

# INTE 2011 Accepted Papers with Abstracts

[Paula Peres](#) and Borges Gouveia. THE E-LEARNING IN THE PORTUGUESE HIGHER EDUCATION: PAST, PRESENT AND FUTURE

**Abstract:** This paper describes a European case study in the e-educational world, in the context of the Portuguese higher education.

The experience described shows the level of the traditional cultural influence in the adoption of the web technologies. We attested differences even within one institution. We realized that some teachers are fixed to the cultural traditions and do not trust in innovations. In this paper we showed how we coped with it in order to get all teachers involved in the e-learning project.

This paper starts by presenting the Portuguese education system organization, in a global picture. It enhances today's context, dimension and higher education mission. After that, this paper describes the evolution of the integration of e-learning practices in the higher Institute of Accounting and Administration of Porto. The timeline for the adoption of the innovation, proposed by Roger was used to guide this study and to identify the e-learning culture features.

[Fatih Basciftci](#), Gulcin Zeybek, Fatime Banu Derin, Enise Feyza Ozluk and Mehmet Engin Deniz. THE ANALYSIS OF HUMOUR STYLES OF TEACHERS WHO TEACH TECHNICS AND CULTURE AT VOCATIONAL HIGH SCHOOLS

**Abstract:** This study was carried out to compare the humour styles between different technics and culture teachers who have been working at vocational high schools and determine personal differences about their humour styles. In the skimming model of this study, 522 teachers from Vocational High schools participated. At the end of the research, any significant distinction has not been observed between teachers' lower dimensions of their humour styles. Nevertheless, the humour point average of teachers's aggressive, participative, self improving, self destructive point averages were found to be higher than those of culture course teachers.

[Donna Kakonge](#). The Politics of Beauty

**Abstract:** Abstract

The politics of beauty is defined as challenges to the traditional ideals of beauty that affect all of us globally. As an example of this, blonde hair and blue eyes are now globally seen as the perfection of beauty. As well, a young slim body is also seen as an ideal of beauty. This is evident from an examination of the media arts and entertainment industries. The politics of beauty in media arts education is a dissertation proposal for online curriculum development in post-secondary education based on the Foundations of Curriculum online course model at OISE/University of Toronto taught by Dr. Heather Sykes, as well as Donna Kakonge's graduate research on the politics of black hair called Afro Forever (1999), also known as What Happened to the Afro? (2006), done at Concordia University back in 1999. This proposal outlines the kind of content that would be expected from curriculum examining the politics of beauty in media arts education.

Keywords: Politics of Beauty, Curriculum Development, Donna Kakonge, OISE/University of Toronto, Beauty, Media Arts Education, Beauty and Media Arts Education, Online Education, Dissertation on the Politics of Beauty, Politics of Beauty and Online Education

Nafia Akdeniz. Moving characters from different genres into a new context: short story!

**Abstract:** If a story is a story with its characters living and/or dying in it, then short story writers' concern is to create and enliven them. What about moving the already created characters into a new time and space while writing a short story?

This paper aims to show an alternative way of initiating creative writing in a literature class. That is, taking characters from different genres such as poetry, painting and fiction (already studied with the literature students ) and letting these characters continue existing in a different genre; short story. They move to a new context with their "life" experiences gained before. Or, depending on the short story writer's scenario, this new setting with its time and space shifts might lead the characters to their

existence in the context they come from.

One might argue that enlivening already existing characters in such a way might limit students' creativity but my experience in my literature class has proven just the opposite; it enforces creativity, and the end-products are amazingly interesting.

One of the products will be distributed during my workshop. In my "Introduction to Literature" class, I asked my students to write a short story of the characters they met in Franz Kafka's short story "Hunger Artist", Guy de Maupassant's short story "Two Little Soldiers" and Marge Piercy's poem "Barbie Doll". The setting of the new context for these characters was given as Edward Hopper's painting "Nighthawks". The students were expected to replace the figures in the painting with the above mentioned characters. The replacement was done in various ways; some started the story from this "scene", while others played around it keeping what they already know about the characters in mind.

[Paula Rama Da Silva](#). The Impact of Task Based Learning in English Language Teaching

**Abstract:** Many language classes nowadays are still conducted following the old method of presenting, practicing and producing (PPP) even though it has been proved that "the essential engine of a richer, more productive learning environment is communication, two-way feedback from learners to teachers and vice versa." (Scrivener, 2005) The aim of this article is to show and evaluate, through a small action-research project, to what extent Task-Based Learning (TBL) can enhance students' learning and how one can do it, fighting back the PPP method. For numerous reasons skills such as writing and speaking are, too often, neglected by teachers— it is a fact that to stimulate confidence and willingness in students is not an easy task and students are usually reluctant to exposing themselves in class. However, it is our responsibility as teachers to fight this back and to engage learners in communication. As Scrivener states "many teachers operate their lessons as if the class were a machine into which raw materials can be fed and which, when used with certain techniques, will produce predictable outputs" (2005:74). Bearing this in mind two questions were raised: (1) How could I use TBL and make it enhance my students' skills? and (2) How could I help my learners to work comfortably in this new approach without the fear of failure? This article exemplifies how this was possible with two secondary classes of about thirty students from different areas of studies. It also proves how relevant Gardner's (1983) multiple intelligences are to teachers thus helping us to make lessons more learner centred. The main approach and methodology used was TBL as opposed to the traditional PPP (Presentation-Practice-Production), thus emphasizing a more holistic lexical approach, and project work. Data was collected by means of evaluation forms, grids, classroom feedback and reflective assignments. This action research shows how I was able to implement TBL, its advantages and disadvantages along with the students' feedback on their own learning. According to Wallace this strategy is "an effective method for improving professional action" (2007:18). Implications of this experience concerning the teaching practice are also reported.

Alice Chow and Mee Ling Lai. Assessment reforms in an era of change

**Abstract:** In response to the rapid growth in knowledge, education systems both local and worldwide are undergoing major changes which entail a significant move away from memorization of detailed information to the development in the learner the ever-improving capacity for life-long learning. Likewise, in the past decade, the Hong Kong Education Bureau has made notable efforts at the policy and systemic level to initiate assessment reforms to improve teaching and learning, and to support teachers with various forms of training opportunities to prepare them for the challenges resulting from the changing environment. Besides emphasizing the vision of developing learners' ever-improving capacity for life-long learning, the current 'learning to learn' also entails changes in assessment practices in order to enable learners to develop the necessary skills to assess and monitor their own progress so that they develop ownership and responsibility for their learning. Basing on a recent government-initiated reform operated at the systemic level and a school based action learning project conducted at the classroom level, this paper proposes a framework for developing self-regulation and autonomy in learners through student involved assessment. The system-level reform takes the form of the School-based Assessment (SBA) component in a high-stakes, public examination taken by students at the end of their secondary education. This reform initiative met with teacher resistance and criticism in the early years of its implementation because of the associated changes in perceptions and practices required of the teachers, whereas the second initiative involving changes in student role in classroom assessment was considered a welcome change in view of its potential for equipping students with the

metacognitive knowledge for closing achievement gaps, enhance their self-efficacy and strengthen learning strategies application. The challenges involved in embedding student involved assessment in classroom practices in an examination-driven society such as Hong Kong will be discussed.

[Raziye Nevzat Yaver](#). I do, therefore I learn

**Abstract:** Aristotle once said "For the things we have to learn before we can do them, we learn by doing them."(1) With this principle, this paper simply talks about the experiential learning tasks implemented in English for Tourism classes. The main idea behind this learning strategy is to enable students learn through a real life experience. With this in mind, as a part of presentation task, students are sent to various places in town to interview tourists by using several structures they learn in class ; find out what their problems are and come up with conclusions that might benefit solving the country's tourism problems. Although this learning process can be defined as experiential, there are some aspects of problem based learning within these tasks in which students develop self-directed learning skills. In the nutshell, this presentation will focus on tasks given to tourism students such as interviewing tourists, promoting tourism in the city and in which students are invited to take responsibility for their learning. I will give examples on teaching techniques in a language class, from which students discover, inquire, solve and learn.

(1)Bynum, W.F. and Porter, R. (eds) (2005) Oxford Dictionary of Scientific Quotations. Oxford University Press. 21:9.

Maria De Lurdes Correia Martins. As línguas estrangeiras na concretização do Processo de Bolonha: o caso da língua inglesa

**Abstract:** A primeira década do século XXI foi palco de um conjunto de reestruturações ao nível do ensino superior no continente europeu. Desde o seu arranque oficial, em Junho de 1999, com a Declaração de Bolonha, que as instituições europeias de ensino superior têm trilhado um caminho longo, complexo e em constante maturação, no sentido de criarem um Espaço Europeu de Ensino Superior (EEES) harmonizado e atractivo à escala europeia e intercontinental. A concretização de um EEES está intrinsecamente relacionada com o desenvolvimento de uma competência multilingue e multicultural por parte dos cidadãos europeus e só será uma realidade se mais oportunidades de aprendizagem de línguas estrangeiras no ensino superior forem criadas, quer em contextos formais, quer não formais e informais. Importa, desta forma, analisar o papel das línguas estrangeiras na consecução das finalidades do Processo de Bolonha. No sentido de facilitar essa espiral analítica, este trabalho centrar-se-á, num primeiro momento, em três domínios específicos: as línguas e a mobilidade; as línguas e a empregabilidade e, por último, as línguas e a aprendizagem ao longo da vida. Num segundo momento reflectir-se-á sobre o caso particular da língua inglesa, que tem conquistado terreno, sendo, actualmente, a língua mais ensinada desde o primeiro ciclo ao ensino superior, crescendo ainda a tendência de reforçar a sua posição dominante, ao ponto de, no ensino superior, se utilizar como língua de instrução.

Renan Saylağ. The awareness and preferences of EFL students on their perceptual learning styles

**Abstract:** This study aims to examine the awareness and preferences of the students of EFL (English as a foreign language) at Bahçeşehir University Prep School on the perceptual learning styles. In this research, an interview and a learning style (VARK) inventory in a close-question format were conducted with 10 students by random sampling in order to identify the learning styles of the students. Before applying the questionnaire an interview with open-ended questions was applied in order to raise the students' awareness and to check out if they were aware of their own learning styles. This study also aimed to examine whether the students' awareness on their learning styles affects their academic performance. The results of the study showed that majority (%60) of the students are visual learners while the rest %20 appeared as auditory and the other %20 was included in both kinesthetic-visual and auditory in equal rates.

Desirée García Gil and Begoña Lizaso Azcune. EL USO DE EDUBLOGS EN EDUCACIÓN MUSICAL

**Abstract:** El Real Decreto 1513/2006 de 7 de julio por el que se establecen las enseñanzas mínimas de la Educación primaria en el contexto español señala y defiende la utilización de los medios tecnológicos dentro de todas las áreas de conocimiento.

El uso de edublogs dentro de la asignatura de música contribuye a la realización y cristalización de dicha competencia. Entendidos como un medio para apoyar el proceso de enseñanza-aprendizaje, algunas de sus ventajas vienen determinadas por su fácil uso, la posibilidad de realizar publicaciones cronológicas, el provecho de su sistematización y sus enlaces permanentes así como la interactividad que proporcionan. Además, si se tiene en cuenta que la educación no debe centrarse solo en la adquisición de conocimientos sino en la formación personal continua, los edublogs se constituyen como un complemento necesario a otros medios de información y conocimiento.

A partir de la observación de ejemplos concretos, la presente comunicación analiza el uso de edublogs musicales dentro del contexto educativo español para establecer cuáles son las ventajas y necesidades de esta herramienta de trabajo que se revela no solo obligatoria sino necesaria e imprescindible.

Francisco Simões and Madalena Alarcão. A PROMOÇÃO DA AUTONOMIA NO CONTEXTO DA TUTORIA ESCOLAR: RESULTADOS DE UM ESTUDO QUALITATIVO

**Abstract:** De acordo com recomendações recentes, o objectivo do presente estudo foi o de compreender de que modo as relações de tutoria escolar se constituem como um contexto de promoção de autonomia dos alunos. O estudo envolveu vinte e seis jovens que estiveram integrados num programa de tutoria criado pelos autores e que decorreu entre 2005 e 2009, numa escola da Região Autónoma dos Açores. Os dados foram recolhidos através de entrevista semi-estruturada criada para este efeito. Os resultados sugerem que o suporte para autonomia, neste programa de tutoria escolar, variou entre o recurso dominante a estratégias directivas e abordagens centradas na reflexão e tomada de decisão dos alunos usadas com menor frequência. As características dos jovens ou o forte vínculo relacional estabelecido entre tutores e tutorandos poderão ajudar a compreender uma certa aceitação da directividade evidenciada pelos tutores, no entender dos participantes.

Carlos Sousa Reis. Contribution for multiculturalism: Through the recognition of difference

**Abstract:** We present an argumentation framework to show why we should balance the value of difference with individual human rights, as a basis for inclusive education.

The understanding of multiculturalism must refer to some perspective about history. A “progressive” perspective assumes history as being like a “ladder”, that some climbed more than others, achieving higher levels of development. This gave some cultures the opportunity to look at others, presumably at a lower level of development, with a certain feeling of superiority that would justify their domination over them. Considering these aspects, Levi-Strauss (2000) proposed a different perspective, where history would not be viewed as a “ladder climbing”, but as a game of “rolling the dices”. This means that there isn’t only one path to mankind, but every culture represents the choosing of a path between many possibilities. In fact, it represents the combining of several choices as when rolling the dices we obtain different combinations, which mark the originality and richness found by each culture to achieve the prosecution of their humanity.

To reach a true recognition of difference we must face several phases with an inclusive attitude: the phase when we don’t understand it - being careful; the phase when we start to understand difference - valuing difference; the phase when we get to understand difference - including its contribution to our lives.

Differences express identities and cultural paths to deal with life. However, it is important to ask whether we should accept all the differences, particularly those that conflict with those values that we consider fundamental. So, what should we do when the claims of minority cultures or religions clash with a fundamental right, as, for instance, the genital female mutilation? A practice defended and personally carried out by some anthropologists, as a manifestation of cultural identity (Strawn, 2007).

In our point of view, any practice or tradition, of a certain group, minority or not, which conflicts with a fundamental right must be criticized. We agree with Okin (2007), when she says that such practices are clearly inconsistent with the basic liberal value of individual freedom, which entails that group rights should not trump the individual rights of their members.

The Universal Declaration of Human Rights points towards the embrace of multiculturalism and, in particular, Multicultural Education (ME). For Banks (2010), ME should not be limited to curricula changes and, in fact, it is trying to change schools intervening in the total school or educational environments. Being more than a simple question of curricula adaptation, ME involves content integration, knowledge construction, equity pedagogy, prejudice reduction and the empowering of school culture. The formulation of a ME plan must conceptualize schools as micro social systems with behaviors, attitudes, norms, values and goals that favor multiculturalism, i.e., the respect of difference and real equal opportunities for all to learn. Which means, as we have stressed elsewhere (Formosinho & Reis, 2010), not only equal opportunities of access to schooling for all but also equal opportunities of success in school for all.

Mahwish Waheed. Role of Culture between Influencing Factors and Student Electronic Learning Satisfaction

**Abstract:** Purpose - The main goal of this paper is to show the role of culture in the Electronic Learning Environment. The diverse effect of influencing factors on student satisfaction in different cultures in Electronic Learning environment is proposed.

Design/methodology/approach - A theoretical model has been proposed showing the moderating role of culture between the relationship of influencing factors and student e-learning satisfaction.

Findings - Cultural differences change the perspectives of individuals', keeping in view; the Hofstede's cultural dimensions; power-distance, uncertainty avoidance, and individualism theoretical linkages are justified with the influencing factors namely Human Factor, Course Factor and Technological Factor using literature.

Research limitations/implications - Administration should consider the factors that have been pointed out in this study, for successful implementation of EL education system in different cultures.

Practical implications – The proposed model can be justified by applying empirical research on the variables in different cultures.

Originality/value – Individuals in different cultures have different perspective. The satisfaction level or criteria vary in different cultures in electronic learning environment. The cultural impact is not been measured yet considering the influencing factors.

Adnan Riaz, Adeel Riaz and Mubarak Hussain. STUDENTS' ACCEPTANCE AND COMMITMENT TO E-LEARNING.doc STUDENTS' ACCEPTANCE AND COMMITMENT TO E-LEARNING

**Abstract:** Technology enabled learning is widely growing throughout the world at consistent pace. The increasing acceptance of e-learning lies in its time, distance and resource advantages comparing with traditional face to face learning. This research study was conducted to know the factors affecting students' acceptance and commitment with e-learning based on responses from 120 online students enrolled in Commonwealth of learning MBA/MPA programme in Allama Iqbal Open University of Pakistan. Results showed the favorable attitude and commitment with e-learning by the students. Students' characteristics and, technology and resources were found as the two key factors explaining the acceptance and commitment with e-learning. Managerial implications are discussed based on the research findings.

[Rosalia Lastra](#) and [Oscar Comas](#). Experiencia mexicana en programas de estímulo económico a profesores universitarios: método analítico por intersticios

**Abstract:** It outlines a method for analyzing the institutionalization of university professors of Mexico from the application of economic stimulus programs, based on the construct called gap, from the definition of four corpus of complexity, it is clear the meaning and significance they have acquired. It is argued that it is important to know the adequacy of institutional key to define today's higher education system. This is expected to help understand the contradictions agency and specify which shape organizational and individual action (Friedland and Alford, 2001: 323).

It begins by defining the terms of reference outline the method followed in the institutional and organizational lines, taking close to understanding the institutional patterns and institutionalization. It ends by reflecting on the scope and uses of the construct to place the horizon in such a stimulative action on these human resources.

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[Renata Grzywacz](#) and [Joanna Urbaniak](#). Modern technology in teaching process in University of Information Technology and Management in Rzeszow

**Abstract:** Modern technology in teaching process hasn't been discussed often so far. Poland's access in European Union caused getting the structural funds for education development and a lot of Universities started to create modern teaching infrastructure, well equipped laboratories etc. The leader of moderation in teaching process is undoubtedly University of Information Technology and Management in Rzeszow.

It is confirmed by multi – year leadership in prestigious the modest universities' competitions and permanent infrastructure development, innovation in computer systems and many others.

The university offers well level of education for students and also many international certificates, well equipped computer laboratories, e-learning, so called Virtual University, Center of International and Internet Education etc.

[Mjnogueira](#). A NEEDS ANALYSIS IN ENGLISH FOR SPECIFIC PURPOSES FOR STUDENTS OF TOURISM COURSES

**Abstract:** The goals of the Tourism Course are to prepare Tourism operators to work in the Tourism sector which is of great importance in Portugal. The scientific and technical competences offered by the course allow students to find work placements in Hotels, Travel Agencies and several other entities. This paper presents a brief overview of Systemic-Functional Linguistics and discusses English for Specific Purposes as well as the need of a Needs Analysis for the success of an ESP course. I discuss the importance of students possessing soft-skills and I present the most frequent situational contexts, professional domains in this area.

Didem Koban. A Case Study of Turkish ESL Learners at LaGuardia Community College, City University of New York, NYC: Error Analysis

**Abstract:** The identification and analysis of errors have been a central topic within the framework of the theory of second language learning because learners' errors are significant for understanding the second language processes. The importance of this study lies in the fact that it deals with the language behavior of Turkish learners learning English in a second language environment namely, New York City, whereas most of the literature dealt with Turkish learners learning English as a foreign language in Turkey. It is our point of view that analyzing learners' errors allows us to understand how second language learners learn a language and the strategies that they are using during the language learning process. The aim of the present study is to analyze the effects of observable features of interference of Turkish on English (interlingual errors) and the effects of interference from other structures in English (intralingual errors) on the written tasks of two second language learners of English studying in the Immersion Program at LaGuardia Community College, a branch of the City University of New York, New York City.

The data for the present study were derived from the written language produced by a 22-year-old female and a 25-year-old male Turkish ESL learners who were enrolled in an immersion program at LaGuardia Community College, City University of New York at the time of the present study. Data analysis involved identifying, categorizing and examining the learners' errors in an attempt to find out the sources of their errors. The study focused specifically on subject-verb agreement, articles, lexicon, prepositions, and verb forms. The results of the data analysis indicate that the errors related to morphology, tense, prepositions and verb forms are mostly related to the forms of English; errors in lexicon and word order are caused by interference from Turkish whereas the errors in the article system and syntax are caused by interference from both Turkish and English. The present study has analyzed the errors most common to the Turkish learners studying English in a second language environment. An understanding of the type of errors made in L2 as well as the learners' knowledge of L1 and L2 structures may assist the teaching and learning process.

Niloofar Shokri. DISTANCE LEARNING AND GLOBALIZATION

**Abstract:** Abstract

Distance learning has existed for about one hundred years in the world. The term distance learning is

used as a synonym for the more comprehensive and precise term distance education. The rationale for distance learning from its earliest days has been to open opportunity for learners to study regardless of geographic, Socio-economic or other constrains.

Distance learning is any education process in which all or most of the teaching is conducted by someone removed in space and / or time from the learner, with the effect that all or most of communication between teachers and learners is through an artificial medium, either electronic or print. By definition, in distance learning the normal or principal means of communication is through technology.

The `open` nature of learning that is mediated by electronic or printed technologies might be formally institutionalized in such policies as open admissions, freedom of selection of what, when and where to learn. Typically this involves helping learners take responsibility for aspects such as what they learn, how they learn, where they learn, how quickly they learn, who to turn to for help and whether, when and where to have their learning assessed.

Available options for distance learners can be understood in terms of instrumental axes that can potentially indicate the relative consideration that can be given to these factors.

One of the critical challenges in the field of distance learning has been brought about by rapid changes in the development of new communication technologies.

Much of the use of online technology in distance learning is influenced by globalization.

In this respect, the phenomenon of globalization is of particular interest of practitioners of distance learning.

#### Anabela Gaspar and Carlos Francisco. FORMAÇÃO DE FUTUROS PROFESSORES: VIVÊNCIAS DE STRESS

**Abstract:** É actualmente reconhecido que as profundas alterações que vêm ocorrendo nas sociedades industrializadas têm implicações na vida quotidiana das pessoas e, mais particularmente, no seu desempenho profissional. Cada vez mais, a mudança das práticas profissionais remete para “o processo de socialização profissional, vivido nos contextos de trabalho, onde coincidem, no espaço e no tempo, uma dinâmica formativa e um processo de construção identitária” Canário (1999:11).

Traçamos como objectivo para o nosso estudo analisar a relação do estagiário com o seu processo supervisivo e investigar quais as causas e factores indutores do stress profissional; as soluções e formas de lidar com o stress. Assim, a presente investigação comportou dois momentos na aplicação dos instrumentos (início e fim do estágio) e contou com uma amostra de 34 alunos estagiários do 1.º Ciclo do Ensino Básico da Escola Superior de Educação do Instituto Politécnico de Leiria. Como instrumentos utilizamos “Avaliação do Stresse do aluno estagiário; Sintomas de Stresse e Questionário Estratégias de Coping”, da autoria de Francisco, Pereira & Pereira (2003).

Como principais conclusões podemos referir que, em termos gerais, os futuros professores da nossa amostra se revelaram satisfeitos com a Prática Pedagógica. Contudo, uma elevada percentagem apresenta um nível muito alto de stress. No entanto, os dados apresentam uma descida, em termos médios, entre os dois momentos de aplicação dos questionários nas diferentes variáveis permitindo-nos concluir que, do primeiro para o segundo momento, com a intervenção desenvolvida pela prática supervisiva, os alunos aprenderam a lidar melhor com o stresse do estágio.

[Antonio J. Correia](#) and [Cláudia M. Teixeira](#). A Influência dos Pais nas Decisões Vocacionais dos Alunos dos Cursos CEF do Tipo 2

**Abstract:** António José Pinheiro Correia  
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O presente estudo teve por objectivo a análise das expectativas e o grau de influência familiar sobre os alunos de um Curso Educação e Formação (CEF) no ensino básico. Este estudo, em desenvolvimento, analisou um conjunto de entrevistas realizadas a pais, visando a identificação de alguns temas e subtemas. Posteriormente, os subtemas serão incluídos nos itens dos questionários a apresentar junto de

51 alunos com frequência de cursos CEF tipo 2. A adequação da metodologia do estudo numa primeira fase incidiu sobre a importância da influência parental nas decisões dos jovens com idades entre os 14 e 18 anos, com predominância do sexo masculino, marcados pelo insucesso e algum risco de abandono escolar. Observou-se, que os pais apresentavam algumas angústias e dúvidas quanto à via profissional a seguir pelos seus filhos. As entrevistas efectuadas permitiram verificar que o processo vocacional se revelava pouco estruturado por falta de orientação vocacional ou alternativas para além das propostas pela escola. Perante alguma indefinição e falta de objectividade oponha a alguns mecanismos de incentivo natural, nos momentos de escolha de percurso escolar por parte dos pais. Neste contexto as tarefas iniciais para preparação e formação, típicas na adolescência de exploração vocacional, conforme estudos empíricos (9.º ano e secundário) tendiam a ser muito reduzidas (Super & Savickas, 1996). No passado, o ensino técnico estabeleceu a selecção escolar precoce reproduzindo, de acordo com a origem social. Os jovens oriundos das classes desfavorecidas tendiam ser orientados para este tipo de ensino. As marcas sociais do ensino técnico tornaram-no num ensino desprestigiado, relativamente ao ensino liceal. Pereira (1981), referindo-se à realidade portuguesa, considerava indigna a discriminação imposta pela existência de duas vias paralelas de ensino. Várias interferências condicionam as opções vocacionais: o meio social, as condições económicas e culturais, a família, os factores psicológicos. Assistimos a numerosos estudos nos domínios da formação profissional e formação de adultos, em momentos cruciais de opções vocacionais (transição do 9.º ano para o 10.º ano) são registados (Silva, 1997; Gonçalves, 1997; Gonçalves, 2006). Porém, no caso concreto da formação entre jovens inseridos em percursos CEF, os estudos são escassos ou inexistentes.

Stephanie Governo. Sex education in Ontario Catholic and public schools: Impact on students' attitudes and behaviour

**Abstract:** While both public and Catholic schools in Ontario deliver sex education as per the mandated curriculum, there exist considerable differences between the programs implemented within each system. This study examined these differences as well as the differences in sexual attitudes and behaviours that exist between graduates of each system in order to establish a relationship between sex education, attitudes, and behaviours. First- and second-year university students were invited to complete an online questionnaire that addressed their perceptions of the sex education programs they had received, their personal attitudes toward various sexuality topics, and their engagement in various sexual behaviours. Results were analyzed using frequency distributions and independent t tests. Findings indicate that there was little difference between graduates of public and Catholic schools on any of the items, but that attitudes and behaviours were consistent with previous research. Results suggest considerable implications for teachers, administrators, curriculum developers, parents, and students.

Tuba Gültekin. SOME APPROACHES AND METHODS WHICH ARE DEVELOPING THE CREATIVITY, IN VISUAL ART EDUCATION: CONVENTIONAL FOLK CULTURE

**Abstract:** Various views of life in Turkish culture, reflected in the works with free searches. Differentiation towards the search for authenticity, has led the idea of national universal art. This situation reveals the tight relationship with art and cultural development. Together with the historical process of the formation of Turkish painting contemporary painting art cultural theme created its own infrastructure. In addition, the creativity of visual arts education strategies learners develop an understanding of the new studies using different approaches to art education should be given the cultural motifs.

Art-way goal of education of the student's learning process by providing complete creative thinking, the problems that they face are targeted to produce new solutions from a different perspective. In this study, the motifs used in different areas of a picture by bringing together the aesthetic and creative thinking activities as a visual means of expression of different emotional intuition, feelings, focus your goal, the traditional decorative arts and folk art motifs rich Based on the original attempt to define a comment from a different perspective. Thus, the interpretation of these factors in the process of artistic development of students' responses to applications as a result of their investigation of models and practices developed and targeted.

Cláudia Teixeira. A CERTIFICAÇÃO DE COMPETÊNCIAS NA CONSTRUÇÃO E VALORIZAÇÃO



## DA APRENDIZAGEM AO LONGO DA VIDA

**Abstract:** Esta investigação vem responder aos fortes desafios no campo científico da educação de adultos onde nos últimos anos conheceu uma assinalável popularidade, destacando-se os conceitos de competência e aprendizagem ao longo da vida como fonte para um investimento nas pessoas e num crescimento sustentável baseado no conhecimento.

Centrada na problemáticas das competências (não técnicas) consideradas fundamentais para o desenvolvimento pessoal e profissional e nos seus processos de aquisição e de desenvolvimento, a partir de uma abordagem suportada no contributo de diferentes campos disciplinares. Este trabalho, muito gratificante, para além de contribuir para a construção de novas perspectivas de sentido, proporcionou-me a tomada de consciência da complexidade dos fenómenos educativos e reforçou o desejo de continuar a desenvolver investigação no domínio da educação/formação de adultos. A finalidade desta investigação é contribuir para a compreensão de um novo fenómeno emergente no domínio educativo: o reconhecimento e a validação das aprendizagens que os adultos realizam ao longo das suas trajetórias de vida, à margem dos contextos formais de educação e formação. Temos vindo a assistir, principalmente a partir dos anos oitenta, à implementação de sistemas e de dispositivos (tal como são designados nos diferentes países) com esta finalidade, no âmbito educativo. A introdução destes sistemas e dispositivos parece ocorrer em articulação com um conjunto de mudanças ao nível dos sistemas de educação/formação, levando-nos a questionar se se tratará apenas de uma mudança técnico-organizativa ou se se traduzirá numa mudança mais profunda, a nível das concepções educativas, na medida em que esta problemática vem confrontar os sistemas de educação/formação com novos desafios, interpelando e sendo simultaneamente interpelada por um novo paradigma educativo. Assim, o objecto do estudo centra-se em analisar a certificação de competências dos adultos, obtida através do processo de RVCC, na construção e valorização da aprendizagem ao longo da vida. Mais especificamente, procurámos problematizar o papel da educação e da formação de adultos no actual contexto, na confluência dinâmica das forças sociais, económicas, culturais e políticas que contribuem para a definição das suas finalidades, estratégias e práticas.

## Murat Köklü and Aşır GenÇ. DISTANCE EDUCATION OF GRADUATES STATISTIC LESSONS

**Abstract:** Nowadays distance education gained interactive, dynamic and live dimension by becoming widespread of usage of telephone, PC's, VCR's and online courses via Internet. Presentation of quality education by distance education is an indicator of necessity especially to people who cannot have education because of illness, physical distance and Money shortage. A distance education application was prepared to be sample for distance education. Prepared application aims to offer distance education for being used in the graduate course called as statistics by Selcuk University Natural Science Faculty Master Degree Program. It is also aimed to provide knowledge source for master program that is accessible over internet and provides equal opportunity for all students in education. Distance education WEB site has an environment that includes syllabus, sample problems solutions and a form to discuss any topics about statistics. There are animations about the subjects training during the lectures via distance education. It was tried that the students who could not participate the lectures because of their inconvenience could eliminate their incompetence about the lectures. It was thought that the students who followed the lectures properly can also have the residual information with the help of distance education. It was tried to eliminate the place, time and fiscal dimensions by teaching physics lessons via distance education.

## Dilek Özdoğan. Usage of Scamper Teaching Method in Early Childhood Education

**Abstract:** Scamper is a kind of creative thinking strategy that encourages development of new ideas by rethinking existing ideas. This technique uses a set of directed questions in order to come up with new ideas. These questions force children to think differently about the problem and eventually come up with innovative solutions. By imagining modifications of a product, service, or process that already exists, children create new products, services, and processes. In the school process, the scamper strategy helps trigger students' design ideas. The scamper questions encourage the modification of creative works. Critical and creative reflection can be improved beginning in the early grades when teachers apply this scamper processes. With the help of scamper technique children have a chance to develop their creative and critical thinking and they should be encouraged to have original ideas.

Samime Avşar. MISSIONS of TEACHERS on STUDENT EDUCATION: EXPOSITION of EXAMPLE TOPIC

**Abstract:** The general problems or complaints of teachers are on the following items:

“Although i have told several times, they can't still do.”

“I have solved 50 examples but they still get low grades.”

“They don't listen the lecture. Either they are talking or they are sleeping.”

But these complaints in reality are in vain. Because, our actual problem is neither to force the students to listen the lecture nor telling the solutions of problems, but how we increase the attendance and concentration of the students during the lecture hours.

In this paper, firstly, I intend to show the way of learning process of students and how we can help them in this way. Later on while we try to discuss, how we can stop the idea of mathematics being a problem, we will also criticise ourselves.

The aim of this study is to tell the teachers, how our students can reach to knowledge easier by giving student-teacher examples.

Fatos Silman, Huseyin Gokcekus and Aytekin Isman. A Study on the European standards and guidelines for internal quality assurance followed within higher education institutions in North Cyprus

**Abstract:** The aim of this research is to analyse the European standards and guidelines for internal quality assurance followed within higher education institutions in North Cyprus as part of the Bologna process. Qualitative research methods will be used in this study. The data will be collected through interviews from 6 members of the Bologna committee, who are involved in these quality assurance studies. Interviews will be conducted with 6 members to elicit information about the internal quality assurance standards and guidelines, which are policies and procedures for quality assurance, the evaluation of students, programs and academic personnel, educational and instructional processes, knowledge management, and public information, followed within higher institutions in North Cyprus. Because the study is still in progress, we are not able to present the results.

André Figueiredo, João Rodrigues and Carlos Francisco. A Influencia da Prática Desportiva na Formação das Crianças e Jovens

**Abstract:** Nos primeiros anos da prática desportiva de qualquer jovem os cuidados devem ser redobrados, pois uma grande parte das vezes o sucesso, depende da forma de como lhe forem apresentados os conteúdos de treino, como esse mesmo treino é conduzido e da selecção de exercícios, actividades e meios que se realizar.

O objectivo do estudo foi descobrir até que ponto a prática do desporto influencia a formação e o desenvolvimento de crianças, jovens e adultos.

Para a sua concretização, utilizou-se um questionário constituído por 21 itens em escala do tipo Likert de 1 (Nada) a 4 (Bastante), aplicado a uma população de 200 indivíduos com idades compreendidas entre os 10 e os 46 anos de idade.

Como principais resultados podemos referir que a prática desportiva influencia o desenvolvimento e formação de crianças, jovens e adultos. Emerge ainda a ideia de que o técnico de desporto desempenha um papel fundamental na orientação desportiva e social sendo considerado um exemplo a seguir, e que a prática desportiva diminui com o avanço da idade, não porque as pessoas queiram abandonar a actividade mas, muitas vezes, porque são obrigadas a isso.

Fatos Silman and Fezile Isik. A Comparative Case Study on the Organizational Culture of two schools in North and South Cyprus

**Abstract:**

The aim of this research is to examine the organizational culture of two schools in North and Cyprus in light of the basic elements of culture that include symbols, myths, slogans, stories, rituals, values, ceremonies, heroes and heroines, and cliches. In this study a comparative case study method was used.

The study was conducted in a private elementary school in Famagusta, North Cyprus and in a private elementary school in Nicosia, South Cyprus. The sample contained two administrators and 20 teachers in the North Cyprus case, and two administrators and 10 teachers in the South Cyprus case. Data were collected through interviews and observations. Preliminary findings revealed that both schools used a great deal of symbols, myths, slogans, rituals and ceremonies to empower the organizational culture of their schools. Since both schools have students from different cultures, they also supported and applied models and frameworks for multicultural education.

Mithat Takunyaci. The Role of Visualization in Computer Assisted Instruction With Respect To Students' Achievement and Attitudes

**Abstract:** Teaching Calculus at university level is not easy as this course is addressed not only to undergraduates from the department of mathematics / mathematics education, but also to students in other study programs. It is not enough just to present some rules for counting and assume that the students automatically will count and solve problem. The purpose of this study is to compare the effect of computer assisted with computer visualization with traditional teaching on students achievements in the Calculus course. The sample of the study was composed 96 students (Control Group=48, Experimental Group=48) second year undergraduates from the department of primary mathematics education in Faculty of Education at Sakarya University in 2009-2010 academic year. The finding volumes of certain three-dimensional solids were taught with "Graphic Calculus and Mathematica" software in the experimental group while control group was taught with traditional approach for three weeks. The means of groups compared with t-test. The results show that students in experimental group taught with computer assisted approach was more successful than control group taught with traditional methods. With the direction of the results, it was recommended that the teachers should have the qualified with the hardware and software about the materials in order to bring the software like "Graphic Calculus and Mathematica", into the classroom situation.

Bilgehhan Gültekin. TOPLUMSAL MEDYA EĞİTİMİ

**Abstract:** Toplumun medya konusunda eğitimi , medyanın bu kadar belirleyici olduğu iletişim çağında bir gereklilik haline almıştır. Sosyal medya imkanlarının hızla artması ve neredeyse ülkelerde milyonluk protesto gösterilerini bile örgütlemesi , toplumu , her gün binlerce mesajına maruz bırakan medya konusunda bilinçli olmaya itmektedir. Ayrıca, pek çok sosyal sorumluluk kampanyası da ancak medyanın kamuoyu oluşturma gücü ile gerçekleşmektedir.

Gerçekleşen dijital devrim ve vatandaş gazeteciliği gibi medyaya ait yeni kavramlar, okullarda, sivil toplum kuruluşlarında ve bizzat medya kuruluşlarının öncüsünde; haber yorumlamadan, medya sahipliği ve medya sistemi içinde olması gereken etik kurallara kadar uzanan bir çerçevede, sağlıklı bir medya eğitimini zorunlu kılmaktadır.

"Toplumsal Medya Eğitimi" konulu bildiriye, medya eğitiminin ana çerçevesi çizilerek, medyanın artan gücünün aynı zamanda olumsuz yansıması olan dezenformasyon ve bilgi kirliliğini de engellemeye dönük, toplumun medyayı daha iyi anlamlandırdığı bir eğitim modeli yapılandırılacaktır.

