and educational research is the study of the association between parenting and child outcome. The first and most important children's world experiences stem directly from interactions with their parents. This occurs long before they are old enough to enter formal or even informal social situations like school. In that context, Bornstein (1989) pointed out that parents are responsible for determining most, of their children's experiences. However, parenting occurs in a broader social context in which community risks or resources, neighborhood quality, poverty, etc., may shape parenting beliefs and behaviors.

As regards the Peruvian context, there is a lack of research reporting on the parenting practices of Latino families. The limited and inconsistent findings about parenting in Peru give reason for further research on parenting. Moreover, these studies are confined to parents of young children and no information is available on parental behavior concerning school-aged children, in addition there is a need for specific studies and assessments, given its impact on children's educational performance.

Purpose of Study: Analyze psychometric properties of the Parental Behavior Scale (PBS) within a Peruvian context by testing the factorial structure of the questionnaire, and examining the internal consistency of the subscales. We also examined mean differences for some parent (Socioeconomic Status, Mother Educational Level), child (gender) and context (type of school) variables.

Research Methods: Informants were 586 Peruvian families that completed the 45 items scale regarding one target child attending 6th grade of primary education.
Findings: Results revealed that the nine factors of the original Scale could not be confirmed. Instead four factors or scales were retained: Positive Parenting, Rules, Discipline and Harsh Punishment, which demonstrated adequate internal consistency. MANOVA analyses showed main effects of socioeconomic status, mothers’ educational level and type of school on the four parenting behavior scales, but no main effect of gender of the child.

Conclusions: The essence of the dimensionality of parenting was reflected in the remained subscales. The results from factor and reliability analyses indicated internal validity and reliability of the PBS in a Peruvian sample of parents. Associations between these four scales and the parent variables were significant.

Keywords: parenting, scale, psychometric properties, childhood, Peru

EXPLORING UNIVERSITY STUDENT’S SELF-REGULATED LEARNING PROCESS
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Problem Statement: This study is oriented in the field of the self-regulated learning for students in the so-called “auxiliary services professions” (educational, social, health care provision services). This study presupposes that the development of self-regulated learning is not only essential (pre)condition for their effective preparation (i.e. education) for their future careers, but equally also a tool for increasing professionalism and personal development, especially in professions the substantive content of which is working with people and taking care of them.

Purpose of Study: Research concentrated on identification of the level of self-regulated learning and its cognitive and noncognitive components. Investigated differences and similarities in using self-regulated learning process of university students related to their academic achievements, gender, age and study programmes.

Research Methods: It was based on a sample of 708 university students (future auxiliary services professions) in Zlin region. A 40-item self-report “Student self-regulated learning questionnaire” which comprised four components (self-efficacy, motivation orientation, metacognitive strategies and study value) was gauged by a 7 point Likert scale (its alpha value was 0,91).

Findings: Descriptive statistics showed higher level in study value components and the lowest in their motivation. Pearson Correlation Coefficient Analysis demonstrated that students’ use of metacognitive strategies was significantly related to their self-efficacy, motivation orientation and value study. MANOVA analyses showed statistically significant differences for the age, gender, study programmes and academic achievements too. High achieving students were more likely to engage in all self-regulated components than the low achievers. Women seemed to employ more self-regulated learning than male students. The age factor analysis showed that older students engaged more in self-regulated learning. The lowest level of self-regulated learning was demonstrated by the students in the middle year of their study at university.

Conclusions: These results strengthen the evidence that developing self-regulated learning is closely related to a student’s academic performance and the need for individual approach for self-regulated learning development in higher education. These findings have significant educational implications, particularly from the perspectives of current educational reforms in the Czech Republic.

Keywords: Self-regulated learning, motivation, self-efficacy, metacognitive strategies, study value, university students

The Relations of Comprehension, Reasoning, Processing and Memory Domains among High Ability Malaysian Students
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In searching for Malaysian gifted students through out the nation, students are required to sit for two online IQ screening tests namely UKM1 and UKM2. In 2010, out of 306,609 students who sat for UKM1, only 3901 students were identified and offered to sit for UKM2. However, there were 3451 students who successfully completed the second screening of the IQ test. The instrument for this study is UKM2 online IQ test which was adapted from established standard IQ test. This IQ test consists of four domains: Comprehension (C), Reasoning(R), Processing(P) and Memory(M). The purpose of this study was to explore the relations among these four domains. The data was randomly collected from 10% of 3451 identified high ability students. Results indicated that there were statistically significant relation among the domains tested. The values for Pearson’s Correlation Coefficient(r) between the domains tested are as the following : R and M is 0.757; R and P is 0.810; R and C is 0.767; C and M is 0.829; C and P is 0.718; and M and P is 0.702. The results show that the adaptations of the instrument are valid to screen for the Malaysian high ability students. Implications and recommendations will be discussed in the paper.

Keywords: high ability students, screening test, online IQ test, Comprehension, Reasoning, Processing, Memory
Differentiating Instruction for Gifted Learners: A Malaysian Perspective
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Gifted learners have always been diagnosed as high achievers. As such, it is assumed that a generic instruction would cater for all types of giftedness; neglecting that diversity comes in many forms that include learners’ linguistic background. Different linguistic background poses another challenge for gifted learners’ education as their giftedness is very much related to the language they think in. This article presents a discussion on gifted children and their language of thought and attempts to suggest a differentiated instruction approach for gifted learners’ education. The context of the study is the Malaysia’s PERMATApintar School Holiday Camp where gifted learners were first identified through the UKM 1 and UKM 2 screening instruments. 405 gifted learners were selected to attend a three week school holiday camp and exposed to several enrichment courses. This paper discusses the findings of data collected from classroom observations and interviews with the students and teaching staff in the Mathematical Reasoning course. Findings indicate that regardless of the learners’ giftedness, there is still a need for differentiated instruction. This paper concludes with a recommendation for differentiated instruction practices in educating gifted learners. It is hoped that educators will find the strategies and techniques discussed helpful in building on learners’ diverse strengths, experiences and linguistic backgrounds.

Key words: Differentiated instruction, gifted learners, linguistic background, PERMATApintar

Effects of Teacher Efficacy Beliefs on Motivation
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Problem Statement: Does levels of Teacher Efficacy (TE) and Personal Efficacy (PE) dimensions interact in terms of their effect on teacher motivation?
Purpose of Study: To explore meanings of the construct of teacher efficacy in terms of teacher motivation. More specifically we seek to find whether teacher motivation was stronger when they were high in both dimensions than when they were high on one and low on the other.
Research Methods: In-service 227 secondary school teachers had completed three quarters of their M.Ed. courses / training at the time of this assessment. They had, on average, 5.3 years of teaching experience. They took the Teacher Efficacy Scale (TES) and three measures of motivation: Task Motivation, Ability- Effort attribution and a questionnaire on Beliefs about Intelligence as an Incremental Quality. Across the median split of TE and PE scores four levels / groups of teachers were created to find if their motivation pattern was distinct.
Findings: TE predicted Task Motivation and Effort-attribution stronger (p <.01) than the PE dimension (p < .05) where inverse incremental Ability Precept and Ability-attribution were salient. Thus PE dimension appeared as somewhat pathogenic and converse to TE constellation of predictors and explains PE and TE relationship (r = -.114). High PE appeared motivationally adaptive under high TE conditions. Such participants held ‘ability’ as causal of success and ‘effort’ as causal of failure whereas those low on PE and high on TE also held ‘ability’ as causal of students’ success but ‘luck’ as causal of their failure. It seems that levels of efficacy reciprocally determined teachers’ motivational perspectives. Where both the dimensions were weak, the motivation strength was modest.
Conclusions: The reciprocal effects between high / low levels of teacher efficacy dimensions bear on teacher motivation and are instructive for teacher development efforts.
Keywords: Teacher efficacy, Teacher motivation, Ability as incremental quality, Effort-ability attribution

