Current Researches in Educational Sciences VII

Editors

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Chapter 1

OPINIONS ABOUT THE INSTRUCTIONAL ADAPTATIONS REGARDING THE VISUALLY IMPAIRED STUDENTS WHO CONTINUE HIGHER EDUCATION[1]

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INTRODUCTION

Education is accepted as a fundamental human right and constitutes a base for many legal regulations (Grand National Assembly of Turkey-TBMM-Universal Declaration of Human Rights, 1948; UNESCO, 2020). Many international organizations such as United Nations (UN), United Nations Educational, Scientific and Cultural Organization (UNESCO), and the Organization for Economic Cooperation and Development (OECD) state that education environments must strengthen individuals and support their participation in the society in which they live from early childhood. This process is affected by many factors, including both the educational policies of the countries and the characteristics of teachers and students (OECD, 2020). Education must also include equal opportunity and accessibility as a right, and it requires preparing programs based on the needs of the individual (OECD, 2014; UNESCO, 2020 United Nations, 2018;). While the existence of legal regulations is binding today, there is a need for some policies and sanctions that support these regulations in terms of equal opportunities. For example, the individuals' needs at the education levels they continue may differ, and the programs, materials, and physical environment adaptations specific to that age level may vary (Sucuoğlu, 2006). The education of students with disabilities is carried out in general education schools where they continue education with their peers and in separate environments where special education services are

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need more knowledge to provide effective teaching in terms of instructional adaptations for the education of visually impaired students. Accordingly, informative in-service training activities on awareness and adaptations can be planned for academicians, printed materials can be shared, and seminars can be organized. Considering the inclusion and job definition of disabled student units, their names can be examined regarding accessibility and providing an inclusive higher education life.

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Chapter 2

PRONUNCIATION UNDER SCRUTINY: FLICKING THROUGH THE PAGES OF TEACHING METHODOLOGIES

İbrahim Halil TOPAL[1]

INTRODUCTION

Throughout history, various languages have dominated diverse domains, such as education and commerce. This has constituted the need to learn foreign languages for international communication. As such, language teaching itself is also viewed as ancient as the history of humans. Earlier attempts at language teaching can be observed in grammar schools where Latin grammar was taught between the 16th -18th centuries (Richards & Rodgers, 2001) because it was attached to a higher status and considered to develop intellectual skills. In the 17th and 18th centuries, the colonization of the British Empire paved the way for the dissemination of English. This has become more manifest, particularly with the Americanization movement that helped the English language spread globally (Gonçalves et al., 2018) thanks to the cultural, political, and economic rise of the United States. In addition, globalization has expedited the expansion of English as the predominant language and made it the global lingua franca (Smokotin et al., 2014). However, it is almost impossible to speak of any sound language teaching methods until the early 20th century (Richards & Rodgers, 2014).

English language teaching (ELT) is characterized as the practice and philosophy of English language learning and teaching to the advantage of non-native English speakers. To bolster the quality of language teaching, linguists and language specialists have established a hierarchical structure comprising approach, method, and technique (Richards & Rodgers, 2014) on which language teaching is conceptualized and organized. A method is an organizing framework for systematically demonstrating linguistic content congruent and grounded on the chosen approach. A method is systematic, while an approach is self-evident (Anthony, 1963). According to Anthony's hierarchical structure, a method is the

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No particular pronunciation teaching methods or techniques were surveyed in this review. Prospective research might consider the empirical examination of the relationship between pronunciation and language teaching methods and approaches across various teaching contexts.

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Chapter 3

A EUROPEAN PERSPECTIVE ON SPECIAL NEEDS STUDENT'S (SEN) EDUCATION: REFLECTIONS FROM INSIDE PROJECT[1]

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INTRODUCTION

This chapter aimed to analyze the basic approaches to the education of special needs students (SEN) within the scope of a European Union (EU) project named "Integrating Special-needs Individuals into Digi-holistic Education" (INSIDE) and carried out with the partners from Türkiye, Basque Country, and Ireland under the coordination of Antalya Provincial Directorate of National Education. The project focused on the common needs teachers and families working with

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strategies, and formulating more effective policy measures to address this aspect.

4. It's essential to recognize that evolving social and technological landscapes can influence the formation of laws. Future legislation should integrate inclusive methodologies with the integration of technology in educating individuals with MID. Governments should proactively establish legal frameworks to enhance their support in this realm. Additionally, prioritizing the creation of an adaptable educational system that can effectively respond to shifting circumstances is crucial.

