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Aims & Scope

Traditionally, it is seen that change and transformation in the field of social sciences takes a little more time compared to fields such as health, technology and engineering. However, this situation seems to have started to change with the Covid-19 epidemic disease. It is expected that changes will occur in human and social behavior during and after the Covid 19 epidemic disease. These changes have started to show themselves in many fields related to social sciences, especially education, psychology, sociology and economy. For this reason, **this conference focused on** the changes and innovations in the field of social sciences that started with Covid 19. However, the organizing committee also recognizes the value of traditional knowledge in the social sciences. For this reason, the conference is also open to traditional studies in the field of social sciences.

The **aim of the conference** is to bring together researchers and administrators from different countries, and to discuss theoretical and practical issues in all fields of social sciences. At the same time, it is aimed to enable the conference participants to share the changes and developments in the field of social sciences with their colleagues.

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ICRESS 2021: International Conference on Research in Education and Social Sciences

"Go or stay?" - Examination of Career Leaving among Vocational Teachers

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Abstract: The bringing back of the quality of education to the work of teachers has prompted a whole range of teacher research at international level. The OECD's international teacher researches sought to explore the possibilities of attracting and retaining teachers as well as the conditions for ensuring their professional development by interpreting the teaching profession as a complex vocation. (OECD, 2009) Some developed countries have to face significant teacher shortages. International reports identify teacher shortages as a serious problem with the expansion of education and the loss of career prestige (Mihály, 2002). Despite the fact that, unlike in many European countries, there is no shortage of teachers in the absolute sense in Hungary, the first signs of this are also visible also in our country (Ság-Ercsei, 2012a and 2012b). However, the problem of teacher shortages and career abandonment is mostly not a quantitative issue, but a structural one. It is therefore important to understand the characteristics of the career leavers and the reasons for leaving the field. In this study, we formulate the theoretical basics of our study done among vocational teachers.

Keywords: career abandonment, vocational teachers, career motivation

Introduction

The bringing back of the quality of education to the work of teachers has prompted a whole range of teacher research at international level. The OECD's international teacher researches sought to explore the possibilities of attracting and retaining teachers as well as the conditions for ensuring their professional development by interpreting the teaching profession as a complex vocation. (OECD, 2009)

Some developed countries have to face significant teacher shortages. International reports identify teacher shortages as a serious problem with the expansion of education and the loss of career prestige (Mihály, 2002). Despite the fact that, unlike in many European countries, there is no shortage of teachers in the absolute sense in Hungary, the first signs of this are also visible also in our country (Ság-Ercsei, 2012a and 2012b). However, the problem of teacher shortages and career abandonment is mostly not a quantitative issue, but a structural one. It is therefore important to understand the characteristics of the career leavers and the reasons for leaving the field. In this study, we formulate the theoretical basics of our study done among vocational teachers.

Career Leaving and its Causes

Looking at the national and international literature of career abandonment, we discovered a great number of aspects.

Identification of the Concept of Career Leaving

It may also be difficult to define the concept of career leaving, since while this question is easier to define for a public knowledge teacher, it is less clear for a vocational teacher, e.g. an engineer-teacher. Can an engineer-teacher who performs educational tasks in a corporate environment or an engineer who, although being in an engineering position, organizes and conducts the training of newcomers as early entrants?

Career abandonment as a negative term may indicate that the abandonment of the learned profession occurs because the training output structure is inadequate, i.e. the labour market does not need yet or no longer needs the relevant qualifications. (Dávid-Horváth, 2010.). However, it can be seen that there is a large shortage of vocational teachers in the education system, but it would also be worth seeing that they are absorbed immediately by other areas of the economy, i.e. training alone carries in itself a high degree of conversion and opportunity on the labour market.

A job undertaken outside the learned profession offers a flexible possibility of using qualifications, since the vast majority of the professions that can be studied can sometimes be used in a narrower and sometimes in a wider range of jobs. In other words, the phenomenon can be described by identifying the usefulness of the qualification and the extent to which it is being used. However, the purpose of the analysis and examination is not to describe the usefulness or usability of vocational teacher training, but merely to identify the reasons for it, since the resulting shortage of specialists must be compensated in some way and the phenomenon (career leaving of teachers) must be reduced in order to alleviate the structural teacher shortage in the education system.

Veroszta (2012) also pointed out that there is a significant structural distance from teaching employment to the employment of engineer-teachers. After all, they typically have a low share among public servants, a higher than average private sector weight, and a high proportion of foreign-owned employers with more than 1000 employees. In other words, engineering teachers do use the knowledge acquired during their tertiary education, but in a different sphere.

The training of engineer-teachers at college level before the Bologna system was reinforced also by the fact that the graduate engineer-teachers, most of whom had completed their training both in engineering and pedagogical fields in so-called parallel training, received a double degree, i.e. both engineering and teacher qualifications at the same time. These diplomas were and are characterised by a high degree of conversion on the labour market according to our DPR studies (Bacsa-Bán, 2013)

Causes of the Career Leaving

When analysing the reasons for career leaving, we can first look at socio-demographic factors, i.e. age, time spent in the career and sex. Research shows that age can have a combined effect with stepping on career and leaving the teaching field. (Sass, 2012) According to some researchers, beginners who start late (over the age of 40 years) will be less likely to leave the career than their younger teaching colleagues (Hancock, 2008), but this is partly linked to lower wages, as young people may reach higher starting wages in other occupations. Those over the age of 40-50 are considered stable in these researches, while those over 50 are again seen as leaving the career. Despite the introduction of the teacher's career scheme, the wages of a secondary school junior teacher and the starting salary of an engineer show considerable distance. According to profession.hu data, the former can expect a net income of HUF 180,000 and the latter 250,000 HUF net.

Although the literature sees a correlation between the sex and the career leaving (Sass, 2012), where men's career leaving behaviour is identified, it is mainly because they show a greater degree of dissatisfaction with the profession and a susceptibility to other areas of education (e.g. administration). However, we must state that this cannot be shown among our vocational teachers. The likely reason is that the specific nature of the degree itself may result in the possibility of getting employment in the field of engineering, either as a woman or a man, or choosing a different career path. No other studies in Hungary have seen a link between career abandonment and sex (Varga, 2007).

The literature also suggests that there is a correlation between the fact that the graduate had completed his pedagogical studies beside work or already had a teacher's degree when he entered the career. Although our study asked about the pedagogical studies, we did not find a correlation between the factors, while our previous studies (Bacsa-Bán, 2014; Bacsa-Bán, 2015.) have demonstrated that the training of engineer-teachers under the Bologna system strengthens the stay on the career. The trainees choosing this degree course remain more likely in the teaching profession because of their love of the teaching career, their vocation, their profession than

because of the urging need for a qualification, they stay or in some cases they have been placed on the teaching career.

The literature links the career leaving with the topic of the taught subjects and the teacher specification (Varga, 2007), although our study did not cover the subjects taught, but examined a special group, since the group of vocational teachers, be they engineer-teachers or vocational trainers, really teaches a special field of training. In the possession of their skill, they are facing several tasks in their work, as their training and qualifications prepare them for the teaching of several subjects or groups of subjects at the same time, or of an entire profession. It is a well-known fact that these groups abandon both the teaching career and the field of education at a higher rate, and, if not in formal education, but, for instance, also in corporate training, they would have a significant role and task to play, as our accomplishment studies have shown (Bán, 2006; Bacsa-Bán, 2013.) that their professional and pedagogical knowledge, i.e. education and teaching knowledge, make all this possible. International studies have shown that teachers teaching science subjects are more likely to leave the career than secondary school teachers teaching other subjects, and their analyses also indicated that teachers leaving the career were more likely to specialise in a particular field (Paksi et al, 2015a and 2015b). This also leads to an examination of the reasons for the career leaving of vocational teachers, since it is known that leaving the profession is characterised by a higher number of groups whose qualifications allow them to take up more occupations and which may result in higher average salary. Applying it to teachers in Hungary, Varga presented the significant correlations in detail (Varga, 2007). When asked about the main factors of leaving the teaching career, the respondents were most likely to name dissatisfaction with income and dissatisfaction with personal circumstances, followed by professional content and prestige inadequacy, and other reasons such as lack of dedication, feeling incompetence and excessive administration.The same conclusion was reached in the national survey on teacher career leaving (Paksi et al 2015a and 2015b).

The work of teachers is also clearly decisive in the development of the income situation, this known relationship has already been pointed out by Veroszta (Veroszta 2012), according to which leaving the teaching career results in a significant income surplus; and we know from his examinations that the career-leaving advantage of the engineer-teacher is very significant; as well as the professional and content of the work also . All in all, engineer-teachers, using their knowledge acquired in higher education flexibly and moving away from the public education sector, utilize all that which brings them significant financial and satisfaction benefits. Our test results are almost identical to national data, i.e. there is almost the same trend among vocational educators as in the study of social prestige in general among teachers (Paksi et al 2015a and 2015b).

Conditions of the Career Leaving and staying on the Career

Studies revealing the reasons for teachers' career leaving focus on the main factors influencing staying on teacher careers. Prather-Jones (2011a and 2011b), who made a survey among teachers teaching students with special education needs, identified 8 elements among the factors for staying on the field. He divided the factors into two groups, into the group of individual characteristics and that of grants arriving from the direction of the institution. Several authors have linked additional factors to the model of staying on career:

- satisfaction, mental health (Berry, 2012.);
- support received during the start of a career (Parker-Ndoye-Imig, 2009.);
- collegial relations, administrative support;
- role of helping associated professions (school psychologists) (Gallant 2009.).

These aspects are accompanied by the characteristics of the institutions employing teachers, such as:

- work load;
- size of class and group;
- type of the maintainer of the institution;
- geographical location of the institution;
- the school atmosphere;
- role of collegiality;
- measure of the individual support;
- role of the head of the institution and the atmosphere of organisational trust;
- characteristics of the composition of students. (Paksi et al, 2015.)

The research, both on national and international level, has shown that career abandonment is mostly associated with dissatisfaction with the teaching career; i.e. dissatisfaction with the career is the main motivating factor for career leaving. In some studies, it has also been pointed out that the potential for professional development (Cha and Cohen-Vogel, 2011) has a strong positive impact on career satisfaction, as well as the prestige of the career, which has been quite low in the case of teaching professions in recent decades, and that a loss of prestige may explain the extent of the level of career abandonment – the latter of which we will return to later. The career abandonment was also examined by a number of researchers in Hungary, the studies (Chrappán, 2012.; Veroszta, 2012.) focus on groups of teachers whose satisfaction is low and thus have a high rate of career abandonment. These researches drew attention to the fields of engineer-teachers and trainers in general, as well as to the fields of vocational teaching as a result of the aforementioned aspects (Bacsa-Bán, 2014).

If the career leaving is high, what can be done about it? One of the most important factors in staying on the track is track satisfaction (Chrappán, 2010). In the least satisfied group of teachers interviewed in the DPR studies, a significant number of former students in vocational teacher training were present. This is due not only to the primary income dissatisfaction of career leavers, but also to the different conversion of teacher diplomas, which has become significant in the field of vocational training. Although the teacher career model has been introduced, teacher incomes in vocational training are still far below the income that can be obtained in the competitive sphere through an employment of the same duration (Chrappán, 2010).

Consequently, the authors of the above studies (Varga, 2007; Mihály, 2010; Chrappán, 2010.; Chrappán, 2012.) conclude that the diploma of teacher, vocational trainer and engineer-teacher still seems to be the most marketable on the labour market. This includes the finding that vocational teachers/trainers have dual identities, professional and teacher identities, which in their employment positions provide them with transition, access between school and many areas of the labour force market. (Bükki, 2017.)

Career Motivation

It is known from international and domestic researches and theories that the reasons for choosing a teaching career can be external (extrinsic) and internal (intrinsic) reasons (Paksi et al, 2015.) which can be further broken down into individual reasons and motivations related to the work/career of the teacher. These reasons were also partially revealed in our own investigation. Individual internal motivations e.g. self-realisation were not present, but social contribution, the importance of teaching work at social level and the motivation for transfer of knowledge were clearly present in the answers of our interviewees. (Paksi et al 2015a and 2015b) Just like the love of children so much talked about in the literature (Chrappán, 2012; Kocsis, 2002.). Among individual external motivations, freedom and leisure time appeared as motivational factors. The possibility of professional development and job security did not play a role here, unlike in other studies (OECD, 2009, Klinic-Watt-Richardson, 2012) and opportunities to build intellectual careers (Nagy, 1998, Hajdú, 2001, Jancsák, 2010), but the compatibility with family and personal life was present (Butt-MacKenzie-Manning, 2010).

Work-related external motivational elements such as positive experiences with previous teaching/learning were given by our respondents precisely as a reason for non-advice, the presumed employer expectations, the teacher community atmosphere, the working conditions were also raised in this context. They are all mentioned both in the domestic literature (Chrappán, 2012; Kocsis, 2002; Varga 2010) and in the international literature (Manuel-Hughes, 2006).

All in all, the literature emphasises the existence of intrinsic motivations as the determining factors of staying on the career and the choice of career. However, the teacher study carried out between 2013 and 2015 (Paksi et al 2015a and 2015b) also found that their career choices were mostly based on 5 factors: the appropriate skills; shaping the future of children/adolescents; the importance of working with them, but also the internal value of the career and the previous teaching/learning experience have shaped their career choices.
This was confirmed by our investigation based on these literature findings.

Summary

By analysing the factors of the choice of the teaching career, we can find that the choice of the teaching career is a multi-factorial, multi-player situation, the most important stages of which are: the choice of teacher training, the employment on the teacher's field after graduation, and, finally, the decision to stay on the career. Looking at the career leaving of teachers, it should be noted that there is a smaller proportion of graduates in teaching

positions who have obtained their diplomas in technical, IT, legal and economics groups of profession. But, all in all, those with lower earnings attainable as non-teachers and teachers are found in teaching positions. This is becoming a very important aspect for vocational teacher training graduates!

The risk of leaving the career could be reduced. Reversing career abandonment, i.e. returning to teaching, can be attainable, and appropriate changes in education policy can trigger it. The correlations between career leaving and motivation should be incorporated into the training, as well as making it part of the career model for practising teachers on the field.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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Investigation of Parent Views on Distance Synchronic Education Applied to Preschool Children in the Pandemia Process

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Abstract: During the Covid-19 pandemic, the virus epidemic that spread all over the world and affected everyone seriously affected education. This pandemic process has brought about social, emotional, psychological, and cognitive changes in individuals. It is seen that children experience the effects of the process that affects each developmental period more intensely. It is thought that parental views and situation evaluations on how curfews and distance education affect children are important. In this study, the views and expectations of parents regarding the education process of preschool students who receive distance synchronous education during the pandemic process were examined. The study was created in the descriptive research model and the descriptive method was adopted. The research group consists of 163 parents whose children are educated in preschool during the pandemic process in the schools affiliated to the Ministry of Education in the province of Ankara in the 2020-2021 academic year. In order to collect data, 'Parent Opinion Questionnaire for Preschool Distance Education' and semi-structured interview technique were used. Quantitative data obtained from the measurement tool were analyzed through descriptive statistics and qualitative data were analyzed and analyzed by coding technique. According to the research findings, the parents found the pre-school teaching practices useful and stated that the children were motivated by the distance education in the schools during the pandemic process. In addition, they emphasized that keeping the activity durations short makes learning easier. They stated that they experienced problems such as lack of material support in the distance education process, motivation and concentration in children, and expressed the problems experienced in distance education. It is thought that these results will be a preliminary exemplary evaluation for educators in the creation of new education models designed such as remote synchronous or hybrid in the upcoming period.

Keywords: Covid-19, Distance education, Synchronous education, Preschool education, Parent view

Introduction

According to the chaos theory, it is stated that regional events throughout the world will trigger other events. In this period, the coronavirus (covid-19) pandemic, which emerged towards the end of 2019, is becoming a problem that will affect the whole world. Considering the situations it affects, it has influenced the whole world in socioeconomic, political, economic and educational fields (Bozkurt & Sharma, 2020). In the face of these problems, it is seen that the new normal and paradigm in the post-covid-19 world has created a new world order. The Covid-19 pandemic is an epidemic that started in December 2019 and has affected the whole world (Figure 1) since March (WHO, 2020a; 2020b). During the pandemic process, changes are occurring worldwide (WHO, 2020). In order to minimize the effect of the pandemic and reduce the contagion, schools were suspended, alternate working opportunities were provided, flexible and home-based working environments were prepared and implemented.

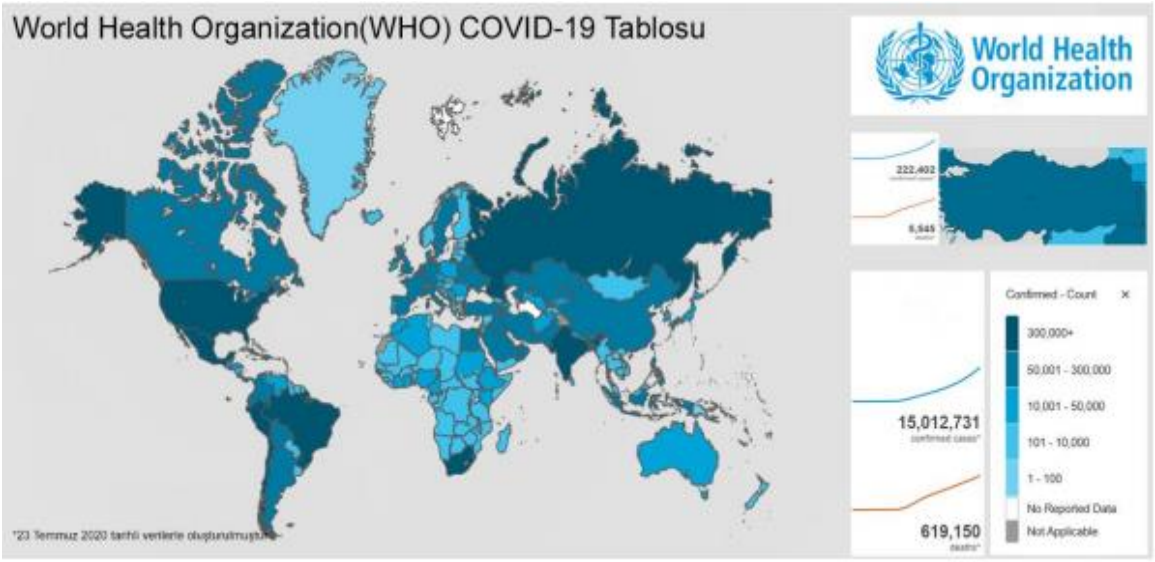

Figure 1**.** Global impact of the Covid-19 pandemic (WHO, 2020b)

In addition to this, curfew practices are also included in increasing the measures taken. The quarantine process is supported by the reduction of touch points. Face-to-face education was suspended on the condition of increasing social distance rules and continuing from pre-school to higher education level (Bozkurt et al., 2020; Bozkurt & Sharma, 2020; Doghonadze et al., 2020; Gupta & Goplani, 2020). With the interruption of education, it is seen that 1.6 billion students in the world are interrupted in the field of education (see Figure 1) (UNESCO, 2020a; UNICEF, 2020).

Figure 2. Countries where education is suspended due to the Covid-19 pandemic (UNESCO, 2020b)

The number of students affected by the interruption of education in Turkey has reached approximately 25 million (Table 1). In the principle that education is targeted as a fundamental right (UN, 1984), the establishment of distance online learning platforms around the world is accelerating (Bozkurt,2020). Covid-19 has affected life and forced life in many ways, resulting in a new regulation and evaluation of today's view of education (Bozkurt, 2020). The change of society is centered on the rapid change of information and communication (Van Laar, Van Deursen, Van Dijk & De Haan, 2017). In the change in social systems, it is seen that only being technically perfect is not enough, it is seen that adaptation skills within the scope of 21st century skills have become more important in order to keep up with the changes (Ahmad, Karim, Din & Albakri, 2013). Each child may have individual adaptation problems, and in order for the individual to survive, it is necessary to adapt to changing conditions and meet the needs of adaptation (Başar, 1999; Kaya, Genç, Kaya, & Pehlivan, 2007). Here, during the Covid 19 pandemic process, children were forced to adapt to these changing difficult conditions and the concept of "distance education" was faced.

Distance education courses can be conducted synchronously (simultaneously) or asynchronously (asynchronously). In the synchronous lesson, students and the instructor can communicate with each other live in the virtual classroom environment. In this method, students can simultaneously ask questions, convey their requests about incomprehensible issues, and have the opportunity to discuss with each other. In the asynchronous lesson, the student can access the lessons whenever and wherever they want, via the Internet, and follow the lesson with the help of materials such as video and audio recordings previously uploaded to the system. In this method, students are not able to instantly communicate with the instructor when asked about subjects that are not understood. As a requirement of the distance education system, students may have to continue their education on their own, and they may face problems such as loneliness, lack of communication and interaction. Considering these problems, the most appropriate learning styles should be preferred in the distance education system (Ekici, 2003: 48-49). In other words, planning should be done by taking into account many variables such as the most appropriate source and activity for the courses to be conducted with distance education, the correct and effective way of communication, and the appropriate instructor model that will provide the most efficient information transfer to the student.

Achieving balance while applying distance education (Anderson, 2003) and blending technology pedagogically (Anderson, 2009) can provide meaningful learning. Screen time plays an important role in giving preschool education. The length of screen time causes negative effects. It is predicted that social development will be insufficient in this process (Akbaş & Dursun, 2020). Social affective development constitutes important components of early childhood (Pagani et al., 2010). It is considered necessary for students to interact with the teacher and for the realization of a meaningful learning process, student and teacher communication. The role of teachers and parents is as important as face-to-face education in order to ensure communication that increases quality educational planning in distance education (Bozkurt, 2020). From this point of view, it is emphasized that teacher, parent and student communication is very important in the process of distance education. It is argued that educational technology and information given remotely in education will leave effective results as in face-to-face education.

In addition, the attitudes of the parents play an important role on the children because the attitudes of the parents towards their children affect both the present moment and the future of the children. At this point, it should be noted that one of the skills necessary for healthy communication and social development is empathy. Children's relationships with their parents since birth are effective in learning empathy, so parents have an important place in the acquisition of empathy skills. Empathy is an important factor in the development of social behaviors and also prevents negative behaviors from occurring. People with a lack of empathy may have a more aggressive nature. Every parent has their own style of raising children, and therefore every parent can raise their own children in different ways or show different attitudes towards both of their children. Such inconsistent attitudes cause confusion in the child. Attitudes of the family have an important effect on the psychosocial development of children. The most effective attitude in the characteristic development of children is the democratic parental attitude. Parents are both tolerant and controlling towards their children. Certain behaviors of children are tolerated and contribute to the development of a sense of responsibility in children.

Parents may not be aware of the necessity of family involvement. In this regard, the role of the teacher emerges (Çamlıbel, 2010). There are some skills that teachers need to develop in order to ensure the active participation of the family in the process. These; Respecting the thoughts of families, being able to empathize, providing school-family cooperation, accepting without prejudice, informing the family, trying different methods to communicate, getting help from other communities when necessary (Eliason & Jenkins, 2003). These skills deepen the concept of guidance during the pandemic process. The inclusion of different variables in the system in distance education may create inequalities in access to education. In this process, teachers' emphasis on individual interviews and studies on how students can benefit from education will undoubtedly continue quality education. Enabling pre-school students to benefit from education, even from a distance, will contribute to creating equality of opportunity in education (Akın & Arslan, 2021).

Turkey's; Although it ranks well in advantageous schools in terms of proficiency in using technology, online support programs, schools with technical staff, and digital proficiency in schools, it is both advantageous and advantageous in terms of students' internet connection opportunities, access to computers for school homework and having a quiet place to study. The schools seem to be in good condition. Measures have started in many sectors as a precaution for the increase in case detections in Turkey due to the global epidemic. In this context, changes have also occurred in the field of education. It has been announced that face-to-face training will be suspended and the online training will continue with digital opportunities. (Öztürk & İliş, 2020: 1-7; TÜBA, 2020: 15). It has been evaluated that it is the parents who best observe the quality of the distance education process offered by the Ministry of National Education and Private institutions and how the students benefit from

this process in the home environment. In this context, it was aimed to evaluate the distance education quality offered by the Ministry of National Education during the pandemic period and the activation process of the students in this process in the home environment, according to the opinions of the parents.

The closure of schools during the pandemic process has had an impact in many ways, and the risk of virus prevalence arises when students come together. In this process, face-to-face training was suspended. However, it was deemed appropriate to close the schools to protect the families of the students who left the same environment with the measures taken to prevent contagion. At this point, the formation of social distance, which helps to slow down the infection rate, has been achieved. In this process, the measures taken in education were reduced to the pre-school period, starting with higher education, in order not to adversely affect students and to prevent losses in education. Considering all these issues, in this study, the views of parents on the education process of preschool children of distance education given during the pandemic period were examined. For this purpose, answers to the following questions were sought;

• What are the thoughts of early childhood parents about synchronous education during the pandemic?
• What problems do parents encounter in the synchronous education application that their children receive during the pandemic?
• What kind of support do parents give to their children regarding distance-synchronous education given during the pandemic?
• What are the views of parents on the efficiency of the synchronous education process?

Method

Design and Sample of the Research

The study, it was aimed to examine in detail the views of parents about distance education applied to preschool students during the COVID-19 Pandemic process. For this purpose, the research was planned in accordance with the "descriptive model". This research is descriptive research questioning the current situation. In the descriptive survey model, answers are sought to the research problem or problems by analyzing the data obtained from a large number of subjects and objects in a certain time period (Arseven, 2001; Karasar, 2010). It was carried out using a mixed design, one of the research methods in which qualitative and quantitative data were collected simultaneously. Thus, it is aimed to enrich the data obtained and to deepen the views (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2010, 266). Using qualitative research methods in situations where there are too many unknowns often makes the research more qualified (Patton & Cochran, 2002). Considering that both the preschool parents and the preschool distance education system are very new regarding distance education in preschool education, designing the study as mixed research that includes both qualitative and quantitative dimensions will increase the quality of the study. This study aims to reveal the perceptions of the parents of preschool children about distance education activities, what they understand from distance education, the difficulties or conveniences they experience, and their experiences in this process.

Table 1.Distribution of the individuals in the sample according to their socio-demographic characteristics

Variables	Feature	N *f*	Mean %
Gender	F	134	82,2
	M	29	17,8
Age	35 Age and under	81	49,7
	36-45 Age	68	41,7
	46 Age and older	14	8,6
Education Level	High school	5	3,1
	University	119	73
	Graduate	39	23,9
Income rate	Mıddle	123	75,5
	Loud	40	24,5
	Total	163	100

The views and expectations of parents regarding the education process of preschool students who receive distance synchronous education during the pandemic process were examined. For this reason, the descriptive method was adopted in the study and the study group was determined by the purposive sampling method. The

research group consists of 163 parents whose children are educated in preschool during the pandemic process in the schools affiliated to the Ministry of Education in the province of Ankara in the 2020-2021 academic year. The personal characteristics of the parents participating in the study are presented in the Table1 above. Table 1 is examined, it is seen that most of the parents are women, the majority of them are young adults, and the majority of them have a bachelor's degree or higher education. In addition, 75.5% of the participants have a middle income level.

Data Collection Tools

In the study, a structured "Parental Opinion for Preschool Distance Education Questionnaire" form was used to collect quantitative and comprehensive data, and all parents were interviewed to obtain qualitative data. Firstly, the relevant field was scanned in the creation of the form prepared by the researchers; The concepts that will form the basis of distance education and distance education in pre-school education and the themes in which these concepts will take place have been determined. In other words, in the process of creating the form, firstly, the current literature was scanned, the dimensions to be included in the scope were determined, and the opinions of two academicians, a Turkish teacher and a preschool teacher were consulted. In addition, their opinions were taken regarding the content validity of the items. The scale was given its final form by taking the items that the experts found to be applicable at a rate of 70% or more. The questionnaire, which was prepared according to a five-likert-type rating, consists of two parts, including 25 items.

In the first part, there are items about the personal characteristics of the participants, while in the second part, there are questions about the views of preschool parents on distance education practices and the current learning processes carried out in preschool education during the pandemic period. The first 4 questions of the questionnaire are about the demographic information of the parents, and the other 21 questions are about the views of the parents on the synchronous education applied at home. In the study, parent interviews were also conducted to confirm and deepen the views received from parents. In the semi-structured interview, 3 basic questions were included to reveal the views of the parents on the subject. Quantitative data obtained from the measurement tool were analyzed through descriptive statistics. The reliability of the questionnaire was calculated as the Cronbach alpha coefficient of 0.83. In this respect, it is thought that reliable data have been reached.

Researchers such as Maxwell (1992), Hammersley (1998) and Silverman (2001) stated that the value of their research will increase if researchers who collect data with qualitative research methods conduct validity and reliability studies of the subjects they research. The criterion of reliability in qualitative data means that the findings and interpretations of the research are the product of a consistent process. According to Mayring (2000), for reliability, the accuracy of the measurement describes the accuracy of the approach. For this reason, in this study, it has been tried to ensure that the data collection process is clear by giving direct quotations from the views of the participants and by referring to the opinions of the data on the same subject.

Data Collection Process and Data Analysis

The data in the research were collected by online access. For this, the questionnaire form was transferred to the online environment with the help of Google Forms and then the link (URL) required to access the questionnaire was sent to the people who met the criteria determined for the participants. Both at the beginning of the survey and with the survey link, instructions regarding the application process were presented and it was stated that they could contact the researcher for questions or problems they might encounter during the application. The data obtained from the survey were analyzed through descriptive statistics. For analysis, the data obtained were transferred to the IBM SPSS STATISTICS program by the researcher and percentage/frequency values were calculated for each item in the questionnaire. The values obtained in this direction were first tabulated and then interpreted. In the second part, there are questions about the views of preschool parents on distance education practices and the current learning processes carried out in preschool education during the pandemic period. The data collected qualitatively in the semi-structured interview were analyzed with the coding technique. For this reason, the parents participating in the study were numbered (E1, E2, E3, …, E163) respectively in order to protect participant privacy.

Results

Parents' Views on the Quality of Synchronous Education

Below are the results of the analysis to determine the opinions of the parents of the online education given to the preschool students during the distance education process during the Covid-19 pandemic period.