AN EXAMINATION OF 7TH GRADE STUDENTS’ ACHIEVEMENT LEVELS ON THE TURKISH SUBTEST OF THE LEVEL DETERMINATION EXAMINATION ACCORDING TO A SET OF DEMOGRAPHIC VARIABLES
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Problem Statement: Beginning from the academic year of 1997–1998, students are admitted to high schools based on their scores on exams held by the Ministry of National Education (Milli Eğitim Bakanlığı; MEB). While in the beginning only eight graders were taking the exam, starting from 2008, in addition to 8th graders, 6th and 7th graders were also mandated to take these examinations. The Level Determination Examinations (LDE) involve subtests of Turkish, mathematics, science and technology, social studies and foreign languages aimed at assessing students academic skills. These tests measure students’ achievement levels on skills and information provided on the respective courses.
Purpose: The purpose of this study was to examine if students’ achievement levels on the Turkish subtest of the LDE held for 7th graders during the academic year of 2008–2009 differed according to gender, parental level of education, type of school, family income and the number of books in the household.
Research Methods: Participants of the study were 376 in Grade 7 who took the LDE examinations in 2009 in Ankara metropolitan area. An information form inquiring students’ information on their gender, parents levels of education, monthly household income and the number of books in the household developed by the researcher.
was used for data collection. Students’ scores on the examination were obtained from respective school principles. Analysis of variance and t-test were used for data analysis.

Findings: Students’ scores on the Turkish subtest did not differ according to gender and mother’s level of education. However, the scores did differ according to father’s level of education, the number of books in the household, monthly income and the type of school.

Conclusions: Private school students scored overall higher on the Turkish subtest of the LDE than their peers who attended to state schools. Students coming from higher income levels also obtained higher scores than their less fortunate peers. When father’s level of education and income were considered together, students whose fathers had higher education and were from higher SES had higher scores. Students from households with more books scored also scored higher on the Turkish subset.

Keywords: high school entrance examination, Turkey, parents’ education and income

A Reticent Student in the Classroom: A Consequence of the Art of Questioning
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Problem Statement: Is there a relationship between reticence and the teacher’s art of questioning?

Purpose of Study: To determine the relationship between the respondents’ level of reticence and their profile, their perception on the categories of questions, teachers’ art of questioning, handling students responses and handling students’ questions.

Research Methods: This is a descriptive- correlational type of research on factors affecting teaching and learning among L2 learners in Isabela, Philippines. Reticence level on the six dimensions (anxiety, delivery, memory, knowledge, organization, timing) was measured using the Reticence Scale by Kelly et al., (1997). The respondents’ perception on the teachers’ use of the categories of questions and the art of questioning were based on the Strategies for Teaching (Boiser, 2000).

Findings: The results revealed that the respondents were “mildly competent” (mean range: 8.88- 10.63) in the six dimensions of reticence scale; both genders prefer low- level questions (questions that require simple recall) and valuing questions (questions based on the learner's experiences). The study implied that the Filipino dialect structure affected the "organization" skills of the respondents in English due to the inverse structure of translation from Filipino (L1) to English (L2). The respondents revealed that the strong presence of the mother in Filipino culture also affected their skill in “organization”. The study suggested that reticence among Filipinos could be attributed to the strict Filipino culture of not allowing younger members of the family to participate in adult discussions. Other findings of the study showed significant relationships on the type of high school graduated from with memory, dialect spoken at home with low- level questions, and gender with teachers’ handling of students’ responses.

Conclusion: Reticence is reduced if low- level questions and valuing questions are used among L2 learners.

Keywords: reticence, art of questioning, low level questions, valuing questions

Porfolios for entrepreneurship and self-evaluation of higher education institutions
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Problem Statement: “The entrepreneurial university”, a new paradigm resulted from evolution of old university model (Etzkowitz, et al. 2000) is based in a broad engagement between universities, industries, government and society to provide commercial or social benefits in a multi-way negotiated flow of knowledge. This engagement promoted in countries with competitive economies is mainly focused in the production and transference of knowledge (KT) from universities for mutual benefit but also is concerned with the strategic management of institution resources to push this transference. The emergence of the new entrepreneurial accountability has pushed the governments and institutions involved in higher education into research and implement new systems for measuring the relationship, the performance, the efficiency of universities. However the evidence is critical: a lot of data, a lot of models, a lot of ways to be entrepreneurial, and a great difficulty to make comparative, and definitely a great complexity that means the application of indicator system proposed for homogenized scenarios.

The proposals of indicator system models to the management and assessment of universities are increasing very quickly in the last decade. A rich literature has developed exploring inputs and outputs indicators of first, second and third mission of universities involving the KT processes in universities: learning-teaching, diffusion and production of knowledge in research and selling or transfer knowledge.

A great obstacle in the management and assessment of universities’ activities is to provide timely and meaningful feedback loops on performance, efficiency and potential both to students, to teachers, to researchers, to innovation and academic managers at higher levels to transforming universities into KT and entrepreneurial organizations capable of using their experience to improve.

If we understand competitive intelligence (CI), as the set of actions for retrieving, gathering, analysing and distributing information that provides a better understanding of the organization's strategic position, the universities are developing (or must develop) functions of CI.
The new model university need to identify and to assess actors’ university progress by means structured set of scaffold assessment focused to use their knowledge base, analytical, practical and creative skills and attitudes and wisdom/based, to become society’s leaders.

Purpose of Study: The aim of this paper is to explore the application of methodologies of portfolio to the assessment of universities by means Portfolios. Portfolio in this paper is understood as a tool to management, quality assurance, assessment and accreditation of knowledge transference (KT) processes in higher education. A central issue is the link between core organisational actors and measurement needs of achievements in their missions. In the core of functions of competitive intelligence, the set of difficulties to measurement, accountability and valuation of KT and consequently to support university activities and missions is a critical question for academic and policy authorities for several reasons:

The KT processes are extremely important mechanisms for generating incomes.
- Their implementation generates more knowledge
- The measurement and valuation of KT is currently a criterion for allocation of resources in Higher Education sector (RAE, HEIF fund in UK).
- The universities that focused their activities in KT processes acts as a regional innovation organizer

Consequently, KT indicators have become a key question to guide scientific and technology policies but also for economic and social agents. The core debate focuses on this paper is related to the following question:
- "How does entrepreneurship push KT processes by means ePortfolios? Or "How do ePortfolios contribute to KT quality measurements in higher education?"

From a standard conception and traditional use, portfolios and e-portfolios are a purposeful collection of work that illustrates efforts, progress, and achievements. On university application, they have been addressed to student or teachers. Portfolios provide a means for students to learn to manage their own professional development because they provide a straightforward means for students to collect evidence of professional or generic graduate skills, and proprietary certification (Cooper, 1999; Cooper & Love, 2000, 2001, 2002).

