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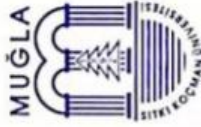
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5. ULUSLARARASI
EĞİTİM PROGRAMLARI
VE ÖĞRETİM KONGRESİ

EPÖDER

CERTIFICATE OF ATTENDANCE
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Dear / Sayın

ELISABETH DESIANA MAYASARI

Has attended the 5th International Congress on Curriculum and
Instruction organized in cooperation with Muğla Sıtkı Koçman
University and Turkish Association of Curriculum and Instruction
with an **ORAL PRESENTATION.**

Muğla Sıtkı Koçman Üniversitesi ve Eğitim Programları ve Öğretim
Derneği işbirliği ile düzenlenen 5. Uluslararası Eğitim Programları
ve Öğretim Kongresi'ne **SÖZLÜ BİLDİRİ** ile katılmıştır.

Prof. Dr. Mustafa Volkan ÇOŞKUN
M.S.K.Ü. Eğitim Fakültesi Dekan V.
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Prof. Dr. Özcan DEMİREL
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2 ON SÖZ

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Esenlik dilekleriyle,

Prof. Dr. Özcan Demirel

PREFACE

Dear Colleague,

We would like to thank you all for your sincere interest to the conference and submitting abstracts just in time. All the accepted abstracts by the Paper Assessment Committee have already been published in the abstract book.

As it is known that oral paper presenters can send their full papers to the following journals:

International Journal of Curriculum and Instructional Studies <http://ijocis.com/index.php/ijocis>,

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***Special issue for ICCI 2017**

We look forward to meeting you in the 5th International Conference on Curriculum and Instruction on (ICCI-EPOK.2017) which will be held between the dates of October 26-28, 2017 in Muğla – Labranda Mares Marmaris Hotel, TURKEY.

Sincerely

Prof. Dr. Özcan DEMİREL
Chairman of the Conference

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İÇİNDEKİLER/CONTENTS

ÖN SÖZ	iii
PREFACE	iv
KURULLAR.....	v
<i>Kongre Onursal Başkanı.....</i>	v
<i>Kongre Eş Başkanları</i>	v
<i>Düzenleme Kurulu Eş Başkanları.....</i>	v
<i>Düzenleme Kurulu.....</i>	v
<i>Bilim Kurulu</i>	v
<i>Hakem Kurulu</i>	vi
<i>Kongre Sekreteryası.....</i>	vii
<i>Ön Lisans Çocuk Gelişimi Bölümü Öğrencilerinin Gelişimsel Yetersizliği Olan Çocukları Fark Edebilme Düzeylerine Özel Eğitim Dersinin Etkisi.....</i>	1
<i>Pre-Bachelor's Degree in Children's Development Impact of Special Training Course on Levels of Difference between Children with Developmental Inadequacy.....</i>	1
<i>Sınıf Öğretmenlerinin Okulöncesi Eğitim Alan Öğrencilerden Beklentileri.....</i>	2
<i>Classroom Teachers' Expectations From Students Having Had Preschool Experience.....</i>	3
<i>Sınıf Öğretmeni Adaylarının Olumlu Sosyal Davranış Eğilimlerinin Değerlendirilmesi</i>	4
<i>The Evaluation of Positive Social Behaviour Tendencies of Elementary Teacher Candidates</i>	5
<i>Temel Eğitimde Lisansüstü Eğitimin Öğretmenlik Mesleğine Katkısı</i>	6
<i>Contribution to The Teaching Profession of Post-Graduate Education in Basic Education</i>	7
<i>Hizmet Öncesi İngilizce Öğretmenlerinin Temel Eğitim Alanındaki Staj Deneyimleri Sırasında Okul Ortamını Nasıl Anladıkları Üzerine Bir Çalışma</i>	8
<i>An Exploration of How Pre-Service English Language Teachers Make Sense Of School Dynamics During Their Practicum at Basic Education Schools</i>	9
<i>Proje Temelli Yaklaşım Dayalı Erken Müdahale Programının Üstün Yetenekli Çocukların Problem Çözme Becerisine Etkisi.....</i>	10
<i>The Effect of Project Based Approach in Early Intervention Programme on Problem Solving Ability of Gifted Children.....</i>	11
<i>Köy Enstitüsü Mezunları, Sınıf Öğretmenleri ve Sınıf Öğretmeni Adaylarının Eleştirel Pedagoji İlkelerine Katlımları</i>	12
<i>The Participation of Level of The Graduates of Village Institutes, Classroom Teachers and Candidate Classroom Teachers to The Principles of Critical Pedagogy.....</i>	14
<i>Cumhuriyet Dönemi İlkokul Eğitim Programları</i>	16
<i>Elementary School Curriculum Development During Republic Era of Turkey.....</i>	17
<i>Lise Öğrencilerinin Ders Çalışma Alışkanlıkları İle Akademik Başarıları Arasındaki İlişkinin İncelenmesi</i>	18
<i>Investigation Of The Relationship Between Academic Success with Course Research Habits Of High School Students (Sample of Kyrgyzstan).....</i>	20
<i>Ortaokul Öğrencilerinin Üstbilmiş Becerileri, Matematik Özyeterlikleri ve Matematik Başarısı Arasındaki İlişkinin İncelenmesi.....</i>	21

<i>An Investigation of The Relationship Between Middle School Students' Metacognitive Skills, Mathematics Self-Efficacy and Mathematics Achievement</i>	22
<i>İlkokullarda Görsel Sanatlar, Müzik ve Oyun ve Fiziki Etkinlikler Derslerinin Çoklu Perspektiften İncelenmesi: Fenomenolojik Bir Çalışma</i>	23
<i>A Multi Perspective Investigation of "Music, Arts, Play and Physical Activities" Courses in Primary Schools: A Phenomenological Research</i>	24
<i>Okul Öncesi Eğitim Kurumlarında Çalışan Okulöncesi Öğretmenlerinin Kaynaştırma Uygulamalarına İlişkin Görüşleri: Tek Durumlu Örnek Olay Çalışması</i>	25
<i>Eğitim Fakültesi Öğretmen Adaylarının Akademik Motivasyonları ve Algıladıkları Okul İklimi İlişkisi</i>	27
<i>The Relation Between Prospective Teachers' Perceptions Of Academic Motivation And The School Climate They Perceive</i>	28
<i>Geleceğin Güzel Sanatlar Eğitimine Doğru Bir Adım: Dijital Boyama</i>	29
<i>A Step Towards to the Future of Fine Arts Education: Digital Painting</i>	30
<i>İlkokul 4. Sınıf Öğrencilerinin Eleştirel Düşünme Becerileri ile Demokratik Tutumları Arasındaki İlişkinin İncelenmesi</i>	31
<i>An Examination of the Relationship Between Primary School 4th Grade Students' Critical Thinking Skills and Their Democratic Attitudes</i>	32
<i>Sınıf Öğretmenlerinin Çokkültürlü Eğitim ile İlgili Görüşlerinin İncelenmesi</i>	33
<i>An Examining the Views of Classroom Teachers Towards Multicultural Education</i>	34
<i>Sınıf Öğretmenlerinin İlkokul 4. Sınıf İnsan Hakları, Yurttaşlık ve Demokrasi Dersine Yönelik Görüşlerinin İncelenmesi</i>	35
<i>An Examination Of Classroom Teachers' Views Regarding Primary School 4th Grade Human Rights, Citizenship and Democracy Lesson</i>	36
<i>İlköğretim Öğrencilerinin Proje Tabanlı Öğrenme Modeline Dayalı Güvenli İnternet Kullanımı Uygulamalarının Değerlendirilmesi</i>	37
<i>The Evaluation of Project Based Learning Practices of Primary School Students About Safe Internet Use</i>	38
<i>Eğitim Programı Yönelimlerinin Yordayıcısı Olarak Öğretim İnançları: Öğretmen Eğitimi Açısından Doğurguları</i>	39
<i>Predicting Curriculum Orientations from Beliefs About Teaching: Implications for Teacher Education</i>	40
<i>Öğretmen ve Okul Yöneticilerinin "Okulu Kültür Merkezi Durumuna Getirme" Konusuna Yönelik Görüşleri ve Yeterlik Algıları</i>	41
<i>The Perspectives and Competency Perceptions Of Teachers And School Administrators About Turning Schools Into Culture Centers</i>	42
<i>Student Team Achievement Divisions (STAD) Technique in a 7th Grade Science and Technology Class</i>	43
<i>Sorgulamaya Dayalı Öğrenme ve 5E Modeline Dayalı Fen Öğretimi Uygulamasına Dair Bir Video Örnek Olay Çalışması</i>	45
<i>A video-case on Applying Science Teaching Based on Inquiry Based Learning and 5E Model</i>	46
<i>İyi Bir Eğitim Ortamı İçin Yedi İlkenin Fen Bilimleri Dersinde Uygulanmasıyla İlgili Öğrenci Görüşleri</i>	47
<i>Students' Views Related to Implementing Seven Principles in Science Lesson</i>	48
<i>Sosyal Bilgiler Dersi İçin Öğrenme Stratejileri Ölçeği: Bir Ön Geçerlik Ve Güvenirlik Çalışması</i>	49
<i>A Preliminary Validity and Reliability Study of the Scale of Learning Strategies for Social Studies</i>	50
<i>Doğa Tarihi Müzesinde Rehber Hazırlama Yoluyla Fen Öğrenme Üzerine Öğrenci Görüşleri</i>	51
<i>Students Views on Science Learning Through the Preparation of Guide in the Natural History Museum</i>	52

<i>Okul Öncesi Öğretmen Adaylarının Öğretmenlik Uygulamasında Karşılaştıkları Sorunlar (İnönü Üniversitesi Örneği)</i>	53
<i>The problems of preschool teacher candidates facing in teaching practice (Inonu University sample)</i>	54
<i>Ortaokul Öğrencilerinin Bilimsel Bilgiye Yönelik Görüşlerinin Belirlenmesi</i>	55
<i>Determination of Secondary School Students' Opinions About Scientific Knowledge</i>	56
<i>6. Sınıf Fen Bilimleri Ders Kitabında Bulunan Etkinliklerin Fen Öğretim Programındaki Hedef ve Kazanımlarla İlişkinin ve Yeterliliğinin İncelenmesi</i>	57
<i>Investigation of The Compliance and Adequacy of the Activities in the 6th Grade Natural Sciences Textbook in Terms of Objectives and Expected Outcomes Stated in the Natural Sciences Curriculum</i>	58
<i>Duygusal Öz Yeterlik Ölçeği: Ergenler için Geçerlik ve Güvenirlik Çalışması</i>	59
<i>The Emotional Self Efficacy Scale: Adaptation and Validation for Young Adolescents</i>	60
<i>Bilgisayar ve Öğretim Teknolojileri Eğitimi (BÖTE) Öğrencilerinin Web Pedagojik İçerik Bilgisi, Program Yaklaşımları ve Öz Düzenleme Becerilerinin İncelenmesi</i>	61
<i>Investigation of Web Pedagogical Content Knowledge, Curriculum Orientations and Self Regulation Skills of Computer Education and Instructional Technology (CEIT) Students</i>	62
<i>Evaluation of Iran's Technical and Vocational University Based on the Indices of the Competency-based Model</i>	63
<i>7. Sınıf Türkçe Dersinde Ayrılıp Birleşme Tekniği (Jigsaw) Kullanımının Öğrencilerin Tutum, Erişi, Öz-Düzenleme Becerileri ve Bilginin Kalıcılığına Etkisi</i>	64
<i>The Effect of Using Jigsaw Technique on Students' Academic Achievement, Self Regulated Learning Skills, Attitudes Toward The Lesson and Retention in 7th Grade Turkish Grammar</i>	65
<i>Öğretmen Eğitimcilerine İlişkin Öğretmen Adayı Görüşlerinin İncelenmesi</i>	66
<i>An Examination of Opinions of Prospective Teachers Towards Teacher Educators</i>	68
<i>Çeşitli Ülkelerde Öğretmen Değerlendirme</i>	70
<i>Teacher Evaluation in Various Countries</i>	71
<i>Argümantasyon Tabanlı Sınıf İçi Etkinliklerin Öğretmen Adaylarının Eleştirel Düşünme Becerilerine ve Tartışmaya İsteklerine Olan Etkisi</i>	72
<i>The Effect of Argumentation-based Classroom Activities on Pre-service Teachers' Critical Thinking Skills and Willingness for Argumentation</i>	73
<i>TED Üniversitesi Dil Okulu ENG101 Akademik İngilizce Programının Değerlendirilmesi</i>	74
<i>An Evaluation of ENG101 English for Academic Purposes Program at TED University English Language School</i>	75
<i>Ödev Verme Eğilimleri ve Ödevlerin 8. Sınıf Matematik Dersinde Öğrenci Başarısına Etkisi: Uluslararası ve Karşılaştırmalı bir TIMSS Çalışması</i>	76
<i>Trends in Homework Practices and their Relationship to Student Achievement in 8thGrade Mathematics: An International Comparative TIMSS Study</i>	77
<i>Yabancı Dil Hazırlık Okulunda Ters-Yüz Edilmiş Sınıf Modeline İlişkin Bir Eylem Araştırması</i>	78
<i>An Action Research on Flipped Classroom Model in English Preparatory School</i>	79
<i>Okul Öncesi ve İlkokul Öğretmenlerinin Okul Öncesi Eğitim Programı Hakkındaki Görüşlerinin Belirlenmesi</i> ...80	
<i>The Determination of Pre-School Teaching Program in Accordance with Pre-School Teachers' and Primary School Teachers' Opinions</i>	81
<i>Sınıf Öğretmenliği Lisans Programının Öğretmen Adaylarının Görüşleri Doğrultusunda Bağlam, Girdi, Süreç ve Ürün (CIPP) Modeli İle Değerlendirilmesi (Muğla Sıtkı Koçman Üniversitesi Örneği)</i>	82