[Banu Yaman](#). MATHEMATIC EDUCATION WITH PLAY and DRAMA ACTIVITIES

**Abstract:** OYUNLAR ve DRAMA YOLU İLE MATEMATİK EĞİTİMİ

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Bu çalışma Aksaray Üniversitesi Eğitim Fakültesi Matematik Öğretmenliği Anabilim Dalı'nın öğrencileri ile 2010-2011 eğitim öğretim dönemi bahar yarıyılında gerçekleştirilmiştir. Seçmeli ders olarak belirlenen "matematik eğitiminde drama" dersini seçen 13 ikinci sınıf öğrencisi ile uygulamalar yapılmıştır.

Matematik eğitimi dersinde ise "matematik tarihi" konusu, uzman rolü yaklaşımına (mental of the expert) dayalı eğitimde drama çalışmaları ve oyunlar ile gerçekleştirilmiştir.

Özellikle eğitimde drama yolu ile oyunlardan yararlanma, geliştirme öncelikli amaçtır. Öğrencilerin kendi oyunlarını geliştirmeye yönelik çalışmalar da yapılması için, araştırmacı tarafından geliştirilmiş olan senaryolardan yararlanılmıştır. Paper Location, Improvisation tekniklerinden yararlanılarak hazırlık çalışmaları gerçekleştirilmiştir. Araştırma süresince veri toplamak için geliştirilen materyaller

- 1- performans değerlendirmeye yönelik olarak geliştirilen, yapılandırılmış gözlem formu
- 2- açık uçlu görüşme formu
- 3- öz değerlendirme formu (kazanılan bilgi, beceri, uygulamaların zayıf ve güçlü yönleri vb görüşler)

Yapılan uygulamalar bu ölçme araçları ile değerlendirilmiştir. 14 hafta olarak planlanan çalışmanın amacına ulaşması için, öğrencilerle çalışmanın başlangıcında 2 hafta hazırlık aşaması gerçekleştirilmiştir.

Formlara uzman görüşleri alınarak, anlaşılabilirliği ve işleyişi değerlendirilerek son şekli verilmiştir.

Çalışmanın performans, yaratıcılık, ürün ve süreç boyutlarında kazanımlar sağlaması beklenmektedir.

## MATHEMATIC EDUCATION WITH PLAY and DRAMA ACTIVITIES

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This study will be conducted in the spring semester of 2011 at the Department of Mathematic Education at Aksaray University. The study applied to twenty second grade pre-service teachers who will take "mathematic education with drama" elective course. It is planned that in mathematic lessons topic of "history of mathematic" instructed with drama in education studies benefited from play and toys based on mental of the expert approach.

Especially, development of and benefiting from drama in education and plays are the first aim of the study. Some scenarios were developed from researchers used to let students study about developed their own plays. Preparation studies carried out especially with the help of Paper Location and Improvisation techniques. The developed materials to collect data during the study are :

1. structural observation form, developed to evaluate students' performance
2. open-ended interview form
3. self-evaluation form ( the views about the weakness and power of the gained knowledge, skill,ect.)

Studies evaluated by instructors and students with the measurement tools given above. There were a prepared during two weeks at the beginning to reach the aim of the study and it was planned that study fourteen weeks. Forms were revised according to experts' opinions in terms of forms' clarity and usefulness. It is expected that this study will provide acquisitions of performance, creativity, product and process.

## Zeynep Seda Çavuş and Yasemîn Aydoğan. THE RESEARCH OF PRE-SCHOOL CHILDREN'S ORAL AND DENTAL HEALTH IN TERMS OF SOME PARAMETERS

**Abstract:** In this research, the impact of family manners on pre-school children's oral and dental health is aimed to be examined. The relational scanning model has been used in the research. It consists of 520

children who go to the schools representing different education territories in Düzce City Center in 2009-2010 academic year and their family. "The Oral and Dental Health Questionnaire Form", which was prepared by the researcher, has been used in order to get the research results. A computer-based statistical packet analysis programme has been used in the analysis of the data and the frequency and percentile range have been used for the variables in the demographic features. Other than this, the chi-square test has been used in order to detect the factors affecting children's oral and dental health. As a result of the research, it has been found out that the parents' educational background affects the manners of oral and dental health. It has been seen that also the parents' jobs affect the family's manners about oral and dental health and working parents pay more attention to oral and dental health. It has been found out that the families lack information about oral and dental health and as a result of this, they show wrong behaviors. As a result of the research, it has been understood that families and pre-school children should be instructed about oral and dental health and some instructional programmes should be prepared.

Hüseyin Yaratan and Nilgün Suphi. Synchronos administration of data collection instruments; A new method for group administration

**Abstract:** Until today questionnaires have been administrated to groups by giving each respondent a form to fill in at their own pace. This has brought with it many drawbacks such as surreptitious peer pressure to finish when 'the others' have completed theirs, thus the tendency to rush answers which can have serious consequences on the results of the study. With the use of the new Synchronous Technological Administration Method (STAM), many of the drawbacks of the classic method have been removed. In this method each item with the choice of answers is presented on a PowerPoint slide to the group and the administrator waits until all the respondents complete filling the appropriate choice on the optic form. This new method administered to over 1000 university students proved to be beneficial in collecting more meaningful data; there is no pressure to finish quickly, by watching the respondents' body language, administrators are able to clarify any potential misunderstanding of the questions and pinpoint respondents who are not wholeheartedly participating and later eliminate their questionnaires. In this method it was found that students took interest in the questions and seemed to look forward to the 'next slide', some even asking for more questions at the end of the application, thus showing their enthusiasm towards the procedure.

[Kemal Tutuncu](#), [Murat Koklu](#) and [Yavuz Unal](#). THE DESIGN OF QUESTION BANK BASED ON INTERNET

**Abstract:** Internet is a network protocol that consists of millions of sub-network where the people communicate each other interactively by text, visual and auditory way. There is no doubt that internet is one of the most common and widely used communication tool. Due to these properties Internet has a wide range of use in education field. The sources and materials for almost all education fields are provided on the Internet especially in personnel or social share WEB sites. Even home-works or excercises are presented to the students over Internet to reinforce what they learn in class environment. The difficulty arises when the quality and quantity of the questions and excersies and also solutions of them are considered. The questions and excersises must cover all the topic in the related field such a way that the one that apply for this source can find any answer that he/she seeks for. Additionally the qualities of the questions-excersises must respect the tips, tricks and quite specific knowledge for the related domian. Considering all these aspects, a WEB site in Electronics field that contains quesitons, excercises and practical information in a hierarchical way for this field is designed and implemented in this study. All the questions and excercises include solutions and some additionall information if it is necessary such as alternative solution ways, hints and etc. The WEB site requires membership activities and also includes a form for the user to ask questions and/or information that doesn't exist in the WEB site. The users can add new questions and excercises with solutions to the site. After being examined by the site administration who also studies in electronics newly added questions and excercises are either approved and published or declined. The users of the WEB site can be lecturer, students or even the one who is quite interested in Electronics science.

José Miguel Contreras, [José Alexandre S. V. Martins](#), Assumpta Estrada and Carmen Batanero. USO DE

## RECURSOS EN INTERNET PARA APOYAR LA COMPRESIÓN DE LA PROBABILIDAD CONDICIONAL / USING INTERNET RESOURCES TO SUPPORT UNDERSTANDING OF CONDITIONAL PROBABILITY

### **Abstract:** RESUMEN

En la actualidad encontramos innumerables recursos didácticos en Internet, pero su utilidad potencial dependerá de los conocimientos que facilitan y el modo de uso por parte del profesor. En este trabajo analizamos algunos recursos que permiten visualizar conceptos de probabilidad; en particular la probabilidad condicional e independencia, temas en que se han descrito una variedad de posibles sesgos, y dificultades. Estos recursos nos ayudan a facilitar la comprensión de dichos objetos matemáticos, propiedades o teoremas relacionados. Para algunos ejemplos analizamos los objetos matemáticos implícitos, posibles dificultades de los estudiantes e idoneidad didáctica. Presentamos también una selección de tales recursos.

### ABSTRACT

We currently find numerous didactic tools in Internet; however its potential usefulness will depend on the knowledge that they facilitate and its use by the teacher. In this paper, we analyze some resources that serve to visualize probability concepts; in particular conditional probability and independence, some topics for which a large number of difficulties have been described. These resources help facilitate understanding of these mathematical objects, their properties or related theorems. For some examples we analyses the mathematical object implicit in the resource, the possible students' difficulties and the didactic suitability. We also present a selection of these resources.

Oscar Comas, Rosalía Lastra and Rubén Rivera. Desafíos no previstos: hacia las discusiones necesarias en la Universidad

**Abstract:** Para enfrentar los retos de los próximos años en las universidades en México es conveniente analizar y discutir el contexto que guarda la universidad y las políticas de educación superior para identificar los temas que deben discutirse.

Durante casi dos décadas las políticas de educación superior del Estado mexicano han seguido una tendencia lineal en el apoyo a los programas de estímulo al profesorado y al aumento de los segmentos de evaluación –lo que ha provocado que se olviden temas que el futuro no postergara en cobrar factura- y no han ajustado sus metas y objetivos a las necesidades del multidisciplinario entorno universitario. A través del análisis de indicadores significativos y de la identificación del estado global que guarda el sistema de educación superior en México, identificamos síntomas puntuales y globales que planteamos para reflexionar sobre esta situación.

Este trabajo considera que el estado que guarda la política de estímulos y los segmentos de evaluación implementados son evidencias claras del agotamiento de esta estrategia lineal y de cómo una forma de evaluación errónea (los rankings) además de mutar la imagen de la Universidad trae consigo una evaluación con pocos efectos y sí muchas dudas sobre métodos implementados para mejorar la calidad educativa.

El futuro pleno de pragmatismo y mercantilización de toda actividad humana, donde la institución universitaria semeja una organización secuestrada por estos mismos intereses; induce a plantear que la única solución es enfrentar estos retos globales evitando que la educación y su calidad se dirijan como un proceso de comercialización que reduzcan el compromiso de la Universidad.

To meet the challenges of the coming years at universities in Mexico is convenient to analyze and discuss the context that keeps the university and higher education policies to identify issues to be discussed.

For nearly two decades, higher education policies of the Mexican state have followed a linear trend in support for teacher incentive programs and higher segments of evaluation-what has caused them to forget that the future issues postponed in receivable turnover and have not set your goals and objectives to the needs of multidisciplinary university environment.

Through analysis and meaningful indicators of the overall state ID keeps higher education system in Mexico, we identified specific symptoms and global propose to reflect on this situation.

This paper considers the status of the policy stimuli and implemented evaluation segments are clear evidence of depletion of this linear strategy and how a wrong assessment form (the rankings) in addition

to mutate the image of the University brings a little impact assessment and other many questions about methods implemented to improve the quality of education.

The future full of pragmatism and commodification of all human activity, where the university resembles an organization hijacked by these same interests, leads to argue that the only solution is to address these global challenges preventing and quality education are addressed as a process marketing to reduce the commitment of the university.

#### Maria De Fátima Goulão. COMUNICAÇÃO E AFECTIVIDADE EM AMBIENTES VIRTUAIS DE APRENDIZAGEM

**Abstract:** Se a afectividade é importante em contextos de aprendizagem presenciais, ela ganha contornos de complexidade e riqueza em ambientes de aprendizagem a distância, onde não existem outros elementos sensoriais.

O tipo de comunicação que se estabelece entre todos os elementos da comunidade é primordial para a criação de ambientes propícios ao estabelecimento de laços afectivos entre os seus membros.

Assim, a expressão da afectividade em contextos de aprendizagem passa pela comunicação que, num ambiente virtual, é feita essencialmente com recurso à escrita.

Os ambientes de aprendizagem virtuais apresentam, pois, uma lógica de comunicação que se repercute nas relações entre os indivíduos. A forma de comunicação deixa de assentar no discurso oral e passa a ser expressa de forma escrita onde podem surgir indicadores que, na presença do outro eram percebidos pelo contexto corporal, agora passam para um registo simbólico. Esta lógica de funcionamento comporta alterações nas relações sociais que se estabelecem entre os diferentes elementos que constituem estas comunidades, pois o “escritor”, para além de sentir, precisa de fazer passar esse seu sentimento para o leitor. Para tal utiliza a escrita onde se interligam textos com, determinados símbolos, tais como os smileys, os emoticons ou os sinais de pontuação.

Existe uma ligação entre a afectividade e a cognição. O ser humano, que se encontre numa situação de aprendizagem, quer informal, quer formal, transporta-se para dentro dela como um todo indissociável – cognição e afectividade - na procura conjunta das respostas. Contudo, os autores são unânimes em de que o cérebro racional e o cérebro emocional funcionam como um todo, quer estejamos em contextos presenciais, quer em contextos virtuais.

É neste contexto que surge o presente trabalho que tem como objectivo abordar a dimensão afectiva em ambientes virtuais de aprendizagem, por um lado, a sua presença nos Fóruns, por outro, nas características do e-professor que são valorizadas pelos aprendentes e as suas implicações na aprendizagem.

#### Nihat Ekizoglu, Melda Mesaryali and Akile Ekizoglu. ANIMATION AIDED VISUAL MATERIAL USED IN KINDERGARTEN

**Abstract:** The purpose of this study is to determine the effect of the use of animation-aided visual material using the interactive whiteboard on kindergarten students' learning. Answers have been searched for these questions depending on the purpose: Did the visual material interest the students?, Did the students like the animation character used in the visual material?, Was the visual material effective on the students' learning? The quantitative and qualitative data collection methods were used together in a mixed method for designing the research. The study was carried out with 11 girls and 11 boys all in the same class. In the study, interviews and observation methods were used to obtain the causal findings. To determine the effect of visual material in learning, "Drawing" and "picture sorting" activities were used. Also, a "Questionnaire" was prepared and used to obtain feedback for the visual material and the animation. At the end of this study "The Plane Journey" visual material and the animation character were both liked by the students. It has been observed that almost all of the students drew most of the steps in this plane journey. Specially in the "Picture sorting" section the children put the pictures in the right order which shows they have understood. Even though the children haven't done any previous activities related to this topic and have only watched the animation once, the results show that completing the activities without any mistakes mean the children have understood well and that the materials prepared have a positive effect on them.

#### Sandra Rodrigues. REGULAÇÃO DAS POLÍTICAS EDUCATIVAS NACIONAIS NO ENSINO

SECUNDÁRIO – 1.<sup>a</sup> DÉCADA DO SÉC. XXI

**Abstract:** O presente trabalho constitui uma base de referência empírica sobre a realidade institucional e interinstitucional da regulação das políticas educativas, analisando as estruturas supra-nacionais, Conselho e Comissão da União Europeia, que mesmo (não) assumindo formalmente um poder de decisão, interferem activamente, através de um sistema normativo e de financiamento, nas políticas educativas nacionais, incluindo a portuguesa.

O Programa Educação e Formação 2010 da Comissão e do Conselho Europeus (Education & Training 2010) tem defendido uma valorização das profissões científicas e técnicas e tem proposto uma orientação profissional nos ensinos secundário e superior. A primeira década do século XXI foi para o ensino secundário em Portugal um período de crucial importância dadas as mudanças significativas que sofreu. Todavia, a situação continua a ser preocupante, uma vez que o ensino secundário tem respondido com dificuldades (resultados aquém das metas) à formação de técnicos intermédios, muito procurados pelas empresas. Em Portugal, ainda existe a representação social dessas profissões ligada a uma ideia de menor estatuto social.

[Ihor Zanevskyy](#). USING OF SCATT SYSTEM IN THE SHOOTING TRAINING

**Abstract:** The aim of the research was to evaluate specificity of training with SCATT optoelectronic system in comparison with real pellet shot in air-pistol example. The research was done using the methods of optoelectronic registration of movements, Shapiro-Wilk method, one way ANOVA, statistical tests based on the t-Student and F-Snedecor criteria, office computer technologies. A method of digitization of coordinate of points on trace graphs and the trajectory of SCATT interface is developed. Differences in position of virtual holes at three types of trainings shots show up in a vertical coordinate ( $p < 0.02$ ) but no significant difference in a horizontal coordinate ( $p > 0.3$ ). System SCATT result changing forecast in possible shot moment change seems to be incorrect, because it does not take into account fundamental changes in weapons movement during triggering.

Filipa M. Ribeiro. O POTENCIAL POLÍTICO DAS REDES SOCIAIS NA IDENTIDADE DAS IES: UM ESTUDO EXPLORATÓRIO

**Abstract:** As redes sociais – sistemas de relações e ambientes mediáticos cujos padrões afectam comportamentos individuais e grupais - são um instrumento de governação que se tornou ‘organizacional’ pela difusão e replicação de acções e mudanças com impactos potenciais na identidade nas instituições de ensino superior (IES). Nesta comunicação, num primeiro momento, analisam-se e identificam-se as concepções de redes sociais e comunidades virtuais e a sua pertinência como instrumentos políticos nas IES. Num segundo momento, exploram-se os potenciais impactos das redes sociais na reconfiguração da identidade das IES aos níveis institucional, cognitivo e relacional, visando compreender os padrões de relações entre os actores e entre estes e o sistema de ensino superior. Argumenta-se que as mudanças recentes na identidade do ES são influenciadas pelas tensões entre múltiplas redes. Estas funcionam como método, metáfora, antecipação e resposta para processos sociais na esteira de esforços de controlo como sistemas de significado.

António Magalhães, Amélia Veiga and Filipa M. Ribeiro. Do governo à governação no ensino superior: entre as políticas europeias e as políticas nacionais

**Abstract:** O campo de investigação sobre o tema da governação tem sido dominado pelas perspectivas managerialistas e, frequentemente, excluído um enquadramento sociológico mais amplo. Este trabalho visa contribuir para uma análise dos instrumentos de governação que vá além do tecnicismo que as abordagens dominantes têm assumido neste campo (tais como: a Nova Gestão Pública, a Governação em Rede ou a Nova Governação). Pretendemos fazê-lo através da análise do impacto da regulamentação das reformas de governação na autonomia das universidades, no que diz respeito à reorganização curricular e financiamento. Consideram-se dois níveis de análise: 1) os esforços da União Europeia (UE) quanto à governação, visando proporcionar uma maior coerência e convergência no ensino superior



européu; 2) e a forma como as agendas nacionais lidam simultaneamente com esses esforços e com os seus problemas internos relacionados com a autonomia institucional. Os esforços de regulação ao nível comunitário e nacional reflectem uma tendência para a meta-governança.

Jorge Trindade. Estimulando a interatividade na sala de aula com recurso à tecnologia bluetooth dos telemóveis: um estudo de caso

**Abstract:** A interatividade é uma peça essencial no puzzle do processo ensino-aprendizagem, abrangendo, no sentido mais lato, a interruptibilidade, a não-linearidade, a cooperação, a permutabilidade, a predisposição do sujeito a falar, ouvir, argumentar e a disponibilizar-se conscientemente para mais comunicação. O resultado final almejado é que o aluno se torne ator da sua aprendizagem, e que esta seja mais eficaz e duradoura. Para a sua incrementação na sala de aula, o professor necessita de trabalhar num contexto criativo, aberto e dinâmico, disponibilizando novos territórios a serem explorados pelos alunos e disponibilizar múltiplas conexões, permitindo que o aluno também faça por si mesmo. Neste contexto, institui-se uma nova dinâmica: o trabalho do professor intensifica-se, estrutura-se uma nova relação pedagógica e exige-se uma nova plataforma de trabalho, uma nova organização da escola, uma nova competência técnica e política dos professores. As tecnologias, quando incorporadas no ensino para apoiarem os processos cognitivos e sociais da aprendizagem, podem fornecer oportunidades únicas para os educadores. É o caso, apresentado neste trabalho, em que foi aproveitada a tecnologia Bluetooth, disponível na maioria dos telemóveis, para com ela incrementar a interatividade na sala de aula. Para tal foram utilizados alguns recursos disponíveis na Internet para o desenvolvimento de quizzes, sendo posteriormente transferidos para os telemóveis durante o decurso das aulas, por intermédio de Bluetooth. As respostas eram obtidas e processadas em tempo real, através de um computador, que imediatamente disponibilizava as respostas individuais. A amostra do estudo consistiu em 26 alunos de cursos de engenharia do 1º ano do ensino superior. Para averiguar diferenças estatisticamente significativas nos resultados foi utilizado o T-test, tendo os resultados mostrado ganhos de interatividade estatisticamente significativos quer a nível individual (alunos) quer a nível global (turma).

Servet Özdemir, Nazife Karadağ and Ali Çağatay Kılınç. ÖĞRENEN ÖRGÜTLERDE LİDERLİK: TÜRK OKUL MÜDÜRLERİ ÜZERİNE NİTEL BİR ARAŞTIRMA

**Abstract:** Öğrenen örgütler ile ilgili yapılan araştırmalar ve ilgili alanyazın örgütlerin öğrenme süreçlerine katkıda bulunan en önemli değişkenlerden birinin örgüt liderleri olduğunu ve öğrenen örgüt liderlerinin rollerinin geleneksel liderlerden oldukça farklı olduğunu göstermektedir. Bu araştırmanın amacı, okul müdürlerinin liderlik davranışlarını, öğrenen örgüt liderlerinin sahip olmaları gereken liderlik davranışları açısından ele almak ve okulların öğrenen örgüt yapısını kazanmaları için okul müdürlerinin yeterli kazanmaları gereken liderlik alanlarını tespit etmektir. Araştırma, nitel araştırma yöntemleri çerçevesinde yapılandırılmıştır. Araştırmanın katılımcılarını Ankara ili Bala ilçesinde görev yapan ilköğretim okul müdürleri oluşturmaktadır. Araştırmada veri toplama aracı olarak, gerekli alan yazın taramasının ardından araştırmacılar tarafından geliştirilen ve 8 sorudan oluşan yarı yapılandırılmış görüşme formu kullanılmıştır. Elde edilen verilerin analizinde ise içerik analizi yöntemi kullanılmıştır. Araştırma sonuçlarına göre okul müdürlerinin, öğrenen örgüt liderlerinin sahip olmaları gereken, tasarımcı liderlik, hizmetkar liderlik, dönüşümcü liderlik ve öğretimsel liderlik gibi alanlarda birçok eksikliklerinin bulunduğu görülmüştür.

Sevgi Çalıřır Zenci. DİL VE KÜLTÜR İLİŐKİŐİ

**Abstract:** Özet

Dil ve kültürün birbiriyle yakından ilgili olduđu kabul edilmektedir. Dil, kültürün sözlü ifadesi olarak görülebilir. Dilin kültürün bir parçası olduđu ve önemli bir rol oynadıđı yaygın olarak kabul edilmektedir. Bazı sosyal bilimciler, dil olmadan kültürün olamayacağını düşünmektedirler. Dil kültürü yansıtır, ondan etkilenir ve onunla şekillenir. Brown (1994: 165) bu iki kavramı şöyle anlatmaktadır: “Dil, kültürün parçasıdır, kültür de dilin parçasıdır; bu iki unsur iç içedir bu yüzden bir kiři kültürün veya dilin önemini kaybetmeden ikisini birbirinden ayıramaz.

Bu çalışmada dil ve kültürün birbirinden ayrılamazlığı tartışılmaktadır. Çalışmada sözcük çağrışımı anketi uygulanarak Erasmus öğrencilerinin sözcüklere verdikleri yanıtlar ile Türk öğrencilerinin yanıtları

karşılaştırılmıştır.

Carlos Francisco. A Avaliação Nas Nossas Escolas

**Abstract:** A escola insere-se no processo de mudança da sociedade e deve ser uma instituição aberta à comunidade competindo-lhe organizar e planejar as tarefas tendo o aluno como centro. O professor tem um papel relevante em todo este processo organizativo, devendo não só fazer, mas também saber fazer. Desta forma, emerge a relevância da avaliação no desenvolvimento de um plano educativo ajustado ao(s) aluno(s) para que este não surja como um processo precipitado, desajustado, e com implicações futuras.

Assim, traçamos como objectivo reflectir sobre como a avaliação surge como um instrumento importante no processo ensino - aprendizagem num universo de desafios e mudanças constantes. Assim, a presente investigação abrangeu uma população de 569 alunos do 5º e 6º ano de escolaridade dis-tribuída por 5 anos lectivos.

Como principais conclusões podemos referir que, em termos gerais, avaliar é um processo dinâmico, contínuo e sistemático que acompanha o desenrolar do acto educativo havendo, por parte do professor, um ajuste constante dos métodos de ensino às características e necessidades dos seus alunos. No entanto, estes mesmos dados também permitem depreender que, eventualmente, as notas reais serão as do 2º período pois são aquelas que são atribuídas com base no conhecimento do que o aluno “sabe” realmente e são isentas de qualquer outra conotação.

Bilgehhan Gültekin. SOCIAL MASS MEDIA EDUCATION

**Abstract:** The education of the society about mass media has turned out to be a requirement in this communicative era where the mass media is such a determining factor. The fast growing opportunities of social mass media and its even being able to organize so many millions of protest demonstrations urge the society to be conscious of mass media that is exposed to its thousands of its messages. Moreover, a lot of social responsibility campaigns become true with the power of the mass media in public opinion formation.

Mass media as a social communication means has a strategic importance about the matters of education and awareness raising. Within this framework, mass media is required to restructure its education policies correctly and to offer right messages for the solution of social problems or determination of directions for solutions. A mass media planning which works vigorously and arranged a settlement on ethical principals will offer a correct understanding about this matter.

The realized digital revolution and new concepts belonging to the mass media such as citizen (public) journalism requires a healthy mass media education which extends within the framework from interpretation of news to the ownership of mass media and the ethical principles that are required to be in the mass media system in schools, non-governmental organizations and especially under the leadership of mass media organisations.

In the paper called “Social Mass Media Education”, an education model will be restructured where the society gives meaning to the mass media and the disinformation and information pollution which are also the negative reflections of the growing mass media are tried to be prevented by drawing the main frame of mass media education.

Necati Cemaloglu, Ferudun Sezgin and Ali Cagatay Kilinc. THE RELATIONSHIP BETWEEN TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES OF SCHOOL ADMINISTRATORS AND ORGANIZATIONAL COMMITMENT OF TEACHERS

**Abstract:** The aim of the research is to determine the relationship between the transformational and transactional leadership behaviors of school managers and organizational commitment of teachers. For this, 237 primary school teachers working in Ankara, capital city of Turkey, joined the study. Bass and Avolio's (1995) Multifactor Leadership Questionnaire and Allen and Meyer's (1990) Organizational Commitment Questionnaire were used in the study. The results show that there are relationships between transformational transactional leadership behaviors of school managers and organizational commitment of teachers. Also, leadership styles predicted organizational commitment of teachers.

Servet Ozdemir, Nazife Karadag and Ali Cagatay Kilinc. LEADERSHIP IN LEARNING ORGANIZATIONS: A STUDY ON TURKISH SCHOOL ADMINISTRATORS

**Abstract:** The aim of this research is to examine the behaviours of school administrators in the aspect of learning organizations. 10 school administrators working in Ankara, capital city of Turkey, joined the study. A half-structured negotiation form was used to gather data. The questions in the form were structured considering the basic abilities that an administrator of learning school must have. The results show that schools managers do not have the necessary skills needed for a learning school.

Cláudia Teixeira and Ana Maria Cortez. A atratividade dos cursos profissionais nas escolas secundárias públicas: uma ponte para o futuro

**Abstract:** The main goal of this investigation is to find out the efficiency and attractiveness of Professional Courses in public secondary schools and also analyze its potentialities to the rise of the success rate and the decrease of the school abandon rate. The focus on vocational education in Portugal, restructuring the initial courses offerings at the secondary level, is also an answer to an old identified problem: the strong weight of low skilled population. Given our goals, we used a case study in a public secondary school, mixing methodological procedures: both quantitative and qualitative techniques. With this investigation we are convicted that professional courses in public schools may become a vehicle to promote academic success by offering new opportunities and allowing students to develop their own talents and thereby contributing to decrease in dropout rates.

Mithat Cicek, Tugra Karademir and Gulfem Dilek Yurttas. ADAPTIVITY OF SOCIAL NETWORK-BASED DATA COLLECTION TOOLS TO THE EDUCATION ENVIRONMENTS: A DESIGN SAMPLE

**Abstract:** Nowadays, in response to the rapid spread of internet and its usage in whole of our life, a significant increase in the number of social Networks such as Facebook, Twitter, Flickr, Youtube, and Blogs is realized . These social Networks have become spaces in which users spend their time actively and also frequently. Considering the studies related to the social Networks, more than 85% of the users have shared their real identities and personal information (Hew, 2011). Survey is one of the methods using for direct data collection from individuals who are the main data resources for researches conducted in the educational environments. Usage of Web-based surveys might facilitate to reach a big mass. In this study, it is aimed to analysis of adaptivity of Facebook, that is, one of the social Networks, as a data collection tool in educational studies within a design sample. In this respect, a PHP-based facebook application for online data collection will be developed and the relevant analyses will be carried out via transferring of the data taken from users to MySql database.

[Hesley Silva](#), Isabelle Prado, Daniel Teixeira and Tatiana Ferreira. Education and Evolution: the perception in Brazil about the hypothesis of Intelligent Design.

**Abstract:** The study and teaching of evolution is a controversial issue by triggering an antagonistic character in particular with respect to religion. One question that refers to this discussion is the acceptance or otherwise of the hypothesis of intelligent design. This hypothesis that evolution occurred, but that would have been directed by the hand of the creator (God) and that only thus could be explained the complexity of life forms, a supposed guise of scientific creationism. This work is a cutout of a more extensive research that drew a parallel between a report recently published in the United Kingdom, entitled Rescuing Darwin, which addresses how the British public perceives the issue of biological evolution and related subjects and vision of Brazilian population on the same topics and also some issues relevant only in Brazil. The cut-off presents and analyzes the results concerning the topic of intelligent design. Regarding the acceptance of this hypothesis, in both countries the majority of respondents believe that hypothesis, with remarkable penetration in Brazil. The hypothesis has wide acceptance in both genders, with a slight superiority in females. Among the main Brazilian religions was broad acceptance of the hypothesis, with emphasis to the wide acceptance among evangelicals, followed by Catholics and also highlight to the spiritualistic. Analyzing the general framework, it was noticed that Brazilians tend to appreciate the idea of this approach to evolution and the variables analyzed had a membership of the majority. We also analyzed the influence of educational level in the questions. Despite those who have little schooling better assimilate this idea, there is no significant change when increasing the level of schooling, and in all strata cultural acceptance of the hypothesis of intelligent design is high. From this perception, it is urgent to discuss how scientific knowledge is presented to the

population, the level of understanding of this vision and how the population sees the face of Darwinian evolution, as scientifically accepted. Finally, it explores how this situation is worrying in the face of actions that occur worldwide and in Brazil, which aimed at changing the teaching of biological evolution, replacing it with a dogmatic approach, founded on religious precepts that are decoupled from scientific methodology.

[Hesley Silva](#). One night at an Evening High School: Some impressions.

**Abstract:** Purpose: This study aims to keep up with one typical night at a Public Evening High School trying to demonstrate its features from the students' perspective and especially from the classroom. It aims on doing an analysis of the difficulties and possible solutions thereof relevant literature. Method: Observation was used as the head investigation instrument. The article is a clipping from a two-year search, when the researcher remained in the school environment. The most exciting questions observed were used on oriented interviews with the students, intending to develop a qualitative analysis. Conclusions: At the Evening High School studied, there are several types of problems, structural ones, those linked to the own functioning. The students, counselors, and teachers have resented from the educational policies which sought to reduce the repetition and suit the age with the pickup classes. They judge that the students were pushed and that this policy damaged the school routine. The students revealed the wish for teachers who meet with their proposal, who are severe and who prepare their classes, although occasionally the students give signs of taking advantage of the lack of limit gaps for having fun. They want a school that demands and prepare them to the next steps they want to reach, but sometimes they are contradictory in these claims, seeming to not fulfill their duties.

Yrd. Doç. Dr. Ahmet Güneylü, Doç. Dr. Mehmet Çağlar and Yrd. Doç. Dr. Sibel Dincyürek. TÜRKÇE ÖĞRETMENİ ADAYLARININ ATILGANLIK DÜZEYLERİ VE DENETİM ODAKLARI İLE AKADEMİK BAŞARILARI ARASINDAKİ İLİŞKİ

**Abstract:** Özet

Öğretmen adayları mesleğe başlamadan önce, başarılı bir öğretmenin sahip olması gereken kişilik özelliklerini çok iyi bilmelidirler. Adaylarda, öğretmenin kişilik özelliklerinin eğitim sürecinde önemli olduğuna ilişkin farkındalık yaratarak mesleği iyileştirmek ve geliştirmek hedeflenmiştir. Çalışmada tarama modelinden yararlanılmış ve nicel veriler elde edilmiştir. Çalışmanın deseni ilişkisel tarama modeline uygun olarak düzenlenmiştir. Çalışmadaki amaç, öğretmen adaylarının kişilik özelliklerinden olan atılganlık düzeyleri ve denetim odakları ile akademik başarıları arasındaki ilişkilerin anlamlı olup olmadığını incelemektir. Çalışma grubu, Doğu Akdeniz Üniversitesi son sınıfta öğrenim gören 276 Türkçe öğretmen adayından oluşmuştur. Verileri toplamak için geçerlik ve güvenilirlik çalışmaları yapılmış "Rathus Atılganlık Ölçeği" ve "Rotter İç-Dış Kontrol Odağı Ölçeği" kullanılmış; verileri değerlendirmek için ise yüzdellik-frekans işlemleri yapılmış, çapraz tablolar oluşturulmuş ve Pearson korelasyon katsayısı hesaplanmıştır. Türkçe öğretmeni adaylarının, atılganlık düzeyleri ile akademik başarıları arasında anlamlı ilişki bulunmamıştır. Aynı şekilde, Türkçe öğretmeni adaylarının denetim odakları ile akademik başarıları arasında da anlamlı ilişki bulunmamıştır.

Halim Güner, Ass. Prof. Dr. Burhan Akpınar, Adem Akkuş and Memet Abukan. WHAT ARE THE QUALITIES OF IDEAL TEACHERS? SIMILARITIES AND DIFFERENCES IN PERCEPTION OF SCHOOL TEACHERS AND STUDENTS OF EDUCATION FACULTY

**Abstract:** Aim of this research is to determine which qualities ideal teachers should have in perception of two sub-groups; school teachers and students of education faculty. Data were collected from 88 samples which are comprised 35 school teachers and 53 students of education faculty from two different city of Turkey by means of a questionnaire that included open-ended questions which were analyzed qualitatively. Findings of the research indicate that personal characteristics are most important qualities that comprise perception of ideal teachers. And men give more importance to personal characteristics of ideal teachers than women. Pedagogical formation and subject knowledge are found in second order as qualities of ideal teachers. Pedagogical formation was chosen by a majority of women and subject knowledge was chosen by a majority of man. Samples give less importance to love of job, management and personal development as qualities of ideal teachers. Moreover social leader and communication with

parents are almost never mentioned by samples.

José António Moreira and Rita Barros. Avaliação do Auto-conceito Global em Estudantes do Ensino Superior

**Abstract:** A presente investigação centra-se nos processos de mudança do auto-conceito no período designado por pós adolescência e traduz-se num estudo comparativo entre os níveis de auto-conceito global de estudantes do ensino superior iniciantes e finalistas. Recorrendo a uma metodologia de cariz quantitativo, a nossa amostra foi constituída por 552 sujeitos. Para a avaliação do nível de auto-conceito global valemo-nos da adaptação do Self Description Questionnaire III realizada por Faria e Fontaine (1992) a estudantes universitários portugueses. Concluimos que não existem diferenças significativas entre os dois grupos de estudantes, apesar dos iniciantes apresentarem um nível de auto-conceito global inferior aos finalistas. Estes resultados podem ser compreendidos a partir das experiências e ansiedades vivenciadas pelos estudantes do ensino superior, quer no processo de adaptação ao contexto académico, no caso dos que estão a iniciar a formação, quer na antecipação de reais dificuldades de inserção no mercado de trabalho, no caso dos finalistas.

Joaquim Mateus and Cecília Fonseca. As tarefas no tema Organização e Tratamento de Dados no Ensino Básico

**Abstract:** Existem diferentes tipos de tarefas matemáticas, mas todas elas têm como principal objectivo envolver os alunos despertando o seu interesse e espírito crítico pois, só assim, poderão realizar uma efectiva aquisição de conhecimentos/competências. As tarefas poderão ser propostas pelo professor, desafios lançados pelo aluno ou surgirem como resultado de um diálogo colectivo. Tem fundamental interesse, em todo o processo, a reflexão inerente à realização da tarefa.

Neste trabalho apresentamos uma reflexão sobre o conceito de tarefa matemática e abordamos os diferentes tipos de tarefas matemáticas. Pode-se considerar como tarefa o trabalho a realizar, pelo aluno, num determinado intervalo de tempo, tendo como objectivo que o mesmo desenvolva a sua capacidade de, por exemplo, representar, relacionar e operar, resolver problemas e investigar no âmbito dos diversos temas matemáticos e tendo em conta a sua ligação a situações reais, que lhe sejam familiares. O objectivo proposto poderá ser alcançado recorrendo a diferentes tipos de tarefas matemáticas, a saber: jogos, exercícios, problemas, projectos e investigações. Estes tipos de tarefas não são estanques, na medida em que o que se considera um problema adequado a um determinado nível de ensino, poderá ser um simples exercício em níveis de ensino posteriores ou, até mesmo, para determinados alunos. Estas e outras reflexões têm que ser consideradas aquando da elaboração e da apresentação das tarefas. Exploramos a utilização de tarefas em sala de aula, com recurso ao software EXCEL, no tema Organização e Tratamento de Dados no Ensino Básico em Portugal. Serão apresentados exemplos implementados em sala de aula, bem como uma análise crítica dos resultados obtidos.