Table 2. Frequency and percentage values of parents in the evaluation of the distance education process

Item / Responses		Istrongly disagree	I do not agree	I'm undecided	I agree	I strongly agree
1. Distance education is advantageous because there is no time limit.	*f*	38	90	20	0	15
	%	23,3	55,2	12,3	0	9,2
2. It is advantageous because there is no space limitation in distance education.	*f*	28	80	6	44	5
	%	17,2	49,1	3,7	27,0	3,1
3. Distance education appeals to people living in different cultures and geographies.	*f*	55	50	19	35	4
	%	33,7	30,7	11,7	21,5	2,5
4. With distance education, information is transferred to large masses at low cost.	*f*	15	30	43	56	19
	%	9,2	18,4	26,4	34,4	11,7
5. With distance education, a large amount of content and material is accumulated.	*f*	14	48	46	41	14
	%	8,6	29,4	28,2	25,2	8,6
6. Global knowledge transfer is provided by distance education.	*f*	0	29	20	96	18
	%	0	17,8	12,3	58,9	11
7. Distance education is in parallel with the distant goals of the country.	*f*	0	43	71	45	4
	%	0	26,4	43,6	27,6	2,5
8. Equality of opportunity in education is provided in the distance education process.	*f*	84	55	5	19	0
	%	51,5	33,7	3,1	11,7	0
9. Distance education appeals to different age groups.	*f*	21	25	14	84	19
	%	12,5	15,3	8,6	51,5	11,7
10. The content in distance education programs is suitable for student levels.	*f*	14	36	35	68	10
	%	8,6	22,1	21,5	41,7	6,1
11. The content in distance education programs responds to student needs.	*f*	29	46	69	19	0
	%	17,8	28,2	42,3	11,7	0
12. In distance education, students increase their academic success.	*f*	84	45	10	24	0
	%	51,5	27,6	6,1	14,7	0

As seen in Table 2, preschool parents participating in the research think that distance education is not advantageous in terms of time. It is advantageous because there is no time limit in distance education; While the majority of the group stated that they did not participate (55.2%; f=90) and strongly disagreed (23.3%; f=38), distance education is advantageous because there is no space limitation; 17.2% of the participants (f=28) stated that they strongly disagree. However, 33.7% of parents (f=55) thought that distance education did not appeal to people living in different cultures and geographies; Approximately half of the group stated that distance education appeals to different age groups (51.5%; f=84).

Preschool parents think that distance education will reach large masses with low cost. The majority of the group (34.4%; f=56) state that they agree with the view that the low cost of distance education reaches large masses. However, some parents are of the opinion that a large amount of content and material is accumulated by distance education; (29.4%; f=48) stated that they did not agree. Parents think that distance education transfers global knowledge. With the view that global knowledge transfer is ensured by distance education; While nearly half of the group (58.9%; f=96) stated that they agreed, the majority of the group (43.6%; f=71) thought that they were undecided about the distance education being parallel to the distant goals of the country.

The vast majority of parents think that equal opportunities in education are not provided. In addition, the content in distance education programs is suitable for student levels; It is seen that approximately half of the group (41.7%; f=68) participated. However, parents state that they are undecided about meeting the needs of students in the content of the program offered in distance education. In the view that the content in distance education programs meets the needs of students; again, nearly half of the group (42.3%; f=69) stated that they were undecided, while the majority of the group thought that distance education did not increase academic achievement.

Some of the answers received from the interviews held to get more detailed opinions from parents who have children in pre-school education are given in the table below. In this dimension, "What are your thoughts on synchronous education during the pandemic?" questions were asked.

Table 3. Sample parent statements about the quality of synchronous education carried out during the pandemic process

	Parent expression
The nature of synchronous education	E2: "It was successful" E7: "Despite all these negative thoughts, they were successful. But I think face-to-face education is always the best." E11: "The school managed this process well, but it is not enough for the age group We didn't have any problems" E47: "Partially insufficient" E75: "Successful, but there should be 15 minutes between lessons" E86: "I think it is not very sufficient, the student group was not addressed very much, the course times were too fast for this age group" E93: "They did their best. However, I think that preschool students are not suitable for distance education. E162: "I think it was the first time that most of us have experienced it, my opinion is that distance education is not very useful, but the difference was immediately apparent when he started school again, face-to-face education is much better for both teachers and students"

Parents' Views on the Problems Experienced in the Synchronous Education Process

The percentage and frequency distributions of parental opinions regarding the problems experienced in the distance education process are given in Table 4.

Table 4. Descriptive statistics of parents' views on the problems experienced in the distance education process

	Item / Responses		Lstrongly disagree	I do not agree	I'm undecided	I agree	I strongly agree
1.	Distance education increases motivation.	*f*	98	45	15	0	5
		%	60,1	27,6	9,2	0	3,1
2.	In the distance education process, activity material support is sufficient at my home.	*f*	45	31	15	62	10
		%	27,6	19	9,2	38	6,1
3.	Distance synchronous education increases the attention span of students.	*f*	69	64	10	20	0
		%	42,3	39,3	6,1	12,3	0
4.	There is no connection problem during remote synchronous training.	*f*	46	54	15	29	19
		%	28,2	33,1	9,2	17,8	11,7

As seen in Table 4, the majority of parents think that distance education does not increase motivation. In addition, parents think that children's attention spans do not increase during distance education activities. Distance synchronous education increases the attention span of students; The majority of the group (42.3%; f=69) stated that they did not agree.

Nearly half of the parents participating in the research state that the material needs for the activities offered during the distance education process given to preschool students are sufficient, while the other half state that they are insufficient. Finally, the disruptions experienced after the start of distance education all over the world create. With the formation of density, connection problems were encountered in the synchronous education process. While 41.3% of the families in this study stated that they experienced connection problems during remote synchronous education, 29.5% stated that they did not experience any connection problems. Therefore, the proportion of families with connection problems is substantial.

Looking at Table 4, it is seen that synchronous education in the synchronous education given during the Covid 19 process negatively affects the motivation process. Among the problems experienced at a lower rate is the inability to provide material support. It is presented below (Figure 3) by making a graphic containing information about the problems experienced by parents during the distance education process.

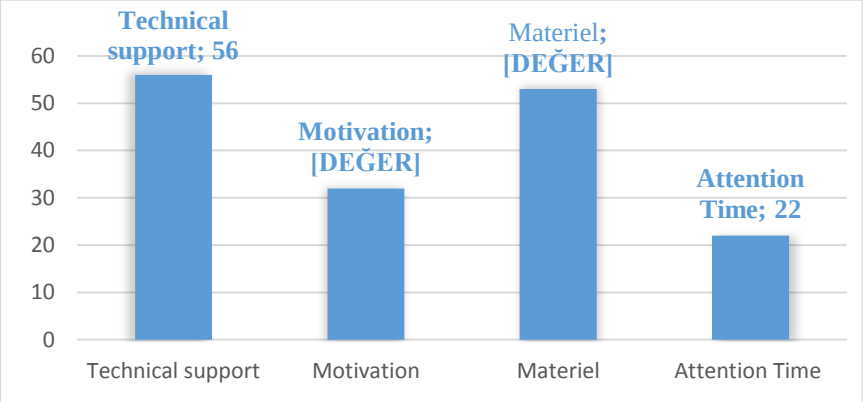

Figure 3. Problems mostly experienced in the implementation of synchronous education during the pandemic process

When the findings are examined, as seen in Figure 3, the answers to the problems experienced during the synchronous training were grouped. Considering the problems stated to be experienced in the process, the highest rate of parents' response was technical support, followed by material shortage, lack of motivation and the least amount of attention span. In addition to these, the question "What problems did you encounter in the synchronous education application given during the Covid-19 pandemic?" Sample participant statements for the question are given in Table 5.

Table 5. Sample parent statements about the problems encountered in synchronous education carried out during the pandemic process

	Parent Expressions
Problems encountered	E1: "My child has problems focusing. We are bored and have problems concentrating" E 22: "Internet connection problem, small screen self-expression problem etc. The student does not want to attend the lesson, wants to leave the lesson when he attends the lesson, does not do what the teacher says, gets bored with the lesson. E 30: "My child was distracted, there was no Internet and we could not hear the teacher, sometimes he did not hear us" E41: "We experienced technical problems due to internet and computer"

Parent Views on the Efficiency of Synchronous Education

In the last sub-problem of the research, what parents think about the efficiency of distance synchronous education is discussed. The information obtained from the answers given by the participants is presented in Table 6.

Table 6. Descriptive statistics on the items regarding the efficiency of synchronous education given in the distance education process

	Item / Responses		I strongly disagree	I do not agree	I'm undecided	I agree	I strongly agree
1.	Distance education provides convenience to parents.	*f*	99	40	19	0	5
		%	60,7	24,5	11,7	0	3,1
2.	Distance education provides an advantage in terms of course repetitions.	*f*	30	55	19	54	5
		%	18,4	33,7	11,7	33,1	3,1
3.	After distance education, students fulfill their activity obligations.	*f*	10	60	50	38	5
		%	6,1	36,8	30,7	23,3	3,1
4.	The activities offered in distance education are sufficient.	*f*	41	39	70	9	4
		%	25,2	23,9	42,9	5,5	2,5
5.	Distance education has been carried out efficiently.	*f*	35	59	44	25	0
		%	21,5	36,2	27	15,3	0

Looking at Table 6, the majority of the group (85.3%) think that synchronous education does not provide convenience to parents. According to some parents, while students fulfill their activity obligations after distance education, according to others, they do not. The same percentage of parents reported that they were undecided on this issue. In addition, while most of the families stated that the activities offered in distance education were insufficient, almost half of the group (42.9%; f=70) were undecided on this issue. Finally, the majority of the group expressed a negative opinion about the efficiency of the synchronous application process given to preschool students during the pandemic process. Distance education has been realized efficiently; approximately one third of the participants (36.2%; f=59) state that they do not agree. Regarding the efficiency of the synchronous education given in the distance education process, the question "What kind of support did you provide to your children during the distance synchronous education process?" Some sample participant opinions among the answers given to the question are as follows;

Table 7. Sample participant statements about parental support during the synchronous education process carried out during the pandemic process

	Parent Expressions
Family support in the synchronous education process	E3: "Material, connection, motivation"
	E6: "I helped him to participate in the lesson and find the necessary materials during the lesson hours.
	E9: "I made the preparations for the event on time"
	E17: "Information transfer"
	E54: "I tried to explain the parts that he did not understand"
	E62: "I also attended the lesson, prepared the materials, played a large role in guiding the activity"
	E71: "Material support and assistance"
	E89: "I tried to sit next to him and help him keep his concentration."
	E100: "We were ready to help when needed"
	E118: "We participated with them at home"
	E143: "Opening a computer, connecting to the course, book and notebook needs, etc."
	E154: "We tried to accompany him during the lesson and support him when he needed it."
	E155: "I was interested in the lectures as much as I could on the subjects that I realized were missing. I allowed her to spend time outside so that she could have a pleasant time during her lunch breaks and attend her afternoon classes more motivated."
	E161: "We just gave small directions and tried to make it a happy environment."

When the statements obtained from the parents are examined, it is seen that during the distance synchronous education given during the pandemic process, the families provided support for explaining the material and activity during the activity. Many parents stated that they stood by and accompanied their children during the lesson. Again, many parents also stated that they provide technical support to their children during the lesson.

Conclusion and Discussion

In line with the decisions taken by our country during the pandemic process, face-to-face education was interrupted and the online distance education process, which was not used before, started. Contribution of parents to the education process constitutes important steps to avoid problems in education given at home. In this context, in this study, parents' views on synchronous education given to pre-school students were taken, and the findings of the parents' opinions were reflected in order to evaluate the functioning of the process and student status, and the results and suggestions were determined.

For the first time, students and parents are taking a break from formal education and participating in the distance education process throughout the country. During this period, importance is given to the continuation of education by communicating with parents, teachers and students in order to make sense of education and to ensure the adaptation process (Yılmaz et al. 2020, p.79). According to the findings of this research, parents connected with their children online through the zoom program during the distance education process and provided a connection for each activity. In the process, parents' views on synchronous education were analyzed and evaluated.

In the distance education evaluations of the parents; more than the group found the education useful, but they thought that the distance synchronous education conditions were not the same for each student. In addition, it is seen that the view that peers see each other during synchronous education socially supports emotionally, but it is not suitable for preschool students. Çakın and Akyavuz (2020,177) reported that children's awareness and

interaction with each other increases their motivation. Therefore, although it is known that children's interaction increases motivation, families think that this is not appropriate before school. According to the parents who participated in the study, problems related to turning the computer on and off, connecting to the application and having problems with internet connections occurred during the activity due to the insufficient support given to the students during the activity and their use of technology. Most of the families found the duration of the activities to be long and stated that it was difficult for the students to concentrate.

From another perspective, it can be said that the continuity of teacher and family communication in distance education in the preschool period has supported the active participation of the student in the process (Akın & Arslan, 2021). Preschool parents expressed their positive views on distance education in favor of teachers' good conduct of the process. Parents did not interfere with the teachers during the activity, they helped the student when he needed help. As Akkaş-Baysal et al. (2020) reported in their study, parents tried to attract teachers' attention by turning the crisis into an opportunity and to maintain student control during the activity. Garg and Panda (2005) explained that they observed in the distance education process that the role of the teacher is quite different from the traditional structure. In this process where distance education is carried out during the Covid 19 pandemic, it was observed that the teachers did not only act as experts in their own fields, but also acted professionally with a supportive approach appropriate to the level of the students in cooperation with the parents.

Technology-assisted distance education is not a basic education method, it is only supportive of education. One of the main disadvantages of distance education is that the relationship between the student and the teacher cannot be fully established and the interest and love cannot be fully conveyed as in face-to-face education. According to the opinions of the parents, the results of the research are in this direction, and the opinion that a synchronous education can be used to support children is emphasized. In this study, which was carried out to examine the views of parents on distance synchronous education applied to preschool children during the pandemic process, the participants think that distance education is advantageous because there is no time limit. However, according to Yılmaz et al. (2020, p.79), technological impossibilities, restrictions, and connection problems in communication reduce the efficiency of internet-based distance education services. Similarly, Kuzu (2020) reported in his research that attention spans also decrease due to the excessive duration of the lessons, and the system orientation and connecting to the Internet cause disruptions due to technical issues.

A great majority of parents see face-to-face education at school more valuable after the start of the distance education process. It is an important structure in the family education system. As a result of the interviews with parents, it is seen that preschool students have to manage the distance education process together with their parents. It is seen that the parental attitudes and behaviors affect the perspective of the distance education of the students as well. In this context, parents have helped their children in the distance education process, not by putting pressure on the process, but by providing the environment they want. Again, according to the results of the research, parents have a positive attitude towards technical problems and the materials to be requested during the activity. It has been observed that families mostly support their children in the form of preparation before the lesson, material and technical support during the lesson, and accompanying the child in the lesson against possible problems.

Recommendations

The inclusion of distance education in the digital information age, which has developed with the difficulties in the pandemic process we live in, and the first experiences with the synchronous education offered to the students in the pre-school period have led to technical problems and disruptions. Synchronous education was realized with the platforms preferred by both public and private institutions, but technical connection problems caused disconnections during the lesson. At this point, it is recommended that education providers create an environment that will provide families with a strong technical infrastructure.

If the distance education process continues, parents should provide the environment and environment in face-to-face education at home. In order to increase the attention span of children, resting hours should be spent in a relaxing way. Therefore, it is recommended to consider the age groups and developmental periods of pre-school students while creating synchronous lesson programs.

It is thought that students who have completed the pre-school distance education process will be able to carry out the process with activities that can benefit from recycling in order to provide material support. Families stated that they had to accompany their children during the lesson and they had great difficulty in this regard. In particular, it is recommended that online education applications be carried out in early childhood years and that

even if improvements are made in infrastructure and conditions, it should be implemented in a way that supports face-to-face education without providing continuity.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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Individual Seeking Identity in the Digital World

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Abstract: At the beginning of the remarkable developments in the 21st century in the world, it can be expressed as the fact that digital applications have become an indispensable part of human life. It can be said that these practices affect human life in two ways, positively and negatively. Societies or individuals with a strong sense of self and identity, who evaluate these practices in terms of individual and social awareness, can see the reflections of many advantages in their lives thanks to these practices. However, it can be stated that the meeting of identity with the digital era offered by the globalizing world influences the thinking system of the individual while questioning the concept of self through these applications throughout his life. It can be said that with the digital age, the individual's distancing from the social environment he / she lives in has both positively and negatively affected the level of self-questioning. In this study, the quest for self-knowledge and recognition of individual, who is under the influence of the digitalized world, has been evaluated. In this study, in which the scanning model was used, the results of the studies conducted similar to the subject of the study were discussed and evaluated.
Note: This study is supported by the Scientific Research Projects Coordination Unit of Inonu University with the Normal Research Project coded SBA-2019-1755. As a result of the study, the study subject was evaluated from different angles and striking results were achieved.

Keywords: Digitalization, world, individual, identity.

Introduction

It can be said that there is a positive trend in both the number of users and the number of communication tools, with the internet becoming the leading actor of the developments in communication and computer technology in the late 19th and 20th centuries. Web 2.0, which was produced in the early 2000s, led to the birth of new media and enabled the internet to reach very large masses. The concept of new media has also brought many changes and practices (Ayan, 2016). It can be said that the search for identity in Turkey, as in the rest of the world, varies in line with different criteria as a product of the change over time. Namely, with the spread of modernization in Turkey and the differentiation of its actors, it is seen that new identity demands and tendencies have begun to become more visible. Searching for a new identity that goes beyond the single-center pattern effectively uses all the tools it can find; it tries to enable its own existence through television, internet, symbols and new slogans (Kolukırık, 2008). It can be said that the increasing search for identity in the context of digitalization also positively affects the individual's desire to question and research.

It is possible to explain the concept of identity, which forms the basis of the study, in different ways in different fields. A definition that can be used in common in physical, cognitive and social fields is “who am I?” in the simplest sense is the set of answers to the question. As Myers stated, seeing our life as happy or unhappy, productive or sterile depends on the answer to this question (Bilgin, 1994; Ayan, 2016). According to Giddens' sociological perspective, identity is related to people's understanding of who they are and what is meaningful to them (Giddens, 2008; Ayan, 2016). According to Richard Jenkins (2008), identity is the response to who is who or what is what. This is the kind of response that encompasses who we and others are, the space you are in, and

the classification of humanity into different dimensions. In addition, identity is to be valuable and different in the eyes of others, to be recognized and approved by the society, by establishing the distinction between me and the "other" (İmançer, 2003; Ayan, 2016). Jan Assmann says that the concept of identity is not independent of culture and emphasizes that while people make culture their nature, they adapt to the culture they perceive as a world of meaning that makes sense of the world with its symbolic dimension and thus makes it livable (Assmann, 2001; Ayan, 2016). In today's world, where the importance of digitalization in human life is increasing, it can be said that the search for identity changes and digitalization increases the construction of a new identity. It can be said that this study aims to examine the individual's search for identity in the digitalized world in the light of scientific studies.

Method

In this study, in which the search for identity of the individual in the digitalized world is evaluated with studies similar to the research topic, literature review model was used. Literature review is one of the first steps to be taken not only in academic studies but also in every innovative field. Gash defined this process as the in-depth and systematic search and identification of as many published works on a particular subject as possible. Gall, Borg and Gall (1996) review of the literature:

- Defining the boundaries of the research problem,
- Capturing new research topics,
- Elimination of previously tried but unworkable methods,
- Determining what future works might be,
- It has been determined that it contributes to obtaining ideas in terms of methods that can be used.

In the study, academic studies on the individual's search for identity in the digitalized world were evaluated.

Findings

In the study, the findings related to the research subject were evaluated under 3 headings. These titles are given in Figure 1.

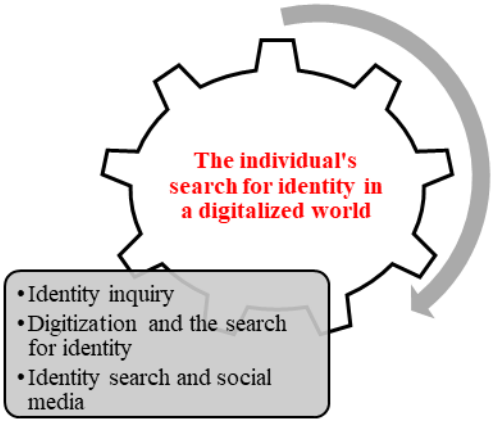

Figure 1. Research findings themes

Overview of Identity Questioning

The concept of identity can be briefly defined as a person or community's conscious perception of their own qualities, position and value. Looking at the studies, it can be said that the individual questions his identities in every environment he enters in his life adventure. It can be said that this questioning is sometimes due to the fact that the individual sees himself far from the sense of belonging and sometimes the reasons for accepting himself to an institution or individuals (Alperen, 2008; Kolukırık, 2008; Özdemir & Yıldırım, 2019; İmamoğlu, 2019). In the studies, the identity questioning factors that come to the fore regarding this research theme are given in Figure 2.

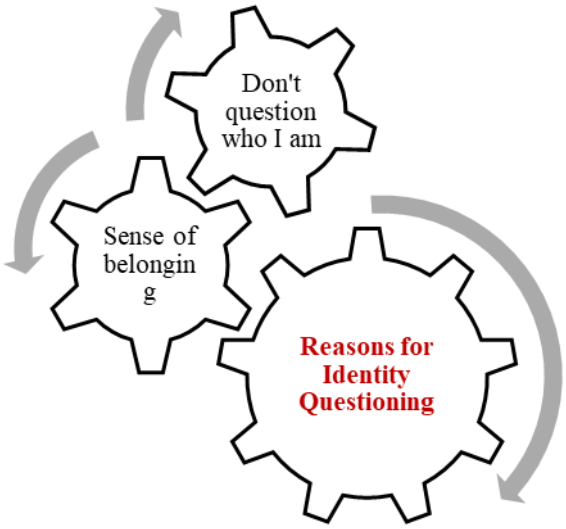

Figure 2. Identity inquiry reasons

Digitization and the Search for Identity

The two themes of the study are digitalization and the search for identity. When we look at the results of the studies examined in line with this theme, it can be said that digitalization has affected and changed all individual and social relationship dimensions of people, together with the search for identity. In the search for identity, it can be said that the digital world and social networks, which have become handheld through mobile phones and mobile applications, have become a part of people's lives at any time of the day and in every place (Şimşek, 2002; Akdağ Satır, 2015; Önür & Kalaman, 2016; Özdemir & Yıldırım, 2019). With digitalization, the individual's search for identity has accelerated, and it can be said that various results have been achieved in studies on acquiring many identities and acquiring identity-appropriate behaviors.

Social Media and Search for Identity

Considering the results of the studies on this theme of the research, it can be said that remarkable results have been achieved. In the studies, it was emphasized that with social media, the individual began to shape his social identity through social media, alongside or supporting his identity in his daily life. In addition, in these studies, the individual tries to create a new self by recreating his own consumption habits, family and friendship relations, marital status, education level, career information, ideological ideas and even the places he went to, through social media, and with every activity he does on social media. It was stated that they wanted to create a self (Bauman, 1999; Kellner, 1993; Bocock, 2005; Özdemir, 2015).

Conclusion and Recommendations

In this study, in which the search for identity of the individual in the digitalized world is evaluated, it can be said that more than 10 academic studies are examined. In the studies examined, results were found that digitalization positively affects the individual's search for identity. However, it has been emphasized in the studies that the individual's search for identity in the digitalized world also has negative effects on the sense of belonging. It can be said that these negativities cause the alienation of the individual until the individual's alienation from his family and cultural values. In some studies, this negativity can be expressed as cultural degeneration, and it can be stated that the individual's admiration and emulation of other cultural identities as a result of digitalization causes him to distance himself from his own culture. Based on the work done;

- In the digitalized world, the individual should be supported in search of different identities in order to improve himself,
- The individual's reasons for seeking identity should be examined and these quests should be reacted accordingly,

- In the digitalizing world, the individual's search for identity should be supported as it enables the individual to gain cultural and social wealth, recommendations can be made.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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Social Studies Teacher Candidates' Use of Technology and Digital Citizenship Practices

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Abstract: Today, with the rapid spread of the internet, people have become more interested in digital media. For this reason, the concept of citizenship has taken its place in the technology environment and has started to gain different meanings. The aim of this study is to determine the level of technology use of social studies teacher candidates, their perception of digital citizenship elements focusing on online behavior, and their practices in this regard. The participants of the study consisted of 84 social studies teacher candidates at the level of four grades studying in Malatya Inonu University. The data of the research were applied to the participants who voluntarily participated online in December 2020 through the Google form created as closed and open-ended. The data of the study were applied to the participants who voluntarily participated online in December 2020 through the Google form created with closed and open-ended questions. In this context, first of all, the participants were asked to answer various demographic information such as gender, grade level. Then questions about technology usage habits; device usage, internet access, activities they do at home were evaluated. Then, after determining the perceptions of digital commerce, digital access, digital ethics, digital law, digital health, digital security, digital communication, digital literacy, digital rights and responsibility concepts, which are sub-dimensions of the concept of digital citizenship, the life practices of the participants on this subject were revealed.

Keywords: Digital citizenship, Technology, Social studies, Teacher candidates

Introduction

Technology, with its modern connotation, is more perceived as products containing high quality scientific knowledge and techniques. Although in the daily language, in the written and visual press, the technology is an area of all social and economic events and organizations that envisage technical knowledge of technology. When viewed with an optimistic identification, technology is implemented to solve the problems of scientific principles and innovations. In other words, technology is an application of science (Goetsch, 1984). In the developing information society, the task of teachers is not only to transfer the existing information, and to transfer the current and accurate information to the students by interpreting the innovations, development of continuously and the data they collected. In this direction, teachers should use technology effectively in education, as well as be individuals who constantly renew themselves by using technology in their own development processes. Therefore, the task of educational institutions that train teachers should be to train teacher candidates who can understand the importance of technology in life, its necessity in the educational process, and have the ability and self-confidence to use technology effectively in the educational process (Erdemir et al., 2009). Within the framework of new instructional programs, teachers using information and communication technologies, and prepare appropriate learning environments for students who have different features and abilities in this subject are expected to have proficiency. In Turkey, various initiatives have been made to enable teachers to use computers and other information technologies in lessons. In many projects in 1985, in the scope of many projects, the teachers are intended to be grown in computer and computer-assisted instruction through in-service training (Uşun, 2009).

Information and communication technologies are developing as the day are developing and the means of use of these technologies are common. In parallel with these developments, these tools can be reached from anywhere and each individual can communicate with the citizen of the country in a different geography of the world. The concept of digital citizenship has emerged as a result of these developments (Mossberger et al., 2007). Digital citizenship is expected from a person to demonstrate the technological tools that he uses in his daily life in a digital environment within the framework of the rights and responsibilities that he has as a citizen. Apart from being a method that teaches how to use the mass media tools and how it is preparing the digital citizenship individual to the changing and developing digital platform (Görmez, 2017). The aim of this study is to determine the perceptions of social studies teacher candidates on technology use of digital citizenship, focusing on online behavior and practices on this issue. In accordance with this general purpose, the answer to the following questions is searched:

- How are the technology usage habits of social studies teacher candidates?
- What are the perceptions of concepts containing the sub-dimensions (digital commerce, digital access, digital ethics, digital law, digital health, digital security, digital communications, digital literacy, digital rights, and responsibilities) of the concept of digital citizenship?
- What are the life practices of social studies teacher candidates for digital citizenship?

Method

The Research Model

In this descriptive study, the descriptive screening model was preferred as a research model, as it determined the levels of technology use of social studies teacher candidates, their perception of digital citizenship elements focused on online behavior, and their practice on this issue. In such research, researchers are interested in the distribution between individuals that make up the sample of the views and properties (Fraenkel & Wallen, 2006).

The Study Group

Criteria sampling from purposeful sampling methods was used in the study. The characteristic of this sample is that the sample is composed of persons, events, objects or situations that have qualifications in the problem (Büyüköztürk et al., 2017). The criterion for this research is that participants are digital technology users. In this direction, the study was conducted with a total of 84 social studies teacher candidates at four grade levels who continued the social studies teaching program at the Faculty of Education of Malatya Inonu University in the fall semester of the 2020-2021 academic year. Descriptive information about the participants of the study is included in Table 1.

Table 1. Descriptive information of participants

Participants	Frequency *(f)*	Demographic feature	Frequency *(f)*	Percentage (%)	Grade	Frequency *(f)*	Percentage (%)
Students	84	Female	45	54	1st grade	21	25
					2nd grade	18	21
		Male	39	46	3rd grade	25	30
					4th grade	20	24

A total of 84 teacher candidates, 45 (54%) girls and 39 (46%) boys, participated in the study when Table 1 was examined. Teacher candidates were distributed by grade level; 21 (25%) were freshmen, 18 (21%) were sophomores, 25 (30%) were third graders, and 20 (24%) were fourth graders. In the framework of the research ethics, the names of the participants were not used in the study. For this reason, for the participatory teacher candidates, the 1st grade A1 ... A21, 2nd grade B1 ... B18, 3rd grade C1 ... C25, D1 ... D20 were used for participants in the 4th grade.

Data Collection and Analysis

The data of the research has been applied to participants who participate in December 2020 online through Google Form, which is created with closed and open-ended questions. Before the interview form was prepared,

interview questions that can be included in the form were created by scanning the literature and the questions prepared to determine the validity of the scope of the form were presented to the opinion of experts. According to feedback from experts, questions are organized, and the form is given in its final form. In determining the activities of the participants, the form developed by Martin et al (2020) was used. Descriptive analysis technique was used in the analysis of research data and the analysis was carried out in 4 stages. These are creating a thematic framework for analysis, processing data according to the created framework, defining the findings and finally interpreting the findings. The purpose of descriptive analysis is to bring raw data into a format that the reader can understand and use. The data obtained in descriptive analysis are summarized and interpreted within predetermined themes (Yıldırım & Şimşek, 2017).

Findings

The findings of the study are presented under the headings 'technology usage habits of participants', 'perceptions for sub-dimensions of digital citizenship concept' and 'life practices of participants towards digital citizenship'.

Technology Usage Habits of Participants

The technology usage habits of the participants were evaluated in terms of electronic device use, internet access, and their activities (purposes of using technology). The technologies used by all participants determined to have cellular and local network connections are included in Table 2.