5. The concerns presented by the three countries examined in terms of programs and practices regarding inclusive education are noteworthy. Although Special Education among 3 countries is considered sufficient in terms of laws, it can be said that none of the countries have reached their target levels in terms of inclusivity. This statement was based on the Basque country's determinations regarding the regulations regarding the central government, the practices that Ireland had to postpone due to some economic difficulties, and the criticisms that Türkiye has established a more discriminatory system in practices. Taking measures on the basis of countries to ensure that students with SEN are included in general education institutions and that separate classes or schools are not opened except in compulsory situations (such as very severe disabilities); It can be recommended that countries make more efforts to share good practices and share expert personnel, knowledge and experience.

The content of this section is limited to the data obtained during the project period because of the document review made by the academics of the relevant partner countries to reveal the current situation as the first academic output of the INSIDE project. It may be possible to strengthen international cooperation share and develop good practices through comprehensive scientific studies to further examine equality, access to services, and quality in each country and to identify needs.

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Chapter 4

COMPUTER SCIENCE EDUCATION:

CURRENT SITUATION, PEDAGOGICAL APPROACHES AND TOOLS[1]

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Figen EĞİN[3]

INTRODUCTION

Computer science is the science of computers and computational systems. Unlike engineering, computer scientists primarily work on software, software development, and the theory, design development, and applications of these fields. Computer science, which dates to the 1960s, has many different definitions. Forsythe (1967) defines computer science as the art of processing information with digital computers. Booth (2001) states that computer science is a mathematics-based technical science. Jain (2018) said that computer science is the science and art of software development.

There are significant differences between countries in terms of course content and concepts in computer science education. For example, programming education (Robins et al., 2003), algorithmic thinking (Knuth, 1985), and computational thinking (Wing, 2006; Çetin & Berigel, 2017). It is seen that concepts such as programming education, computer science education, informatics education, technology education, informatics applications, and computer applications are mentioned in the educational field (Hubwieser at All, 2015). In Türkiye, computer science concepts and information and communication technologies are used. However, computer science has generally become widespread in recent years (Gülbahar, 2017).

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[1] This article is derived from Figen Eğin's master's thesis entitled "An investigation of information technologies teachers' opinions on coding teaching", conducted under the supervision of Asst. Prof. Dr. Yüksel Deniz Arıkan.

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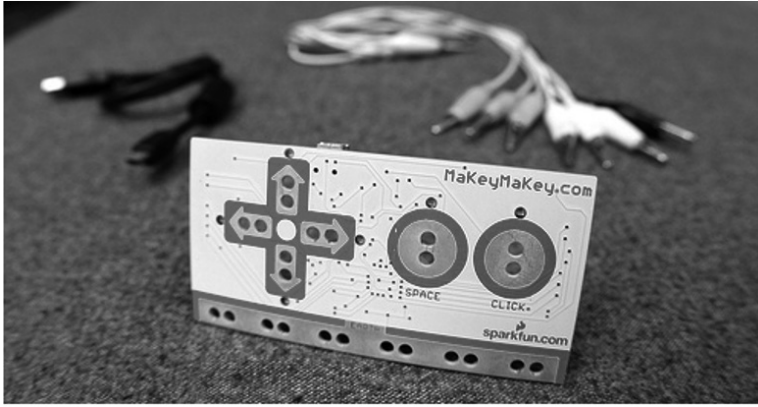
Figure 16. Makey Makey set - Makey Makey LLC (2018)
(https://makeymakey.com)

Although there are not many studies on its effects on learning in the literature (García-Peñalvo et al., 2016), it is recommended to be used especially in young age groups with its easy use. Examples of activities that can be done using this set include making a joystick or playing the piano with different objects. Another activity that can be designed with this set is interactive maps. By using a coding tool like Scratch, the student can develop a software that can provide information on the computer when he/she touches the shapes he/she has prepared for different courses. In this way, geographical maps, organs, or any area where information is desired can be presented interactively. It is a kit that can be used to create a fun learning environment blended with artistic activities (Rogers et al., 2014).

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Chapter 5

THE EFFECT OF ONLINE AND FACE-TO-FACE TEACHING ON LABORATORY ACTIVITIES BASED ON THE 5E MODEL DEVELOPED BY TEACHER CANDIDATES

Nimet AKBEN[1]

INTRODUCTION

Online education has started to be implemented compulsorily in many countries worldwide (Radhamani vd., 2021; Gupta ve Goplani, 2020) and in Turkey due to the COVID-19 (SARS-CoV-2) pandemic that started in 2020 (Radhamani vd., 2021). This system, which is new for many institutions and educators, has caused considerable anxiety and stress in the academic world. In the transition to online education, infrastructure deficiencies and the lack of sufficient knowledge, equipment, and experience of educators who will teach the course have been the leading causes of this anxiety and stress. Along with the compulsory transition, some advantages have been noticed during online classes. Being able to reach large audiences simultaneously, having no space limits, recording courses, and getting them again at any time have been among the essential advantages of online education felt at the first stage.

