

CURRENT RESEARCHES IN EDUCATIONAL SCIENCES VI

Editors

Fatih Ünal BOZDAĞ

Ömer Tuğrul KARA



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PREFACE

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CHAPTER 1

Mathematical Concept Development and Number Sense

Ersin PALABIYIK¹

INTRODUCTION

Jean Piaget's theory is that children construct knowledge by interacting with their environment and trying to understand everything they encounter in their lives without waiting for anyone to teach them. According to the results of scientific research based on Piaget's theory of cognitive development, information about how and when mathematical concept development occurs has been obtained. Children construct knowledge through interactions with their physical environment (Cited by Charlesworth & Lind, 2010). When scrutinizing our environment, we observe that the world consists of physical order and elements. In this order, children continue their conceptual development by interacting with and exploring structures, but some mathematical concepts cannot be learned by discovering these existing elements through direct observation (Wadsworth, 2004). For example, reversibility-related items and situations are few in our environment; therefore, reversibility is a feature that the child himself should reveal.

Concepts such as having an egocentric point of view, focusing, reversing, and limited reasoning that Piaget put forward are interrelated. The development or immaturity of these concepts explains mental development in the early years of the preoperational

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of ranking and measurement is comparison (Charlesworth & Lind, 2010). Comparison studies should first be based on intuition, and then continue with studies based on one-to-one matching. For example; like asking intuitively whether the items in one box are more or less than the items in another box and then matching them one-to-one.

Arrangement

The process of arranging objects by considering their features such as height, color, and weight is called sorting. It is stated that the sorting process expresses the highest level of comparison ability (Akman, Yükselen, & Uyanık, 2003). Experiences gained in daily life enable children to gain sequencing skills. They can sort the liquid in a glass from least to most, order their toys from heavy to light, and order straws from long to short. They can order the events according to time and order of occurrence (Güven, 2005). It is also a prerequisite for the objects to be sorted by different properties (from largest to smallest, from smallest to largest, etc.).

Ask for students to identify the objects they bring to the class by color, shape, size, etc. may be asked to classify and order according to their characteristics. From the largest to the smallest, rankings can be made such as large-small between two objects, larger-small among three objects, largest-smallest among five objects. For example; according to their size, such as big glass-small glass, big vase-small vase, big foot-small foot. In one-to-one matching, comparison studies can be done by matching equivalent groups and matching non-equivalent groups. For example; beans can be put in bottle caps. “More caps or beans?”, “How much more?” such questions can be asked (Nair & Pool, 1991).

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CHAPTER 2

An Investigation of the Relationship between the Level of Social Support and the Attitudes of Teamwork among Teachers Working in Special Education Schools*

Yunuscan OLGUN¹

Pelin PİŞTAV AKMEŞE²

INTRODUCTION

In today's world, education is the most important to human rights and is statutory guaranteed by legislative regulations. With these legal regulations, each individual's right to education is guaranteed, but it has also made it mandatory to provide the conditions that will enable using this right (Sarı & Gülsöz, 2020). In this direction, it is aimed to provide a qualified special education service to meet the needs of individuals with special education needs in our country, and many regulations and practices have been implemented following the purpose of "law, regulation, institutions, programs and practitioners" (Görgün & Melekoğlu, 2019).

These arrangements, special education services are evaluated within the general education system according to the 8th article of the Basic Law of National Education, and the duties and

* The first author of this research; Institute of Education Sciences of Ege University completed under the supervision of the second author in the Department of Special Education "Examination of the correlation between social support level and teamwork attitude of the special school teachers" work entitled thesis is manufactured.

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- On the subject of professional social support, research can be conducted with a face-to-face focus group interview with teachers by creating a sample group from private education institutions from different regions.

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CHAPTER 3

An Investigation of Relation Between Special Education Teachers' Psychological Resilience, Self-Efficacy, and Attitudes Toward Seeking Psychological Help*

Bayram KEÇİLİ¹

Pelin PİŞTAV AKMEŞE²

INTRODUCTION

Education is one of the main elements affecting the individual's and society's future. In this sense, it is imperative to raise adults of the future with purpose and quality from the first day of their lives (Semerci, 2015). Education is an effective way of providing this (Taşkaya, 2012). Teachers, who are among the indispensable elements of education, are the people who change and develop students' behaviors (Karahana, 2008).