Table 2. Electronic devices used

Electronic devices	Frequency *(f)*	Percentage *(%)*
Smartphone	34	40
TV	25	30
Laptop	13	15
Desktop	4	5
Tablet	3	4
Game console	3	4
Smart watch	1	1
MP3 player	1	1
Total	84	100

In table 2, it was determined that the most commonly used electronic devices at home by the participants were the smartphone (40%), followed by the television (30%) and the laptop (15%). Desktop computer (5%), tablet (4%), game console (4%), smartwatch (1%) and MP3 player (1%) were found to be used by more limited participants. The use of these devices at home is 100% due to the effects of pandemic conditions. Before the pandemic, it was determined that this level was distributed in the home, school, social environment, and outdoor places. Especially in the pre-pandemic period, 33 (75%) of female students stated that they used these technologies more at home; 36 (92%) of male students stated that they used them more in places outside the home. It was found that participants who stated that they used the technologies used most for distance learning used the second place to communicate with social media channels and the third place to follow the agenda. Distribution of responses to class levels is included in Table 3.

Table 3. Purposes of use of technologies (activities)

Categories	1st grade (f=21)	2nd grade (f=18)	3rd grade (f=25)	4th grade (f=20)
Distance Education	21	18	25	20
Communication	17	10	21	12
Agenda tracking	10	8	11	7
Entertainment	8	3	4	3
Sharing	6	2	3	3
Shopping	1	-	1	2

In this category that each participant can specify more than one usage purpose, participants are used to use technologies for at least for shopping purposes. When examined as class distributions, it was determined that the

use of technology at all class levels was the most for educational purposes and the least for shopping purposes. While using the technology to communicate and agenda monitoring, there was a class for the 1st grade entertainment and sharing purposes, while using a maximum of 1 and 3 grades.

Perceptions for Sub-Dimensions of Digital Citizenship Concept

In this section, the perceptions of digital trade, digital access, digital ethics, digital law, digital health, digital security, digital laws, digital health, digital security, digital communication, digital literacy, digital rights and responsibility. In line with this, digital citizenship, most e-government: the use of digital commerce, shopping over the internet; digital access, accessing data sources through the internet; digital ethics, moral behavior in a virtual environment showing follow the rules; digital law, as the set of rules that must be followed on the internet, digital communication, digital tools through e-mail, communicating via apps like whatsapp, and anyone who uses digital rights and responsibilities digital media has been defined as facilities that they have. Digital health, digital security and digital literacy were the dimensions where participants showed the most ambivalence and had difficulty reflecting their thoughts.

Life Practices of Participants towards Digital Citizenship

The life practices of digital citizenship, in which participants are evaluated in the dimensions of digital habits, cyberbullying, digital netiquette, digital footprint, digital privacy and digital identity, are included in Table 4.

Table 3. Life practices for digital citizenship

Life Practices	Yes (%)	No (%)	Not Sure (%)
Digital Habits			
Are you taught digital citizenship at school?	17	80	3
Do you have access to the internet at home?	61	39	0
Cyberbullying			
Have you ever been in cyberbullying behavior?	21	67	12
Do you know anybody that has been cyberbullied?	54	33	13
Do you know how to collect proof if you suspect cyberbullying has occurred?	31	48	21
Digital Netiquette			
Do you usually follow digital etiquette when communicating/sharing online?	61	15	24
Have you ever made an online post that might be considered hurtful and unfair to a different gender or race?	2	82	16
Would you be careful to use respectful language?	73	13	14
Do you answer e-mails as soon as you read them?	30	67	3
Have you ever posted a photo or picture online without the person's permission?	41	48	11
Have you ever liked or shared a mean comment or post?	8	65	27
Digital Footprint			
Have you ever re-shared someone else's post?	56	28	16
Has someone ever re-shared one of your posts?	36	21	43
Digital Privacy			
Do you make sure your passwords for your online accounts are safe?	84	7	9
Do you edit your security settings for your online accounts?	65	28	7
Have you ever shared your password with a friend?	23	73	4
Do you share information with people online that you may not know?	11	86	3
Have you ever added a friend or allowed someone to follow you that you did not know?	61	29	10
Have you ever friended or followed someone you didn't know?	41	52	7
Digital Identity			
Do you think a person's online identity can be different from their face-to-face identity?	88	5	7

In this section, where digital habits were first revealed, a significant proportion of participants (80%) stated that digital citizenship was not taught in educational institutions. It was found that 61% of those who were online while at home were at home. Cyberbullying, digital netiquette, digital footprint, digital privacy and digital identity are elements of digital citizenship studied in this study. These five elements focused specifically on participants ' online behavior.

Cyberbullying

When the table 4 is examined, 67% of the participants have never been in cyber bullying behavior and 21% were determined. An important part of the participants (54%) recognizes a cyber-bullying person; in case of doubt, it has occurred that there are not enough information about the evidence to collect evidence.

Digital Netiquette

A large proportion of respondents said that they usually follow digital etiquette when communicating/sharing online (61%); they do not share online (82%), which can be considered hurtful and unfair to a different gender or race. Participants (73%) who stated that they were usually careful to use respectful language; they were also careful and did not share bad comments or posts (65%). It was found that the proportion of those who answered yes (41%) and no (48%) in sending a photo or image online without the person's permission was close to each other. Incoming e-mails were found to have a low response rate (30%) as soon as they were read.

Digital Footprint

It found that 56% of teacher candidates re-shared someone else's post, while 28% refrained from sharing it. In addition, 36% of respondents said that their own publications were shared by others, while 21% said that their own publications were never shared by others. A significant proportion (43%) said they did not have clear information that their own publications were shared by others.

Digital Privacy

They noted that participants often practiced secure online privacy behaviors. 84% of the respondents stated that they created secure passwords, 65% said that they edited the security settings of their accounts, 73% said that they did not share passwords with any friends, 86% said that they did not share information with strangers. However, it has been found that 41% of the participants have not recognized as friends as 61% allowed them to follow them.

Digital Identity

88% of respondents said they thought a person's online identity might be different from their original identity. Very small proportion (5%) respondents suggested that online identities were the same as actual identities.

Results and Discussion

It was determined that the most commonly used electronic devices at home by the participants were the smartphone, followed by the television and laptop. Desktop computers, tablets, game consoles, smartwatches and MP3 players have been found to be used by more limited participants. The use of these devices at home is 100% due to the effects of pandemic conditions. As a matter of fact, the need to increase the internet to the Internet, technology, technology and digital vehicles according to normal conditions, it has become a digital citizen of people to fulfill the digital citizenship criteria according to the normal conditions (Aldemir & Avşar, 2020). Before the pandemic, it was determined that this level was distributed in the home, school, social environment and outdoor places. In particular, 33 of the female students in the pre-pandemic period (75%) of these technologies are more at home; 36 (92%) of male students stated that they used in places other than home. It was found that participants who stated that they used the technologies used most for distance learning used the second place to communicate with social media channels and the third place to follow the agenda. When

examined as class distributions, it was determined that the use of technology at all class levels was the most for educational purposes and the least for shopping purposes. While using the technology to communicate and agenda monitoring, there was a class for the 1st grade entertainment and sharing purposes, while using a maximum of 1 and 3 grades.

Participants who express digital citizenship with the most use of e-government perceive their perception of the lower dimensions of digital citizenship: digital commerce, shopping over the internet; digital access, accessing data sources through the internet; digital ethics, moral behavior in a virtual environment showing follow the rules; digital law, as the set of rules that must be followed on the internet, digital communication, digital tools through e-mail, communicating via apps like whatsapp, and anyone who uses digital rights and responsibilities digital media has been defined as facilities that they have. These opinions of the teacher candidates overlap the one with the results of the study conducted by Özerbaş (2019). Digital health, digital security and digital literacy were the dimensions where participants showed the most ambivalence in expressing their perceptions and had difficulty reflecting their thoughts. Similarly, in the study of Görmez (2016), teacher candidates have received their views on digital citizenship and determined that teacher candidates have no views on concepts such as digital citizenship, digital communication, digital literacy, digital ethics, digital rights and responsibilities.

Prensky (2005) pointed out that today's students are very different from teachers in the classroom environment, and that teachers acting with the educational understanding of the twentieth century cannot guide students expressed as digital natives of the twenty-first century. As a matter of fact, at the point of digital habit, a significant part of the participants (80%) stated that digital citizenship is not taught in educational institutions. This result supports the idea that the digital citizens claimed in the studies of Gleason and Von Gillern (2018) are not widely taught in public schools. The study found that 61% of those who went online while at home. Participants' life practices for digital naturalization are evaluated within the scope of digital citizenship elements and focused on their online behavior. Accordingly, 67% of the participants have never been in cyberbullying behavior and 21% were determined to be in this behavior. A significant proportion of respondents (54%) said they knew someone who had been cyberbullied; in case of doubt, they did not know enough about gathering evidence. Martin and his colleagues, who conducted this study at the secondary school level, concluded that, in contrast to this result, secondary school students are more knowledgeable about collecting evidence. In the secondary school, Martin and et al (2020), contrary to this result, they concluded that secondary school students are more informed on evidence. As part of digital netiquette, a large proportion of respondents said that they usually follow digital netiquette when communicating/sharing online (61%); they do not share online (82%), which can be considered hurtful and unfair to a different gender or race. Participants (73%) who stated that they were usually careful to use respectful language; they were also careful and did not share bad comments or posts (65%). It was found that the proportion of those who answered yes (41%) and no (48%) in sending a photo or image online without the person's permission was close to each other. Incoming e-mails were found to be low (30%) of the readers read-free response rate. It is seen that Martin and et al (2020) are higher in the study with secondary school students (62.9).

In the context of the digital footprint, it was found that 56% of teacher candidates re-shared someone else's post, while 28% refrained from sharing it. In addition, 36% of respondents said that their own publications were shared by others, while 21% said that their own publications were never shared by others. A significant proportion (43%) said they did not have clear information that their own publications were shared by others. They noted that as digital privacy, participants often practice secure online privacy behaviors. 84% of the participants of the research stated that they have created secure passwords, 65% accounts that they organize security settings, 73% are not in password sharing with any friends, and 86% did not share information with strangers. However, it has been found that 41% of the participants have not recognized as friends as 61% allowed them to follow them. As for digital identity, 88% of respondents said they thought a person's online identity might be different from their original identity. Very small proportion (5%) respondents suggested that online identities were the same as actual identities. This result also parallels the study of Martin et al (2020). The results of this study show that social studies teacher candidates have a high use of technology, but that life practices for digital citizenship are not sufficient.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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An Experimental Study on the Use of Mobile Learning in the Turkish Republic Revolution History and Kemalism: Adıyaman Provinve Example

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Abstract: The usage area of mobile learning in teaching and learning activities is increasing day by day. In this research, 8th Grade Turkish Republic The effect of mobile learning on the acquisition of the achievements of the units "National Awakening, Steps Towards Independence and A National Epic: Either Either Freedom or Death" in the Revolution History and Kemalism was examined. A quasi-experimental design with pretest-posttest control group was used in the research. The participants of the study consisted of 56 students, 28 of them in the experimental group and 28 of them in the control group, studying at a state secondary school in a province located in the Southeastern Anatolia Region. Achievement test and attitude scale were applied as data collection tools. Data Analysis Confirmatory factor analysis, dependent sample t-test and independent sample t-test were calculated using SPSS 21.00 program. According to the results of the research, a significant difference was found between the experimental and control groups in terms of achievement scores in favor of the experimental group. In addition, no significant difference was found in the attitudes of students towards mobile assisted learning in both groups. Based on the results of the research, the some suggestions have been developed to increase its use in the Revolution History and Kemalism.

Keywords: *Turkish Republic Revolution History and Kemalism, mobile learning, mobile education.*

Introduction

In the 21st century, the developments in computer and internet network technology have led to great innovations, changes and developments in education as well as in many fields. Mobile learning is increasingly important on future learning techniques by settling in every stage of our daily lives. With the development of technology, the growing scientific knowledge base has also made development mandatory (Naismith et al., 2004). As the needs of individuals change, changes occur in the field of education. In this age of knowledge and technology, individuals are also born as a result of being raised with a focus on knowledge and technology. In this direction, innovative thought-centered individuals are trained in education and training methods and techniques. Thus, taking into account the learning needs of information and technology-based individuals, a mobile learning system called faster, easier, always reaching everywhere has emerged. This new learning system; has given education a different and innovative perspective dimension and has introduced brand new methods and techniques, strategies and learning models in education (Sarıtaş & Üner, 2013). It settles into our lives through internet networks, without being connected to everywhere and time with rich interactions. It allows students to leave the classroom in learning, both in real life and in virtual life. It is a concept in which they contribute to the teacher and student environment, analytical thinking, collaborative work, interdisciplinary movement, communication, critical thinking, information sharing and creativity. The importance and necessity of technology in learning and teaching environments has become undeniable. Mobile learning has changed our way of life by changing the way we look at the world as well as by influencing learning in education and

training. When the historical process in the education system is examined, in the past, information was obtained in the educational community by a traditional method with a passive receiver, and today information is obtained by a contemporary method with an active receiver (Crompton et al. 2017). For this reason, mobile learning has started to appear among the methods that have become widespread in recent years. Mobile learning; it is a learning module brought by the digital world that will ensure lifelong learning anywhere at any time. It is a digital and up-to-date form of learning and teaching in contemporary education (Yamamoto et al, 2010, p.467). The aim of mobile learning is to enable communication in education and training by using both technology and internet network together. This learning system is a remarkable opportunity for students moving from one place to another. It also provides the quality of accessing information everywhere with personalized devices (Cavus & Uzunboylu, 2009). With the communication tools of mobile learning (MP3, tablet laptop, mobile phone) has led to a very rapid spread of the information network at both national and international levels. It has been inevitable that the technology will increase, develop, and spread information rapidly, and the field of education will update itself. Teacher-student has been enriched with developing technology, internet, mobile learning, e-learning. Interactive multimedia software and current learning channels have been qualified elements in the implementation of training studies. Therefore, mobile learning led to this update of the training area. In addition, today's students have had to update themselves with the updates in the field of education. Because of technological change, development has made this necessary. Students live according to this age of technology, which changes and develops their lives. Again, students are raised and raised according to the requirements of this digital world age.

As a result of these changes and developments, students, in the early days, it could not provide a fully independent learning environment in an unlimited, easy, fast, economical way. These learnings were carried out with desktop computers and wired network connections. This prevented the student from learning with a personal, portable tool. Thus, thanks to the personal, portable tools (Android phone, notebook, e.t.c.) produced with technological developments and students' learning is provided faster, easier, economically, reliably. With mobile learning tools, there has been an education system where there are no space and time restrictions without being connected to any power source and students immediately provide the learning they need. Mobile learning; It is a technique synthesized with qualitative and quantitative analysis of specific learning activities based on behavioral, constructive and collaborative learning methods and performed with technological learning (Naismith et al., 2004). Therefore, the following sub-problems will be tried to be answered based on the aforementioned problem situation.

What is Mobile Learning?

There are four perspectives in the resources related to mobile learning. These perspectives;

1) *Technology-centric Perspective:* According to this perspective, it is to dominate the literature and to ensure learning through mobile tools.

2) *E-learning Extension Perspective:* From this point of view, mobile learning is also linked to electronic learning.

3) *Distance Education Perspective:* It is the activity of learning not only in the classroom but also with extra-class activities, without depending on the time and environment of the learners.

4) *Perspective on Improving Formal Education:* Mostly, the perspective of applying face-to-face education and teaching the course with traditional method techniques prevails (Winters, 2007).

Distance Education; it is the educational model that provides services with visual, auditory, audio and visual communication technology tools of the learning and teaching activities of students and teachers in different environments. In addition to the realization of special software, the technique of making a course plan-program, the learning-teaching technique, is a learning-teaching method created in different environments according to traditional learning-teaching applications, which are different communication softwares that use electronic and non-electronic layouts (Dündar, 2015). Therefore, mobile learning; today, it is a new application that comes across as a reflection of the distance education model. In this context;

The first studies on Mobile Learning were carried out at the University of Helsinki in Finland. Then, projects related to mobile learning were developed. The aim of the projects is; to create production with numerical tools and to investigate how students are related to what. The project was made with the qualifications of text

message (SMS), picture message, etc. Thus, individuals used the learning system with internet access education. Teachers can send work activities to students through the access network. Learning activities are carried out independently of time and space (Özcan, 2008). Mobile learning is not just a form of learning implemented through mobile tools, but a form of learning created between contexts. It is not a learning application performed in a pre-prepared, organized space of the learner, but a learning application that provides various learning advantages offered by the learner with mobile technologies (Demir & Akpınar, 2016).

Mobile Learning is an up-to-date model and an out-of-class learning model that develops with technology (Agca, 2003). Mobile learning, which is the new learning and teaching application in the digitalized world, is a privileged application with usability and flexibility (Bulun, Gülnar & Güran, 2004). It has manifested itself in all areas and has started to take its place in education service rapidly with modern technology tools (Bul et al., 2004). With the revolutions in education, it is seen that learning is not only realized by in-school practices under the roof of the school, but also with out-of-school practices everywhere. This new form of learning**,** mobile learning or uninterrupted learning, is a turning point in terms of providing access to individualized mobile tools and creating learning lives in various places (Shad et al., 2016).

It is an economical, portable form of learning that is carried out through mobile phones thanks to wireless access network, enabling the individual to be more active and in the field according to the requirements of the age. It is a practical practice that contributes to education and is used in contemporary learning methods as well as to support traditional methods (Özcan, 2008). It is a form of learning, especially done with a personal, portable mobile phone or a mobile computer. It also has an important place in terms of making it easier for students to access information, configure information and learn through supporting tools (Naismith, Lonsdale, Vavoula & Sharples, 2004). Increasing the memory and power capacities of mobile vehicles is an interdisciplinary form of learning as a result of the contribution of mobile technology to different media interaction with developments such as wireless networking. Many schools, universities; course monitoring, course management and follow-up, syllabus, student grades, etc. are carried out with the mobile learning application (Akkuş & Kapıdere, 2013).

Mobile learning are complementary words that are associated with the concept of e-learning. It is also expressed as complementary to the concept of distance education because it provides access to individuals through the Internet. In lifelong learning, it is clear that the learner is an individual, the individual is self-learning, the learning environment has flexibility, it has similar characteristics to mobile learning, information is reached in the same ways (Kurnaz, 2010).

What is the Importance of Mobile Learning in the Education Process?

When we look at today's digital age; At home, school, workplace, street, entertainment centers, health, communication, transportation, security, industry, economy, banking, scientific research, in short, we are witnessing the emergence of a mobile society associated with various sources of information and communication tools in all areas of our lives. As a result of the increase of smart mobile devices, personal digital assistants, tablets and mobile computers, it has enabled all segments to use these devices in all areas of their lives and has made it mandatory to use mobile learning in the field of education.

With the developing and changing rooted technology, mobile phones, mobile computers, various tools are connected to the internet with wireless feature and communication is provided. Mobile tools, which we call individual digital assistants, designs that combine audiovisual consistency and interactive messages, are becoming more and more interesting today. Communities can now access information screens via mobile tools to conduct their business even on the go, enter enriched information areas, and easily benefit from the functions provided by mobile in online and offline form without time-spacerestrictions (Naismith et al., 2004). Thanks to these technological tools that are small, portable and ubiquitous, the learning areas of individuals are developing, scientific research and studies are increasing. Mobile learning, which has been expanded in the educational community, provides unlimited learning environments for individuals and enables individuals to acquire mental-social-cognitive-educational skills. It includes critical thinking, collaborative creation, analysis-synthesis, decision making and evaluation (Light, 2016). Thanks to mobile learning, interaction between teacher and student is formed and even participation in education from different cities and places from countries (Cunning, 2010). Mobile learning which expands its range and increases its position in the education system in the future is becoming stronger by the day and constitutes the needs of societies. It is clear that learning keeps learning alive, enriches and adds diversity compared to its traditional methods and techniques and strategies. It is a valuable learning method (Asparagus, 2011) because it has features such as being able to reach the subject without being connected to a fixed space with educational contribution everywhere, benefiting from productive,

unstable services and communicating with other individuals. It is also an undeniable fact that it brings mobility to learning. Because of the new generation, society is always active, it shapes, internalizes and interprets the learnings of the learners in different places, with different technological tools in their daily lives. The fact that this learning method is a learning-centered education system is important for individuals to make decisions based on their needs, cultures, lives, wishes and to contribute to individualized learning (Bozkurt, 2015).

As a result of the changes in technology and developments, it has been imperative that changes occur in education and learning methods. The learnings, behaviors and perspectives of the new generation are shaped by technology. Mobile learning meets the needs of the new society that absorbs technology, such as being able to do, learning, searching for information, obtaining it wherever they want. In this context, it is also of great importance for teachers to carry portability, applicability in the learning of students, to provide independence from time and space, to create learning in different ways, to learn everywhere, to gain lifelong learning, to provide access to data, to create multiple learning areas, to provide communication opportunities and to follow the courses (Özcan, 2008). Thus, the new generation lives a life without using learning materials such as chalk, chalk, pencils, textbooks as in the old system, and therefore the above learning materials are forgotten. As a result, mobile vehicles that are more economical in terms of accessing information in schools, universities, classrooms, workplaces, trips are preferred (Bozkurt, 2015).

Changing the needs of society and individuals, changes in technology have forced innovations in learning, learning environments and teaching. From this point of view, various universities, institutions and organizations, especially UNESCO, have developed projects related to mobile learning. In these project studies, it is aimed that the learners provide independent reading and learning from their location and always improve themselves (Sun et al., 2015).

It is seen that mobile devices are becoming increasingly important in mobile learning all over the world. It is clear that mobile learning will prevail in the future and increase the educational potential (Agca & Bagci, 2013). With the realization of learning on the virtual platform of the teacher, concepts such as "Virtual Education", "Virtual School", "Virtual Panel", "Virtual Classroom" have started to take place in our education life. Buildings, classrooms, schools, laboratories belonging to learning and teaching institutions have been replaced by "Discussion Environments", "Chat Rooms" and "Virtual Forums". The socialization of societies, individuals and their exchange of information is provided through electronic media through mobile technological tools. However, as well as socialization on these platforms, it is also worthwhile for societies and individuals to realize self-learning (Gulbahar, 2019). Mobile technological devices constitute value for cooperation, learning, communication; it is seen that it offers students, instructors, teachers with learning inputs the opportunity to share their feelings and thoughts and knowledge (Açgül, 2019). In today's world mediated by mobile technological tools, we clearly see the reflection of mobile learning on cultural-historical activities in Dewey's Pragmatic Technology philosophy.

What is the Mobile Learning Turkish Republic Revolution History and Kemalism in Turkey?

In today's digital age, it has made it mandatory to carry out the studies of mobile learning systems with changes in the education of individuals who are constantly active (Cunning, 2010). When looking at the development of technology used in the application of mobile learning; mobile technologies were first introduced in the 1970s. When the historical process of mobile learning use in Turkey's education system is examined, it is seen that mobile learning and mobile communication devices go through many stages. When the field is examined, the first of these stages consists of communication systems that start with physical structures that only process by signal, which we call the First Mobile Technology stage. Especially in 1927, radio broadcasting for the first time formed the basis of this communication system and ensured the transport of information. It could not be used effectively and for a long time in education due to the inadequacy of features such as low sound quality and narrow coverage. Second Mobile Technology, unlike the first Mobile Technology, provided written information and short message service (SMS) was widely used. The text message service has contributed to mobile communication, education and has not been an application that carries much differentness from The First Mobile Technology. It has been a form of learning that creates teacher student interaction, allows teachers to instruct students, and determines the direction, teaching and the return of the learning process. The third mobile technology has the breadth to use the features of standard mobile, but has become a more established-innovative technology stage in terms of providing lifelong learning anywhere. We clearly see that the rapid increase of data, easier access to data, the opportunity to access data anywhere via internet connection, destroys the limitations of the other two stages of mobile technology, provides easier learning opportunities and time-independent learning (Cunning, 2010).

After the 2000s, the rapid advancement of technology in all areas and subsequently the fact that devices such as mobile phones, mobile computers, tablets were faster, more usable, smarter and android enabled the adoption of these devices wherever they were in the world. In 2007, when Apple announced the iPhone's name to the world, mobile devices were a hotspot. Previously, problems such as slow reading of electronic messages, slow internet access, low resolution of text and pictures as a result of search engines, faster reading of electronic messages thanks to radical changes in mobile devices, faster internet access, faster resolution of text and pictures as a result of search engines, brought with it the formation of touch screens-powerful processors (Özdamar Keskin & Kilic, 2015).

The occurring of these rapid changes and developments in information technology in the world has also created an e-Transformation obligation for Turkey. In this context, it has become important to facilitate information presentation and access to information in business, school, transportation, communication, service, especially education. E-transformation means a change in the use of information technologies. We can say that making any payment of an individual and the transformation in which the individual expects the result by applying online. Especially with the use of e-transformation, it has enabled the emergence of high skills in public administrations, information production, service delivery, security and economy. It has led to new possibilities as well as new threats. Thanks to e-transformation, it has provided information to individuals in the fields of education, business, banking, communication, transportation and services, facilitated access to information and contributed to the simultaneous sharing of individuals with each other (Cetiner, 2009).

"Anadolu Mobile Application" developed by Anadolu University was created to serve formal and open education students and employees. In particular, it has been able to provide open education students who do not have formal education the opportunity to access course resources, take trial exams, make question solutions, and access exam entrance documents and curriculums. In addition, there are many buttons or categories such as e-library, e-cafeteria, e-newspaper in Anadolu Mobile Application. Also in the meetings organized by Anadolu University in different countries of the world based on needle hole photography; Examples include a web page (http://pinholepeople.com) with portfolios of the studies prepared by the students. In addition, the web page where the common information pool is created, which includes the scientific studies carried out by the research and development coordinator in open education (http://argegrup.anadolu.edu.tr.) has also been noteworthy for the mobile learning app. On this web page, it is aimed to create a culture of scientific study within Anadolu University Faculty of Open Education by taking part in the studies and researches carried out by university professors together. In this context, national and international books, papers, articles and book chapters of the teachers were included. In addition, scientific research projects, scientific and technical research institution of Turkey, publication incentive of projects with the support of organizations such as European Union, seminar-conference date, event announcements etc. included all kinds of academic information of teachers (Özdamar Keskin & Kilic, 2015).

In general, studies in Turkey have been applications for the effect of mobile learning on students' perceptions, attitudes, academic achievements, scale development studies, experimental studies, screening studies, and smartphone use in courses such as Science, Mathematics, English and Physical Education. In addition, the positive and negative aspects of mobile learning in the process were also discussed. In this context, (Saran, Çağıltay & Seferoglu (2008) in the study titled Developing an effective method of learning the language of mobile phones; they acted in order to develop teaching practices in line with the needs of the developing world in various methods and techniques. In particular, societies have developed various studies, activities, messages, pictures, exam questions and teaching tools to improve the lack of English words that individuals have interests and needs and to send this lack of words via SMS via personal mobile phones. This has led to the disappearance of the commitment to time and space that prevents learning.

With the mobile learning application carried out by Basoglu and Akdemir (2010); Zonguldak University has shown that learning English concepts through mobile phones is more effective than traditional concept learning practices. He also stated that mobile phones are a learning tool in concept teaching, make learning fun and that learning does not depend on in-class activities and methods and techniques. Thus, they have made it clear that learning with the mobile learning application is easier, accessible, fast, inexpensive, time-space-economical.

Education Technologies Research Trends in Turkey conducted by Göktaş et al .(2012): Content Analysis between 2000-2009; it has been stated that they fall on the preference of online applications in learning. The changing and developing digital technology and the changing processes of the media in education are discussed. While computer-aided learning was popular in the previous education system, it has recently been explained that

the distance education system is widespread and popular. It has also been stated that international studies on the use of technology in Turkey's education system are inadequate and limited.

When looking at resource research under the name of mobile learning in Turkey; Although "Digital Citizenship" is one of the competencies in the Social Studies Curriculum, it is seen that researches are limited when the literature on mobile learning application is examined in Social Information or Turkish Republic Revolution History and Kemalism, and that the studies usually take the form of either the effect of technology, media, social networks on social studies or mobile learning in the form of the teacher's ability to use devices such as technology, computers and mobile phones (Yaylak, 2017). For this reason, this research will gain an important place in mobile learning in Turkish Republic Revolution History and Kemalism. Since the introduction of mobile learning into our daily life and educational life covers a close period of time, we see new studies and researches being carried out on this subject. In this context; The 2020 Turkish Internet Usage Statistics and Turkey Mobile Usage Statistics published by We Are Social and Hootsuite together consist of the following toblos.

What are the Advantages and Disadvantages of Mobile Learning in Revolution History and Kemalism?

This mobile learning application, which contributes to lifelong learning, supports all individuals to gain access to their learning, different learning experiences and offers various learning opportunities in Turkish Republic Revolution History and Kemalism. Mobile learning system; Since it provides independence in the movement, which is not obligatory to be at the head of computers or other technological tools, we also see that individuals can review their subjects again, make individuals effective efficiently and also provide individuals with the opportunity of extra-class activities, which do not only provide in-class activities. Turkish Republic Revolution History and Kemalism, mobile learning personalizes learning, provides rapid feedback, interaction is intense, optional, allows learning in a short time, allows the individual to access various maps, date stripes, images, important heroes in history, information notes and summaries at any time, contributes to mental activities and finally allows individuals to have fun, activate, social the mapping of Turkish Republic Revolution History and Kemalism requires that mobile learning have an increasingly important place.