Cecília Fonseca and Joaquim Mateus. Os programas de geometria dinâmica no Ensino Básico

**Abstract:** Tendo em conta o contexto informático actual, estão ao dispor dos intervenientes no processo de ensino/aprendizagem um vasto leque de programas que permitem diversificar estratégias no ensino/aprendizagem da matemática. É neste enquadramento que se inserem os programas de geometria dinâmica, os quais constituem ferramentas interactivas que permitem a criação e manipulação de figuras geométricas, com base nas suas propriedades, favorecendo a compreensão dos conceitos e relações geométricas.

Neste trabalho apresentamos uma reflexão sobre a utilização dos referidos programas, exploramos o programa geogebra no âmbito do Novo Programa de Matemática do Ensino Básico em Portugal e relatamos experiências da sua utilização por parte de professores e alunos do mesmo nível de ensino.

Cengiz AkÇay and Bertan Akyol. Yükseköğretim Öğrencilerinin Kendini Gerçekleştirme Gereksinimleri

**Abstract:** Kendini gerçekleştirme gereksinimi, yükseköğretimdeki öğrencilerin yaşam biçimlerini belirlemede ve bu gereksinimi karşılamaya dönük bir yaşam biçimine yönlendirmede ve güdülemede etkili olabilecek niteliktedir. Bu nedenle, bu araştırmada Çanakkale Onsekiz Mart Üniversitesi Eğitim, Mühendislik, Fen-Edebiyat, Tıp ve Güzel Sanatlar Fakültelerinde öğrenim gören öğrenciler, çalışma evreni olarak alınmıştır. Bu öğrencilerin kendini gerçekleştirme ile ilgili algıları ile bunları karşılamaya dönük eğitim gereksinimleri belirlenmeye çalışılmıştır.

Araştırmanın genel amacı, yükseköğretim öğrencilerinin kendini gerçekleştirme gereksinim düzeylerine yönelik eğitim gereksinimlerini belirlemektir. Araştırmada bu genel amaca yönelik şu sorular cevaplandırılmaya çalışılmıştır:

1. Yükseköğretim öğrencilerinin kendini gerçekleştirme gereksinimleri ne düzeydedir?
  - a) Fakülteler arasında kendini gerçekleştirme gereksinimi açısından anlamlı farklılıklar var mıdır?
2. Yükseköğretimdeki derslerin, kendini gerçekleştirme gereksinimlerini karşılamaya yönelikliği açısından öğrenci görüşleri nelerdir?
  - a) Fakültelerde derslerin kendini gerçekleştirme gereksinimini karşılamaya yönelikliği açısından değerlendirilmeleri arasında anlamlı farklılıklar var mıdır?
3. Yükseköğretim öğrencilerinin eğitim gereksinimleri, insan gereksinimlerini karşılama açısından nasıl gruplandırılabilir?
4. Yükseköğretim öğrencilerinin tüm öğrenim etkinlikleri, kendini gerçekleştirme gereksinimi açısından nasıl düzenlenebilir?

Yukarıdaki amaçlar doğrultusunda elde edilen bulgular şu olası sonuçları yerine getirecektir:

1. Yükseköğretimde okuyan öğrencilerin kendini gerçekleştirme gereksinimlerinin çok yüksek olmayacağı beklenmektedir.
2. Yükseköğretimde okuyan öğrencilerin gereksinimleri, daha çok fiziksel ve toplumsal niteliktedir.
3. Yükseköğretimde okuyan öğrencilerin kendini gerçekleştirme gereksinimleri, doğum yerlerinin kent ya da köy olmasına bağlıdır. Köyde doğanların kendini gerçekleştirme gereksinimleri, kentte doğanlara göre daha düşük olarak beklenmektedir.
4. Yükseköğretimde okuyan öğrencilerin kendini gerçekleştirme gereksinimleri, bölümlerine göre değişkenlik göstermesi beklenmektedir.
5. Yükseköğretimde okuyan öğrencilerin kendini gerçekleştirme gereksinimleri, ebeveynlerin ekonomik düzeylerine göre değişme göstermesi beklenmektedir.

Nesrin Menemenci, Zenal Sozgun, Fahriye Altınay Aksal and Zehra Altınay Gazi. DISTANCE EDUCATION ADMINISTRATION: POLICY, STRATEGY, EVALUATION

**Abstract:** With the influence of fast developing technology and globalization, distance education institutions are coming forward as a competitive advantage used on the part of higher education institutions. In our modern world the idea of distance learning is pervading fast and paving the way to the wide spreading of equality of opportunity in education with no limitations of place or time. In this paper we discuss administration in the long distance education institution and we talk about an administration founded on the understanding of participation that supports change based on cooperative learning and working. Policy, strategy, and evaluation have become most important factors when the distance education construct and reconstruct in higher institutions. This paper gives only implications about policy, strategies, evaluation in distance education, that subjects must require to be addressed in practice.

Dulce Sarroeira. Metodologias de ensino e línguas para fins específicos: que lugar para a abordagem comunicativa na perspectiva orientada para a acção?

**Abstract:** A par do desenvolvimento científico e tecnológico das últimas décadas, as orientações educativas oriundas do Conselho da Europa têm dado origem a enormes mudanças conceptuais, quer no domínio das metodologias educativas, quer nas diferentes abordagens didácticas, nomeadamente na área de ensino das línguas.

Tendo como principal objectivo a melhoria da qualidade da comunicação entre europeus de diferentes contextos linguísticos e culturais, o Quadro Europeu Comum de Referência para as Línguas (QECRL) surge no contexto educativo, apresentando propostas e apoiando metodologias de ensino-aprendizagem mais orientadas para o desenvolvimento da autonomia e da acção participada no processo de aquisição de competências. A perspectiva apresentada é claramente orientada para a acção, centrando-se no uso de estratégias utilizadas pelos actores do processo, e em competências a desenvolver em função das tarefas a realizar.

Com a implementação do QECRL, assistimos a uma mudança do paradigma educativo até então

existente, abalando as práticas e as representações tradicionais do processo de ensino-aprendizagem, através de um conjunto de propostas e uma perspectiva do ensino das línguas orientada para a acção, e não apenas para a comunicação. É urgente, antes de mais, uma tomada de consciência, por parte de cada um dos actores implicados neste processo, de que essa mudança de paradigma nos remete para um processo de "adaptação" de métodos e estratégias, e não necessariamente para uma "revolução". Não se preconiza uma revolução de práticas e processos, mas sim uma reabilitação da realidade educativa e dos modelos já existentes, num trabalho conjunto entre aprendizagens, usos, comunicação e acção. Pretende-se, com este trabalho, fomentar a discussão sobre o lugar da abordagem comunicativa nesta nova perspectiva orientada para a acção, nomeadamente no trabalho da língua para fins específicos no Ensino Superior.

#### Yavuz Odabaşı. TÜRK YÜKSEK ÖĞRETİMİNDE GELENEKSEL VE DEMOKRATİK ÜNİVERSİTE YÖNETİMLERİ KARŞILAŞTIRMASI

##### **Abstract: ÖZET**

Türkiye’de 1982 yılında Yüksek Öğretim Kurumu’nun (YÖK) kurulmasıyla merkezi ve üniversite özerklerinden ödün verilen bir yapılanma içine giren yükseköğretim sistemi, sürekli bir tartışma konusu olmuştur. Eleştiriler, yasayla getirilen bu ‘merkeziyetçi-bürokratik’ yapılanmanın değişmesi üzerinde yoğunlaşmaktadır. Uluslararası gelişmeler ve rekabetçi ortam gibi çok sayıda faktör, yüksek öğrenim sistemini yeni arayışlar içinde bırakmaktadır.

Bu çalışma, Türk yükseköğretim yönetim sistemindeki dönüşüm yönünde iki yöntem olan geleneksel üniversite ile demokratik üniversitenin tanımlarını ve ayırt edici özelliklerini kavramsal olarak incelemektedir. İlk bölümde dört alandan oluşan yönetim biçimleri bir şekil içinde kuramsal bir çerçevede incelenmektedir. Analiz sonucunda iki önemli uygulama modeli olarak ‘meslektaş,-bürokratik’ nitelikte geleneksel üniversite ile ‘meslektaş-mütevelli heyet’ nitelikli demokratik üniversite modeli açıklanmıştır. İkinci ve üçüncü bölümde kavramsal olarak bu iki modelin özellikleri, üstün ve zayıf tarafları ele alınıp incelenmiştir.

Türkiye’ye üniversite modeli olarak demokratik özellikler üzerinde inşa edilebilecek ve uygulamalı araştırmalarla geliştirilebilecek bir ‘meslektaş-mütevelli heyet’ karma model önerilmiştir.

#### COMPARISON OF TRADITIONAL and DEMOCRATIC UNIVERSITY GOVERNMENTS in TURKISH HIGHER EDUCATION SYSTEM

##### **ABSTRACT**

There has been an on-going argument on higher education system since The Council of Higher Education (YOK) was established in 1982; and, YOK restructured the system as more centralized and made the universities compromise from their autonomies. Critics concentrate on changing that “central-bureaucratic” system formed by the legislation. Factors like international developments and competitive environment force the higher education system to seek for change.

This study theoretically examined the definitions, properties and distinctive features of two methods, traditional university and democratic university, transforming the government of Turkish higher education system. The first section consists of four areas in a matrix that forms of government are examined in a theoretical context. As a result of the analysis, traditional university qua 'collegial-bureaucratic' and qualified democratic university qua 'collegial-board of trustees' are described as two important models of application. Features, strengths and weaknesses of these two models are conceptually examined in the second and third sections.

A mixed model qua 'collegial-board of trustees', which can be formed by democratic features and developed by applied researches, is proposed as a model for Turkey.

María Julia Puig Moratal and Vicente Puig Moratal. LA MEJORA DE ADQUISICIÓN DE

## CONOCIMIENTOS A TRAVÉS DE LAS ESTRATEGIAS DE APRENDIZAJE EN ADULTOS

**Abstract:** Diseñamos un programa basado en estrategias de aprendizaje que permite a cada alumno progresar en función de sus posibilidades, aprendiendo de una manera cooperativa. Favorecemos la autoestima.

## İrem Akçam and Gülsün Atanur Baskan. OPINIONS OF INSTRUCTORS ABOUT LEVELS OF OBEYING ACADEMIC ETHICS BY INSTRUCTORS

**Abstract:** ABSTRACT

The study was done to assess the opinions of instructors about levels of obeying academic ethics by instructors and to determine whether the opinions were changing according to personal characteristics. The study was conducted by survey method. 223 instructors participated in the study. "Ethics Codes for Profession of Academics" used as data collecting tool. Percentage, frequency, arithmetic mean, independent t-test and one-way variance analysis were used for analyzing data. Cronbach-alpha value was 0.9863. As a result of assessments that were made, according to opinions of instructors, it is reached as a result that instructors behave in accord with academic ethical rules. Opinions of male instructors are more positive than opinions of female instructors about levels of obeying academic ethics by instructors. It can be said that instructors working in Faculty of Science think that it is behaved in more accord with academic ethical rules than instructors working in Faculty of Education. Opinions of instructors about levels of obeying academic ethics by instructors do not change according to position. Although the more seniority increases, the more opinions of instructors about levels of obeying academic ethics by instructors change positively, but this change is not significant to affect the general opinion among seniority groups.

## Cristina Vicente and [Nuno Melão](#). A Multiple Case Study about the Implementation of Interactive Whiteboards in Education

**Abstract:** The Interactive Whiteboard (IWB) has been progressively installed in classrooms, but its use is not always carried out in order to exploit its full potential. The purpose of this study was to identify the factors that favour and hamper the process of introduction and adoption of IWB in the classroom, as a support to the teaching and learning activities. The empirical research was conducted in five schools of the city of Guarda using questionnaires and interviews. The results suggest that the facilitated access to the IWB and the development of technical and pedagogical by the teacher are factors that favour the adoption of the IWB. It is concluded that, in addition to offering training to teachers, the sharing of practices and methodologies among teachers, in the context of each school, provide the support necessary for the evolution of its use in the classroom.

## Gulden Gok. THE RELATIONSHIP BETWEEN HUMAN RIGHTS AND EDUCATION, THE HUMAN RIGHTS AWARENESS IN TURKEY

**Abstract:** Human rights, regardless of nationality, residence, gender, ethnic origin, color, religion, language, disability, age or status, are the rights of all human existence. Since the first person, respect for human rights has been important in every age but the states which violate the human rights have been at the stage of history for many years. Continuing search for human rights was often due to riots. The first written document with an emphasis on human rights published in the United States' Declaration of Independence in 1776. Then, in 1789 'Declaration of Human Rights' was published. About human rights practices between countries, the publication of these papers did not bring the desired standards. Individual objections and resist in this regard was not effective.

Today, it seems that states's assurance to the human rights is not sufficient. As a result of globalization and advances in communication technologies, people around the world react to a breach in the world's most remote corner. International civil society organizations monitor human rights violations by showing activity, documenting, distribute and constitute a response to the international arena. Human rights are excluded from the territory of the states by several agreements. European Convention on Human Rights System is an example of this. Thus, human rights, has been the problem of the international community of states from being a domestic job. Human rights practices have become an item for limiting



the sovereignty of the states. The international community bearing a collective responsibility to protect human rights can make an armed intervention if necessary. NATO in Kosovo in 1999, on this basis, bombed Belgrade to end human rights violations. Nowadays, the international community's got to be a party in Libya to end human rights violations in this country is based on the grounds. Nowadays, the intervention of the international community in Libya is based on the grounds to end human rights violations in this country.

The first step in the protection of human rights in a country is a knowledge-based better understanding of human rights. At first glance, this suggests 'school'. Courses related to human rights in public schools in Turkey with the contribution to the students' daily lives are a matter to be investigated. The purpose of this study is to search answers for "How students perceive the basic concepts of human rights?, How they interpret today's developments in terms of human rights?, To what extent the students are adjusting the concepts of human rights in their lives?" questions and to share needs to be done to educate the students with better understanding about human rights.

#### Olçay Saltık. 6, 7, 8. SINIF TÜRKÇE DERS KİTAPLARINDAKİ METİNLERİN İÇERİĞİNE İLİŞKİN ÖĞRETMEN GÖRÜŞLERİ

**Abstract:** Türkçe öğretimi, ilköğretimin ilk yıllarından başlayarak öğrencilerin bilişsel, duyuşsal ve devinışsel gelişiminde önemli bir sorumluluk üstlenir. Öğrencilerin duygu ve düşünce evrenlerini genişletmek, dilsel gelişimlerine katkı sağlamak, dil bilinci ve duyarlılığı oluşturarak onları okuma kültürü edinmiş birer birey olarak yetiştirmek Türkçe öğretiminin temel işlevleri olarak bilinir (Sever, 2006: 17). Öğrencilerin bu temel işlevleri gerçekleştirmesine olanak sağlayan en önemli araç da Türkçe ders kitaplarıdır. Türkçe programının amacına uygun olarak bireylerin dil bilinci ve duyarlılığı edinebilmeleri ve kültürel gelişimine katkı sağlayabilmeleri için öğretim ortamına taşınan ders kitaplarındaki metinlerin de özenle seçilmesi, seslendiği yaş grubuna uygun özellikler taşıması gerekmektedir. Bu çalışmanın amacı, 6,7,8. Sınıf Türkçe ders kitaplarındaki metinlerin Türkçe öğretmenleri tarafından nasıl anlaşıldığını ve yorumlandığını, Türkçe programında belirtilen amaçların ve kazanımların gerçekleşmesine kaynaklık ve kılavuzluk edip etmediğini sormaca yoluyla ortaya koymaktır. Bu amaç doğrultusunda Eskişehir merkez ilköğretim okullarında görev yapan Türkçe öğretmenlerine sormaca uygulanmıştır.

#### Aynur Yürekli. Classroom Observations: Are teachers and trainers looking at the same aspects?

**Abstract:** The issue of self-reflection is one of the key elements in teachers' professional development and classroom observations are one way that lead towards establishing a critical view on ones own teaching practise. The process of classroom observation for developmental purposes is typically the pre-observation conference, during-observation and post-observation conference cycle. This study aims at investigating whether teacher trainers (observers) approach these three different phases of classroom observation in the same way as teachers (observees) do; and do both parties work towards the same aims during these phases. The data fort his study has been collected through structures interviews from 5 teacher trainers and 25 teachers working in the same institution. The findings have then been categorised emphasizing major differences in trainers' and teachers' perspectives of classroom observations.

#### Nur Yeliz Gülcan and Kamuran Gödelek. YENİ KURULAN ÜNİVERSİTELER BAĞLAMINDA TÜRKİYE'DEKİ YÜKSEKÖĞRETİMİN SORUNLARI

**Abstract:** Türkiye'de son yıllarda hemen hemen her alanda olduğu gibi yükseköğretimde de dikkate değer bir gelişme yaşanmaktadır. Özellikle üniversite sayısındaki artış oldukça dikkat çekici boyutta olmuştur. 1923 yılından günümüze kadar olan zamanda üniversite sayısı 1'den 155'e çıkmıştır. Bugün bu üniversitelerden 101'i devlet üniversitesi, 54'ü vakıf üniversitesi statüsündedir. Üniversite sayısındaki bu artışa paralel olarak mezun öğrenci ve akademik personel sayılarında da önemli bir artış yaşanmıştır. Bu da önemli bir gelişme olmuştur. Ayrıca neredeyse her ile bir üniversite kurulması o ilin ekonomisine ve gelişmesine katkı sağlamıştır. Bütün bunların yanında üniversite sayısındaki artış bazı sorunları da beraberinde getirmiştir. Çalışma içerisinde Cumhuriyet dönemi Türkiye'sindeki yükseköğretimin gelmiş olduğu nokta üniversite sayısındaki artış bazında yıllara göre ele alınacak ve özellikle 2006'dan sonra kurulan üniversitelerin bugün hangi aşamada oldukları, buldukları illere sağladıkları katkıları, karşılaştıkları sorunları ve bunlara ilişkin çözüm önerileri tartışılmaya çalışılacaktır. Bu bağlamda da

Kastamonu Üniversitesi başta olmak üzere 2006 ve sonrasında kurulan beş devlet üniversitesi örneklem olarak ele alınacaktır. Bu çalışmayı yaparken öncelikle YÖK'ün web sitesinden, üniversitelerin kendi web sitelerinden ve üniversitelere ilişkin hazırlanan bazı raporlardan faydalanılmıştır. Çalışma; ele alınan üniversitelerin fiziksel yapıları, insan kaynakları (akademik ve idari personel) ve sunulan hizmetler açısından değerlendirmelerinin yapılarak, bu yöndeki eksikliklerin tespit edilmesi ve bu eksikliklerin giderilmesi açısından diğer yükseköğretim kurumları için de fayda sağlayacaktır.

Fatma Gurses. EDUCATION OF CITIZENSHIP AND DEMOCRACY IN TURKEY

**Abstract:** The process of education of citizen In Turkey starts with the Tanzimat Fermanı. Definitions of citizenship in the period to the 1930s, bears traces of the Ottoman Empire. The period of settling of the single-party rules in the 1930s, at the same time it is the period which the educationalists teach the citizens according to the regime. The republic creates their own citizens with some textbooks which include citizens rights of western civilizations based on liberal concepts of citizenship. The citizen that they have duties and rights in the West, were builded that with their duties only in Turkey. Education is an area that formed under the sovereignty of the power. Therefore, education of citizenship is shaped due to the power. It is desired that the citizens contribute passively and confirmative rather than an active contribution to the events by a national unity. In this context, the citizen that is "obedient", and passive against the state, is a basic of the political culture in Turkey. The lessons as Yurttaşlık Bilgisi or Vatandaşlık Bilgisi, has taken the the name Vatandaşlık ve İnsan Hakları Eğitimi (Citizenship and Human Rights Education) in 1995, with addition of Human Rights. This lesson has dropped with the curriculum in 2007. It is envisaged as an elective lesson fort he 2010-2011 educational period. It is declared that this lesson will be obligatory for the eighth classes after the 2011-2012 academic year. The purpose of this study, to propose the includings of the lesson of Citizenship and Democracy Education by conceptual evolution in the history of Turkish Republic. This study is important in the effect of creating a culture of democracy and the concept of citizenship that are the fundamentals of nation state on the little minds. The study aims to be the source of other studies on this issue.

Ana Reis and Pedro Cardoso. Inovação na prevenção primária da violência: a promoção de uma cultura de mediação na escola

**Abstract:** Neste artigo, apresenta-se um programa de promoção de uma cultura de mediação na escola, considerado uma boa prática em termos de prevenção primária da violência escolar, na medida em que permite lidar de forma criativa e construtiva com os conflitos. Numa sociedade em mudança, é fundamental a criação de projectos que promovam mudanças efectivas e a longo prazo, ou seja, projectos inovadores, que aliem o conhecimento teórico e a investigação empírica ao empreendedorismo na intervenção. Esta actuação faz mais sentido se tiver características sistémicas, apostando em idades cada vez mais precoces, procurando educar para a paz através do desenvolvimento de competências de comunicação, tolerância e respeito pelas características individuais. Pretende-se, para além da apresentação do programa e dos principais resultados, sintetizar os fundamentos teóricos subjacentes à intervenção, como ponto de partida para a criação de programas semelhantes, a implementar na escola, que se constitui como espaço/tempo ideal para a promoção da mudança.

[Rudi Boelen](#). a key to thematic approach in primary schools

**Abstract:** The article is about the thematic approach in worl-orientation lessons in the primary school (children from 10 - 12y).

The stages in the thematic approach are

- introduction
- exploration
- analysis
- expression
- evaluation

Sónia Pais, Isabel Cabrita and António Batel Anjo. Learning Mathematics with PmatE in Higher Education - a case study

**Abstract:** Nowadays we live in an ever-changing society. The educational context is no exception, and requires a renewal of paradigms. Profound changes to the role and function of the professor and the

students are particularly vital.

Active, cooperative and participative methodologies of learning must be privileged, breaking with magisterial education and the mere transmission of knowledge.

Informatics tools, mainly those allowing remote use, can become a major element in the educational context, promoting significant and self-regulated learning by the student, always under the adequate orientation of the Professor.

In this context, the Mathematics Education Project (PmatE) was created in the University of Aveiro, with the main objective of identifying and fighting the causes of school failure in mathematics in an innovative manner. Within the scope of this project, a platform of computer aided education has been developed, aiming to support education and learning, and allowing: management of the groups involved; elaboration of tests; research of student performance; analysis of results and, consequently, regulation of the process of education and learning.

However, this platform has not yet been subject to a systematic evaluation, especially at the superior education level, that will allow us to conclude whether its goals have been achieved.

Thus, the question underlying this investigation is: What impact does the platform of assisted education developed by PmatE have in the learning of mathematical subjects at the university level?

We proposed to evaluate the impact of the platform developed in the scope of PmatE in students of Superior Education regarding:

- the development of appetite towards mathematics, manifested through a higher interest in the discipline;
- the development of autonomy abilities;
- the process of learning regulation;
- the ability to transfer acquired knowledge to other mathematical situations, involving tasks of the same or different nature.

The empirical part of the case study, in an investigation-action context, encompassed students of the curricular unit of Mathematical Analysis I (2008/2009 1st semester), of the plan of studies of the Science Food Engineering of a Polytechnical Institute.

A previous analysis (still ongoing) of the data collected through several techniques – inquiry, documental analysis and participant observation – suggests there are interesting and innovative alternatives to the dominant pedagogies in higher education (where teaching assumes almost exclusively a magisterial form), with significant advantages for the construction of knowledge and for the development of the students' capabilities.

Moreover, it allows us to reflect on the conditions that will enhance the implementation of a model that has the learning of the students as the basis, respecting their individual rhythm, and favoring an education centered in pupil's body of work, including that not accomplished in non-formal environments through the PmatE platform.

Finally, it motivates a discussion on the relevancy of evolving from a logic still very based on a behaviorist paradigm, that characterizes the PmatE, to a less structured environment, more complex and whose challenge is intrinsic to the individual task.

Odetta Gruselioniene. Analysis on Demand of Applied English Language Study Program in South-West Region of Lithuania

**Abstract:** Changes in Lithuania, such as business, economics, and social sphere are an integral part of today's change. These changes are conditioned by globalization and integration and regionalization processes, as well as values and public priorities change. On the other hand, the educational field - an area that is most likely to feel sensitive and demographic changes in the country. It is determined by migration, birth, population composition changes, etc. In recent years, the European Union's requirements to Lithuania as a full member have become particularly significant. In this sense, the Lithuanian language has gained a different status - has become one of the European Union languages. At the same time do not forget that the young man must be able to communicate with the European Union countries people, especially communication and collaboration through business and tourism projects has become vitally important, promoting mobility and worldliness. Particular attention should be paid to the quality of such training, an interpreter for a wider understanding of the mission in European context. In this context, the analysis of a translator market situation becomes very important in the country and its

different regions. Therefore, one of the main goals of this study has become translator-demand analysis of the South West region of Lithuania.

Funda Varnaci Uzun and Özgül Keleş. The Effects of Nature Education Project on the Environmental Awareness and Behavior

**Abstract:** The purpose of this study is to investigate the effects of the project “Nature Education in Ihlara Valley (Aksaray) and Its Surrounding Area 2010” supported by The Scientific and Technological Research Council of Turkey (TUBITAK) on environmental awareness and behavior. The study group consists of 25 teacher candidates studying in 11 different departments of the education faculties of 15 universities who participated in this nature education project carried out on 02-11 July 2010. This project is the first project having teacher candidates as its target group and supported by TUBITAK. “Environmental Awareness Scale” developed by Uzun and Sağlam (2005) and “Sustainability Scale” developed by Kagawa (2007) were used to collect data in the present study. The study was carried out in line with the pre-test-post-test design. SPSS program package was employed to analyze the data, and after presenting the descriptive statistics related to the scores, One-Way ANOVA for Repeated Measures was used to find out whether there are significant differences between the pre-test scores for environmental awareness and behavior and those of the post-test. The Cronbach alfa reliability coefficients of the scales are  $\alpha=.82$  and  $\alpha=.88$ , respectively. According to the results of the comparison, it can be argued that significant differences between pre-test environmental awareness ( $F=5.184$ ;  $p<0.05$ ) and behavior ( $F=15.830$ ;  $p<0.01$ ) scores and post-test scores came into being. In light of the findings showing the efficiency of the program, it is suggested that such programs should be made more widespread.

[Gamze Sarmaşık](#) and [Volkan Coşkun](#). DIFFICULTIES IN LANGUAGE LEARNING AND CONTRIBUTION OF COMPUTER ASSISTED LANGUAGE LEARNING TO THE ELIMINATION OF THOSE DIFFICULTIES

**Abstract:** Infant learns mother tongue by way of hearing and listening. Although he/she can learn spoken language until he/she gets six years old easily, learning literary language inevitably requires education. Acquisition of some literary value and the expression and writing of thoughts require learning grammar rules, punctuations and similar linguistic rules. And education of language is not easy. Because in other courses (science, social science, mathematics etc.) have visual objects which can be presented as pictures. On the contrary of other courses language education contains abstract concepts make language teaching more difficult than other courses. In this article we tried to demonstrate that how the instructional software could be visualized by using computer components and how language learning becomes easier and funnier, and we used examples for that purpose.

[Valerya Demareva](#). SEARCHING THE MARKERS OF COMPETENCE IN LEARNING THE ENGLISH LANGUAGE USING THE TECHNOLOGY OF COMPUTER LATEROOMETRY

**Abstract:** This article is devoted to the research of psychophysiological markers of language competence and individual sensitive periods of English learning of the pupils of specialized linguistic school. In our research took part pupils of the 3th form. We used 14 indicators to determine the language competence including grammar, lexis, orthography etc. Functional interhemispheric asymmetry was measured by using the technology of computer laterometry, which provides quantification of direction and efficiency of interhemispheric asymmetry by soundlocalization function (SLF). We established that the number of linguistic parameters is excessive. So we can conduct only 4 parameters with no less informative content. We found strong correlation between 4 parameters of laterometry and 7 parameters of language competence. We came to the conclusion that the level of English acquisition of the pupils with left hemispheric dominance is authentically upper than that of the pupils with right hemispheric dominance.

Mehmet Korkmaz and Ayse Demirbolat. Teacher and Classroom Context Effects on Academic Achievement of Primary School Students

**Abstract:** The purpose of this study is to determine how student achievement is affected by teacher effectiveness and school effectiveness. For this purpose, there are three different properties of effective teachers investigated in this study: (1) instructional strategies (2) classroom curriculum design, and (3)

classroom management. There is also another variable including seven properties of effective schools: (1) safe and orderly environment, (2) collegiality and professionalism (3) family and community involvement, (4) effective feedback, (5) a guaranteed and viable curriculum, (6) student motivation, (7) parental support.

The findings of this study revealed that teacher effectiveness scale explained ( $R^2= 0.42$ ) of the total variance of students' perceptions related with academic achievement. Moreover, school effectiveness scale explained ( $R^2= 0.38$ ) of the total variance of students' perceptions related with academic achievement. When the two independent variables are considered, ( $R^2= 0.56$ ) of the total variance of students' perceptions related with academic achievement is explained.

#### Özgül Keleş. Elementary Teachers' Views on Mind Mapping

**Abstract:** Mind mapping is specific instructional tool and it utilizes to improve learning. This instructional tool allows individuals to foster and create meaningful learning. Mind maps let you see the big picture of a topic as well as the details that make up the picture. The purpose of this study was investigating elementary teachers' views on mind mapping by using interviews. In this line, the study group of the research was composed of 24 elementary teachers experience periods in their job between 2 and 21 who were enrolled in a "Teaching Thinking Science Consulting Course". In the implementation phase of the study, the teachers were primarily instructed about the application of the mind mapping technique. In the interviews open-ended six questions were asked to teachers about mind mapping and the use of this technique in the classroom. Interviews were analyzed using qualitative research methods. Results showed that using mind mappings in instruction helps teachers improve their instruction, planning and evaluating lessons and makes the lecture more entertaining. According to the teachers, the advantages of the mind mapping technique were its providing permanence, visualizing, and organizing systematic learning. Teachers were thought that the mind mapping technique will generally develop creativity. The use of mind mapping in different areas also needs to be examined to determine if there are better matches between the strategy and content. The technique can be suggested to extend by analyzing its relation with different variables like different lessons and participants.

#### [João Leitão](#). O desafio da qualificação

**Abstract:** O desafio da qualificação

Numerosas são as análises referentes à qualificação dos portugueses, de um modo geral todas elas caracterizam Portugal, como sendo dos países onde a qualificação da sua população é mais baixa, como facilmente se verifica nas diversas análises estatísticas sobre este assunto, remetem-nos ou para a última posição, ou para a penúltima posição no ranking da Europa a quinze estados.

Sendo que a situação era já de si preocupante, constituindo um dos handicaps da competitividade portuguesa a quinze estados, mais preocupante se torna quando se verifica que com a entrada de novos países na União Europeia, Portugal em termos de qualificação vê agudizado ainda mais este problema.

Em rigor podemos até dizer que a linha que demarca o litoral do interior, é também a mesma que promove uma profunda diferença entre os níveis de qualificação, de algum modo esta característica compreende-se se tivermos em atenção que o interior do país não é um pólo aglutinador de empresas e por consequência de recursos humanos, uma vez que a estrutura do mercado de trabalho é extremamente débil e longe de captar investimentos em áreas de ponta.

A ilustrar esta perspectiva de desfasamento entre novos e velhos, interior e litoral, apresenta-se o estudo de caso de uma empresa Têxtil da Covilhã, grande empregadora num contexto nacional, e regional mas que tem grande dificuldade em captar recursos humanos mais qualificados e por isso mais jovens.

Porém o esforço que tem vindo a ser feito tem sido sempre em crescendo, se em 1972 a verba para a educação em orçamento de estado era de 1,4%, já em 2009 a parte do orçamento destinada à educação era de 5,1%. Este crescendo em investimento na educação foi tendo geração após geração resultados

positivos, se em 1960, 65,6% da população com quinze anos ou mais não possuía nenhuma escolaridade, em 2001, a população sem qualquer habilitação formal tinha descido para 9,2%, (Rosa & Chitas, 2010) sendo que esse número continua a diminuir e a aumentar o número de pessoas com mais habilitações académicas.

Até 1981 o 1º ciclo, que até aqui tinha correspondido ao ciclo com maior número de inscritos, atinge o seu número máximo com 946 mil alunos, daqui para a frente a dinâmica demográfica de Portugal começa a mostrar sinais de uma diminuição da taxa de natalidade, que ano após ano se agrava, diminuindo conseqüentemente o número de alunos no 1º ciclo. Sucessivamente esta quebra vem-se fazendo sentir, ciclo após ciclo de ensino, tendo-se em 1964 alargado a escolaridade obrigatória para o 2º Ciclo de Ensino, procedendo-se em 1986 a mais um alargamento da escolaridade obrigatória para nove anos, estendendo-se ao 3º Ciclo de Ensino, sendo também este o ciclo onde encontramos maior número de alunos inscritos presentemente. Duas décadas volvidas concretiza-se o último alargamento da escolaridade obrigatória, que hoje em dia se situa em doze anos de escolaridade ou até aos dezoito anos de idade.

Pinar Ersin and Gokce Kurt. Turkish EFL Preservice Teachers' Characterization of Language Teachers

**Abstract:** One of the key questions educational researchers investigate involves better understanding of what it means to be a teacher. Researchers in general education have identified several universal teacher characteristics that transcend various disciplines. While educational researchers agree that these characteristics are relatively consistent across different subject matters, there is little agreement regarding discipline-specific teacher characteristics (Bell, 2005). The present study aims to investigate Turkish EFL pre-service teachers' perceptions of the distinctive characteristics of language teachers. The participants were 85 freshmen level and 98 senior level Turkish pre-service teachers (PTs) of English enrolled in a state university in Istanbul, Turkey. Data were collected by means of a questionnaire adapted by Lee (2010).

Teresa Teixeira Lopo. Entre o tudo ou nada: Valores da educação nos discursos pedagógicos dos governos portugueses

**Abstract:** No nosso estudo, procurámos identificar os valores da educação orientadores do processo de decisão sobre políticas educativas, que foram invocados nos discursos pedagógicos oficiais dos II, VI, IX, XI, XIII e XVII governos constitucionais.

Os resultados obtidos, que gostaríamos de expor nesta comunicação e debater, aglutinam-se em torno de três tendências.

Num primeiro período, correspondente aos governos que iniciaram os seus mandatos entre 1978 e 1983 (II, VI e IX Governos Constitucionais), os discursos pedagógicos organizaram-se em torno de um conjunto reduzido de valores, em que valores da educação delimitam o espaço de comunicação com os partidos políticos. A contestação dos partidos é simultaneamente sobre as crenças associadas ao impacto das acções programáticas/intenções pensadas pelos governos e, sobre quais os valores da educação, que devem predominar e orientar o processo de decisão.

Num segundo período, que corresponde ao dos governos que iniciaram os seus mandatos em 1987 e 1995 (XI e XIII Governos Constitucionais), os discursos pedagógicos oficiais, ocultando que a definição das políticas educativas implica sempre uma escolha, enchem-se de valores que tendem a valer o mesmo, perdendo assim valor, como referências que influenciam a selecção dos meios e dos fins da acção educativa, os valores da educação.

Finalmente, com o XVII Governo Constitucional, que inicia o seu mandato em 2005, a educação deixa de ter um projecto próprio. O discurso organizado em torno das entidades glorificadas da ciência e da tecnologia e das suas funções imperativas para o progresso humano, esvazia-se de valores da educação, determinando para os que remanescem uma finalidade instrumental – qualificar para o trabalho e a competitividade económica, numa relação de subordinação que se estreitou ao longo do tempo e que parece ter esquecido o homem livre que a Lei de Bases do Sistema Educativo modeliza e coloca no centro do projecto educativo.

[Jurgis Maciulevičius](#). MODELLING OF DOUBLE SUPPORTED BEAM USING “EXCEL”

**Abstract:** This paper provides methodology that can be applied by students for classroom and individual work as well as by teachers that prepare and test homework assignments and control tests in the case of the flat bending.

The methodology for preparing self-study assignments, homework activities and tests focused on bending flat double supported beam as well as checking the accuracy of solutions is provided in this article. This methodology integrates the courses of Mechanics and Informational Technologies. Examples of exercises with different external loadings are also included in this work

[Ilda Pestana](#). A preparação dos professores de educação especial e a dislexia no contexto português

**Abstract:** De acordo com um estudo recente, a taxa de prevalência da dislexia em Portugal rondará os 5,4% no 1º ciclo do Ensino Básico (Vale, Sucena, Viana & Correia, 2010 (Março)). De modo geral, a dislexia é um problema que afecta pelo menos 5% das crianças em idade escolar (Scerri & Schulte-Körne, 2010). Pelo elevado número de crianças com dislexia, a escola tem a responsabilidade de ajudar estas crianças. Acreditando nesta ideia, procuramos, através do nosso estudo, encontrar resposta para algumas questões relativas aos casos de dislexia. Em primeiro lugar queríamos saber se os professores de educação especial de Portugal continental, colocados no ensino básico público, se sentem preparados para o paradigma de escola inclusiva e se consideram estar preparados para dar as respostas educativas específicas de que necessitam as crianças com dislexia.

Neste contexto, procurámos perceber qual é a opinião que os professores têm sobre a sua formação e as condições da escola para a inclusão dos alunos com dislexia.

Os professores de Educação Especial que participaram no nosso estudo (n=535), afirmaram ter formação para dar resposta à escola inclusiva e, também, de fazerem um esforço de auto-formação, porém não têm formação suficiente na área da dislexia. A maioria dos professores considera que há falta de oferta formativa nesta área. Ou seja, a maioria dos professores, apesar de serem especializados (86,2%) sentem falta de formação nesse domínio, necessitando de mais formação sobre a dislexia.

Reconhecendo que o papel do professor especializado é determinante para o sucesso escolar dos alunos com dislexia, a existência de formação contínua no campo da dificuldades específicas de aprendizagem da leitura e da escrita. Em jeito de conclusão, é fundamental a formação no domínio da Educação Especial para promover a Escola Inclusiva (Pestana, Carvalhais & Silva, 2009).