However, in order to provide online, timely and meaningful feedback loops on performance, efficiency and potential in all KT processes where educational actors are involved. E-portfolios could be extended to different phases of higher education cycle both to students, to teachers, to researchers, to innovation managers and to academic administrators to transforming universities into KT and entrepreneurial organizations capable of using their experience to improve. E-portfolio is "a reflective tool that demonstrates growth over time" and "uses digital technologies, . . . a database or hypertext links to clearly show the relationship between standards or goals, artefacts, and reflections" and the "evidence of achieving the stated standards or goals" (Barrett, 2004). Why couldn’t extend their application to researchers and educational managers to show the evidence of KT achievements? Recent changes in the operating environments of education institutions, that have educational and assessment implications, are favouring the use of portfolios in assessment for stakeholder groups other than students: “The broadest and most sophisticated approach is to design and evaluate potential online portfolio assessment systems in terms of all the stakeholder constituents impacted by the designed outcomes. These include: Students attending the course, Teaching staff, Course coordinators and designers, Academic line managers, University upper level managers and administrators, Government agencies responsible for funding and managing higher education, Potential employers of students attending the course, External assessors and moderators of the course, Field supervisors in practicum courses, etc.” (Love and Cooper, 2004).

Research Methods: What is the achievement growth into KT processes that we need put in evidence in higher education cycle? What are the agents involved?

The demands that correspond to the three standard missions of universities include duplicate activities and knowledge processes related:
- Learning/Teaching
- Research-knowledge-extension-diffusion / Knowledge-production

In the following table we can see the items of the portfolio proposal to assess the actors and the achievements into the KT processes involved in higher education. The proposal is constituted by a selection of core items on a matrix structure.

Findings: This paper presents, as finding, a portfolio structure proposal constituted by core items on a matrix structure.

The portfolio to assess learners could be developed under a quantitative, qualitative or structural way, focusing in subject knowledge, graduate skills and professional job. This assessment could be implemented by means an online feed-back system constituted by a collection of work that illustrates efforts, progress, and achievements. The references to evaluate the succeed processes involved are the marks, the effective showed competences and the practices and experience.

Conclusions: The engagement between universities, industries, government and society to provide commercial or social benefits is based in a multi-way negotiated flow of knowledge. Entrepreneurship can push KT processes by means Portfolios and contribute to KT quality measurements in higher education. The new model of university need to identify and to assess actors and achievement into university progress focusing the analysis in their knowledge base, analytical, practical and creative skills and attitudes, etc. E-portfolios could be extended to different missions of higher education cycle: students, teachers, researchers, transfer offices, and innovation managers. The portfolio structure proposal is constituted by a selection of core items on a matrix structure that involve these objectives under quantitative, qualitative and structural perspective.
Keywords: portfolio methodology, knowledge transfer, university assessment, entrepreneurship, quality assurance

COMPARATIVE ANALYSIS OF ATHLETES’ FAIR-PLAY ATTITUDE ACCORDING TO SPECIFIC VARIABLES CONDITIONED BY SPORTS TRAINING AND COMPETITION

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Purpose of study: The aim of this research is to emphasize the moral dimension’s presence and its necessity into athletes training, reflected into the fair-play attitudes and behaviors. The main objective is to identify some possible correlations between variables: fair play, moral values, to highlight at athletes their fair-play into competitions and training. The issue aims to study the likelihood of a direct correlation between variables like general fair play, fair play in competition, fair play and moral values into society.

Research Methods: The research was conducted on a total of 150 subjects prepared by several variables (gender, age, sports, skill level). Analysis and interpretation of results was performed by using SPSS 11.0 for statistical analysis Pearson bivariate correlation between next variables: general fair play, fair play in competition, fair play and moral values into society.

Findings: In qualitative terms, the correlations found between variables of fair play in competition, general fair play and fair play in society point to the fact that athletes who exhibit a fair play behavior in competition will manifest the same type of behavior in social life. Norms, rules, and sports standard orders, as well as social norms and rules of social life mark on the athletes' behavior, which are internalized and behave in a spirit of fair play. Respect for others, respect for opponents and teammates, learning and respect the rules of play and social behavior leads to the training in the spirit of fair play, a habit that occurs in any life situation.

Conclusions: Fair play does not mean only to follow the rules of the game, it transcribes the attitude that the athlete must have: to respect the opponent and keep his physical and mental integrity. An athlete will behave in an attitude of fair play when he will think to others. Moral values (altruism, honesty, faith, dignity, responsibility) and psychosocial ones (self, love, openness, social recognition, independence) are mainly related to individual networking with peers and social and moral desirability.

Keywords: education, fair-play, attitude, training, performance

Teacher Guidance and Young Children’s Prosocial Actions

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Identifying experiences in early education that can help children learn to share, cooperate, and help others may have implications for understanding pathways to adaptive development. Children’s engagement in prosocial behavior—voluntary actions intended to benefit another (Eisenberg & Fabes, 1998)—associates with empathy (Roberts & Strayer, 1996), academic achievement (Caprara, et al., 2000), supportive relationships (Sebanc, 2003), and prosociability in early adulthood (Eisenberg, et al., 1998). Research suggests strategies are needed for guiding children toward prosocial behaviors. Teachers report many students arrive at school without social skills to get along or work together (Rimm-Kaufmann, et al., 2000). Of further concern, children from lower-income homes lag behind in socioemotional skills compared to more affluent peers (Child Trends, 2003). This study examined whether teacher instructional factors of verbal encouragement of prosociability and empathy, positive behavioral management, encouragement of expressive language, vocabulary instruction, and emotional warmth are associated with children’s prosocial behavior. Our a priori expectation was that children need more deliberate encouragement of their prosocial behavior in a context; therefore, encouragement of prosociability and empathy was expected to most strongly relate to prosocial action. We also examined whether teacher emotional warmth influences the association of teacher encouragement of prosocial and empathic responses and children’s prosocial behavior.

This study relies mainly on observational data collected on 2,098 children from 124 first-grade classrooms in 39 schools serving predominantly lower-income families. Observational measures showed good psychometric properties. Preliminary hierarchical linear modeling analysis revealed no between school-variance (ICC=.00). Linear multiple regression analyses were conducted. Covariates of teacher education, teaching experience, and classroom size were included. Results indicated encouragement of prosociability and empathy most strongly associated with prosocial behavior. Encouragement of expressive language also significantly associated with prosociability. Other instructional factors and the joint effect of emotional warmth and encouraging prosocial behavior and empathy did not associate with prosociability. Findings suggest teachers’ deliberate encouragement of prosociability and empathy and their creation of a positive, interactive social environment may support prosocial behavior. This study extends prior research by examining a network of instructional factors that may associate with prosociability; it also suggests associations that warrant future experimental study.

Mitja Krajncan, Urska Bencic

The contribution discusses social and experiential-pedagogical effects of staying in a lighthouse, on a deserted, uninhabited island. By method of action research, we accompanied seven elementary-school children from an educational establishment to a small, limited space for the duration of ten days. The central aim of the research was to monitor the behavior of the youth in a small, closed social system that the island provided, with the goal of perceiving behavioral changes and gaining social skills. Throughout the whole project, the attendants performed experiential-pedagogical activities which strengthened team cohesiveness, individual social competences and skills. The results...
have shown that even in a short time, it is possible to reach important changes with an intensive group. We have learnt that children and youth have gained life experiences. The barriers can thus represent certain transfer conflicts, which would, as supposed, have a greater intensity and changes, as well as a visible result also in the “back home” situation, in case of staying on the island for a longer period of time.