<i>Evaluation of Classroom Teaching Undergraduate Program in Accordance with the Preservice Teachers' Opinions Using Context, Input, Process, Product (CIPP) Model (Muğla Sıtkı Koçman University Example).....</i>	<i>83</i>
<i>Sınıf Öğretmenlerinin Öğrenme ve Öğretme Kuramlarını Uygulama Düzeyleri</i>	<i>84</i>
<i>Primary Teachers' Use of Teaching and Learning Theories.....</i>	<i>85</i>
<i>Sınıf Öğretmenlerinin Veli Toplantılarına Yönelik Görüşleri</i>	<i>86</i>
<i>Views Of Primary Teachers On Parent-Teacher Meetings.....</i>	<i>87</i>
<i>İlköğretim Öğrencilerinin Okuduğunu Anlama ve Yorumlama Becerilerine Yönelik Öğretmen Görüşleri.....</i>	<i>88</i>
<i>Teachers' Opinions On Primary Education Students' Reading Comprehension And Interpretation Skills.....</i>	<i>89</i>
<i>Sınıf Öğretmenlerinin Eleştirel Düşünmeyi Geliştiren Yöntem ve Teknikleri Kullanma Sıklıklarının Çeşitli Değişkenler Açısından İncelenmesi.....</i>	<i>90</i>
<i>Investigation of Elementary School Teachers' Frequency of Usage of Methods and Techniques that Improve Critical Thinking.....</i>	<i>91</i>
<i>Basamaklı Öğretim Modelinin Matematik Dersinde Öğrencilerin Öz Düzenleme Becerilerine Etkisi ve Basamaklı Öğretim Modeline İlişkin Öğrenci Görüşleri</i>	<i>92</i>
<i>The Impact of Layered Curriculum on Students' Self-Regulation Skills in Mathematics Classes and Student Opinions of Layered Curriculum</i>	<i>93</i>
<i>Ortaokul Öğrencilerinin Öz Düzenleme Becerilerine İlişkin Algıları</i>	<i>94</i>
<i>Secondary School Students' Perceptions of Self-Regulation Skills</i>	<i>95</i>
<i>Öğretim Teknolojileri ve Materyal Tasarımı Dersinin İngilizce Öğretiminde Teknoloji Entegrasyonuna Katkıları</i>	<i>96</i>
<i>Contributions of Instructional Technology and Material Design Course to Integrating Technology Into English Teaching</i>	<i>97</i>
<i>Öğretmenlerin Öğretmeye Yönelik Metaforik Algıları</i>	<i>98</i>
<i>Teachers' Metaphorical Perceptions Towards Teaching</i>	<i>99</i>
<i>Grup Çalışmasının Farklı Öğrenme Stillerine Sahip Öğretmen Adaylarına Yansımaları.....</i>	<i>100</i>
<i>Reflections of Group Work on Prospective Teachers with Different Learning Styles</i>	<i>101</i>
<i>KKTC'ye Göçle Gelen Lise Öğrencilerinin Uyum Gereksinimleri</i>	<i>102</i>
<i>Adaptation Needs of High School Students Who Migrated To the TRNC</i>	<i>103</i>
<i>Learning a Foreign Language Earlier in Turkey in View of Teachers' Opinions: a Comparative Look at Prevalent Practices in Europe.....</i>	<i>104</i>
<i>Öğretim Elemanlarının Öğretim Yeterlikleri: Bir Durum Çalışması</i>	<i>105</i>
<i>Teaching Competencies of Teaching Staff: A Case Study</i>	<i>106</i>
<i>Eğitim Fakültesi Öğrencilerinin Memnuniyet Düzeylerinin Farklı Değişkenler Açısından İncelenmesi.....</i>	<i>107</i>
<i>Examining Education Faculty Students' Levels of Satisfaction in Terms of Different Variables.....</i>	<i>108</i>
<i>Oyun Yöntemi İle Matematik Öğretiminin İlkokul Programlarındaki Yeri ve Konu ile İlgili Yapılan Çalışmaların İncelenmesi.....</i>	<i>109</i>
<i>A Review of Teaching Mathematics through Games in the Primary School Programs and the Related Studies.....</i>	<i>110</i>
<i>8. Sınıf Öğrencilerinin 8. Sınıf Müfredatına ve 2. TEOG Sınavına Dair Görüşleri.....</i>	<i>111</i>
<i>8th Grade Students' Opinions on the 8th Grade Curriculum and the 2nd TEOG Exam.....</i>	<i>112</i>
<i>Tasarımcı Öğretmen Örnek Olay Çalışması: Öğretmenlerin Profesyonel Gelişimlerinin İncelenmesi</i>	<i>113</i>
<i>Designer Teacher Case Study: The Investigation of Teachers' Professional Development</i>	<i>114</i>

<i>Ders Araştırması Yaklaşımıyla Öğrencilerin İngilizce Öğrenme Düzeylerinin Artırılması</i>	115
<i>Improving English Learning Level of Students Through Lesson Study Approach</i>	116
<i>İlkokul Dördüncü Sınıf İnsan Hakları, Demokrasi ve Yurttaşlık Öğretim Programının Eisner'in Eğitsel Eleştiri Modeline göre Değerlendirilmesi</i>	117
<i>Evaluation of Human Rights, Democracy and Civics Curriculum for 4th Graders through Eisner's Educational Connoisseurship and Criticism Model</i>	118
<i>İlkokul Üçüncü Sınıf Fen Bilimleri Dersi Öğretim Programının Öğretmen Görüşlerine Dayalı Olarak Değerlendirilmesi</i>	119
<i>Evaluation of Elementary School Third Grade Science Course Curriculum Based on Teachers' View</i>	120
<i>Ortaokul Öğrencilerinin Konuşma Kaygıları ve Özyeterlik İnançlarının Çeşitli Değişkenler Açısından İncelenmesi</i>	121
<i>Investigation of Secondary School Students' Speaking Anxiety and Self-Efficacy Beliefs in Terms of Various Variables</i>	122
<i>Bilişim Teknolojileri ve Yazılım Dersine İlişkin Öğretmen ve Öğrenci Görüşleri</i>	123
<i>Teacher and Student Opinions Related to Computer Technology and Software Course</i>	124
<i>Kavram Tanımının İrdelenmesi: Matematik Öğretmen Adayları Durumu</i>	125
<i>Unpacking Concept Definition: The Case of Prospective Mathematics Teachers</i>	126
<i>Designing a Framework for an International Curriculum in Iran</i>	127
<i>PISA Sonuçlarının Ekonomik Göstergeler (2003-2015) Kapsamında İncelenmesi: Türkiye ve Güney Kore Örneği</i>	128
<i>A comparison of the PISA results based on economic indicators (2003-2015): Case of Turkey and South Korea</i>	129
<i>Fiziksel Aktivite, Özgüven ve Akademik Başarı Arasındaki İlişki</i>	130
<i>The Relationship Between Physical Activity, Self-esteem and Academic Achievement</i>	131
<i>Türkiye'de Merkezîyetçiliğe Karşı Özerklik Kısacında Eğitim Programları: Sorunlar ve Öneriler</i>	132
<i>Curriculum in the Claws of Autonomy against Centralism in Turkey: Issues and Suggestions</i>	134
<i>Öğretmen Adaylarının Eğitim Durumları Beklentilerinin Çeşitli Değişkenler Açısından İncelenmesi</i>	135
<i>The Examination of Student Teachers' Teaching & Learning Situations Expectations in terms of Some Variables</i>	136
<i>Okul Öncesi Öğretmenlerin Gerçekleştirdikleri Okul Temelli Uygulamaların, Öğretim Programına Bağlılık Kavramı Çerçevesinde İncelenmesi</i>	137
<i>Examining The Preschool Teachers' School-Based Activities within the Framework of Curriculum Fidelity Concept</i>	138
<i>Sınıf Öğretmeni Adaylarının Programlarının Akreditasyonuna İlişkin Görüşleri</i>	139
<i>The Opinions of the Class Preservice Teachers Regarding the Accreditation of the Programs</i>	140
<i>Sınıf Öğretmenliği Anabilim Dalı Öğrencilerinin "Kalite" Kavramına İlişkin Metaforları/Benzetmeleri</i>	141
<i>The Metaphors / Parables of the "Quality" Concept of the Department of Primary School Teacher Education Students</i>	142
<i>Kültürlerarası Eğitime Dayalı Disiplinlerarası Proje Çalışmasının Sınıf Öğretmeni Adaylarının Etnikmerkezcilik Düzeylerine Etkisi</i>	143
<i>The Effect Of Intercultural Education Based Interdisciplinary Project Study On The Ethnocentric Levels of Prospective Classroom Teachers</i>	144

<i>Investigating The Effect of Teaching Science by Conceptual Maps on Creativity Of fourth Grade of Elementary School Students in Tabriz</i>	145
<i>Afet Eğitimi: Etkili Öğretim Yöntem ve Etkinlikler Yoluyla Çocukları İlgili Bilgi, Beceri ve Tutumlarla Donatma</i>	146
<i>Disaster Education: Equipping Children with Related Knowledge, Skills and Attitudes Through Effective Teaching Methods and Activities</i>	147
<i>Öğretmen Eğitimcilerinin “Öğretmen Eğitimcisi” Rollerine İlgili Düşünce ve Deneyimleri</i>	148
<i>Teacher Educators’ Beliefs and Experiences about their Roles as a Teacher Educator</i>	149
<i>Öğretmenlerin Okul Yaşam Kalitesi Algıları ile Mesleki Motivasyon Düzeylerinin İncelenmesi</i>	150
<i>An Investigation of Teachers’ Quality of School Life Perceptions and Professional Motivation Levels</i>	151
<i>The Effect of Situated Learning on Students’ Vocational English Learning</i>	152
<i>Lisansüstü Eğitim İstatistiği I Dersinin Değerlendirilmesi</i>	153
<i>An Evaluation Study of the Graduate Level Educational Statistics I Course</i>	154
<i>Türkiye’de Eğitimin Özelleştirilmesi Üzerine Bir Tartışma: Temel Liseler Örneği</i>	155
<i>A Discussion Paper on Privatization of Education in Turkey: The Case of Basic High Schools</i>	156
<i>Değişim Sürecinde Öğretmenler: Program Değişikliklerine Yönelik Algı ve Deneyimler</i>	157
<i>Teachers in The Process of Change: Perceptions and Experiences on Curriculum Change</i>	158
<i>Hikâye Edici, Bilgilendirici ve Post Modern Metinlerden Okuduğunu Anlamada Cümle Doğrulama Tekniğinin Kullanımı</i>	159
<i>The Use of Sentence Verification Technique for Reading Comprehension of Narrative, Expository and Post Modern Texts</i>	160
<i>Sınıf Öğretmenlerinin Öğretim Stilleri İle Liderlik Yönelimleri Arasındaki İlişki</i>	161
<i>The Relationship Between Classroom Teachers’ Teaching Styles with Leadership</i>	162
<i>Mikro-Öğretim Uygulamalarının Eleştiri Boyutunda İngilizce Öğretmen Adaylarının Görüşleri</i>	163
<i>Opinions of English Teacher Candidates on the Criticism Session of Micro-Teaching Practices</i>	164
<i>Öğretim Üyelerinin Görüşlerine Göre Türkçe Öğretmenliği Lisans Programının Değerlendirilmesi</i>	165
<i>Evaluation Of The Turkish Teacher’s Undergraduate Program Accordin To The Views Of Faculty Members</i> ..	166
<i>Okul Yöneticilerinin Eğitim Programı Kavramına İlişkin Algıları</i>	167
<i>Perceptions of School Administrators on the Concept of Curriculum</i>	168
<i>Sınıf Öğretmeni Adaylarının Fen Eğitimine Yönelik Gereksinimlerinin Belirlenmesi</i>	169
<i>Identification of Requirements of Primary Teacher Candidates for Science Education</i>	171
<i>Sınıf Öğretmenliği Eğitimi İçin Fen Öğretimi Dersleri Öğretim Programı Tasarısı</i>	173
<i>Curriculum Proposal for Science-Teaching Courses in Primary School Teacher Training</i>	174
<i>Simülasyona Dayalı İletişim Becerileri Eğitiminde Öğrenci Geribildirimlerinin Değerlendirilmesi</i>	175
<i>Evaluation of Students’ Feedback on Simulation-Based Communication Skills Training</i>	176
<i>Neden Dik Temel Yazı?: Öğretmen Algıları</i>	177
<i>Why Using Upright Basic Script?: Teacher Perceptions</i>	178
<i>Türkiye’de Yaşayan Hassas Durumdaki Suriyeli Göçmenlere Yönelik Dil Öğretim Programı Geliştirme Çalışması</i>	179
<i>A Study On The Development Of Language Teaching Program For Syrian Refugees With Critical Situation In Turkey</i>	180

Öğretmenlerde Bilgi ve Eğitimin Doğasına İlişkin Düşünce ve Yapılandırıcılığa İlişkin İnanç İlişkisi	181
<i>The Relationship between Teacher Thoughts on the Nature of Information and Education and Constructivist Belief</i>	183
<i>Türkiye'deki Üniversite Öğrencilerinin Kültürler Arası Uyum Deneyimleri: Uluslararası Kazak Öğrenciler örneği</i>	184
<i>Cross-Cultural Adaptation Experiences of University Students in Turkey: A case of International Kazakhstani Students.....</i>	185
<i>Türkiye'de Savaş-Bariş ve Bariş Eğitimi Kavramları Üzerine Yapılan Lisansüstü Tez Çalışmaları.....</i>	186
<i>Graduate Theses on The Concept of The War, Peace and Peace Education in Turkey</i>	187
<i>İngilizce Öğretmenlerinin MEB Tarafından Yayınlanan Ortaokul 5.Sınıf Düzeyi Taslak Öğretim Programı Hakkındaki Görüşleri</i>	188
<i>Opinions of English Teachers About the 5th-grade Draft Teaching Program of Middle School Published by Ministry of National Education</i>	190
<i>Cumhuriyetten Günümüze Türkiye'de Meydana Gelen Siyasal ve Sosyal Olayların Hayat Bilgisi Dersi Öğretim Programlarına Yansımaları</i>	191
<i>Okul Günü Ölçeğinin Türkçeye Uyarlanması.....</i>	193
<i>Adaptation of School Motivation Scale into Turkish</i>	194
<i>İlkokul 4. Sınıf Öğrencilerinin Bireysel Farklılıklara İlişkin Bilişsel Kurguları: Bir Olgubilim Çalışması</i>	195
<i>Primary School 4th Grade Students' Cognitive Constructs Related to Individual Differences: A Phenomenological Study</i>	196
<i>Lise Öğrencilerinin İngilizce Dersine Katılım Durumlarının İngilizce Dersine Yönelik Tutum ve İngilizce Konuşma Kaygısına Göre Yordanması.....</i>	197
<i>Prediction of High School Students' English Course Participation Based On Their Attitude Towards English Course and English Speaking Anxiety</i>	198
<i>Fen Bilimleri Öğretmenleri ve Öğretmen Adaylarının Argümantasyon İnanışlarının ve Öz Yeterlilik Düzeylerinin İncelenmesi</i>	199
<i>Examination of Argumentation Beliefs and Self-Efficacy Levels of Science Teachers and Prospective Science Teachers.....</i>	200
<i>Öğretmenlik Sertifika Programına Katılan Öğretmen Adaylarının Öğretmenlik Uygulaması Sürecine İlişkin Görüşleri</i>	201
<i>Teacher Candidates' Views on the Teaching Practicum Course in the Teacher Certification Program</i>	202
<i>Türkiye'de Sınıf Öğretmenliği Lisansüstü Eğitim Programlarının İncelenmesi</i>	203
<i>Review of Post-Graduate Education Programs in Classroom Teaching in Turkey</i>	204
<i>Sınıf Öğretmeni Öğretmen Adaylarının Yetiştirme Programı Hakkındaki Görüşleri.....</i>	205
<i>Views of Prospective Classroom Teachers on the Teacher Education Program</i>	206
<i>Din Kültürü ve Ahlak Bilgisi Dersi Öğretmenlerinin Savaş-Barişe İlişkin Tutumları</i>	207
<i>Religious Culture and Ethics Course Teachers' Attitudes Towards War-Peace</i>	208
<i>8. Sınıf Öğrencilerinin Öz-Düzenleme Stratejileri, Motivasyonel İnançları, İngilizce Dersine Yönelik Tutumları ve İngilizce Akademik Başarıları Arasındaki İlişkilerin İncelenmesi</i>	209
<i>Investigation of Relationships Between 8th Grade Students' Self-Regulated Strategies, Motivational Beliefs, Attitudes Towards English Course and English Academic Achievement</i>	210
<i>Temel Eğitimde "Güvenli Hayat" ve Çocuk İstismarı.....</i>	211
<i>"Safe Life" in Basic Education and Child Abuse</i>	212