[Naim Uzun](#). A SAMPLE OF ACTIVE LEARNING APPLICATION IN SCIENCE EDUCATION: THE THEMA “CELL” WITH EDUCATIONAL GAMES

**Abstract:** The purpose of this study is to investigate an application and its effects on the academical achievement about a subject called "cell" which can not be learned easily and too much misconceptions can be met by students in primary science and technology lesson.

In this study, pretest-posttest pattern has been used. In accordance with this pattern "Achievement Test" was applied in order to collect data. The working group comprises 72 students (2 classes: the control group) from Ankara-Seymenler Elementary School, and 121 students (3 classes: the experimental group) from Ankara-Nazım Akcan Elementary School attending to the 6th class in both groups. The application has been executed during in total 4 class hours by making use of educational games in accordance with the active learning methods and techniques. The study was recorded step by step and enriched with photos that may attract interest of the attendees, as well as visual materials such as posters. The data obtained from students' achievement pretest and posttest were statistically evaluated by SPSS program. For the data analysis Two-Way ANOVA for Mixed Measures test was used, however the Bonferroni test was used for multiple comparisons.

As a result of the analysis between the experimental groups and control groups, a significant average achievement difference was detected in favor of all the three experiment groups. In addition to that, during the study, more student interest in the lesson has been observed. Moreover more effective information exchange as well as more cooperation between group friends have been observed.

As a conclusion, the carried out activity increased students' interest by ensuring their active participation and the academic success of the students has increased significantly. Therefore, this activity, has a character to support the effectiveness of the recently most accepted active learning method in Turkey. For this reason it should be frequently utilized for topics hard to comprehend like “cell” and “cell topics”

Ana Acciaioli Gouveia. OS MEDIA NO ENSINO DA LÍNGUA PORTUGUESA - UTILIZAÇÃO DE

## ANIMAÇÕES COM A FERRAMENTA GOANIMATE

**Abstract:** Abstract: This article considers the use of a computer animation tool, the "GoAnimate" as a learning strategy of the Auto da Barca do Inferno and The Lusíadas, in the context of the discipline of Portuguese Literature, in the 3rd cycle of Basic Education. It is a background to the introduction of media education in school as well as a description of the tool used and the pedagogical model adopted for the use of animation on learning, where knowledge is constructed for the development of communicative competence as well as the personal and social's valences. The results are presented considering the potential of technological tools and the integration of attitudes of autonomy, active participation, reflection, responsibility and collaboration, and assessment of gratification resulting from the introduction of this technology.

## Didem Kılıç, Özgül Keleş and Necdet Sağlam. EXAMINATION OF ELEMENTARY TEACHERS' VIEWS ABOUT CONCEPT MAPS

**Abstract:** One of the teaching methods that are carried out to make the teaching-learning process more effective is concept mapping. By concept mapping learners can incorporate new knowledge into their prior knowledge framework. Furthermore the representation and organization of knowledge through concept maps, helps retention and recall. So concept maps facilitate meaningful learning by organizing knowledge in cognitive structure and encourage creatively thinking. Through the visual representation of concept maps teachers are able to easily identify misunderstood concepts. When constructed by teachers, concept maps enable students to identify and explore the structure and nature of knowledge. The use of concept maps can also assist teachers in evaluating the process of teaching. They can assess the students' achievement by identifying misconception and missing concepts. In this study, it is aimed to investigate elementary teachers' views about concept maps. In research, a written questionnaire that includes six open-ended questions is carried out with 24 elementary teachers. Before applying the questionnaire teachers have been instructed about concept maps and they constructed concept map examples. Findings indicate that elementary teachers generally found concept maps as a useful, effective and practical tool. Teachers expressed that concept mapping facilitate teaching process. Moreover they signified that constructing a concept map is important because of requiring feedback. An important implication of this study is that there is a need for teachers to know how to teach concept map construction and to associate the concept maps into their lessons and into the evaluating process.

## Abdullah Ferikoğlu, Ahmet Zengin, Hüseyin Ekiz, İbrahim Özsert and Vedat Ari. A NEW APPROACH FOR TEACHING FOREIGN LANGUAGE

**Abstract:** Visual tools such as signs, graphics and symbols can be useful in the learning and teaching process for any language grammar. Visuality is an essential theme to be considered in language teaching classroom, since it helps the students to develop their cognitions. This paper proposes a new visual approach for teaching English Language tenses. Time and aspect features of tenses are first classified and then each tense is matched with a specifically developed and computer produced visual element. To evaluate the effectiveness of the developed approaches, it was tried in a second year undergraduate course titled Technical English. The students were given a survey as an achievement test after instruction. Results presented in tables show that students found the approach advantageous to some extent. The designed visual system is prospected to be helpful in the education of English Tenses.

## Kamuran Godelek, Nur Yeliz Gülcan and Taşkın Ketenci. Rousseau as a Philosopher of Enlightenment and the Equality of Sophie and Emile Regarding Education

**Abstract:** J.J. Rousseau, while being an Enlightenment philosopher, is also known with his criticisms to the Enlightenment movement and basic ideas of modern philosophy. Rousseau, by rehashing the discussions brought upon by Descartes and his successors in the 18. century, pursued a social and political philosophy centered on the concepts of self and freedom. As the most controversial and paradoxical of the writers of the Enlightenment, Rousseau rejects both the Cartesian views, which reduces animals to a machine, a mere automaton with no feelings and also Ancient theses, which find the essence of humanity in the possession of reason. According to Rousseau, a human being defines oneself with both the power to squirm oneself out of the instinctual preprogramming, which means freedom, and also the power to have a history which has a priori, indefinite development. This human conception of



Rousseau forms the foundation for not only for ethics but also for the politics and social life. Since, in the humanistic philosophy of Rousseau, human nature is not preprogrammed and there does not exist a single natural or social program that could compass a human being, each human being is free, who moves forward towards uncertainty and who has never been preprogrammed by the determinants related to race or gender. Rousseau argues that people who are educated according to the rules exerted by others, cannot be free; he outlines the main tenets of a freeing and perfective education in his influential work *Emile* with regard to the education of a boy named Emile. According to him, the question of “what a human being should do”, that is, the question of how one to act in his/her relationship with others contains the question of “what a human being is” and consequently leads us to the reformation of social institutions through education. In the fourth chapter of the book which is about the moral education of Emile, Rousseau puts forward the Sophie character in order to show how different a woman’s education should be contrasted to a man. Even though our human self is universally independent, Sophie is not quite as competent in theoretical issues as Emile; and Rousseau claims that the nature of the relationship between men and women stems from the fact that men are more powerful and independent. According to Rousseau, men are in need of women because they desire them, but women both desire men and also are in need of them. So it seems that Rousseau’s universal human self is not valid for women.

Mary Wollstonecraft, a contemporary of Rousseau, in her book *A Vindication of the Right of Women* advocates the view that the education Rousseau withholds from women is a necessary right for women as well as for any human being. Wollstonecraft discovers the only reason for women’s state is their lack of education. Relentlessly attacking Rousseau for limiting the education for active citizenship only to boys, consigning girls to a subservient “education for the body” alone, Wollstonecraft argues that even as mothers and nurturers, women require a much more substantial education.

The aim of this paper is to investigate the faculties of freedom and perfection that Rousseau considers as necessary for a humanly existence and the idea of universality in terms of Sophie character by using Wollstonecraft’s views.

#### Özlem Eryılmaz. FEN BİLGİSİ ÖĞRETMEN ADAYLARININ FİZİK LABORATUVARI DERSİNDEKİ AKADEMİK BAŞARI DÜZEYLERİNDE CİNSİYETİN ETKİSİ

**Abstract:** Bu araştırmanın amacı, fen bilgisi öğretmen adaylarının farklı değerlendirme yöntemleri kullanılarak işlenen genel fizik laboratuvarı dersindeki akademik başarı düzeylerinde cinsiyetin etkisini araştırmaktır. Araştırmanın çalışma grubunu, Aksaray Üniversitesi Eğitim Fakültesi Fen Bilgisi Öğretmenliği Anabilim dalında öğrenim gören 38 öğretmen adayı oluşturmaktadır. Araştırma süresince öğretmen adaylarının akademik başarı düzeyleri üç farklı değerlendirme yöntemiyle belirlenmiştir. İlk olarak deney öncesinde öğretmen adaylarının konu bilgisi açık uçlu sorular ile değerlendirilmiştir. Öğretmen adaylarının laboratuvar dersindeki performans düzeylerini değerlendirmek için her bir öğrenci için ders süresince deney süreci kontrol formu doldurulmuştur. Son olarak deney sonrasında öğretmen adayları tarafından hazırlanan laboratuvar raporları araştırmacı tarafından değerlendirilmiştir. Uygulama sürecinde elde edilen verilerin analizinde bağımsız örneklem için t-testi kullanılmıştır. Araştırma sonucunda, genel fizik laboratuvarı dersine katılan öğretmen adaylarının, ders kapsamında yapılan deneyler öncesinde gerçekleştirilen teorik sınavlardaki başarıları ( $t=2.993$ ;  $p<0.05$ ) ve deney sonrasında laboratuvar etkinlik raporu hazırlamadaki başarıları ( $t=2.839$ ;  $p<0.05$ ) kız öğrencilerin lehine anlamlı bir farklılık gösterirken; deney sürecindeki performansları ( $t=-4.235$ ;  $p<0.05$ ) erkek öğrencilerin lehine anlamlı farklılık göstermektedir. Sonuç olarak erkek öğrencilerin laboratuvar dersindeki kız öğrencilerden daha yüksek performans gösterdiği; kız öğrencilerin ise yazılı sınavlarda daha başarılı olduğu tespit edilmiştir.

#### Derin Atay, Ozlem Kaslioglu and Gokce Kurt. MOTIVATION TO BECOME A TEACHER: PERSPECTIVES OF TURKISH PROSPECTIVE TEACHERS OF ENGLISH

**Abstract:** Teachers affect their students’ lives, worldviews and the way they learn to a great extent and play a very significant role in their academic lives. They also have a fundamental responsibility in transmitting a society’s culture and values to younger generations. Considering the role of the teachers in shaping students’ lives and their contribution to societies, it is critical that we develop an understanding of the reasons affecting individuals’ decisions to become a teacher. The aim of the present study is to profile and compare the background characteristics and teaching motivations of Turkish prospective

teachers (PTs) of English enrolled to a four-year teacher education program of a state university in Turkey and in a one-year certificate program of the same university. Data came from “FIT-Choice” (Factors Influencing Teaching Choice) Scale adopted from Watt & Richardson (2007).

Ayşe Cabi, Neriman Çelik and F. Atıl Bilge. CONTRIBUTION OF THE USE OF INFORMATION TECHNOLOGIES (IT) IN BUSINESS MANAGEMENT EDUCATION

**Abstract:** The recent technological developments affect all areas of human life. Today, businesses compete in a global world and use 'Information Technologies' (IT) seriously in competition. globalization and technology cases trigger each other constantly and requires businesses to monitor these cases. Globalization and Technology not only affected business world but also they led changes in each area where people exist.

The other area affected by the globalization and technology is Educational Sciences. The use of 'Information Technology' in education is inevitable. With the development of technology, education has almost changed its dimension. Concepts such as 'distance learning, e-learning, computer aided education' emerged and with these concepts it has been tried to make education more qualified. Demands to use information technology in education has become broadly accepted case However, it is dealt with the use of (IT) 'Information Technology' as a tool in Education in researches and studies conducted. Whereas, it is an important case to transfer to students that Information Technology is not only used as a tool in Education but also it should be used in the field of education. In this research, alongside using 'Information Technology' in Business Education as a tool, the reflection of using 'Information Technology' in business world studied/analyzed.

Aytekin Isman and Nese Aydoğan. İLKÖĞRETİM İDARECİ VE ÖĞRETMENLERİN E-OKUL SİSTEMİNİ KULLANIM ALIŞKANLIKLARININ İNCELENMESİ: KOCAELİ ÖRNEĞİ

**Abstract:** E-okul sisteminin idareciler ve öğretmenler tarafından kullanım biçimlerinin belirlenmesi amacıyla yapılan bu çalışmada e-okul sistemi; öğretmenler ve idareciler için ayrı olarak geliştirilen iki farklı ölçekle değerlendirilmiş toplam 51 idareci ve 203 öğretmenin görüşleri alınmıştır.

Araştırma kapsamında geliştirilen anketle idarecilerin e-okulu kullanım düzeylerinin cinsiyet, yaş, hizmet yılı, mevkileri, evde bilgisayara sahip olmaları, daha önce bilgisayar konusunda eğitim alıp almamaları, eğitim durumları ve hizmet yıllarına göre anlamlı farklılık gösterip göstermediği kontrol edilmiştir. Benzer şekilde öğretmenlerin de e-okulu kullanım biçimleri cinsiyet, yaş, eğitim durumu, internete bağlandıkları yer, evde internet bağlantısına sahip olma durumuna ve internet konusunda daha önce eğitim alıp almamalarına göre anlamlı farklılık gösterip göstermediği kontrol edilmiştir.

Çalışmanın sonucunda elde edilen bulgular doğrultusunda; idarecilerden yüksek lisans mezunu olanlar lisans mezunu olanlara göre erkek idareciler bayan idarecilere oranla e-okulu daha sık kullanmaktadır. Öğretmenlerden de yüksek mezunu öğretmenler lisans mezunu olanlara göre erkek öğretmenler bayan öğretmenlere göre daha önce internet konusunda eğitim alan öğretmenler almayan öğretmenlere göre e-okuldaki modülleri daha sık kontrol etmektedirler.

Kevser Candemir. EDEBİ ESERLERDE DİL

**Abstract:** Yaşananların, duyguların ve düşüncelerin estetik ölçüler içinde anlatımı olan tüm edebi eserlerin oluşumunda dil vardır. Edebî eserler yazıldıkları çağın kültür ve sanat anlayışını yansıttığı kadar dilini de yansıtır. Edebî ürünlerin en eskisi ve Türk edebiyatında en çok gelişme gösteren türü olan şiirin, normal konuşma dilinin üzerinde özel bir kullanımı; yürekten gelen bir söyleyişi vardır. Bir üst dildir şiir dili. Yaşantıları, düşleri, özlemleri, duyguları, imgeleri içinde taşıyan, müzik ve sesle yakın ilişki içinde bulunan ve etkileme gücü olan estetik bir dil. Bazı şiirlerde ise günlük konuşma dilinden yararlanıldığı, sözcüklerin gündelik düzeninde kullanıldığı; soru ve ünlem sözcüklerinin, yarım bırakılmış anlatımların yer aldığı; çocuksu söyleyişlerden ve halk söyleyişlerinden yararlanıldığı; şiire öykülemenin girdiği görülür.

Sözün kurallara göre doğru ve düzgün söylenen ve yazılan doğal şekli olan düzyazında ise bazı yazarlar tarafından simgesel anlamlar, eksilteli anlatımlar, duygu değeri ve duygu yoğunluğu, eşadlı, çokanlamlı öğeler, uzak çağrışımlar ve kavram karşıtlığı, sözcük ya da sözcük öbeğinin yinelenmesi, lirik, içten ve kısa anlatımın da kullanıldığı görülür.

Bu çalışmada şiirde konuşma dilinin kullanımı seçilen dizelerle değerlendirilirken farklı türde düz yazı

örneklerinden yola çıkılarak da şiirsel anlam zenginliğinin tespiti yapılacaktır.

Mokua Maroko, Theresia Kinai and Jancita Kwena. RELATIONSHIP BETWEEN SELF-CONCEALMENT AND ATTITUDES TOWARD SEEKING VOLUNTARY COUNSELING AND TESTING AMONG STUDENTS: A CASE OF KENYATTA UNIVERSITY, KENYA

**Abstract:** Three hundred and fourth seven undergraduate students were studied to underscore the relationship between self-concealment and attitudes toward seeking voluntary counseling and testing (VCT). Results revealed that students who had low self-concealment had a higher probability of seeking VCT than students with high self-concealment. It was revealed that there was no difference between a student's sex and his/her self-concealment level. The study revealed that married students had a more favourable attitude toward VCT services than students who were unmarried. The study further revealed that older students had more positive attitude toward seeking VCT services than younger students. The findings indicated that students who had undergone VCT had more favourable VCT seeking attitudes than those who had not. Findings indicated that students with low self differentiation had more preference of seeking VCT services than highly differentiated students. Implications of these findings and recommendations for further research are discussed.

Ersen Fazıl Çöllü. EMPLOYMENT EXPECTATIONS OF UNDERGRADUATE LEVEL PUBLIC RELATIONS STUDENTS (THE CASE OF PUBLIC UNIVERSITIES and PRIVATE UNIVERSITIES)

**Abstract:** The number of enterprises and institutions that recognize the importance of public relations are increasing and the standards of the public relations agencies that are serving to these enterprises and institutions are better of in the Turkish environment which is trying to keep pace with globalization. The existence of some agencies that trace the developments in the world and achieve successful projects is observed in Turkey.

However, most of the undergraduate students are facing problems relating to the employment opportunities caused by the lower development level of the sector and high rates of employment from the sectors out of public relations.

This study aims to find and compare the expectations and apprehensions of public university and private university undergraduate students studying at the faculty of communication upon their graduation.

This research is managed at the Communication Faculties of Selcuk University and Baskent University and there are 100 respondents that are still studying at the faculties from each University.

SPSS Windows is used to analyze the gained data from the research.

Erhan Summak. EVALUATION OF VOCATIONAL SCHOOL EDUCATION FROM THE PERSPECTIVE OF STUDENT PERCEPTION: A FIELD RESEARCH

**Abstract:** In Turkey and in the world vocational schools are higher education institutions that are educating qualified labor force to different industries. One of the problems stated in the global competition environment is the need for good educated and qualified labor force. With this respect vocational schools are gaining importance more and more due to meeting the functional personnel needs of industries. In order to ensure the efficient functioning of the personnel relating to assigned tasks there is a need for a good education system which develops the professional information of the students and contributes to their understanding, life, behaviors, attitudes, customs, rational decision making and thinking. Regarding to the importance of this subject a research is managed on the students of Social Sciences Vocational School of Selcuk University (Turkey) in order to evaluate the perception of current education. A questionnaire is constituted and applied to 100 students from different programs. Data gathered is analyzed by means of SPSS 1,70 software. Frequency distributions, arithmetic means and standard deviations are used in analysis.

Margarete Oliveira, Belarmino Leite and Carlos Francisco. Inquérito de Avaliação da Influência da Prática Desportiva na Formação das Crianças, Jovens e Adultos.

**Abstract:** Para ser possível a avaliação desta dimensão de estudo tivemos de criar um inquérito, visto não existir nenhum que permitisse tal avaliação na bibliografia. Este inquérito é constituído por uma primeira parte de dados sociodemográficos como o sexo, a idade, a

profissão, e algumas questões relacionadas com a prática desportiva e as suas influências no comportamento das pessoas e também acerca da opinião sobre os técnicos de desporto. Numa segunda parte, constituída por 21 itens, sobre as influências que a prática desportiva tinha no comportamento do inquirido.

Para a validação deste foi entregue a 3 pessoas com experiencia na área e depois a outras 10 para avaliar o padrão de resposta. Seguidamente procuramos o valor de alfa para verificar a força das questões, em primeiro lugar o valor de alfa geral e depois o valor de alfa individual (cada questão).

Duygu İlkhan SÖylemez. TURİST REHBERLİĞİ BÖLÜMÜ ÖĞRENCİLERİNİN SANAT TARİHİ ALGISI: SELÇUK ÜNİVERSİTESİ SOSYAL BİLİMLER MESLEK YÜKSEKOKULU ÖRNEĞİ (TÜRKİYE)

**Abstract:** Günümüzde, bilim ve teknolojiye uyum sağlayan, gündemi takip eden, arkeoloji ve sanat tarihine hakim nitelikli turist rehberleri turizm sektörünün ihtiyaçlarının başında gelmektedir. Bu araştırmanın amacı, meslek yüksekokullarındaki turist rehberliği öğrencileri için sanat tarihinin gerekliliği ve yeterliliği belirlenmeye çalışılmıştır.

Araştırmada önce sanat tarihinin eğitimdeki yeri ve önemine dair açıklamalar yapıp, sanat tarihi dersleri ile ilgili öğrencilerle mülakat tekniğiyle görüşme yapılmıştır. Turist rehberliği öğrencileri ile yapılan görüşmelerden elde edilen verilere dayalı olarak öğrencilerin sanat tarihi alanındaki düzeyleri belirlenmiş, sanat tarihine bakış açıları ve beklentileri belirlenerek, neler yapıldığı ve yapılması gerektiğine yönelik öneriler sunulmuştur. Bu öneriler doğrultusunda meslek yaşamlarına ne ölçüde katkı sağlayabileceği belirtilmiştir.

Nerİman ÇelİK. İŞLETME YÖNETİMİ ÖNLİSANS PROGRAMI YÖNERGELERİNİN AKTÜEL EKONOMİK BİLGİLERİNİN YETERLİLİĞİ AÇISINDAN DEĞERLENDİRİLMESİ: TÜRKİYE ÖRNEĞİ

**Abstract:** ‘İşletme Yönetimi’ bölümü özel veya kamu için nitelikli ara eleman yetiştirmek amacıyla eğitim faaliyetlerini sürdüren önlisans programlarıdır. Bu programlarda, çalıştıkları alanlarda işletmelerin kendisi ve çevresi ile ilgili yönetimini gerçekleştirebilmesi, işletmelerde karar alma yeteneğinin geliştirilmesi, problemlerin kavranılması ve çözüme yönelik stratejiler geliştirilmesine yönelik becerilerin geliştirilmesi hedeflenmiştir. Program mezunu öğrenciler meslek elemanı unvanı almaya hak kazanırlar. Mezun öğrenciler, yönetim, üretim ve pazarlama sektörlerinde görev alabilirler. Bu programlarda öncelikle ‘Yönetim ve Organizasyon’ bilim dalı ağırlıklı derslerin yanında ekonomi ve hukukla ilgili derslerde yönergelerde öğrencilere sunulmaktadır. Özellikle finans ve bankacılık gibi alanlarda iş hayatına atılacak ‘işletme yönetimi’ mezunlarının aktüel ekonomik bilgilerle donatılması bir gerekliliktir. Bu sebeple bu araştırmada da, öğrencilere aktüel ekonomik bilgilerin verilmesi gerekliliği üzerinde durulmuş ve ekonomi ağırlıklı bir yönergenin uygulanmasının sonuçlarının nasıl olacağı ile ilgili önerilerde bulunulmuştur.

Sebahat Yaşar. Üniversite Öğrencilerinin Yazılı Anlatım Dersinde Yazdıkları Metinlerin Değerlendirilmesi Üzerine Bir Çalışma

**Abstract:**

Bu çalışmada üniversite 1. sınıf öğrencilerinin Türkçe yazılı anlatım dersinde sınıf içi uygulamalarda karşılaşılan sorunlu dil kullanımlarına örnekler verilerek incelemede bulunulacaktır.

Öğrencilerin yazılarındaki noktalama ve yazım yanlışları, konuşma diline özgü günlük dili yazı diline yansıtmaları, yazılarında kalıplaşmış söz öbeklerine yönelik kolaycı anlatımlara kaçmaları vb.

durumlarına örnekler verilecektir. Lisans eğitimi düzeyindeki öğrencilerin Türkçe yazı dilinde yaptıkları yanlışlar saptanarak nedenleri incelenecek ve bunlara çözüm önerileri getirilecektir.

Hulya Yavuz. CONTEMPORARY APPROACHES IN INTEGRATED EDUCATION WITH APPLICATION IN BASIC DESIGN COURSE

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## CONTEMPORARY APPROACHES IN INTEGRATED EDUCATION WITH APPLICATION IN BASIC DESIGN COURSE

The Basic design course is exists in the schedule of the academic year's first term as a design training. (architecture, interior design, industrial design , fine arts...)

After secondary education students comes to university without any substructure about design. they start to design education with statement technical courses which they had only a short time rendering course. Students have to be prepared for this education process and they should gain experience for the projects which they are going to carry out in superclass. Because of this reason first year of the college is very essential transistion stage for the students.

Basic design lesson provides a basis and preparative function for second year or other super classes in interior design and industrial design departments. In spite of traditional recovery education systems, basic design training always requires constanting regeneration. With this lesson, what excepted from students is, to render materials and technic using their ideas. This aim of the course is to gain line, form, mass, proportion ,material information,visual analysis, balance, making observation from nature , finding details , expressing opinions about design to students.

In this study, basic design course that applied in the first year at Halic university interior design program and industrial design department is to be explained. All will be about students' studio practises , solving the problems that they come up against.

After giving theoretical knowledge, solution of the problem using these data is required practically. Therefore, providing integration of education and practicing, integration is provided and studies had been done by students in two-and three-dimensional visual perception, materials, technology and designs had been done by the upper classes has given way to perceive a variety of projects, and computer-aided design examples are presented.

Key words: Basic design, design course

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## EĞİTİMLE UYGULAMANIN BÜTÜNLEŞTİĞİ ‘‘TEMEL TASARIM DERSİ’’ NDE ÇAĞDAŞ YAKLAŞIMLAR

Temel tasarım dersi, tasarım eğitimi verilen (mimarlık, iç mimarlık, endüstri ürünleri tasarımı ve güzel sanatların...) bölümlerin programlarında ilk yıl dersi olarak bulunmaktadır.

Ortaöğretimden tasarımla ilgili altyapı almadan üniversiteye gelen öğrenciler kısıtlı sürelerde çeşitli anlatım teknikleri kurslarından öğrendikleri bilgilerle tasarım eğitimine başlamaktadırlar. Öğrencilerin dört yıl sürecek bu eğitim sürecine hazırlanmaları ve üst sınıflarda yapacakları projeler için deneyim kazanmaları gerekmektedir. Bu sebeple ilk yıl öğrenciler için önemli bir geçiş sürecidir.

Temel tasarım dersinin, iç mimarlık ve endüstri ürünleri tasarımı bölümlerinde, temel oluşturucu ve üst sınıflara hazırlayıcı bir işlevi bulunmaktadır. Temel Tasarım eğitimi, gelenekselleşen eğitim sistemlerine karşın, sürekli yenilenmeyi gerektiren bir disiplindir. Bu ders ile öğrencilerden düşündüklerini inşa ederek malzeme ve tekniğin yorumlanması beklenilmektedir. Derste öğrencilere, çizgiden başlayarak renk, doku,

biçim, kütle, denge, oran, görsel analiz, malzeme bilgisi, strüktür ve üç boyutlu anlatımlar, doğadan gözlem, detay bulma, tasarıma yaklaşım ve düşündüğünü ifade edebilmek gibi özellikler kazandırılmaya çalışılmaktadır.

Bu çalışmada, Haliç Üniversitesinin İç Mimarlık ve Endüstri Ürünleri Tasarımı Bölümlerinde ilk yıl uygulanan Temel tasarım dersi ile öğrencilerin kazanmış oldukları beceriler, yaptıkları deneyler ile verilen problemler karşısında çözüm üretebilme ve kazandıkları deneyimler, stüdyo çalışmaları çeşitli örneklerle açıklanmaktadır.

Bu derste önce teorik bilgiler verilir bu bilgiler kullanılarak verilen problemin çözümü uygulamalı olarak istenmektedir. Böylece eğitimle uygulamanın bütünleşmesi sağlanarak öğrencilerin yapmış oldukları iki ve üç boyutlu çalışmalarda görsel algılama, malzeme, teknoloji kullanımı öğretilmektedir.

Bu derste yapmış oldukları tasarımlar üst sınıflarda yapacak oldukları projeler ve bilgisayar destekli tasarımları algılamalarına yön vermiş olduğu çeşitli örneklerle sunulmaktadır.

Anahtar Kelimeler: Temel tasarım, tasarım eğitimi

[Myriam Cherro](#). EVALUATION OF ENGLISH LEVEL IMPROVEMENT APPLYING CLIL APPROACH IN PRIMARY EDUCATION MAYOR STUDENTS USING DIALANG.

**Abstract:** The goal of this paper is to present a research project that will be carried out at the University of Alicante during the academic year 2011-2012. With this research we will obtain results which will explain how the use of the CLIL methodology (Content and Language Integrated Learning) affects the communicative competence in English of students in “Didactics of English Language” course in the Primary Education Teacher Major . DIALANG is the proposed method, which is an online diagnostic language assessment system created to determine the level of proficiency in 14 European languages based on the Common European Framework of Reference for languages (CEFRL). DIALANG assesses the user’s level in 5 language skills: listening, writing, reading, vocabulary and grammar, providing instant feedback on the user’s answers. This system will be used as pre-test and post-test before and after taking the course to measure the students’ level in English. The results obtained will be of future analysis and further research will be carried out on other Majors.

Theresia Kinai. ASSESSMENT OF CREATIVITY AND ITS RELATIONSHIP WITH GENDER, AGE, AND TEACHING EXPERIENCE OF POSTGRADUATE GUIDANCE AND COUNSELLING STUDENT TEACHERS: A CASE STUDY OF KENYATTA UNIVERSITY, KENYA

**Abstract:** Creativity is a collection of different abilities such as flexibility, originality and fluency. The purpose of the study was to assess creativity of postgraduate guidance and counselling student teachers and establish whether creativity is influenced by sex, age, and teaching experience. 72 participants (43 females and 29 males) responded to a 9 point creativity assessment self-rating scale. Results showed: ideative flexibility 56.5%; ideative originality 59.47%; ideative fluency 57.4%; creativity 57.79%; creativity motivation 68.81. Findings show self-motivation for creativity. There were no significant sex differences in creativity at 0.05 level. Age range was 25 - 54 years. The findings showed no significant difference in creativity as a result of age at 0.05 level. Despite diverse teaching experiences 4 - 28 years, there was no significant difference in creativity as a result of teaching experience at 0.05 level. Participants’ responses showed minimum understanding of the role of divergent thinking in fostering creativity.

Manuela Coutinho and Mafalda Mendes. ENTRE CURRÍCULOS ESCOLARES E SENTIDOS DE APRENDIZAGEM. UM ESTUDO A PARTIR DA ESCOLA DO TOPO (S. JORGE, AÇORES).

**Abstract:** De acordo com as orientações da UNESCO (2005), dedicadas à Educação para o Desenvolvimento Sustentável, a Década [2005-2014] dedicar-se-á à educação para um desenvolvimento

sustentável em todas as partes do mundo, colocando em pé de igualdade os países em vias de desenvolvimento e os industrializados. Atentos a este relatório e conscientes de que cada sociedade dispõe das suas mais-valias experienciais, científicas e tecnológicas na produção do conhecimento, pareceu-nos oportuno analisar as dimensões expressas pelos currículos actuais de escolaridade, por considerarmos que serão eixos orientadores de estímulo ao desenvolvimento.

Para o efeito e, intencionalmente, fomos observar uma região de Portugal, o Topo, na lha de S. Jorge, Açores. As respostas que os alunos nos fizeram chegar, quando questionados sobre o que gostariam de aprender na escola para além do currículo estabelecido, pareceram-nos desafiar conceitos como o de sociedade aprendizagem e de currículo escolar. Marcadas pelo contexto geográfico e pelos impulsos culturais do seu quotidiano, parecem sugerir a existência de uma fractura que separa os sentidos de aprendizagem da ilha, especialmente condicionados pelas experiências de vida, dos sentidos de aprendizagem suportados por conhecimentos científicos e tecnológicos que se concentram em regiões mais industrializadas.

Através de um exercício de análise às respostas dos alunos, o estudo propõe linhas de reflexão que ajudem a responder às questões que nos acompanham: (1) quando se fala em currículos escolares, do que se fala? (2) Estará a sociedade da aprendizagem atenta às diferentes tipologias de aprendizagem? (3) Por onde passará o estabelecimento de “áreas comuns” que preservem e melhorem a diversidade, sem descuidar o desenvolvimento?

[Pavlin Dulev](#). The use of tablets as mobile aids in e-learning

**Abstract:** One of the current trends in e-learning is the integration and use of mobile devices, which allows for mobile education anytime and anywhere. Some of the challenges facing this trend have to do with the correct design of the courses, as well as their lecture modules, the preparation of self-study educational materials and the grading of the students.

The purpose of this article is to present the technological characteristics of the tablet as an aid in mobile education and the capabilities it offers with regards to the integration of different e-learning platforms. The article includes an analysis of some of the major characteristics of a tablet. We will also present a comparative analysis of some good practices and solutions when implementing tablets in an e-learning role.

[Asya Asenova](#). The challenges and benefits of organizing a tablet-based mobile training for future biology teachers

**Abstract:** One of the current trends in the application of mobile technologies is their use as an “anytime, anywhere” mobile learning aid. One of the big challenges in the field of mobile education is the proper design of the learning environments which will help the students to gain the specific knowledge and experience. This should be done through a system of activities designed to accomplish particular educational goals and based on certain basic technological aspects of the environment.

The goal of this article is to present several pedagogical aspects of organizing the mobile training of future biology teachers using one particular modern technology.

In this article, I will analyze the opinions of the students-future biology teachers, regarding the use of tablets when trying to accomplish certain pedagogical goals. I will also outline the main challenges and difficulties of adapting and integrating modern technologies in the education process. Last but not least, I will present an idea about organizing the mobile education process of a particular academic discipline using this relation: studying styles – teaching strategies paired to particular styles of studying – the technological capabilities of the tablet with regards to organizing mobile education – types of learning activities related to the preparation of future biology teachers.

Nazan Sezen, Meltem Sari and Ali Bülbül. AN INVESTIGATION OF PRESERVICE PHYSICS TEACHERS' USE OF GRAPHICAL REPRESENTATIONS

**Abstract:** In science education particularly in physics courses, graphs are used to represent the relationships among variables. As the physics curriculum emphasizes the importance of graphical representations in summarizing and analyzing data in problem solving process, teachers should create situations for students to give them the opportunity using graphs in classrooms. So the graphing skills of preservice physics teachers is important. The purpose of this study is to investigate preservice physics teachers' use of graphs, their difficulties in interpreting and constructing graphs and the transition from

verbal or algebraic descriptions to graphical representations. The study is conducted in two phases. First, the written test that includes tasks related to graphing skills applied to preservice physics teachers. Then clinical interviews are made with selected students. In written test students are asked to read and interpret graphs, to formulate algebraic equations of the graphs, to construct graphs of algebraic function rules, to comprehend informations depicted in graphs. After the written answers of students analyzed by the researchers, individual interviews are conducted with the selected participants to have an insight into their reasoning process.

Meltem Sari, Nazan Sezen and Ali Bülbul. A STUDY OF PRESERVICE SCIENCE TEACHERS' GRAPHING SKILLS

**Abstract:** Graphs are the most frequently used visual tools and they are important for summarizing sets of data and representing complex relationships between variables. They serve as concrete materials in science education for enhancing students' understandings of scientific concepts and they are widely used in science textbooks. Teachers' effective use of graphical representations in their lessons can promote students' understandings of graphs by giving them opportunities working with different types of graphs. From this point of view preservice teachers' graphing skills and their use of graphical representations become important. The purpose of this study is to investigate preservice science teachers' graphing skills and to determine their difficulties in reading, interpreting and constructing graphs. Data were collected through questions developed by the researchers. Students are asked to read and to interpret different types of graphs (line graphs, bar graphs, pie charts, histogram etc.) and to comprehend information about physics, chemistry and biology concepts depicted in graphs and to explain reasons for their answers. Students written answers were analyzed deeply by the researchers and their difficulties were categorized. Students' explanations for their answers give clues about the reasons of their difficulties and according to the results, possible implications for overcoming these difficulties will be discussed.

İbrahim Hakkı Kaynak. 'MULTICULTURALISM AND MULTICULTURALISM EDUCATION' AS AN EXPERIENCE OF OTTOMAN EMPIRE

**Abstract:**

Education is a process which is directly linked to many sciences such as Sociology, psychology, history and religious studies... Etc. Which starts from man's birth but will end with death. The main purpose of education is to educate gregarious man as a human being who is beneficial to society and himself as either a society or as an individual.

Differences are main features of communities as well as people. 'Multiculturalism' which is one of the most important concepts focused on nowadays is neither a new concept nor a new reality. However, today increasing networks caused by reasons such as communication, migration...etc promoted this concept.

Education means training people to participate in the society including Religious Subjects. Structures of a Multicultural nations today cause us to give more importance to concepts 'Multiculturalism and Education' more than the past.

Because social problems and their solutions take place through education.

This subject is important to enable 'social peace and reconciliation'. The concept 'Multiculturalism' is not a new concept is historical process. This problem has been brought forward perhaps for the first time in history in Ottoman society. With the 'Tanzimat Reforms' by integrating education, co-education has been adopted. However, the concepts 'Multiculturalism and Multiculturalism Education' have been put forward as a paradigm of modernization. The reason for this is the problems faced by communities which stems from the necessity of living together in 'equality and peace'.

Religion shows us to be aware of differences. In this study it is focused on 'Religion education, Approaches to Religion Education in Ottoman Empire' in Multicultural structure of Ottoman Empire and education as 'Traditional Pluralism' and Modern Pluralism in Republic of Turkey.

**KEYWORDS:** Ottoman Society, Islahat Reform (Royal Edict of Reform), Non Muslims, Multiculturalism, Religion Education, Traditional Pluralism, Modern Pluralism.