Key words: experiential pedagogy, child and youth with behavioral and emotional difficulties, island, action research

THE NEED FOR CHANGE IN TEACHER EDUCATION IN YEMEN: THE BELIEFS OF PROSPECTIVE LANGUAGE TEACHERS
Abdulghani Muthanna and Cendel Karaman
Middle East Technical University

This study focuses on exploring the beliefs of prospective teachers related to the current (2009-2010) status of the English Language Teacher Education Program (ELTEP) in Yemen. Since major beliefs about teaching take shape within the context of teacher education programs (Pajares, 1992), the investigation of Yemeni prospective teachers’ beliefs provides an opportunity to understand the developmental paths of teachers in a relatively little researched setting (Al-Goufi, 2006). In this study, primary data sources were semi-structured interviews and available education policy documents. Four recent graduates of the program were interviewed right before completing their program in Taiz City. All interviews were audio-recorded and transcribed. Qualitative coding and analysis of the transcriptions led to identification of major patterns. We found several themes that highlight various aspects of the ELTE program in Yemen. The findings showed that the several academic and administrative problems prospective teachers reported were related to the lack of clear-cut standards and program philosophy statements. The findings, furthermore, revealed that the education policy-makers paid little attention to the program improvement and the application of the strategies they had planned. The analysis also revealed that the curriculum needed an urgent reform focusing on both the theoretical and practical aspects. Finally, despite the problems encountered, all participants agreed on the critical need for the ELTE program at Yemeni universities.

Keywords: Teacher education; teacher beliefs; program evaluation; education reform; international education

The profile of the academic assessor
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Problem Statement: We have tried to figure out a radiography of the theoretical and investigative characteristics of the academic assessor such as they appear within the documents and the researches from the scientific literature.

Purpose of Study: The main goal of the paper is to investigate the portrait of the academic assessor from the perspective of the teachers and of the students who are in their initial training for primary and pre-school education.

Research Methods: The investigative part is done through the analysis of the projective tools (essays) and survey about some aspects of evaluation in higher education. The sample comprises teachers and students from the science of education study program.

Findings: The academic assessor portrait was figured out by the students considering some criteria: the assessor subjectivity, the used assessment methods, some issues related on the assessor personality. In terms of the gained results we have described the perceived assessor portrait from the students’ point of view. The gained data were correlated with the data derived from the literature and with other studies upon this topic.

The interesting results are presented within the paper content.

Conclusions: The results obtained after the quantitative and qualitative analysis help to figure out more clearly the type of the desired assessor within academic environment from the students’ perspective. The academic assessor ideal profile could be useful for those who want to improve their assessment modalities. The research limits was pointed out at the end of the paper, and also some new research directions were emphasized. The results of the study could be useful for the studies regarding the academic evaluation and assessment and also for the optimizing the quality of the academic teaching and learning process.

Keywords: academic evaluation, higher education

UNDERSTANDING SYSTEM OF TEACHING SECONDARY SCHOOL MATHEMATICS IN MALAYSIA FROM THE PERSPECTIVE OF HUMAN PERFORMANCE TECHNOLOGY
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Serdang Selangor, Malaysia & Nor Sakinah Mohamad, Faculty of Education
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Classroom teaching is a complex process. This complex process may adversely affect performance if not properly understood and managed by all parties. In this regard, understanding the complex process of teaching and learning, also known as a system of teaching, is an initiative in the effort to improve performance. In Malaysia, student performance in the subject of mathematics has been given a special focus due to unsatisfactory achievement at the international level. Hence, this research was conducted to understand the process of teaching mathematics as well as to identify the components and sub-components which interact in the system of teaching mathematics amongst mathematic teachers based on the systemic thinking framework in the Human Performance Technology. This multiple cases qualitative study utilised in-depth interview, observation and document analysis on nine mathematics secondary school teachers from six different schools of Selangor. The findings show that there are four main components in the teaching system of mathematics. These components are of direction, of the teaching process, of environment and of output. The component of teaching process comprises of three sub-components which are the student, the teacher...
and the curriculum. The component of environment consists of two subcomponents which are, support and feedback. Each component interacts with the other. The implication of this research is that improvement of each of the components stated needs to be implemented in an integrated manner within a system which involves all the components to achieve a high performance in the subject of mathematics.

Keywords: Teaching system, school mathematics, human performance technology, systemic thinking

CURRICULAR INNOVATIVE MODEL FOCUSED ON DEVELOPING PEDAGOGICAL COMPETENCES OF TEACHERS OF LANGUAGE AND COMMUNICATION

PhD Liliana Măță,
PhD Andrea Irina Suciu,
Vaile Alessandri, University of Bacău, Romania

Problem Statement: There are some important international works in terms of pedagogic skills development for teachers who will teach subjects in the Language and Communication curricular area: Didactique des langues romanes. Le développement de compétences chez l'apprenant (Colles, Dufays, Fabry, Maeder, 2001), Modern Languages Across the Curriculum (Grenfell, 2002), Innovation, instrumentation technologique de l'apprentissage des langues (Brodin, 2002), Plurilinguisme et Compétences, Volume 1 (Springer, 2004), Progressives, Patterns, Pedagogy: A corpus-driven approach to English progressive forms, functions, contexts and didactics (Rôme, 2005), How Languages Are Learned (Lightbown, 2006), Teaching English Language Learners in Career and Technical Education Programs (Hernández-Gantes & Blank, 2008). There is educational research conducted at an international level in order to develop innovative curricular models focused on developing skills for teachers in initial training programs: Husbands (1996), Brooks, Barker, & Swatton (1997), Abbott & Huddleston (2000), Murillo. (2006), O. Tremblay (2006), Ettayebi, Opetri, & Jonnaert (2008), Audigier, & Tutiaux-Guillon (2008).

Purpose of Study: The purpose of our study is that of determining the categories of relevant competences for the disciplines in the curricular area of Language and communication.

Research Methods: The research methods used are content analysis and the structured interview. The themes and specific categories related to the frequency of pedagogical competences are highlighted with the help of content analysis. The main categories of pedagogical competences are part of the structured interview guide. This instrument was applied to 52 teachers with specializations in Education Sciences and Language Didactics.

Findings: The results of our study are reflected in a specific model focused on the relevant pedagogical competences and adapted to specific disciplines within the curricular area of Language and Communication.

Conclusions: According to current teaching approaches, prospective teachers in the initial training programme are prepared to acquire specific pedagogic skills for the Language and Communication curricular area.

Keywords: Innovative model, pedagogical competences, Language and communication

Counselling the Gifted: A Romanian Perspective

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Problem Statement: The worldwide literature point out a myth about giftedness and the unique special needs of the gifted children: they do not need special assistance because they have a special gift. The psychological and pedagogical research broke this myth and bring out the counseling issue for the gifted children. The gifted counseling needs are sustained by the psychological and pedagogical research of the last 50 years.

Purpose of Study: Our research tries to identify the perceptions regarding the counseling needs of the gifted children from the point of view of the teachers and of the parents. The main objective is to find out which are the core counseling needs of the gifted and also the opinions’ differences between the two groups (teachers and parents) and within group in terms of other indicators. We are interested in finding out the relation between the perceptions of the teachers and parents upon the way the social and emotional skills are developed in the Romanian school and their perception regarding the specific counseling needs of the gifted. Another objective is to identify how the work experience with gifted influences the perception of counseling needs for gifted children, and also, if the perception of the gifted child influence the type of recognized counseling needs.

Research Methods: The method is a survey for the identification the perception upon the way the social and emotional skills are developed within Romanian school/Romanian family, and for the identification the teachers’ and parents’ perception upon the specific counseling needs of the gifted. The sample comprised 641 subjects, 552 teachers and 85 parents.

Findings: The results show differences between teachers and parents regarding their perception upon the counseling needs for the gifted, and also significant differences between teachers who have experience in working with gifted children and those who do not have this kind of experience.