<i>Görüş Geliştirme Tekniğinin Uygulanmasına Yönelik Öğretmen Görüşleri</i>	213
<i>Teachers' Views on Application of Opinion Development Method</i>	214
<i>Teknik ve Mesleki Eğitimdeki Sorunlar ve Çözüm Önerileri: Gaziantep Örneği</i>	215
<i>Problems in Vocational Schools and Suggested Solutions: Gaziantep Example</i>	217
<i>Beş Farklı Eğitim Programı Geleneğinin Karşılaştırılması ve Bir Program Modeli Önerisi</i>	219
<i>A Comparison of Five Different Curriculum Traditions and A Curriculum Model Proposal</i>	220
<i>Depreme Hazırlık Eğitiminde Program Dışı Etkinliklerin Etkililiğinin İncelenmesi: Karşılaştırmalı Örnek Olay Çalışması</i>	221
<i>What Difference Do Extra-Curricular Activities Make in Earthquake Preparedness Education? A Comparative Case Study of Two Schools</i>	222
<i>Öğretmen Adaylarının Eğitim Felsefeleri ve Program Yönelimleri Üzerine Bir İnceleme</i>	223
<i>An Investigation On Curriculum Orientations and Educational Philosophies of Pre-Service Teachers</i>	224
<i>Fen Bilgisi Öğretmen Adaylarının Çözüm Kavramı İle İlgili Zihinsel Modellerinin Belirlenmesi</i>	225
<i>Determination of Prospective Science Teachers' Mental Models About The Concept of Dissolution</i>	226
<i>Karikatüre Dayalı Öğrenme-Öğretme Yaklaşımının Okul Öncesi Öğrencilerinin Konuşma ve Dinleme Becerilerine Etkisi</i>	227
<i>The Effect of Caricature Based Learning-Teaching Approach on Pre-School Students' Speaking And Listening Skills</i>	228
<i>Pedagojik Formasyon Sertifika Eğitimi Programına Katılan Öğretmen Adaylarının Programa Yönelik Görüşleri</i>	229
<i>Opinions of Candidate Teachers Attending Pedagogical Formation Certificate Program on the Program</i>	230
<i>Pedagojik Formasyon Sertifika Eğitimi Programına Katılan Öğretmen Adaylarının İdeal Öğretmen Algıları</i> ..	231
<i>Ideal Teacher Perceptions of Candidate Teachers Participating in Pedagogical Formation Certificate Program</i>	232
<i>Sınıf Öğretmenleri ve Adaylarının Bireysel Farklılıklara Dayalı Öğretimi Tasarlama ve Uygulama Yeterlilik Algılarının İncelenmesi</i>	233
<i>The Analysis of Competence Perceptions of Classroom Teachers and Classroom Teacher Candidates in Designing and Applying Individual Differences-Based Training Program</i>	234
<i>Pedagojik Formasyon Alan Öğretmen Adaylarının Öğretmenlik Mesleğine İlişkin Kaygılarının İncelenmesi</i> ..	235
<i>Examining the Teachership Anxieties of Teacher Candidates Who take Course of Pedagogic Formation</i>	236
<i>Öğretmen Atamasında Son Etap "Mülakat Sınavı"nın Değerlendirilmesi</i>	237
<i>Final Stage in Teacher Appointment: Evaluation Of Interview Exam</i>	238
<i>Alanla İlişkilendirilmiş ve Teknoloji Destekli Ölçme ve Değerlendirme Dersine Yönelik Öğrenci Görüşleri</i>	239
<i>Students' Views on Field-Related and Technology-Aided Measurement and Evaluation Course</i>	240
<i>Matematik Öğretim Programının Tasarım Yolu İle Anlama Yaklaşımına Göre Uygulanmasına İlişkin Öğretmen Görüşlerinin İncelenmesi</i>	241
<i>An Analysis of Teachers' Opinions about the Mathematics Curriculum through Understanding by Design Approach</i>	242
<i>İngilizce Öğrenmeye Yönelik Motivasyon Ölçeğinin Geliştirilmesi: Geçerlik ve Güvenirlik Çalışması</i>	243
<i>Developing a Scale of Motivation towards Learning English: A Validity and Reliability Study</i>	244
<i>Ortaokul ve Lise Öğrencilerinin Öğretmene Yönelik Tutumlarının Belirlenmesi</i>	245
<i>Determination of Secondary and High School Students' Attitudes Towards Their Teachers</i>	246

Öğretmen Adaylarının İngilizce Öğrenme Yöntemleri ile İngilizceye Karşı Tutumları Arasındaki İlişki	247
<i>The Relationship Between Pre-Service Teachers' English Learning Methods and Their Attitudes Towards English Language</i>	<i>248</i>
<i>Matematik Dersi Alan Ölçme Ünitesine Yönelik Program Geliştirme Çalışması</i>	<i>249</i>
<i>A Curriculum Development Study for Field Measurement Unit of Mathematics Course.....</i>	<i>250</i>
<i>Yapılandırmacı Öğretim Programlarına İlişkin Ortaokul Öğretmenlerinin Sorunları ve Çözüm Önerileri</i>	<i>251</i>
<i>A Comparative Study About Preschool and Primary School Curriculum In Terms of Affective Characteristics.....</i>	<i>252</i>
<i>Problems and Suggested Solutions of Secondary School Teachers on Constructivist Teaching Programs.....</i>	<i>253</i>
<i>Genetik ve Biyoteknoloji Konularının 2013 ve 2017 Fen Bilimleri Dersi Öğretim Programındaki Yerinin İncelenmesi.....</i>	<i>254</i>
<i>Investigation of Genetics and Biotechnology Issues in 2013 and 2017 Elementary Science Education Curriculum</i>	<i>255</i>
<i>İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Akademik Performanslarının Ters Yüz Sınıf Yöntemi İle Geliştirilmesi: Bir Karma Yöntem Çalışması</i>	<i>256</i>
<i>Enhancing EFL Learners' Academic Performance Through Flipped Classroom Model: A Mixed Method Study.....</i>	<i>257</i>
<i>Ters Yüz Sınıf Yönteminin İngilizceyi Yabancı Dil Olarak Öğrenen Öğrencilerin Tutumları ve Öz Yeterlik İnançları Üzerindeki Etkisinin İncelenmesi: Bir Karma Yöntem Çalışması</i>	<i>258</i>
<i>Exploring the Effect of Flipped Classroom Model on EFL Learners' Attitudes and Self-Efficacy Beliefs: A Mixed Method Study</i>	<i>259</i>
<i>Dokuzuncu Sınıf Fizik Dersinde Isı ve Sıcaklık Ünitesinin Günlük Yaşamla İlişkilendirilmesine Yönelik Bir Durum Çalışması.....</i>	<i>260</i>
<i>A Case Study on Associating Heat and Temperature Unit of Ninth Grade Physics Course with Daily Life</i>	<i>261</i>
<i>Değişim Yeterli Mi? Güncellenen Spor Lisesi Öğretim Programının İncelenmesi</i>	<i>262</i>
<i>Is The Changing Enough? Examination of Updated Teaching Programme Of Turkish Sports High Scholls</i>	<i>263</i>
<i>Akademisyenlere Eğitim Formasyonu ve Becerisi Kazandırma Projesi Sonuçları (Ondokuz Mayıs Üniversitesi)</i>	<i>264</i>
<i>Education Formation to Academicians and Results of Gaining Skill Project (Ondokuz Mayıs University)</i>	<i>265</i>
<i>Öğretmenlerin Görüşleri Çerçevesinde Eğitim Fakültesi Programları Hakkında Bir Değerlendirme.....</i>	<i>266</i>
<i>An Evaluation On Faculty Of Education Programs In The Context of Teachers' Views</i>	<i>267</i>
<i>Sınıf Öğretmenlerinin Görsel Sanatlar Dersindeki Yeterlik Algıları</i>	<i>268</i>
<i>Competency Perceptions of Elementary School Teachers in Visual Arts Course</i>	<i>269</i>
<i>İlkokul 4. Sınıf Fen Bilimleri Dersi Öğretim Programı Maddeyi Tanıyalım Ünitesi Kazanımlarının Gerçekleşme Düzeyinin Değerlendirilmesi.....</i>	<i>270</i>
<i>The Evaluation of Realization Level of Gains of Let's Know About Substance Unit in 4th Grade Science Curriculum in Primary School</i>	<i>271</i>
<i>Türkiye'de Argümantasyon Temelli Öğretime İlişkin Çalışmalar Üzerine Bir İçerik Analizi.....</i>	<i>272</i>
<i>A Content Analysis on the Studies Concerning Argumentation based Teaching in Turkey</i>	<i>273</i>
<i>Milli Eğitim Bakanlığı Aday Öğretmen Yetiştirme Programının Öğretmen Görüşlerine Göre Değerlendirilmesi</i>	<i>274</i>
<i>The Evaluation of National Education Ministry Candidate Teacher Education Program According to the Teachers' Views</i>	<i>275</i>

<i>Öğrenci Merkezli Strateji, Yöntem ve Tekniklerin Eleştirel Düşünme Becerileri ve Eğilimlerine Etkisi: Bir Meta-Analiz Çalışması</i>	276
<i>Effects of Student-Centered Strategy, Methods and Techniques on Critical Thinking Skills and Tendencies: A Meta-Analysis Study</i>	277
<i>Eğitim Programlarının Uygulanması ile İlgili Ulusal ve Uluslararası Tezlerin Tematik ve Metodolojik Analizi</i>	278
<i>The Thematic and Methodological Analysis of Postgraduate Theses on Curriculum Implementation</i>	279
<i>İngilizce Öğretmen Adaylarının Eğitim Yazılımlarına İlişkin Farkındalıkları ile Bilgi ve İletişim Teknolojileri Yeterlik Algıları</i>	280
<i>Prospective EFL Teachers' awareness of Educational software and Perceived Competencies About Information and Communication Technologies</i>	281
<i>Türkiye'de Sorumluluk Eğitimi Üzerine Yapılmış Çalışmaların Analizi: Bir Meta Sentez Çalışması</i>	282
<i>An Analysis of Responsibility Education Studies in Turkey: A Meta-Synthesis Study</i>	283
<i>Öğretmen Adaylarının Kesirlerde Bölme İşlemine Yönelik Performansları</i>	284
<i>Performances of Teacher Candidates on Division in Fractions</i>	285
<i>İlk Yıl Mesleki Deneyim Sürecinde Aday Öğretmenlerin Vizyonlarındaki Değişimi</i>	286
<i>The Changes in Beginning Teachers' Visions during Their First Year of Teaching</i>	287
<i>İlkokul 4.Sınıf Öğrencilerinin Basamak Kavramında Yaptıkları Hataların İncelenmesi</i>	288
<i>An Analysis of Primary School Fourth Grade Students' Errors Related to the Digit Concept</i>	289
<i>Senaryoya Dayalı Özenli Düşünme Becerileri Envanterinin Geliştirilmesi: Bir Geçerlik ve Güvenirlik Çalışması</i>	290
<i>The Development of Caring Thinking Skills Inventory Based on Problem Scenarios: A Study of Validation and Reliability</i>	292
<i>Leh ve Türk Öğretmenlerin Öz Yeterlik Algılarını Etkileyen Faktörler</i>	293
<i>Factors Influencing Polish and Turkish Teachers' Perceptions of Self-Efficacy</i>	294
<i>ESOGÜ İngilizce Hazırlık Programı Tasarımı ve İhtiyaç Analizi Çalışması</i>	295
<i>ESOGÜ Prep-Class Curriculum Design and Needs Analysis Studies</i>	296
<i>Türkiye ve Singapur Okul Öncesi Eğitim Programlarının Karşılaştırılması</i>	297
<i>A Comparison of Pre-School Curricula of Turkey and Singapore</i>	298
<i>Ölçme ve Değerlendirmede Yeni Bir Anlayış: Bilgisayar Ortamında Bireyselleştirilmiş Testler ve Kullanılabilecek Soru Türü: Kısa Cevaplı Maddeler</i>	299
<i>A New Understanding On the Measurement and Evaluation: Computerized Adaptive Tests and Possible Questions That Can Be Used: Short Answered Questions</i>	300
<i>2017 İlkokul ve Ortaokul İngilizce Dersi Öğretim Programının İncelenmesi</i>	301
<i>The Examination of the Current Elementary and Secondary School English Curriculum</i>	302
<i>Implementation Montessori Method in Remote Area</i>	303
<i>Sınıf Öğretmenleri Ve Okul Yöneticilerinin İlkokul Öğretim Programlarının Güncellenmesine İlişkin Görüşlerinin Belirlenmesi</i>	304
<i>Determining The View Of Teachers' And School Administrators' About Updating Of The Primary School Teaching Programs</i>	305
<i>Türkçe 6, 7, 8. Sınıf Ders Kitaplarının PISA Okuma Becerilerine Göre İncelenmesi</i>	306
<i>Investigation of Turkish 6th, 7th, 8th grade textbooks according to PISA Reading Literacy</i>	307