Hüseyin Ekiz, Adem Ozder, Ahmet Zengin, Vedat Arı and İbrahim Ozsert. TEKNİK EĞİTİM FAKÜLTELERİNDEKİ ÖĞRETMEN EĞİTİMİ İLE TEKNOLOJİ FAKÜLTELERİNDEKİ MÜHENDİSLİK EĞİTİMİNİN KARŞILAŞTIRILMASI VE MÜFREDAT İÇİN ÖNERİLER

**Abstract:** Donanımlı ve istenen yeterliliklere sahip mezunlar veren eğitim sistemlerinin kurulması konusu, gelişmiş ve gelişmekte olan ülkelerin üzerinde çalışmalar yaptıkları ve en mükemmel sistemi bulmaya çalıştıkları konulardan birisidir. Ülkemizde Mühendislik için Mühendislik Fakülteleri iken; öğretmen yetiştirmenin en önemli kaynakları Eğitim Fakülteleri ve Teknik Eğitim Fakülteleridir. Mezunlarının öğretmen olarak istihdam sorunu yanında, sektörde çalışmaları durumunda unvan / statü sorunu bulunan Teknik Eğitim Fakültelerinin daha etkin bir işleve kavuşturulması ve mezunların unvan / statü probleminin çözümünü sağlayacak yeniden yapılandırma sürecine girmesi kaçınılmaz bir durumdur. Mesleki / Teknik orta öğretimin önünü açmak ve endüstrinin ihtiyaç duyduğu uygulama yönü güçlü mühendisler yetiştirilmek üzere, TEF'lerin gelişmiş fiziksel olanaklarının üzerine farklı bir mühendislik eğitimi vermesi planlanan Teknoloji Fakülteleri (TF) kurulması kararlaştırıldı. Bu çalışmada, uygulama yönü ağırlıklı eğitim veren ve bu konuda başarılı bulunan TEF tecrübelerinden faydalanılarak, Teknoloji Fakültelerinin yapılandırma sürecine katkı sağlayacağına inanılan öneriler sunulmakta, mühendislik eğitimi veren Fakültelerin müfredat programları ile TF'lerinin müfredat programları karşılaştırılmakta, TF'lerinin beklenen hedeflerine katkı sağlayacağına inanılan öneriler sunulmaktadır.

Betül Garda and Eyüp Erdal YÖRÜK. EDUCATION IN THE INFORMATION AGE AND SYNCHRONIZATION OF THE STUDENTS (BİLGİ ÇAĞINDA EĞİTİM ve ÖĞRENCİLERİN SENKRONİZASYONU)

**Abstract:** EDUCATION IN THE INFORMATION AGE AND SYNCHRONIZATION OF THE STUDENTS

Dr.Betül GARDA  
E. Erdal YÖRÜK

ABSTRACT

People's social phases in the historical process can be listed as primitive society, agricultural society, industrial society and information society. Educational institutions play an important role in the development of the societies and the adaptation to the information age. Organisations should have as much information as possible for survive, successful and accurately prediction about the future. The people who obtain and use the information for the purpose of the organisation need to be trained as necessary. This is possible with the trained work force. Information is transmitted by educational institutions.

Educational institutions are the sort of institutions that knowledge is produced and developed and presented there for the service of humanity. The need for intermediate specialized personnel in Turkey is provided by vocational schools which was established for this purpose. Vocational schools is vital for to detect the intermediate labor force qualifications of the industry needs and to give to the students both theoretical and practical knowledge based on these data and as a result of this, to train personnel in accordance with specifications. In this study, we emphasized the importance of vocational high schools in training qualified staff for information society.

Keywords: Information society, Students, Education, Vocational schools.

BİLGİ ÇAĞINDA EĞİTİM ve ÖĞRENCİLERİN SENKRONİZASYONU

ÖZET

Tarihsel süreç içerisinde insanlığın toplumsal aşamaları ilkel toplum, tarım toplumu, sanayi toplumu ve bilgi toplumu olarak sıralanabilir. Eğitim kurumları, toplumların kalkınmasında ve bilgi çağına uyumda önemli bir rol oynamaktadır. Organizasyonların varlıklarını sürdürebilmeleri, başarılı olabilmeleri ve gelecekle ilgili doğru tahmin yapabilmeleri için mümkün olduğunca çok bilgiye sahip olmaları gerekmektedir. Bilgiyi elde edecek ve organizasyon amaçları doğrultusunda kullanacak kişilerin gerekli

eđitimi almıř olmaları gerekir. Bunun temeli de eđitilmiř iř gúcünden gezer. Bilgi ise, eđitim kurumları tarafından aktarılır.

Eđitim kurumları bilginin üretildiđi ve geliřtirildiđi ve insanlıđın hizmetine sunulduđu kurumlardır. Türkiye’de uzmanlařmıř ara eleman ihtiyacı, bu amaçla kurulan meslek yüksekokulları tarafından karřılanmaktadır. Meslek yüksekokulları, sektörün ihtiyacı olan ara eleman niteliklerinin tespit edip, bu verilere dayanılarak öğrencilere gerek teorik gerekse pratik bilgileri vermesi sonucunda bilgi toplumunun özelliklerine uygun eleman yetiřtirmesi bazında hayati bir önem tařımaktadır. Bu çalıřmada, meslek yüksekokullarının bilgi toplumuna nitelikli eleman yetiřtirmekteki önemi vurgulanacaktır.

Anahtar Kelimeler: Bilgi Toplumu, Öğrenciler, Eđitim, Meslek yüksekokulları.

Gönül Yüksel. řirde Sözcüklerin Kazandıđı İmgesel Anlamlar

**Abstract: ÖZET**

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Dil bilimi, bir ifade bilimi (langage)'dir. İfade (langage), düşünceyi bildirmenin her türlü řekline verilen bir addır. Düşünceler, işaretlerle, sözle, yazıyla, renkle, dumanla, ıřıkla vb. ifade edilebilir. (1) Gerek işaretlere, gerek söze, yazıya, dumana veya ıřığa dökülsün, her durumda da dilin temel görevi anlam ifade etmektir. Anlam dilbilimin sınırları içinde çok fazla yer almadıđı için dilin bu yönüyle işaret bilimi (gösterge bilim) ilgilenmektedir. Dilde anlam, işaretin işaretleyen yüzünde ortaya çıkar, yani dil işaretinin soyut cephesinde kendisini gösterir.(2)

Buna göre, sözcüklerin temelde iki farklı anlam yüklendiđi görülmektedir. Sözcüklerin öncelikle doğrudan nesnelere veya kavramları çağrıřtıran ilk anlamları yani temel anlamları; ikinci olarak da sözcüklerin işaret ettiđi nesne veya kavramların çağrıřtırdıđı izlenimler ve algılarla iç dünyada oluşturulan görüntü anlam. Birincisi dilin günlük hayattaki kullanımı, ikincisi ise sanat deđer taşıyan söze dayalı eserlerdeki kullanımıdır. Malzemesi dile dayalı sanat ürünlerinden řirde, řair sözcükleri duygu ile yođurarak onlara farklı bir deđer kazandırır, yani ona imajlar yükler. Örneđin;

Uzanırım tutmak için zamanı

Gecenin karanlık çerçevesinden

Apansız içimde parlayan anı

Bazen yakalarım bir su sesinden (3)

mırsalarında yer alan sözcüklerin hiç biri temel anlamlarıyla kullanılmamıřtır. Boř bir çerçeveye benzetilen gecede, zaman elle tutulacak bir varlık gibi somurtlařtırılmaya çalıřılmıř, kulakta çınlayan bir su sesiyle geçmiře ve hatıralara sürükleniř görüntülenmiřtir.

Bu çalıřmada, gündelik dile göre bir üst dil olan řirde, sözcüklerin işaret ettikleri varlıklar dışında kazandıkları imgesel anlamlar ve bu anlamların řiire kattıđı deđer, edebiyatımızdan deđiřik řir örnekleriyle incelenecektir.

Kaynakça:

- 1) Prof. Dr. Rıza Filizok . Dilbilimi ve Gösterge (İřaret)
- 2) Prof. Dr. Rıza Filizok . Dilbilimi ve Gösterge (İřaret)
- 3) Güler, ÜÇLER. “Zaman Kırpıntıları” “řir ve Zaman”

Gönül YÜKSEL

Yunus Emre Kampüsü

## ESKİŞEHİR/TURKEY

Nesrin Özsoy, Fatma Eczacinin, Zeynep Fidan Koçak and Figen Özpınar. THE EVALUATION OF THE TEACHERS' OPİNİONS FOR LESSON PLANNING SAMPLES PREPARED BY USING CREATIVE DRAMA METHOD IN MATHEMATICS TEACHING

**Abstract:** This research is made for indicating the overview of the teachers about the maths lesson plan application in maths teaching, which is prepared by using creative drama method by class and maths teachers who are the officers in primary school education between terms 2010-2011. The working group of the research is consisted of 40 teachers in Afyon and in İzmir, who are the officers in 20 official primary schools and whom are selected randomly and as a volunteer. This research's datas were collected by semi-structured interviews. The results obtained from analysis of the data are as follows: 45% of the teachers told that the planning is good. The lesson plan which is prepared by using creative drama method, is one of the ways that the teachers liked (35%) about attracting the students' attention. 25% of teachers have acclaimed of the applicableness of the lesson plan, 22.5% have acclaimed of detailed content, 20% acclaimed of the activities in lesson plan, that make students be active and the use of drama method. The ability of making the taught topic understand of the plan, making the knowledge permanent, removing the monotonousness of the lesson, smooth and funny situation of the lesson are the actions that are liked by the teachers. The vast majority of the teachers told that the crowded classroom and inadequate time are the difficulties in creative drama in the lesson plan of the size of the application which is prepared by using creative drama method in teaching of maths. As 42,5% of the teachers indicated that there is not a place to make changes in the plan and stated that it is applicable, 17,5% of them advised that the event in the plan must be less in terms of time and proposed to give examples from our country.

MATEMATİK ÖĞRETİMİNDE YARATICI DRAMA YÖNTEMİ KULLANILARAK HAZIRLANAN DERS PLAN ÖRNEKLERİNİN ÖĞRETMEN GÖRÜŞLERİ DOĞRULTUSUNDA DEĞERLENDİRİLMESİ

## Özet

Bu araştırma, 2010-2011 eğitim-öğretim yılında ilköğretimde görev yapan sınıf ve matematik öğretmenlerinin, yaratıcı drama yöntemi kullanılarak hazırlanan matematik ders planının matematik öğretiminde uygulanması hakkındaki görüşlerini belirlemek amacıyla yapılmıştır. Araştırmanın çalışma grubunu, İzmir ve Afyon ilindeki 20 resmi ilköğretim okulundaki rasgele yolla ve gönüllülük esasıyla seçilen 40 öğretmen oluşturmaktadır. Bu araştırmanın verileri yarı-yapılandırılmış görüşmeler yoluyla toplanmıştır. Verilerin analizi sonucunda elde edilen bulgular şu şekildedir:

Öğretmenlerin %45' i planlamanın güzel olduğunu belirtmiştir. Yaratıcı drama yöntemi kullanılarak hazırlanan ders planı öğrencilerin dikkatini çekmesi açısından öğretmenlerin (%35) beğendikleri yönler arasındadır. Öğretmenlerin %25'i ders planının uygulanabilir olması, %22,5 'i içerik yönünden ayrıntılı olması, %20' si ders planında öğrenciyi aktif hale getirecek etkinliklerin olması ve drama yönteminin kullanılması açısından beğendiklerini ifade etmişlerdir. Planın öğretilecek konuyu kavratması, bilginin kalıcı olması, dersi monotonluktan kurtarması, akıcı ve eğlenceli olması beğenilen yönler arasındadır. Öğretmenlerin büyük çoğunluğu matematik öğretiminde yaratıcı drama yöntemi kullanılarak hazırlanan ders planının uygulama boyutundaki zorlukları olarak sınıf mevcudunun fazla oluşunu ve zamanı yetiştirememeye olduğunu belirtmişlerdir. Öğretmenlerin % 42,5'i planda değişiklik yapılacak bir yer olmadığını, uygulanabilir olduğunu belirtirken, % 17,5 'i plandaki etkinliğin zaman açısından daha kısa tutulmasını ve ülkemizden örneklere yer vermesini önermişlerdir.

Aisha Lockridge and Calion Lockridge Jr. Sister Circle and Brother to Brother: Successes and challenges for an ongoing retention program for underrepresented men and women of color at a selective liberal arts college

**Abstract:** Undergraduate students of color at predominantly White institutions need safe spaces, because of the frequent levels of isolation and alienation on their campuses. There is often a lack of diversity in the curriculum, in the student population and in the number of administrators and

faculty. Specifically, women of color consequently face the intersecting complexities of race and gender in higher education which separates them from White and male societies (Wiggins, 2005). As Collins (2000) states, “Because elite White men control Western structures of knowledge validation, their interests pervade the themes, paradigms, and epistemologies of traditional scholarship” (p. 251). Therefore, the experiences of women of color are not determined or validated as knowledge. As a result, women of color encounter physical (i.e. hostile classrooms) and emotional (i.e. covert racism) obstacles in being fully recognized within American higher education (Rosales & Person, 2004); in addition the aforementioned challenges for women of color, this climate also provides specific challenges for men of color in relation to how people in academic settings perceive them based on preconceived notions of their race and gender identity in higher education (Cole & Arriola, 2007; Gloria, Castellanos, Scull, & Villegas, 2009).

According to Howard-Hamilton (2004), critical race theory “is a focus on a liberating and transformative experience for persons of color by exploring multiple cultural and personal contexts that make up their identity, such as race, gender, class, and socioeconomic status” (p. 23). Many men and women of color use stories or personal testimonies to reflect on these particular experiences and challenge the beliefs of Whites (Hinton-Johnson, 2003). Students engage in discussions about their “true” experiences in a safe space. As men and women of color find commonalities among their stories, they begin to comfort each other. This dialogue creates a connectedness among underrepresented students of color.

At Allegheny College we have addressed these concerns by creating a safe space found in Sister Circle and Brother to Brother. These programs have proliferated and are also now in place at Clarke University as well. In these created spaces, men and women of color are more apt to discuss academic, social and cultural concerns in a way which has the potential to positively affect their experiences and academic achievement. Our presentation outlines the origins of each program, their adaptability, success rates, and finally provides a working model for faculty and administrators interested in implementing support systems for underrepresented students at their home institutions.

#### Zeynep Camlibel and Pinar Ersin. OUT-OF-CLASS ENGLISH ACTIVITIES OF TURKISH EFL LEARNERS

**Abstract:** Learners’ out-of-class language learning activities complement and optimize their in-class activities and language learning success in general. This study aims to explore whether and how Turkish learners of English as a foreign language (EFL) engage in English activities outside of classrooms to learn and practice the target language. Specifically, the research questions of the study include (a) Do the participants engage in out-of-class English activities? and (b) If yes, what is the frequency and nature of their engagement? Data for the present study were collected from 350 Turkish EFL students enrolled in advanced and beginner level classes at the English Preparatory School of a state university in Istanbul, Turkey at the beginning of spring 2011 semester. In order to analyze the data to answer the research questions, descriptive statistics were used to give an account of the type and frequency of the participants' out-of-class English use and practice.

#### Cevat Celep and Nur Gogus. ACADEMIC LEADERSHIP AS A CONCEPT FOR PROVIDING CHANGE AND TRANSFORMATION AT UNIVERSITIES

**Abstract:** Academic leadership is a concept which based on leadership interpreted on higher education level. There are many definitions for academic leadership, like higher education leadership or university leadership. Academic leadership can be defined as to authorising scientists who focused around a common vision and other higher education staff with an inclusive mindset; and setting an organization based on trust, respect and academic curiosity. Besides basic leadership skills about organization management, academic leadership contains academic field expertise. Management of higher education organizations consist of qualified people like academicians require leadership equipped with skills and abilities responding that kind of people and organizations. This research aims to set a model for Turkey’s higher education system via defining the dimensions of academic leadership considering organizational and cultural structure of universities. As studying on the model, the role sets of presidents, deans and head of departments were also considered. Under the main categories the abilities, competencies and

role sets of academic leaders, the sub-categories interpersonal, personal and cognitive abilities and competencies and the role sets peculiar to the unit, department and academy.

Maria Jose Hernandez Serrano and José Manuel Muñoz Rodríguez. LA INTERPRETACIÓN DEL ROL DE LAS TECNOLOGÍAS EN EL AULA DESDE UN ENFOQUE INTEGRADO

**Abstract:** En este trabajo se analizan las diferentes interpretaciones del rol de las tecnologías en los procesos de enseñanza y aprendizaje. Primero se examinan la literatura especializada en tecnología educativa distinguiéndose dos enfoques; un primer enfoque que presentaría las interpretaciones del rol de las tecnologías en el aula asociadas a la evolución histórica, que se dividiría en tres fases; y un segundo enfoque que se basaría en cuatro diferentes modalidades de interacción entre alumnos y tecnologías. Presentados ambos enfoques, exponemos una síntesis donde se asimilan las fases y modalidades, integrándose en un modelo donde destacamos el efecto innovador sobre el cual impacta el uso de las tecnologías y cuyo último estadio interpretativo se enfocaría a la evolución de los procesos educativos, afectando a todos los agentes del mismo.

Şirin Yılmaz and Betül Timur. İLKÖĞRETİM 6, 7 ve 8. SINIF ÖĞRENCİLERİNİN FEN VE TEKNOLOJİ DERSİNE KARŞI TUTUMLARININ CİNSİYET VE SINIF SEVİYELERİ AÇISINDAN İNCELENMESİ

**Abstract:** Bu çalışmada ilköğretim 6. , 7. ve 8. sınıf öğrencilerinin Fen ve Teknoloji dersine yönelik tutumları belirlenmeye çalışılmıştır. Uygulamada aynı zamanda örneklem grubunda tutum puanları ile kız ve erkek öğrenciler arasında anlamlı bir fark olup olmadığı da araştırılmıştır. Öğrencilerin fen ve teknoloji dersine ilişkin tutumlarının nasıl artırılabilirine yönelik olarak 9 öğrenci ile görüşme yapılmıştır. Elde edilen nicel veriler, SPSS 13.0 paket programında analiz edilmiştir. Analiz sonuçlarına göre öğrencilerin Fen ve Teknoloji dersine yönelik tutumları ile onların sınıf düzeyleri arasında anlamlı bir fark bulunmuş; tutum puanları ile cinsiyet arasında anlamlı bir fark bulunmamıştır. Ayrıca görüşmelerden elde edilen nitel veriler öğrencilerin fen dersine yönelik tutumlarının deney yaparak ve öğrenci merkezli öğrenme ortamı oluşturularak artırılabilirliğini göstermektedir.

İ.Bakır Arabacı, Önder Şanlı, Çetin Tan and Yusuf Gezer. THE IMPORTANCE OF DEMOCRATIC EDUCATION IN THE GLOBALIZING WORLD

**Abstract:** ABSTRACT

In the globalizing world, the people, societies who have different features have to be in relation with each other. The way of living friendly and civilized is only possible with interiorizing democracy and its implementation. It can't be denied the importance of the schools that provide programmed lives in raising individuals who are equipped with democratic values. Therefore, it is necessary that the education at schools has democratic features. In order to teach the democracy, it is rather important to live it. One of the most important tasks of schools is to help students realize the values of democracy. In forming an environment for democratic education, the effect of the democratic programme that brings the individual to forefront is rather big. An education system that has not been constructed on democratic values will turn into an ideologic system by going far away from the universal truths. Educational activities that have a significant place in transferring the social values to individuals should try to gain the culture of democracy with these values. The democracy culture at schools, with the preparation of suitable educational programmes, can come true with a democratic educational environment and democratic applications. In establishing the democracy culture and in its development, it is very important that at first, school administrators, then teachers, students, parents and all partners should act in cooperation with each other.

Yusuf Gezer, Önder Şanlı and Çetin Tan. MOBBING IN EDUCATION

**Abstract:** Mobbing can be described as; situations of bullying, harassment and psychological emotional abuse, a severe form of psychological stress resulting from communications or hostile acts directed in a systematic manner to an individual with difficulties in defending himself, that occurs in professional context. Mobbing seen in organization very often but is not revealed or wanted to be revealed is one of the main problems in present day organizations. Revealing the important problems relevant to that fact

and accelerating the academic studies preventing these problems are very important as provide the clever, honest, creative and successful people's staying in their company. Mobbing, is actually in our work life every time, but it has not been named until in the near future. The common point that international research results agreed, Mobbing victims are more than other annoyances victims.

Çetin Tan, Yusuf Gezer, Önder Şanlı, İmam Bakır Arabacı and Tuba YavaŞ. THE ROLE OF ADMINISTRATORS IN THE PROCESS OF TEAM WORK AND LEADERSHIP

**Abstract:** That the change in organizations is inevitable has caused the administrators prefer to make use of teams in order to succeed the change. In the process of team work, the role of leadership has got a different importance. In this context, the team work and process of leadership have been handled together.

The aim of this study is to research the changing role of the administrator in the process of team work and leadership. This study is based on the literature search. Nowadays, in the process of teamwork, the role of leadership of the administrators, and in the process of this leadership, their separate roles have come up. The administrators can succeed as long as they show their effective leadership in the team.

Geilsa Costa Santos Baptista, Charbel Niño El-Hani and Graça Simões De Carvalho. PERCEPÇÃO DE PROFESSORES DE BIOLOGIA DA BAHIA (BRASIL) SOBRE CONDIÇÕES DE TRABALHO ESCOLAR, SAÚDE E FORMAÇÃO DE PROFESSORES

**Abstract:** O objetivo neste trabalho é identificar quais as influências das condições de trabalho escolar para a saúde, formação do professor e ensino, segundo as visões de professoras de biologia da Bahia, Brasil. O estudo foi desenvolvido em 2009, com base na pesquisa qualitativa, especificamente utilizando entrevista semi-estruturada. Participaram da pesquisa nove professoras da rede pública estadual de ensino, cujas faixas etárias variou entre 28 e 41 anos. As professoras afirmaram que exercem exaustivas jornadas de trabalho, que terminam por influenciar negativamente nas suas saúdes, causando-lhes doenças como: estresse, dores de cabeça e pressão alta, entre outras. Elas afirmaram, ainda, que não têm tempo disponível para participarem em cursos de formação continuada e planejamento cuidadoso das aulas. Esses achados indicam a necessidade de uma mobilização por parte dos próprios professores, das escolas, das universidades e dos tomadores de decisão no campo das políticas públicas da educação, no sentido de melhorar as condições de trabalho do professor, uma variável fundamental para os avanços em relação aos indicadores de qualidade da educação que, com frequência, é deixado de lado nas políticas governamentais.

Rosa Maria Pereira De Carvalho and Joaquim Machado. Governação da Escola Pública Portuguesa e Contrato de Autonomia

**Abstract:** On September 10, 2007 in Portugal were signed contracts for autonomy among twenty-two schools or groups of schools and the Ministry of Education.

The autonomy contracts fall within the broader context of administration policies, the school system, are related to new modes of regulation of public action and are part of an organizational development perspective of schools, mobilizing ideologemas such as school improvement, quality of public education and improving learning outcomes of students.

The autonomy contracts are now in the fourth year of implementation. Our study is qualitative and aims to understand the process of contracting out the autonomy in Portugal, through the voice of school principals and school clusters and those responsible for regional administration of schools.

In this communication, we present some preliminary results of research, highlighting the most valued areas of management, the commitments of schools and the Ministry of Education, the advantages and constraints of school autonomy.

[Murat Ekici](#), Ergün Akgün and M. Kemal Karaman. Examining effects of different levels of blended learning activities on student achievement and retention of learning

**Abstract:** New approaches related to use of computer-based technologies in teaching-learning process have emerged because of the fact that use of technology alone, could not answer all the learner needs. From this perspective, blended learning approach which is the combination of traditional classroom based face to face learning and web-assisted learning is one of the new approaches. This study aims to

investigate the effect of different levels of blended learning activities on student's academic achievement and retention of learning. For this purpose, the study modeled as 4X3 factorial design. The first factor is our working groups, respectively, the second factor consists of the three measurements. The study carried out with 107 participants. Selection of participants was based on volunteerism. In this context, four different blended learning groups attended different blended learning activities for 6 weeks and took pre-test, post-test and retention-test. Data, gathered from tests was analyzed with IBM SPSS 19 and findings have been showed that pre-test, post-test and retention-test scores was significantly different in blended learning groups.

Costa A., Ferreira M. E., Reis C. S. and Salgado J. M.. INCLUSIVE ATTITUDES AND PRACTICES IN SCIENCE TEACHING IN AN INLAND REGION OF PORTUGAL

**Abstract:** Since 2006, for UNESCO, inclusion is conceived as a dynamic approach to deal with students' diversity, considering differences among individuals not as problems but as opportunities to value learning. Moreover, to the quoted organization, the education systems should provide appropriate responses to diversity, promoting development and education for everyone, particularly for students who live and grow in inland regions.

The District of Guarda is located in the inland region of Portugal, characterized by a high degree of human desertification, leading to a low involvement regarding education and culture. In particular, at isolated schools, students face a poor environment stimulus, that induces severe limitations of access/success, in such important areas as science.

In 2010, a study developed by Reis et al. (2010) concluded that primary teachers and pre-primary present a positive perception about the existence of an inclusive culture in the referred region. The researchers perceived high levels of agreement about an item concerning the creation of a culture of inclusive education. On the other hand, this study does not mention any inclusive attitudes or practices in science teaching by those educators.

Thus, the purpose of this research is to analyze, within Guarda's county, pre-primary and primary teachers' attitudes and practices in science teaching as well as in their daily life. The other aim is to understand if science teaching is seen and applied as a tool for inclusion.

A descriptive exploratory study is in development. The instrument to be used in this study was adapted from the Special Eurobarometer 340/Wave 73.1. - TNS Opinion and Social. We shall combine the latter with another instrument adapted from Ferreira et al. (2007) and from Reis et al. (2010).

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Zeynep Sen and Beyza Bulgur. A GENERAL VIEW OF LIFELONG LEARNING IMPLEMENTATIONS IN TURKEY

**Abstract:** Lifelong learning is a process of increasing, developing and updating knowledge, values, skills and understandings that are acquired. Lifelong learning not only makes one practice the skills that are acquired with formal education, but also aims to complete the ones that are inadequate or unachieved. Through lifelong learning, capabilities that cannot be discovered with formal education or skills that are not subject of formal education can be developed. Lifelong learning programs are supplementary to formal education and widen all age and profession groups' horizons. It is a necessity of being a lifelong learner to adapt to globalization and rapidly developing science and technology. Thanks to lifelong learning or continuous education centers in Turkish universities, lifelong learning programs in many

domains are practiced by both students and adults. Except universities, lifelong learning opportunities are offered to different age and profession groups through national agencies connections and are supported financially. This study aims to define lifelong learning implementations supported by universities or other centers in Turkey. In this sense, activities of lifelong learning programs determined by European Commission in Turkish Universities and other centers were analyzed and lifelong learning implementations in Turkey were presented with numeric data.

[Ahmet Çiftçi](#). CITIZENSHIP, DEMOCRACY AND HUMAN RIGHTS EDUCATION AT SECONDARY AND HIGH SCHOOLS (NEW DEVELOPMENTS AND APPROACHES)

**Abstract:**

Prof. Dr. Ahmet ÇİFTÇİ

Gazi University

- Ankara

Today, it has been a necessity and requirement for every citizen to know his/her basic human rights and duties towards society. Everyone possesses inherent fundamental rights and freedoms which are inviolable and inalienable. These rights and freedoms also include the duties and responsibilities of the individual towards society, his family, and other individuals. They should be taught at early years (ages between 7-18) . Restriction of freedoms is one of the problems. On the other hand, the concept of 'democracy' has gained new dimensions. The number of human rights are not 'numerus clausus'. There has been an improvement process in the protection and promotion of human rights. Every citizen should be aware of these improvements. In this Paper, education of citizenship, democracy and human rights at secondary and high schools in Turkey, the curriculum and the problems arising from teaching these subjects will be studied and submitted as regards legal perspectives.

Valdis Rocens. COMPETITION AND EFFICIENCY IN HIGHER EDUCATION

**Abstract:** According to neoclassical economic theory competition among producers ensures more rapid development of industry and requires more efficient functioning of the producers. Is it true for higher education sector which is not a classical market? The structures of higher education market are different but institutions of higher education rival among themselves in all countries. Higher education sector is the main producer of intellectual capital and according to the endogenous growth theories (Romer, 1986) the development of intellectual capital is the crucial factor for the economic growth.

The aim of the research is to verify if the intensity of competition in higher education sector has any effect on the sector's efficiency and economic growth. The level of competition has been measured by Concentration ratio and Herfindahl-Hirschman index. The alternative tool for measuring the competition has been created adapting the model of Five forces (Porter, 1980). Data of 1 215 higher education institutions in 15 countries and 126 experts' assessments from 18 countries were used. The data show significant correlation with selected indicators of higher education efficiency and economic growth.

João Machado and M<sup>a</sup> Da Graça Sardinha. Literacia e Cultura: as formas de ler o Mundo e a urgência da sua recontextualização na escola portuguesa

**Abstract:** Literacia e Cultura: as formas de ler o Mundo e a urgência da sua recontextualização na escola portuguesa

Literacy and Culture: the ways of reading the world and the urgency of their recontextualization in the Portuguese school

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Resumo



Neste artigo, procedemos à aplicação de dois tipos de textos, por nós seleccionados, a alunos do 12º ano de escolaridade do distrito de Castelo Branco. O objectivo do estudo prende-se com a finalidade de testarmos a cultura geral dos alunos, cujas implicações colocam em risco a compreensão em leitura.

Palavras-chave

Leitura, cultura, literacia, cânone

Introdução

A cultura é parte integrante da formação do leitor não ingénuo, presente em autores como Umberto Eco. Porém, ao tentarmos integrar cultura na criação de significados pelo sujeito leitor, perpassa em nós a interrogação sobre cultura, singular ou plural, tipos de cultura, tempo(s) de cultura, ensino de cultura... Tal como os homens fazem as cidades, é a comunidade educativa que ergue a escola e lhe fornece uma identidade própria, sujeita às características que as pessoas lhe conferem. Mas, são fundamentalmente os alunos que constroem a escola, pelo que esta deverá ser moldada, tendo em conta as aspirações dos sujeitos que a compõem. Porém, tal projecto não parece fácil de concretizar. No âmbito desta problemática, impõe-se Paraskeva (1998: 135), quando, apoiando-se em Spencer, se interroga: “Todas as problematizações que ao longo dos tempos têm marcado o campo curricular repousam na célebre frase preconizada por Spencer, na segunda metade do século passado: «que conhecimento é o mais valioso?».” Nesta constante mutação, como vai o ser humano (des)construindo a cultura? O que significa o vocábulo “cultura” no momento actual? Será que a memória ou as memórias já não detêm qualquer significado? Há memórias mais importantes do que outras? E a História? Qual será o seu lugar?

A escola, como lugar de aprendizagens diversificadas, aberta hoje a outros públicos que a procuram ao longo da vida, impõe questões que, por sua vez, exigem resposta. Então, que paradigma de escola esta sociedade necessita? Que tipo de aprendizagens aí devem ter lugar? Que textos seleccionar em detrimento de outros?

O nosso estudo efectuou-se nas escolas do distrito de Castelo Branco, com alunos que finalizam o 12º ano de escolaridade, cujos exercícios aplicados numa perspectiva transversal, se enquadraram nas propostas de literacia leitora de Tavares (2007) e Castro e Dionísio (2009) e em Aguiar e Silva (1999), quando se refere aos núcleos de textualidade canónica, correspondentes a textos com capacidade de irradiação criadora que, pela relevância estético-literária e linguístico-cultural são reconhecidos pelas comunidades interpretativas, e ainda em Steiner (2003) e Pereira (2008) que alertam para a atrofia da memória.

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Perante os resultados obtidos no âmbito dos exercícios sobre os textos apresentados, estes levam-nos a crer que os alunos vão conhecendo apenas o funcionamento da língua, não conseguindo, no entanto, mobilizá-la em função das suas condições de emprego.

1. A leitura na escola

Creemos que a leitura é indiscutivelmente a forma privilegiada de se ensinar e aprender a Língua Portuguesa, porque tal prática é transversal a todas as áreas do currículo. No programa escolar da Língua Portuguesa do 3º ciclo, afirma-se que ler “é um processo universal de significados” e que cada leitor, a partir das suas vivências, desencadeia várias estratégias para construir o(s) significado(s) do texto, no acto de ler. Enfatiza-se a construção pessoal e autónoma dos sujeitos, através da leitura de obras ou de excertos. Neste cenário, advém responsabilidade da escola o fomento do gosto pela leitura e a promoção das suas diversas modalidades por forma a que os alunos “encontrem respostas para as suas inquietações, interesses e expectativas.” (Ministério da Educação, 2000: 19). Todavia, no exercício da leitura, não se afigura tarefa fácil a escolha dos textos.

Para Bloom (1995: 23), assiste-se a uma luta pela sobrevivência entre textos fortes e fracos: “A literatura forte, necessariamente agonística, quer ele queira quer não, é impossível de ser separada das suas ansiedades acerca das obras que têm prioridade e autoridade em relação a ela.” Neste sentido, poder-se-ia concluir que a “[...] contingência constituída pelo cânone ocidental é primeiramente manifestada

como a ansiedade da influência que forma e malforma toda a escrita nova que aspira à permanência.” Embora discutível a selecção de textos imbuídos daquilo que defendemos como verdadeiros artefactos culturais, existem, como refere Aguiar e Silva (1999), alguns deles que pertencem a núcleos de textualidade canónica e que contribuem para o desenvolvimento da enciclopédia mental do leitor. Tais textos, reconhecidos pelas comunidades interpretativas, irradiam, na óptica do autor, uma capacidade criativa, com grande relevância linguística, estética e cultural. Assim sendo, há efectivamente textos que contêm uma dupla valência: desenvolver a cultura do aluno e, em simultâneo, servir de marcadores sobre a alma do povo que os perpetua, como afirmamos mais adiante.

## 2. Selecção dos textos

Mediante o que acabamos de expor, não foi fácil proceder à selecção dos textos, no que se refere ao conceito de cultura. Alicerçamos a nossa escolha nos autores que se têm debruçado sobre as práticas de literacia (Tavares, 2007 e Castro, 2009) e ainda em Baptista (2003: 406) quando diz:

“Estas criações [...] são textos, tecidos ou texturas significantes, informantes e expressantes. E na acepção mais latamente «cultural» do termo, é texto tudo quanto tenha incorporada ou cifrada, em si, informação noosférica (transgénica) comunicável: um poema como uma novela; um quadro, uma estátua ou uma catedral; uma biblioteca, uma mediateca, como uma fábrica; um restaurante, um laboratório ou uma universidade; uma peça de olaria, um arado, uma agulha, um amuleto, como um livro [...]”

Mas é sobretudo em Aguiar e Silva (1999: 181), já citado, quando se refere aos núcleos de textualidade canónica, e em Steiner (2003: 28), que alerta para a atrofia da memória, que Pereira (2008: 17), de algum modo, corrobora quando convoca a implicação do aluno na interpretação da história, que encontramos o sustento que guiou a nossa escolha.

Ora o programa de Língua Portuguesa do 12º ano de escolaridade, incide, particularmente, na formação do jovem aluno para a cidadania plena, como forma de assegurar que as gerações vindouras sejam capazes de receber e dinamizar o nosso legado cultural, com respeito por si próprios e pelos outros. Como, através da leitura de autores/textos de reconhecido mérito literário, se garante o acesso a um capital comum, deverão os alunos ser incentivados à sua leitura, pois fornecem um contributo decisivo para o desenvolvimento de uma cultura geral mais abrangente, “integrando as dimensões humanista, social e artística”, permitindo “acentuar a relevância da linguagem literária na exploração das potencialidades da língua.” (Ministério da Educação, 2001: 5) Tivemos ainda em conta a tendência de não recorrer aos manuais porque, como refere Tavares (2007), os documentos autênticos deverão marcar presença na sala de aula, no âmbito da literacia, contrária às práticas de alfabetização. Aliás, esta proposta está em Freitas (1998: 23), quando refere que

“[...] entre nós, continua a ser o manual, ou livro de texto, o mais importante instrumento em cada disciplina, e apesar de alguns sinais de mudança, há muito mais preocupação com o ensino do que com a aprendizagem, e, em relação a esta, parece que para muitos só se justifica que o aluno aprenda para depois o avaliar (entenda-se, o classificar).”

Para esta autora, existe uma conjuntura especial que faz surgir o verdadeiro currículo, já que este não pode ser apenas o conjunto de normativos, mas, pelo contrário, passa pela verdadeira prática do professor. Ora, deverá existir uma outra consciência na escola, trazida por professores cultos e informados, capazes de se soltarem dos normativos, porque, infelizmente, parece que tal nem sempre acontece.

“Para muitos, o curriculum é ainda o conjunto de disciplinas oferecidas pela escola; para outros, em muito menor número, o curriculum é tudo o que a escola proporciona aos seus alunos, tendo em vista o seu completo desenvolvimento pessoal, a integração social, a adaptação necessária à vida que os espera.” (Freitas, 1998: 14)

Creemos que professor não deverá ser apenas um agente curricular. Na linha da literacia, o professor deve assumir-se como um crítico, ou seja, como um verdadeiro agente da literacia, como referiu Pinto (2002). Retomando esta liberdade dada ao professor, enquanto profissional que se pretende eficaz, apresentamos o conceito de currículo que visa, simultaneamente, a autonomia daquele, visto como um sujeito capaz de

adequar os conteúdos ao público em questão:

“Um curriculum não é um texto [...] um curriculum é uma concretização que cada professor cumpre com os seus alunos. Deste modo, não pode haver sucesso onde existam curricula uniformes, porque os alunos não são todos iguais, porque as condições de execução variam, porque as realidades locais têm de (ou devem) ser respeitadas.” (Freitas, 1998: 25)

### 3. Métodos e procedimentos

#### 3.1 População e amostra

Decidiu-se que a população a investigar seria a população escolar portuguesa, integrada no ensino secundário, constituindo-se uma amostra com 505 sujeitos que finalizam o 12º ano de escolaridade, frequentando escolas públicas do distrito de Castelo Branco. A limitação do estudo a este distrito deve-se à impossibilidade de integrar todos os outros estudantes do território nacional, sendo a escolha desta zona do interior também motivada pela facilidade de acesso aos sujeitos e pelo facto de o investigador a ela se encontrar ligado, uma vez que é natural desta região, e de exercer a docência na Escola Superior de Artes Aplicadas do Instituto Politécnico de Castelo Branco.

