CURRENT RESEARCHES IN EDUCATIONAL SCIENCES V

EDITORS

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CHAPTER 1

OPINIONS OF SYRIAN FAMILIES LIVING IN TURKEY ABOUT THE EDUCATIONAL PROCESS OF THEIR CHILDREN AT PRIMARY SCHOOL LEVEL

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INTRODUCTION

Today, there is a rapidly developing migration wave due to reasons such as hunger, famine, and lack of life safety resulting from various social and economic reasons. Countries have been taking necessary precautions, developing policies, and conducting studies against this migration wave experienced in the world in recent years. With these studies, individuals can live independently and, thus, adapt to society more easily when their basic needs, such as health, education, shelter, employment, and economy, are met (Feuerhern, 2013). Syria, which has a border with Turkey, is one of the countries most affected by the war environment and immigrates to different countries. The migration wave from Syria to Turkey has been increasingly continuing due to the ongoing war since 2011. In Turkey, at the beginning of this migration wave, contrary to the efforts to find solutions focused on meeting the temporary basic needs (Emin, 2016; UNICEF, 2015) such as shelter, food, and health,

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today's practices: a) Social adaptation skills of migrant families can be supported by public and social institutions. b) Awareness can be increased to widespread preschool education services. c) Peer support and active participation of the families in education services can be provided. d) School-family cooperation can be provided, and the number of activities regarding the school adaptation skills of the families can be increased. e) Social environments can be enriched for providing Turkish language skills to both families and children and for the development of language skills; Visual and audio materials can be included in the education environments; children's games can be used both in education and social environments.

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CHAPTER 2

EDUCATIONAL IMPLICATIONS FOR STUDENTS WITH SENSORY IMPAIRMENTS IN INCLUSIVE SETTINGS: TIPS AND STRATEGIES

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INTRODUCTION

Inclusive education is spreading worldwide, and more students with disabilities, including those with sensory disabilities are attending general education classrooms in Turkey and the world. Kart and Kart (2021) reviewed the literature regarding the social and academic effects of inclusion on students without disabilities. Findings showed that students without disabilities also benefited from inclusive classrooms in both social and academic ways. Moreover, inclusion had mostly positive and neutral effects on students with or without disabilities in terms of academic achievement and social development.

More and more students with disabilities have been receiving education in general education classrooms in Turkey. For example, the number of students with disabilities in general education high schools in Turkey increased from 27730 to 59572 in five years from the academic year 2015-2016 to 2020-2021. Similarly, the number of students with disabilities in general education

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CHAPTER 3

THE RELATIONSHIP BETWEEN ATTITUDES TOWARDS SCHOOL AND GENERAL SELF-EFFICACY: THE MODERATION EFFECT OF LEVEL OF EDUCATION

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INTRODUCTION

Students are expected to reach pre-determined goals in the cognitive, affective, and psychomotor domains through planned practices of teaching at schools (Ertürk, 1991) However, it is seen that the outcomes obtained from instruction do not always occur at the desired level, students may have difficulty in reaching the expected educational goals, and they fail to demonstrate the desired achievement in international exams (Taş et al., 2016; Yıldırım et al., 2016) Several measurements are taken, considerable changes are made in curricula, and teacher competencies are improved in order to enhance student achievement (Ministry of National Education [MoNE], 2009a, 2009b, 2017; Muñiz, 2020) In this respect, many professional development programs are also employed for teachers in line with the updated curricula (Ministry of National Education [MoNE], 2013, 2015) In addition to updating the curricula and teacher competencies, it is important to examine the variables that are effective on students'

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it would be useful to consider the findings concerning attitudes towards schools when making amendments to the curriculum.

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CHAPTER 4

TEACHERS AND STUDENTS' PERCEPTIONS ON THE RELATION BETWEEN GENDER AND ACADEMIC ACHIEVEMENT IN A STATE HIGH SCHOOL LOCATED IN ANTAKYA

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INTRODUCTION

Each society places its members into specified categories known as "status" in the socialization process, as pointed out by Fichter (1994, p.177). People achieve this status either by their efforts or are born directly into the necessary status. Sometimes, people can occupy more than one status like; mother, doctor, sister, patient, or passenger, which constitutes a social stratum. All these statuses require specific roles in society in order to be a part of the socialization process and universality of the culturally vital roles. The problem with this kind of perspective, according to Fichter (1994), is that it is a judgment that can be applied to the roles of gender within the society and culture, which assumes that being a woman and a man are universal statuses people are born with. In this socialization process, the attitudes equated with gender and the internalization of these attitudes as expected from the "girls" and "boys" are taught mainly through family, schools, and other similar institutions.

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CHAPTER 5

TEACHING PRACTICE EXPERIENCES IN ACCREDITATION PROCESS: OPINIONS OF PRACTICE TEACHERS[1]

Kübra DEMİRÖZ[2]
Nilay KAYHAN[3]

INTRODUCTION

Quality and accreditation in higher education institutions have an important place in the world and our country. Interest in accreditation processes has gradually increased due to the issues such as accountability of higher education institutions, their place among international institutions, and the employment potential of diplomas (Alpaydın & Topal, 2022; Özer, Gür & Küçükcan, 2011). In our country, higher education institutions conduct studies to ensure quality standards. Similarly, studies on determining and implementing quality standards continue in Europe (European Standards and Guidelines [ESG], 2015). Accordingly, programs are accredited by completing accreditation processes in line with the determined standards (Staub, 2019). The accreditation concept in higher education is defined as an institution or program's having national/international standards (Özer, 2012). Studies and improvements to ensure quality in higher education

- Teaching practice processes can be examined with qualitative, quantitative, and mixed research designs.

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