Conclusions: The results enable us to make some proposals in order to raise the impact of differentiated assistance through counseling for gifted and talented.

Keywords: gifted education, counseling

Optimizing scoring patterns for valid evaluations of performance on a Japanese language reading test

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Problem Statement: Past studies have mainly examined whether item formats affect item difficulty and discrimination. However, those which examined whether scoring patterns affect ability rating are virtually non-existent.
Purpose of Study: The purpose of this study was to examine if variations in the scoring patterns for a written item affects the ability rating in a Japanese language reading test. Study 1 reconfigured the scoring rubric. Study 2 examined whether the new scoring rubric affected ability rating.

Research Methods: In study 1, junior high school students in South Korea (N=232) were administered a translated version of the Gunma Prefecture Achievement Test (GPAT), for comparison with data of Japanese students (N=75). Item difficulty and item discrimination of this test were analyzed, and item response was examined for a written response question. This study examined items which were composed of a diagram of two blank spaces, to be filled in with an appropriate word respectively, but in the opposite order in which they appear within the text of the question. These blanks were accompanied by a hint alongside. One item was a written comprehension item which consisted of filling in blank spaces. In study 2, Japanese students were administered the GPAT. Two items were given to 175 students and one item was administered to 703 students. The tests were graded based on both the old and new scoring rubric, and were compared.

Findings: In study 1, there were a substantial number of students who gave answers in the incorrect order when the blanks were presented in a reverse order as the answers appear in the text. Therefore, inverse answer was added for a new scoring rubric. In one of items, a wide variety of responses were possible, and some were very similar, so a new scoring rubric lacking one of the correct answers was set. In study 2, item analysis showed that both difficulty and discrimination did not vary across old and new rubrics. Also, students were assigned to groups by ability (Low, Middle, High), and were evaluated in detail on the new rubric.

Conclusions: These results suggest that thought patterns of students were depicted in detail through gradual scoring patterns. Furthermore, we discussed implications to methods of instruction.

Keywords: reading test, a written response question, scoring rubric, item analysis

Applying Competency based Approach for Entrepreneurship education
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Hadi Darzian Aziza
Assistant professor at Shahid Chamran University

Problem Statement: current business education programs are strongly criticized for not being in accordance with the requirements of changing business environment. One general criticism is that business education has become too task-oriented and does not emphasize on multi-dimensional complexities of issues (Tarabishy & Solomon, 2005). Today great attention is paid to competency based education and application of this method in entrepreneurship education at academic level as well as other educational environments (Izquierdo, 2008) and University professors in different course agreed that academic programs should be compatible with the needs of society (Mulder et al, 2009). In some cases a clear gap between knowledge and skill levels of students can be observed (for instance in cases where their expertise in academic knowledge and skill is not adequate) (Woollacott, 2009).

Purpose of Study: Therefore the goal of this study is to identify entrepreneurship education headlines using a competency based approach for IT students.

Research Methods: The research methodology is mixed (qualitative and quantitative). In qualitative part, data is gathered using interviews and in the quantitative part questionnaires are applied. Data analysis is done using coding methodology and interpretation of the qualitative data is done by NVIVO software.

Keywords: education, headlines, competencies approach, IT students

Effect of personal and social skills training on quality of student attitudes toward present and future life at the University of Zabol
Masumeh Azizi*
University of Zabol

Problem Statement: Nowadays, coping with the pressures of life and personal and social skills always has been part of human life and Life Skills Training with goals such as the use of intelligence capabilities and actions, prevention of violent behavior and self-perception is reinforced.

Purpose of Study: The general aim of the study was to evaluation the relationship between personal and social skills training and quality of Zabol University student attitudes toward present and future life.

Research Methods: The study is quasi-experimental design type and statistical population included all students of Zabol University during 2009-2010. Among those surveyed, 120 people have been trained in personal and social skills courses.

Research Tools was two questionnaires for personal and social skills of students and student attitudes toward the living conditions. Data were analyzed using independent and one-way analysis of variance correlation tests.

Findings: Results show that there is significant correlation between personal and social skills assessment of life variables, Ideas, practical features making their life goals and behavior in the face of life events. Yet students with personal and social skills than other students have more realistic assessment of life and a more reasonable belief, act decisively in pursuing their life goals and show more resistance in the face of life events.

Conclusions: According to the results efforts should be tried with the personal and social skills training to increase correct vision to life and reduce the ravages of life in young people.
Keywords: Student, personal and social skills training

**Assessing the relationship between family functioning and mental health at the Students of Zabol University**  
Masumeh Azizi

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Problem Statement: Mental health is one of the main pillars of public health. Therefore, one important way to promote growth in community is maintaining mental health in the whole society. With regard to the crucial role of family, attention of many psychology researchers has focused on the family role in providing mental health of children.

Purpose of Study: Many researchers in their study support the fact that the good family status, appropriate academic performance and positive interactions with peers have a close relationship. The present study carried out among students in Zabol University to evaluate the correlation between family functioning and mental health using correlation method.

Research Methods: Statistical population for this study were included all student at the Zabol University. Two hundred and fifty individual randomly were selected using cluster random sampling procedure. Research tools were General Health Questionnaire of Goldberg with 28 questions and Questionnaire of Family Functioning of Apshtayn et al. with 60 questions. The Pearson correlation coefficient was used to analyze the data.

Findings: The results showed that students mental health have positively affected by family functioning, emotional accompanying, problem solving abilities, family role and relationship. On the other hand, no statistically significant relationship has been found to exist between family functioning and mental health of students in behavior control subscales.

Conclusions: It can be concluded that there is significant relationship between family functioning and mental health except behavior control subscales which did not show significant relation with mental health.

Keywords: Family functioning, mental health, student of Zabol University

**Review and comparison of affective family factors in prevention of drug abuse in view of university masters, mental health specialist and families (Iran)**  
Hamed bermas, Islamic Azad University, Karaj Branch  
Seyyedeh Maryam Tayyebi Masooleh

Problem Statement: Drug abuse prevention
Purpose of Study: 1- To find affective family factors in prevention of drug abuse  
2- Review and comparison view of university masters, mental health specialist and families that have addicted child.

Research Methods: This study is under semi experimental category. 180 persons were selected as sample of the research and the data were analyzed by multi variable variance (MANOVA) and Scheffé follow up test.

Findings: After a pre-view based on psychometric principles, 9 groups of factors realized as affective family factors in prevention and their position of groups view areas follows: university masters: knowledge, third prevention, emotional atmosphere, history, second prevention first prevention, attention to the youth characteristic, structure and economic, social level; Mental health specialist: emotional atmosphere, second prevention, knowledge, first prevention, third prevention, structure, history, attention to the youth characteristic, economic and social level; Families: emotional atmosphere, attention to the youth characteristic, history, structure, knowledge, third prevention, second prevention, economic, social level and first prevention. The results show in both categories knowledge and first prevention, difference between families and experts points of view in the level of tendency to drug abuse

Conclusions: There are 9 grope of affective family factors in prevention so there is a difference on their ranking significantly.

Keywords: drug abuse, prevention

**Remote laboratory – new possibility for school experiments**  
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Problem Statement: The project “Remote laboratory” responds to trends in higher education and society. The increasing number of students in technical and natural sciences is in contrast with the capacity of the student’s laboratories. Moreover, the rapid development of the computerized “remote” activities in daily life requires training of the appropriate skills.