A investigação decorreu durante o mês de Abril de 2010, em sete das treze escolas do distrito onde se lecciona o 12º ano de escolaridade, tentando assegurar uma razoável representatividade da amostragem, embora segundo Ghiglione e Matalon (1993: 15), estejamos perante uma amostra “[...] enviesada, visto que certos indivíduos tiveram mais hipóteses do que outros de serem escolhidos [...]”

No quadro 1, apresentamos o número total de alunos e de turmas do 12º ano de escolaridade do distrito.

#### Quadro 1 - População total

##### LOCALIDADES

ESCOLAS População total =1336 alunos

Nº turmas Nº alunos % de alunos

Alcains Básica e Sec. José Sanches 2 28 2,09

Belmonte Básica e Sec. Pedro A. Cabral 1 15 1,12

Castelo Branco Sec. Nun'Álvares 7 149 11,15

Sec. Amato Lusitano 14 240 17,96

Covilhã Sec. Campos Melo 11 186 13,92

Sec. Quinta das palmeiras 6 140 10,48

Sec. Frei Heitor Pinto 9 139 10,40

Fundão Sec. com 3º CEB do Fundão 7 172 12,87

Idanha-a-Nova Básica e Sec. José S. Ribeiro 2 28 9,58

Oleiros Básica e Sec. P.e António Andrade 1 11 0,82

Penamacor Básica e Sec. Ribeiro Sanches 2 20 1,50

Proença-a-Nova Básica e Sec. Pedro da Fonseca 4 55 4,12

Sertã Sec. da Sertã 7 153 11,45

As escolas incluídas no estudo situam-se, na sua maioria, em ambientes urbanos, mais populosos, o que nos permitiu um acesso directo aos sujeitos.

No quadro 2, indicamos o número de alunos e turmas que, em cada escola, participaram no estudo, bem como a sua percentagem em relação à população total do distrito. Alertamos para o facto de termos

escolhido o número de turmas e de indivíduos a participar no estudo, em função do total de turmas e sujeitos a frequentar o 12º ano de escolaridade em cada instituição.

#### Quadro 2 - Amostra: escolas e alunos participantes no estudo

##### LOCALIDADES

ESCOLAS Amostra = 505 alunos

Nº turmas Nº alunos % de alunos

Castelo Branco Sec. Nun' Álvares 4 82 16,24

Sec. Amato Lusitano 5 109 21,58

Covilhã Sec. Campos Melo 4 82 16,24

Sec. Quinta das palmeiras 3 65 12,87

Fundão Sec. com 3º CEB do Fundão 3 65 12,87

Proença-a-Nova Básica e Sec. Pedro da Fonseca 1 30 5,94

Sertã Sec. da Sertã 3 72 14,26

Em investigação, de acordo com Krejcie e Morgan (1970), para uma população total de 1400 sujeitos deverá ser prevista uma amostra de 302 indivíduos. Perante os valores que apresentamos, podemos considerar representativa a amostra do nosso estudo, pois, para um total de 1336 sujeitos, seleccionámos uma amostra de 505 indivíduos (37,80% da população), abrangendo alunos de todo o distrito e contemplando os cinco concelhos mais populosos da outrora designada Beira Baixa (hoje, parte integrante da Beira Interior), tendo apenas sido excluídas as escolas de áreas de menor população. A escolha dos alunos e das turmas não foi completamente aleatória, pois as direcções das respectivas escolas pediram que lhes entregássemos os documentos, incumbindo-se estas de os fazer chegar aos professores e às turmas que mostraram maior disponibilidade para participar no estudo. Para além disso, demos, em cada escola, indicações do número de turmas que pretendíamos que participassem e instruções claras para que não houvesse qualquer possibilidade de identificar os alunos. Entregámos também um documento a ser distribuído aos professores das turmas, cujas directrizes continham as regras para preenchimento dos questionários.

### 3.2 Metodologia

Para a recolha dos dados foi elaborado um questionário, validado por professores/juízes, especialistas das áreas da Cultura, Língua Portuguesa e da Linguística, com o objectivo de medir o nível de proficiência dos alunos no desempenho de tarefas relacionadas com a competência enciclopédica, de tarefas relacionadas com o contacto com textos de textualidade canónica, de exercícios que envolvem a competência linguística e de exercícios que fazem apelo à compreensão em leitura.

O questionário distribuído constava de duas partes distintas. Na primeira parte, pretendia-se recolher informações relativas à frequência com que os indivíduos lêem, expressa em quatro graus: 1-Nunca; 2-Raramente; 3-Bastante; 4-Muito (que nos permite identificar os diferentes grupos da amostra, quanto aos hábitos de leitura).

Na segunda parte do questionário, apresentaram-se quatro documentos escritos, com exercícios para resolver e que faziam apelo a conhecimentos culturais, capacidade de transformação frásica, ordenação de parágrafos de um texto desordenado e preenchimento de espaços em textos de textualidade canónica. É sobre este último exercício que focaremos a nossa atenção neste artigo.

O exercício apresentado partia não só do pressuposto de que todos os alunos contactaram com textos considerados canónicos (conceito atrás abordado), estudados na escola, mas também remetia para o conceito actual de literacia que defendemos, apoiados quer em suportes que vão para além do livro e do manual, quer em documentos autênticos e na própria visão do mundo, devendo, por tal, ser capazes de preencher os espaços deixados em branco, na parte inicial dos poemas "Pedra filosofal" de António

Gedeão (6 espaços nos 10 primeiros versos), e “Balada da neve”, de Augusto Gil (6 espaços nos 12 primeiros versos). O exercício foi cotado com um total de 24 pontos: 12 espaços x 2 pontos.

#### 4. Apresentação e discussão dos resultados

Os dados provenientes da recolha foram tratados, assegurando-se a qualidade da entrada daqueles, através do controlo automático dos erros de digitação, utilizando o programa Excel 2007. A elaboração dos relatórios estatísticos foi efectuada utilizando o programa SPSS, versão 18.0.

Após a seriação dos dados, estes foram analisados a partir da estatística descritiva. Para a análise entre as variáveis categóricas, apresentam-se os resultados através da média e desvio padrão, e os resultados do tratamento estatístico dos dados (análise de variância) através do teste de Scheffé. Adoptou-se um nível de significância de 5%.

Tabela 1: Número de sujeitos e percentual de alunos da amostra, relativamente ao desempenho (notas) no teste de textos de textualidade canónica

Nota N % de alunos

|       |     |       |
|-------|-----|-------|
| 0     | 64  | 12,7  |
| 2     | 55  | 10,9  |
| 4     | 110 | 21,8  |
| 6     | 76  | 15,0  |
| 7     | 1   | 0,2   |
| 8     | 39  | 7,7   |
| 10    | 23  | 4,6   |
| 12    | 21  | 4,2   |
| 14    | 18  | 3,6   |
| 16    | 16  | 3,2   |
| 18    | 9   | 1,8   |
| 20    | 8   | 1,6   |
| 22    | 30  | 5,9   |
| 24    | 35  | 6,9   |
| Total | 505 | 100,0 |

A leitura da tabela 1 mostra que, dos 505 sujeitos do total da amostra, 370 (72,9%) não conseguiram obter a pontuação considerada “suficiente” (12 pontos), na execução do exercício.

Tabela 2: Média e desvio padrão no desempenho no teste “Textos de textualidade canónica”, nos diferentes grupos da amostra.

Hábitos de leitura Média N SD

|           |      |     |       |
|-----------|------|-----|-------|
| Nunca     | 3,20 | 5   | 7,155 |
| Raramente | 7,20 | 250 | 7,088 |
| Bastante  | 9,31 | 199 | 7,786 |
| Muito     | 9,18 | 51  | 5,881 |
| Total     | 8,19 | 505 | 7,335 |

A tabela 2 demonstra que os melhores resultados foram obtidos pelos alunos que revelam maiores hábitos de leitura: grupos “Bastante” e “Muito”.

Tabela 3: Diferença de médias, erro padrão e nível de significância das comparações entre grupos, para as variáveis da questão “Textos de textualidade canónica”.

(I) hábitos leitura (J) hábitos leitura Diferença de médias (I-J) Erro padrão p

|         |          |           |        |       |      |
|---------|----------|-----------|--------|-------|------|
| Scheffé | Nunca    | Raramente | -4,004 | 3,282 | ,685 |
|         | Bastante |           | -6,107 | 3,290 | ,329 |

Muito -5,976 3,405 ,380  
 Raramente Bastante -2,103\* ,690 ,027  
 Muito -1,972 1,116 ,374  
 Bastante Muito ,130 1,140 1,000

\* A diferença de médias é significativa até ao nível 0.05

A análise da tabela 3 apenas mostra diferenças significativas entre os grupos “Raramente” e “Bastante”. A não verificação de diferenças entre os restantes grupos poderá dever-se ao reduzido número de alunos que os outros dois grupos apresentam. Pensamos não haver margem para dúvidas de que o grupo “Muito” obteve um resultado largamente superior ao do grupo “Nunca” e claramente acima do grupo “Raramente” (conf. Tabela 2).

Pela leitura das tabelas referentes ao exercício que testava os sujeitos em relação ao conhecimento de textos de textualidade canónica (Aguilar e Silva, 1999), verificamos que o desempenho geral não foi muito positivo, pois todos os grupos obtiveram pontuações abaixo do esperado, sugerindo-nos que o número de livros lidos e os hábitos de leitura não interferem directamente no conhecimento destes textos, ou seja, leva-nos a inferir que, sobre aqueles, os alunos apresentam lacunas no âmbito dos conhecimentos desejáveis. Ora, sendo Augusto Gil um poeta da nossa região, comprometemo-nos com Martins (2008), observando algum desconforto na formação da identidade psicológica e social destes sujeitos. O autor aponta para a pertença a uma comunidade, pelo desenvolvimento de uma competência subjectiva, pois canções, provérbios, adivinhas, poemas, lenga-lengas, constituem factores de vinculação a uma determinada comunidade, como refere Batista (2003).

Os poemas “Balada da Neve” (Augusto Gil) e “Pedra Filosofal” (António Gedeão) são marcos distintos da nossa identidade e da nossa cultura. O primeiro traz consigo a ‘alma’ que todo o beirão consigo transporta: a neve, o frio, o inverno rigoroso e todo o campo semântico associado a esta realidade; no segundo, a beleza presente no poema de António Gedeão traz-nos um hino à vida, ao sonho, à vontade de vencer, numa perspectiva que podemos considerar interventiva, num país como o nosso, à procura de ideais.

Entendemos que, através destes textos, se podem ultrapassar estereótipos, desmistificar medos e, sobretudo, desenvolver uma consciência social e até histórica. Tais aspectos ajudam a construir a identidade dos povos e, neste ponto, convocamos Pinto (2002) quando diz que a leitura não se pode dissociar da construção da nossa identidade, encontrando-se esta algo fragilizada, com défices de conhecimento que abarcam, para além de uma cultura literária, uma cultura geral, ambas enquadradas no que actualmente se entende por literacia. Nesta perspectiva, relembremos Piaget (1932) que, embora recuado no tempo, defendia que o conhecimento alargado do mundo se constrói ancorado em conhecimentos prévios dos sujeitos, ou seja, o ser humano não muda as ideias prévias de forma imprevisível. Só muda de teoria quando dispõe de outra mais completa, que considere, não só o que é explicado pela anterior, mas também que tenha em conta outros novos fenómenos.

Inferimos ainda que o conhecimento deste tipo de textos (poemas) dependerá talvez da sensibilidade desenvolvida nas aulas pelos alunos e pelos professores. A análise da poesia depende, em grande parte, da motivação dos docentes (que, na aula, devem criar um clima propício à sua abordagem) e das vivências dos alunos, que podem ou não estar motivados para interagir com a linguagem, estrutura e forma destes textos, já que transportam uma musicalidade, em geral atractiva para todo o tipo de público. Podemos ainda deduzir outras explicações como o intervalo de tempo (de 4 a 5 anos) entre o contacto com estes textos (abordados no 3º ciclo) e o nosso estudo. Recordamos aqui a perda da importância atribuída à memorização que, em tempos, era prática corrente na escola, onde era comum conhecerem-se de cor estes e outros poemas afins.

##### 5. Considerações finais

Esta investigação leva-nos a afirmar que deverá existir uma maior convergência entre os modos de aprender e de produzir, precursores de caminhos interdisciplinares com outras áreas do saber, por forma a ultrapassar constrangimentos responsáveis pela aquisição de múltiplos saberes e competências exigidas pela sociedade do século XXI. O imediatismo em que se vive leva a uma notória ausência de cultura geral, necessária, uma cultura baseada na atitude criativa, capaz de transcender a atitude iterativa de que fala Patrício (1990), e que deverá ser implementada e cultivada no quotidiano dos nossos alunos. No

leitor, como diz Eco (2004), deverá ser desenvolvida a capacidade de actualizar o texto (preenchendo os não ditos), caso contrário este permanecerá mudo, como já afirmámos. Torna-se, assim, imperativo que os alunos dominem a maior parte dos temas, para poderem dar voz ao que Scholes (1991: 17), citando Barthes, refere: “Não restam dúvidas de que é isto a leitura: reescrever o texto dentro do texto das nossas vidas.”

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#### [Arzu Ozyurek](#), Nihat Albayrak and Sevgi Coskun. THE TRAINING PROGRAMME OF THE VOCATIONAL PRESENTATION FOR PRESCHOOL CHILDREN BETWEEN 36-72 MONTHS

**Abstract:** In the scope of ‘The Programme of Strengthening Preschool Education’ and by the support of European Union, The Project named ‘European Union is Beside Turkish Children’ has been started. The Project is running in Safranbolu which has been admitted to the list of World Heritage City by Unesco. The disadvantaged children between 36 and 72 months and who hasn’t found the opportunity of benefiting from preschool education participated to the preschool education. The aim of the Project is to contribute the children who aren’t attending preschool education, especially the ones who are socially and economically disadvantaged, to the preschool education; to support the children and their families by an education programme which supplies the cooperation of school, family, institution and social contribution. In the education of children; besides the existing preschool education, the activities of presentation of occupations and cooperation with these occupations were taken into consideration. In this study, the introduction of the Project and the education programme which has been carried out on this Project is aimed.

#### Ayşen Civelek. TURKEY’S PROBLEMS IN TOURISM EDUCATION AT HIGHER EDUCATION AND SOLUTION OFFERS

**Abstract:** TURKEY’S PROBLEMS IN TOURISM EDUCATION AT HIGHER EDUCATION AND SOLUTION OFFERS

Ayşen Civelek\*

ABSTRACT:

Turkey is among the leading countries in the world in terms of historical richness and natural beauty. Climatic diversity, flora and landforms increase Turkey's tourism potential. Tourism is not only an important source of foreign earning but also a crucial factor of reducing unemployment by creating wide employment opportunities in Turkey. It has shown a fast improvement thanks to governmental credits and promotions especially since 1980s. This rapid development lead the associate and bachelor's degree programs to be opened at higher education level with an unplanned manner which brought education and educator problems together.

Tourism is dependant on labor-intensive production and qualified manpower. For this reason, all institutions serving in tourism education must aim to improve students' knowledge and skills. As being a vocational education, tourism needs applied education together with specialized educators.

In this study, the conditions of higher education schools have been analyzed, general problems defined within existing educational system and solution offers made in response to all these matters.

Key Words: Tourism, Turkish tourism, tourism education, education, vocational education.

TÜRKİYE'DE YÜKSEK ÖĞRENİM DÜZEYİNDE  
TURİZM EĞİTİMİNİN SORUNLARI VE ÇÖZÜM ÖNERİLERİ

ÖZET:

Türkiye, tarihi zenginlikleri ve doğal güzellikler bakımından dünyanın önde gelen ülkeleri arasında yer alır. Çeşitli iklim, bitki ve yer şekillerine sahip olması Türkiye'nin turizm potansiyelini artırmaktadır. Turizm sektörü günümüzde Türkiye için önemli bir döviz kaynağı olmasının yanı sıra, yarattığı geniş istihdam olanaklarıyla da işsizliğin azaltılmasında önemli bir faktördür. Türkiye'de turizm sektörü, özellikle 1980 yılından sonra devlet tarafından sağlanan kredi ve teşvikler sayesinde hızlı bir gelişme göstermiştir. Bu hızlı gelişmeyle birlikte plansız bir şekilde, yükseköğrenim düzeyinde turizm eğitimi veren önlisans ve lisans programları açılmaya başlamıştır. Plansızlık beraberinde niteliksiz eğitim ve eğitmen sorunlarını da getirmiştir.

Turizm sektörü emek- yoğun üretime dayalı bir sektördür ve nitelikli insan gücüne ihtiyacı duyar. Turizm eğitimi veren eğitim kurumlarının amacı ise öğrencilerin bilgi ve becerilerini artırmak olmalıdır. Mesleki bir eğitim olan turizm eğitiminde uygulamalı eğitimin yanı sıra, uzman öğretim elemanlarına da ihtiyaç vardır.

Bu çalışmada, Türkiye'de yüksek öğrenim düzeyinde eğitim veren okulların durumu ele alınarak, mevcut eğitim sistemindeki genel sorunlar ortaya konulmuş, bu sorunlara çözüm önerileri getirilmeye çalışılmıştır.

Anahtar Kelimeler: Turizm, Türk turizmi, turizm eğitimi, eğitim, mesleki eğitim.

[Zabih Ollah Javanbakht](#). EFL teachers' perception of vocabulary learning strategies in the classroom

**Abstract:** With regard to the recent findings of the studies measuring learners' use of different vocabulary learning strategies, it seems that it is necessary to explore teachers' attitudes and beliefs toward vocabulary learning strategies, based on their own learning experience, and what they teach in real classroom situations. The present study was carried out to investigate the perceptions, attitudes, and classroom practices of Iranian EFL teachers toward the implementation of vocabulary learning strategies, and to find out the specific vocabulary learning strategies used by different groups of teachers in terms of gender, experience, and teaching context. EFL teachers of public schools and private language institutes (n=54) from different cities and villages of Iran participated in this study. Data were collected utilizing Schmitt's (1997) taxonomy of vocabulary learning strategies including four main strategies, i.e. memory, cognitive, metacognitive, and determination strategy. The results of different statistical analyses showed that there is a positive correlation between teachers' attitudes and their



instructional practice in language classrooms, and although there were slight differences between the use of different kinds of strategies, it was not significant. The outcomes of this study pave the way for a) EFL teacher trainers to raise teachers' awareness of different vocabulary learning strategies and new teaching techniques and b) for EFL teachers to teach directly a range of strategies to learners in addition to providing a contextualized learning situation to benefit the variety of vocabulary learning strategies.

[Zabih Ollah Javanbakht](#) and Natasha Qal'E. Incidental vocabulary learning through the tasks: theoretical foundations and pedagogical implications

**Abstract:** A perceptible proportion of vocabulary knowledge of every learner is acquired incidentally. Extensive reading is known as one of the most predominant sources of incidental vocabulary learning. Regarding the recent developments in the vocabulary learning experimentations, and a considerable amount of studies on learning different components of language through task-based implementation, pedagogical tasks were identified as another principal source of incidental vocabulary learning. The major objective of this paper is to study theoretical bases of incidental vocabulary learning through the tasks with focus on different components of language learning and to discuss about its pedagogical implications. Laufer and Hulstijn (2001) introduced task-induced involvement construct as a first attempt to operationalize theoretical notions about vocabulary focused tasks. Tasks vary in the degree of involvement and also on the retention of vocabulary they induced. So, different tasks were designed and the extent to which they are effective in incidental vocabulary learning was the subject of different studies. In addition, the application of tasks in the classroom provides EFL teachers with helpful insights to judge about the relationship between the degree of involvement of the tasks and the extent to which they provide the conditions for vocabulary learning.

İrem Akçam and Siddıka Demirtaş. CYBERLOAFING BEHAVIORS OF UNDERGRADUATE STUDENTS

**Abstract:** İrem Akçam  
Siddıka Demirtaş

#### ÖZET

İnternet, dünyanın her yerindeki insanların hayatında önemli bir etki yaratmıştır. İnternete erişim ile iş hayatında bazı kolaylıklar olmasının yanında iş yaparken kişilerin iş dışındaki işlerle de uğraşmasına neden olmuştur. Üniversite öğrencileri de bilgisayar laboratuvarı ders saatlerinde internet erişimini kişisel işleri için kullanabilmektedirler.

Bu çalışmanın amacı, üniversite öğrencilerinin siber aylaklık davranışlarını belirlemektir. Çalışmada tarama modeli kullanılmıştır. Çalışmanın örneklemini Sınıf Öğretmenliği 1. sınıf öğrencileri oluşturmaktadır. Veri toplama aracı olarak "Algılanan Siber Aylaklık Ölçeği" kullanılmıştır. Algılanan siber aylaklık ölçeği bireysel işler, sosyalleşme ve haber takibi siber aylaklığı olmak üzere 3 boyuttan oluşmaktadır. Ölçeğin Cronbach- alpha güvenirlik katsayısı 0,88 olarak bulunmuştur. Verilerin analizinde yüzde, sıklık, aritmetik ortalama, bağımsız t testi ve tek yönlü varyans analizi kullanılmıştır. Yapılan değerlendirmeler sonucunda üniversite öğrencilerinin siber aylaklık yapmadıkları sonucuna ulaşılmıştır.

Anahtar kelimeler: İnternet, siber aylaklık, üniversite öğrencileri.

#### ABSTRACT

The Internet has made a significant impact personal lives of people around the world. While access to the Internet has changed the ways work can be carried out, it has also increased the opportunities for people to cyberloaf, while under the guise of doing work. Undergraduate students use Internet access for personal purposes during lesson hours at computer laboratory.

The aim of this study is to examine cyberloafing behaviors of undergraduate students. The study was conducted by survey method. Primary Education first year students participated in this study.

"Perceived Cyberloafing Scale" used as data collecting tool. Perceived cyberloafing scale has three factors: personal-related works, socialization, and news-reading cyber-loafing. Cronbach-alpha value is

0.88. Percentage, frequency, arithmetic mean, independent t-test and one-way variance analysis were used for analyzing data. As a result of assessments that were made, undergraduate students don't have cyberloafing behaviors.

Key words: Internet, cyberloafing, undergraduate students.

Isabel Alves, Cecília Costa and Pedro Tadeu. UMA EXPERIÊNCIA DE APRENDIZAGEM COM O GEOGEBRA NO 8.º ANO DE ESCOLARIDADE: O ESTUDO DA MEDIATRIZ

**Abstract:** Actualmente, em Portugal, os ambientes de geometria dinâmica são indissociáveis das novas orientações para o ensino da geometria. Em particular o software Geogebra ganha especial destaque por ser de acesso livre e de ser o sugerido em diversos manuais escolares nas tarefas que apresentam. Nesta comunicação apresentamos um estudo desenvolvido numa turma do 8.º ano de escolaridade (9 alunos com idades entre 13 e 16 anos) cujo objectivo principal era estudar de que forma a utilização de um ambiente de geometria dinâmica potencia as aprendizagens dos alunos num tema de Geometria: a mediatriz de um segmento de recta. Foram implementadas três tarefas de natureza investigativa, em situação de sala de aula e com os alunos organizados em pares. Nesta comunicação apenas comentaremos uma das tarefas. A investigação seguiu uma metodologia qualitativa e interpretativa, designadamente três estudos de caso. Os dados foram recolhidos através de gravações áudio, do diário da professora/investigadora (1ª autora da comunicação), das construções realizadas e produções escritas dos alunos nas tarefas. Os resultados mostram que os alunos apresentavam maior facilidade em descrever procedimentos do que em efectuar as justificações; dificuldades em responder a questões abertas como, “o que observam?” ou “o que verificam?”; as dúvidas que surgiram relacionadas com o programa Geogebra foram rapidamente ultrapassadas. Cada aluno desempenhou um papel activo na investigação, na medida em que analisou, conjecturou e reflectiu sobre os resultados obtidos e os processos envolvidos.

Pedro Tadeu and Cecília Costa. FRUITS OF BOLOGNA PROCESS: A TEACHING EXPERIENCE WITH GEOGEBRA AT UNIVERSITY LEVEL

**Abstract:** In Portugal the changes ruled by the Declaration of Bologna of 19th of June 1999, started almost eight years later. Being so, the implementation of the Bologna Process in Portuguese public universities is, therefore, in its initial stage. However, there are already some changes, for instance in the teaching and learning process. In fact, Bologna's proposal implied a different lecture typology (collective lectures, seminars, field work, tutorial, individual work, projects, etc.). The traditional methodology of theoretical and practical lectures of content-based approach, centered on the teacher, has been substituted by a new paradigm of outcomes-based approach, centered on the student. The changes of paradigm let space to teachers attempt different teaching experiences with the purpose of combine the diverse lectures typology, the Bologna's objectives and the specific syllabus. One strategy was introducing the use of technology in classes. In this paper we present a teaching experience done by first author with a class of students of a 1st cycle course of Basic Education. These students will be teachers of first years' school (students from 6 to 12 years old). The study goal was identify how the learning of some important centers in triangle geometry based in a semi-open investigation task using software GEOGEBRA, could change the students' conceptions about geometry. GEOGEBRA is one of the free software's that exist. It offers a various range of experiences; furthermore, students can see both the Geometric and Algebra windows at the same time. It was the first time that the students involved in the study used this software.

Ibrahim Uğur Erkiş and Recep Kazancı. EDUCATOR'S OPINION TO THE TEACHING METHODS AND TECHNIQUES IN ASSOCIATE DEGREE EDUCATION

**Abstract:** For the last two decades, the renovations which technology brought, has shown themselves in nearly every field of life. One of the most important indicators of societies, which is formerly socio-cultural and then economic development, is the quality of education. In order to improve the quality of education, new methods and techniques have been searched. Students' reaction and/or success rates according to these methods and techniques show the usage rate. However, the practicability of the used methods and techniques is also another research subject.

In this study, firstly a short analysis of the teaching methods and techniques will be done. And then, a questionnaire will be applied which initially includes the interest and research levels, the level of usage

and lastly the important factors that affect the method selection for the academicians at Akdeniz University School of Foreign Languages and Selcuk University Social Sciences Vocational School to the developed techniques and methods. In the conclusion part, the ideas of the educators to the findings will be assessed.

Esra Ömeroğlu, Şener Büyükoztürk, Yasemin Aydoğan and Arzu Özyürek. THE DEVELOPMENT PROCESS OF THE PROBLEM SOLVING SCALE FOR EIGHT-ELEVEN YEARS OLD CHILDREN

**Abstract:** In this study, within “The Development and Turkish Norm Study of a Problem Solving Scale for Children who are pre-school and elementary school [Grades K-5]” supported by TÜBİTAK, the development process of the problem-solving scale for 8-11 years old children is given. In the process; focus meeting, the need analysis study for teachers, the creation of scale items and image processing and to get experts opinions, the scale has been given pre-application. In this study, the scale implemented on 8-9-10-11 ages old children attending to elementary education school. For reliability of scale, the following values obtained: the internal consistency coefficients KR-20=0.79(N=242), Test-Retest Correlation =0.45 (N:78) and the internal consistency coefficients of norm reliability correlation KR-20=0.71 (N=1900).

Yasemin Aydoğan. EXAMINATION OF THE AFFECT OF MONTESSORI EDUCATION ON LANGUAGE DEVELOPMENT PRE-SCHOOL CHILDREN'S

**Abstract:** At this research, the effects of Montessori Education to language development of pre-school children were examined. The sampling population of the research constituted of 35 children, 14 males and 21 females. Of the sampling population, 17 children participated to Experiment and 18 children participated to Control Group.

During the research, the pattern with pretest-posttest control group was used. In order to get information on children and their families who participated in the research, “Personal Data Form” was used. To measure the language development of the children, Descoedres Language Test, Dictionary and Language Test, Peabody Picture-Vocabulary Test were used. During the analysis of data obtained from experimental process, Two-Way ANOVA for Repeated Measures on One Factor, Paired Samples T Test, Mann-Whitney U Test and Kruskal Wallis Test were used.

According to the result of research, a significant difference was found between language development of pre-school children who receive education with Montessori Method and also education according to The Ministry of Education, Preschool Education Program.

Vera Marques. UNDERSTANDING TO GENERATE IMPROVEMENT IN HIGHER EDUCATION

**Abstract:** Author: Vera Rute Silva de Jesus Marques

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**ABSTRACT:**

Higher Education is increasingly being understood “...as a commercial business that operates with a ‘customer service’ philosophy...” (Montgomery, 2010, p.6) where the role and perception of students’ “...views, wants and needs [...] are now being seen as much more significant” (2010, p.6) and where, in a more competitive environment, HE institutions, “...have developed a powerful interest in retaining [...]students” (2010, p.6) even if adapting their educational offers becomes necessary..

This was what motivated a questionnaire survey to 143 Japanese students of Portuguese as a foreign language in Sophia University, Tokyo. The data collected will allow answering questions such as to why the students chose the course, their motivations to doing so, how satisfied they are with it and what their suggestions would be for improvement. In a HE context where “...languages are often seen as crucial to economic achievement...” (Byram, 2008, p. 24) understanding the views of Japanese students of Portuguese can hopefully generate improvements in the educational offer, which might change the perception on the reasons to study languages that, like Angela Gallagher-Brett defends, are much more than merely economic.

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Teresa Fonseca. O desporto e os desafios emocionais: estudo comparativo da inteligência emocional percebida entre jovens andebolistas masculinos e femininos

**Abstract:** As capacidades físicas e táticas dos andebolistas são, atualmente, muito semelhantes sendo que, para além das suas competências psicológicas, também o seu estado emocional é determinante para os respetivos rendimentos desportivos. Com efeito, as prestações desportivas dos andebolistas relacionam-se diretamente com o seu estado emocional e no ardor da competição tanto poderão favorecer os jogadores como prejudicá-los, já que podem prescrever a expertise das suas execuções desportivas.

Neste âmbito realizou-se um estudo com uma amostra de 32 atletas juvenis femininos e masculinos de Andebol, com o objetivo de estudar a inteligência emocional percebida (IEP) nas suas três dimensões (atenção às emoções, clareza de sentimentos e reparação do estado emocional). A IEP foi avaliada com o Trait Meta-Mood Scale (TMMS-24; Salovey et al., 1995). Os resultados obtidos indiciam diferenças estatisticamente significativas na equipa feminina em todas as dimensões da IEP, em oposição à equipa masculina.

Bülent Çobanoğlu, Ahmet Zengin and Hüseyin Ekiz. DAĞITIK BENZETİM YAKLAŞIMLARI VE EĞİTİM AMAÇLI ÖRNEK BİR İSTEMCİ / SUNUCU AĞ BENZETİM ARACININ TASARIMI

**Abstract:** Internet ve sosyal ağ uygulamalarının hızlı bir şekilde artışı ve yeni teknolojilerin gelişimi uzaktan eğitimin yaygınlaşmasını, beraberinde benzetim uygulama ve araçlarının da web tabanlı (online) olmasını zorunlu kılmaktadır. Gerçek hayattaki uygulamaların karmaşıklığının artması, gerçek sistemlere paralel olarak benzetim sistemlerinin de daha karmaşık hal almasına, dolayısıyla benzetimlerden beklenen yeteneklerin/işlevlerin artmasına sebep olmuştur. Gerçek sistemin modeli karmaşıklıkça benzetim için ihtiyaç duyulan işlem miktarı artmış ve tek bir bilgisayarın işlem kapasitesini aşmıştır.

Özellikle eğitim amaçlı geliştirilen benzetim araçlarına uzaktan erişilmesi gerekliliği birden çok benzetim ögesinden oluşan ve birbirleri ile haberleşen benzetim sistemlerini doğurmuştur.

Bu çalışmada, yukarıdaki gereksinimleri karşılamaya yönelik olarak, eğitim ve araştırma amaçlı kullanılabilir bir ağ benzetim aracı geliştirilmiştir. Ayrık olaylı genel modelleme ve benzetim yöntemi (DEVS) ile Client / Server yaklaşımı birleştirilerek DEVS Suite ortamında bir ağ benzetim aracı geliştirilmiştir.

Mehmet Korkmaz and Ayse Demirbolat. the leadership styles of primary school administrators

**Abstract:** The aim of this study is to investigate the leadership styles of primary school administrators from different factors according to the views of branch teachers working at primary education. The study is in a research model. The exemplification of the study consisted of 378 branch teachers who are working in primary schools of Ankara in 2007-2008 academics years. In this study "Multifactor Leadership Questionnaire MLQ" developed by Bass & Avolio was used. The Alpha co-efficiency number of 36 entries in the questionnaire is found 0,87. For the data calculation independent t-test was used for binary comparisons, one-way variance analysis (F) was used for the comparisons of groups more than two and for the leadership sub-dimensions. The results of the study showed that as the perceived leadership styles of the primary school administrators differentiates according to the gender of the branch teachers, experience levels, especially school's location they are working at, however there exists no difference in terms of the branches.

Fatih İbrahim Kurşunmaden, Mete Sezgin and Evren Sezgin. BİLGİSAYAR DESTEKLİ TURİZM EĞİTİMİ VE VERİ TABANLI BİR UYGULAMA

**Abstract:** Hizmetler sektöründe yer alan turizm ve otelcilik sektörü, son yıllarda sektörde yaşanan yoğun rekabet ortamı içerisinde, yeni ve rakiplerinden farklı ürünler geliştirme ve sunma yarışı içine girmişlerdir. Turizm sektörünün kendine has özellikleri nedeni ile diğer sektörlerden ayrılan yönleri

fazladır. Bu yönlerden önemlilerinden biri ise; sektörün devamlı ihtiyaç duyduğu “kalifiye eleman” açığıdır. Turizm eğitimi bu açıdan son derece önem taşımaktadır.

Projenin amacı da turizmde bilgisayar destekli eğitiminden faydalanmanın önemini ortaya koymaktır. Gelişen bu trend çerçevesinde turizm sektöründe eğitimin önemi ortadadır. Eğitim günümüz teknolojileri düşünüldüğünde, bilgi-işlem teknolojilerinin turizm eğitimine yansması kaçınılmazdır. Yapılan bir veri tabanı programı sayesinde örnek bir uygulama yapılmıştır.

Necati Cemaloğlu, Ferudun Sezgin and Ali Çağatay Kiliç. OKUL YÖNETİCİLERİNİN DÖNÜŞÜMCÜ VE ETKİLEŞİMCİ LİDERLİK STİLLERİ İLE ÖĞRETMENLERİN ÖRGÜTSEL BAĞLILIKLARI ARASINDAKİ İLİŞKİ

**Abstract:** Bu araştırmanın amacı, okul yöneticilerinin dönüşümcü ve işlemci liderlik stilleri ile öğretmenlerin örgütsel bağlılık düzeyleri arasındaki ilişkiyi saptamaktır. Bu amaçla Ankara ili sınırları içinde ilköğretim okullarında görev yapan toplam 237 öğretmene anket uygulanmak suretiyle veriler toplanmıştır. Araştırmada Bass ve Avolio (1995) tarafından geliştirilen "Çoklu Faktör Liderlik Anketi-Değerlendirme Formu" ve Allen ve Meyer (1990) tarafından geliştirilen "Örgütsel Bağlılık Ölçeği" kullanılmıştır. Araştırmanın sonucunda, okul yöneticilerinin dönüşümcü liderlik stilini işlemci liderlik stiline göre daha fazla tercih ettikleri, öğretmenlerin bağlılıklarının daha çok devam bağlılığı boyutunda olduğu ve okul yöneticilerinin liderlik stilleri ile öğretmenlerin bağlılıkları arasında anlamlı ilişkilerin olduğu ortaya konmuştur.

Domingos Dias and Cecília Costa. ENSAIO ETNOMATEMÁTICO SOBRE OS ENFEITES DAS MULHERES NYANEKA-NKHUMBI DO SUDOESTE DE ANGOLA / ETNOMATHEMATIC ESSAY ON ORNAMENTS OF SOUTHWESTERN ANGOLA NYANEKA-NKHUMBI WOMEN

**Abstract:** O grupo étnico Nyaneka-nkhumbi do sudoeste de Angola possui uma cultura rica em saberes e saberes/fazer, muitos dos quais até hoje inéditos no contexto de ensino da matemática, a nível local e, por maioria de razão, a nível global. Por esta razão e por defendermos, que o conhecimento de actividades em diversos contextos culturais (com foco matemático) pode ser integrado no ensino da matemática, com vantagem, identificámos aspectos da cultura deste grupo com potencial para criar tarefas no âmbito do ensino da geometria. Estas actividades permitem criar ambientes de aprendizagem diversificados e significativos para todos os alunos. Neste estudo caracterizamos de modo breve o grupo étnico, mostramos imagens de enfeites fabricados e usados por mulheres do grupo e apresentamos diversos exemplos de tarefas que podem ser desenvolvidas em sala de aula de Matemática, quer em Angola, quer noutros países, nomeadamente Portugal onde existe uma comunidade angolana significativa.

Behnam Kuhpour. Impact of Immediate and Delayed Feedbacks on EFL Learners' Use of Writing Mechanics

**Abstract:** This study was conducted in an attempt to meet the need for having a better image of error correction and specifically, the impact of feedback's timeliness of delivery on EFL learners' use of writing mechanics in their writing performance. In fact, the purpose of this quasi-experimental study was to find out whether there is a significant difference in use of mechanics (punctuations, capitalization, and spelling) in EFL learners' writing performance between those who receive immediate feedback and those who receive delayed feedback. Two intact groups (2×40 students) were used one of whom received immediate feedback (for 3 sessions) on the use of mechanics in writing performance, and the other received delayed feedback (also for 3 sessions) on using them. Afterwards, their final writing scripts were rated. Using the Mann-Whitney Test and a significance level of  $\alpha = 0.05$ , the null hypothesis was tested. Since (p-value = 0.034), the null hypothesis was rejected and at the  $\alpha = 0.05$  level of significance, there was enough evidence to conclude that there was a significant difference in use of mechanics in EFL learners' writing performance between those who received immediate feedback and those who received delayed feedback. The results further showed that although the immediate feedback group performed better, neither of the two groups paid enough attention to the feedbacks provided for them and this may necessitate further analysis and perhaps modifications of the course schedule and instructional objectives.