Öğretmenlerin Tükenmişlik Düzeyleri, Öz Yeterlik İnançları ve Değişim Eğilimleri Arasındaki İlişkinin İncelenmesi.....	308
Sınıf Öğretmenlerinin Türkçe Derslerinde Aktif Öğrenme Etkinliklerini Kullanma Durumları	310
Classroom Teachers' Use Of Active Learning Activities In Teaching Language Arts (Turkish)	311
Sınıf Öğretmenlerinin Özel Eğitim Alanına İlişkin Aldıkları Eğitim Hakkındaki Görüşlerinin İncelenmesi.....	312
The Examinaion Of The Reviews Of Form Teachers Regarding The Training They Recieve In Special Education Field	313
Program Değerlendirme Kontrol Listesi Geliştirme Çalışması.....	314
Öğretmen Adaylarının Çokkültürlü Eğitime Yönelik Yeterlik Algıları: İhtiyaç Analizi.....	315
Qualification Perception Of Prospective Teachers On Multicultural Education: A Need Assessment.....	316
Epistemolojik Perspektiften Ölçme ve Değerlendirme	317
Bilişim Teknolojileri ve Yazılım Dersi İlkokul Dördüncü Sınıf Öğretim Programında Hesaplamalı (Bilgisayarca) Düşünme Ünitesinin İncelenmesi	319
Analysis of Computational Thinking Unit of Information Technologies and Software Course in Elementary School Fourth Year Curriculum	320
Okul Öncesi Öğretmenleri Tarafından Kullanılan Ev-Okul İletişim Yöntemleri: Yeni İletişim Teknolojilerini Kullanıyorlar Mı?	321
Home-School Communication Methods Used By Early Childhood Teachers: Do They Use New Communication Technologies?.....	322
Ortaokul 7.sınıf öğrencilerinin "Güneş Sistemi ve Ötesi: Uzay Bilmecesi" Ünitesindeki Bilişsel Yapılarına Artırılmış Gerçeklik Uygulamalarının Etkisi	323
Influence of augmented reality technology on seventh grade students' cognitive structures about "Solar System and Beyond" Unit	324
Argümantasyon Yöntemi Destekli Artırılmış Gerçeklik Uygulamalarının Ortaokul Öğrencilerinin Eleştirel Düşünme Becerilerine Etkisinin İncelenmesi.....	325
Influence of Augmented Reality Technology Based Argumentation Activities on Secondary School Students' Critical Thinking Abilities	326
Öğretmen Adaylarının Jonglörük Öğrenme Deneyimi Sırasındaki Öğrenmeye İlişkin İnançları ve Öz Düzenlemeli Öğrenme Algıları.....	327
Teachers' Beliefs About Learning During The Experience Of Learning Juggling and Their Self-Regulatory Learning Perceptions	328
Eğitim Programları ve Öğretim Lisansüstü Programlarının Değerlendirilmesi: Anadolu Üniversitesinde Bir Uygulama.....	329
Evaluation of Curriculum and Instruction Postgraduate Programs: An Application in Anadolu University.....	330
ADDIE Öğretim Tasarım Modelinin ve Güdüleyici Yaklaşımın Öğrencilerin Akademik Başarılarına Etkisi ve Öğrenme Sürecine Katkısı.....	331
The Effects of ADDIE Instructional Design Model and Motivational Approach to Academic Achievements and Contribution to Learning Process of Students.....	332
Okul Öncesi Öğretmen Adaylarının Rehberlik Yeterliliklerini Geliştirmeye Yönelik Bir Program Çalışması	333
A Program Study for Development of Guidance Qualifications of Pre-School Teacher Candidates.....	334
Fen Bilimleri Öğretmenlerinin Öğretmenlik Öz-Yeterlik İnanç Düzeylerine Göre Fen Eğitiminde Kullanılan Stem Etkinlikleri Hakkındaki Görüşlerinin Değerlendirilmesi	335
The Examining Views of Science Teachers Related to Stem Activities Used in Science Education According to Their Teacher Self-Efficacy Beliefs.....	336

<i>Bir Kavram Önerisi: Teknolojik Androgjik Alan Bilgisi (TAAB)</i>	337
<i>A Concept Proposal: Technological Androgical Content Knowledge (TACK)</i>	338
<i>Ortaokul Öğrencilerinin Fene Yönelik Kaygılarının Belirlenmesi</i>	339
<i>Secondary School Students' Anxiety about Science</i>	340
<i>Öğrenme Alanı Olarak Kahve Evleri: Öğrencilerin Kahve Evlerinde Ders Çalışma Deneyimleri Üzerine Fenomenolojik Bir Çalışma</i>	341
<i>Coffee Houses as a Place of Learning: A Phenomenological Study of Students' Studying Experiences at Coffee Houses</i>	342
<i>Ortaokul Matematik Öğretmenleri İçin Düzenlenen Üst Düzey Düşünme Becerilerine Yönelik Soru Yazma Eğitiminin Değerlendirilmesi</i>	343
<i>Evaluation of Item Writing Program Related to Higher Order Thinking Skills for Secondary Math Teachers</i> ..	345
<i>İlkokul 4. Sınıf Türkçe Dersi Kazanımlarında Geçen "Dostluk" Kavramının Öğretilmesinde Drama Yönteminin Etkisi</i>	347
<i>The Effect Of Drama Method On Teaching Concept Of "Friendship" Being Among The Primary School 4th Grade Turkish Curriculum's Objectives</i>	348
<i>Tam Sayılarla İşlemler, Rasyonel Sayılarla İşlemler, Denklemler ve Doğrusal Denklemler 7.Sınıf Konularına Yönelik Bir Başarı Testi Geliştirme Çalışması</i>	349
<i>Operations with Integer Numbers, Operations with Rational Numbers, Equations and Linear Equations, Developing a Success Test for 7th Class Subjects</i>	350
<i>Flourished curriculum: an explanation of learning transfer in basic education programs</i>	351
<i>Ters Yüz Sınıf Yönteminin Dokuzuncu Sınıf İngilizce Öğretiminde Öğrencilerin Öz Yönetimli Öğrenmeye Hazırbulunuşlukları ve İngilizce Dersine Yönelik Tutumlarına Etkisi</i>	352
<i>Effects of the Flipped Classroom Method on 9th Grade Students' Self-Directed Learning Readiness and Attitudes Towards English</i>	353
<i>Lise Öğrencilerinin Öz Yönetimli Öğrenmeye Hazırbulunuşlukları İle Eleştirel Düşünme Eğilimlerinin Çeşitli Değişkenler Açısından İncelenmesi (Mersin Örneği)</i>	354
<i>An Investigation of High School Students' Self-Directed Learning Readiness and Critical Thinking Dispositions in Terms Of Various Variables (Mersin Sample)</i>	355
<i>Yedinci Sınıf Öğrencilerinin Vatandaş Kavramına İlişkin Örtük ve Açık Bilgilerinin İncelenmesi</i>	356
<i>An Investigation of Seventh-Grade Students' Implicit and Explicit Knowledge about the Concept of Citizen</i>	357
<i>Bologna Süreci için Ders Kazanım, Yeterlik, Ölçme Değerlendirme Yazılım Modülünün Geliştirilmesi</i>	358
<i>Developing a Software Module of Learning Outcomes, Qualifications and Measurement and Evaluation for the Bologna Process</i>	359
<i>Yeni Öğretim Programlarına Yönelik Öğretmen Görüşleri: Karma Yöntem</i>	360
<i>Views of Teachers about New Curricula: Mixed Research</i>	361
<i>İngilizce Hazırlık Okulu İleri Seviye Program Değerlendirmesi üzerine Alan Çalışması</i>	362
<i>Evaluating Upper- Intermediate Level Program at a Preparatory School Through CIPP Model</i>	363
<i>Birinci Sınıfa Kayıtlı Farklı Yaş Grubundaki Öğrencilerin Türkçe ve Matematik Dersi Öğretim Programı Kazanımlarına Ulaşma Durumlarının İncelenmesi</i>	364
<i>Analysis of How Far First Graders At Different Age Groups Achieve the Learning Outcomes in the Turkish and Mathematics Curricula</i>	365
<i>Eylem Araştırması Temelli Program Geliştirme Sürecinin Araştırmacı Öğretmen Rolüne Katkılarının Değerlendirilmesi</i>	366

<i>Evaluating the Contribution of Action Research Based Curriculum Development Process to the Role of Teacher Researcher</i>	367
<i>Sosyomatematiksel Konularla Bütünleştirilmiş Matematik Öğretimi: Sosyal Adalet ve Eşitlik Değerlerine İlişkin Farkındalık ile Problem Kurma Becerisi Geliştirmeye Yönelik Bir Eylem Araştırması</i>	368
<i>Mathematics Instruction Integrated with Sociomathematical Subjects: An Action Research on Developing Awareness of Social Justice and Equality Values and Problem Posing Skill</i>	369
<i>Eğitsel Oyun Uygulamasının 5. Sınıf Öğrencilerinin Fen Öğrenmeye Yönelik Motivasyonları Üzerindeki Etkisi</i>	370
<i>Effects of Educational Games on the Fifth Grade Students' Motivation to Learn Science</i>	371
<i>Harmanlanmış Öğrenmenin Etkililiği Üzerine Bir Meta-Analiz Çalışması</i>	372
<i>A Meta-Analysis Study on the Effectiveness of Blended Learning</i>	373
<i>Okul Öncesi Öğretmenlerinin Gelişimsel Olarak Uygun Olan ve Uygun Olmayan Uygulamalara Yönelik İnançlarını Yordayan Faktörler Nelerdir?</i>	374
<i>What Predicts Preschool Teacher Beliefs about Developmentally Appropriate and Inappropriate Practices?</i>	375
<i>SIROMA Projesi Dışı Etkinlik Programının ve Materyallerinin Geliştirilmesi</i>	376
<i>The Development of Extra-Curricular Activity Program and Materials of the SIROMA Project</i>	378
<i>SIROMA Projesi İzleme Değerlendirme Çalışması</i>	380
<i>The Monitoring Evaluation Study of the SIROMA Project</i>	381
<i>Argümantasyon Yönteminin Etkililiği Üzerine Yapılan Lisansüstü Tezlerin Analizi: Bir Meta-Sentez Çalışması</i>	382
<i>Analysis of Post-Graduate Theses on Effectiveness of Argumentation Method: A Meta-Synthesis Study</i>	384
<i>2013 ve 2017 Fen Bilimleri Dersi Öğretim Programlarının Karşılaştırmalı Analizi</i>	386
<i>A Comparative Analysis of 2013 and 2017 Curricula for Science Course</i>	387
<i>Eğitsel Oyunlaştırmanın Etkililiği Üzerine Bir Meta-Analiz Çalışması</i>	388
<i>A Meta-Analysis Study on the Effectiveness of Educational Gamification</i>	389
<i>Ortaokul 5., 6., 7. Sınıf Öğrencilerinin Öğrenme Sürecinde Yardım İstemlerinin Bazı Değişkenler Açısından İncelenmesi</i>	390
<i>A Study on Middle School 5th, 6th And 7th Grade Students' Help Seeking In the Learning Process In Terms Of Some Variables</i>	391
<i>Öğrencilerin Öğrenme Sürecinde Yardım İsteme Ölçeği İle Matematik Öz Kavram Ölçeği ve Yapılandırmacı Öğrenme Ortamı Ölçeklerinden Aldıkları Puanları Arasındaki İlişkinin İncelenmesi</i>	392
<i>A Study On The Relationship in The Scores Students Received From the Help Seeking in The Learning Process Scale, Mathematics Self Concept Scale And Constructivist Learning Environment Assessment Scale</i>	393
<i>Türk Dili ve Edebiyatı Öğretmenlerinin Öğretim Stilleri İle Türk Dili ve Edebiyatı Dersine Yönelik Tutumlarına İlişkin Öğrenci Görüşleri</i>	394
<i>Student Views On Turkish Language And Literature Teachers' Teaching Styles And Their Attitudes Towards Turkish Language And Literature Course</i>	395
<i>Konu Alanında Uzman Olan Velilerin Kaynak Kişi Olarak Temel Eğitimde Vermiş Olduğu Derslerin Öğrenci Başarısına Etkisi</i>	396
<i>The Effect Of Parents Who Are Expert On The Field As The Resource Person On The Courses Which They Give In Basic Education</i>	398
<i>Facebook Öğretmen Gruplarının Öğretmen Mesleki Gelişimi Açısından İncelenmesi</i>	400
<i>Investigating the Facebook Groups for Teachers in terms of Professional Development</i>	401

<i>Fen Lisesi Öğrencilerinin Evrensel Değerlere Yönelik Algıları</i>	402
<i>Perceptions of Science High School Students Towards Universal Values</i>	403
<i>Sosyal Bilgiler Öğretmenlerinin Sosyal Bilgiler Öğretmen Yetiştirme Programındaki Derslere İlişkin Görüşleri</i>	404
<i>Opinions of Social Studies Teachers Regarding the Courses in Social Studies Teacher Training Program</i>	405
<i>Öğreme Sürecine “Değer” Katmak: Öğrenme Lideri Olma ve Currere Üzerine Bir Yorum</i>	406
<i>Adding Value to The Learning Process: A Conversation About Lead Learning and Currere</i>	407
<i>Fen Bilimleri Öğretmenlerine Yönelik STEM Öğretim Programı Geliştirme Çalışması</i>	408
<i>STEM Curriculum Development Work for Science Teachers</i>	409
<i>Blended Learning at Pre-Service Teacher Education in Turkey: A Systematic Review</i>	410
<i>Toplumsal Cinsiyet Eşitliği Eğitim Programının Değerlendirilmesi</i>	411
<i>Evaluation of Gender Equality Curriculum</i>	412
<i>Harmanlanmış Yöntemle Sunulan İyi Hekimlik Uygulamaları Dersinde Kullanılan E-portfolio Uygulamasının Değerlendirilmesi</i>	413
<i>The Evaluation of an E-Portfolio Application Used for the Blended Course of Good Medical Practice</i>	414
<i>Ortaöğretim İngilizce Dersi Öğretim Programının Öğrenci Görüşlerine Göre Değerlendirilmesi</i>	415
<i>Evaluating the English Curriculum at High Schools According to Students’ Views</i>	416
<i>21. Yüzyıl Sınıf Öğretmenleri için Temel Niteliklerin Belirlenmesi ve Sınıf Öğretmenliği Lisans Programının Bu Nitelikleri Geliştirmesi Açısından Etkililiği</i>	417
<i>Identifying Essential Qualities for Elementary Teachers of the 21st Century and Effectiveness of Elementary Teacher Education Program for Developing These Qualities</i>	418
<i>Öğretmenlerin Eğitim Programı Tasarım Yaklaşımı Tercihlerinin İncelenmesi</i>	419
<i>Examining of Teacher Preferences Regarding of Curriculum Design Orientations</i>	420
<i>2017 Bilişim Teknolojileri Ve Yazılım Dersi Taslak Öğretim Programının 2012 Bilişim Teknolojileri ve Yazılım Dersi Öğretim Programı İle Karşılaştırılarak Değerlendirilmesi</i>	421
<i>Evaluation of 2017 Draft Curriculum of Information Technologies and Software Course By Comparing with 2012 Curriculum of Information Technologies and Software Course</i>	423
<i>Milli Eğitim Şuralarında Eğitim Programları Kararları ve Yansımaları</i>	424
<i>Decisions and Reflections of Curriculum in National Education Councils</i>	425
<i>Ebeveynlerin Fen Okuryazarlık Düzeylerinin Öğrencilerin Fen Bilimleri Dersi Başarıları Üzerine Etkisi</i>	426
<i>The Effect of Parents’ Science Literacy Levels on Their Students’ Science and Technology Achievement</i>	427
<i>Çocuk Edebiyatı Eserlerinde Çocuk Gerçekliği</i>	428
<i>Child Reality in Children’s Literature Works</i>	429
<i>Eğitim Fakültesi Birinci Sınıf Öğretmen Adaylarının Öğretmenliğe Giriş Özelliklerinin Analizi</i>	430
<i>Analyze Of Entry Features Of First Grade Students In Education Faculty</i>	431
<i>Akademisyenlerin Araştırma Etiği Konusundaki Görüşleri</i>	432
<i>Opinions of Academicians on Research Ethics</i>	433
<i>Öğretmen Adaylarının Mikro Öğretim Uygulamasına Yönelik Görüşleri ve Metaforik Algıları</i>	434
<i>The Views of Prospective Teachers and Their Metaphorical Perceptions about The Micro Teaching Practice</i>	435
<i>Eğitim Fakültesi Öğrencilerinin Fen Öğrenme Becerilerinin Çeşitli Değişkenler Açısından İncelenmesi</i>	436