Purpose of Study: In lectures, students learn mostly theoretical aspects of the problem. It is very useful to have a possibility to prove them by experiments. Sometimes there is a lack of laboratories and especially, we need extra time. Our project is able to partly solve both problems. It enables students an access to remote physical laboratories offering physical and environmental experiments 24 hours a day via web interface from any computer. These remote teaching laboratories are not widespread, and therefore new methods how to create them must be found.

Research Methods: The presented project uses for remote control experiments an ordinary web browser available to every Internet user. In case of remote laboratories, an extra hardware part (measuring equipment) is added to
the server-machine. The control computer must be equipped with analog/digital and digital/analog converters providing communication with laboratory instruments and with web camera to give evidence, that the experiment is real, not virtual.

Findings: We have prepared a set of experiments available 24 hours a day. All the experiments are designed so they could be developed further. Theoretical support, tasks and examples are placed on the website link next to the experiments.

Another offered advantage is the cooperation of students of physics to the development of this platform. Since the spring-semester of 2009 the remote experiments have been deployed as a part of the course of physical measurements at our department preparing future physics teachers.

Conclusions: The paper describes the possibilities offered by remote laboratories. The remote laboratory increases the possibilities for teachers how to enhance the quality of courses. Students can take advantage of this new tool to become more familiar with the possibilities of new information technology in everyday life.

Keywords: Remote laboratory, experiments, web control

On some aspects of teaching hearing-handicapped students in standard courses
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Problem Statement:: Standard university studies are prepared for students without any handicap, thus using all senses to ensure effectiveness of information transmission and gaining of skills. Nevertheless, if among other students there is a handicapped one, this effectiveness of teaching and learning process is corrupted in his case.

Purpose of Study: The goal of this study is to provide additional methods necessary to restore the effectiveness of teaching/learning process for handicapped student with hearing impairment who participates to standard university courses. The importance of the study is enhanced by the fact the handicapped student is trained to become maths and physics teacher. Quality education of this future teacher will have an impact to the education of handicapped children.

Research Methods: Teaching methods for students with variety handicaps were mediated by members of Teieresias Centre at Masaryk University in Brno whose aim is to help people with handicap. Through practical experience and cooperation with student we were able to define the main tools helping handicapped student to participate to standard courses.

Findings: Searching for a common communication channel between the teacher and the student with hearing impairment is crucial point for successful education. It mustn't be only one way communication from the teacher toward student. The feedback is essential for mutual understanding. For example in maths and physics the written formulae on board is not sufficient for the information transmission.

Conclusions: The paper shows the efforts necessary to be applied when teaching handicapped student and related difficulties. The presented text can serve as an instruction for the further attempts in teaching students with hearing impairment handicap.

Keywords: Handicapped student, hearing impairment, courses in mathematics, physics

How to increase students' interest in science and technology
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Problem Statement: At the present time the lack of young people deciding to study technical and scientific fields becomes a crucial social problem. Without effective measures, we can assume the current situation will continue to deteriorate.

Purpose of Study: One way to avoid the previous trend could be promoting these disciplines at the secondary schools. However, there is a lack of sophisticated methods how to create courses in technical disciplines, a lack of detailed instructions and how to use them in the teaching at basic schools wishing to work with their pupils in technical fields. The purpose of our study is to develop and validate a comprehensive methodology able to offer appropriate topics into secondary school teaching, motivating students to study science and technology.

Research Methods: Our project was based on concrete experimental activities linked to the daily life. To wake up pupils' attention by means of their positive emotional feeling and to encourage their interest in the curriculum, we prepared accompanying video clip illustrating practical applications of acquired knowledge and their importance in the students' further life. To validate the presented methodology we prepared experiments using textile materials in various thematic. This is supported by worksheets, teaching aids, multimedia and e-learning created in the project.

Findings: We have recorded clips from the milieu of teenagers, with their language and life problems. The short clips must contain all main parts: the defiance of the teenager hero, the conflict with the reality, the awakening and the recognition leading to discover the role of the object of the curriculum in the real life.

Conclusions: An effort is made to reverse the negative trend of brain drain from science and research, especially in technical and natural sciences. This general plan is processed on a specific example, the promotion of the textile sector. It seems the most effective is the implementation of the experiments with textile materials in the curriculum of 8th and 9th year of primary school. We present how to increase student's motivation by means of accompanying video clips.
In memory of Tim Johns and his Contexts?: Application of the Data-driven Learning approach in language classroom in Taiwan

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Data-Driven Learning (DDL) is a pedagogical approach in which the language learner is also a research worker whose learning is driven by access to linguistic data (Johns 1991:2). This essay aims at evaluating the potential of the DDL approach in language teaching in Taiwan. The creation of the corpus and computing tools used in analysing it is discussed. A CALL program is explored in terms of its advantage, the making of data file, the making of concordance lines, the analysis of data and suggestions for improving the program. The Author created her own materials (base on a self-compiled corpus), which can be adapted to the program, to teach English prepositions. Students find the ‘form-focused instruction’ (Johns and King 1991:iii) through classroom concordancing learning a plausible way to learn English. The possibility of using this program in teaching Taiwan EFL students to make them more active learners, less dependent on teachers and textbooks is also discussed. Several questions are asked and tackled in this study: how far students can be responsible for what they learn; how far teachers can help to provide techniques for them; whether or not this approach to learning can be combined with more traditional approaches; and finally, how it could be adapted to the needs of EFL students learning English in Taiwan?

Keywords: Data-Driven Learning, pedagogical, CALL, self-compiled corpus

Basic numeracy skills in infancy:
individual differences in small number discrimination
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Problem Statement: Individual differences in ‘number sense’ are considered to differentiate with respect to mathematical achievement. Although number sense is mostly investigated in preschoolers, it is assumed to be present earlier in the form of number discrimination. Individual differences in ‘number sense’ may thus occur from infancy on. Because studies on ‘number sense’ mainly focus on group results, research needs to explore individual differences in this early ‘number sense’ in infants.

Purpose of Study: Performances of children at the age of 8 and 24 months on number discrimination tasks are explored. The focus is on small numbers (ranging from one to three), because these are learned first. The high ratio between number ‘one’ and ‘three’ may facilitate the discrimination for infants.

Research Methods: Forty-eight 8-month-olds completed a number discrimination task according to the habituation paradigm. Children saw a number of dots until they were habituated to it. Afterwards, in the test phase they saw in alternating order, the same (three trials) and a new number (three trials), resulting in three test trial pairs. Longer looking at the novel number is an indication of successful discrimination. Stimuli were controlled for continuous variables (e.g., total occupied area; individual dot size). Habit X 1.0 generated the task and an eye-tracking system, Tobii T60, recorded the children’s eye-gazes. At the age of 24 months, a researcher hided balls (three) in an opaque box according to the manual search paradigm. First children were allowed to retrieve the balls. In a second trial some balls (2) were surreptitious taken away. Longer searching time after these trials (compared with the first) indicates differentiation between the two numbers.

Findings: Data shows that 8-month-olds (at group level) looked longer to the new number in the test phase (F(1,45.669)=5.182,p=.028), suggesting a successful discrimination. Furthermore, poor performers (who looked longer at the old number during all test pairs) can be identified. This finding supports the existence individual differences between children. Data from the second moment are being analysed and will be available at the conference.

Conclusions: Infants can be differentiated on number discrimination. Future challenges and educational implications will be outlined.