## Assumpta Coimbra. A (IN)EVITÁVEL EDUCAÇÃO DIGITAL

**Abstract:** Estamos numa cultura digital, a Cibercultura, reenviando para novas formas de comunitarismo e de sociabilidade, para outras possibilidades de relacionamento e interação.

Importa reflectir nas suas repercussões nas actuações individuais e práticas sociais, na maneira como se concebe e constrói o conhecimento, nos modos de socialização, de educação e na própria escola. Ainda interessa avaliar os desafios que a digitalização, particularmente a Internet, colocam à escola, cabendo a esta fazer o seu aproveitamento qualitativo.

Particularmente interessa analisar as motivações, modos de estar, comunicar e aprender legitimadas com a “geração Net” e com os presentes tecelões, “netweavers”. Perante estes novos percursos existenciais há que desmistificar e alertar para o perigo de empobrecimento e desumanização, com estilos de vida e de educação direccionados para estritos contextos virtuais. Todavia não expressamos uma atitude meramente pessimista, sustentando com as redes telemáticas digitais a possibilidade de convergência entre o individual, o social e o tecnológico.

This digital culture, named as Cyberculture, send us to new community and societal forms, to new relations and interacting forms.

It is important to reflect upon the individual and social practices repercussions, in the way of how the knowledge is conceived and constructed, the socialising and education paths, and the school in itself. It is important to evaluate challenges that digitalization, in particular the internet, place to the school.

In particular, it is important to analyse the motivations, the ways of being, communicating and learning of this web generation, the netweavers. These new existential paths bring us the need of demystifying and alert to the dehumanisation and impoverishment risks of education and lifestyles strictly directed towards digital contexts. Our attitude is not merely pessimistic. Instead, we sustain that telematic networks allow a convergence between the individual, the social and the technologist.

## Ilda Pestana. A Formação dos Professores de Educação Especial e a Dislexia no Contexto Português

**Abstract:** Através do nosso estudo procuramos encontrar resposta para algumas questões relativas à percepção que os professores de educação especial têm acerca da sua formação para darem a resposta educativa adequada aos casos de dislexia. Neste contexto, procurámos perceber qual é a opinião que os professores têm sobre a sua formação e as condições da escola para a inclusão dos alunos com dislexia. Constatamos que os professores de educação especial consideram ter formação para dar resposta à escola inclusiva e, também, que entendem fazer um esforço de autoformação, porém eles afirmaram que não têm formação suficiente na área da dislexia. A maioria dos professores considera que há falta de oferta formativa nesta área. Ou seja, a maioria dos professores, apesar de serem especializados (86,2%) sentem falta de formação nesse domínio, necessitando de formação específica sobre dislexia.

## Ilda Pestana. A dislexia no âmbito da educação e as respostas educativas especiais em Portugal

**Abstract:** As crianças com dislexia têm dificuldades específicas de aprendizagem da leitura, além dessas dificuldades, podem também ter problemas de ortografia e como efeitos secundários, podem ter dificuldades na aquisição de novos conhecimentos e de novas competências, incorrendo no risco de insucesso escolar (Pestana & Carvalhais, 2009). No presente estudo procuramos perceber se os alunos com dislexia estão abrangidos pela educação especial e se existem casos de dislexia sem estarem ao abrigo da educação especial. Investigamos, ainda, se existem os recursos básicos necessários nos agrupamentos de escolas. Pesquisamos a opinião dos professores de educação especial, relativa a um conjunto de questões relativas ao processo de inclusão de crianças com dislexia.

Poderemos retirar algumas conclusões, por exemplo os relatórios dos profissionais de saúde são um meio privilegiado de articulação e colaboração entre as famílias, as escolas e outros serviços, contudo, mais de metade dos professores (51,6) afirmaram que estes não prestam informações que os apoiem na sua intervenção.

## Pedro Duarte and Suzana Cunha. Teaching Remote Interpreting

**Abstract:** Remote interpreting appears as a modality of Simultaneous Interpreting with the implementation of a new technology in a professional activity. Despite being a recent form of interpreting, it is already used in many situations of inter-linguistic interaction.

The changes brought by the introduction of this technology into the market also bring changes in the training of interpreters, meaning that the teaching institutions need to have this into account in their curricula.

After three years since Remote Interpreting was included in ISCAP's curricula, it is important to reflect on which are the changes made in teaching this modality of interpreting when comparing to simultaneous interpreting teaching

One explores the hypothesis that the generation being trained at this moment, familiarized since an early age with information and communication technologies and used to multitasking, might be a generation with a higher aptitude to learn simultaneous interpreting with technological mediation.

Silvia Azevedo and Claudia Teixeira. Políticas socioeducativas emergentes da educação à pedagogia social – o exemplo do Técnico Superior de Educação Social

**Abstract:** A preocupação investigativa tem como finalidade reconhecer a emergência de novos paradigmas educacionais, baseados no saber matricial da pedagogia social e na praxis da educação social, orientados, evidenciando-se o papel proeminente e pertinente da educação social em processos de educação e formação de adultos. Realça os diversos contextos de acção da educação de adultos, relacionando-os com o campo de práticas para o Educador Social.

Evidencia-se a matriz conceptual e axiológica da Pedagogia Social, que nos serve de referência na intenção de fundamentar a pertinência, sentido e relevância social da educação social em contexto de uma nova política socioeducativa, onde assumimos a pedagogia social como saber matricial da educação de adultos.

Cecília Costa, Paula Catarino and Maria Nascimento. O pi dos tanoeiros

**Abstract:** Abstract. In this study, we identify mathematical processes used in the Alto Douro's Portuguese Region in a traditional job – the wine cooper. In particular, we discuss the way that the wine coopers use the well-known mathematical number pi ( $\pi$ ) to compute volume values for their barrels. We present, as far as we know, an unknown approximation for the value of  $\pi$  designed by us wine coopers' pi.

Resumo. Neste estudo identificamos processos matemáticos usados na região do Alto Douro relacionados com uma das actividades tradicionais nesta região – a tanoaria. Em particular, discutimos o modo como os tanoeiros usam o número  $\pi$  para a determinação dos volumes dos barris e dos tonéis – a cubicagem. Apresentamos, tanto quanto sabemos, apresentamos uma nova aproximação para o valor do número  $\pi$  a qual designamos por “pi dos tanoeiros”.

Laura Antunes, Carla Morais, Amélia Santos and Manuel Magrinho. As Ciências e Tecnologias no Ensino Secundário: Despertar de Vocações para a Indústria Têxtil

**Abstract:** Este trabalho apresenta um recurso didáctico como suplemento ao ensino das Ciências, em ambiente não formal, realçando a aplicabilidade de conhecimentos no contexto da Indústria Têxtil. Pretende-se inculcar nos estudantes motivações para um futuro profissional nesta área, consolidando conceitos e teorias, desmistificando a visão comum das Ciências como algo inútil ou inatingível. Uma das ambições desta proposta educacional é aliciar nos alunos o interesse pelos Têxteis, com uma ligação entre estas disciplinas, conteúdos curriculares e processos industriais, partindo da experimentação de operações têxteis, visitas ao Museu de Lanifícios da UBI, visitas aos departamentos de Química e Física e de Engenharia Têxtil no Dias Abertos da UBI e a empresas têxteis da zona da Beira Interior. Esta actividade poderá ser um contributo importante para a consciencialização dos estudantes e futuros profissionais das implicações sociais, políticas, económicas e ambientais da sociedade industrial em Portugal.

[Naci Tolga Saruc](#). Financing of Higher Education as an Impure Public Good and the Perception of Fairness of Different Financing Methods

**Abstract:** In this study, first we examined the concept of higher education, impure public goods and positive externalities theoretically, then we analysed the perception of cost sharing of the students and their parents in financing of higher education. The subject of resistance is also analyzed in this aspect. In the recent years, there have been many developments about financing of higher education all around the world, including Turkey. While financing needs of the universities have been increasing, the students and their parents are shouldering the costs more and more.

In Turkey, with the introduction of ‘6111 Law’ in February 2011, there have been serious changes like paying more university fees for the students taking the same course more than a certain number and being unsuccessful. Since in Europe fees have been seriously increasing without being related to success level of students, the perception of this change in Turkey is very important. If this change is perceived as fair, this situation will increase the confidence to the government. While increase in perceived equity will help the application of this change successfully, it will also decrease the operational cost.

In this study, a survey is conducted for students and lecturers of Sakarya University about the changes made, their perception of present university fees and their acceptance level of different financing methods.

With this survey of 784 participants, the findings show that participants think that the new system will generally motivate the students to study more. More than 50% of the students think that the new system is not fairer than the old one, while nearly 30% of the lecturers agree with them. Of course the change in this ratio will be noteworthy with the application of the new system. There is considerably high number of students that thinks the university fees are presently very high. This opinion is also approved by some of the lecturers too. There is no serious resistance against the differentiation of fees according to income levels. In fact, the acceptance for this statement is more than 45% within students. On the other hand, a surprising result for the economists is the acceptance levels of lecturers being even less for this proposition, which might be the result of considerations of difficulties in application. Similar result is the perception of equal fees damaging the income distribution. While this ratio is more than 50% within students, it is only 35% within lecturers. The suggestion of absolutely free higher education is welcomed by more than 65% of students and by 60% of lecturers. On the other hand the ones, who think that the students that have the ability to pay should repay the cost against the marginal benefits of higher education, are considerably high for both groups.

[João Vinagre](#), [Telma Santos](#), [Clara Carlos](#), [João Santos](#) and [Pedro Neto](#). APRENDIZAGEM ATIVA NA ESTBARREIRO/IPS

**Abstract:** Neste artigo apresenta-se o projeto de formação pedagógica desenvolvido na Escola Superior de Tecnologia do Barreiro, do Instituto Politécnico de Setúbal (ESTBarreiro/IPS), na sequência de um projeto de investigação na área da educação, financiado pela FCT (PTDC/CED/69529/2006). No âmbito deste projeto promoveu-se a realização de um workshop intitulado “Effective Teaching: a Workshop” ministrado pelos Professores Richard Felder e Rebecca Brent da North Carolina University. No seguimento desta formação, um grupo de docentes, impulsionado pela Direção da Escola, decidiu implementar um conjunto de seminários para abordar assuntos relacionados com as problemáticas de ensino numa Escola de Engenharia, a que designou por “Aprendizagem Ativa”. Pretendeu-se assim, criar uma cultura de partilha de informação pedagógica, de experimentação e de melhoria contínua, capaz de contribuir para o sucesso na implementação do Processo de Bolonha na Escola, motivar os docentes para um investimento nas questões pedagógicas e contribuir para o sucesso escolar.

Amélia Santos and Célia Paraíso. A Educação Ambiental nas Escolas de Cabo Verde - contribuição para uma sociedade Sustentável

**Abstract:** A preocupação ambiental e as práticas de Educação Ambiental vêm-se consolidando como um bem das sociedades contemporâneas. Exemplo disso é a aposta da Década da Educação para o Desenvolvimento Sustentado, promovida pelas Nações Unidas (2005-2014). Cabo Verde que recentemente ascendeu a País de Desenvolvimento Médio tem vindo a nortear as suas políticas



educativas no sentido de formar cidadãos qualificados e preparados para os desafios do desenvolvimento do país. Um dos desafios passa necessariamente pela conciliação do desenvolvimento económico com padrões sustentáveis, cabendo à Escola o papel principal na promoção de atitudes e comportamentos individuais que assegurem um maior respeito pelo ambiente, de forma a criar gerações responsáveis e sensibilizadas para as questões ambientais enfatizando um Desenvolvimento Sustentável.

As Ciências, designadamente, a Química e a Física dada a riqueza dos seus conceitos e o desafio cognitivo que podem implicar, permitem desenvolver situações que visam a resolução de problemas aludindo a uma consciência ecológica de atitudes e comportamentos. Neste sentido, propomos alguns trabalhos práticos simples e exequíveis, que podem ser executados na ausência de espaços laboratoriais elaborados, cujos propósitos passam não só que os alunos adquiram os conhecimentos inerentes aos conteúdos da disciplina mas também que adoptem comportamentos de poupança dos recursos naturais e preservação do Ambiente.

Servet Özdemir, Nazife Karadağ and Ali Çağatay Kiliç. ÖĞRENEN ÖRGÜTLERDE LİDERLİK: TÜRK OKUL MÜDÜRLERİ ÜZERİNE NİTEL BİR ARAŞTIRMA

**Abstract:** The aim of this research is to examine leadership behaviors of school administrators in the aspect of learning organizations and define the behaviors required for changing their school into a learning organization. The participants of the study were primary school teachers from Bala, Ankara. To choose the participants, ölçüt örnekleme method was used. The data was gathered by an interview form including 8 questions. These questions were prepared according to the required leadership behaviors of learning organizations. Content analysis was used to analyze the administrators' responds to the questions. The results show that school administrators' level of having behaviors required for being an administrator of a learning organization is not satisfying.

Funda Keleş Ay. A General View of Teacher Training Systems Applied in Turkey and USA

**Abstract:** Globalization, the need of life long learning influences educational institutions like all of the institutions. Existence of teachers who contribute knowledge creation and who create knowledge will contribute to qualified human training. Access of teacher training systems which is more functional and which appeals requirement of current conditions has become essential. This study has been conducted using descriptive design. The scope of this research is the comparison of teacher training systems in Turkey and USA in concept of selection of candidates, process of training and opportunity of field experience. According to research results, concrete suggestions about selection of candidates, process of training and opportunity of field experience on teacher training system applied in Turkey has been developed

Silvana Silva, Charbel El-Hani, Rosa Branca Tracana and Graça Carvalho. ANALISE DE CONTEÚDO DO TEMA AMBIENTE EM UM LIVRO DIDÁTICO DE BIOLOGIA DO ENSINO MÉDIO - BRASIL

**Abstract:** Diante da necessidade do entendimento crítico sobre o ambiente em que existem interfaces entre conhecimentos socialmente construídos, é importante investigar como ele é trabalhado nos livros didáticos de biologia. Analisamos o tema ambiente no livro didático de Biologia, Linhares e Gewandsznajder que foi o mais bem avaliado pelo PNLEM-2007. A metodologia foi inspirada na análise de conteúdo temática que consiste em identificar os núcleos de sentido de uma comunicação. Aplicamos a grade analítica às unidades de registros constituídas por títulos, frases e parágrafos que abordam o tema ambiente, e que permitiu a elaboração dos seis indicadores de enfoques: processos biológicos, alterações ambientais, exploração dos recursos naturais, medidas de controle, contexto sociopolítico e econômico, tecnologia e ambiente. Das unidades de registro analisadas predomina o indicador processos biológicos. Torna-se necessário que os autores do livro didático possam contextualizar com mais intensidade os conhecimentos biológicos com os conhecimentos relacionados às questões socioambientais.

Aline Fonseca Gomes. A ADMINISTRAÇÃO DA EDUCAÇÃO COM O USO DA FERRAMENTA DE GESTÃO BSC - BALANCED SCORECARD NAS INSTITUIÇÕES DE ENSINO SUPERIOR

**Abstract:** The ongoing research deals with the Balanced Scorecard (BSC) which is a balanced strategic measurement system, which allows us to identify and align with organizational strategic initiatives. Therefore, the research is targeted to those users of the Institutions of Higher Education (IES), which

will enable both the verification of the BSC as a technique of Strategic Management, and the development of strategic map that will create a dynamic institutional structure that uses indicators, highlighting the assessment of learning in higher education classroom. And the research that has been developed with the overall objective of identifying how the BSC can improve the administration of the IES.

Rosa Branca Tracana, Eduarda Ferreira and Graça Simões De Carvalho. Environmental education in Portuguese school programmes and textbooks in two periods: 1991-2000 and 2001–2006.

**Abstract:** Environmental education (EE) is seen as a key instrument contributing for changing values, mentality and attitudes to create a deep and abiding awareness in society of the problems associated with environmental issues. This study intends to examine how EE addresses environmental education in the Portuguese school programmes in two different periods, Time I: 1991/1992 – 1999/2000 and Time II: 2000/2001 – 2005/2006, separated by a national program reform occurred in 2000/2001. We used the grids of analysis constructed within the BIOHEAD-CITIZEN project (CIT2-2004-506015). The analysis covered the national programmes and textbooks since the 1st grade (5/6 years-old pupils) up to the 12th grade (17/18 years-old pupils) by looking at the four pre-selected sub-topics: Pollution, Use of Resources, Ecosystems and Biodiversity and Cycles. Greater emphasis is given to Pollution, followed by the Use of Resources, Ecosystems and Cycles and finally Biodiversity. Comparison between Time I and Time II regarded the sub-topics presence or absence. Biodiversity is the sub-topic that had little presence in Time I but is nowadays (Time II) more present all along the school levels. In earlier years (primary school – 1CBE) the textbooks follow the national programme very tightly. Major differences between the national programmes and the textbooks examined were found in the Secondary school (10th, 11th and 12th grade).

[Rachid Elouahbi](#), [Mohammed Adil Nassir](#) and [Abdelhak Benaboud](#). DYNAMIC GENERATION OF ADAPTIVE COURSE SEQUENCING WITH TRACKING LEARNER'S USING GRAPHS

**Abstract:** In this paper, we present a course sequencing based on graphs. This approach has two important advantages: the first one is the dynamic generation of adaptive course sequencing and the second is the exploitation of properties of graph in order to track the learner. The pedagogical graph of sequencing is called SMARTGraph: the nodes are the learning units and the arcs are the pedagogical constraints between learning units. This graph allows expressing the totality of the pedagogical constraints under which the learner is submitted in order to achieve his pedagogic objective. This will help the author to well structure his course and relations between the various pedagogical units and help the learner to be oriented during the browsing of the course. We shall see how it is possible to visualize the path followed by the learner, the obstacles encountered and the actions he/she performs during his/her training

İsmail Şahin and Aydin Şenol. BİR EKONOMİK BÜYÜME ARACI OLARAK TEKNOLOJİ GELİŞTİRME BÖLGELERİ

**Abstract:** Devlet izleyeceği gelir ve harcama politikaları doğrultusunda iktisadi büyümeyi belirleyen faktörleri etkileyebilme gücüne sahiptir. İktisadi büyümenin sağlanmasında teknolojik gelişmenin büyük önemi vardır. Gelişmiş ekonomiler incelendiğinde teknolojik ilerlemeleri ulusal ekonomilerin vazgeçilmezleri olarak görmektedirler. Bu durum gelişmekte olan ve az gelişmiş ülkelerde ise tam tersine olarak teknolojik ilerleme alanında yapılan çalışmalar geri planda kalmaktadır. İktisadi açıdan sermaye birikimi ekonomik büyümenin en önemli dinamiğini oluşturur. Fakat günümüzde büyümeyi sadece sermaye birikimi ile açıklamak yeterli olmamaktadır. Sermaye birikiminin iktisadi büyümeyi sürekli olarak besleyebilecek bir kaynak olabilmesi için onu teknolojik ilerleme ile bir değerlendirmek gerekmektedir. Son yıllarda teknolojik bilgi birikimi yeterli ve etkin olan ülkeler diğer ülke ekonomilerine göre daha üstün duruma gelmektedirler. Bu sebeple eğitim, bilgi birikim, teknolojik araştırma-geliştirme faaliyetleri gibi alanlarda yapılan yatırımlar hemen her ülkede teşvik edilmektedir. Küreselleşme eğilimlerinin hızlandığı günümüzde rekabetin yaşandığı uluslararası piyasalarda, ülkelerin yer edinebilmeleri ve bunu rekabet gücü olarak taşıyabilmeleri, sektörlerin ülke şartları ve sanayi yapılarına en uygun ve ileri teknolojileri kullanabilmelerine bağlı olup bu şartların yerine getirilebilmesi için kurulan teknoloji geliştirme bölgeleri özellikle ülkelerin ekonomik büyüme araçlarından birini teşkil etmektedir.

Carla Ravasco, Carlos Reis, Fátima Gonçaves, Jorge Gonçaves, João Leitão, Urbana Bolota, Joaquim

## Mateus and Cecília Fonseca. Abordagens Interativas no 1º Ciclo

**Abstract:** Abordagens Interativas na Educação é um projeto transdisciplinar que está a ser levado a cabo por um vasto número de investigadores da Unidade de Investigação para o Desenvolvimento do Interior. Propomo-nos estudar o impacto real da utilização das novas tecnologias no 1º ciclo, nomeadamente no que diz respeito ao computador em geral e ao Magalhães em particular. A primeira fase dos trabalhos corresponde à revisão da literatura e permitirá uma estruturação das fases seguintes. A segunda fase corresponde à investigação empírica do projeto. Utilizaremos instrumentos quantitativos (questionários de resposta fechada a aplicar aos alunos de 6 a 10 anos de idade, aos docentes e aos encarregados de educação de todos os alunos das escolas do 1º ciclo do concelho da Guarda). O objetivo dos questionários é o de caracterizar a perceção que os inquiridos têm da utilização do computador nas diversas atividades diárias. Na terceira e última fase do projeto pretendemos utilizar os resultados obtidos para desenvolver uma ferramenta educativa multimédia que permita aos alunos e professores do 1º Ciclo do Ensino Básico melhorar o processo de ensino / aprendizagem.

[Leandra Fernandes Ferraz](#), [Anabela Pereira](#), [Luisa Santos](#), [Elianda Tiballi](#) and [Marcos Procópio](#). THE IMPACT OF STRESS IN TRAINEES UNDER THE EDUCATIONAL PRACTICE: A STUDY MULTICULTURAL BETWEEN PORTUGAL AND BRAZIL

**Abstract:** This multicultural and international research aims at identifying the major sources of stress in inducing trainees during the probationary period of teaching practice as well as the occurrence of this characteristics professors among future. This study, a quantitative and comparative nature, has a sample of 476 Portuguese trainees (M = 49 and F = 427) and 490 Brazilians (M = 113 and F = 377) of initial teacher education institutions, 8 Higher central Portugal and Brazil. Was used as an instrument in the questionnaire "stress evaluation of the student intern" (Francisco & Pereira, 2003), whose results show that in both countries the teaching practice is appointed by the trainees as significantly inducing stress, and Portuguese women the most affected. In Brazil, the levels of stress are felt most at the end of the probationary period for both sexes, while for the top trainees Portuguese is more stressful. Implication of this study and as a continuum, further comparative studies are currently under development in institutions of higher education in Portugal and Brazil.

Sandra Mendonça. Formação de professores: reflexões sobre as práticas que formam o professor de Geografia no Brasil.

**Abstract:** Este trabalho procura tratar das questões relativas à formação inicial dos professores de geografia, na perspectiva do professor formador, como parte instituinte das políticas institucionais. As questões levantadas neste trabalho nasceram da experiência profissional, trabalhando com estagiários e percebendo, ao longo dos vinte e cinco anos de profissão, como a formação inicial vem se distanciando da realidade escolar. Mesmo tão próximos fisicamente e com uma realidade educacional exigindo atenção quanto aos aspectos formativos, temos assistido a Universidade atendendo a outra demanda. O mercado colocando sua lógica de funcionamento e organização, ritmo de trabalho e competições internas que não combinam com o tempo necessário para a maturação da produção intelectual, espaços coletivos de discussões e produção voltada para atender aos interesses da maioria da população. Uma cultura que se manifesta nos jovens professores reproduzindo relações que também perpassam ou tangenciam sua formação inicial. Mesmo neste contexto acreditamos num projeto de trabalho que enxergue as carências sociais e projete um futuro melhor para a maioria da sociedade. E isso passa pela criteriosa discussão e reflexão sobre formação de professores. Como se expressam inúmeras vezes dar aulas não é para descomprometidos e ser professor exige muito mais e não apenas aquilo que se tornou comum entre nós – a idéia de que qualquer um pode tornar-se professor. Esta idéia, muitas vezes não dita mas consensuada, sub-entendida, valorizando os aspectos mais técnicos da profissão aspectos que sempre estão presentes mesmo não discutidos explicitamente nos documentos e reuniões institucionais. Encontramos pela frente o argumento de que os tempos são outros e que já não é possível as mesmas soluções para os velhos problemas, mas os desafios sempre estão no caminho da educação quando não perdemos os fundamentos e os princípios.

[M.Nurettin Alabay](#). STUDENT FOCUSED MARKETING APPROACHES IN THE HIGHER EDUCATION

**Abstract:** The number of universities is increasing day by day so universities are in a competition to

influence students. In particular, private universities established by foundations are the institutions most affected by this competition. Therefore, in the universities student-centered approaches started to be implemented in parallel with customer-focused approaches in marketing. In a research, a survey is organized to the high school seniors about their expectations of university. The data obtained as a result of this research shows that students primarily prefer state universities to private universities and also they prefer an education in their mother tongue rather than in English.

Prof. Dr. Mustafa Yılmaz and Nihan Coşkun. Yabancı Uyruklu Türk Kökenli Yükseköğrenim Gençliğinin Sorunları

**Abstract:** Kültür, en genel anlamıyla bir yaşam biçimi olup bu bağlamda benzer noktalarına karşın önemli farklılıklar sergilemektedir. Bunların başında dil sorunu gelmektedir. 2008-2009 öğretim yılında Türkiye'de çeşitli üniversitelerde öğrenimlerini sürdürmekte olan Yabancı Uyruklu Türk Kökenli Yükseköğrenim Gençliğinin sorunları üzerine bir çalışma gerçekleştirilmiştir.

Farklı sosyo-kültürel ortamlardan gelen genç üniversite öğrencilerinin öğrenimleri süresince karşılaştıkları sorunlar ve çözümleri bu araştırmanın amacını oluşturmaktadır. Araştırma formu, uzman görüşleri doğrultusunda hazırlanan 22 sorudan oluşmaktadır.

Yeni girilen toplumda karşılaşılan en önemli sorunlar:

- 1- Yasakların çokluğu (% 31.7)
- 2- Yurtlardaki disiplin (% 15)
- 3- Politikaya aşırı ilgi (% 8.3)
- 4- Eksik laiklik (% 8.3)
- 5- Kızların sigara içmesi (% 5)
- 6- Futbola düşkünlük (% 3.3)
- 7- Eğitim yetersizliği (% 3.3)
- 8- Dini sömürü (% 3.3)
- 9- YÖK kararları (% 3.3)
- 10- Düşünce suçu (% 3.3) gösterilmekte olup acil çözümü istenenlerse:

- 1- Maddi sıkıntı (% 72.3)
- 2- Ülkeye dönebilme (% 10.7)
- 3- Bir üniversiteye girebilme (% 9.2)
- 4- Okulu bitirebilme (% 1.5) olarak vurgulanmaktadır.

Karşılaşılan sorunları çözecek kurum bazında ise:

- 1- Devlet (% 79.8)
- 2- Aile (% 5.8)
- 3- Devlet ve aile (% 5.8)
- 4- Türkiye- İlgili ülke (% 3.8) şeklinde bildirilmiştir.

Sonuç: Yabancı Uyruklu Türk Kökenli Yükseköğrenim öğrencilerinin en çok devam ettikleri eğitim kurumları ekonomi ve politika olup yeni girilen toplumda yaşanan uyumsuzluk nedeni; insanların davranışları (% 22.8) ve en fazla rahatsızlık nedeni gürültüdür (% 17.4).

Öneri: Devlet; geleceklerinin biçimlendirilmesi kendisine emanet edilen misafir öğrenci gençlerle daha yakından ilgilenmeli, sorunlarının çözümü için bir birim oluşturmalıdır.

Şirin Yılmaz and [Betül Timur](#). DETERMINING SENIOR PRE-SERVICE AND POST GRADUATE SCIENCE TEACHERS' TPCK CONFIDENCE

**Abstract:** The aim of this study is to examine senior pre-service science teachers' and post graduate science teachers' technological pedagogical content knowledge (TPCK) confidence. For this purpose a Likert type scale was adapted into Turkish in order to measure TPCK confidence (Graham, Burgoyne, Cantrell, Smith, & Harris, 2009) of pre-service and post graduate science teachers'. The scale has four sub factors named as first Technological Pedagogical Content Knowledge (TPCK), second Technological Pedagogical Knowledge (TPK), third Technological Content Knowledge (TCK) and fourth Technological Knowledge (TK). TPCK sub-factor consist of 8 items and its Cronbach Alfa coefficient is .89, TPK sub-factor consist of 7 items and its Cronbach Alfa coefficient is .87, TCK sub-factor consist of 5 items and its Cronbach Alfa coefficient is .89 and TK sub-factor consist of 11 items and its Cronbach Alfa coefficient is .86. The Turkish TPCK confidence survey had an overall alpha of .92 and 31 total items. This study designed as a descriptive study. Furthermore, the data obtained from 30 snior pre- service and

29 post graduate Science teachers were analyzed by using the SPSS 17.0 software. The results show that there is significant difference senior pre-service science teachers' and post graduate science teachers' TPCK confidence TPCK ( $t_{59}=2.43$ ,  $p<.05$ ), and TPK ( $t_{59}=2.91$ ,  $p<.05$ ) sub factors. In addition there isn't any significant difference according to gender.

Sónia Alexandre Galinha and Adérito Gomes Barbosa. THE IMPORTANCE OF PEACE, HUMAN RIGHTS AND EDUCATION

**Abstract:** This paper proposes to highlight the growing importance of values education, which is to be noted for the building of peace and human rights. We adopt the view that peace is the feeling of well-being confluent and psychological and social factors that peace education is attached to values education. We advocate the importance of perception of inner peace and social peace, as the epicenter of peace and order, such as justice and concord, fundamental to human existence and to new horizons of education.

Key Words: Human Rights, Peace, Values, Educational Training Systems, Culture.

Ana Acciaioli Gouveia. OS MEDIA NO OS MEDIA NO ENSINO DA LÍNGUA PORTUGUESA - UTILIZAÇÃO DE ANIMAÇÕES COM A FERRAMENTA GOANIMATE

**Abstract:** This article considers the use of a computer animation tool, the "GoAnimate" as a learning strategy of the Auto da Barca do Inferno and The Lusíadas, in the context of the discipline of Portuguese Literature, in the 3rd cycle of Basic Education. It is a background to the introduction of media education in school as well as a description of the tool used and the pedagogical model adopted for the use of animation on learning, where knowledge is constructed for the development of communicative competence as well as the personal and social's valences. The results are presented considering the potential of technological tools and the integration of attitudes of autonomy, active participation, reflection, responsibility and collaboration, and assessment of gratification resulting from the introduction of this technology.

Natália Ferraz, [Anabela Pereira](#), Helder Castanheira, Eugénia Taveira and Luísa Santos. PROMOTION OF PERSONAL AND SOCIAL DEVELOPMENT IN COLLEGE STUDENTS: A STUDY FOR THE CONSTRUCTION OF A SCALE TO ASSESS THE INFLUENCE OF PHYSICAL ENVIRONMENT

**Abstract:** This article presents the construction and systematization of the main psychometric properties of an instrument to assess the perception that students housed in University Residences has of the physical environment and to what extent this influence their personal and social development. The sample ( $n = 385$ ) extracted from a population of students housed in university residences provided by the University of Aveiro, represent 51% of the population. The psychometric structure of the scale resulted in three subscales: (i) perception of the physical environment, (ii) influence on social development, (iii) influence on personal development, explaining 53.41% of the variance. The fidelity of the subscales showed good scores varying between 0.77 and 0.86. Overall the instrument has a very good fidelity with  $\alpha = 0.89$ . Despite this study being in this early stage the instrument seems to be good at a psychometric level indicating usefulness for institutions of higher education.

Manuel António Brites Salgado, José Alexandre Dos Santos Vaz Martins, Adélia Nunes Godinho and Carlos Manuel Martins Da Costa. EDUCAÇÃO E FORMAÇÃO EM TURISMO: CONTRIBUTO DA ESCOLA SUPERIOR DE TURISMO E HOTELARIA

**Abstract:** O artigo incide sobre o contexto educativo e formativo específico da área científica do Turismo. Constata-se que as instituições académicas portuguesas investiram expressivamente nesta área, nas últimas duas décadas e meia, e depois do Processo de Bolonha ter conduzido a relevantes mudanças na filosofia e estrutura dos cursos superiores, designadamente a nível curricular. Assim, depois de uma breve caracterização da ESTH, analisamos o processo de adequação dos cursos de acordo com os modelos de organização curricular, através da recolha e análise de informação secundária sobre os principais indicadores da oferta e da procura formativas dos cursos desta IES, que tem hoje um enquadramento institucional objetivamente balizado no Turismo e Hotelaria. A finalidade da nossa reflexão visa interpretar e demonstrar a importância e o contributo da ESTH no âmbito da rede regional e nacional do ensino superior, como é premissa da LBSE.

Mehmet çardak, Ismail şahin and Yusuf Karaaslan. Eğitim Sektöründe Kaynak Planlaması ve Bütçe Yönetimi

**Abstract:** Eğitim; adalet, güvenlik ve sağlık gibi devletin temel işlevlerinden birisi olup devletin denetimi ve gözetimi altında yapılmaktadır. Merkez teşkilâtı, taşra ve yurtdışı teşkilâtları eğitim hizmetlerinin sunumunda önemli görevler üstlenmektedirler.

Eğitim hakkı, T.C. Anayasası ile güvence altına alınmıştır. Eğitime ayrılan bütçenin artırılmasıyla son yıllarda gerçekleştirilen faaliyetlerin farklı boyutlarda yoğunlaştığı görülmektedir. Bunlar arasında İlk ve ortaöğretim programlarının geliştirilmesi, fiziki kapasitenin artırılması ve kalitesinin yükseltilmesi, okullaşma oranlarında AB ortalamasının yakalanması, teknolojik alt yapının güçlendirilmesi ve bilgisayar teknolojilerinin eğitimde kullanılması, öğretmen kariyer sistemi ve yeterliklerinin geliştirilmesi, öğrenci rehberlik ve meslekî danışmanlık sisteminin etkinleştirilmesi gösterilebilir. Eğitimde yeni teknolojilerin kullanılması ve yaygınlaştırılmasına yönelik olarak ilköğretimden başlamak üzere eğitimin her kademesinde; bilgisayarlı eğitime geçilmesi, her okula internet erişiminin sağlanması, eğitim programlarına göre yazılımların üretilmesi, yürütülmekte olan çeşitli projelerle öğretmen ve öğrencilerin bilgisayar okuryazarı olmalarının sağlanması, eğitimle ilgili paydaşların ihtiyaç duydukları bilgilere zaman ve mekân kısıtlaması olmadan ulaşmalarını sağlamak için “Eğitim Portalı” oluşturulması, sınavların elektronik ortamda yapılması çalışmaları devam etmektedir. Eğitimde kaynakların eşit dağılımı açısından ise Türkiye'nin bütçesi üzerinden ayırmış olduğu kaynakların eşit olarak dağıtılması gerekmektedir. Yeni Zelanda'da öğrenci başına yapılan toplam harcama 52 bin 475 dolar, Yunanistan ve Meksika'da 48 bin 423 dolar olup Türkiye'de ise sadece 12 bin 576 dolardır. Ayrıca Türkiye'de öğretmen başına düşen öğrenci sayısı 24 iken, OECD ortalaması 16'dır. Yapılan bu çalışmada var olan eğitim sisteminin yapısının okulların ihtiyaçlarına cevap vermediği, öğrencilerinin yetenek ve becerilerini artırmaya çaba gösteren öğretmenleri ve okul yetkililerini de destekler konumunda olmadığı, ayrıca dezavantajlı grupların da kaynakların dağıtılma şekli ve alınan kararlarda etkin bir rol oynamalarının mümkün olmadığı saptanmış ve buna yönelik çözüm önerileri sunulmuştur.

Yard.Doç.Dr.Erkan Yaman, K. Nilgün AdigÜzel and Mehmet çardak. TÜRKÇE ÖĞRETİMİNDE TEKNOLOJİ KULLANIMI: AKILLI TAHTA ÖRNEĞİ

**Abstract:** Akıllı tahtalar hızla gelişen eğitim teknolojilerinde yakın dönemde büyük gelişme göstermektedir. Avrupa'da ve Amerika'da yaygın olarak kullanılan akıllı tahtaların kurulumu ve kullanımı kolay, öğretmen ve öğrencilerin zamanını en iyi şekilde değerlendirilmesine imkan sağlayan, bilgi akışını hızlandıran eğitim araçlarıdır. Bu bağlamda araştırmanın amacı, ilköğretim üçüncü sınıf öğrencilerinde Türkçe dil bilgisi derslerinin akıllı tahta kullanılarak işlenmesinin öğrenci başarısına etkisini belirlemektir. Araştırmanın çalışma grubunu, Adapazarı'ndaki özel bir ilköğretim okulunun üçüncü sınıflarında okuyan kırk sekiz öğrenci oluşturmaktadır. Araştırmada; Başarı Testi (ön test, son test) ölçme aracı kullanılmıştır. Deney grubunu oluşturan yirmi dört üçüncü sınıf öğrencisine ‘Yapılarına Göre Kelimeler’ konusu akıllı tahta kullanılarak anlatılmıştır. Uygulama, bağımsız değişkeni oluşturan ‘akıllı tahta kullanımının’ bağımlı değişkeni oluşturan ilköğretim üçüncü sınıflardaki öğrencilerin ‘Yapılarına Göre Kelimeler’ konusunda yer alan kazanımların etkililiğini belirlemek üzere yapılmıştır. Çalışmada Cronbach  $\alpha$  değeri 0,74 olan ‘Yapılarına Göre Kelimeler’ testi kullanılmıştır. Araştırma sonuçlarına göre; Türkçe dil bilgisi öğretiminde akıllı tahta kullanımının, düz anlatıma göre daha etkili olduğu başarıyı arttırdığı belirlenmiştir. Akıllı tahtaların Türkçe derslerinin öğretiminde kullanımına ilişkin bir takım öneriler getirilmiştir.