<i>Investigation of Faculty of Education Students' Competence in Learning Science</i>	437
<i>Ortaokul Öğrencilerinin Fen Öğrenmede Zihinsel Risk Alma ve Yordayıcılarına Yönelik Algılarının Çeşitli Değişkenler Açısından İncelenmesi</i>	438
<i>Investigation of Secondary School Students' Intellectual Risk-Taking and Perceptions About Its Predictors in Science Education in terms of Various Variables</i>	439
<i>Ters-Yüz Sınıf Yaklaşımının Akademik Başarıya Etkisi: Bir Meta-Analiz Çalışması</i>	440
<i>The Effect of Flipped Classroom Approach on Academic Achievement: A Meta-Analysis Study</i>	442
<i>Temel Eğitim Web Sayfalarının İncelenmesi: Türkiye ve İngiltere Örnekleri</i>	444
<i>The Examination of Basic Education Web Pages: Examples of Turkey and England</i>	445
<i>Biyoteknoloji ve Genetik Mühendisliği Konusunun Öğretiminde 8. Sınıf Öğrencileri İçin Dersin Deneysel Planlanması</i>	446
<i>Experimental Planning on Teaching of Biotechnology and Genetic Engineering for 8th Grade Students</i>	447
<i>Türkiye'nin Çeşitli Yönlerden Timss 2015 Fen Bilimleri Görüntüsü</i>	448
<i>Turkey's Science Image of Timss 2015 from Various Directions</i>	449
<i>Lise Öğrencilerinin Öğrenme Stratejilerinin Çeşitli Değişkenlere Göre İncelenmesi</i>	450
<i>Investigation of High School Students Learning Strategies According To Various Variables</i>	451
<i>Temel Eğitim Bölümü Öğretmen Adayları ve Eğitim Programı: Bir Metafor Çalışması</i>	452
<i>Basic Education Department Preservice Teachers and Curriculum: A Metaphor Study</i>	453
<i>Öğretmen Adaylarının Öğretmen Yetkinlikleri İle Akademik Güdülenme, Kpss Kaygısı ve Akademik Erteleme Düzeyleri Arasındaki İlişkinin İncelenmesi</i>	454
<i>Investigating The Relationship Between The Teacher Efficacy of Prospective Teachers and Academic Motivation, Concern of Public Personnel Selection Examination, and Academic Procrastination Levels</i>	455
<i>2013 ve 2017 İlkokul Fen Bilimleri Dersi Öğretim Programında Yer Alan Kazanımların Taksonomik Analizi</i>	456
<i>Taxonomical Analysis of Learning Outcomes in the 2013 and 2017 Elementary School Science Curriculum</i>	457
<i>Öğrenme-Öğretme Sürecinde Öğrencilerin Mış Gibi Yapma Eğilimi ve Öğrenme Düzeyleri</i>	458
<i>Tendency of Students' Pretendings and Learning Levels in the Learning-Teaching Process</i>	459
<i>Montessori Eğitim Metodunun Eğitim Programının Temel Unsurları Açısından İncelenmesi</i>	460
<i>Montessori Eğitim Metodunun Eğitim Programının Temel Unsurları Açısından İncelenmesi</i>	461
<i>Potansiyel Gelişim Alanı Bağlamında Öğrenme Sorumluluğunun Geliştirilmesi: Bir Eylem Araştırması</i>	462
<i>Developing Learning Responsibility in the Context of Zone of Proximal Development: An Action Research</i> ...	463
<i>Öğretmen Eğitimi Kapsamında Vaka-Temelli ve Yansıtıcı Sınıf Yönetimi Dersi Üzerine Bir Eylem Araştırması</i>	464
<i>An Action Research on Case-Based Reflective Classroom Management Course in the Context of Teacher Education</i>	465
<i>Grup Çalışmasına Katkı Ölçeği'nin Türk Kültürüne Uyarlanması</i>	466
<i>Adaptation of the Group Work Contribution Scale Into Turkish Culture</i>	467
<i>Temel Eğitimde Öğretim Programları Boyutlarının Değerlendirilmesinde Yaşanan Sorunlara İlişkin Öğretmen, Öğrenci ve Maarif Müfettişi/ Okul İdarecilerinin Görüşleri</i>	468
<i>Opinions of Students, Teachers and Education Inspectors/ School Administrators about Current Problems of Evaluation of Curriculum's Dimensions in Secondary Education</i>	469
<i>Öğretmenlerin "Program Okuryazarlığı" Kavramına Yükledikleri Anlam</i>	470

<i>Meaning Given To Concept Of "Curriculum Literacy" By Teachers</i>	471
<i>Tyler Değerlendirme Modeline göre 4. Sınıf Matematik Programının Değerlendirilmesi</i>	472
<i>The Evaluation of the 4th Grade Mathematics Program in the Framework of Tylerian Evaluation Model</i>	473
<i>Türkiye' de Üniversite Yerleştirmelerinde Kontenjan Krizi: Bilgisayar ve Öğretim Teknolojileri ve Fen Bilgisi Öğretmenliği</i>	474
<i>Contingent Crisis in Placement to Universities in Turkey: Computer and Instructional Technologies and Science Teaching</i>	475
<i>2013 Okul Öncesi Eğitim Programının Değerlendirilmesi</i>	476
<i>Evaluation of 2013 Preschool Education Curriculum</i>	477
<i>Lise Öğrencilerinin Karar Alma Mekanizmalarına Katılımlarının Toplumsal Cinsiyet Açısından İncelenmesi</i>	478
<i>High School Students' Participation in Decision-Making Mechanisms in terms of Analyzing Gender</i>	479
<i>Güncellenen İlkokul Matematik Öğretim Programının Sınıf Öğretmeni Adaylarının Görüşlerine Göre İncelenmesi</i>	480
<i>Analysis of Updated Primary School Mathematics Teaching Program According to Opinions of Classroom Teacher Candidates</i>	481
<i>Cumhuriyetten Günümüze İlkokul Matematik Dersi Öğretim Programlarının Genel Hedeflerinin Dönemin Şartları Bağlamında İncelenmesi</i>	482
<i>An Investigation On The Primery School Mathematics Curriculum's Goals Accordance To Conditions Of The Period From The Foundation Of Turkish Republic To Today</i>	483
<i>Öğretmen Adaylarının Araştırmaya ve Lisansüstü Eğitime Yönelik Tutumları</i>	484
<i>Attitudes of Teacher Candidates Towards Research and Post-Graduate Education</i>	485
<i>Türkiye'de Öğretmen İstihdamında Yeni Bir Olgu: Sözlü Sınav</i>	486
<i>A New Phenomenon in Teacher Employment in Turkey: The Oral Exam</i>	487
<i>Öğretmen Adaylarının Bağımsız Çalışabilme ve Sorumluluk Alabilme Yetkinliği ile Zaman Yönetimi Becerileri Arasındaki İlişkinin İncelenmesi</i>	488
<i>An Examination of the Relationship Between Teacher Candidates' Ability to Work Independently and Take Responsibility and Their Time Management Skills*</i>	489
<i>Program ve Öğretimde 21. Yüzyıl Beceri Çerçevesi (USA Uygulamaları)</i>	490
<i>21st Century Skill Frameworks in Curriculum and Instruction (USA Practices)</i>	492
<i>Eleştirel Düşünmeyi Destekleyen Öğretmen Eğitimi Programı'nın Geliştirilmesine İlişkin İhtiyaç Analizi</i>	494
<i>Nedds Analysis Required For Development Of "Teacher Education Program" Supported By Critical Thinking</i>	496
<i>Genel Başarı Beklentileri Ölçeği'nin Türkçe'ye Uyarlanması: Geçerlik ve Güvenirlik Çalışması</i>	497
<i>The Turkish Adaptation of The Generalized Expectancy For Success Scale: Validity and Reliability Study</i>	498
<i>Akıl Yürütme Stilleri Ölçeğinin Geliştirilmesi</i>	499
<i>The Development of Reasoning Styles Scale</i>	500
<i>Derinlemesine Problem Çözme Becerilerini Geliştiren Bir Öğretim Tekniği Deneyimi: Ağaç Kökü Etkinliği</i>	501
<i>An Instructional Technique Experience Developing In-depth Problem Solving Skills: Tree Root Activity</i>	502
<i>Öğretmenlerin Öğrenen Özerkliğini Destekleme ve Sergileme Düzeyleri Arasındaki İlişkinin İncelenmesi</i>	503
<i>Investigation of the Relationship Between Teachers' Supporting and Demonstration Levels of Learning Autonomy</i>	504
<i>Aday Öğretmen Yetiştirme Sürecinin Değerlendirilmesi</i>	505

<i>Evaluation of Novice Teacher Training Process.....</i>	<i>507</i>
<i>Dördüncü Sınıf Öğretim Programlarının Değer Eğitimi Açısından İrdelenmesi.....</i>	<i>508</i>
<i>An Evaluation of the Fourth Grade Curriculum In Terms Of Values Education</i>	<i>510</i>
<i>Technology Leadership Qualifications of School Managers.....</i>	<i>511</i>
<i>Öğretmenlik Mesleğine Yönelik Tutum Ölçeği (ÖMYTÖ) Geçerlik ve Güvenirlik Çalışması</i>	<i>512</i>
<i>The Validity and Reliability Study of Attitude Scale (ATPS) Towards Teaching Profession</i>	<i>513</i>
<i>Mezuniyet Öncesi Dönemde Hasta Güvenliği ve Mesleklerarası İşbirliği Dersinin Mesleklerarası Öğrenme Hazırbulunuşluğu Üzerine Etkisi</i>	<i>514</i>
<i>The Effect of Interprofessional Collaboration and Patient Safety Course On Students' Readiness For Interprofessional Learning.....</i>	<i>515</i>
<i>Sınıf Öğretmenlerinin Öğretme Motivasyonları ve Motivasyon Stratejileri.....</i>	<i>516</i>
<i>Motivation to Teach and Motivation Strategies of Primary School Teachers</i>	<i>517</i>
<i>Sınıf Öğretmenlerinin Özel Alan Yeterliklerine İlişkin Hizmet İçi Eğitim İhtiyacı.....</i>	<i>518</i>
<i>In-Service Educational Need of Primary School Teachers In Relation To Special Field Competences</i>	<i>519</i>
<i>Küreselleşen Dünyada Eğitimin Uluslararasılaşması İle İlgili Öğretmen Görüşlerinin Değerlendirilmesi</i>	<i>520</i>
<i>Evaluation of Teacher Opinions on the Internationalization of Education in the Globalizing World</i>	<i>521</i>
<i>Fen ve Teknoloji Öğretmenlerinin Öğretim Programına Bağlılığına İlişkin Görüşleri.....</i>	<i>522</i>
<i>Science and Technology Teachers' Opinions about Their Curriculum Fidelity</i>	<i>523</i>
<i>Öğretmenlerin Uzaktan Hizmet İçi Eğitim Tutumlarının Değerlendirilmesi</i>	<i>524</i>
<i>Evaluation of Teacher's Attitudes On Distance In-Service Education</i>	<i>525</i>
<i>Sosyal Medya Destekli Bir Lisans Dersinin Yürütülmesine İlişkin Öğrenci Görüşleri</i>	<i>526</i>
<i>The Student Opinions on a Social Media Supported Undergraduate Course</i>	<i>527</i>
<i>İlkokul 1. Sınıf Türkçe Dersi Öğretim Programının Değerlendirilmesine Yönelik Çalışmaların İncelenmesi</i>	<i>528</i>
<i>Investigation of The Studies on the Evaluation of the Curriculum of Elementary School First Grade Turkish Course</i>	<i>529</i>
<i>2003, 2010 ve 2017 Verileri Işığında Öğrencilerin Çoklu Zekâ Alanlarının Sınıf Düzeyleri Açısından Karşılaştırılması</i>	<i>530</i>
<i>Comparison of Multiple Intelligences Fields of Students In Terms of Grades in Light of 2003, 2010 and 2017 Data.....</i>	<i>531</i>
<i>Bir Modül Olarak Çocuk Hakları Temasının Tasarlanması</i>	<i>532</i>
<i>The Design of the Children's Rights Theme as a Module</i>	<i>533</i>
<i>Akış Kuramının Matematik Öğretiminde Kullanımı: Bir Literatür Taraması</i>	<i>534</i>
<i>The Use of Flow Theory in Mathematics Instruction: A Review of Literature.....</i>	<i>535</i>
<i>Technological, Pedagogical and Content Knowledge (TPACK) of Mathematics Teachers.....</i>	<i>536</i>
<i>Ortaöğretim İngilizce Dersi Öğretim Programlarının Olumlu ve Olumsuz Yönlerinin Zümre Öğretmenlerinin Görüşleri Açısından İncelenmesi.....</i>	<i>537</i>
<i>Examination of Positive and Negative Aspects of Secondary School English Curriculum In Terms of Group Teachers' Views</i>	<i>538</i>
<i>Dünya Vatandaşlığı Eğitim Programının Etkililiğinin İncelenmesi.....</i>	<i>539</i>
<i>Examination of Effectiveness of World Citizenship Education Program.....</i>	<i>540</i>
<i>Öğrencilerin TIMSS 2015 Matematik Başarısının Kestirilmesinde Etkili Olan Değişkenlerin İncelenmesi.....</i>	<i>541</i>