Table1. Advantages and disadvantages of mobile learning

Advantages	Disadvantages
• It allows individuals to connect and learn wherever, whenever they want.	• Sometimes the attachment is troublesome and the speed problem,
• It provides access to mobile tools, learning venues and software.	• Users' inability to create harmony with mobile tools,
• It provides lifelong learning and flexible learning.	• Limited memory of mobile vehicles or inadequacies,
• It provides implicit learning, wireless access and instant interaction with teacher-students.	• The inability of teachers, learners to be willing to this practice, their attitudes, perceptions or individual characteristics can prevent learning,
• Easy data storage, portability.	• Technical or educational deficiencies of the tutorials,
• Mobile gadgets are more economical than laptops and desktops.	• Biases, attitudes and perceptions of learners,
• Advanced mobile tools have become popular among new generations today, offering student guidance and opportunities for learning.	• Continuous change and development of mobile vehicles as a result of technical characteristics and requirements of the age and the lack of economic adaptation,
• Mobile tools are more common than other technological tools and offer more educational content with SMS-Multimedia delivery.	• Short possible result of the energy power of mobile vehicles is that learning activities can be interrupted,
• It contributes to measurement and evaluation, to provide feedback and to monitor the student's development.	• Mobile vehicles make it difficult to read the text due to the small screens,
• Provides access to a variety of learning and teaching tools.	• Different features and variations on mobile devices

Again, the use of this method in Turkish Republic Revolution History and Kemalism provides guiding social support in mobile learning environments, giving the opportunity to socialize, share thoughts, discuss ideas, exchange ideas and use social media applications. Mobile learning devices are getting smaller and richer by the day (Yaylak, 2017). When looking at the technical characteristics of mobile learning; in addition to creating new forms of communication, providing interactive structures, activating learning-teaching, gaining physical-cognitive-social competencies, ensuring connection with social networks, using location information and exchanging data, makes it an indispensable part of our daily life (Bozkurt, 2015).

In addition, mobile learning has been used in recent times, especially at all levels of education around the world;

- Access to information with students' mobile apps
- See activities
- Track memo information
- Providing creativity
- Contributes to in-school and out-of-school learning activities
- Interaction of communication between teacher-student, student-student
- Increasing cooperation between student-family-teacher
- It benefits the student to create awareness of their responsibilities.

To summarize the advantages and disadvantages of mobile learning use in short, it reveals the Table1 above.

Method

Pattern of Research

The research was carried out in an experimental way using quantitative research patterns. In general, it is unlikely that real experimental research will be carried out and that individuals in schools and classrooms will be distributed impartially to groups, and a semi-experimental pattern has been used in which one of the previously formed groups is decided to be the control group of one of the experiments.

Research Group

It consists of a total of 56 students in the 8/C and 8/D branches of a state secondary school in the southeast.

Data Collection Tools and Data Collection

As a data collection tool, the SPSS 22.00 program constitutes student attitude scale and student achievement test. The collection of data was randomized and two groups were formed, 28 of the students' experiments (8/D) and 28 controls (8/C). However, due to the pandemic process, a total of 32 students participated in the experiment (8/D) group, including 16 students from the control (8/C) group. Prior to the teaching process,.C the student achievement test consisting of 25 multiple choice questions for the academic success of the students and the student attitude scale form consisting of 40 items for the use of mobile learning in the Turkish Republic Revolution History and Kemalism were applied as preliminary tests. As a result of.C the teaching process, the student achievement test consisting of 25 multiple choice questions for the academic success of the students and the student attitude scale form consisting of 40 items for the use of mobile learning in the Turkish Republic Revolution History and Kemalism were reapplied as the final test. The student achievement test, which consists of a total of 25 multiple choice questions for the academic success of students in Turkish Republic Revolution History and Kemalism, was created by the researcher and increasedthe reliability of the data collection tool by taking the opinion of the expert. The student attitude scale form, which was also developed by Korkmaz, was revised and the student attitude scale form for the use of mobile learning in the Turkish Republic Revolution History and Kemalism was applied as a data collection tool.

Results and Discussion

What is the effect of mobile learning in social studies course on students' academic success?

Table2. Comparison of the pre-test results of the achievement test scores of the experiment and control group

Groups	n	X	sd	ss	f	df	t	p
Control	16	8,9375	4,05740	1,01435		30	1.557	0.130
Experiment	16	11,4375	4,97954	1,24489	2.667	28.8		

When Table 2 was examined, it was observed that there was no statistically significant difference between the averages of the experimental and control groups. (t=-1.557, p>0.05).

Table 3. Comparison of the post-test results of the achievement test scores of the experiment and control group

Groups	n	X	sd	ss	f	df	t	p
Control	16	12,0000	4,71876	1,17969	,253	30	4.071	0.000
Experiment	16	18,1875	3,83351	,95838		28.7		

When Table 3 is examined, it is revealed that there is a statistically significant difference in favor of the experimental group between the posttest scores of the experimental and control groups (t= -4.071, p<0.05).

Table 4. Comparison of the pretest and posttest results of the achievement test scores of the experimental group

Groups	n	X	sd	ss	df	t	p
Öntest	16	11,4375	4,97954	1,24489	15	-5,072	0,000
Sontest	16	18,1875	3,83351	,95838			

When Table 4 is examined, it is seen that there is a statistically significant difference in favor of the posttest between the pretest and posttest achievement scores of the experimental group (t= -5.072, p<0.05).

Table 5. Comparison of the pretest and posttest results of the achievement test scores of the control group

Groups	n	X	sd	ss	df	t	p
Öntest	16	8,9375	4,05740	1,01435	15	-2,124	,051
Sontest	16	12,0000	4,71876	1,17969			

When table 5 is examined, it is seen that there is no statistically significant difference between the pretest and posttest achievement scores of the control group (t= -2.124, p>0.05).

What are the attitudes of students towards mobile learning in social studies course?

Table 6. Comparison of the pre-test results of the attitude test scores of the experimental and control groups

Groups	n	X	sd	ss	f	df	t	p
Control	16	128,3125	16,90254	4,22563	,727	30	-,556	0.582
Experiment	16	131,1875	11,92878	2,98220		26,9		

When Table 6 is examined, it is seen that there is no statistically significant difference between the pretest attitude scores of the experimental and control groups. (t= -0.556, p>0.05).

Table 7. Comparison of the post-test results of the attitude test scores of the experimental and control groups

Groups	n	X	sd	ss	f	df	t	p
Control	16	138,4375	17,70111	4,42528	1,975	30	,197	0.846
Experiment	16	137,3125	14,52225	3,63056		28,8		

When Table 7 is examined, it is seen that there is no statistically significant difference between the posttest attitude scores of the experimental and control groups. (t= -0.197, p>0.05).

Table 8. Comparison of the pretest and posttest results of the attitude test scores of the experimental group

Groups	n	X	sd	ss	df	t	p
Öntest	16	131,1875	11,92878	2,98220	15	1,239	,234
Sontest	16	137,3125	14,52225	3,63056			

When Table 8 is examined, it is seen that there is a statistically significant difference in favor of the posttest between the pretest and posttest attitude scores of the experimental group (t= -1.239, p>0.05).

Table 9. Comparison of the pretest and posttest results of the attitude test scores of the control group

Groups	n	X	sd	ss	df	t	p
Öntest	16	128,3125	16,90254	4,22563	15	-1,361	,193
Sontest	16	138,4375	17,70111	4,42528			

When table 9 is examined, it is seen that there is no statistically significant difference between the pretest and posttest attitude scores of the control group (t= -1.361, p>0.05).

Conclusion

This research also revealed that the education given increased the achievement of the experimental group students. The achievements of the experimental group students differed significantly compared to the control group. However, there was no statistically significant difference between the experimental and control groups in terms of attitude scores.

Recommendations

Mobile learning is technological developments that offer quick access to instant global information and communication opportunities. We see that students interact with their teachers and friends through mobile tools, provide out-of-class learning and are a radical innovation in education. For these reasons, it will be inevitable that teachers and academicians will use mobile learning in Turkish Republic Revolution History and Kemalism. It will facilitate learning, make learning learning, and enable students to access information, repeat subjects and visualize information with mobile tools anytime anywhere. For literature, studies on teachers and academicians' use of mobile learning in Turkish Republic Revolution History and Kemalism can be increased.In addition, in this research, Turkish Republic Revolution History and Kemalism 2nd and 3rd. unit subjects were processed and applied by making a mobile learning application, but Turkish Republic Revolution History and Kemalism can be adapted to other units of the course.

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Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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Faculty Academic Performance Assessment (FAPA) Model

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Abstract: Academic Performance Assessment is a key institutional process in evaluating academic faculty to ensure quality and maximum output in all key areas of their assigned responsibility. The current paper provides an overview of the Academic Performance standards for higher education faculty in the United Arab Emirates. These standards are set by various educational authorities in the UAE, such as the Commission for Academic Accreditation (Ministry of Education), the National Qualifications Authority, and the private and public higher education institutions of the country. Three key areas of performance are included, namely, Teaching Effectiveness, Scholarly Activities, and Academic and Community Service. The current paper proposes an assessment model addressing these areas and includes: assessment criteria and indicators, rubrics. timeline and procedure guidelines, post-assessment action plan, assessment forms (lesson observation, Academic Dean assessment, faculty action plan assessment, student assessment, final grade).

Keywords: Performance assessment, quality assurance, academic faculty performance, assessment

Introduction

Higher Education increasing pressure to deliver quality education focusing on the best student experience has been, for years, calling for increasing accountability of academic faculty performance. To measure this, numerous faculty performance models have been implemented across higher education institutions worldwide. Such academic faculty assessment models need constant revising to respond effectively and substantially to the ever-changing institutional purposes of assessment. Faculty assessment models can determine the effectiveness of academic programs in promoting faculty performance and professional development. Issues of adequacy and bias need to considered when implementing such assessment programs, ensuring the establishment of objective and transparent processes that make clear the purpose of the assessment, the sources of data and the metrics of the assessment. Academic performance can refer to student achievement or the outcome of the educational journey of a student towards his/her career goals. Faculty Academic Performance Assessment is a key institutional process in evaluating academic faculty to ensure quality and maximum output in all key areas of their assigned responsibility.

The Academic Performance standards for higher education faculty in the United Arab Emirates (UAE) need to be understood as part of the wider context of educational reform and transformation that has been taking place in the country, including the introduction of teacher standards, school inspection programs and participation in research initiatives which provide data for enhancements and improvements to existing policies and regulations. The Academic Performance standards are the result of the cooperation and coordination of various educational authorities in the UAE, such as the Commission for Academic Accreditation (Ministry of Education), the National Qualifications Authority, and the private and public higher education institutions of the country. Three key areas of performance are mandated by the Standards, namely, Teaching Effectiveness, Scholarly Activities, and Academic and Community Service. The proposed assessment model is addressing these areas. The model includes: assessment criteria and indicators, rubrics, timeline and procedure guidelines, post-assessment action plan, and assessment forms for data collection from lesson observations, the Academic Dean, faculty action plan, and student assessment.

Teacher Standards and School Performance Evaluation in the UAE

The UAE has been at the forefront of the global trend to advance the quality of teachers with the highest teaching skills and resources, and to elevate the status of teaching as a career. In recent years it has developed and introduced specific plans envisioning the future of the society for the years to come. Aiming towards a knowledge-based economy, new teaching policies aimed at building a high-performing education system and a highly skilled teaching workforce at all levels of education, as well as other sectors of economic and social life. This is an important point to note as it justifies the framework and the philosophy within which any new developments and advancements are proposed at various areas of the education system. Some of the most recent measures include the development of the UAE Teacher and Educational Leadership Standards and the introduction of the Teacher Licensing System to power up the teacher education system in all Emirates. The following sections briefly describe some of these areas as an indication of the ongoing reform to transform the teacher education system, namely the UAE Teacher Professional Standards (Ministry of Education, 2020), ADEK's Irtiqaa Programme (ADEK, 2021), and the most current OECD's Teaching and Learning International Survey (OECD, 2020).

UAE Teacher Professional Standards

The Teacher Standards for the UAE have been developed to ensure teachers, at different career stages, can demonstrate professional competence that align with the aspirations of the UAE Vision 2021 (UAE Vision 2021, 2018) and international best practice. The Standards and Elements are further elaborated through Performance Criteria. The Standards detail the specific expectations pertaining to all teachers and are set to accomplish a first-rate education system. Four areas of professional competence are defined: Professional and Ethical Conduct, Professional Knowledge, Professional Practice, and Professional Growth (Ministry of Education, 2020).

According to *Standard 1 Professional and Ethical Conduct*, teachers are expected to demonstrate commitment to the UAE heritage and cultural values and personal and professional ethics. They are also expected to collaborate and communicate professionally and comply with legislative and organizational requirements. The second area of professional competence, *Standard 2: Professional Knowledge*, requires teachers to understand, learning and development in relation to diversity of learners, how to implement curriculum, stay informed educational research, learning theories, pedagogical approaches, cultural values and relevant policies. According to *Standard 3: Professional Practice*, teachers are expected to be able to create safe and supportive learning environments, implement effective learner-centered teaching, incorporate appropriate resources and make innovative use of technology, and use varied assessment methods. Finally, *Standard 4: Professional Growth*, extends the competencies to personal and professional development. Teachers should take responsibility for their own professional growth, engage in, and evaluate, professional development (Ministry of Education, 2020).

ADEK Irtiqaa Programme: Improving Schools' Performance

The 'Irtiqaa' Inspection Programme is Abu Dhabi Department of Education's (ADEK) comprehensive evaluation system to measure the quality of education in private schools in Abu Dhabi. It expresses the commitment to excellence in education and the State's strategy to improve the education system and enhance student potential and academic performance. To ensure the sustainability of the program, ADEK applies the program through three main action areas: (a) train UAE national educationalists to become school inspectors accredited by ADEK; (b) perform periodic inspection and monitoring visits in private schools to ensure their commitment to, and application of, the program standards; and, (c) provide the necessary support to schools and continue to improve the quality of education (ADEK, 2021).

OECD Teaching and Learning International Survey (TALIS)

The OECD Teaching and Learning International Survey (TALIS) is an international, large-scale survey of teachers, school leaders and the learning environment in schools. The TALIS 2018 survey asked teachers and school leaders about their job satisfaction, the working conditions, career mobility and risk of attrition, professional autonomy, collegiality and collaboration, and feedback and appraisal systems.

According to the survey results, in the UAE, 72% of teachers feel their profession is valued in society, which is higher than the average across OECD countries and economies participating in TALIS (26%). Regarding career stability, commitments to increase the financial remuneration of teachers and principals and to secure it through permanent contracts can compete with the need to limit costs and ensure flexibility in government expenditure. 82% of teachers in the UAE reported having control over determining course content in their class (more likely to report working in innovative school environments), compared to 84% on average across the OECD countries and economies participating in TALIS. With regard to feedback and appraisal systems, in the UAE, 1% of teachers report that they have never received feedback (based on observation of the teacher's classroom teaching, school-based and classroom-based results and assessment of the teacher's content knowledge) in their schools (OECD average 10%) (OECD, 2020).

Criteria, Guidelines and Procedures for HEIs and Academic Evaluation

Within the wider vision of the UAE to become a knowledge-based economy, significant improvements and reforms were implemented in the higher education sector to advance, and raise the quality of, offered education. The following sections describe in brief ADEK's HEIs Authorization and Evaluation Framework, the establishment of the National Qualifications Framework (QFEmirates), the Standards for Institutional Licensure and Program Accreditation for HEIs, and the recently introduced of a Faculty Development Framework at a private university (name withdrawn) which aims to successfully respond to the latest regulations and standards set for HEIs.

ADEK's Higher Education Institutions Authorization and Evaluation Framework

The ADEK strategic priorities include the raise the quality of Abu Dhabi's higher education system to internationally recognized levels, the alignment of higher education with Abu Dhabi's social, cultural, and economic needs, the development and maintenance of a research ecosystem to drive an innovation-based economy, and the provision of affordable access to higher education to all qualified students. At federal level, the quality assurance framework for HEIs in the UAE includes mechanisms such as the Initial Institutional Licensure, the Initial Program Accreditation, the Accreditation, and the Renewal of Accreditation for existing programs. The quality assurance framework at the federal level falls under the jurisdiction of the Commission for Academic Accreditation (CAA).

Among a long list of evaluation criteria, the framework includes criteria addressing the quality of the institution's academic faculty qualifications and expertise, requiring HEIs to employ qualified and sufficient faculty and staff to deliver its academic programs from top 500 internationally ranked institutions. It also addresses the promotion of research and innovation with mechanisms and processes in place that support research activities, enhance research quality and productivity and promote innovation. Additionally, research outputs and outcomes should be visible at national, regional and international levels. HEIs should also engage in community service as one of their strategic priorities and ensure that they have the relevant financial and human resources to deliver those services (ADEK, 2016).

The National Qualifications Framework (QFEmirates)

The Board of the National Qualifications Authority (NQA) approved the qualifications framework for the UAE (known as the QFEmirates) in 2012. The Qualifications Framework for the Emirates Handbook provides detailed information about the architecture of qualifications in the UAE and also defines the requirements that will enable locally awarded qualifications to be compared with and valued alongside international qualifications. The five prescribed strands of learning outcomes (Table 1) reflect what is expected to be achieved at the respective level, for each qualification awarded in the UAE. It should be noticed that expected learning outcomes require the development of competencies (how to apply the knowledge and skills) emphasizing autonomy and responsibility, professional role and professional and personal development based on the knowledge and skills that was obtained during the qualification. These strands are assigned and defined in detail across 10 levels of qualifications which encompass the possible spread of learning, from Level 1 (Certificate 1) recognizing the ability to perform practical and elementary tasks, to Level 10 (Doctoral) recognizing the ability to discover and develop new knowledge and skills required at the frontiers of research and scholarship (National Qualifications Authority, 2012).

Table 1. Strands of learning outcomes (National Qualifications Authority, 2012).

Level X	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
	Knowledge	Skill	Autonomy and responsibility	Role in context	Self-development

Aspects of competence

Standards for Institutional Licensure and Program Accreditation (HEIs)

The continuous and drastic upgrade and transformation of the UAE education system has come from the realization that the future success of the UAE knowledge-based economy depends on graduates equipped to think critically, perform research, and demonstrate the ability to innovate and become entrepreneurs in their specialist fields and respond positively to the opportunities for life-long learning. The 2019 Standards for Institutional Licensure and Program Accreditation (6th Edition) is the response to this realization for the provision of quality higher education in the UAE. National and international trends have raised challenges for the quality assurance and maintenance of high standards across the higher education sector. The 2019 Standards address these challenges by strengthening the criteria and by detailing the requirements in additional Stipulations and Annexes to the Standards. With regard to academic faculty, as defined by the Standards, they are expected to perform equally in teaching and program development, research and publications and academic and community service.

Standard 3 Educational Programs stipulates that HEIs must demonstrate that they have sufficient numbers of appropriately qualified faculty to meet all requirements of its educational programs and courses. Research, scholarship and/or professional practice is incorporated into teaching activity. *Standard 4 on Research and Scholarly Activities* assigns research and scholarly activities, to the faculty members, directed towards the creation, integration, application, and transmission of knowledge. Additionally, the institution must have a strategy for faculty research and/or scholarship which reflects its commitment to research, scholarship, sustainability, innovation and creative activity. According to *Standard 5 about Faculty and Professional Staff*, HEIs must demonstrate that they have appropriately qualified faculty meeting all requirements of its programs, professional standards for teaching and support of learning, including appropriate professional development and fair workload policies. *Standard 11 on Community Engagement* stipulates that HEIs must develop collaborative external partnerships leading to productive relationships that bring beneficial outcomes for the community. Faculty members are expected to be engaged in community service along with institutional service defined in previous standards. Finally, *Stipulation 5 on Faculty and Professional Staff* defines the evaluation process. HEIs must conduct annual evaluations of the performance of all full-time, part-time, and visiting faculty members (Commission for Academic Accreditation, 2019).

An example of the application of the 2019 Standards to the faculty assessment of academic performance and promotion, consists the *Faculty Development Framework (FDF)* from a top private higher education institution in Abu Dhabi (name withdrawn). The FDF outlines the performance areas that encompass the core areas of faculty engagement, in accordance with the 2019 Standards, including leadership and service, research and innovation, teaching, and teaching scholarship. In evaluating faculty for their annual review and for promotion, the FDF aligns faculty performance objectives and activities with the University's strategic priorities to support a culture of high performance. It is inclusive in that it provides an opportunity for promotion of faculty by recognizing and valuing the outstanding contribution of leaders in research and teaching. Two promotion routes are defined distinguishing between faculty who engages in teaching only and faculty who engages in research as well as teaching.

Table 2. Percentage contributions by promotion route.

Promotion Route	Leadership and Service	Teaching	Teaching Scholarship	Research, Innovation and Impact
Leadership and Teaching Scholarship	10 - 20%	40 – 60%	10 – 30 %	10 – 20%
Leadership and Research, Innovation and Impact	10 - 20%	40 – 60%	0 – 10%	20 - 30%

Leadership is the responsibility of every faculty member at every rank. *Leadership and service* reflect the expectation that faculty applying for promotion demonstrate an effective leadership contribution to their college or the university to achieve its strategic objectives. Faculty on the *leadership and teaching scholarship* route will make a significant contribution achieving the strategic objectives of its teaching and learning enhancement strategy, while faculty on the *leadership and research, innovation and impact* route will make a significant contribution achieving the goals of its research, innovation.

Faculty Academic Performance Assessment Model

The proposed assessment model addresses Teaching Effectiveness, Scholarly Activities, and Academic and Community Service and includes: assessment criteria and indicators, rubrics, timeline and procedure guidelines, post-assessment action plan, and assessment forms: Lesson Observation Form, Academic Dean Assessment Form, Faculty Action Plan Assessment Form, Student Assessment Form, Final Grade Form.

Performance areas

Three performance areas are targeted by the proposed model: Teaching Effectiveness, Scholarly Activities, and Academic and Community Service. Teaching Effectiveness refers to academic teaching and program development. That includes delivering quality teaching, development of course material, assessments, and teaching and learning material, and development of new academic programs. Scholarly Activities refer to academic research and research publications. Academic and Community Service involves participation in committees and task forces, as well as, volunteer work and contributions outside academia, such as offering professional development and training and other services. The proposed percentages for the three performance areas are: Teaching Effectiveness (45%), Scholarly Activities (30%), and, Academic and Community Service (25%). This distribution favours a faculty performance assessment that emphasizes more on teaching and less on research. The rubric adopts the following grading scale: 100%-90% Excellent, 89%-80% Very Good, 79%-70% Good, 69%-60% Needs Improvement to 59% and below Unsatisfactory.

Assessment Grading

The scores for the three performance areas are collected from four assessment sources, namely one or two (depending on faculty rank) Lesson Observations (25%) conducted by the faculty member's supervisor, the Faculty Action Plan (55%), which includes the faculty member's academic outputs (course review and development, research and research reports, conferences and research publications, academic and community service), the Student Assessment (10%), and the Academic Dean Assessment (10%). This distribution favors a faculty member's personal academic performance and places less weight on the student and supervisor's assessments to avoid biased evaluations. The rubric adopts the following grading scale: 100%-90% Excellent, 89%-80% Very Good, 79%-70% Good, 69%-60% Needs Improvement, 59% and below Unsatisfactory.

Assessment Criteria

The assessment criteria for Teaching Effectiveness (45%) are collected from the Lesson Observation, Academic Dean Assessment, and Student Assessment forms. They refer to a faculty member's expertise, content knowledge, updated information used in the discipline, interdisciplinary approach used in teaching, course organization, teaching methodology, educational technology, integrity, open-mindedness, objectivity, student motivation and engagement. The rubric adopts the following grading scale: 45%-41% Excellent, 40%-36% Very Good, 35%-31% Good, 30%-27% Needs Improvement, 26% and below Unsatisfactory. The assessment criteria for Scholarly Activities (30%) are collected the Faculty Action Plan form. They include course review and development (10%), research reports and awards/grants (10%), conference presentations, refereed publications, creative/work exhibitions, research citations (10%). This distribution is giving an equal weight to a faculty member's scholarly activities. The rubric adopts the following grading scale: 30%-28% Excellent, 27%-25% Very Good, 24%-21% Good, 20%-18% Needs Improvement, 17% and below Unsatisfactory. The assessment criteria for Academic and Community Service (25%) are collected the Faculty Action Plan form. They include public lectures, supervision/student activities, media exposure, committees, consultations, conference organization, professional memberships, intercampus cooperation. This distribution is giving an equal weight to a faculty member's academic and community service. The rubric adopts the following grading

scale: 25%-24% Excellent, 23%-21% Very Good, 20%-18% Good, 17%-15% Needs Improvement, 14% and below Unsatisfactory.

Timeline/Procedure

The Faculty Performance Assessment is initiated and conducted by the Faculty Evaluation committee as follows (based on 16-week course): During *Weeks 4-6* the Academic Dean, or Supervisor, conducts an announced full lesson observation using the *lesson observation form*. After the observation the Academic Dean, or Supervisor invites the faculty member to inform him/her of his/her observation results, to discuss the assessment and record the faculty's response. During *Week 6* students taught by the faculty are asked to evaluate their instructor using the online version of the *student assessment form*. The evaluation results are collected by the Faculty Evaluation Committee and kept in file for his/her final assessment. The faculty is informed of the assessment results. During *Week 13* the faculty is being asked by the Academic Dean or Supervisor, to respond to their *action plan* (submitted at the beginning of the semester) using the *faculty action plan assessment form*. The evaluation form is returned to the Faculty Evaluation Committee and kept in file for his/her final evaluation. During *Week 16* the Academic Dean completes the faculty assessment using the *Academic Dean assessment form*. An assessment grade is assigned to the faculty based on the completed assessment forms using the *final grade form*. All assessment data are submitted for the final performance assessment by the senior management.

Final Grade

The final grade for assessing the faculty performance includes the individual scores obtained from the four assessment forms. The rubric adopts the following grading scale: *100%-90% Excellent*: exceptional performance in addition to consistency exceeding requirements of the job has a major impact in the lasting growth of the educational institution, *89%-80% Very Good*: performance that at times exceeds, and consistently meets the requirements of the job, *79%-70% Good*: performance that consistently meets the requirements of the job, *69%-60% Needs Improvement*: performance that occasionally meets the requirements of the job, *59%-0% Unsatisfactory*: performance does not consistently meet the requirements of the job.

Post-Assessment Action

Suggested post-assessment action per level of performance may include: *100%-90% Excellent*: performance bonus, *89%-80% Very Good* & *79%-70% Good:* certificate of appreciation, *69%-60% Needs Improvement*: professional development program, and/or salary decrease, and/or warning letter, *59%-0% Unsatisfactory*: warning letter, and/or end of contract.

FAPA model forms

The *Lesson Observation Form* targets four areas: *quality of instructional content* (use of available resources and technology, student-centered teaching, inclusivity, learning environment, lesson plan), *student behavior management* (teacher engagement with students, attention to the behavior of students, management of disruptions and inappropriate behavior, established et of rules and procedures for misbehavior), *instructional skills* (clear learning objectives, examples and demonstrations, meaningful feedback, interactive activities, development of critical thinking, problem solving, and decision-making, independent learning), and *communication skills* (teacher speech, eye contact, non-verbal communication, listening and answering to students, teacher enthusiasm for the teaching/learning process).

The *Student Assessment Form* asks students to evaluate their instructor in five teaching and learning areas: *teaching methodology* (course requirements, assessment schedule, resources, enthusiasm, engagement, creativity and innovation, ways to teach, critical thinking, student participation, independent learning), *organization/structure* (lesson preparation, punctuality, time management, following syllabus and assessment, learning experience), *content knowledge* (subject knowledge, resourcefulness, knowledgeable, answering questions, enhancing learning), *interaction/communication* (explaining course structure and assessment, university policies, respect, being available, teacher expectations, explaining topic well, speaking clearly, willingness to listen and help), and, *technology/innovation* (educational technology tools and innovative

teaching methodologies, classroom technology, encouragement, technologically literate, using technology to learn).

The *Faculty Action Plan Assessment Form* includes the following scholarly activities: *course development and review, research reports, conferences, publications* (academic paper publications in conference proceedings, academic journals, books, edited books, chapters in books, scholarly articles media or magazines/newspapers, research reports, academic courses and programs, digital publications, online academic journals, academic/ research blogs/content curation, online courses, educational software), *academic service* (any current or on-going academic projects, inter-campus course coordination activities, exam preparation activities, professional development seminars/workshops presented professional development seminars/workshops attended), *community service* (recent or on-going community service projects).

The *Academic Dean Assessment Form* assesses functional areas of responsibility: *specific job competencies* (the specific knowledge skills and abilities required to perform the technical aspects of the job), verbal communication (participates in discussion/meetings, able to articulate ideas in a clear manner, listens effectively), *written communication* (writes clearly, concisely, using appropriate grammar), *assertiveness /influencing skills* (presents a case or situation in a convincing manner, presents information or ideas in a determined and realistic way), *team work* (supportive of others, builds on other's ideas, encourages trust in others, taking risk and offering ideas), *taking initiative* (anticipates a need and responds accordingly, self-starting), *leadership* (provides a sense of purpose for the group with clear objectives and role definitions), *approachable/client focused*: listens and assists others in a positive manner, *accuracy/timeliness of work* (work is completed for assigned deadlines, attends to detail – errors are rarely found in work, uses), *punctuality:* (consistently is on time for work and uses time productively), *cultural sensitivities:* (demonstrates tolerance and understanding for other cultural backgrounds, the manner of clothing worn is appropriate for the culture, appropriate language is used). It also conducts an overall assessment of the faculty member, such as, highlighting areas of strength, behaviors the employee should seek to improve to increase effectiveness, and highest priorities in the coming year.

Conclusion

The proposed model of Faculty Academic Performance Assessment provides a dynamic model that can be adjusted for online implementation and to the specific assessment needs of a higher education institution. It provides a complete assessment of all major areas of academic faculty performance and it consists a model that rewards substantial academic work completed by the faculty member, intentionally giving less weight on the assessment evaluation of the students and/or education manager to who the faculty member reports to. It is anticipated that the proposed model can provide a framework of fair assessment of academic faculty based on the faculty's evidenced academic outputs. Academic performance assessment remains a vital institutional process not only for evaluating academics but also acting as a driver for enhancing faculty creativity and innovation and increasing their quality of teaching and the learning experience of students. The proposed model intersects the numerous and diverse educational transformations in the UAE education system and anticipates to provide a useful institutional tool for assessing and raising the quality of academic faculty performance in the UAE and beyond.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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Student Satisfaction with the Implementation of Online Learning in Higher Education and Accounting Modules

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Abstract: Through this research, I have addressed the satisfaction of high-level students of bachelor and master studies with accounting modules, during the online learning which was developed during the Covid19 pandemic in Kosovo. Given the impact of the Covid 19 pandemic on the higher education system, I have presented to you the opinion of students from Kosovo universities, ie students of economic faculties. 200 students were included in this research, while the research was conducted online through a structured questionnaire and the data were analyzed through the SPSS program. The research results showed that students have good knowledge of the application of online learning platforms and have active access to university platforms, namely accounting modules. Approximately half of the student's state that they have technical problems with their equipment during online learning, but the good thing remains to be the support and assistance of the IT of the faculties during this time. Based on the correlation analysis we understand that we correlate with the forms of cooperation between students and the contents with the student-teacher cooperation, and there is a high positive relationship with overall satisfaction with accounting modules. On the other hand, there is a high correlation between student-teacher interaction and student-student interaction, as well as overall satisfaction with accounting modules. In general, we say that students' satisfaction with accounting modules remains at a satisfactory level and that this is thanks to the application of online learning platforms offered by economic faculties in Kosovo. What I can ask for further is to include other subjects in the study and make comparisons, as well as to provide specific platforms for each field.