Keywords: basic numeracy skill, number sense, number discrimination, individual differences, infancy

Designing and Implementing Outcome-Based Learning in a Linguistic Course: Issues and Challenges

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Since the 1980s, Outcome-Based Learning (OBL) has been gaining popularity around the world. In 2006, the University Grants Committee (UGC) of Hong Kong decided that all higher education institutions in Hong Kong should adopt OBL formally to improve and enhance teaching and student learning quality. In OBL, what matters ultimately is not what is taught, but what is learned. Therefore, students’ learning outcomes – what we want our students to be able to do at the end of a course – have become the focus in our teaching. Moreover, the quality of teaching is to be judged by the quality of learning that takes place. This paper reports part of the results of an Outcome-Based Learning project currently held in the English Department at the Hong Kong Institute of Education (HKIEd). The design and implementation of OBL in a linguistic course “Introduction to Language Studies” will be discussed in detail. First, the
paper will illustrate how the original teacher-centred ‘course objectives’ are converted into attractive, comprehensible, attainable, and coherent student-centred ‘course intended learning outcomes’. Then, the author will discuss the design of teaching and learning activities and assessment tasks which need to be properly aligned with the course intended learning outcomes. Finally, issues and challenges of adopting the outcome-based learning approach to both the teachers and learners will be discussed. Based on mid-course and end-of-course student evaluation surveys on OBL, together with the teacher’s own reflection, the implementation of OBL in the course was regarded as highly effective, and students found the OBL approach enjoyable and beneficial. It is hoped that this paper will inspire some thoughts on how quality teaching and learning in higher education institutions can be achieved through the OBL approach.

Keywords: Outcome-Based Learning, learning outcomes, linguistic course

Drama education and improvisation as a resource of teacher student’s creativity

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Research Questions:
1) How should we prepare teachers to teach creatively?
2) What classroom environments lead to creative learning?
3) Can improvisation prepare interaction skills of teacher students in teacher education?

Purpose of Study: One of the most difficult skills for teachers to acquire is how to break out of structured routines and lead disciplined improvisation in education, where the students partially guide the direction of the class. Teacher students need routines, but also need to learn how to flexibly apply them. According to our hypotheses drama and improvisation can cause creativity and enjoyment in educational processes – both for teachers and students. Both drama work and improvisational exercises can be effective in increasing our welfare. Although drama exercises doesn’t have any magical powers. They can often be artificial and synthetically (fictional) but as such they are pieces of our cultural reality.

Research: Methods: Our article is basing on meta-analazing. We have examined different reviews from drama education, philosophy of education, different values of ethics. We have used drama and improvisation as an teaching methods in teacher education.

Findings: The teaching practice shows, that teacher students have great difficulties in mastering the ability to lead interactive and creative teaching although it’s part of their teacher education. The recurring tension between scripted teaching and creative teaching is a manifestation of deeper, competing conceptions of teaching: in teaching practice we have noticed, that teacher students have difficulties in getting rid of scripted teaching.

Conclusions: According to our research, good teaching is based on confidence, on rich interaction, creative passion, which is heavily based on improvisational exercises such as verbal spontaneity games, role-playing, and physical movement. Drama work and improvisational exercises train also our interaction skills. Training can be done by doing something which gives us pleasure. By training our interaction skills we with our sense organs get new experiences and through them we can reshape our mental pictures and representations of the reality – often in a creative way.

Keywords: Creative teaching, interaction, drama education, disciplined improvisation, teacher education

RENDERING OF HELP TO PUPILS OF SPECIAL AND PARTICULAR NEEDS AT LATVIA EDUCATION SYSTEM

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Problem Statement: In Latvia, the most extensive spectrum of problems, that the teacher meets at school at daily routine, exist within the category of pupils of special needs, when working with the most different pupils, including the pupils of special needs who receive the services incorporated into the special education. There exist closely two ways of rendering special help in Latvia:

- Special education establishments activity;
- Special and particular help and support to pupils at all-round education establishments (within incorporative environment).

Latvia pedagogues have no united attitude regarding which form of education would be the best for the pupils of special and particular needs.

Purpose of Study: To do the analysis of special education ways existing in Latvia and to clear up the parents’ opinion regarding the extent to which the pupil of special needs, studying at the educational establishment most useful to him, are provided of the possibility to receive help of qualified professionals, of the possibility to receive the knowledge, to develop social life and working skills, to prepare for work and life in society, to receive special correction and rehabilitation.

Research Methods: Survey of scientific and informative literature. The analysis of Latvia experience of help rendering to the pupils of special needs. For the clarification of the opinion of pupils’ parents , the mediatizing was use – the quantitative method.
ARE CHILDREN WITH MOTOR PROBLEMS ALSO IMPAIRED IN READING, SPELLING AND MATHEMATICS?

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Problem Statement: Studies reveal 50 percent of the children with motor coordination problems or Developmental Coordination Disorder to have a co-morbid learning disability. However, mostly no distinction has been made between the different learning disabilities. With disregard of reading problems, respectively few or no studies have examined the co-morbidity of spelling and mathematical problems in children with different degrees of motor coordination problems.

Purpose of Study: To investigate reading, spelling and mathematical skills in children with motor coordination problems.

Research Methods: Seventy-six children with a score ≤ percentile 5 on the M-ABC 2 (severe motor coordination problems), 77 children with a score between percentile 6 and 16 (mild motor coordination problems) and 90 age-matched control children without motor coordination problems (a score ≥ percentile 25) participated in this study. All 243 children were at least of average intelligence (IQ≥85) and were assessed with Dutch standardized tests for reading (One Minute Test and Klepel), spelling (PI-dictation), number fact retrieval (Arithmetic Number Facts Test; TTR), procedural calculation (Courtrai’s Arithmetic Test Revised; KRT-R) and geometry (LVS).

Findings: Multivariate analysis of variance comparing the three groups (control group, severe motor coordination problems and mild coordination motor problems) revealed that children with severe motor coordination problems obtained significantly poorer scores on measures of reading, spelling and mathematics in comparison with the control group. Children with mild motor coordination problems obtained significantly poorer scores than control children for spelling, number fact retrieval an procedural calculation, but not for reading and geometry. In addition, children with mild and severe motor coordination problems differed on reading, spelling, procedural calculation and geometry. Children with severe motor coordination problems had significantly lower scores on these domains. No significant differences were found between those two groups on number fact retrieval.

Conclusions: Children with motor coordination problems are often at risk for additional reading, spelling and mathematical problems. Our data underline the need for the application of carefully selected tests in the diagnostic assessment of children with learning problems in order to develop a STI(mulation), CO(mpensation), R(emediation) and DI(spensation) advice based upon the specific needs of each child.