Teachers must be aware that each child has a unique bodily structure and functions and teach according to learning and emotional characteristics. However, in children whose differences reach large sizes, general education services may be inadequate, and special education services may be needed (Kırcaali-İftar, 1998). While the type of service for the individual to receive

* This study was based on the master's thesis entitled "Examining the relationship between psychological endurance self-efficacy and attitudes of getting psychological assistance of special education teachers" written by the first author under the supervision of the second author in Ege University Graduate School of Educational Sciences Department of Special Education

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The study found a negative correlation between special education teachers' self-efficacy and attitudes toward seeking psychological help. While individuals do not need external support when they have enough self-efficacy to overcome the problems they experience, people with low self-efficacy perception have a weak belief that they can solve the problem (Öcel, 2002). Similar to this study, Judd et al. (2006) stated that attitudes toward seeking psychological help of individuals with low self-efficacy perception were at higher levels. However, unlike this study, Bici (2012) stated that there was a positive correlation between attitudes toward seeking psychological help and self-efficacy.

The results of this study will contribute to determining support services to provide to teachers, individuals, and families who benefit from special education services.

SUGGESTIONS

- The study can be conducted in the same design with teachers who work in different grade levels, and their psychological resilience, self-efficacy, and attitudes can be examined.
- The study is limited to the province of Konya and its districts. The study can be conducted in other provinces or may include all regions of Turkey.
- This study conducted with special education teachers can be carried out with teacher candidates or families of individuals with special needs.

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CHAPTER 4

Teachers' Opinions on the Use of Games in Mathematics Education: A Case Study

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INTRODUCTION

Today, instructional approaches that lead students to success are designed according to the needs and characteristics of students and place students at the center of the educational process by making them active. This approach, expressed as an active learning approach, refers to a learning process in which the student carries the responsibility of the learning process; the student is allowed to make decisions about various aspects of the learning process to make self-regulation. The student must use his/her mental abilities by engaging in complex instructional tasks during learning (Açıkgöz, 2003). Some methods that can be used in the active learning approach are concept mapping, problem-solving, and project-based activities (Güllükaya, 2006, cited in Aksoy & Kaleli-Yılmaz, 2011). In addition, one of the active teaching methods is game-based teaching (Baki & Ersoy, 2021).

Game-based teaching can be defined as placing the subject, concept or acquisition desired to be taught in a discipline into a game that will support teaching. The games to be selected in

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teaching. Moreover, it is also an indication that games that can be used in mathematics courses can be sufficient in achieving many of the goals aimed to be achieved in education-teaching processes. Rosas et al. (2003) stated that teachers see games as an entertainment tool rather than an educational tool. In contrast, it is noteworthy that the teachers in this study had positive views on the use of games in mathematics teaching and included games in their courses. This may be since most of the teachers participating in the study ($f=34$) had a professional seniority of 15 years or less. In other words, considering the years of education that the teachers graduated, it can be said that they graduated from the university by completing a curriculum in which constructivist approach practices are at the forefront at the undergraduate level. This situation can also be important evidence of how the pre-service education shapes teachers' practices and views in the teaching process. In this regard, it is necessary to carry out studies in which the views of pre-service teachers who took "Game-based mathematics instruction" courses at the undergraduate level and those who did not take the course on "Game-based mathematics instruction" are examined comparatively after they start to work.

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CHAPTER 5

Women and Education in Türkiye in the Context of CEDAW

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Hasan YILDIZ²

INTRODUCTION

The initial official studies on the discrimination and inequalities against women in the historical process started with the establishment of the Commission on the Status of Women (CSW) within the United Nations (UN) in 1946 and continued with the decade between 1975-1985 being the declared as Decade of Women by United Nations in line with the developments in human rights. One of the most crucial developments in this period was the acceptance of the Convention on the Elimination of All Forms of Discrimination against Women³ (CEDAW), which is one of the eight human rights declarations within the UN and considered as a comprehensive “International Declaration of Women’s Rights”, by the UN General Assembly in 1979. CEDAW, which brought women’s rights on the political agenda on a global scale and is accepted as a turning point in this sense, was opened for signature of the UN member states in 1980, and active efforts of the states that became parties to the convention to protect women’s rights

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³ For the original version of the convention text see <https://www.un.org/womenwatch/daw/cedaw/>

- Special policies should be developed to increase the ratio of women in high status and decision-making positions in the field of education.
- Sustainable and traceable training on gender equality should be provided for school administrators and other personnel in educational institutions, especially teachers.
- In order to prevent the developments in educational environments, processes and materials from being limited to project period, studies that are conducted with international project resources should be supported with national resources.

In conclusion, Türkiye has to all measures to ensure that women and girls have the same rights in education with men by the legislation and regulations discussed above. If Türkiye takes action in line with the recommendations to accomplish the arrangements it has committed, not only its education system will attain a more egalitarian structure. The steps to be taken in this direction will transform the relationships between women and men and make a substantial contribution toward achieving a more democratic, participatory society based on the superiority of human rights.

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