<i>An Investigation of Factors Affecting the Students' TIMSS 2015 Mathematics Achievement</i>	542
<i>Sınıf Öğretmeni Adaylarının Gözünden İlkokuma Yazma Öğretimi Dersi</i>	543
<i>The Lesson of Teaching Primary Reading and Writing From The Point of Pre-Service Primary School Teachers</i>	544
<i>İlkokul, Ortaokul ve Lise Öğretmenlerinin Eleştirel Düşünme Eğilimlerinin İncelenmesi: KKTC Örneği</i>	546
<i>An Investigation into Primary, Secondary and High School Teachers' Critical Thinking Dispositions: TRNC Case</i>	547
<i>Sınıf Yönetimine Yönelik Öz-Yeterlik İnancı Ölçeğinin Geliştirilmesi</i>	548
<i>The Development of Self-Efficacy Belief Scale for Classroom Management</i>	549
<i>Disiplinler Arası Öğretim Yaklaşımıyla Tasarlanan Derslerin Öğrencilerin Matematiksel İlişki Kurma Becerisini Geliştirmesine İlişkin Matematik ve Fen Bilimleri Öğretmenleri ile Konu Alanı Uzmanlarının Görüşleri</i>	550
<i>Views of Subject Specialists, Teachers of Mathematics and of Science on the Effects of the Lessons Prepared on the Basis of Interdisciplinary Approach in Developing Students' Relational Skills in Mathematics</i>	551
<i>İlkokul Öğrencilerine İç Tasarım Becerisi Kazandırmaya Yönelik Geliştirilen "Öğrenmeye Değer Programının" Öğrenme Üzerindeki Etkisi</i>	552
<i>The effect of the "worth learning program" designed to equip primary school students with interior design skills on learning</i>	554
<i>Yenilenen Ortaokul Matematik Öğretim Programının Getirdiği Değişikliklerin Doküman Analizi ve Öğretmen Görüşleri Bağlamında İncelenmesi</i>	555
<i>Document Analysis of the Renewed Middle School Mathematics Curricula and Its Analysis in the Context of Teachers' Views</i>	556
<i>İlkokul 4. Sınıf İnsan Hakları, Yurttaşlık ve Demokrasi Dersi Öğretim Materyallerinin Olumlu Sosyal Davranışlar Açısından İncelenmesi</i>	557
<i>The Examination of Human Rights, Citizenship and Democracy Lesson Teaching Materials in Terms of Positive Social Behaviours</i>	558
<i>Öğretmenlerin Yaşam Boyu Öğrenmeye Yönelik Yeterlilikleri İle Öğrenmeye Yönelik İnançları Arasındaki İlişkinin İncelenmesi</i>	559
<i>Exploring The Relationship Between Teachers' Efficacy Towards Lifelong Learning and Their Beliefs Towards Learning</i>	560
<i>Ortaokul Beden Eğitimi ve Spor Dersi (5, 6, 7 ve 8. Sınıflar) 2013 ve 2017 Programlarının Karşılaştırmalı Olarak İncelenmesi</i>	561
<i>Investigation of the Secondary School Physical Education and Sport Course (5, 6, 7 and 8 Classrooms) by 2013 and 2017 Programs</i>	562
<i>Öğretmen Adaylarının "Nitelikli Öğretmen" Kavramına İlişkin Görüşleri</i>	563
<i>The Opinions of Pre-service Teachers about the Concept of "Highly Qualified Teacher"</i>	564
<i>Okul Öncesi Eğitim Programı, İlköğretim Programının, Dili (Türkçeyi) Doğru Ve Etkili Kullanma Becerilerini Desteklemesinin İncelenmesi</i>	565
<i>Investigation of Whether Pre-School Education Programme Supports Elementary School Programme In Terms Of (Turkish) Language Processing Skills</i>	566
<i>Yenilenen Bilişim Teknolojileri ve Yazılım Ders Programının Öğretmen Görüşlerine Göre Değerlendirilmesi</i> ..	567
<i>Evaluation of Renewed Information Technologies and Software Lesson Program According to Teachers Opinions</i>	568
<i>Öğretmen Adaylarının Eğitimde Teknoloji Kullanımına Yönelik Tutumlarını Etkileyen Etmenler</i>	569
<i>The Factors that Affect Pre-service Teachers' Attitude towards the Use of Technology in Education</i>	571

<i>Türkiye’de Öğretmenlerin Okulöncesi Öğrencilerine İngilizce Öğretiminde Karşılaştıkları Sorunlar</i>	573
<i>Difficulties of Teachers in English Teaching to Pre-School Learners in Turkey</i>	574
<i>Öğretim Teknolojileri ve Materyal Tasarımı Dersinin Öğretmen Adaylarının Görüşlerine Dayalı Olarak Değerlendirilmesi</i>	575
<i>Evaluation of Instructional Technology and Material Design Course Based on Teacher Candidates’ Opinions</i>	577
<i>Sınıf Öğretmeni Adaylarıyla Fen Konularında Zihin Haritaları Uygulamaları</i>	578
<i>Mind Maps Implementations with Pre-service Elementary Teachers on Science Subjects</i>	579
<i>Sosyal Medya İlgili Ölçeği’nin Türkçe’ye Uyarlanması: Geçerlik ve Güvenirlik Çalışması</i>	580
<i>The Turkish Adaptation of Social Media Affinity Scale to Turkish: Validity and Reliability Study</i>	581
<i>Sınıf Öğretmeni Adaylarıyla Fen Konularında Kavram Haritaları Uygulamaları</i>	582
<i>Concept Maps Implementations with Pre-service Elementary Teachers on Science Subjects</i>	583
<i>2015 ve 2017 Matematik Dersi Öğretim Programlarının (1-8. Sınıflar) Karşılaştırılması</i>	584
<i>A Comparison of 2015 and 2017 Mathematics Curricula (Grades 1-8)</i>	585
<i>Ortaöğretim Alan Öğretmenlerinin Liderlik Stilllerinin Olumlu Sınıf İklimi Sağlama Üzerine Etkileri</i>	586
<i>The Effect of Leadership Styles of Secondary Education Teachers on Providing Positive Classroom Climate</i> ..	587
<i>Baba Katılımı, Baba Toplumsal Cinsiyet Algısı ve Çocuğun Toplumsal Cinsiyet Kalıp Yargıları Arasındaki İlişkinin İncelenmesi</i>	588
<i>The Investigation of Relationships Among Fathers Involvement and fathers perception of gender and gender stereotypes of their pre-school children</i> Author1 Name Surname	589
<i>60-72 Ay Çocuğu Olan Ebeveynlerin Bağlanma Boyutları ve Çocuklarına Yönelik İlgili Düzeyleri ile Çocukların Benlik Algısı Arasındaki İlişkinin İncelenmesi</i>	590
<i>The Investigation of The Relationship Among Parents Attachment Dimensions and Parental Involvement Towards Children and Their Children Self Concept</i>	591
<i>Öğretmenlere Göre Özverili Öğretmenlik Algısı</i>	592
<i>Devoted Teacher Perception by Teachers</i>	593
<i>Temel Eğitim Programında Eleştirel Düşünme</i>	594
<i>Critical Thinking in Basic Education Curriculum</i>	595
<i>Öğretmen Adaylarının Öğretmen Özyeterlik İnançlarının Belirlenmesi</i>	596
<i>Determination of Pre-Service Teacher’s Teacher Self-Efficacy</i>	597
<i>Öğrencilerin Öğretmenlik İle İlgili Korkularının Değerlendirilmesi</i>	598
<i>The Investigation of the Students’ Fears about Teaching</i>	599
<i>Felsefe ve İdeoloji Temelinde Öğrencilerin Eğitim Algılarının İncelenmesi: Kesitsel bir Çalışma</i>	600
<i>Investigation of the Students Education Perceptions on Philosophy and Ideology: Cross-Sectional Study</i>	601
<i>İngilizce Dersinde Basamaklı Öğretim Programına İlişkin Bir İnceleme</i>	602
<i>A Study on Layered Curriculum in an EFL Class</i>	603
<i>Lise Öğrencilerinin Argümantasyona Dayalı Öğretime İlişkin Görüşleri</i>	604
<i>Views of High School Students towards Argumentation Based Teaching</i>	605
<i>Temel Eğitim Programlarının 21.yy Becerilerini Kazandırma Gücüne Dair Öğretmen Görüşleri</i>	606
<i>Teachers’ Opinions on the Power of Bringing 21. century Skills of Basic Education Curriculum</i>	607
<i>Türkiye’de Temel Eğitimde Program Geliştirme ve Değerlendirmeye İlişkin Metaforik Algılar</i>	608

<i>Metaphorical Perceptions Related to Curriculum Development and Evaluation in Basic Education in Turkey</i>	609
<i>Teknoloji Kullanımı İlkokul Öğrencilerini Nasıl Etkiliyor?</i>	610
<i>How Does Technology Affect Basic Education Students?</i>	611
<i>Sınıf Öğretmenlerinin Çözüm Odaklı Düşünme Becerileri</i>	612
<i>Solution-Focused Thinking Skills of Primary School Teachers</i>	613
<i>Temel Eğitimde İkinci Yabancı Dil Olarak Almanca Öğretimi</i>	614
<i>German Teaching as a Second Foreign Language in Basic Education</i>	615
<i>Pre-Service Teachers' Views On Games Regarding with Active Learning Strategies</i>	616
<i>İETT Şoförlerinin Eğitim Programlarının Değerlendirilmesi</i>	617
<i>Evaluating The IETT Curriculum For Training Drivers</i>	619
<i>Türkiye'de Tartışmalı ve Sosyobilimsel Konular Üzerine Yazılan Lisansüstü Tezlerin Eğitim Bilimleri Perspektifinden İncelenmesi</i>	621
<i>An Investigation of Dissertations on Controversial and Socioscientific Issues in Turkey From The Perspective of Educational Sciences</i>	622
<i>Öğretmenlerin Program Yeterlikleri</i>	623
<i>Teachers' Curriculum Competencies</i>	624
<i>Sokratik Sorgulama Tekniği Kullanımının Ortaokul Öğrencilerinin Sosyo-Bilimsel Konulara Yönelik Tutumlarına ve Fen Öğrenmeye Yönelik Motivasyon Düzeylerine Etkisi</i>	625
<i>The Effects of Using Socratic Inquiry Technique on Attitudes towards Socio-Scientific Issues and Motivation in Science Learning</i>	626
<i>Hollandalı Öğretmen Adaylarının Bakış Açılıyla Türk Eğitim Sistemi ve İlköğretimine Bir Bakış</i>	627
<i>The Turkish Education System from the Viewpoint of Dutch Pre-service Teachers and a Look at Elementary Education</i>	628
<i>Türk Öğretmen Eğitimi Sisteminde Aktif Öğrenme Uygulamalarına Yönelik Betimsel Bir Araştırma</i>	629
<i>A Descriptive Analysis Of Active Learning Practices In Turkish Teacher Education System</i>	631
<i>İlköğretim Programlarında Anahtar Yetkinlikler ve Temel Beceriler</i>	632
<i>Key Competences and Basic Skills in Primary Education Curricula</i>	633
<i>Yatılı Bölge Ortaokulu Öğrencilerinin Derse Etkin Katılımlarının Umut Düzeylerini Yordayıcılığı</i>	634
<i>Predicting the Hope Levels by the Engagement of the Regional Boarding Secondary School Students in the Classroom</i>	635
<i>Kültürel Değerlerin Öğretilmesinde Deneysel Öğrenme Yönteminin Etkisi</i>	636
<i>The Effect of Experiential Learning on Teaching Cultural Values</i>	637
<i>2015 Hayat Bilgisi Öğretim Programına İlişkin Öğretmen Görüşleri</i>	638
<i>Teacher Views on 2015 Life Science Education Program</i>	639
<i>Öğretmen Adaylarının, 6. Sınıf Öğrencilerinin Cebirsel Örüntüleri Genellemesine İlişkin Öğrenci Bilgileri Nelerdir?</i>	640
<i>What Are The Prospective Teachers' Knowledge On The Algebraic Pattern Generalisations Made By 6th Grade Students?</i>	641
<i>Örnek Ders Videoları Kullanmak Öğretmen Adaylarının Pedagojik Alan Bilgilerini Geliştirebilir mi?</i>	642
<i>Can Watching Sample Lesson Videos Improve The Prospective Teachers' Pedagogical Content Knowledge?</i>	643

<i>Öğretmen Algılarına Göre İlkokul Öğrencilerinde Direnç Davranışları: Sessizce Planlanan Meydan Okuyuşlar.....</i>	<i>644</i>
<i>Resistance Behaviors among Primary School Students according to Teachers' Perceptions: Silently Planned Challenges</i>	<i>645</i>
<i>Dijital Oyun Temelli Öğretime/Öğrenmeye Karşı Ortaokul Öğretmenlerinin ve Öğrencilerinin Görüşleri</i>	<i>646</i>
<i>Middle-School Teachers' and Students' Views about Digital Game-Based Teaching and Learning</i>	<i>647</i>
<i>Türkçe Dersi Öğretim Programındaki Kazanımların ve Sınıf İçi Uygulamaların Öğretmen Görüşlerine Göre Değerlendirilmesi</i>	<i>648</i>
<i>An Evaluation of the Attainments and Classroom Practices in Turkish Curriculum according to Teachers' Views</i>	<i>649</i>
<i>Yabancı Dil Öğretiminde Alternatif Gerçeklik Oyunları ve Öğrenen Özerkliği Üzerine Bir Çalışma.....</i>	<i>650</i>
<i>A Study on Alternate Reality Games and Learner Autonomy in Foreign Language Teaching.....</i>	<i>651</i>
<i>Hayat Bilgisi Öğretim Programlarının Değerlendirilmesi (1926-2017)</i>	<i>652</i>
<i>Evaluation of Life Studies Curricula (1926-2017).....</i>	<i>653</i>
<i>Öğrenme Güçlüklerine Yönelik Sınıf Öğretmeni ve Öğretmen Adaylarının Bilgileri</i>	<i>654</i>
<i>The Knowledge of Classroom Teachers' and Candidates' on Learning Difficulties.....</i>	<i>655</i>
<i>Investigation of Peace Education in Civics Lesson Plan in Elementary School From the Viewpoint of Teachers and Analysis of The Mentioned Textbooks.....</i>	<i>656</i>
<i>Çocuk Edebiyatı Eserlerinde Çocuk Sorunları ve Toplumsal Eleştiri.....</i>	<i>657</i>
<i>Children's Issues And Social Criticism In Child Stories And Novels</i>	<i>658</i>
<i>Aday Öğretmenlerin Staj Yaptıkları Okulların Öğretmen Odalarına İlişkin Gözlemleri</i>	<i>659</i>
<i>The Opinions of Teacher Candidates on Teachers' Rooms of Practice Schools</i>	<i>660</i>

(Özet metinlerin sıralaması bildiri numaralarına göre yapılmıştır.)

ID: 276

Implementation Montessori Method in Remote Area*Elisabeth Desiana Mayasari*¹¹Lecturer, Sanata Dharma University, Indonesia, elisabethmayasari@gmail.com**Abstract**

6 Education is the main foundations to achieve the advancement of a country. A good and affordable education enables a country to create people's better quality of living through advancing their intelligence. Meanwhile, there are many poor people living in the remote area who cannot afford the education because of the expensive tuition fee and it results in the jolt of dropout numbers among them. Such phenomenon was found in a group of people living on the slope of Mount Merapi, Yogyakarta, Indonesia. The researcher found that one of the effects of this phenomenon was the young children forfeit their time to play and study because of having to finish the household chores first. This circumstance made the children acquire low learning performance, especially their calculating skills. It became the primary consideration for the researcher to conduct this study. This study was aimed to implement Montessori method which transferred to traditional games and food in an attempt to gain the children's calculation skills. The traditional games are *dakon, nekeran, pathilan, kubuk manuk, and pasaran*. In addition, traditional food are *gethuk, tofu, snake fruit, slondok renteng, jadah* and *tempeh*. The researcher conducted action research to 29 children at 1st, 2nd and 3rd grade by using traditional games method and 31 children at 4th and 5th grade by traditional food. A pretest was given at the very first meeting and the post-tests were given twice after first cycle and the second cycle. The result showed that the learning process by applying the traditional games based on Montessori Method got average based on cycle 1 and 2 of post-test and increased 19.42% of the children's addition skill, 20.25% of their subtraction skill, 19.41% of their multiplication skill, and 25.12% of their division skill. Moreover, the second group consisting of the 4th and 5th grader that used traditional foods method gave a result that their calculating skills got an average that calculated from cycle 1 and 2 of post-tests and increase of 18.49% in addition skill, 23.46% in subtraction, 17.09% in multiplication, and 21.51% in division.