Keywords: E-learning, accounting model, student satisfaction, higher education

Introduction

E-learning is considered to be a new form of learning, which is realized digitally through electronic devices, where usually there should be internet access. This can be achieved through most electronic devices including a computer, laptop, tablet, or smartphone, making it a versatile and easy way for students to learn wherever they are. There are many forms and resources of online learning, but what should be kept in mind is that this new form of learning is innovative and requires a very professional approach. (Chua et al., 2014).

This can also be applied at the institutional level, but so far there have been setbacks and it has not worked at all levels, to date (Chua et al., 2014). During this decade there have been tangible efforts to use virtual learning environments to support teaching and learning in higher education. Online learning seeks to provide support, new forms of management, another level of learning enrichment and teaching improvement, learning and assessment, and their anticipated benefits include increased communication, interaction, and the inclusion of collaborative pedagogical models., communication, information sharing, shared passion, and deepening knowledge by continuing interaction (Gannon-Leary et al., 2007).

Many benefits come as a result of the application of online learning, which are also mentioned in the literature, including the provision of a tool to improve the quality of learning opportunities and learning outcomes, the creation of learning and learning environments not dependent on, but without limitation of time or space so that they take into account the individual learning needs, then promotion and responsibility, motivating the student for the learning process, improving learning in a social environment, providing of an improved learning environment, fostering feelings of connection, increasing student satisfaction and concentration (Downing et al., 2004).

Based on research conducted by (Graham, 2006) he had found three main benefits resulting from the use of the mixed learning approach, within the framework of greater teaching efficiency, than in improving the access and convenience of study for students, and finally in reducing costs for universities. Authors (Cottrell et al., 2003) have drawn attention to several potential benefits of using blended learning in accounting teaching, both in terms of reducing working time for university lecturers and in making more efficient use of working time for students. It is considered that an increased range of courses developed with the use of e-learning is an important argument for students, who when choosing the academic program and making decisions about studying at a particular university.

(López-Pérez et al., 2011) had researched the teaching process using mixed learning. They had included in the research about 1400 students, and from the results, it results that the mixed teaching also online has influenced the reduction of dropout and the improvement of the final exam results in the accounting modules. They say that students' perception of mixed learning is associated with their final grades depending on the mixed learning activities, age, previous experience, and frequency of class attendance.

Also, the author (Orhan, 2008) had made an analysis in the context of the combination of traditional lessons and lessons developed with the use of e-learning, where he says that this is the desired teaching method. In the research, he shows that there is an increase in motivation and responsibility of students for the learning process, as it has the effect of saving time, has a better approach to communication with professors, and that there is a quality improvement.

Empirical studies are said to show that the initial negative evaluation of distance learning, compared to traditional methods has disappeared in recent years (Olitsky et al., 2014). There is a positive change in e-learning accounting courses in recent years where we refer to the design of courses, content, and forms of interaction between students and professors, as well as concerning the learning content (Concannon et al., 2005). Authors (Arbaugh, et al., 2009) conducted empirical research which proved that courses that use the blended learning approach were no worse at achieving teaching goals than traditional ones.

This research is focused on analyzing the level of student satisfaction with online learning developed in accounting modules, at various universities in the Republic of Kosovo. The scientific importance of research lies in determining the appropriate criteria and conditions for the progress of online learning, at the high level of education in accounting modules.

Methodology and Research Design

The research model belongs to the quantitative type, while for its realization I used the online questionnaire which was distributed to students of accounting modules in Kosovo. A total of 200 bachelor and master students participated in the research, and I administered the questionnaire myself through google form and converted the same into a data panel in excel and SPSS. The questionnaire is organized into seven parts, where in the first part are accommodated demographic data (faculty, level of studies, average grade, gender, and age), in the second part of the questionnaire are questions related to information within the possession of technological equipment and application of information technology tools (possession of computers, university email addresses, knowledge on the application of online platforms, time spent during online learning). The third part deals with technical problems (if they have technical problems with technical equipment and if they receive assistance from the university IT), while the fourth part deals with the interaction between students and the contents (course notes, project forms, quizzes, learning activities, activities). In the fifth part, the student-teacher interaction is treated (active approach of the professor, the time of the professor's dedication, the evaluation of the online learning progress by the student), then the student-student interaction (discussions, cooperation, expression of opinion, encouragement) is treated. and the last section deals with the overall satisfaction over the accounting course.

For conducting the research, I applied the SPSS program (version 25), where I initially presented the descriptive data by presenting the turnout in%, their opinion in numbers and%, and to achieve a more accurate answer I applied the correlation test (Spearman) and Multiple Regression. Based on the reliability test we have a very high level of 0.889 or 88.9% of Alpha Cronbach's level which makes my research to be with a high level of reliability.

Student-content interaction 0.895

Student-teacher interaction 0.872

Student-student interaction 0.883

Overall satisfaction with the accounting course 0.907

Average of reliability 0.889

The main research question is:

- How satisfied are the students with the progress of online learning in accounting modules?
- Was there cooperation between students and professors during the development of online learning?
- What was this collaboration and how appropriate were the learning contents that were presented in the online lesson?
- Have students' expectations been met within the accounting modules?

Results

Based on Table1, the research was attended by a total of 200 students from accounting departments in various faculties in Kosovo.

Table 1. Descriptive statistics of level of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	157	78.5	78.5	78.5
	Master	43	21.5	21.5	100.0
	Total	200	100.0	100.0	

157 of them had a bachelor's degree and 43 masters, and according to (Table 2) 91 of the participants in the research belong to the male gender and 109 to the female gender.

Table 2. Descriptive statistics of gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	91	45.5	45.5	45.5
	Female	109	54.5	54.5	100.0
	Total	200	100.0	100.0	

According to Table 3, the average age is 20.23 years with an average grade of 8.34.

Table 3. Descriptive statistics of descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Average grade	200	0.00	75.00	8.3489	4.95024
Age	200	18	30	20.23	2.382
Valid N (listwise)	200				

Based on (Table 4) are presented information on the use and access to online platforms, where most of them say they own personal computers or laptops, while 99% of them have email addresses of university offices and 97% have knowledge of using online platforms.

Table 4. Information on possession of technological equipment and application of information technology tools

Information on possession of technological equipment and application of information technology tools		Count	Column N %
Do you have a personal computer/laptop that is functional and you can work with it?	Yes	171	85.5%
	No	29	14.5%
Do you have a personal (non-University) email address?	Yes	198	99.0%
	No	2	1.0%
Do you have a university email address?	Yes	182	91.0%
	No	18	9.0%
Do you know using online platforms?	Yes	194	97.0%
	No	6	3.0%
How many times a week do you attend online learning?	1-2 times per weak	57	28.5%
	3-4 times per weak	78	39.0%
	Over 4 times per wean	65	32.5%
How many hours a day do you teach online?	Less than 1 hours	7	3.5%
	1-2 hours	78	39.0%
	3-5 hours	102	51.0%
	More than 5 hours	13	6.5%
Do you have active access to the University's online platform?	Yes	177	88.5%
	No	23	11.5%
Do you easily use the tools provided by the platform (such as uploading materials, downloading, lectures, communication)?	Yes	186	93.0%
	No	14	7.0%

Most of them have access to online platforms more than 3 to 4 times a week, and the time they spend for most of them is 3-5 hours per day. They show that they have active access to online university platforms and that 93% of them know about using tools that are integrated into online platforms.

In terms of technical problems (Table 5), it is shown that half of the students have technical problems with their equipment while attending online learning, while only half of them say that they receive technical assistance from the university IT while attending online learning.

Table 5. Technical problems

	Yes		No	
Technical problems!	Count	Row N %	Count	Row N %
Do you have technical problems with your technological devices while learning online (PCs, laptops)?	96	48.0%	104	52.0%
Do you get help from University IT online or in other forms?	101	50.5%	99	49.5%

Within the students' opinion on the content of the lectures (Table 6), we see that most of them agree that the lessons that were offered during the online lesson were prepared and clear to them, then they also had the opportunity to learn more easily.

They are also satisfied with the forms of assessment or online testing, as well as with the activities that have been developed during online learning, within the accounting modules. Interaction between students during online learning is a challenge that still needs to be worked on, but in the context of the presented results (Table 7) students show that their professors have played a very positive role in the discussions that have taken place during online learning, have received feedback from their professors and whenever they needed advice, they also received direct advice from professors for any requests they had.

They say that their professors during online teaching, have played a facilitating role between students and teaching content and that their participation has been monitored and evaluated by professors. In general, students are satisfied with the progress of online learning and this made us feel proud of the work that has been done within the accounting modules, in addition to the lack of technical support during the lesson for a

significant number of students. But this part is something that can be passed easily and with a more serious dedication.

Table 6. Student-content interaction

	I do not agree		Not agree		Neutral		Agree		Completely agree	
Student-content interaction	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Course notes, lessons or lectures used in this course have made my learning easier	10	5.0%	10	5.0%	55	27.5%	101	50.5%	24	12.0%
The form of projects in this course have made my learning easier.	8	4.0%	15	7.5%	66	33.0%	88	44.0%	23	11.5%
Preparing for quizzes / exams in this course has made my learning easier.	6	3.0%	21	10.5%	60	30.0%	94	47.0%	19	9.5%
The learning activities in this course required the implementation of problem-solving skills which facilitated my learning.	7	3.5%	13	6.5%	78	39.0%	84	42.0%	18	9.0%
The learning activities in this course required critical thinking which facilitated my learning.	8	4.0%	19	9.5%	71	35.5%	84	42.0%	18	9.0%

Table 7. Student-student interaction

	I do not agree		Not agree		Neutral		Agree		Completely agree	
Student-student interaction	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
In this course the professor has been an active member of the discussion group giving direction to our discussion.	4	2.0%	6	3.0%	32	16.0%	95	47.5%	63	31.5%
I received timely feedback from my professor.	4	2.0%	6	3.0%	34	17.0%	77	38.5%	79	39.5%
I was able to get individualized attention from my professor when needed.	6	3.0%	8	4.0%	43	21.5%	91	45.5%	52	26.0%
In this course the professor has functioned as a course facilitator who has continuously encouraged communication.	4	2.0%	3	1.5%	42	21.0%	91	45.5%	60	30.0%
When I attended the course, the professor knew I was present.	9	4.5%	7	3.5%	35	17.5%	76	38.0%	73	36.5%

Table 8. Overall satisfaction with the accounting course

Overall satisfaction with the accounting course	I do not agree		Not agree		Neutral		Agree		Completely agree	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
I am very satisfied with this course	7	3.5%	10	5.0%	54	27.0%	91	45.5%	38	19.0%
I would like to take another course with the same learning environment.	7	3.5%	24	12.0%	59	29.5%	73	36.5%	37	18.5%
This course definitely meets my learning needs.	6	3.0%	10	5.0%	61	30.5%	89	44.5%	34	17.0%
I would definitely recommend this course to others.	8	4.0%	20	10.0%	49	24.5%	74	37.0%	49	24.5%
I think this course is just as effective as the other courses	6	3.0%	21	10.5%	60	30.0%	80	40.0%	33	16.5%

Regarding the satisfaction of students with accounting courses (Table 8), we can say that most of them are satisfied with the courses developed. They say that the courses have achieved their goals or expectations for the subject and that they would recommend that this form of teaching be organized for other courses in the faculty.

Table 9. Correlation analysis

			Student-content interaction	Student-teacher interaction	Student-student interaction	Overall satisfaction with the accounting course
Spearman's rho	Student-content interaction	Correlation Coefficient	1.000	0.513**	0.510**	0.653**
		Sig. (2-tailed)	.	0.000	0.000	0.000
		N		200	200	200

**. Correlation is significant at the 0.01 level (2-tailed).

In the correlation analysis (Table 9) we can see that we have significant connections in between Student-content interaction and student –teacher interaction (rho = 0.513 **, p-value = 0.000), then between student-content interaction - student-student interaction (rho = 0.510 **, p-value = 0.000) and also between student-content – interaction and overall satisfaction with the accounting course (rho = 0.653 **, p-value = 0.000).

Table 10. Regression analysis

	Mean	Std. Deviation	N
Overall satisfaction with the accounting course	3.6360	0.84823	200
Student-content interaction	3.4990	0.77108	200
Student-teacher interaction	4.0000	0.76032	200
Student-student interaction	3.6390	0.78214	200

Table 10.1 Model Summary- regression

Model	R	R Square	Adjusted R Square	Std. An error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.669[a]	0.448	0.445	0.63175	0.448	160.754	1	198	0.000
2	0.726[b]	0.527	0.523	0.58609	0.079	33.049	1	197	0.000
3	0.734[c]	0.539	0.532	0.58043	0.011	4.861	1	196	0.029

a. Predictors: (Constant), Student-content interaction

b. Predictors: (Constant), Student-content interaction, Student-student interaction

c. Predictors: (Constant), Student-content interaction, Student-student interaction, Student-teacher interaction
d. Dependent Variable: Overall satisfaction with the accounting course

Table 10.2 Anova- regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	64.158	1	64.158	160.754	0.000[b]
	Residual	79.023	198	0.399		
	Total	143.181	199			
2	Regression	75.510	2	37.755	109.912	0.000[c]
	Residual	67.670	197	0.344		
	Total	143.181	199			
3	Regression	77.148	3	25.716	76.331	0.000[d]
	Residual	66.033	196	0.337		
	Total	143.181	199			

a. Dependent Variable: Overall satisfaction with the accounting course
b. Predictors: (Constant), Student-content interaction
c. Predictors: (Constant), Student-content interaction, Student-student interaction
d. Predictors: (Constant), Student-content interaction, Student-student interaction, Student-teacher interaction

Table 10.3 Model Summary- regression

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.059	0.208		5.092	0.000
	Student-content interaction	0.736	0.058	0.669	12.679	0.000
2	(Constant)	0.506	0.216		2.347	0.020
	Student-content interaction	0.486	0.069	0.442	7.023	0.000
	Student-student interaction	0.392	0.068	0.362	5.749	0.000
3	(Constant)	0.284	0.236		1.205	0.230
	Student-content interaction	0.426	0.074	0.387	5.763	0.000
	Student-student interaction	0.332	0.073	0.306	4.558	0.000
	Student-teacher interaction	0.163	0.074	0.146	2.205	0.029

a. Dependent Variable: Overall satisfaction with the accounting course

This significant link is a clear indication of the importance of cooperation between professors - students - teaching content, as it shows a very productive approach and provides opportunities for achieving the objectives of students, which are the achievement of high results and knowledge within accounting lessons.

In the regression analysis (Table 10.1) we see that the dependent variable, in this case, is Overall satisfaction with the accounting course, while the independent variables/predictors are student-content interaction, student-teacher interaction, and student-student interaction. Based on the results we see that it is classified into three models (model 1 - R = 0.669, model 2 - R = 0.726, and model 3 –R = 0.734), while the p-value in all three models is less than 0.01 and 0.05 of the margins of error.

Based on (Table 10.3) we see that in the first model impact on Overall satisfaction with the accounting course has Student-content interaction (p-value = 0.000), in the second model also has impact Student-content interaction (p-value = 0.000) and Student-student interaction (p-value = 0.000), while in the third model all three factors have influence student-content interaction (p-value = 0.000), student-student interaction (p-value = 0.000) and student- teacher interaction (p-value = 0.029).

Conclusion and Recommendations

The research results showed that students have good knowledge of the application of online learning platforms and have active access to university platforms, namely accounting modules. Approximately half of the student's state that they have technical problems offered by economic faculties in Kowith their equipment during online learning, but the good thing remains to be the support and assistance of the IT of the faculties during this time. Based on the correlation analysis we understand that we correlate with the forms of cooperation between students and the contents with the student-teacher cooperation, and there is a high positive relationship with

overall satisfaction with accounting modules. On the other hand, there is a high correlation between student-teacher interaction and student-student interaction, as well as overall satisfaction with accounting modules.

In general, we say that students' satisfaction with accounting modules remains at a satisfactory level and that this is thanks to the application of online learning platforms. What I can ask for further is to include other subjects in the study and make comparisons, as well as to provide specific platforms for each field.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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Digital Literacy Perspective: Reflections on Education

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Abstract: Today's society demands more and more different types of skills. These skills need to be used not only to strengthen the capacity to use information for social and personal development purposes, but also to manage potential risks associated with mass media and digital media. As a matter of fact, the rapid development of digital technologies in the digital age confronts individuals with situations that require the use of ever-growing cognitive, sociological and technical skills required to identify and solve problems in digital environments. Individuals who are digitally illiterate or who lack digital literacy face the situation of exclusion from the digital world. Therefore, in today's technology age, being digital literate is an important skill needed in people's workplace and social lives beyond educational institutions. The increased focus on the development of digital literacy should be a policy priority, especially for educational institutions. Because education, which includes the learning and teaching process, is an area where digital media are used. In this study, the concept of digital literacy, the development of digital literacy, strategic perspectives in education, the 'Ng Model' in digital literacy and the use of digital literacy in education have been examined.

Keywords: Digital literacy, Skills, Education, Technology

Introduction

Today's society requires more and more skills and different kinds; these skills to strengthen the capacity to use the information for only social purposes and personal development, but also with mass media and digital media must be used in managing the potential risks associated thereof. As a matter of fact, the rapid development of digital technologies in the digital age, the individuals are facing the use of continuously growing cognitive, sociological and technical skills required to determine and solve problems in digital environments. Digital literacy is much more than a functional issue of learning how to use a computer and a keyboard or how to do online calls. Digital literacy works as catalyst because it allows you to earn important life skills. Digital literacy, from a pragmatic perspective, is the set of skills, knowledge, and attitudes needed to access digital information effectively, efficiently, and ethically. Although it is expressed, increasing focus on the development of digital literacy should be a policy priority for educational institutions. Because training covering the learning and teaching process is an area where digital environments are used. Digital literacy is necessary primarily to be a digital citizen. In this respect, students are needed to consciously use technology to interact with the world around their environment and responsibility. The main challenge of school systems today is to place all levels of digital literacy education system in the professional development of teachers and instructors.

Digital Literacy Concept

In the source of digital technologies and digitalization process, the concept of "digital" is located. The concept of digital in late 15th century from Latin to English means' digit (us) = finger (s) as origin (Bayrakcı, 2020). The origin of the word literacy meets the ability to read and write (UNESCO, 2004). This concept contains the forms of communication with visual, electronic, and digital expression. Modern literacy, technology and culture has

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expanded as scope within time and the ability to be literate and the ability to be able to be literate and required a long-term commitment (Cordes, 2009).

Paul Gilster has first popular in 1997 the concept of digital literacy in the book named Digital Literacy (Gilster, 1997). However, it has not made a single description of digital literacy in his book. Digital literacy requires a mix of speaking, listening, reading, writing and viewing skills. For this reason, it is not an alternative to traditional literacy, but an assistant that contributes to multifaceted writing (Churcill et al., 2008). Kinzer (2010) defined this concept as the ability to communicate, collaborate, and search, find, and critically evaluate information using technological devices. Goodfellow (2011) expressed digital literacy as awareness, attitude, and competence in using digital technologies. Hague and Payton (2010) expressed the concept of the ability to create and share meaning in different styles and formats; understanding how and when digital technologies can best support and use these processes to establish effective communication and collaboration in a new process of formation.

The digital literacy statement is now used to explain our interactions with digital technologies because it is mediated by most of our social interactions (Lankshear et al., 2003). But seeing digital literacy on a par with digital technologies can lead to a superficial perception of this concept, because the concept of literacy evokes a large number of competencies, skills, and knowledge (Cope et al., 2000). According to Hobbs (2011), digital literacy competencies include:

- Access: Use of technologies to access information,
- Analysis and Evaluation: Senior skills such as evaluation, analysis, and synthesis,
- Creation: Ability to create and form artifacts,
- Reflection: Participation in reflective thinking,
- Transition to action: The activity of sharing information individually and in collaboration publicly.

Development of Digital Literacy in Education

The field of' digital literacy ' has a relatively long history. The beginning is the end of the 1960s adopted by the society of the standard definitions of literacy. Since the 1970s, the term 'technology literacy' has developed in parallel with visual literacy. The technology literacy was a combination of skills based on skills with a more academic approach and has made a publication of a publication that is considered to benefit for all Americans funded by the United States government (Belshaw, 2012). In the 1980s, the prevalence of computers and related technologies has strengthened the formalization of a type of literation related to the use of computers and other digital devices that are culturally positioned to computer-based media technologies for multiple perspectives for multiple perspectives (Belshaw, 2012; Smith et al., 1998). Thus, the digital pedagogy revolution came after decades from the first computerization burst of the 1980s (Policy Brief, 2011).

The assumption that using computers to achieve certain goals constitutes literacy began to be questioned towards the end of the 1990s (Belshaw, 2012). In this period, a type of computer literacy consisting of seven components and the approximation of Shapiro and Hughes (1996), which predicts the curriculum: Using vehicle literacy, hardware and software tools; resource literacy, understanding forms of information resources and access to them; social-structural literacy, understanding the production and social importance of knowledge; research literacy, using computer technologies for research and science; publication literacy, ability to communicate and publish information; emerging technology literacy, understanding new developments in information technologies; critical literacy, the ability to evaluate the benefits of new technologies. The seven components of this approach include seven literacy features.

The historical process of 'visual literacy', 'technological literacy', 'computer literacy' and 'information literacy' after you fail at certain points, many researchers tried to find a more appropriate term to the age of digital communication and the internet. Although the concept of' digital literacy ‘was not discovered by him, the beginning of the actual discussion of the term was the publication of Paul Gilster's 1997 book’ Digital Literacy' (Bawden, 2008). Gilster has highlighted the ability to make critical thinking skills related to digital literacy and in particular on-conscious judiciary on online-reached content (Gilster, 1997). In later periods, various researchers and practitioner groups have studied to review digital literacy frames with different scopes and foci. In this context, Alexander et al. (2017) compared an eleven-sample framework of various institutions in their reports on the current state of digital literacy in higher education and determined certain themes in their content. Again, GAML (Learning Monitoring Global Association) and UNESCO (United Nations Education, Science and Culture Organization) examined the national levels generated or accepted in 43 countries to provide information on the development of the ‘Digital Literacy Global Framework’. From the group of large national

frames examined, they chose nine frames to examine more and compare them in terms of the aim, competence areas, learning areas, types and tools (Feerrar, 2019). In the historical process, it should be a policy priority for educational institutions, especially for the development of digital literacy in the historical process.

Strategic Perspectives in Education

Digital literacy is considered to be a social, political, economic and cultural product and in the digital age, this literacy has significant effects for current education, culture and social development (Bruce, 2003). This perspective emphasizes the importance of being a digital citizen to develop digital literacy of individuals and to participate in digital society (Çakmak et al., 2018; Junge et. al. 2007). An institution with a digital literate is more equipped than other institutions in overcoming a number of difficulties, so it is critical to the organizational change in this field for strategic thinking and leadership in the framework of digital literacy at each level. There are a number of approaches that institutions can take digital literacy to help them advance their digital literacy in a consistent, holistic and sustainable manner. These (JIST Guide, 2021):

- To develop a strategic vision supported by corporate values and effective lead,
- Transform the vision to different strategies, policies and processes; to adopt an integrated approach,
- To provide support services and opportunities that enable students to develop their digital capabilities of the staff,
- To provide the infrastructure of auxiliary information technologies that support various digital applications and flexibility,
- To encourage the innovation and change culture in which the staff at all levels and students are included in the strategic interactions around the digital literacy, and a series of interaction model is supported,
- To better understand the existing digital literacy support and to help prioritize the development areas, review existing policies, processes, and applications.

'NG Model' in Digital Literacy

In the literature, various models of digital literacy are proposed. Therefore, it is necessary to examine the models with significant role in the development and conceptualization of these literacy in order to accurately understand the digital literacy. In the literature, there are many models of P21 model, Krumsvik model, DIGCOMP model, JISC model, Ng model, such as digital literacy. This section is included in the Ng digital literacy model.

In the digital literacy model developed by Ng (2012), digital literacy represented the intersection of three different dimensions, cognitive and social-emotional (Figure 1).

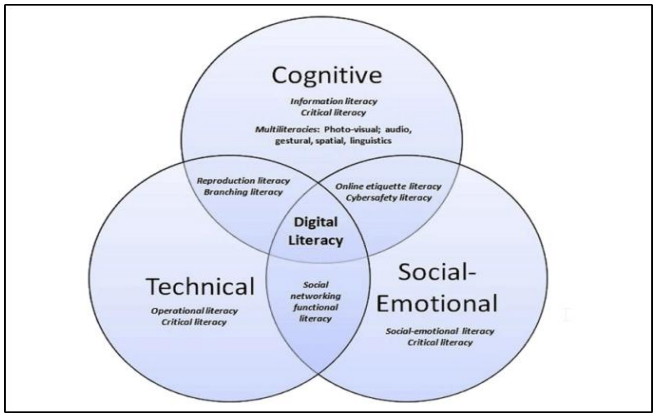

Figure 1. Ng digital literacy model (Ng, 2012)

As shown in Figure 1, the technical dimension of digital literacy generally includes the need to have technical and operational skills to use information and communication technologies in learning and daily activities. This means that you can connect and use input and external units such as earphones, external speakers and smart boards. The cognitive dimension includes legal and ethical issues with the effective and accurate evaluation, generating, selection, critical thinking, in the digital world. At the same time, this dimension also means to evaluate and select the appropriate software programs to learn or to make a particular task (Ng, 2012). At the intersection between technical and cognitive dimensions, Eshet-Alkalai (2004) has a proproduction and

reproduction literacy. These include intelligent navigation in hypermedia environments to generate information and synthesize new insights using appropriate online or offline tools that will best communicate meanings. The social-emotional dimension is to be responsible for the use of people in communication, socialization and learning means. In order not to make erroneous comments in this context, the use of appropriate language and proper words and respect should be treated similarly to face-to-face protocols. In addition, it is necessary to control security by keeping personal information as confidential as possible and without sharing more personal information than it should be. All three dimensions of the model include critical literacy. Being digital literate requires the development of a number of basic skills, which are technical, cognitive, and social-emotional. Basic skills that a digital literate person should be able to demonstrate (Ng, 2012):

- To perform basic computer-based operations and access resources for daily use,
- Search, identify and evaluate information in order to make research,
- To complete the tasks, select and develop the competence to use the most suitable technological tools or properties to create products that are optimizing the problems, or optimizing new understanding,
- Protection of self in accordance with online communities and in digitally improved environments.

Teaching these skills and providing opportunities to apply them in a way that demonstrates the importance of skills when using them appropriately in the choices made is necessary and invaluable for both personal and academic development of students (Ng, 2012).

Use of Digital Literacy in Education

Digital technologies now play an important role in many areas, from business to education, from social services to the economy, from management to health and from entertainment to culture. Therefore, it is necessary to manage the life of a literate person and to effectively use the information that has acquired. Technological and social developments in contemporary communities require people to have multiple readers-authorship skills. For this reason, one literacy is not sufficient, and it is not considered sufficient in education, which is given within the traditional literacy limits at the stage of education. Because there are many and different resources to contribute to education in the digital environment (Karakuş et al., 2019). As a matter of fact, developments in the field of education, changing educational environments, tools and equipment used have revealed that there is more need for digital literacy (Ceylan, 2017). Such changes experienced in the digital area, the socio-psychological and psycho-pedagogical portrait of students; the nature of their participation in education, vocational and social life; has changed the methods of learning of humanities and natural sciences (Хромов et al., 2016).

The skills they need regarding the digital media are not limited to receiving information. They should be able to evaluate and use the information they obtain. This means that the resources of the information is to ask questions about the interests of the publishers and how to represent the world and to understand the depth of the relationship with the broader social, political and economic forces of existing technological developments (Buckingham, 2010). In this sense, digital literacy is very important for all young people with increasing digital culture. Because it offers children and youths now and in the future social, cultural, economic, civil and intellectual life to play a complete and active role to play a complete and active role. To have digital literacy is to have access to a wide range of applications and cultural resources that you can apply to digital tools. It is the ability to create and share meaning in different formats. Creating, collaborating, communicating effectively using digital technologies (Hague et al., 2010). It contains a versatile approach to learning, which hosts such features in the content of the digital literacy. Are linked to independent learning and lifetime learning strategies. It is believed to be a prerequisite for literacy and creates a framework to learn to teach individuals by leading critical thinking and helping individuals (Jeffrey et al., 2011).

Digital pedagogy is encouraged in two main ways: to improve teaching and learning processes with digital solutions, and to facilitate access to educational resources (Policy Brief, 2011). Education and technology firms are also developing many digital applications that will allow them to be used in schools. The i-theater application for kindergartens offers children's digital history creations, add visuals, by adding their own drawings. The most important contribution to children is not consuming digital content, it is to grow and increase their creativity (Kurudayıoğlu et al, 2014). Recently, digital competencies provided more content and motivating environments to learn to children and youth and to use more digital media to achieve the goals of students with interactive participants in the future. In this context, it has become unthinkable that there are teachers and students who have been stripped of their digital identity, resisting the development around lesson tools that are moving away from traditionalism, within the changing classes (Soby, 2008). In this sense, teachers

'preparation of lesson plans using web 2.0 tools will approach the goal of educating digital literate individuals by turning students' perspectives in another direction. For example, access to our cultural heritage, such as museums, galleries, ruins, was provided through digital technologies and the internet, more people were introduced, and in this sense, very effective learning environments were presented in the field of education (Arslan, 2019). Digital technologies have positive and negative effects on the educational process. Digital technologies cooperative work, social development, while providing positive contributions such as providing material effortlessly ready to reach people away from their creativity, laziness push, unreliable access to information, plagiarism, such as insecurity leads to negative situations (Baker, 2000; Evering et al., 2012; Hague et al., 2010; Scanlon et al., 2002). Digital literacy anticipates that we use the current positive and negative effects of digital resources within our skills in a way that is useful within the framework of a critical point of view in the educational process.