Keywords: Motor coordination problems, Developmental Coordination Disorder, Reading, Spelling and Mathematical Skills, Co-morbidity

Promoting a special learning environment of second language learning in a Chinese rural secondary school

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It has been a great pressure for Chinese educators to improve the educational quality of big-size classrooms. In order to promote students progress and teacher professional development in China, the first author created and applied a special learning environment in her English classroom of a rural Junior School. With the method “self-study”, she reflected the environment involving “teacher”, “monitor students”, “tutor students”, “tutee students” and “at-risk students” as the members of the learning community into a hierarchical structure that emerged a holistic, interconnected and interactive relationship. Furthermore, this model enables the teaching and learning to have a “multi-centered structure” and a “three-dimensional feedback-promotion mechanism” during four stages of student development, which are described as “elaborative design”, “gradual maturity”, “independent operation” and “reinforcement and development”. From the practice, we found that the learning environment is suitable to the real Chinese educational situation: (1) integrating multiple learning theories and learning activities to help students construct and apply their knowledge as well as develop their organizational, social and self-directed learning skills; (2) strengthening students’ learning responsibilities and competence to learn in a self-directed and collaborative way; (3) inspiring student learning interests, improve their learning outcomes, and promote the healthy development of student ability and intelligence. Above all, the construction and practice of the learning environment in this study proves that it is not only an effective way to improve teaching and learning, but also a good way for other countries with big-size classrooms following up.
Keywords: learning community; cooperative learning by activity; self-directed interactive organizational model; English course; secondary school

The Attitudes of Guidance Counselors and Psychological Counselors Towards Mainstreaming Education
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Problem Statement: In recent years, more emphasize is placed on the issue educating disabled individuals in “least restricting environment” and both the governments regulating education policies and experts in the field favor this. “Least restricting environment” can usually be realized in regular education classes rather than self-contained classes. Mainstreaming disabled students into regular education classrooms when necessary conditions are met provides long- and short-term benefits. It is observed that disabled students who are given education in “least restricting environment” created for them show similar development with their peers, make progress in all development areas, especially in social and personality development and by being included in the community disabled students, they become individuals taking more realistic and concrete steps towards self-realization, with positive sense of self, higher self-esteem.

Purpose of the Study: The purpose of this study is to determine the attitudes of guidance teachers and psychological counselors towards mainstreaming education. The qualitative research technique is used in the collection, analysis and interpretation of data in this study. The reason of the use of qualitative research technique is to collect detailed and profound data, learn the experiences and point of views of the participants directly and understand and explain the present situations. The method of this study is a qualitative research model intended to determine the attitudes of guidance teachers and psychological counselors towards mainstreaming education. Before the interview form developed in the light of the suggestions by experts was used for the purpose of data-collection, it was tested on 5 teachers and the interview form was finalized in accordance with their responses and replies. The scope of the research consists of the guidance counselors and psychological counselors working in Cyprus in 2009. Among purposive sample methods, criterion sample was selected and random samples were drawn from the teachers who meet the criterion. The basic point of this sampling method is to work with the persons selected randomly who meet certain pre-set criteria. In other words, the sample of the study consists of fifteen guidance counselors and psychological counselors (8 females and 7 males) drawn randomly from the teachers in Cyprus. This study explored the relationship between 1 (a) gender, 1 (b) age and 1 (c) how long the persons working as guidance counselor or psychological counselor using The Scale of The Attitudes of Guidance counselors and Psychologists Towards Mainstreaming Scale (Bekiroglualli 2009).

Findings, Conclusions and Recommendations: These factors will be specified later with the finalization of the article. Keywords: Children with special needs, teacher, mainstreaming education, guidance counselor and psychological counselor

The Evaluation of the Life Processes of Children in Need of Special Education Within the Framework of Children’s Rights
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Problem Statement: Throughout the history, the children have been abused in all ways and since they are unable to protect their rights, they have been left defenseless in many aspects and this continues to be so even today. The children were forced to work, sold, sacrificed, subjected to physical violence and buried alive. In this context, United Nations adopted The Convention on the Rights of the Child on 20 November 1989 and it came into force in 2 September 1990. This Convention was ratified by the Assembly of TRNC in 1996. Today, for the sake of the protection of the rights of children and especially of those who needs special education, taking all the necessary measures for the proper operation of the rights of children is regarded as an obligation as they are our future.

Purpose of the Study: A qualitative research model was used in the collection, analysis and interpretation of data in this study. The reason of the use of qualitative research model is to collect detailed and profound data, learn the experiences and point of views of the participants directly and understand and explain the present situations. The method of this study is a qualitative research model intended to find out the situations of the children in need of special education regarding children’s rights. Data collected from the interviews with special education teachers during which semi structured interview type was used. Before the interview form which was developed in the light of the suggestions by experts was used for the purpose of data-collection, it had been tested on 4 teachers and the interview form was finalized in accordance with their responses and replies. The scope of the research consists of the special education teachers working in Cyprus in 2009. This research was carried out with teachers so as to determine the situations of the children in need of special education regarding children’s rights with the help of the knowledge, equipment and lives of the teachers. Data in the study were acquired by means of interview with teachers. Among purposive sample methods, criterion sample was selected and random samples were drawn from the teachers who meet the criterion. The basic point of this sampling method is to work with the persons selected randomly who meet certain pre-set criteria. In other words, the sample of the study consists of six teachers (3 females and 3 males) drawn randomly from the special education teachers in Cyprus. This study explored the relationship between 1 (a) gender, 1 (b) age and 1 (c) how long the teacher is working as a special education teacher with the scale, The Situations of the Children in Need of Special Education Regarding Children’s Rights (Bekiroglualli 2009).

Findings, Conclusions, and Recommendations: As the study still continues; findings, conclusions and recommendations will be specified later with the finalization of the article.
Effects of Academic Procrastination on College Students’ Life Satisfaction
Bilge Uzun Özer

Problem Statement: Procrastination is seen as an undesirable characteristic far more than time management. Research findings have shown that engaging in procrastination brings short term pleasure but long term stress, disorganization and failure. Hence it is expected that procrastination tendency in academic setting is associated with lower level of life satisfaction for college students. Interestingly however, relationship between the procrastination and life satisfaction has drawn less attention in the literature.

Purpose of Study: Thus, the purpose of the study was to examine the effect of procrastination in academic setting on students’ life satisfaction among a group of college students.

Research Methods: In this respect, Tuckman Academic Procrastination Scale and Satisfaction with Life Scale were administered to 314 (214 female, 100 male) college students. The average age of the participants was 20.76 (SD = 1.97) with an age range between 17 and 27.

Findings: The results of the preliminary analysis showed that 38 % (119) of the students claimed to be frequent procrastinator, with male students reporting more frequent procrastination than female students do. Results of the ANOVA yielded a significant difference for academic procrastination level on satisfaction with life score. Specifically, procrastinators reported to have lower life satisfaction score than do non-procrastinators.

Conclusions: The findings were discussed considering the related literature.

Keywords: Academic Procrastination, Life Satisfaction, College students

PROMOTING THE ACCESSIBILITY AND THE AFFORDABILITY IN THE PORTUGUESE HIGHER EDUCATION
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Problem Statement: The accessibility notion does not entirely give us the information whether students face or do not face financial barriers to attend HE. Subsequently, there is a concept – affordability – that concerns student ability to pay for their studies, that is, what we can call economical accessibility which means having the necessary resources that enable HE attendance.

Purpose of Study: The study aims at introducing the Portuguese HE situation with focus on the financial and social support policies with an analysis of the recent evolution of student accessibility and affordability.

Research Methods: An empirical study, based on an application of a survey applied to a significant sample of Portuguese higher education students in the academic year of 2004/2005.

Findings: Portuguese higher education students present an annual cost of 5310 Euros, and private education students 8128 Euros, that is, a student attending private education spends 53% more (private universities with 8708 Euros; private polytechnics with 7770 Euros; public private universities with 5505 Euros; and public polytechnics with 5052 Euros). In Portugal, the educational costs represent 11% of the GDP per capita, the living costs 17% of the GDP per capita and total costs 28% of the GDP per capita.

Conclusions: The Portuguese higher education costs – the educational and living costs of the students in the academic year of 2004/2005 – have revealed a significant statistical differentiation between public and private education, among the institutions located in coastal areas, inland areas or the autonomous regions. The ability of Portuguese higher education students to pay for their education (affordability) is not favourable within the international context, and there is a low level of social support versus student costs.

Keywords: higher education, funding, accessibility and affordability.