Sandra Rodrigues. REGULAÇÃO TRANSNACIONAL DAS POLÍTICAS EDUCATIVAS NACIONAIS NO ENSINO SECUNDÁRIO - 1.ª década do século XXI

**Abstract:** O presente trabalho constitui uma base de referência empírica sobre a regulação transnacional das políticas educativas, analisando as estruturas supra-nacionais - Conselho e Comissão da União Europeia - que mesmo (não) assumindo formalmente um poder de decisão, interferem activamente, no desenrolar das políticas nacionais de educação. O Programa Educação e Formação 2010 da Comissão e do Conselho Europeus (Education & Training

2010) tem defendido uma valorização das profissões científicas e técnicas e tem proposto uma orientação mais profissional nos ensinos secundário e superior. A primeira década do século XXI foi para o ensino secundário em Portugal um período de crucial importância, dadas as mudanças significativas que sofreu. Todavia, a situação continua a ser preocupante, uma vez que o ensino secundário tem respondido com dificuldades (resultados aquém das metas) à formação e qualificação dos jovens portugueses.

Rita Baleiro. A definition of literary literacy according to Portuguese literature lecturers

**Abstract:** The purpose of this paper is to present a definition of literary literacy in the context of the Majors in Languages, Literatures, and Cultures, in Portugal. This research draws upon mostly primary sources: the data from fourteen literature syllabuses of four Portuguese universities (Lisboa, Nova, Coimbra, and Porto) and the data from twelve interviews conducted to Portuguese university lecturers of literature. The definition of literary literacy was deduced from the content analysis of both the syllabuses and the interviews. The definition is presented according to the tri-dimensional academic literacy by Bill Green (1999), i.e. the critical dimension, the cultural dimension and the operational dimension. The theoretical underpinnings of the framework for this research are David Barton's (2009) definition of literacy and the transactional theory of reading (Wolfgang Iser, [1978] 1980, and Louise M. Rosenblatt [1938] 2005).

[Aziz Kagitci](#), [Selçuk Karayel](#) and [Tugay Arat](#). A General Evaluation of Vocational Schools Students' Views Regarding the Accounting-Finance Education

**Abstract:** Vocational schools that have many programs for numerous industries are units that supply the intermediate staff members that economy needs. It has been observed that the importance of vocational education has increased in the developed countries nowadays. The unemployment, considered to be the structural problem of Turkish economy, actually can be acceptable for unskilled labors because many industrial areas need qualified employees nowadays. In this situation, the vital task of vocational schools is to educate intermediate staff members for labor markets' requirements. In this study, we analyze the senior class students' perspectives of Accounting and Tax and Business Management departments on accounting and finance education in Social Science Vocational School. The study has been carried out with the participation of a hundred and fifty five students who have been attending the Social Science Vocational School. SPSS 15 has been used in our study to test our hypotheses.

[Francisco J. Pozuelos Estrada](#), Francisco Javier García Prieto and Francisco De Paula Rodríguez Miranda. TEACHERS AND INNOVATIVE EDUCATION: A STUDY FROM PRACTICE. A MULTICASE INTERNATIONAL COLLABORATION RESEARCH PROJECT (SPAIN AND PORTUGAL)

**Abstract:** It is not easy to transform classroom teaching practice. This study is grounded on the new meaning of educational change and the reform efforts that have taken place in other countries through recent years.

This article sows a research project on innovation in educational practice as a key element. The participating team consists of researchers from the University of Huelva (Spain) and University of Algarve (Portugal), with the collaboration of partners from EDUCOM-Faro. All members have a strong background in the field of educational research.

Broadly, this research project aims essentially to reflect on how to implement change and improve education in specific scenarios. The fundamental target is to provide the possibility for protagonists to express their experiences of direct teaching practice. Likewise, we intend to reflect on the processes used to transform classroom teaching practice, ie how government policies are reinvented in daily action. Multicase study is the methodology to be followed in the investigation, which seeks a thorough understanding of the innovation process both from the qualitative and quantitative perspectives, by means of five main sources of information such as interviews, classroom observations, document analysis, research diaries and questionnaires. The research project has been structured through several phases, which despite being expressed linearly, in fact are intimately related to each other, including: setting up the team and focus of the study, research design and tools, data gathering and information processing, and finally preparing the report, transfer and diffusion of the research results. A number of dynamic categories have been used to systematize the data collected in order to guide the production of

information.

This paper follows a scheme starting from a detailed analysis of the context and the sources of information followed by the selection of the research tools, the analysis and dissemination of the evidence collected.

Carlos Brigas and Maria José Marcelino. Modelação e Simulação no 1º ciclo do Ensino Básico

**Abstract:** O currículo Nacional do 1º ciclo do Ensino Básico sugere que o aluno deve assumir um papel activo na aquisição de competências. A implementação de actividades de modelação e de simulação em ambientes educativos é reconhecida como sendo um instrumento eficiente para o ensino e compreensão de sistemas dinâmicos, as actividades que envolvam a utilização de modelos possibilita uma aprendizagem mais activa, mais motivadora, ao ritmo do aluno, em que este é induzido a desenvolver capacidades como a compreensão, o raciocínio, a reflexão, a intuição e a generalização. O presente artigo descreve as estratégias e os contextos de implementação, identifica os tipos de modelos e os tipos de ferramentas que podem ser utilizados na realização de actividades de modelação e de simulação em ambientes escolares.

Şeyda Sari. TEACHING ENGLISH LANGUAGE AS A SECOND LANGUAGE TO ADULTS

**Abstract:** Nowadays, it is very important to learn English as it is known that English is the world-language and also the Language of Internet. There are some burdens on students and also on teachers. Especially teachers should be careful about student's perceptions about learning English Language and their prejudices. Although adults are problem-free learners it is very important to adjust their Physocologies and also the environment in which they are learning English Language because they have a number of characteristics which can sometimes make learning and teaching problematic. Also it is very important to be very careful and sensitive about adult's previous experiences.. In this study, how teachers can ensure successfull learning by using various methods and techniques and also what teachers can do to increase student's self-esteem and how to be always conscious about their need for identity will be discussed.

Osman Sahin. USING DEA TO EVALUATE EFFIENCY OF YOUNG STATE UNIVERSITIES

**Abstract:** The purpose of this study is to evaluate efficiency of young state universities of Turkey which are established between 1987-1993, for 2009 by using Data Envelopment Analysis (DEA). In these calculations 24 state universities were used as decision-making units. We use number of academics and budgeted expenditures for universities as inputs and income of universities, number of papers published in journals, number of undergraduate and graduate students and number of graduated students as outputs. Only 6 of 24 universities' total efficiency has a good score. An analysis of efficiency scores shows that these young universities need to improve their input-output efficiency management.

Gökhan Akandere. PROVIDING SOME CLASSES WITH DISTANCE EDUCATION IN VOCATIONAL SCHOOL OF SOCIAL SCIENCE'S LOGISTICS PROGRAMME AT SELCUK UNIVERSITY

**Abstract:** As a result of rapid development of information and communication, various innovations have been put forward in education and are started to be implemented. One of these innovations and applications is 'Distance Education'. In parallel with these alterations, Selcuk University has developed a Project under the name of Selcuk University Distance Education Programme (SUZEP) and within the framework of this project some courses have been provided with Distance Education. It will be possible to provide courses to students which are studied in The Vocational School of Social Sciences such as 'Introduction to Logistics, International Trade through 'Distance Education'. The visual and auditory Narrative Method over University Television, the interactive lectures over the Internet and face to face education in classroom environment procedures will be followed.

In this study, transferring the above courses by these methods, to what extent it influences student's learning skills and advantages and disadvantages will be discussed.

[Silvia Moraru](#). E-learning and CDS.The role of curriculum at school's decision and obtaining performance and developing students' creativity

**Abstract:** The abstract is in attachment.

Marcos Ferreira and Aline Fonseca Gomes. O PROCESSO DE APRENDIZAGEM DAS



## COMPETÊNCIAS GERENCIAIS EM UMA EMPRESA PÚBLICA DE PESQUISA

**Abstract:** This article aims to contribute to the description, in practice, the learning process of managerial competencies achieved through individual and collective learning in a public undertaking research in agribusiness considered a knowledge-intensive organization. As such, there is a use of empirical research with a qualitative approach. The results indicate for learning through training and experience based learning models in single loop, double loop and experiential learning.

## [Ilda Pestana](#). A FORMAÇÃO DOS PROFESSORES DE EDUCAÇÃO ESPECIAL E A DISLEXIA NO CONTEXTO PORTUGUÊS

**Abstract:** Através do nosso estudo procurámos encontrar resposta para algumas questões relativas à perceção que os professores de educação especial têm acerca da sua formação para darem a resposta educativa adequada aos casos de dislexia. Neste contexto, pesquisámos a opinião que os professores têm sobre a sua formação e as condições da escola para a inclusão dos alunos com dislexia. Constatámos que os professores de educação especial consideram ter formação para dar resposta à escola inclusiva e, também, que entendem fazer um esforço de autoformação, porém eles afirmaram que não têm formação suficiente na área da dislexia. A maioria dos professores considera que há falta de oferta formativa nesta área. Ou seja, a maioria dos professores, apesar de serem especializados (86,2%) sentem falta de formação nesse domínio, necessitando de formação específica sobre dislexia.

## Leanne Cause. International mindedness: A Preliminary Case Study of one Primary School Implementing the International Baccalaureate Primary Years Programme

**Abstract:** ‘International mindedness’ is a term that appears on mission statements of many schools worldwide, yet educational thinkers have found it difficult to quantify what it is or how to go about fostering it in children of today (Gunesch 2007; 32; Marshall 2007). This paper explores teachers’ understandings of ‘international mindedness’ and the development of ‘international mindedness’ through discussing a recent case study of one Australian Primary School that is in the process of implementing the International Baccalaureate (IB) Primary Years Program (PYP).

The project explored the initiatives and approaches the school has implemented to promote international mindedness by taking into account the intricacies of Bernstein’s (1975) three message systems: assessment, curriculum and pedagogy. Data derived from interviews with ten teachers, observations and field notes were used to ascertain teachers’ understandings of international mindedness, and their understandings of its development.

This study illuminates that teachers can have diverse understandings of international mindedness. Assessment of teachers’ perceptions within the case study school confirms that the internationally minded mission statement of the International Baccalaureate Organisation (IBO) may not necessarily be reflected in the culture, curriculum, assessment or pedagogical processes of a school implementing the IBPYP. Analysis of the teachers’ unique understandings of the development of international mindedness underscores the importance of school leaders providing relevant, ongoing professional learning and support for teachers in International Baccalaureate schools. This is supported by recommendations for professional development designed specifically for teachers within the international educational context.

## [Vida Vilkiene](#). DISSEMINATION OF LEARNING EXPERIENCE GAINED THROUGH EUROPEAN MOBILITY PROJECTS IN THE CONTEXT OF COOPERATIVE LEARNING

**Abstract:** The paper deals with the importance of disseminating the experience gained in European mobility projects in the context of cooperative learning. The peculiarities of the modern foreign language teacher training programme as well as its implementation are discussed. The article reveals the impact and necessity for cooperative learning as the means of learning empowerment; the analysis of the research on the dissemination of the learning experience gained in European mobility projects is disclosed.

## [Christian Roith](#). INNOVACIONES EN LA FORMACIÓN DEL PROFESORADO EN ESPAÑA / INNOVATIONS IN TEACHER TRAINING IN SPAIN

**Abstract:** Numerous innovations are being introduced in teacher training in Spain due to the Bologna

process. The paper describes the formal changes in primary and infant school teacher training. Thereafter, a summary of the new organization of the second cycle of university studies in the educational field is offered, which includes a brief reference to different types of master which are already offered or whose introduction will take place shortly. Some reflections on the foundations of the new doctoral programmes in the field of educational sciences that are designed according to the Bologna principles follow. These summaries are complemented with reflections on the necessary didactic innovations that are related to the reform process. The conclusions highlight the need of comparative research, which allows the detection of weak points in current approaches.

[Maria Esteves](#). Geography Education contribution to Citizenship Education

**Abstract:** This paper addresses the contribution of school geography to citizenship education in what concerns its aims and contents. This contribution is recognised by teachers but it is also understood in the particular scope of geography teachers' perceptions.

In a mixed methods research teachers were asked to present their views on their role and citizenship educators in the sense that all school subjects should have an important contribution to an idea of training future citizens, both in their close environments and other scales of intervention such as national, european and global scale.

We will present the main results of the research and discuss them as important areas to be addressed in the teacher continuous training programmes.

[Eugénia Taveira](#), [Anabela Pereira](#), [Hélder Castanheira](#), [Natália Ferraz](#) and [Elsa Almeida](#). PEER SUPPORT AT THE RESIDENCES OF THE UNIVERSITY OF AVEIRO: CONTRIBUTIONS TO THE PERSONAL AND SOCIAL DEVELOPEMENT OF THE STUDENTS

**Abstract:** This paper aims to present a proposal for Peer Support in the University Residences as a contribution to the integration of students at the University of Aveiro.

An exploratory study was conducted based on results obtained from the problem registry logs, allowing supported students to point out their most felt difficulties. The registry logs were distributed to nineteen elements from the Residence Committees, who have had previous training in peer counseling.

As a pilot project at the University of Aveiro, which had a trial-run at the beginning of the current school-year, it was found that results in terms of participation of the volunteer students were fruitful and positive. Records of issues raised by those supported students are exact proof of this.

The Peer Support at the Residences of the University of Aveiro is a project that shows application potential, allowing to mitigation the absence of family and friends and homesickness.

[Xayapheth Chaphichith](#). THE DEVELOPMENT OF HIGHER EDUCATION IN LAOS

**Abstract:** This paper reports the development of higher education in Laos by briefing the history of education system in Laos, examining global changes in higher education, the literature of higher education system of Laos, and the establishment of the first National University of Laos (NUOL). Through these briefing concepts, it is found that there is no significance during the internal turmoil period of higher education development from 1945 to 1975. The slight change of higher education system occurred when the NUOL was established in 1995. Although there are constraints of insufficient human resources, funds, facilities and so on, NUOL has made significant in producing human resources. In addition, the profile of NUOL has been restructured periodically. There is an increase in numbers of academic sectors (offices, faculties, sections, departments and so on), academic activities (teaching and learning, programs, courses), and external participants (donors, companies, international organizations and foreign universities).

Joao Paulo Queiroz. Success oriented curricular development: the art education instance

**Abstract:** The challenge of full success inside the classroom: new approaches on assessment and curricula management. The informed use of criteria assessment and the following spreading of evaluation instruments, with the work of isolating passing goals and skills and achievements at an almost «micro-physical» level, enable success in the classroom. A debate on curricula management, from planning to the daily activities in classes.

Aline Fonseca Gomes and Regiane Silva Bispo. A IMPORTÂNCIA DO ESTUDO DE CASO NA INVESTIGAÇÃO QUALITATIVA EM EDUCAÇÃO

**Abstract:** This article presents the main features and importance of the case study in qualitative research in education from its origins, contemporary types to use. The different approaches and methods, along with the focus on the reason for choosing this type of study to qualitative research in education.

Maria Eduarda Ferreira, Rosa Branca Tracana, João Leitão, Francisca Oliveira, Filomena Velho and Carlos Francisco Reis. COLLEGE STUDENTS' ASSUMPTIONS AND EATING HABITS

**Abstract:** Recent research has shown that lifestyle strongly determines health quality condition. Once human organism functional reserve is complete around approximately the age of 30, we should imply that habits maintained until that age are largely responsible for shaping people's health. Besides, as several studies have showed (Martins, 2009, Ej et al., 2009), eating patterns established during the university phase seem to be maintained for life. The age group that starts at eighteen is therefore a critical target to assess individuals' practices and health condition; focusing on it we can also found a sound basis to estimate the need to intervene on their knowledge, attitudes and eating habits.

Considering these references, we have developed a questionnaire, available through a web site, aiming to characterize students' lifestyle, especially the constraints and obstacles relating to eating habits of young students who attend the Health Superior School of the Polytechnic Institute of Guarda. From a total of 464 students, we collected 211 questionnaires, corresponding to 173 women and 35 men. Results suggest the convenience to put in question students' eating assumptions and behaviors in order to promote healthy habits among them.

[Magalhaes António](#), Amélia Veiga and Filipa Ribeiro. From Governing to Governance in Higher Education: the case of the Portuguese curricular reforms

**Abstract:** O campo de investigação sobre o tema da governação tem sido dominado pelas perspectivas managerialistas e, frequentemente, excluído um enquadramento sociológico mais amplo. Este trabalho visa contribuir para uma análise dos instrumentos de governação que vá além do tecnicismo que as abordagens dominantes têm assumido neste campo (tais como: a Nova Gestão Pública, a Governação em Rede ou a Nova Governação). Pretendemos fazê-lo através da análise do impacto da regulamentação das reformas de governação, no que diz respeito à reorganização curricular. Consideram-se dois níveis de análise: 1) os esforços da União Europeia (UE) quanto à governação, visando proporcionar uma maior coerência e convergência no ensino superior europeu; 2) e a forma como as agendas nacionais lidam simultaneamente com esses esforços e com os seus problemas internos relacionados com a autonomia institucional. Os esforços de regulação ao nível europeu e nacional reflectem uma tendência para a meta-governação.

A autonomia institucional tem sido assumida como um instrumento de regulação para orientar os sistemas políticos e instituições públicas, promovendo a implementação de modelos de governação para responder adequadamente a um ambiente crescentemente competitivo. Apesar de existir um amplo consenso sobre a atribuição de autonomia às universidades e sobre a necessidade de desenvolver a capacidade de auto-gestão, os governos precisam de garantir que os seus objectivos são perseguidos, promovendo os seus quadros regulatórios. A questão central desta apresentação é a de, a partir dos dados disponíveis sobre três instituições de ensino superior, saber como as reformas europeias, nomeadamente as reformas curriculares, interagem no contexto nacional.

Irma Spūdytė. Manifest and Latent Functions of the Comprehensive National Qualifications Framework

**Abstract:** The implementation of national qualifications frameworks is widespread all over the world. Nevertheless, the implementation of the comprehensive national qualifications framework (NQF) always faces problems. It is stated, that most of the problems arise because of the NQF complexity. The NQF implementation is a long-term and iterative process provoking the changes in the processes of qualifications design, their delivery, assessment and recognition. However, the national qualifications framework is usually statically defined as a hierarchical structure of qualification levels and educational system sectors what denotes manifest function of the NQF only. The article deals with the concept, purpose and functions (manifest and latent) in the context of life-long learning within a comprehensive national qualifications framework. The importance of latent functions in the implementation of the comprehensive national qualifications framework is emphasized.

Maria Cristina Aguiar and Maria Helena Vieira. ENSINAR CANÇÕES OU ENSINAR A CANTAR. O

## PAPEL DO CORO INFANTIL NA EDUCAÇÃO MUSICAL DAS CRIANÇAS PORTUGUESAS

**Abstract:** O Canto é bastante valorizado nos modelos pedagógicos de ensino da música do Século XX, nomeadamente com Orff, Kodály, Ward e Willems. Em Portugal, a educação vocal teve o apogeu durante o Estado Novo com a implementação do Canto Coral nas escolas, substituído, na década de setenta, pela disciplina de Educação Musical tornando o canto numa valência entre muitas. Presentemente, o documento Competências Essenciais do Currículo Nacional do Ensino Básico sustenta que a oportunidade de aprender a cantar deve ser proporcionada às crianças; no entanto, a insistência num ensino das expressões artísticas integradas desvirtua o valor individualizado de cada arte, circunscrevendo a prática do Canto à interpretação de canções, numa perspectiva meramente lúdica ou funcional (como coadjuvante das aprendizagens de outras áreas curriculares). Questiona-se, assim, o modo como o Canto é trabalhado nas escolas portuguesas (ensino genérico e vocacional) a par do impacto curricular e político das actuais opções pedagógicas.

Maria Conceição Antunes and Maria Augusta Faria. Educação/promoção da saúde - uma acção comunitária integrada

**Abstract:** Nos nossos dias é comumente aceite a ideia de que ter uma boa saúde e qualidade de vida depende não, apenas, dos avanços da medicina e da acção dos profissionais de saúde mas, fundamentalmente, da participação, implicação e co-responsabilização dos indivíduos na adopção de comportamentos e estilos de vida saudáveis.

Dado que muitos dos determinantes de saúde se prendem com comportamentos e hábitos individuais/colectivos, a educação/promoção da saúde tem vindo a adquirir uma relevância crescente na actualidade.

Com base nestes pressupostos, a nossa reflexão pretende evidenciar a ideia de que a educação/promoção da saúde, enquanto instrumento privilegiado ao serviço da melhoria da saúde e qualidade de vida das populações, é uma tarefa comunitária que pressupõe uma intervenção integrada entre os sectores da saúde e da educação em parceria com outras instituições comunitárias.

Maria Cunha. CULTURA DA REGIÃO TRASMONTANA: TRADIÇÕES E RITUAIS EM QUE A PRESENÇA DA ANIMAÇÃO EDUCATIVA É ELEMENTO FUNDAMENTAL

**Abstract:** É durante o solestício de inverno, tempo de repouso para a natureza e para quem nela trabalha que em muitas comunidades trasmontanas têm lugar inúmeras festividades ou rituais que porque fazem parte da cultura do nosso povo, urge manter vivos e dar a conhecer a quem ainda os não conhece. Tendo em vista estes objectivos abordamos neste artigo alguns desses rituais e o papel que a animação educativa — forma de dar vida e movimento a um conjunto de pessoas proporcionando-lhe comunicação e socialização e marco importante na vida das comunidades, quer inovando através de técnicas, ideias e conhecimentos, quer mesmo através da criação de cultura — pode ter na sua promoção e divulgação.

Filipa M. Ribeiro. The political potential of social networks and its impacts on the identities of higher education institutions: an exploratory study

**Abstract:** As redes sociais enquanto sistemas de relações e ambientes mediáticos cujos padrões afectam comportamentos individuais e grupais são um instrumento de governação ‘organizacional’ pela difusão e replicação de acções e mudanças com impactos potenciais na identidade nas instituições de ensino superior (IES). Nesta comunicação, num primeiro momento, analisam-se e identificam-se as concepções de redes sociais e comunidades virtuais e a sua pertinência como instrumentos políticos nas IES. Num segundo momento, considerando as dimensões de ‘identidade’, ‘comunidade’ e ‘IES’ exploram-se os potenciais impactos das redes sociais na reconfiguração da identidade das IES aos níveis institucional, cognitivo e relacional, visando contribuir para a compreensão dos padrões de relações entre os actores e entre estes e o sistema de ensino superior. Argumenta-se que as mudanças recentes na identidade do ES são influenciadas pelas tensões entre múltiplas redes. Estas funcionam como método, metáfora, antecipação e resposta para processos sociais na esteira de esforços de controlo e de poder como sistemas de significado.

Murat Karabektaş and Gökhan Ergen. OTOMOTİV TEKNOLOJİLERİ ÖĞRETİMİ İÇİN MATERYAL OLARAK MODEL UYGULAMALARI

**Abstract:** Bu çalışmada, otomotiv teknolojileri öğretimi için hazırlanan ve materyal olarak kullanılan bazı modellerin tanıtımı yapılmıştır. Tanıtılan modeller genellikle otomotiv elektrik konuları kapsamında bulunmaktadır. Özellikle, modellerin içerdiği elemanlar ve yapım özelliklerinden resimler yardımıyla bahsedilmiştir. Ayrıca, materyal değerlendirme formu yardımıyla tanıtılan modellerden biri olan otomotiv elektrik tesisat modelinin öğrenciler tarafından değerlendirilmesi sağlanmıştır. Burada amaçlanan, öğrencilerin mevcut materyal hakkındaki değerlendirmelerini anlamak ve ileriki çalışmalarda modelleri daha etkin olarak hazırlamaktır. Değerlendirme sonuçları tablo halinde verilerek yorumlanmıştır.

Filomena Velho and Rosa Tracana. Tipificação de papéis de género: crenças infantis

**Abstract:** Sumariamente, pretendemos conhecer o processo evolutivo e as características específicas das crenças infantis (dos 3 aos 10 anos) acerca de papéis de género, relativas aos diferentes estádios da sua elaboração, bem como os factores que lhes estão associados.

No âmbito das crenças de papel de género considerámos as seguintes variáveis: tipificação de papéis sexuais; preferência de brinquedos tipificados; preferência de amigos e argumentos de escolha; escolha de género e argumentos de resposta.

Apresentamos um estudo empírico onde analisamos a sua associação com aspectos sócio demográficos (idade, sexo, nível sócio económico, estrutura familiar) e de desenvolvimento (nível de desenvolvimento cognitivo piagetiano).

A nossa investigação é um estudo correlacional quase experimental, com metodologia qualitativa e quantitativa, tendo sido a entrevista o principal método de colheita de dados para o conhecimento das crenças referidas. A nossa amostra é incidental, constituída por um grupo amostral de 566 crianças de 3 a 9 anos. No tratamento estatístico dos dados, realizámos análise de frequências, de percentagens, testes de Qui Quadrado e análise de clusters.

Em primeiro lugar comprovámos a existência de processos evolutivos ou de diferenciação nas crenças infantis analisadas, associados a vários factores.

Em segundo lugar comprovámos que, além da idade, o nível sócio económico e o nível de desenvolvimento cognitivo (entendido em termos piagetianos), estão associados, significativamente, às características específicas relativas ao grau de elaboração das crenças infantis.

Em terceiro lugar, a estrutura familiar, quanto à sua convencionalidade está associada, particularmente às crenças de tipificação de papéis sexuais e aos argumentos de tipificação dos mesmos, sendo as crenças das crianças pertencentes a estruturas familiares convencionais, mais tipificadas no sentido tradicional e as das famílias não convencionais mais flexíveis e menos tipificadas.

Em quarto lugar verificámos a existência de padrões evolutivos significativamente semelhantes nas crenças das crianças pertencentes aos dois sexos, embora com tendência para que as crenças das raparigas sejam mais evoluídas que as dos rapazes.

Em último lugar gostaríamos de sublinhar a importância das características da personalidade infantil (por exemplo, curiosidade e extroversão) na construção (enquanto apreensão e elaboração) do conhecimento, factor chave e explicativo das diferenças manifestadas, em crianças do mesmo grupo de idades.

Sublinhamos, finalmente, a matriz de factores biológicos, sociais, cognitivos, motivacionais e educacionais em que se alicerça a construção do seu conhecimento.

Catarina Caires, Eduarda Ferreira and Rui Pitarma. AS APRENDIZAGENS ACTIVAS NA EDUCAÇÃO AMBIENTAL: A GERMINAÇÃO E AS MINI-ESTUFAS

**Abstract:** Uma Educação orientada para o desenvolvimento de valores, atitudes e ética ambiental necessita de estratégias educativas inovadoras que proporcionem aprendizagens significativas. É fundamental que o educador atenda aos diversos pontos de partida e ritmos de aprendizagem das crianças, bem como os seus interesses e as suas necessidades, valorizando as suas concepções sendo, o educador, neste processo, o facilitador e promotor das aprendizagens significativas e ética ambiental. Assim, contribuir para a formação de cidadãos com modos de vida, hábitos, valores, costumes e atitudes que preservem e respeitem o meio ambiente.

Este estudo insere-se num projecto que se está a desenvolver num Jardim Escola da cidade da Guarda, numa sala com crianças de 5 e 6 anos. O objectivo é compreender a germinação de sementes, no Pré-Escolar, utilizando uma metodologia activa. Através da construção de mini-estufas ecológicas a criança é orientada para a descoberta e desenvolvimento de atitudes ecocêntricas, no sentido de lhe

atribuir um papel de “arquitectos-cientistas-ambientalistas”. Neste contexto, as mini-estufas podem constituir poderosas ferramentas na promoção de comportamentos ecologicamente sustentáveis. Numa primeira fase as crianças são sensibilizadas para a diversidade de sementes, a importância das sementes, para os factores condicionantes da germinação, a importância das plantas para o ambiente e apreender a respeitar as plantas. As crianças através da construção de mini-estufas compreendem a relevância da reutilização de materiais, que as plantas são seres vivos, nossos amigos, necessitando de cuidados e protecção durante todo o seu ciclo de vida.

Mithat Cicek, Tugra Karademir and Gulfem Dilek Yurttas. ADAPTIVITY OF SOCIAL NETWORK-BASED DATA COLLECTION TOOLS TO THE EDUCATION ENVIRONMENTS: A DESIGN SAMPLE

**Abstract:** Nowadays, in response to the rapid spread of the Internet and its growing usage in entire life, the number of Social Networks such as Facebook, Twitter, Flickr, Youtube, and Blogs has significantly increased. These Social Networks have become spaces in which users spend most of their time. That is why online Survey becomes one of the best methods used for direct data collection tool from individuals who are the main data resources for researches conducted in the educational environments. Usage of Web-based surveys seems to facilitate reaching a big mass. In this study, it is aimed to analyze the adaptivity of Facebook, particularly, as a data collection tool in educational studies within a design sample. In this case, a PHP-Based Facebook application for online data collection has been developed, and the relevant analyses have been carried out via transferring of the data taken from users to MySQL database.

[Francisco J. Pozuelos Estrada](#), [Carolina Sousa](#), Francisco De Paula Rodríguez Miranda, Francisco Javier García Prieto, Fernando Carrapiço, Esmeralda Oliveira and Fernando Mendonça. REFORMA E INOVAÇÃO, DOCENTES E MELHORIA DA PRÁTICA. UM ESTUDO INTERNACIONAL DE CASOS

**Abstract:** PÓSTER: Este póster mostra as ideias gerais de um projecto de investigação internacional sobre inovação das práticas educativas. O papel das actividades inovadoras que se estão experimentando em Portugal no âmbito das novas orientações oficiais e o seu impacto nos resultados escolares, tendo como pano de fundo o relatório PISA, são os motivos desta primeira aproximação no contexto do estudo da inovação como fenómeno educativo. Para eleger casos relevantes e significativos trabalhamos com “informantes chave” e foram seguidos critérios de selecção das escolas participantes. Os objectivos do estudo são como se adequam e experimentam medidas inovadoras e diferenciadas para melhorar a oferta educativa, conhecer o ponto de vista dos diferentes intervenientes no processo educativo, sistematizar as práticas diferenciadas mais representativas e encontrar os efeitos e as mudanças que produzem estas práticas na comunidade educativa. A metodologia desenhada para esta investigação é o estudo de caso e multicasos. Descreve-se graficamente o processo seguido no estudo que se desenvolve nas seguintes fases: constituição da equipa; planeamento do estudo; desenho da investigação; construção de instrumentos; recolha de informação e tratamento de dados. E por último, elaboração de relatórios individuais por caso e multicasos, bem como a sua divulgação. Este itinerário de investigação inclui uma metodologia de natureza quantitativa e qualitativa. Baseámo-nos nas seguintes dimensões/categorias para analisar a inovação educativa: contexto e características das escolas; origens e antecedentes, processo evolutivo da inovação, obstáculos e elementos facilitadores, impacto, juízo crítico e expectativas da sustentabilidade da inovação. É nosso propósito que os resultados deste estudo contribuam para orientar futuras políticas educativas e ou reorientar as actuais políticas.

Isabel Condessa. CHILDREN EDUCATION: AZOREAN’S MEMORIES OF THEIR CHILDHOOD PLAYING

**Abstract:** This study aims at better understanding of people’s memories, in the Autonomous Region of the Azores, concerning the importance of childhood play in their education. A few decades ago the people on these islands developed their games and toys from experiences related to some of the traditional local jobs and some aspects of life on the islands.

Through the people's memories is possible to learn more about the experiences they went through as children (future-adults) and how they acquired the educational and cultural basis of the group/society they now belong to. From an analysis of cultural resources of the childhood play of various generations (adults and elderly people) we aim to discover the educational potential of play in relation to children's development and education.

Data were collected through a questionnaire that was sent to several people from all Azores islands. Qualitative data was first content analyzed according to a system of categories, which resulted from both, quantitative and qualitative analysis of data collected through.

Of all the "best remembered games and play" there is a general preference for traditional games, although there is difference between the people from different islands, and also according to different generations and gender. Old people better remember playing with and enjoying construction toys with their family.

In this study we are able to conclude that in general childhood play was important in Azoreans people education "in particular in promoting the development of social and emotional skills.

Carla Morais, Laura Seco, Manuel Magrinho and Amélia Santos. A produção de sabão no acompanhamento curricular do curso profissional de Técnicas de Análise Laboratorial

**Abstract:** Este trabalho é uma proposta metodológica de cariz interdisciplinar destinada ao curso profissional de Técnicas de Análise Laboratorial (Aprendizagem) partindo da produção em laboratório de um sabão. Propõe-se estabelecer uma ligação entre os conteúdos curriculares da componente científica e tecnológica do curso, e as várias etapas envolvidas na criação deste produto. Espera-se maior motivação e interesse pelo estudo das ciências em geral, mais especificamente nas áreas das ciências físico-químicas e matemática. Esta acção educacional deverá envolver grande parte da comunidade educativa, e terá uma contribuição importante para que os formandos acompanhem não só os conteúdos programáticos, mas também desenvolvam uma atitude crítica, valorizem o trabalho em equipa, e se apercebam das inter-relações existentes entre as ciências e a sua vida quotidiana e profissional. O desenvolvimento e construção desta proposta pelo grupo de formadores e responsáveis das instituições de ensino será indubitavelmente um estímulo importante para a sua realização profissional.

Vera Luís, Ângela Baptista, Manuel Magrinho and Amélia Santos. À Descoberta das Ciências no 1.º Ciclo do Ensino Básico

**Abstract:** O desenvolvimento científico e tecnológico tem estado na origem de mudanças fundamentais nos modos de vida em sociedade, conduzindo a novas formas de pensar sob a educação no Ensino Básico. A aprendizagem é adquirida ao longo da vida dos cidadãos, constituindo um processo de mediação entre o indivíduo e o mundo que o rodeia. O ensino pode adquirir diferentes formas, a informal permite a partilha de experiências, em espaços dentro da sala de aula implicando interacções com o quotidiano. Da cooperação entre a Escola e seus alunos, surge a construção de um laboratório de Ensino das Ciências utilizando materiais do dia-a-dia, pouco dispendiosos, de fácil obtenção e manipulação.

[José Alberto Rodrigues](#) and António Moreira. EVTUX

**Abstract:** EVTux is a Linux distribution that is based on the research work we have developed regarding the integration of digital tools in the disciplinary area of Visual Arts and Technology Education, titled "Web, Web 2.0 Tools and Free Software in EVT". After fifteen months of study and project development carried out by a group of around fifty collaborators, all teachers of this curricular subject, nearly four hundred digital tools that can be used in the context of Visual Arts and Technology Education were listed. On completion of the listing, cataloging and categorization of the tools was conducted taking into consideration the contents and exploration areas of the subject area.

EVTux offers all the applications for Linux already preinstalled. The digital tools that require no installation and run directly from the Web are also integrated in the browser. In addition, there are more than three hundred manuals for assistance in the use of these tools.

Available in dual boot or live version, EVTux presents itself as a powerful resource that aggregates all the work of EVTdigital and may become the tool of reference for teachers of this curricular area for use in the context of their classrooms.

Maria José Dos Santos Cunha. CULTURA DA REGIÃO TRASMONTANA: TRADIÇÕES E RITUAIS

## EM QUE A PRESENÇA DA ANIMAÇÃO EDUCATIVA É ELEMENTO FUNDAMENTAL

**Abstract:** É durante o solstício de inverno, tempo de repouso para a natureza e para quem nela trabalha que em muitas comunidades trasmontanas têm lugar inúmeras festividades ou rituais que porque fazem parte da cultura do nosso povo, urge manter vivos e dar a conhecer a quem ainda os não conhece. Tendo em vista estes objectivos abordamos neste artigo alguns desses rituais e o papel que a animação educativa — forma de dar vida e movimento a um conjunto de pessoas proporcionando-lhe comunicação e socialização e marco importante na vida das comunidades, quer inovando através de técnicas, ideias e conhecimentos, quer mesmo através da criação de cultura — pode ter na sua promoção e divulgação.

## Cem Birol, Zehra Altinay Gazi, Fahriye Altinay Aksal and Yagmur Çerkez. THE ROLE OF THE PARENTS IN PERSONALITY DEVELOPMENT OF PRESCHOOL CHILDREN

**Abstract:** This project aimed to create awareness on personality development of preschool children by focusing on the role of parents. In this respect, project employed qualitative research that was conducted to three primary schools in the local areas of North Cyprus. As project conducted to three primary schools of North Cyprus, the research relied on case study. Within the research project process, seminars were done to increase the awareness on the role of parents in the personality development of preschool children. Self reports were conducted to evaluate the effectiveness of the seminars. This research project provides opportunities to the contemporary education standards that gave insights on the role of parents for the health and development of children. In this project, collaboration and communication were enhanced among parents through seminars. Further to this, awareness on the leisure education and time management were developed through seminars in order to reveal healthy life standards. In further studies, the projet can be widespreaded to the all primary schools of North Cyprus by increasing the numbers of the seminars.

## Daina Znotiņa. HIGHER EDUCATION IN LATVIA: CHALLENGES AND OPORTUNITIES

**Abstract:** Currently higher education in Latvia is on the verge of significant changes. The most crucial challenges are: reduction of state funding for higher education, decreasing number of students, aging in society. Taking into consideration the current and expected number of students it is established that there are too many higher education institutions in Latvia, thus it is necessary to have significant reforms in higher education. In the article the author provides a study of the current situation in higher education in Latvia, analyses the most significant challenges and their impact on higher education in the long-term, as well as considers opportunities in the context of higher education: attraction of foreign students, balanced offer of education according to the requirements of the labour market, evaluation of study programs, which recently have been mentioned as the main objectives in the field of higher education reforms.