Conclusion

As a result, individuals must be digitally literate and educate themselves accordingly in order to adapt to the changing world, not to get lost in the digital world, not to stay away from developments, to socialize digitally. Technology should be used as a tool, not as a goal, to facilitate a person's life as it should be properly. For this reason, every student who uses technology is aware of digital literacy issues and complies with the rules are important at the point of standing in the digital environment. Due to the global crisis of the Suddenly developing Covid-19 epidemic, training institutions have difficulty in the academy, as it is forced to shift their teaching activities to online modalities. As a result of this transition, many students had to face many challenges in accessing necessary resources to continue their education, digital literacy has become more important than ever.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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Perceptions of Social Studies Teacher Candidates on Historical Literacy Skills: The Case of Inonu University

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Abstract: Historical literacy has generally been expressed as a historical thinking skill. In this framework, it is seen that he has some sub-skills. As sub-skills of historical literacy, knowing or understanding historical events, researching historical events, dealing with events within the framework of cause-effect relationship, considering events in order of occurrence, relating events in the context of past and present, detecting contradictions between what is told, establishing historical empathy, knowledge of the historical language of the period in which the event occurred and the society, the ability to make moral judgment while conveying the events, the ability to narrate the events, to use the information and communication technologies required by the period and to evaluate the events multi-dimensionally. The development of historical thinking skill as a society undoubtedly depends on the development of historical literacy level. In this context, it was aimed to determine the perceptions of prospective teachers on history literacy skills. In line with this purpose and in the study "supported by the Scientific Research Projects Coordination Unit of Inonu University with the number SBA-2019-1860", the questionnaire prepared by the random sampling method, taking into account the pandemic conditions, was applied to 50 teacher candidates. Within the framework of the application, a questionnaire consisting of 3 items developed by the researcher was used. The data obtained in the study carried out with the descriptive survey model were evaluated with content and descriptive analysis techniques, and the findings were presented in tables. Looking at the findings of the study, it was revealed that social studies teacher candidates have remarkable perceptions about historical literacy skills.

Keywords: Historical literacy, Perception, Social studies teacher candidate, Skill

Introduction

History is the transmission of events that took place in the past with their sources in a cause-effect relationship by showing the place and time. (Özçelik, 2001; Kütükoğlu, 2007). The teaching of history is conveying the heritage collected in the memory of a nation past to present to new generations with certain method and techniques. With history teaching, it has been aimed to arouse curiosity to the past for the students, to know the other states and their history, to interpret today from the past's events of perspectives, and to develop the feeling of national identity etc (Köstüklü, 2014). On the other hand, John Dewey has also added other aims. According to him, with history teaching, it has been aimed to transfer the value of social life to the children, to provide unity of power by teaching motivating values to the people and that the citizens fulfill their duties in the society (Baymur, 1964).

According to the projection by National Ministry Of Education, history subjects have been taught within Life Of Science in the primary schools, and Revolution History and Kemalism in the middle schools.In the high schools, each lesson has ben disccussed with different themes (Köksal, 2019).

The results of this study, which was carried out at every grade level at the undergraduate level, are important in order to show the extent to which the historical literacy skills given in the curriculum from primary school to the end of high school are met. It is also important to determine Social Studies Education undergraduate students' perceptions of historical literacy, since many literacy skills as well as many skills of historical literacy are in parallel with the contents of the courses given at the undergraduate level. To better analyze the findings of current study, before providing the findings, it is important to discuss the construct of historical literacy, the contents of its skills and sub-skills.

Literacy can be defined as a rather broad concept which enables the individuals to reach information and to develop skills such as comprehension, understanding and reproduction by increasing their interaction with the environment. The concept also states that the person receives education in different fields and that the person reaches large information by specializing in those fields. Discipline of history has also developed itself in the process that emerged with the application of the concept of literacy to many disciplines. In this context, the historical literacy skill, which emerged with the development of the concept of historical thinking skill and the inclusion of its sub-skills, can be expressed as the ability to analyze firstly the essence of historical events, which are dealt with in order of occurrence, and then evaluate these results. In terms of these skills, the effort to make inferences by analysing the past within the framework of the data obtained as a result of critically handling all the findings of the past and testing its reliability is defined as the historical literacy.

Deniz et. al. (2015) have defined the process of making connections between them by personally analyzing the findings obtained by using different sources such as magazines, encyclopaedias, documentaries and films related to historical events and questioning this process as a whole as historical literacy.

Taylor et: al. (2003) have provided more in-depth definition of these concepts. According to them, historical literacy skills are shortly systematic processes which include determining the contradictory statements between various sources by examining historical events with a critical attitude by the researcher, taking advantage of information and communication technologies in learning historical events, considering cause-effect relationship. The aforementioned skills pointed out by Tylor and Young are given in Figure 1 below.

Figure 1. Historical literacy sub-skills

The aim of the research

The aim of this is revealing the historical literacy perception of student in first, second, third and fourth class of the department Social Studies Teaching, Education Faculty, İnönü University. In line with purpose, it has been conducted semi-structured interview to collect answers.

Method

In this study, qualitative research method and case study, as a research design, has been used. Case study is a research strategy which aims to understand social facts of a single and small group in their natural environment.

(Patton, 2018). The most distinctive feature of qualitative research case study is to investigate deeply one or a few cases. In other words, external factors about a case are searched holistically and it focused on how it affects the current situation and how it is affected by the current situation. (Silverman, 2005; Yıldırım et al., 2005).

Study Group

The study group consists of 50 Social Studies Teacher candidate who study in all classes of Social Studies Teaching, Education Faculty of Malatya Inonu University. As a sampling method, Criterion Sampling Method which is one of the purposive sampling methods, is used.

Table 1. Distribution of study group members in terms of variables

	The level of the grade				Graduated high school type			Location		
Gender	1	2	3	4	Anatolia	Job	Social Science	City	County	Village
Women (% 70)	12	8	6	9	30	4	1	19	10	6
Men (% 30)	6	2	4	3	5	9	1	7	3	5
Total (% 100)	18	10	10	12	35	13	2	26	13	11

In the table, it draws the attention that the portion of woman teacher candidates (%70) is much higher than the men teacher candidates (%30). This men-women distribution in the study's sample shows similarity with the overall men-women distribution in the faculty. The remarkable situation is the proportion of study group members of who live in city and county town (% 78) and those who live in the villages (% 22). When you compare this distribution with TÜİK 2019 Population Statistic Data (TÜİK, 2019) (% 92 of population live in the city/county town and % 7 of the population live in the villages) those who live in the villages have three times of rate preference and attendance to the department. In addition, Anatolian High School (% 70) comes fist at the high school level. Social Sciences High School is in the last place contrary to the general opinion (% 2).

Data Collection Tool and Data Collection

As a data collection tool, semi-structured interview form which consists of three questions is prepared by the researcher. To determine the reliability level of the data collection tool, it has been put into final form in accordance with the field experts who gave their final opinions. Based on collected answers, in analyzing qualitative data, content analysis and descriptive analysis methods has been used.

Results

This part has been evaluated to meet the sub-skills which were determined within the framework of historical literacy skills. In accordance with collected data, it has been studied on the determination the perception level towards the skills.

The Case for the Benefits of Historical Literacy

"Do you think that historical literacy contributes to students in the learning and teaching process, why?" was asked to the study group members through a semi-structured interview form in order to obtain the research findings. The answers given to the question in the form of a content analysis were subjected to content analysis, and the findings were given in Table 2 in the form of sub-themes.

Table 2. Perceptions of the study group members regarding the contributions of historical literacy

1.Theme: Contributions of Historical Literacy			
Sub Themes			f
Yes	G.1.	Easy and permanent learning	25
	G.2.	Identifying historical models	10
	G.3	Increasing the motivation	8
No	G.4.	Contradiction to the objective transfer of history	5
	G.5.	Ideologic-centered transfer	2
Total			50

It can be seen at Table 1, social studies teacher candidates which form the study group members have remarkable and different perceptions about the topic. This situation has shown evidence that teacher candidates have different levels of historical literacy perceptions. Particularly, the findings emphases that teacher candidates rely on the sub-theme of "easy and permanent learning" (f-25) as a contribution the students in the process of historical literacy learning and teaching can be put forward as the most explicit indicator of what the students develop meaningful and concreate learning through this literacy.

The Situation Regarding the Featured Materials Regarding Historical Literacy

In order to obtain the research findings, "What are the materials you use to improve your historical literacy level?" The answers given to the question in the form of a content analysis were subjected to content analysis, and the findings were given in Table 3 in the form of sub-themes.

Table 3. Perceptions of study group members about materials that contribute to the development of historical literacy.

2.Theme: Materials contributing to the development of historical literacy		
Sub Themes		f
G.1.	Textbooks and encyclopaedias	15
G.2.	Historical novels, epics and stories	5
G.3	Digital materials (TV series, film, documentary etc.)	25
G.4.	Academic meeting minutes	2
G.5.	Academic works and museum tours	3
Total		50

Looking at Table 3, which includes the findings in the form of sub-themes in line with the opinion received from the pre-service teachers through the semi-structured interview form, it can be said that the pre-service teachers who make up the study group have unique perceptions at the synthesis level. The fact that pre-service teachers highlight the sub-theme involving digital materials in order to improve their historical literacy (f-25) can be shown as the most striking proof that many types of programs based on historical literacy take place in the virtual environment.

The Contribution of the Increase in the Type of History Lessons in the Educational Process to Historical Literacy

"Do you think that increasing the variety of history lessons in the education process contributes to historical literacy, why?" was asked to the members of the study group through a semi-structured interview form in order to obtain the research findings. The answers they gave to the question were subjected to content analysis, and the findings were given in Table 4 in the form of sub-themes.

Table 4. Perceptions of the study group members regarding the effect of history course type on historical literacy

3.Theme: The Effect of Increasing the Type of History Courses on Historical Literacy		
Sub-themes		f
Yes	G.1.Increasing historical interest	18
	G.2.Developing historical awareness	15
	G.3.Gaining a holistic view to history	7
No	G.4.Adequacy of the current course type	10
Total		50

Looking at Table 4, which includes the findings in the form of sub-themes in line with the opinions received from the pre-service teachers through the semi-structured interview form, it can be said that the pre-service teachers who make up the study group have unique perceptions. Table 4 shows that the pre-service teachers explained and expressed the effect of the increase in the variety of history courses on historical literacy with the sub-theme of increasing the interest in the history course (f-18). The prominence of this sub-theme as a frequency can be shown as evidence that the sub-disciplines of history are effective in improving the level of literacy.

Conclusion

According to the results of the current study, the following findings were reached:

- It has been concluded that social studies teacher candidates generally have a high level of perceptions about historical literacy skills.
- Among the achievements of historical literacy, having an easy and permanent effect on history learning has come to the forefront. When it has been considered from this point of view, it can be concluded that historical literacy has a functional aspect for teacher candidates and that practical expectations are perceived as a priority.
- It has been stated that increasing the variety of history courses given at the undergraduate level will directly contribute to the development of some sub-skills of historical literacy and will provide the development of holistic history teaching.
- The emphasis on digital materials among the materials that contribute to the development of historical literacy is in line with the spirit of the current age and the achievements of the information and communication age in which teacher candidates are in. From this point of view, pre-service teachers stated that processing the content of the history lesson through digital platforms will contribute to the development of historical literacy skills.

Recommendations

In line with the results obtained in the present study, the following recommendations can be made.

- Producing more intense content on digital platforms for historical literacy,
- Frequent use of digital materials in history lessons,
- Meeting the expectations of teacher candidates about the development of historical literacy skills,
- In addition to the history courses given in the department, adding other history courses with a holistic history perspective,
- Frequent use of museums where historical artefacts are exhibited and other places where historical events take place in history teaching,
- Paying attention to the objective transfer of the contents in historical series, films and documentaries in accordance with the spirit of the period,
- It is recommended that the contents of the history textbooks and the lecturers -in accordance with the impartiality principle of science- should approach the subjects in an objective way, avoiding subjective approaches as much as possible.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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Technology in Teaching, as an Empowerment of Innovative Education

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Abstract: The aim of this paper is to present an overview of the importance of teaching competencies, achieved through use of technology, so that the learning process is perceived as one of the pleasures offered during the process of education. Nowadays, in the pandemic conditions, education is facing great challenges. The education of students from online learning is another challenge, which puts in dilemma the teaching and learning process. We live in an era where teaching process is going through rapid changes, information sources have a wider scope of action and certainly the effects are visible. The implementation of technological innovations in education sector is a new challenge for students and teachers. Transitioning the teaching and learning process from the auditorium to home environment requires professionalism and dedication from the teachers, who should use a different approach to continue developing their academic preparation. Based on this point of view, we have treated the role of education in shaping the student and the society as well, considering the process in the new context, re-dimensioning the relationship between students and teachers, in the new conditions of subjects and inter-subjects' integration, bringing not only a new "face" of the curricula, but also the new role of the teacher in our schools. The global information we face every day is reflected in everyone's language and communication. The purpose of education is to prepare students to understand and actively participate in the process of critical and creative thinking. This study is based on a methodology that includes both quantitative and qualitative aspects. Quantitative, because this research has been extended to several schools in the city of Tirana, through surveys and questionnaires, to emphasize how much these technological innovations are being used in elementary, middle and high education. Qualitatively, the information is summarized through tables and charts.

Keywords: Technology, Language competence, Teaching process, Communication, innovation

Introduction

Pre-university and higher education are going through a period of reforms both in structure and content, which without doubt impacts our lives, and even more impacts students, teachers and all other parties involved in this process. Teaching is undergoing rapid changes; information technology ("IT") is playing an important role in the transmission of information where its information sources already have a wider scope of action and of course the effects are visible. The wide use of IT in all life processes has become a vital necessity worldwide. As in any areas of life, IT has been incorporated into the curriculum framework of education, bringing a radical turn in the development of learning culture, making knowledge more accessible to all students. The application of IT in teaching offers great benefits for students and increases their conceptual and perceptual skills during the lesson by facilitating the learning process.

Integrating the technology into teaching and learning does not only mean using computers and software productively but as well as using the internet and computer networks for teaching and learning purposes. Technology brings dynamism to teaching and learning, puts students in control of their own learning, allowing for independent development progress. Curriculum generally is the most important factor in the education process. Based on the Albanian legislation, the core curriculum document is the basic document, which

regulates the progress of learning process and describes the learning results for each key competence and learning area, curriculum implementation methodologies, student assessment and time distribution (curriculum) for each area. The core curriculum document precedes and assists on compiling other curriculum package documents such as: subject programs, curriculum guidelines, etc., which stand at the core of the learning and teaching process. It determines what students should know and be able to do, which values should be cultivated in them, how they should be trained for coexistence and tolerance, how they can actively contribute to social and personal well-being (arsimi.gov.al).

In pre-university education's curriculum, media education is included in the core curricula for elementary, middle and high school education, which is treated as separate topic in different subjects (but not as a separate subject). Media education can also be selected as a course of choice or interdisciplinary module and project. IT is treated as a separate subject in middle school education (grade 6-9) and high school education (year 1-3).
Another reason why this subject is included in pre-university education, is that, today, teaching is not classical and students learn not only in school but also from media, newspapers, radio, television, internet etc. The use of multimedia in teaching aims to elaborate the language strategies that media communication uses both in speech and writing.

According to Italian linguist Claudio Marazzini, the ability to communicate is the key to success in a world we are already used to call it "global", comprising the word, image and sound as the representative costume of information that is turning the communication in a myth (Marazzini, 2001).

In today's society, a subject like this, is necessary, so as the individual influenced from all sides with information, is able to develop the basic skills for critical autonomous competence, to be able to distinguish the interests of media from the one of the public's and to be able to show the type of relation that exists between the word, image, sound etc. Today we can say that the curriculum in pre-university education has become comparable to many other contemporary European and regional experiences. This is reflected in the changes with a substantive structural ideological character. Today, the technology teaching curriculum, as well as many other curriculums, is guided by the same scientific, methodological principles. In this curriculum, the fields of study and digital competencies are well defined, where exists a concrete connection between key and subject competencies. The curriculum emphasizes the exploration and understanding of different dimensions of everyday life. It fosters the relations between school learning and real life.

Digital competence gives to the teacher a different innovation to formulate and develop learning, and in this case, we are not just talking about the first concept of this subject such as knowing and using the computer as a physical tool, but how technology directly affects the process of teaching, and how a good understanding of it makes teachers more creative and innovative during the lesson. Digital competence is taught as a subject in the curricula of teaching degrees in universities, where it makes it possible for teachers and students not to consider this subject as a routine, but to learn and expect that this subject opens many horizons and creativity perspectives.

Technology as a didactic innovation in teaching for the empowerment of innovative education

A well-known American scholar and expert on education and teaching, Michael Prensky states that nowadays, students have not had only a gradual change comparing to past generations, nor they simply changed their jargon, clothes, body ornaments or styles, but a great change has happened. They spend their lives surrounded by technology, using computers, video games, digital music players, video cameras etc. Technology has become like a mother tongue. Today's teachers need to learn how to communicate in the same language and style as the one of their students (Prensky, 2001).

Education, the formation of pupils and students with digital competencies, requires teachers to be equipped with the appropriate technological skills and their ability to learn how to use technology as an innovation that supports the teaching and learning process. Specifically, university auditors through training of their teachers, enable them to implement a new curriculum, based on competencies, to implement didactic innovations in teaching, where the student is at its center, so teaching takes on an inclusive character. In these pandemic conditions, online learning stimulated the distance learning; the material was used virtually, through online platforms and the influence of technology in teaching and learning process was used as another didactic innovation, applied by teachers and educators, bringing the next challenge into the learning process and treating it as a strategy in educational policies.

Finding and choosing teaching methods adapted to the goals and competencies, which needed to be achieved, is one of the best active ways, through which, students should be involved in the learning process. Undoubtedly, the quality of teaching and learning makes the relationship between teacher and student a communication vessel; giving and taking with each other. Technology should be treated as a didactic innovation where creative interactivity, in the process of teaching and learning, leads the student towards differentiated learning, including him in both the group learning activities, but also in research and creative activities.

Prensky argues that technology in the teaching process, supports the learner's thinking process, enhances his ability to focus on learning, improves comprehension and transfers the content to long-term memory. General use of information and communication technology fosters changes that are spread in all areas of human life. Bax wrote that Prensky's views are simple, that his terminology is opened to be challenged, and that his claim, that teachers simply need to change their approach to adapt to young people who are "digital natives", ignores the essential elements of the nature of learning (Prensky, 2001).

Information and communication media channels related to the storage, processing and transmission of digitized information (Adell, 1997). Cabero has synthesized the most basic features of new innovation technologies as the following: interaction, momentum, innovation, high parameters of image and sound quality, digitalization, its impact more on processes rather than products, automation, interconnection and diversity, all of them bring success into learning (Cabero et. al.,1999)

The ability of the teacher to keep the interest of students alive and at the same time to well-manage the classroom and teaching process, turns the lesson into art; precisely, the use of technology in education, has broken the boundaries of the way of communication between the student and the teacher. According to Cabero, the effective use of techniques, methods and strategies in teaching, enhances effective learning and in particular, supports the four key components of learning: active participation, team work, frequent interaction/feedback and real connection between process and classroom management. Technology can be considered as an important integrative, vibrant, contradictory and educational discipline (Cabero, 2020).

This way of transitioning, from traditional teaching to interactivity, creates learning processes that allow students to create, work together, and make the learning process as an interesting game. The teacher, using the methodology, gives solutions to a series of problems, making it possible to emphasize the importance of creativity, in the use of technology. How can a student become more creative?

Creativity and motivation, as a center of innovation.
Creativity to learning as the key components of the course, etc.

All of these topics make it possible for teaching and learning to be well-balanced, interactive and successful.
Innovative teaching develops and creates the personality of the critical, free, independent, creative, human, educated, multicultural student, who welcomes all current progressive changes, in the society in which he lives and works. In the scientific article published in the electronic journal "Educational Technologies", no.7, November 1997 Jordi Adell argues that, education, in a society where information is widely available, should be a factor of social equality and personal development, a fundamental right and not just a market product. New technologies must precede the questions; Are our schools prepared to face this challenge? Are we training children and young people for the future? (Adell,1997). IT is not just impacting the teaching methodology, but it has the potential to further enhance the kind of foundational experiences of teachers and students using the tools, that will help them transform the professional teaching environment of their professional life and technological culture which traverses everything (Adell, 1997).

Technology helps the teaching process, as it provides orientation models in children and young people's thinking and behavior. But, on the other hand, it is noticed, that the same orientation models can be easily imitated. While once children were oriented according to the model of their parents (teachers, artisans, farmers, traders, etc.), today, a good part of these models are taken by technology, mass media, etc. (Gjokutaj, 2009). The influence of technology in the process of teaching and learning is an element of creative interactivity into this process. The use of a large number of techniques and strategies in the learning process makes the lesson successful. We list some of them such as: group discussion (in pairs, small groups, large groups), learning through games, collaborative learning, activities that develop critical thinking, simulation situation, video observation, debate pros and cons, discussion of practical situations, outline of a story, author's question, blank missing words etc.

The inclusion of technology in teaching and its integration with different subjects, makes it possible to achieve subject and inter-subject competencies, for example film sequences; animated film with fairy tales such as "The Ugly Duck". The teacher brings the visual side as in the fairytale. The illustration makes it possible to increase the children's focus, which will lead to the fulfillment of competencies, set by the teacher in his textbook. Students, when involved in experiments or research, become more creative and learn from their work, but also from their mistakes. They are more social and cooperative when they work in groups. The motto of the American philosopher Benjamin Franklin "Tell me and I forget, teach me and I may remember, involve me and I learn." has become a part of me, making me, more careful, to listen to what my students say, how they work and create and I am definitively proud to work with a generation where we, the educators, learn from them.
Learning through action or research, experimentation, makes our students more creative and more practical. Progressive pedagogy greatly influences learning, inspiration and new ideas.

Research

In order to improve my work, but also to understand and reflect on the issues that this period brought, I made practical research. I relied on a methodology which includes quantitative and qualitative aspects. Quantitative because this research is extended to some schools in the city of Tirana, where through surveys and questionnaires, has been emphasized how much technology is used and the innovations it brings to Pre-University Education. In terms of quality, demonstrating it in tables and graphs, research instruments; questionnaires were prepared, while teacher and student surveys were used as a technique. The questionnaires were distributed to schools and completed by teachers and students. Then a data analysis was done. Students and teachers were involved in the research in order to get as comprehensive information as possible and to have a more realistic picture of the situation. (Table 1).

Table 1. The role of information technology in the teaching process

Practical Descriptions	Evaluation Levels			
	Very Good	Good	Sufficient	Weak
Is the school equipped with computers?	3%	20%	60%	17%
Are computer rooms functional?	5%	5%	10%	80%
Are the school facilities equipped with Wi-Fi?	4%	6%	50%	40%
Do teachers have knowledge in using basic computer programs such as word, excel, power point?	5%	30%	45%	20%
Does the school have TIK teachers and do they have the right expertise?	5%	20%	45%	30%
Does TIK impact the teaching process that is focused on the student?	5%	40%	50%	5%
Teachers apply teaching methods through TIK during the teaching process (Technological innovation)	9%	41%	30%	20%
Students work remotely from home and class the assignments through the computer with teacher instructions	20%	50%	20%	10%
Were teachers trained and certified on the use of TIK before the pandemic? Degree of use	0%	0%	20%	80%
Are teachers interested in bringing technology innovations into the teaching process?	4%	6%	40%	50%
Do teachers use multimedia in teaching?	10%	70%	16%	4%
Do teachers instruct students to research online for learning needs?	20%	40%	30%	10%
How much knowledge do students have on using a computer?	20%	40%	30%	10%
Were the supporting portals used during the pandemic?	15%	25%	30%	30%
How much does the computer affect the education of students?	20%	40%	30%	10%
How well is TIK integrated into the teaching process?	5%	30%	40%	25%
How much importance has been paid to the TIK subject in Education?	3%	10%	30%	57%

Schools in Tirana; urban and non-urban areas
Students involved in the research: 1899, of these 1035 were girls;

From these schools, in the city of Tirana, there are 877 students in total, 281 students are from the ninth grade, 355 are from seventh grade and 241 are fifth grade students.

The students involved in the research, from the schools at the villages: 1022 students in total, of which 336 students are from the ninth grade, 328 students are from the seventh grade and 358 students from the fifth grade. Involvement of teachers: teachers that are specialized in different subject profiles and teachers in lower secondary education (5th grade) to understand how much technology is being included in the teaching and learning process in different subjects; a total of 92 teachers, where 45 of them are assigned class teachers.

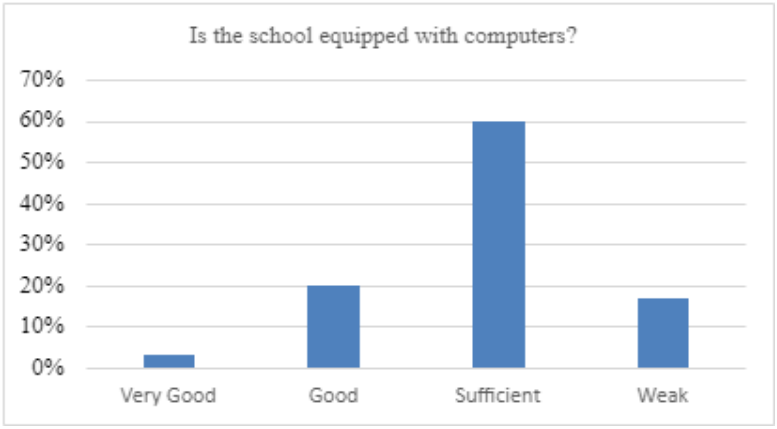

Figure 1. School equipment with computers

We find that schools in Pre-university education in Albania are supplied with computers, but when we make the question; are the computer rooms functional, 80% of them respond that the condition is poor (please see chart below).

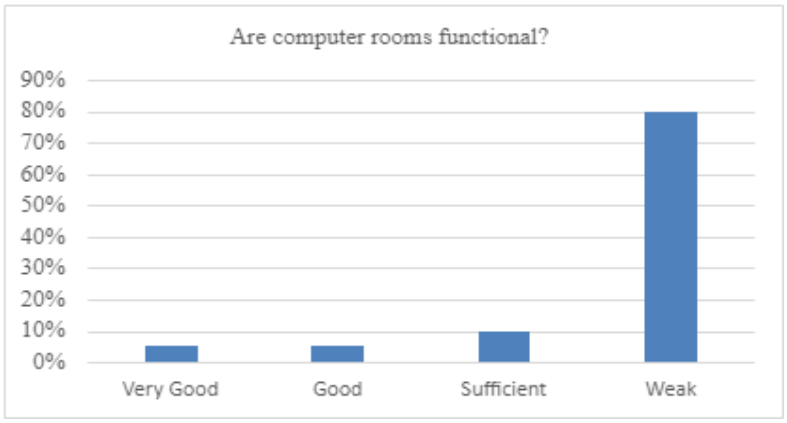

Figure 2. Computer rooms functionality

In addition to this fact, teachers say that: We do not have conditions in school, we do not have didactic tools, classrooms are overcrowded and heating is missing. As for technology we are not very interested, whether our school has a computer or not, considering that they are not functional.

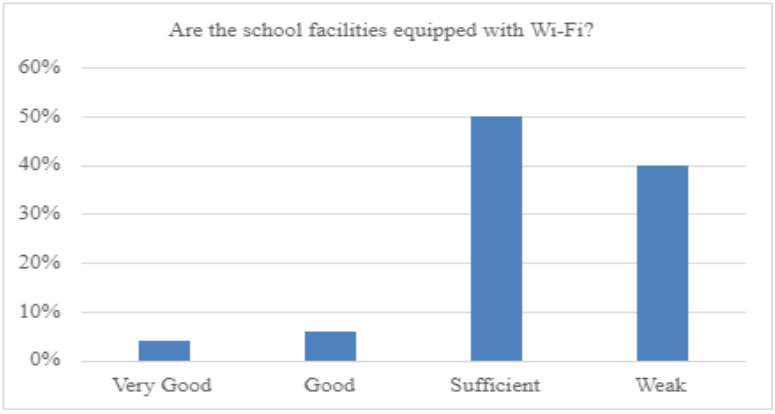

Figure 3. School facilities equipped with Wi-Fi

The above chart shows that 4% of them responded “Very Good”, 6% respond “Good”, 50% respond “sufficient” and 40% respond “Weak”. The Internet is available only in the computer class, or in the director office. The power is weak and cannot be used to send an email or explore for learning. Do teachers have knowledge in basic computer programs, in the use of computers such as word, excel, power point?

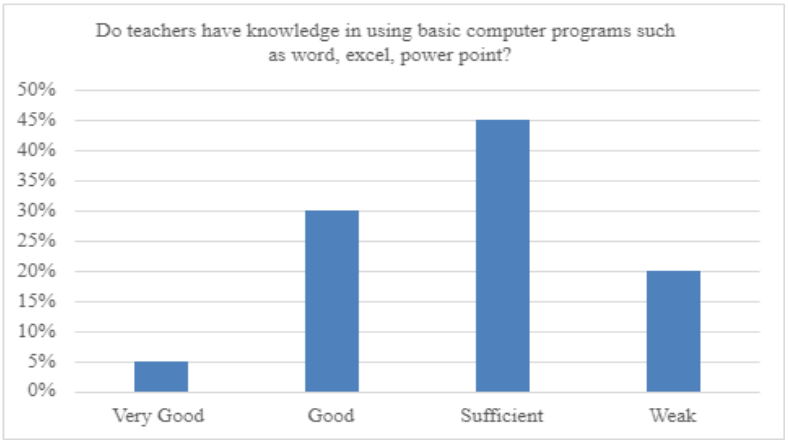

Figure 4. Teachers’ capability in using computer programs

5% of them respond to have very good knowledge, 30% good, 45% sufficient and 20% weak.

According to these data, it can be confirmed that the situation of teachers for knowledge and the use of computer, is at a sufficient appropriate level, because the use of IT in teaching, is more about the teachers focus in using it for educational purposes, rather than the practical use of computers along with its tools and programs, for scientific preparation.