Furthermore, it is among the significant advantages of this education system that each individual can learn according to their learning speed (Balaman ve Hanbay-Tiryaki, 2021) and that time and money do not have to be spent to attend courses at school. In addition to the said advantages, some problems have been experienced in online education. Difficulties in access and the inability to ensure students' participation in some cases have been at the forefront of these problems. In addition to such physical challenges, issues such as not being able to create discussion environments with students, not being able to ensure their active participation in problem solutions, and not being able to provide a positive attitude have been experienced in this process (Kumaş ve Kan, 2022). Furthermore, the conduct of practice-based laboratory courses has been one of

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acquired a lot of knowledge and skills in online learning environments, it is clear that face-to-face education is more effective in practice courses. According to this result, these deficiencies found in preservice teachers studying in an online learning environment should be eliminated. In this respect, it may be appropriate to compensate for these deficiencies with additional courses to be given in the period after the COVID-19 pandemic.

In the general evaluation of the activities developed by preservice teachers, no significant difference was found between preservice teachers who took the course in face-to-face and online learning environments. However, although there was no significant difference, it is quite thought-provoking that preservice primary school teachers had such a low mean score, especially in the criterion of "using an understandable language and complying with the spelling rules." It is a problem that should be stressed that preservice teachers will be teaching primarily at the education level at which students will learn the information about spelling rules for the first time. It can be said that particularly academicians who provide literacy education should address the problem in question. Furthermore, it should be ensured that preservice teachers feel that not only sources but also their own original practices are very important in the course content that they will prepare, and it should be stressed that changes should be made in these contents according to their grade levels in their professional lives.

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Chapter 6

AN EVALUATION OF THE USE OF HALDUN TANER'S STORY "ON IKIYE BIR VAR" IN TEACHING TURKISH LANGUAGE

Tuğrul Gökmen ŞAHİN[1]

INTRODUCTION

Life of Haldun Taner

Haldun Taner, with his works in a universal color, was born on March 6, 1915, in the Çemberlitaş district of Istanbul. His real name is İbrahim Haldun Taner (Adıyaman, 2012, p. 9). His father was a professor of international law who was an Istanbul deputy in the last Ottoman Parliament and served in the Sultanate Council established by Sultan Vahdettin (as cited in Bayrak, 2002, p. 1). Taner lost his father when he was five years old, and after this painful event, he was raised by his grandfather, Printer Hamit Bey (Adıyaman, 2012, p. 12). The years he spent in Dede Hamit's printing house became a school of life for him, and he had the opportunity to meet many writers during this period. In 1923, he was admitted to Galatasaray High School free of charge, with the right granted to the children of martyrs and those who served the country (Bayrak, 2002, p. 1). Teachers such as Halit Fahri Ozansoy and İsmail Habip Sevük, who have an essential place in the world of literature, are one of the critical turning points in Taner's life (Adıyaman, 2012, p. 14). Taner, who graduated from Galatasaray High School in 1935, went to Germany for higher education (Diktaş, 2013, p. 13). While studying economics and political science at Heidelberg University, his life in Germany coincided with the period when Hitler came to power, which found a place in his works (Demircioğlu, 1989, pp. 1-2). Taner, who turned to literature education in 1943, published his first story, "Töhmet," in Yedigün magazine in 1946 (Bayrak, 2002, p. 2). He graduated from Istanbul University, Department of German Language and Literature in 1950 and worked as an art history department assistant. While writing articles on culture and art in Tercüman newspaper in 1952, he published

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appropriate to the content of the text, produces different solutions to the problems discussed in the text, makes comparisons between texts, distinguishes real and fictional elements in the text, understands the ways in which important points are emphasized in the text, makes inferences about what is read, distinguishes text types, determines the forms of expression in the text, determines the ways of developing the thought used in the text, understands the work and process steps in the text) and for writing gains in writing skill development activities (*Writes narrative text, applies writing strategies).*

The story *On Ikiye Bir Var* is helpful in terms of using listening methods and techniques such as listening with empathy, listening with participation, without participation, and taking notes; reading methods and techniques such as skimming, summarizing, note-taking, marking, discussing, and critical reading; using writing methods and techniques such as note-taking, summarizing, accessible and controlled writing, writing based on a text and creative writing, and it positively affects the student's language development.

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