Keywords: Montessori method, traditional games, traditional food

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Abstract

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1. Introduction

As stated in preamble of UUD 1945 (Indonesia Constitution 1945), education is the main foundations in order to achieve the advancement of a country. However, many people cannot afford good education because of poverty. In Indonesia, people are struggling to experience good education. As stated by Inggried and Akuntono in Kompas newspaper (2011), "10,268 million students (primary and secondary school) could not finish nine-year compulsory education and about 3,8 million student could not continue their study to senior high school because of incapable of paying tuition fees." It is a common phenomenon faced by the people in such modern era.

The following issue is parents and teachers are incapable of being educators and leading the young children to study. Primary teachers in elementary school usually use memorizing method to teach the children, otherwise the other methods, such as learning review, the use of a

certain procedure, grouping, and problem solving are rarely used by the teachers. Such matters are mostly found in remote areas in Indonesia. One of them is villages in the slope of Mount Merapi. The young children in the slope of Mount Merapi were blessed with large playground but their time was wasted to do their household chores in an attempt to help their parents, such as collecting some wood for fire. Moreover in the school, their teacher did not give many learning activities to engage the children to learn. The classroom activity was teacher-centered approach. Ninety percent of the people in the slope of Mount Merapi did not graduate from middle school and only 10 percent could continue their study to the university level because of the economy problem. Another issue is that due to the parents' inferior education background, the children in the slope of Mount Merapi had low cognitive skill, especially calculating skill. Their calculating skill was under MMC (Minimum Mastery Criteria), which was 75.

Parents' and teachers' weakness on leading the young children to study can be solved by many variations of methods. However, one of models which can integrate sciences and the practice was Cosmic Education. Cosmic education is the element to unify the curriculum of primary students. This model provides a conceptual framework for all of the subjects including science and culture. This model provides an appropriate learning model to fulfill the needs of twelve- year-old children and develop their imagination, curiosity, and their willingness in order to become more active outside the classroom. Cosmic education is aimed to help us as an individual to find our own tasks in our community and to give the children understanding that they are one unity among human beings and different cultures (Duffy & Duffy, 2002).

The development of the children between six and twelve years old creates a new education framework for Montessori learning. According to Montessori theory, primary age is a significant period to learn cosmic education. This period is the most suitable period for the children to learn Montessori "Cosmic Education" learning method because it is the sensitive period when the children develop their way of thinking and contexts to understand something (Duffy & Duffy, 2002).

In this study, the researcher transferred Montessori "Cosmic Education" learning method to a contextual circumstance for the young children in the slope of Mount Merapi. The researcher created a learning material in form of traditional games and foods which is suitable for young children. One of the activities which young children must have is playing and they love to play. Sumintarsih (2008) said that playing is a preparation to the maturity, it is a concrete form of anxiousness and anger, and it is a real picture how the children become a creative adult. By playing, the children put physical and mental effort (Lewis & Bedson, 1999). Traditional foods were used by the researcher by reason of this realistic and contextual of daily basis demanding children learn.

This learning activity that was used by the researcher to invite young children to learn in middle of their activities is mathematics, by the reason of young children's difficulty on that subject. Mathematics is not an isolated skill and far from people's daily basis. Mathematics is aimed to develop the reasoning skill through an inquiry, exploration and experimental activity; it becomes a tool to solve the problems by using pattern of thinking and mathematical model as well as communication tools. For some children, mathematics is difficult to understand. The difficulty they experience when learn the non-contextual lesson happens because the mathematics concepts they learn are not meaningful for them, besides they are also required to acquire the mathematics at formal level (Keiran, 1992) whereas the primary students are still in the concrete calculation stage, so they need realistic and contextual learning process.

In fact, mathematics is related to calculation skills and it builds the critical thinking and

logical thinking of the children. It is also used as an effective mean of thinking to view a problem happen as a problem to be faced and solved. Moreover, it means that the children can see every problem that they have something to solve. The children can face whatever problem that they have (Riedesel, Schwartz, and Clement, 1996).

The objective of this study is to increase the children's calculation skills through Montessori Cosmic Education method which is transferred contextually to traditional games and foods. By using traditional games and foods, the young children are able to learn and play in the middle of their busy activities and still able to recognize the causes and the effects of the problems and solve and understand the concepts in the daily life. We assume that the theme of this study is different from other research, so the authenticity of this research can be justified.

2. Main body

4.1 Research Problem, Objectives and Plan

In order to solve the problems that have been revealed in the research background, the researcher formulated two research problems. They are:

1. How is the increasing of the children's calculation skills after using traditional games based on Montessori Method?
2. How is the increasing of the children's calculation skills after using traditional food based on Montessori Method?

As related to the research problem, the research objectives are:

1. To know how is the increasing of the children's calculation skills after using traditional games based on Montessori Method.
2. To know how is the increasing of the children's calculation skills after using traditional food based on Montessori Method.

The researcher conducted the action research as the plan to increase the young children's calculation skills. The action research was used because the researcher wanted to know how the implementation of the traditional games and traditional foods was based on Montessori Method to children's calculation skills and to know how the increasing of the children's calculation skills was after using traditional games and traditional foods based on Montessori Method in remote areas. It was in line with the statement of Stringer (2007), "Action research is a systematic approach to investigation that enables people to find effective solution to problem they confront in their everyday lives". Therefore, the researcher used action research as the main plan to apply the traditional games and realistic traditional foods based on Montessori Method to solve the mathematics problems faced by the children.

2.2 Literature Review

Montessori Method

The basic philosophies to underline Montessori learning are Absorbent Minds, The Prepared Environment, and Sensitive Period. One of the characteristics of Montessori school is the various uses of games and tools which are divided into several Montessori areas, namely: practical life area, sensorial area, language area, mathematics area, culture area, science area, history area, and cosmic education.

According to *American Montessori Society* (1984), Montessori learning media is aimed to optimize the children's potential, such as: developing their concentration, observation skill, organization skill, coordination awareness to perceive and to do practical skill, mathematical

concepts, reading, and writing skills (language skills), being accustomed to creative arts, understanding the natural environment, social science, and being able to solve their problems. There are two conditions the children need in order to develop their potentials: first, young children need to interact with their environment, so they understand their own nature. Second, they need freedom to find out who they are. If both conditions were missing, their potential development will not optimize (Chaeruman, 2008).

Cosmic Education

Cosmic education is a concept of understanding of the cosmos, together with the role of human as living and developing beings are obtained and applied. This concept brings a whole outlook for the people's perspectives about life. There are seven aspects in cosmic Education: first, peacefulness – is when the equality and the care of the earth consciously become the most important things to unify all of the people and things in the universe. Second, conservatory means the universe is one unity. Therefore, human beings are parts of it. Third, value– is when human beings understand that they have a heart and thoughts to think about an idea. Forth, hope– is an ability to observe and value a situation in a positive way. Fifth, gratitude– is when human beings know how to express their feelings towards how the universe works. Sixth, Open-mindedness – is the idea that human beings are parts of the expanding universe. The development of the open-mindedness brings out the feeling to be open-minded for every kind of development. Seventh, Cosmic work – when the educators realize that the children have huge curiosity and sensitive periods and give the opportunities to find and follow the children's curiosity. Cosmic Education is a concept that underlies all sciences.

Games

Games are highly related to young children because basically they like to play games. As they play, the children put physical and mental efforts and they are able to experience, learn, and interact with their environment. Lewis and Bedson (1999) stated that “Playing games is a vital and natural part of growing up learning” (p. 5). Through games, the children can increase their concentration, gain their awareness of their environment, and increase the children's motoric skill, develop their physical, mental, and moral (Sher, 2011). By playing games the children develop cognitive ability (Mutiah, 2010). Games are able to increase the children's interest and motivation so they are involved in the classroom activities (Meletioui & Efstathios, 2012).

Traditional games

Traditional games are the games that have been inherited from generations. Traditional games was made by the society as media to entertain and to express creativity in their leisure time as well as to build their community (Sujarno, 2013)

Traditional games are any kind of games which have existed long time ago and they are inherited from generation to generation (Triyuda, Yuline, & Ali, 2013). Moreover, traditional games have many humanity and culture value (Akbari, et.al, 2009). Traditional games are one of the ways to restrain the modern games in the modern era. As stated by Eichberg (2005) that by playing traditional games, the culture or culture heritage are preserved and the region identity can be preserved. Eichberg (2005) also added that traditional games are useful idea to promote the social function and health for those that played by them because the games are played by some people and in traditional games the movement and the participation are needed.

Realistic Mathematics Education

Realistic Mathematics Education is an approach in learning Mathematics that uses

connection to the real world and emphasizes on the situation that is able to be imagined by the children (Van den Heuvel dalam Wijaya 2012). The meaningfulness concept of mathematics is the main concept of Realistic Mathematics Education. According to Frudental (1991), the learning process will occur if it is meaningful for the children. The knowledge will be meaningful for the children if the learning process is done in a contextual or realistic problem. A realistic problem is not merely a problem in the real world. The problem is called realistic if the problem can be imagined or it is real in the children's minds.

In this research, the researcher defined realistic mathematics within the traditional foods as learning tools and be able to be applied by using Montessori Method.

Calculation Skills

Calculation skills is the ability to use logical reason and numbers (Triyuda, Yuline, & Ali, 2013). The calculation skills are related to mathematical operation, such as addition, subtraction, multiplication, and division (Desmawira, Sumekar & Rahmahtisilvia, 2013). Those basic mathematical operations are always faced by the children when they do the mathematics problem. Triyuda, Yuline, & Ali (2013) also stated that in order to increase young children's calculation skills, it is not only by giving them the formulas or theory about mathematics. The games become the solution to increase the children's calculation skills. In line with the opinion of Triyadi, Imrayanti (2012) also stated that the inferior of the children's calculation skills is because of the use of the unvaried method and strategy of teaching. Therefore, the interesting and fun methods are useful to increase the children's calculation skills.

2.3 Developing the Research Model and Hypotheses

This research conducted the model of action research from Tuckman, Bruce and Harper (2012). They stated that action research consists of six stages, in which are represented as two big phases, they are:

1.1. Phase 1: *Arm*, This phase is a preparation to conduct an action research. In this phase is included to:

1.1.1. *Ask a question*, is to compose research questions

1.1.2. *Read and Review*, is exploration and research process which is in line with literatures and the research problem and solution

1.1.3. *Make a plan*, is to design learning process. In this step the researcher used Montessori Method and traditional games and foods

1.2. Phase 2: *Act*, is implementation of the design or lesson plan of the action classroom research

1.2.1. *Analyse data*, in this step, the researcher collected and analysed the data. The collected data was pre-test of calculating skills.

1.2.2. *Course of action*, the researcher distributed the written results of collecting and analyzing the data to other parties in order to be acknowledged and implemented in the following learning process. The researcher gave the results of pre-test to the object of the research and invited them to experience the learning process and learning reflection.

1.2.3. *Try it out*, to apply the result of the research in the classroom process. The research did the learning process twice, as described as two cycles.

The hypothesis of this research is that the traditional games can increase the children's calculation skills. Therefore, the use of the traditional games can increase the children's calculation skills, such as addition, subtraction, multiplication, and division.

2.4 Population and Instruments

The population of this research was 29 children at the 1st, 2nd and 3rd grade aged 7-9 years old with traditional games method and 31 children at the 4th and 5th grade aged 10-11 years old with traditional foods. The instruments were a pre-test and post-tests that consisted of 22 mathematical problems on addition, subtraction, multiplication, and division. Besides, the researcher also used the observation guidelines and interview in data collection.

2.5 Data analysis and model testing

2.5.1. Traditional games based on Montessori Method

The data for the analysis are gathered from the score of the post-test. First of all, the researcher compiled all of the children's pre-tests scores. Then, the researcher classified the score of their pre-test into addition, subtraction, multiplication, and division. The results of the pre-test showed that the addition for 1st grade was 62, for 2nd grade was 59, for 3rd grade was 61, subtraction for 1st grade was 57, for 2nd grade was 53, for 3rd grade was 65, multiplication for 1st grade was 51, for 2nd grade was 56, for 3rd grade was 63, and division for 1st grade was 43, for 2nd grade was 51, for 3rd grade was 59. Then, the researcher compared them to the MMC. By comparing the results into MMC, the researcher was able to see that the results of their pre-tests were below MMC. In order to prove the hypothesis, the researcher used traditional games based on Montessori Method.

2.5.2. Traditional food based on Montessori Method

The data for the analysis are gathered from the score of the post-test. Firstly, the researcher collected all of the pre-test's results. Then, the researcher classified the results according to their grades. The results of the pre-test showed that the average score of the addition for 4th grade was 63, for 5th grade was 69, subtraction for 4th grade was 61, for 5th grade was 67, multiplication for 4th grade was 64, for 5th grade was 63, and division for 4th grade was 62, for 5th grade was 62.

Next, the researcher compared the results of the pre-test with the MMC. The researcher found that the results of the pre-test are below the MMC. In order to examine the hypothesis, the researcher used different kinds of traditional foods around Mount Merapi to help the children apply the concept for solving their daily problems. The foods that they used as the media were *Gethuk*, Tofu, Snake Fruits, *Slondok Renteng*, *Jadah*, and *Tempéh*.

After the researcher applied the traditional food based on Montessori method, the children the post-test which was as valid as the pre-test. Thus, the researcher compared the average results of the pre-test and the post-tests of the children.

2.6 The results of testing hypothesis

2.6.1 Implementation of the traditional games based on Montessori method to children's calculation skills

In the arm phase, the researcher found that the children had problems with their leisure time and mathematics. The researcher proved the problem by giving them a pre-test. The results of the pre-test showed that their mathematics scores were below MMC. Then, in the act phase, the researcher came up with the idea of the use of traditional games to increase the children's calculation skills.

In the try it out step, the researcher applied the five traditional games for the children. Those five traditional games were used to motivate the children as well as to attract them to study mathematics. The games are:

1. *Pathilan*

Pathilan is a traditional game from Central Java, Indonesia. The players use some sticks (10-20) and then, they spread on a table or floor in which the children have to pick up the stick one by one without moving the other sticks. The game will be over if all of the sticks have been picked by the player. The way to combine this game with mathematics is by giving points for each stick, for example 15. If the player (children) got five sticks, the mathematical operation is $15+15+15+15+15=75$. We can also say the subtraction is $75-15-15-15-15-15=0$, the multiplication is $15 \times 5=75$ and the division is $75:5=15$ or $17:15=5$.

2. *Dakon*

Dakon is a traditional game from Yogyakarta, Indonesia. This game can be played on the ground or by using a board called *Dakon* and the seed called *Kecik*. *Dakon* is a long rounded board with seven holes facing each other and *Kecik* is a seed of sapodilla. If you do not have *Kecik*, you can replace them by the other beans or small rocks. Two saving holes at both end of the board are called *Lambung*. The seeds are put equally in each hole, except *Lambung*. Two children play face to face and they have to pick the seeds from one hole and put the seeds into other holes clockwise one by one. If the last seed enters the empty hole or *Lambung*, the children's turn is over. The game ends if the seeds are all saved in *Lambung*. The way to combine this game with mathematics is easy. Firstly, we let the children play with two seeds in each hole. After the children end the game, they have to count the seed in their *lambung*. Then, the children have to play with three seeds in each hole. After the children end the game, the children have to subtract the seed in their *Lambung* with the seed they have previously. It continues until they play with five or seven seeds in each hole.