Over 80% of teachers use computer for basic works (reading, writing, and sketching). The program with the largest percentage used by teachers is: Word and Excel 80% (program for spreadsheets and calculations) and Power Point in 20% level.

Does school have IT teachers and do they have the right expertise? The chart below addresses that.

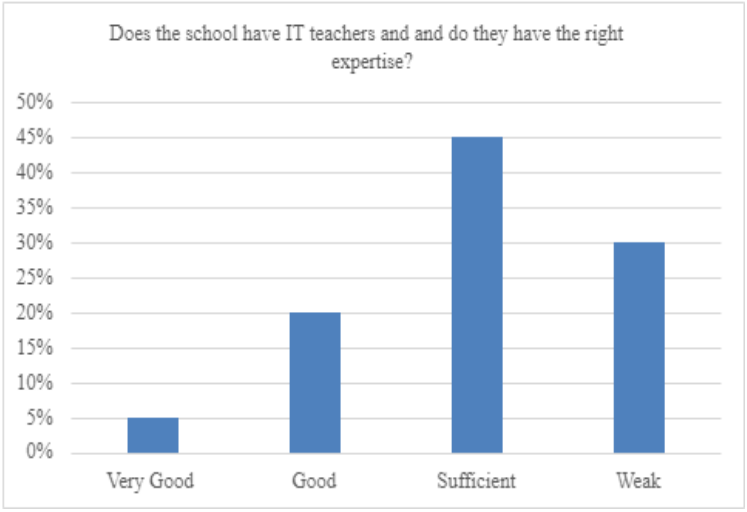

Figure 5. Teachers’ IT expertise

5% of them answer that they have very good knowledge, 20% good, 45% sufficient and 30% poorly.

This is due to the fact that elementary, middle and high schools in most cases cover the subject of informatics with math and science teachers.

Does IT affect student-centered teaching?

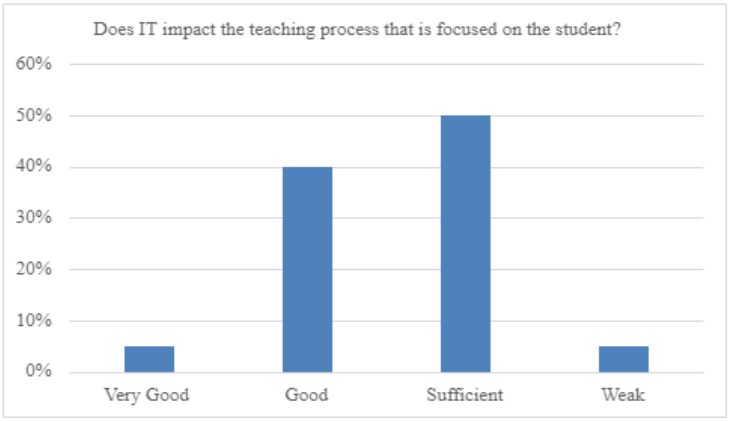

Figure 6. Technology impact in the teaching process

5% of them answered sufficient, 40% good, 5% very good and 5% poorly.

Do students do homework and classroom work through computer based on teacher's instructions?

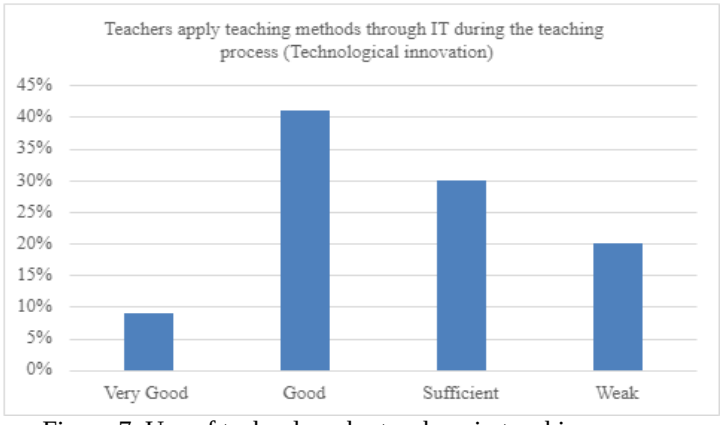

Figure 7. Use of technology by teachers in teaching process

20% of them answered that students are successful, 50% of teachers say that they guide the students to different addresses to make researches about learning topics. Students use internet according to the instructions teachers give for homework and how to work at home, 20% of teachers-orient students enough and 10% of them poorly (do not orient for additional information).

Referring to the Elementary, Middle and High School Education Law in the Republic of Albania, Article 59 of Law no. 69/2012, as amended, instruction no. 4 dated 26.02.2021, for the criteria and procedures of teacher qualification, article 4 point 5, we drafted the question: Are teachers trained and certified for the use of IT in teaching before the pandemic period?

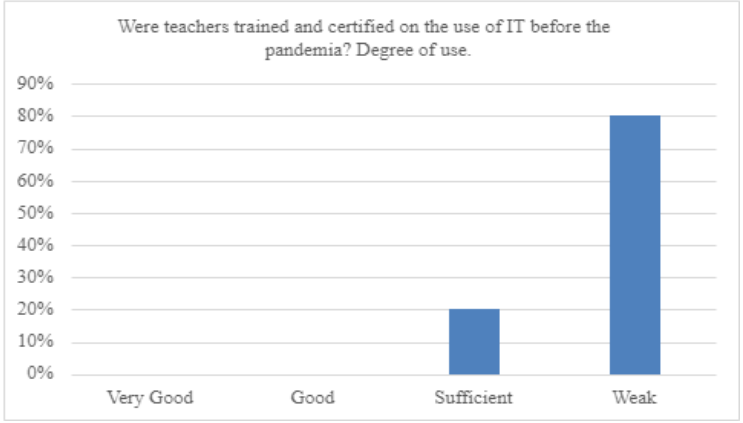

Figure 8. Teachers IT training and certification before pandemic

They say that before the pandemic they had not thought that technology would be so necessary and had never called it a necessary part to be qualified.

20% of them answer that they received partial training within other modules, 80% of them did not receive it even during other modules. Teachers say that the situation created by the pandemic found them unprepared and put them in front of a big challenge.

Are teachers interested in bringing technology innovations into the teaching process? Teachers' opinions about the methods of teaching process through IT are different.

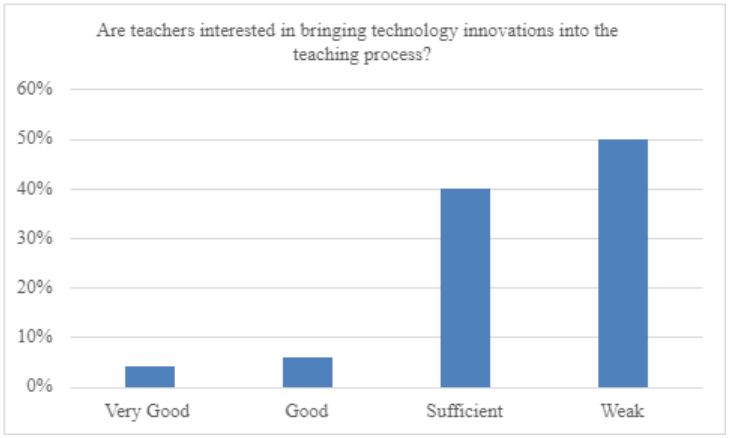

Figure 9. Technology innovations in the teaching process

4% of them use these innovations very well. They encourage students to research information about a topic, use video demonstrations, poems, stories and short literary or non-literary writings. 6% of teachers stand at a good level, 40% of teachers state that they guide students, orient them to different websites to research for teaching topics that will be discussed and supplemented by other students. 50% of them poorly use these innovations; instead, they continue with traditional methodologies and use the textbook as the only source of information.

Do teachers use multimedia in teaching?

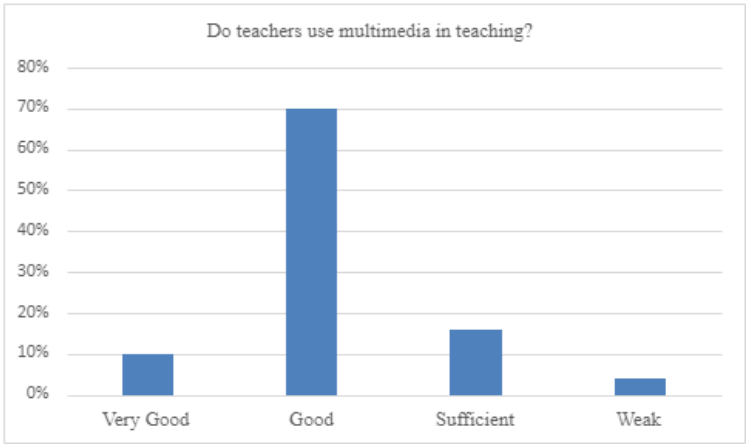

Figure 10. Use of multimedia in the teaching process

10% of them answer a lot, 70% answer well; that the presentation of certain topics with photos, maps, sketches, tables, learning through the use of tape recorders, etc., are tools that are often used. Teachers stimulate students to be attentive to visual elements and media resources and to distinguish information to be learned and impressions to be created from images and sounds

Students divided into small groups can read, analyze and discuss magazines, newspapers, articles. About 16% of them express themselves sufficiently and 4% of them argue for a little use of multimedia in the learning process.

As for the question: Do teachers instruct students to make online research for learning needs?

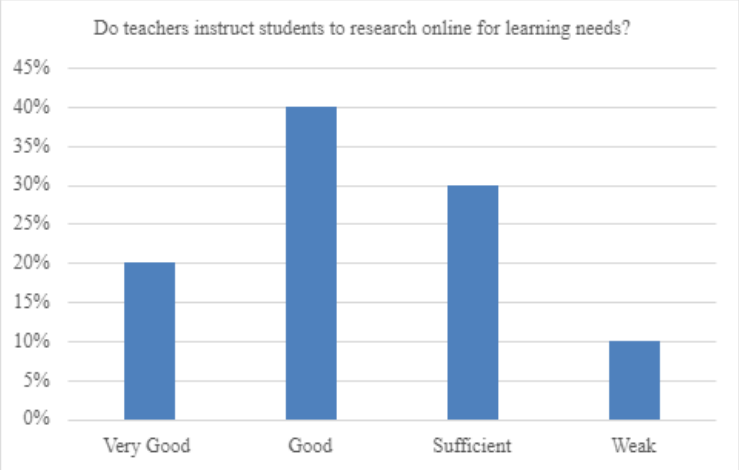

Figure 11. Students' online research for learning needs

20% of them answer a lot, they use internet for scientific research on various websites, to get updated with the latest information from the world, for exploration, for tests, for problems and other information related to the given subject. Teachers are self-aware that online research works done by students makes them establish the digital competence. Information found on the internet, makes the lesson even more attractive. Exploration, navigation also brings good management and involvement of all students during the lesson, even of those students who are not active in the learning process. 40% of teachers provide them with additional material from internet; it turns out that they use internet to look up information about teaching topics, which cannot be found in books. In this case they answered that it depends on the subject of teaching and that certain websites are researched for this purpose. 30% answered sufficient, 10% of them state that they have not offered students internet exploration materials.

As for the question: How much computer knowledge do students have and how much does computer affect students' education?

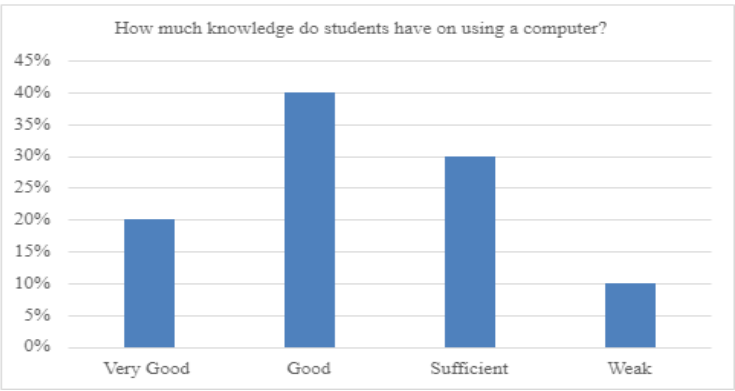

Figure 12. Students' knowledge in using the computer

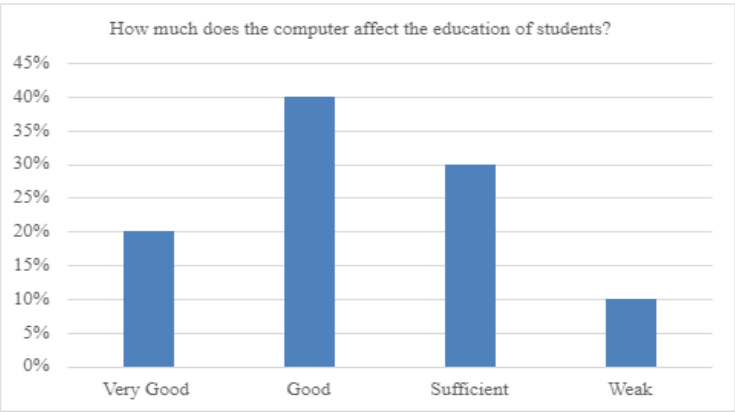

Figure 13. Computer impact on the education of students

60% of them answer that they have a lot of knowledge about its use, 30% well, 10% enough. As both graphs above shows, 10% do not know how to use it.

The programs that students use the most, whether for learning purposes or for conversations or games, are Google, Facebook, YouTube, Messenger, Wikipedia etc. From the Microsoft Office programs, they mostly use Microsoft Word, as well as other application programs for games such as Photoshop, Moviemaker etc.

Teachers think that in order to achieve an integrated and coherent system of knowledge and skills, since they need to face the challenges of the digital age and the free market economy, the realization of digital competence is definitively necessary.

How well IT is integrated into the teaching process?

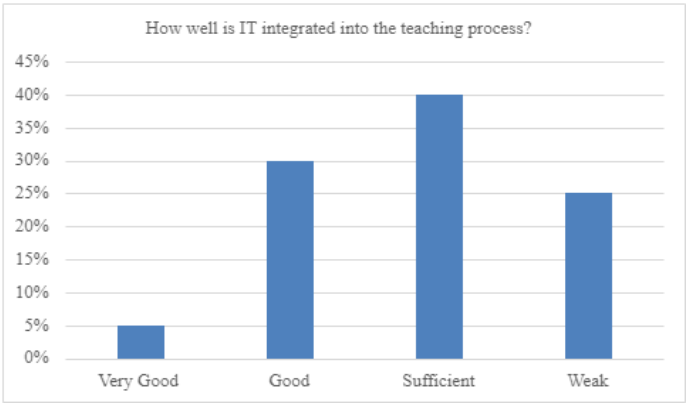

Figure 14. Technology integration in the teaching process

5% of them answer that they integrate IT very well in teaching. 30% of teachers integrate technology well, 40% of them sufficiently and 25% poorly.

How much importance has been paid to the subject of IT in Education? 3% of them answer very well, 10% well, 30% sufficiently and 57% poorly.

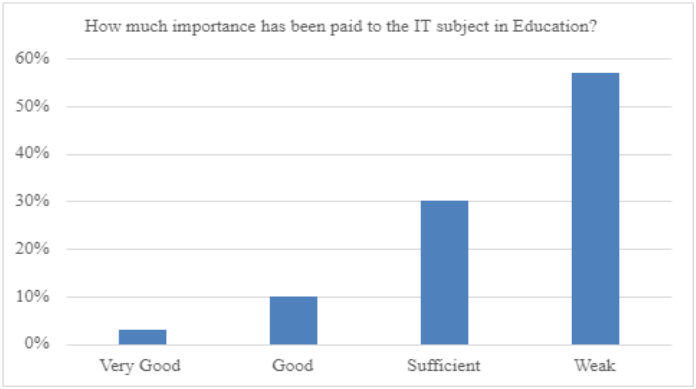

Figure 15. Importance of technology subject in education

To the question of whether supporting portals were used during the pandemic;

15% of them stand for maximum, 25% of the teachers answer well, 30% of them enough and 30% poorly. The teachers stated that the computer-assisted learning, developed at home, was a challenge that found them unprepared both professionally and psychologically. It also, required total commitment from students' parents to observe their children closely, for what and for how much time they are using the computer. Teachers expressed the fear that unless students were under parental control during the learning process, they would turn off the cameras and give the impression that they were in the class, but at the same time were involved in games or social networks. Teachers argued about the lack of student's interest for cooperation, since most of the time they tend to use internet for games and chats.

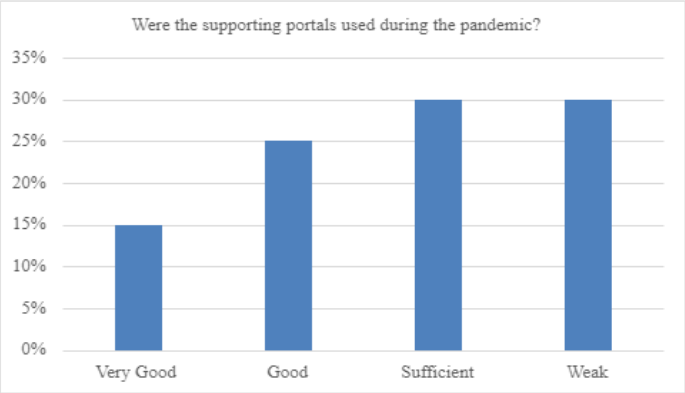

Figure 16. Use of supporting portals during the pandemic

Another issue was the internet supply, which in most cases caused the process to fail. As it can be estimated that technology was the only key to realize the learning process in these two difficult years of pandemics and the role of teachers in this case was guidance, they asked students to use internet for pedagogical needs. Precisely, by shifting the teaching process from the conditions of auditorium to home environment, the process required the teacher to work with dedication and professionalism and this emphasized the need for qualification as a need for a continuing approach to their vocational training.

Conclusions

Curriculum improvement, based on the implementation of new learning technologies in the process of teaching and learning, affects improvement and increases the responsibility of teachers, who, through technology, go beyond traditional ways, so as to create the possibility of practicality in student-centered teaching. Training and qualifications for teachers, is a great need in our educational institutions. Focusing on teaching strategies using technology as a didactic innovation, should be the next challenge for our teachers. Turning lesson into art through a good teaching process by the teacher will eventually be a benefit for students, in order to gain:

knowledge, skills, values and attitudes for each competence and activity;
key subject competencies;
language and creative skills;
the possibility to explore teaching under European standards;
increased motivation, the spirit of initiative in teaching with a global approach;
digital skills and use of technology in the learning process.

Literally, university auditors have the task of training the teachers who are able to implement a new curriculum, based on competencies, to implement didactic innovations in teaching, where the student is at its center and teaching takes on an inclusive perspective.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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Multi Directional Investigation of Parents' Views on the Social Studies Course

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Ministry of Education

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Süleyman Demirel University

Abstract: This study was carried out to determine the opinions of the parents of 5th, 6th and 7th grade students about the social studies course. For this, in-depth interview technique, one of the qualitative research methods, was used as the research design. The study group consists of six parents from Adıyaman Gerger Çoban Pınarı Secondary School, four parents from Adıyaman Kahta Kubilay Secondary School, four parents from Adıyaman Kahta Gazi Secondary School, 5 parents from Adıyaman Merkez Biraralık Secondary School and one parent from Istanbul Orhangazi Secondary School. As a data collection tool, four open-ended questions were asked to the parents. For the analysis of the data, the related data were interpreted using the descriptive analysis method. During the interviews, it was stated that the teachers should improve themselves in line with their branches, make the children love the social studies lesson with various activities, organize museum-trip programs, and inform the parents about their children at regular intervals. Expectations have emerged such as exemplifying social studies with every stage of daily life, providing a constructivist education-centered programme, ensuring that they get to know the city by visiting and seeing, raising students in accordance with the accumulation of culture from the past, raising individuals who know the responsibilities brought by their geographical location and protect their homeland and nation. Some of the parents also revealed that their students give the necessary importance to the social studies lesson, love the lesson teacher, put what they have learned into practice, and look forward to the next lesson with excitement. In addition, it has emerged that they see the education-training system only as preparation for exams, the need to increase the weekly course hours and to give the importance given to numerical courses to the social studies course.

Keywords: Social Studies, Parents' opinions, Qualitative research, İn-depth interview.

Introduction

Along with the changing and developing technology, great and radical changes have occurred in today's education system (Benli, 2010). These changes have manifested themselves in all areas of life. Together with these, changes become necessitated in the fields of education, social, cultural, economic, political, health, sports and art (Beldağı, Özdemir & Nalçacı, 2017). Education is the most important mechanism that sustains an individual, society and state. It is the basic foundation that meets all kinds of needs of societies and ensures their continuation (Duru, 2014).

Considering the history of the Turkish Education and Training System, one can see significant changes and developments (Ayaydın & Yıldız Ayaydın, 2016). Previously, traditional learning environment was presented to students with the related traditional methods. In this system, students try to learn information by rote, through passive learning, take the information as it is without any criticism; namely one-way interaction, result-oriented studies, whereas the new Education-Training System foresees an acquisition model via constructivist education,

active studentship, teacher-student, and student-centered methods, student-student interactive communication, information questioning, critical perspective, product+process evaluation (Hersan & Kabapınar, 2008).

Redding's (2000) book *Parents and Learning Education Practices Series-2* considers parents as the child's first and strong teachers. Taking into account the child's learning habits, attitude to school, social relations and academic development, the book states that when teachers and families understand each other's expectations, students do their best at the time of their communication. In other words, the communication consisting of the teacher and parent channel both informs the families between the school and the family and it offers families an opportunity for communication. He also states that not every family is equal in socio-economic terms and this inequality reveals three types of family structure:

Distressed Families:

These families are families living in poverty, oppressed by the needs of daily life. They have limited parenting abilities. They lack social relationships and do not have good parenting models, and they shy away from teachers and see school as a place for bad news.

Child Centered Families:

Such families see school and reading as a process that will help their child's economic situation. In these families, the fear that the school is inadequate for their children often prevails. They lead families. Schools have constructive duties. They provide an opportunity for cooperation between families and contribute to the personal and academic development of both their own children and other children.

Parent-Centred Families:

These families, who are constantly busy due to their profession, value school and reading, but sometimes they neglect to take care of their children's lives because of their careers and personal interests. This kind of family places their children in the best school and entrust their children to people they see as professional and competent. These families share the material and moral opportunities they have with their children and their children are supposed to be responsible for this.

The competencies included in the 2018 Social Studies Curriculum also aim to train individuals in personalities with integrated knowledge, skills and behaviours. The competencies that students will need in their personal, social, academic and business lives at both national and international levels have been determined within the framework of the Turkish Qualifications Framework (TYC). Accordingly, eight key competencies have been identified within the framework of the Turkish Qualifications. These competencies are:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competencies in science/technology
4. Digital competence
5. Learning to learn
6. Social and citizenship related competencies
7. Taking initiatives and entrepreneurship
8. Cultural awareness and expression

Special Objectives of the Social Studies Course Teaching Program

In accordance with the General Objectives and Basic Principles of Turkish National Education expressed in the National Education Basic Law No. 1739 given as follows: with the Social Studies Curriculum, students;

1. As a citizen of the Republic of Turkey, they should grow up as citizens who love their homeland and nation, know and use their rights, fulfil their responsibilities, and have national consciousness,
2. Understanding the place of Atatürk's principles and revolutions in the social, cultural and economic development of the Republic of Turkey and their willingness to preserve democratic, secular, national and

contemporary values,
3. The fact that the rules of law are binding on everyone, that all persons and organizations know on the grounds that they are equal before the law,
4. Understanding the basic elements and processes that make up Turkish culture and history, and recognizing that the cultural heritage that ensures the formation of national consciousness should be protected and developed,
5. To explain the interaction between man and the environment by recognizing the general geographical features of the environment and the world in which he lives and to improve their skills of deciphering space,
6. Realizing the limitations of the natural environment and resources, they try to protect natural resources within the framework of environmental sensitivity and have a sustainable understanding of the environment,
7. They have the ability to think critically as individuals, who know the ways to get accurate and reliable information,
8. Understanding the basic concepts of the economy and understanding the place of the national economy in development and international economic relations,
9. They believe in the importance of work in public life and that every profession is necessary and respected,
10. By questioning the historical evidence of different periods and places, they determine the similarities and differences between people, objects, events and phenomena, decipher the change and continuity,
11. To use information and communication technologies consciously by understanding the development process of science, technology, and its effects on social life,
12. Observing scientific ethics in accessing, using and producing information based on scientific thinking,
13. Ability to use basic communication skills and basic concepts and methods of social sciences to regulate social relations and solve the problems faced by them,
14. They believe in the importance of participation, express opinions on solving personal and social problems,
15. Understanding the historical processes of the concepts of human rights, national sovereignty, democracy, secularism, republic and their impact on modern-day Turkey, they organize their lives according to democratic rules,
16. To know the importance and ways of being a virtuous person by adopting national, spiritual values and universal values,
17. Showing sensitivity to issues of interest to their country and the world,
18. becoming aware of their physical, emotional characteristics, interests, desires and abilities as a free individual (MEB, 2018).

Considerations in the Application of the Social Studies Curriculum

1. Social Studies learning areas: Social sciences such as history, geography, economics, sociology, anthropology, psychology, philosophy, political science and law and human rights, citizenship and democracy are discussed in an integrated manner. Subjects should not be treated separately as history, geography, human rights and citizenship, but with an interdisciplinary approach.
2. The basic principles of Social Studies teaching such as "locality, timeliness, interdisciplinary, reflective inquiry, past-present-future connection, time-continuity-change and flexibility" should be taken into account in the realization of the outcomes. In terms of these emphasized principles, the processing times can be changed when necessary.
3. The understanding of "social studies as social sciences" and "social studies as reflective thinking" should be given importance. The scientific methods used by social scientists (geographers, historians, etc.) should be introduced to students. Making use of events inside and outside the school, students should be frequently compared with real-life problems and contradictory situations, and they should be encouraged to reflect on the social problems they encounter.
4. In the programme, values and skills are directly associated with achievements. However, in order for value and skill teaching to be handled within the framework of lifelong learning, these values or skills should also be associated with different acquisition and learning areas that are deemed appropriate.
5. Concept teaching has an important place in the curriculum. For this reason, classifications and different concept teaching approaches should be considered in concept teaching. It should be helped to eliminate ambiguity, conceptual confusion and misconceptions.
6. National religious holidays can be considered and national consciousness can be developed by making use of important events, days and weeks consisting of local private segments.
7. Make use of activities to benefit from out-of-school activities in Social Studies education. Like this school, the school is old museum (like the school, the school is old museum (like a school).
8. Stories should be supported with literary products from the Social Studies course by making use of genres such as epics, tales, proverbs, folk tales, folk songs and poems. Targeting at students, the events were passed

without mentioning literary products such as novels, historical novels, stories, travel writings and jokes. In addition, appropriate uses should be supported by modern art such as painting, music, miniature, engraving, hat, sculpture, theatre, and cinema.
9. Up-to-date and comparative evaluation of current views on achievements, problems related to different discussions, evaluation, comparison and examination.
10. End-user needs to meet the new (digital commerce, state as media-State, virtual commerce, media, etc.) and social needs (digital and identity wounding, personal self, cyber fraud etc.) related to citizenship and rights depending on technology, bullying, etc.) occurs for lectures and extracurricular activities about people developing biblical digital identities (Kabapınar, Öztürk & Hersan, 2004).

The first social area of the individual as of the moment of birth is the family. Therefore, the family environment, which is the first area where the individual lives, is the first educational-teaching environment in the field of education as well as in every field of the individual. The importance of the family in the formation of the child's personality, self-knowledge and realization is an undeniable fact (Kuş & Çelikkaya, 2010). The child should receive the support of the family at every education level. It is important that the family be in face-to-face contact with the students' teachers at regular intervals (Kılıç, 2009). The importance of the course should be conveyed to the individual at every level of education, especially since the Social Studies course enables the individual to learn the society's own culture and values, art, language, traditions, history, past and future, and to adapt to all these fields. Because Social Studies course, as the name suggests, is the course that contributes the most to the socialization of the social individual and society (Palaz, Kılcan, Akbaba & Çepni, 2015).

Looking at the target achievements of the Social Studies Course Program, different areas of intelligence are mentioned, and students are expressed as individuals with different and unique learning styles. It is mentioned that rather than the uniform transfer of information by the teacher, the information is structured by the student (Kıldan, 2012). Students are expected to think in a multifaceted way in the form of learning a different perspective, critical thinking, structuring and learning from different perspectives (Keskin & Yapıcı, 2008). It is also aimed that the student uses research methods to gain importance instead of receiving and memorizing information as it is. In order to achieve this goal, it is concluded that the teacher, parent, and student trilogy must support and complete each other effectively. Because in order to create a so-called school triangle, the concepts of teacher, parent and student need to contribute to each other and act in cooperation. The formation of the quality and continuity of education, the satisfaction of the needs of the student in all areas can only be completed by this cooperation (Eskicumalı, Erdoğan & Aslan, 2010). This will pave the way for a student to have a healthy student life, a successful education story, but also gain a positive identity, which is of great importance. At the same time, student will be able to grow up as a highly motivated and responsible individual. Besides, the socio-economic structure, cultural values of parents, educational background of parents-professions, their behaviour toward their children, their children's communication with their friends, teachers and the expectations of the student's successful communication with their related families is crucial for them to undergo a training period (Binicioglu, 2010).

However, when the application part is examined, it has been observed that there are differences between the target achievements of the Social Studies Curriculum and the applications. We can clearly see this from the parent interview forms. It causes students to be in a constant race and competition due to the necessity of the changing. In terms of socialization, we see that an education application that is purely knowledge-loaded, exam-oriented, oriented to numerical courses in order to settle in the desired high school. Yet, an asocial student profile emerges, through not only history, culture, traditions and customs, but also through Kemalist thought system, language, social relations (Houser, 1995). As a result, it is clear that the future of the students is shaped not by their own wishes, abilities, interests and efforts, but mostly by their social environment, parental attitudes, and the necessities brought by the changing technology. It is extremely important for parents to cooperate with the educational institution so that the goals and achievements of the Social Studies curriculum can be applied to students in a proper manner. Accordingly, expectations arisen in parent-school cooperation should be met in a way that complements each other and eliminates probable deficiencies (Taşyürek & Göksu, 2016).

Method

The research pattern was applied using in-depth interview technique from qualitative research methods. The sample of the study consisted of six parents from Adiyaman Gerger Shepherd Spring Secondary School, four parents from Adiyaman Kahta Kublai Secondary School, four parents from Adiyaman Kahta Gazi Secondary School, 5 parents from Adiyaman Central Secondary School and one parent from Istanbul Orhangazi Secondary

School. All interviews conducted during the research were carried out face-to-face by the researcher. All the details have been taken into consideration and appropriately created by the researcher for the properness of the interview environment; the comfort of the parents participating in the interview. The researcher stated that the purpose of the study was to get parents' opinions about the Social Studies course. During the interview, it was emphasized that the parents were comfortable and friendly, and for this, they were in the mood for a conversation. As a data collection tool, parents were asked the following four open-ended questions:

1.What are your expectations from Social Studies teachers, what should teachers do to make these expectations come true?
2.Can you tell us a little about what comes to mind when you say Social Studies class?
3. When you evaluate your student, can you explain whether your student gives the necessary importance to the Social Studies course or not?
4. Can you tell us about the adequacy of education and training of the Social Studies course?

The interview with each parent covered a period of 15 minutes. During the interviews, only the researcher and the parent took part in the room. After the interviews, the researcher transferred the interviews to the interview casting form that he had prepared before the interview with each parent as it happened. Parents are also PARENT 1, PARENT 2, PARENT 3+,..... It is named as PARENT 20. In the analysis of the data, the data were interpreted by coding method using descriptive analysis method.

Results and Discussion

1. What are your expectations from Social Studies teachers, what should teachers do to make these expectations come true? Their Answers to the Question are given as follows;

PARENT 1: "In fact, I can answer this in two ways: First, I expect him to gain the basic knowledge that he needs to learn according to his class in the curriculum of the Ministry of Education. Secondly, I would like him to be able to interpret historical events. I would like him to be able to interpret the causes and consequences of anything that has been done for himself."

PARENT 2: "Teachers need to make museum trips, organize, and prepare individual exams for students. They should like the lesson. Social Knowledge should be comprehended by the student."

PARENT 3: "If the Social Studies teacher tells the lesson by using everyday life as an example, it will be permanent in the student's mind. In order to do this, it is necessary to take into account the interests of this age group. Since the final goal is the LGS (Turkish High School Entrance System) exam, it is necessary to consolidate this with multiple-choice questions.

PARENT 4+,..... PARENT 20 also answered in this direction.

The first question asked to parents during the interviews is "What are your expectations from Social Studies teachers, what should teachers do to make these expectations come true? "as directed in the figure. The encodings, frequencies and interpretation of the responses given by the parents are shown below in Table 1.

Table 1. "What are your expectations from Social Studies teachers, what should teachers do to make these expectations come true?"

1. Question Coding	f
a. Museum, Excursion	2
b. History, Culture	2
c. MEB Curriculum	2
d. History	4
e. An Example of Everyday Life	5
f. Self-Development in Their Field	2
g. To Enable Students to Read	2
h. Affiliation to the State	2
i. Difference	4
Total of opinions	25

Table: 1 Interpretation: 2 of our parents who answered the first question answered “Museum, Trip”, 2 “History, Culture”, 2 “Ministry of Education Curriculum”, 4 “History”, 5 “Sampling with Daily Life”, 2 “Self-Improvement in Their Field”, 2 “Ensuring that Students Read”, 2 “Being Connected to the State”, 4 “Difference”.
1. Can you tell us a little about what comes to mind when you say Social Studies class? Their Answers to the Question

PARENT 1: "When I say Social Studies course, I think of things such as our historical past, our lives as a society, studying events that are turning points for society, understanding, drawing a path according to it”

PARENT 2: “Everything about life is coming. There comes a consciousness of history, geography, way of life, society.”

PARENT 3: “It is necessary to create awareness of history for our children. Thanks to this, we can create the power of interpretation that occurs in everyday life in children. Logic in a verbal sense is of greater importance than other courses in this regard, as it will improve the power of interpreting questions.”

PARENT 4+,..... PARENT 20 also answered in this direction.

Table 2. “What comes to your mind when you say Social Studies course, can you talk about it a little? "

2. Question Coding	f
a. History	11
b. Geography	5
c. Life Style	2
d. Life,Experiences(Whatwehave experienced)	2
e. Past	6
f .Culture	5
g. Society	8
h. Values	2
i. Ataturkism, Mustafa Kemal	2
j. Environment	3
Total of opinions	46

The second question asked to parents during the interviews is “What comes to your mind when you say Social Studies course, can you talk about it a little?"as directed in the figure. The encodings, frequencies and interpretation of the responses given by the parents are shown below in Table 2.

Table: 2 COMMENTS: question 11 the school parents who responded to the second “Date”, 5, “Geography”, 2% “lifestyle”, 2, “Life, Our experiences”, 6’ SI “history”, 5, “culture”, 8 “Society”, 2’ si “Values”, 2% “Atatürk, Mustafa Kemal”, 3 “Environmental” as are answered.

Their Answers to the Question; 3. When you evaluate your student, can you explain whether your student gives the necessary importance to the Social Studies course or not?

PARENT1: “He gives the necessary importance to the course as a study. Because he is taking notes against it. In general, he is not interested in historical events, history. He is not interested in the curriculum because he does not find it suitable for him.”

PARENT 2: "It doesn't show. Because his interest in school is a little low. I think the classroom environment, the group of friends and the teacher are not reaching out enough.”

PARENT 3: “Due to the necessity of the system, the Social Studies course cannot reach a more important point than mathematics or Turkish. After these courses, along with the Science course 3. It is lining up.”

PARENT 4+,..... PARENT 20 also answered in this direction.

The third question asked to parents during the interviews is “Can you explain whether your student gives the necessary importance to the Social Studies course when you evaluate your student?" as directed in the figure. The encodings, frequencies and interpretation of the responses given by the parents are shown below in Table 3.

Table: 3 INTERPRETATION: 3 of our parents who answered the third question answered “Putting What They have Learned into their Lives”, 12 answered “Caring about Social Information”, 4 answered “Interest”, 3 answered “Exam”, 8 answered “Not caring about Social Information”, 5 answered “Knowledge”, 3 answered “Grade”.

Table 3. “Can you explain whether your student gives the necessary importance to the Social Studies course when you evaluate your student?"

3. Question Coding	f
a. Applying What You Learned	3
b. Giving importance to Social Studies	12
c. Interest	4
d. Exam	3
e. Disregard for Social Studies	8
f . Information	5
g. Note	3
Total of opinions	42

3. Can you tell us about the adequacy of education and training of the Social Studies course?
Their Answers to the Question

PARENT1: “The Social Studies course has an excess of information in the courses included in the education and training. I think some subjects are heavy according to the class level. In fact, it would be better if historical topics are shown with videos”.

PARENT 2: "Social Studies is one of the main courses. I think that it is not given enough importance in education and training. The aim of this course is to create public awareness. I find the class time insufficient and the given class time is not efficient enough. I think the reason is that the child only creates learning in a classroom environment.”

PARENT 3: “In the current education and training system, children are filled with simpler phrases and ready-made information, and not on the development of children's interpretative power. In any way, children are not allowed to research, study topics and connect with each other. Education will be more efficient if a system is created that will prevent this.”

PARENT 4+,..... PARENT 20 also answered in this direction.

The fourth question asked to parents during the interviews is “Can you tell us about the adequacy of the education and training of the Social Studies course?" as directed in the figure. The encodings, frequencies and interpretation of the responses given by the parents are shown below in Table: 4.

Table 4 “Can you tell us about the adequacy of the education and training of the Social Studies course?"

4. Question Coding	f
a. There Are Few Weekly Class Hours	7
b. Insufficient Vision of the Education and Training System	15
c. Adequate Vision of the Education and Training System	4
d. Other Courses are More Important (Science, Mathematics, English)	3
e. Not Giving the Necessary Importance to the Social Studies Course	3
f . To See the Social Studies Book and Its Teaching Adequately	4
g. Insufficient View of the Social Studies Book and Its Teaching	13
Total of opinions	42

Table: 4 COMMENTS: Question 7 the fourth parents who responded to the school “ to be a minimum of hours per week ”, 15% “ the education system is Inadequate Vision ”, 4 “Adequate vision of the education system ”, 3 “ be more important for other subjects (Science, math, English) ”, 3, “ should not be given due importance to social studies ”, 4 “ book learning social studies and adequate Vision ”, 13% “ book learning social studies and inadequate Vision ” are answered.

Conclusion

As a result of the interviews, teachers are expected to develop themselves in line with their branches, to make children love Social Studies with various activities, to make museum-trip programs, to develop children in every aspect, to inform parents about their children at regular intervals, and to exemplify Social Studies from every stage of daily life. On the other hand, it has been revealed that they expect a constructivist education-centered education rather than a rote logic, the students get to know the city by visiting and see the city they live in, they expect the students to be educated with the cultural accumulation from the past to the present, the teachers to transfer the responsibilities brought by the geographical location of the country to the students, and to raise citizens who take care of their homeland and their nation without worrying about grades. When it comes to Social Studies, parents think of history, culture, tradition, customs, war, past, geography, life itself, preparation for life, homeland, nation, state, human relations, economy, knowledge, cleanliness, communication, Mustafa Kemal, Çanakkale War, Social Studies. teacher, work, personal characteristics, social structure, happiness, peace, socialization, our social values, heroes of a country, life before Christ, religion of a country, family, events that are turning points for a society, students and everything about life. Half of the parents' opinions are that their students do not give the necessary importance to the Social Studies course, that Social Studies is not as important as Mathematics or Turkish, Science courses due to the necessity of the LGS (High School Entrance System) exam, that they focus more on numerical courses, that they use their intelligence to reach high school, cannot socialize, that they cannot socialize, that they use their national culture. stated that he did not learn enough about his history, did not have information about his socio-economic status, saw social studies as unnecessary and complex, and therefore did not study for this course. Half of the other parents' opinions revealed that they gave the necessary importance to the Social Studies lesson, loved the teacher of the lesson, implemented what they learned at school, worked with various materials to reach information. Apart form this, the weekly lesson hours are expected to be increased since the student eagerly awaited the next lesson, and the subjects be included that interest them in their life. In addition, the parents said that they see the education system only as preparation for exams, that the course hours are insufficient, that the course should be done with practical travel and museum programs, that Social Studies are seen as a course that is life itself without worrying about grades, that the importance given to numerical courses (Mathematics, Science) and the course revealed that the time should be given to the Social Studies course as well.

Recommendations

As a result of the interviews with the parents, when we compare the target achievements of the Social Studies Curriculum with the application parts, it is seen that there are differences between them. Teachers, parents and students should be made aware that the teacher-parent-student trio should be in cooperation, especially in the application part, in order for students to have a successful and healthy development in all areas of their lives, and that it should not be neglected. In addition, students and parents should be aware that not only numerical lessons are important in life, but that every lesson is important and valuable.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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Using Songs to Motivate Students

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Abstract: The article deals with the ways songs can be used in the ESL classroom to motivate students to learn English and enhance their involvement. One of the big problems we all face, whether teaching English to children or adults, is maintaining learners' interest throughout our lessons. Consequently, we often have to be very creative in the techniques we use. Singing songs can be relaxing for students and teachers alike as they give us great opportunity to change routine classroom activities into entertainment and fun. What makes music such a great teaching tool is its ability to develop learners' skills in listening, speaking, reading and writing and can be used in various ways to teach and practice vocabulary, pronunciation, stress, sentence structures. They can be used as language tasks, focusing on particular material and can be adapted to suit the specific purpose a teacher might wish to teach. The article deals with the different ways and activities that can motivate and enhance students' involvement in meaningful tasks according to the needs and goals the teacher sets for them to reach.

Key words: Listening, interest, activities, teaching tool, tasks, specific purpose

Introduction

Once you are encouraged to do something, you are filled with enthusiasm and motivation. These magic things – encouragement and motivation can make you move mountains, reach the target, "score the goal". Teachers should always think about the ways that can fill their students with "can do attitude". Students' abilities vary. Some of them are good at listening while others find it very easy to put some interesting thoughts on the paper, some enjoy reading and can perceive hidden ideas thus showing the ability of reading between the lines and some of them show good communication skills. While talking about the tasks that can motivate students one of the things that should be mentioned are songs! Songs can create positive atmosphere and can be relaxing for both, the students and teachers. They have the power to involve every single student in work, even the ones who lack courage, enthusiasm or ability to feel like the part of the whole. Songs can be used in a number of ways depending on our aims and objectives. So, they can help teachers develop learners' skills in listening, speaking, reading and writing and can be used in various ways to teach and practice pronunciation, rhythm, stress, intonation patterns, sentence structures. They can be used as language tasks, focusing on particular material, vocabulary and grammar. They can be used to develop listening

comprehension, writing skills and speaking. Songs can be adapted to suit the specific purpose a teacher might wish to teach.

The Importance of Songs in EFL Classes

Teachers often seek for the ways to make their students repeat the structures and sentences or new vocabulary and phrases they studied before they fade from their memory. Many course-books are not equipped with the right and meaningful repetition-oriented tasks and besides many students find them quite boring. The way out can be found in using meaningfully selected songs giving us a chance to increase repetition practice maintaining students' interest and involvement.

"Language teaching can be defined as the activities which are intended to bring about language learning." (Stern, 1983, p.21). Songs can be used in a number of ways according to our aims and needs. They can be of some help introducing the new topic, practicing grammar structures or revising tenses, teaching and mastering new vocabulary together with rhythm, stress and pronunciation practice. Another thing that songs can be used for might be connected with fostering discussions, broadening the awareness of different cultures and knowledge about the world. On the whole, one of the greatest advantages of using songs in the classroom is that they change the class routine, provide variety as they are enjoyable and relaxing thus creating student-oriented environment.

"Many of us have experienced with amazement how quick students are at learning songs. It is also a common experience to forget nearly everything we learn in another language except the few songs that we learnt. For a variety of reasons songs stick in our minds and become parts of us, and lend themselves easily to exploitation in the classroom." (Murphy, 1992) The cited idea proves the significance of using songs in the classroom environment though many find them unimportant, ineffective and failure. "The song stuck in my head phenomenon" also seems to reinforce the idea that songs work on our short and long-term memory". (Murphy, 1992)

On the other hand, it is worth noting that for some students the word "listening" is daunting. The feeling of fear might be connected with the fact that students pay attention to every single word concentrating on the meaning of separate words rather than comprehending the idea and realizing the sense of the strings of words. It happens because they are used to listening to the speech of their teachers speaking slowly and clearly thus giving them a chance to concentrate on the idea of single words. The learning habit mentioned above makes them worry a lot and feel fussy before or during listening activities. Learning process, causing negative feelings can be the direct way to demotivation. Teachers should make sure that learning process is based on motivation and encouragement, that there are no demotivating factors blocking the way to enthusiasm, involvement, trust, self-esteem, enjoyment and pleasure that learning can present. As long as many students find listening one of the challenging activities, teachers should think of more creative ways to make it as interesting and enjoyable as possible. Motivation is a vital element in affective learning. Williams et. al. (1997, p.129) deciphered motivation as "a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal (or goals)". Creating positive atmosphere with motivational activities can be the huge step to success, reaching our aims and objectives. Thus, listening to English songs can be interesting and enjoyable at the same time. Students will find themselves full of stamina, less worried and involved in the learning process. Songs might feel like learning a language without too much effort and picking a language, concentrating not only on single words but the units of lexical items and authentic phrases "intruding" and staying in our mental lexicon in a pretty painless way. Students develop and master their pronunciation concentrating on the sounds and the way they are chained together, they enrich their vocabulary, practise grammar structures, become aware of other cultures and values. Actually, students learn implicitly and unconsciously giving the natural way to the development of their language awareness. . "Language awareness is not taught by the teacher or by the course-book; it is developed by the learner. Language awareness is an internal, gradual, realization of the realities of language use" (Bolitho et al., 2003, p.252).

As the things mentioned above testify, all the obstacles concerning students' fears can be solved simply and easily and listening to the songs can be of great value to foreign language teaching. And I would like to cite Murphey's words here: "What is even more amazing is that it also seems easier to sing a language than to speak it". (Murphey, 1992).

Songs as Language Teaching Tools

"In our time, it is hard to escape music and songs as it occupies ever more of the world around us: in operating theatres (for heart transplants and childbirth), restaurants and cafes, shopping malls, at sports events, in our cars and literally everywhere for those tuned in to a Walkman. It would seem that the only place music and song is slow to catch on is in schools". (Murphey, 1992)

It was already stated that songs can inspire learners and fill them with the passion of getting knowledge, fostering their comprehension and awareness. Utilizing songs in the language learning environment can help mastering the four skills (listening, reading, speaking, writing) in as much effective ways as possible.

Listening/Reading

One of the most significant factors of the language is that it is an essential tool for communication. Language is used to exchange ideas, to share information, to express our attitudes and so-so forth. It's not only the use of language and shaping it in the flow of words we select from our language store that is crucial to communication. We should listen in order to understand. Listening skill is the way to effective communication. While mastering listening skills we take the role of a listener whose very first mission is to listen in order to process the variety of language heard. There are a lot of drills on improving pronunciation that students find boring but listening to the songs having similar repetitive structures as drills sounds a better, more enjoyable and inspiring idea. Listening to the songs can help to improve listening/reading skills in a number of ways:

- ✓ Improve the pronunciation of frequently mispronounced words, thus improve reading of the same words as well
- ✓ Study the words student find difficult to remember
- ✓ Get used to the phonetic changes characteristic to fast speech
- ✓ Become aware of the native speech characteristics, words flowing into each other

Speaking

Speaking can be the most important skill to be developed for the learners of the foreign language. When we speak we form verbal communication, we have a desire to share information, we pick the language from our mental lexicon, we are engaged in reaching our communicative goals in order to make it effective and appropriate. As we know communication process is goal-driven and it will never be conducted without having certain aims and targets to be reached in our mind. Does it remind of something? Sure, language teaching process! The role of the teacher is to guide the students, lead to the hidden and help them reach for the stars having certain and specific aims and objectives, clear instructions set in advance as stated criteria guarantees success. How can songs be transformed into speaking tasks? Some suggestions can be made:

- ✓ Song titles can be used to motivate students make predictions concerning:
  a) the content of the song
  b) vocabulary/words that might appear in the content
- ✓ Songs can form the ground for the discussion and debates:
  a) Problems
  b) Characters
  c) Values
  d) Positive/negative points
  e) Problem-solving
  f) The lyrics can stimulate classroom discussions

Writing

Written form of communication is as important as the ones mentioned above leading us to the idea that writing is as important skill as any other demanding equal attention and development. To make writing enjoyable for students, songs can be used as:

- ✓ Gap-fill tasks
- ✓ Error-correction activities
- ✓ Ordering the jumbles verses
- ✓ Writing the end/adding the next verse
- ✓ Writing on the important point seen in the song
- ✓ If you were…

As analyses show it is possible to summarize the following points: to begin with, rhythm, stress and intonation patterns can be practiced with the help of English songs. What is more important songs can be one of the enjoyable ways to teach vocabulary and grammar. The last but not the least, they are absolutely welcome to develop listening comprehension, writing skills and speaking.

Conclusions

It is said that politicians gain people's love and respect using feeling-oriented speeches. Repetition of the words and phrases that touch feelings make people thrilled and a lot of political figures popular. Thus, the target is hit. The same thing can be said about music. Music fills us with energy and enthusiasm, helps to relax and get rid of negative emotions, forms the ground for motivation, shapes the idea of the world. All the things mentioned are necessary in language classes as positive atmosphere is the solid ground for building the castle of knowledge on it. Moreover, once feelings are touched, when emotions overweight, nothing can stop reaching the goals.

People say: "All Roads Lead to Rome". Yes, that's it, but the thing is which road you take. The road making your journey unforgettable, interesting and enjoyable is the best road ever. The same is with teaching. Teaching/learning process may show problems if the "wrong road" is taken. Choosing activities that are effective and enjoyable at the same time make learning process both educational and fun.

Using songs can help make language learning automatic as language patterns can be processed and remembered unconsciously leading to the use of target language in a communicative way. What makes music such a great teaching tool is its ability to develop learners' skills in listening, speaking, reading and writing and can be used in various ways to teach and practice vocabulary, pronunciation, stress, sentence structures. They can be used as language tasks, focusing on particular material and can be adapted to suit the specific purpose a teacher might wish to teach.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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The Effect of Digital Learning Environments on the Learning Teaching Process

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Abstract: It can be said that the changes that have occurred in many areas of life from the past to the present in the world have an effect on the different reactions of human beings. These reactions had positive developments as well as negative repercussions. One of these developments is that digital environments have come to the fore with the introduction of technology into human life. According to some experts, it has been emphasized in the studies that these environments save people from their physical burden and cause them to face many threats. In this study, the education dimension of digitalization was evaluated. In the study, the effect of digital learning environments prepared in educational institutions on the learning - teaching process was evaluated in line with the opinions of the teachers who manage the process. This study is a case study prepared in line with the qualitative research method. In the study, it was stated that the teachers who contributed with their opinions have remarkable perceptions about the subject, based on the findings obtained as a result of the study.

Keywords: Digitization, learning, teaching, process, teacher.

Introduction

In similar to the needs-based developments in the world, it can be said that there are changes and developments in the learning environments where learning and teaching activities are carried out in a planned way. It can be stated that these changes and developments occur in a more technology-based digital dimension in the globalizing world. Technologies of the digital age changing at a dizzying pace; communication, the way people relate and access information, and the way they learn, increasingly (Johnson et al., 2011; Bates, 2015; Ünlü, 2019). In this period, which is also called the information age, computer age, especially since 1970, personal computers have been used as a dominant technology for the rapid and easy transfer of information (Wang et. al., 2016; Helfaya et. al., 2019; Ünlü, 2019) has been used. On the other hand, with the concept of Society 5.0, the social life of the future is tried to be described. Especially in Japan, the Internet of Things (IoT), big data, artificial intelligence (AI), robotic application and sharing economy, etc., which became widespread with the Fourth Industrial Revolution. It is aimed to create the society of the future by including technologies in industry and social life (The Government of Japan, 2019; Ünlü, 2019). Farmer (2019) defines digital learning as learning performed using online networks. In another study, e-learning is stated as an environment where computer and communication technologies are used to provide learning (Ünlü, 2019). It is possible to apply different learning strategies in virtual learning environments. For example; Activities such as games, research, simulation, social communication and campus that allow both research and practice (Brown et. al., 2012) can be designed. In addition, these environments offer realistic learning experiences in teaching difficult and dangerous situations in real life (Fırat, 2008; Yılmaz et. al., 2014). From this point of view, this study aims to evaluate the effects of digital (virtual) learning environments on the learning-teaching process in line with teacher perceptions.

Method

The case study model was used in this study, in which the effects of digital (virtual) learning environments on the learning-teaching process were evaluated in line with teacher perceptions. Case study is a methodological approach that involves an in depth examination of a limited system by using multiple data collection to gather systematic information about how and how it works (Chmiliar, 2010 cited in Subaşı et. al., 2017). Merriam (2013) defines the case study as an in depth description and examination of a limited system. On the other hand, according to Creswell (2007) case study; It is a qualitative research approach in which the researcher examines one or a few situations limited in time with data collection tools (observations, interviews, audio-visuals, documents, reports) that include multiple sources, and defines situations and themes depending on the situation. Case study; it is a model in which a single situation or event is examined in depth, longitudinally, data is collected systematically and what is happening in the real environment (Subaşı et. al., 2017).

The participants contributing to the study with their opinions consist of 40 secondary school teachers from different branches working in public schools in different provinces in Turkey. In order to obtain the findings of the study, the semi-structured interview form was prepared by the researcher and the participants were asked the questions in this form, and the opinions of the participants were taken. While preparing the interview form, attention was paid to the principles of preparation, such as clarity and clarity of questions, from easy to difficult.

In this study, Tool A semi structured interview form prepared by the researcher was used to obtain the findings of the study in Turkey. Content analysis technique was used to analyze the data obtained in the virtual environment (mail) with semi structured interview form. The responses given by the teachers in the study group were classified as themes around common views and given in the findings with figures.

Findings

The data obtained in the study were analyzed by content analysis, and the findings were classified as themes and given under 3 headings.

Making Sense of the Digital Learning Environment

In the study, the answers given by the teachers to the question "What do you understand by the term digital learning environment?", which was asked to the participants through the semi-structured interview form, were analyzed using the content analysis technique, and the data obtained were classified as themes and given in figure 1.

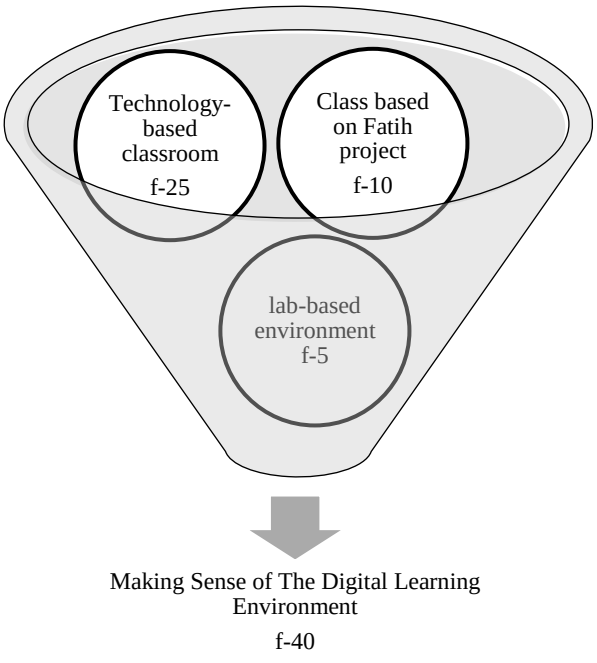

Figure 1. Participants' perceptions of the digital learning environment

Looking at figure 1, it is seen that the teachers who make up the study group have different and remarkable perceptions about the subject. It can be said that this means that teachers have different interests and expectations regarding the digital learning environment.

Benefits of The Digital Learning Environment for The Student

In the study, the answers given by the teachers to the question " What do you think are the benefits of the digital learning environment for students?", which was asked to the participants through the semi-structured interview form, were analyzed using the content analysis technique, and the data obtained were classified as themes and given in figure 2.

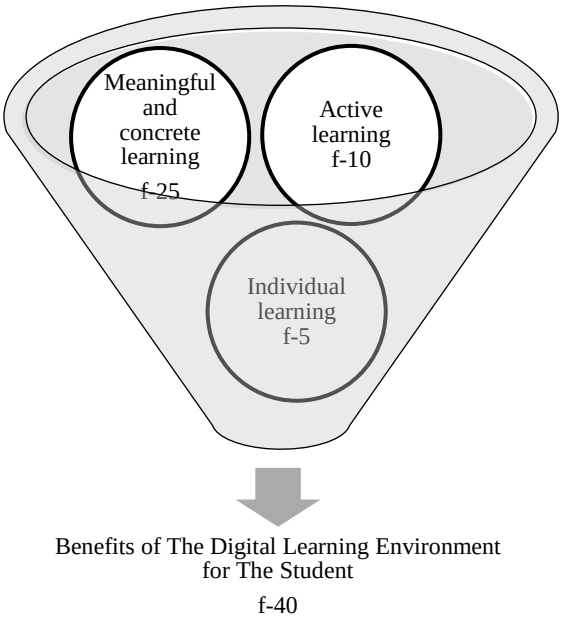

Figure 2. Participants' perceptions of the benefits of the digital learning environment for students

Looking at figure 2, it can be said that the teachers who make up the study group have remarkable perceptions. When the findings are examined, it is observed that the basis of the benefits of digital learning environments for students is the activeness of students in the learning-teaching process.

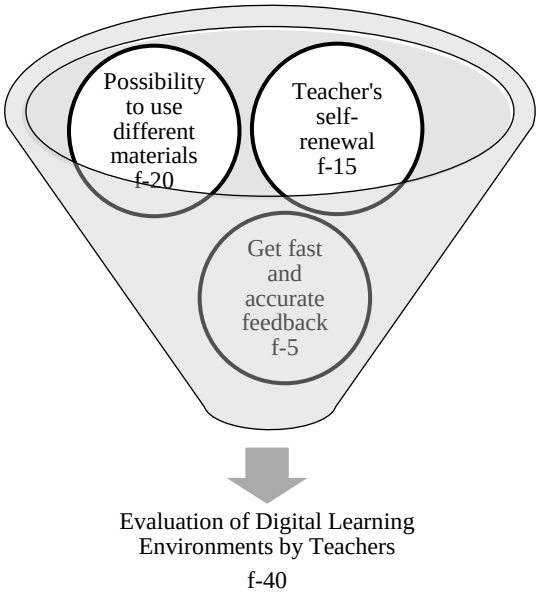

Figure 3. Teachers' perceptions of the effects of digital learning environments on teachers

Evaluation of Digital Learning Environments by Teachers

In the study, the answers given by the teachers to the question " What do you think are the effects of digital learning environments on teachers?", which was asked to the participants through the semi-structured interview form, were analyzed using the content analysis technique, and the data obtained were classified as themes and given in figure 3.

Looking at figure 3, it can be said that the teachers who contributed to the study with their opinions had important perceptions about the subject. In particular, the theme of "teacher's self-renewal", which is remarkable, can be put forward as an evidence that reveals the situation in which teachers accept that they do not renew themselves.

Conclusion and Recommendations

As seen in the study, digital learning environments can be considered as environments with the appearance of a laboratory where technological tools and materials, especially internet technology, are used extensively. For this reason, the orientation of the teachers who are the administrators of the environment and the students who are the learners to the digital learning environment is very important. In this study, in which the effects of digital learning environments on the learning-teaching process in Turkey were evaluated in line with teacher perceptions, remarkable and different results were observed (figures 1, 2, 3). Looking at the results of the study, it is observed that the participating teachers emphasize the positive results for the students in the learning-teaching process of digital learning environments, and they assign new responsibilities to the teachers who manage the process in these environments. Based on these results obtained in the study;

- ✓ Teachers' orientation towards digital learning environments should be improved,
- ✓ Teachers' competencies regarding the digital learning environment should be developed,
- ✓ It should be ensured that students benefit from the tools and equipment in these environments effectively, recommendations can be made.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the author.

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