3. *Nekeran*

Nekeran is very familiar to the children, especially the boys. A long time ago, the children played this game by using small rocks. Nowadays, the children often play with glass or plastic marbles. The way to combi

ne it with mathematics is very easy. Firstly, the children have to make three holes on the ground or floor and value each holes, for example 20, 30, and 50. Secondly, the children take five or six marbles and throw them one by one. After throwing all the marbles, they have to count the number of marbles enter the hole. The winner is the children with the highest score.

4. *Kubuk Manuk*

Kubuk Manuk is a traditional game from Yogyakarta. This game uses various kinds of seeds that have glossy and slippery surface like peas, corns, peanuts, beans or soybeans. The game starts by spreading all the seeds on the floor. Mix all the seeds-peas, corn, peanuts, beans or soybean. Then, the children have to imitate a pistol using their hand. The little fingers, the ring fingers, and the middle fingers are crossing and the point fingers formed like a pistol. The children have to take the seeds one by one and put them into their palm without dropping them. If the seeds fall, their turn should be substituted by other children. The way to combine this game with mathematics is by giving score for each kind of seed, for example, the peas are 5, beans are 10, and peanuts are 15. Then, the children play the game. If all the children have got their turn, the game ends. Then, they have to count the seed that they get with the score of each seed.

5. *Pasaran*

In this game, we let the children play with their friends in a small simulation market. Some children become the sellers and other children become the buyers. We can use the plastic vegetables, plastic fruits, or plastic kitchenware and the money from monopoly game to play.

In this game the children are free to buy anything they want by using certain amount of money. The buyers have to fill a sheet of the items and the price of the things that they buy. While the seller fill in the sheet of the thing that they sell and the price of the items. After they get all that they want, the children count the item that they buy and give it to the mentor.

The five traditional games were interesting as well as to motivate the children to study mathematics. When the young children were playing those games, they were happy. This is also the reason why the researcher should use those games. It was supported by Meletiou and Efstathios (2012) that games can also increase the children's interest and motivation so they can be involved in the classroom activities. Regarding the evaluation step, the researcher used the post-tests to see the increase of the children's calculation skills. The researcher used 2 cycles to increase the calculation skills.

2.6.2. Implementation of the traditional food based on Montessori Method to children's calculation skills.

In the arm phase, the researcher found that the children had problems with their time to learn and calculation skills itself. The researcher proved the problem by giving them a pre-test. The results of the pre-test showed that their mathematics scores were below MMC. Then, in the act phase, researcher came up with the idea of the use of traditional food to increase the children's calculation skills. In the try it out step, the researcher used six kinds of traditional foods which are easily found in Mount Merapi, they are:

1. *Gethuk*

Gethuk is a traditional food that is found in abundantly in Mount Merapi. *Gethuk* is made of sweet potatoes which are boiled until they are soft and easy to cut. Those are why the researcher used *gethuk* as the media to teach the concept of adding fractions. During the implementation, the children were given a realistic problem related to *gethuk* and they were asked to solve the mathematics problems by cutting the *gethuk* by themselves.

2. Tofu

Tofu usually is used as a side dish. However, in this research, tofu is used as a media to learn the concept of subtracting fraction. The tofu that the researcher used was *bacem*, so the children can cut it easily. At the beginning, the children discussed about some simple illustrations related to the fractions in their daily life. Then, they were asked to cut the tofu according to the fraction they were asked. After they cut the tofu, they learned that the tofu they cut was the minuend and the tofu they took away was the subtrahend. Finally, they knew that the tofu that was left was the difference or the result. Furthermore, the children were asked to complete the tasks related to the problem they faced every day after they understood the concept of fractions.

3. Snake fruits

Snake fruit is one of the particular fruits found in Mount Merapi. Snake fruits are used as the media to teach the concept of integer multiplication. In order to simplify the way the children understood the concept of integer multiplication, they were given contextual and realistic problems related to snake fruits. After the children understood the concept of the integer multiplication by using the snake fruits as the media, they were given some problems related to their daily life by using the concept they had learnt.

4. *Slondok Renteng*

Slondok Renteng are traditional foods that are mostly found in Mount Merapi. The shape is like ring and made of cassava. The researcher chose *Slondok Renteng* as the media because *Slondok*

Renteng consisted of some *Slondok* rings and it was easy to divide. It made the children understand the concept of dividing the integer easily. Then, the children were given problems related to the integer and asked to solve the problems by using the concept that they had learnt.

5. *Jadah* dan *Tempeh*

Jadah dan *tempeh* are famous traditional food from Mount Merapi. The researcher chose *Jadah* dan *tempeh* as the media to teach the concept of multiplication and division of fractions. Moreover, they were easy to find and suitable for teaching multiplication and division of fraction. The fraction consisted of numerator and denominator that could not be separated. In the implementation, *Jadah* was the numerator and the *tempeh* was the denominator, so that the children were able to differentiate the numerator and the denominator easily.

The six traditional foods were used to implement the concept of calculation skills to the children. The use of media in realistic hopefully could motivate the children to learn mathematics realistically. Thus, the children would be eager to learn mathematics because they realised the important of the materials to solve their daily life problems. In the evaluation step, the researcher conducted post-tests to find the results of the implementation of the traditional food based on Montessori Method to children's calculation skills.

2.6.3. Increasing of the children's calculation skills after they used traditional games based on Montessori Method

The children's calculation skills increased after they used traditional games based on Montessori Method. Using the results of the two cycles of post-tests, the researcher compared the results of the first and second cycle. The result of the comparison can be seen in the figure 1.

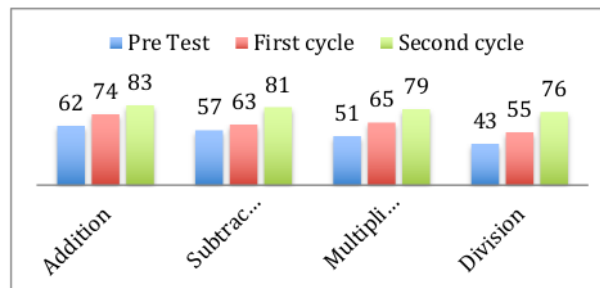


Fig. 1: The Graphic of the 1st Grade Children Calculation Skills.

The figure 1 indicated that the average of the 1st grade children's addition was 62. Then, after the researcher applied the traditional games, the addition increased up to 74 (19.3%) in the first cycle and 83 (12.1%) in the second cycle. The subtraction was 57 before the researcher applied the traditional games after that, the subtraction increased up to 63 (10.5%) in the first cycle of post-test and 81 (28.5%) in the second cycle. The multiplication in the pre-test was 51 and after the researcher applied the traditional games, it increased up to 65 (27.4%) in the first cycle and 79 (21.5%) in the second cycle. The division was 43 in the pre-test and then, it increased up to 55 (27.9%) in the first cycle and 76 (38.1%) in the second cycle.

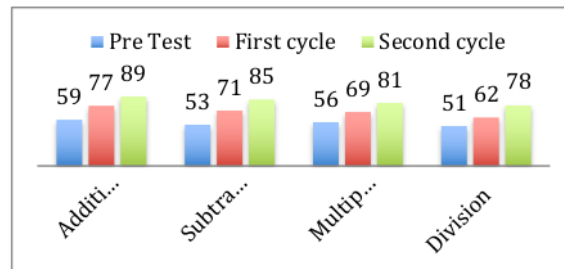


Fig. 2: The Graphic of the 2nd Grade Children Calculation Skills.

The figure 2 indicated that the average of the 2nd grade children’s addition was 59. Then, after the researcher applied the traditional games, the addition increased up to 77 (30.5%) in the first cycle of post-test and 89 (15.5%) in the second cycle. The subtraction was 53 before conducting the traditional games. After conducting the traditional games, the subtraction increased up to 71 (33.9%) in the first cycle and 85 (19.7%) in the second cycle. The multiplication in the pre-test was 56 and after then, the multiplication increased up to 69 (23.2%) in the first cycle and 81 (17.3%) in the second cycle. The division was 51 in the pre-test. After then, the division increased up to 62 (21.5%) in the first cycle and 78 (25.8%) in the second cycle.

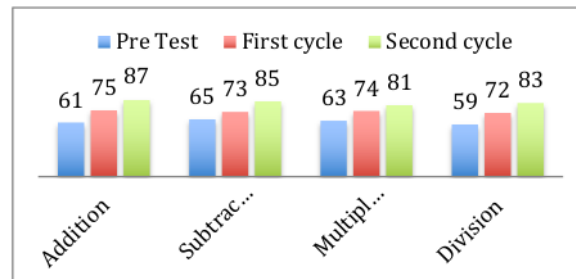


Fig. 3: The Graphic of the 3rd Grade Children Calculation Skills.

The figure indicated that the average of the 3rd grade children’s addition was 61. Then, after the researcher conducted the traditional games, it increased up to 75 (22.9%) in the first cycle of post-test and 87 (16%) in the second cycle. The subtraction was 65 before the researcher applied the traditional games. After then, it increased up to 73 (12.3%) in the first cycle and 85 (16.4%) in the second cycle. The multiplication in the pre-test was 63 and after then, it increased up to 74 (17.4%) in the first cycle and 81 (9.4%) in the second cycle. The division was 59 in the pre-test. After then it increased up to 72 (22%) in the first cycle and 83 (15.2%) in the second cycle.

2.6.4. Increasing of the children’s calculation skills after they used traditional food based on Montessori Method

The traditional foods were able to increase the children’s calculation skill. It can be seen after conducting the post-test and comparing the post-tests’ results to the pre-test’s results. The results of comparing the pre-test and the post-test of the children are revealed in figure 4.

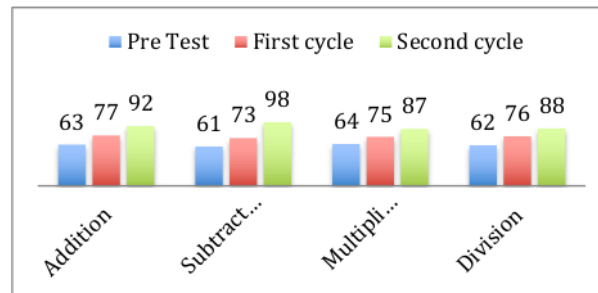


Fig. 4. The Graphic of the 4th Grade Children Calculation Skills.

The figure 4 indicated that the average of the 4th grade children's addition was 63. Then, after the researcher conducted the traditional foods based on Montessori Method, it increased up to 77 (22.92%) in the first cycle of post-test and 92 (19.4%) in the second cycle. The subtraction was 61 in pre-test, after then it increased up to 73 (19.6%) in the first cycle of post-test and 98 (34.2%) in the second cycle. The multiplication in the pre-test was 64 and after then, it increased up to 75 (17.1%) in the first cycle and 87 (16%) in the second cycle. The division was 62 in the pre-test. Then, it increased up to 76 (22.5%) in the first cycle and 88 (15.7%) in the second cycle.

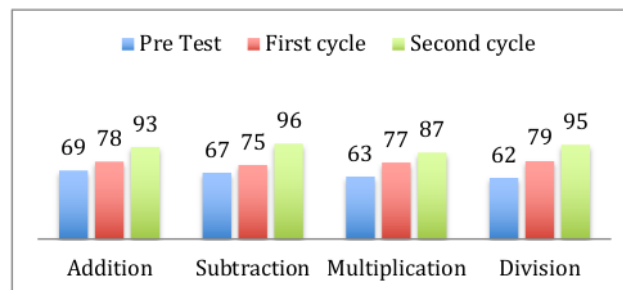


Fig. 5. The Graphic of the 5th Grade Children Calculation Skills.

The figure 5 indicated that the average of the 5th grade children's addition was 69. Then, after the researcher conducted the traditional foods based on Montessori Method, the addition increased up to 78 (13%) in the first cycle of post-test and 93 (19.2%) in the second cycle. The subtraction was 67 on the pre-test, and it increased up to 75 (11.9%) in the first cycle of post-test and 96 (28%) in the second cycle. The multiplication in the pre-test was 63 and then, it increased up to 77 (22.2%) in the first cycle and 87 (12.9%) in the second cycle. The division was 62 in the pre-test and then, it increased up to 79 (27.4%) in the first cycle and 95 (20.2%) in the second cycle.

2.7 Discussion and Conclusion

The research questions were answered by doing a hypothesis. The hypothesis of this research was the traditional games and food increased the children's calculation skills. Therefore, the use of the traditional games and food could increase the children's calculation skills, such as addition, subtraction, multiplication, and division.

The participants of this research were 29 children at the 1st, 2nd and 3rd grade in aged 7-9 years old with traditional games method and 31 children at the 4th and 5th grade in aged 10-11 years old with traditional foods.

The results of the first hypothesis showed that there was an increasing of the children's the 1st, 2nd and 3rd grade on calculation skills by applying five traditional games, there were *Dakon, Nekeran, Pathilan, Kubuk Manuk, and Pasaran*. The second results of the second hypothesis showed that there was an increasing of the children's at the 4th and 5th on calculating skills by applying six kinds of traditional foods, there were *Gethuk, tofu, snake fruits, Slondok Renteng, Jadah, and tempeh*.

The result showed that the learning process by applying the traditional games based on Montessori Method got average based on cycle 1 and 2 of post-test and increased 19.42% of the children's addition skill, 20.25% of their subtraction skill, 19.41% of their multiplication skill, and 25.12% of their division skill. Moreover, the second group consisting of the 4th and 5th grader that used traditional foods method gave a result that their calculating skills got an average that calculated from cycle 1 and 2 of post-tests and increase of 18.49% in addition skill, 23.46% in subtraction, 17.09% in multiplication, and 21.51% in division.

According to Zulkardi (2011) that the traditional games can construct the children mathematic understanding because traditional games can truly show the number and used to support the rule of the games. The games are used to make the children happy. The games are also made with rules that enable the children use their skill to solve the mathematical problems (Prabantini, 2008).

Furthermore, traditional games and foods is concrete learning media, thus relating to young children's cognitive development by Piaget that elementary students is on concrete operational stage (7-11 years). On concrete operational stage, children tend to understand concrete objects easily (Suparno, 2001). The way children think on this stage is not dominated by perception, but children use their experience as their fundamental knowledge. Therefore, educators must be able to decide and apply appropriate learning method and media which is in line with the children's development stage, concrete.

2.8 Limitation and Further Research

Since the researcher could not force the children to come to the classroom, the children who were included into the research did not come consistently. Therefore, the researcher could not see the increasing of all of the children's calculation skills. In order to solve the problem, the researcher took the book report of the children who often came to the class. But, during the research, most of the children had to participate in the pre-test, the learning processes, and the post-tests, so the results were valid because the children followed all steps in the research. The researcher hoped that the other researchers who wanted to conduct the same research could engage and motivate all of the children to come to the class consistently. Furthermore, the other researchers who wanted to the conduct similar researches, the researcher could use the other traditional games and foods from their own countries to increase the children's calculating skills.

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