NETQ6
COMENIUS NETWORK EUROPEAN PROJECT

Second International Conference

16-17 January 2014
Ankara/TURKEY

ABSTRACT BOOK

Organizing Comittee

Maria Flamarique

Mt Servicios Educativos, S.L, Zaragoza, Spain

Melanie Scott Taylor

Aragon Government, Departmant of Education, University, Culture and Sport.
General Directorete of Educational Polices and Lifelong Learning, Zaragoza, Spain.

Stefano Cobello

Polo Europeo della Conoscenza-I.C. Lorenzi, Fumane, Italy

Caner Anda

Ankara Milli Eğitim Müdürlüğü

Rukiye Peker

Ankara Milli Eğitim Müdürlüğü

Judith Arkwright

Wandsworth Council-Lifalong Learning Service, London, UK

Evelyn Sittig

LEB Thüringen e.V, Weimar, Germany.

Anna Sowińska

Wyższa Szkola Informatyki-Pedagogy and School4child, Łódź, Poland

Anisoara Dumitrache

University of Bucharest, Bucharest, Romania

Pauline Walmsley

Early Years – The Organisation For Young Children, Belfast, UK-Northern Ireland

Scientific Comittee

Assist. Prof. Dr. Çağla GÜR
Turgut Özal University

Assist. Prof. Dr. Dudu Melek Sabuncuoğlu
Turgut Özal University

Assist. Prof. Dr. Hale Dere Çiftçi
Turgut Özal University

netQ6 General Management Comittee

Kamil Aydoğan
Ankara National Education Director

Maria Flamarique
Mt Servicios Educativos SL Zaragoza

Rukiye Peker
Ankara National Education Directorate- Project Coordinator

Caner Anda
Ankara National Education Directorate- Project Coordinator

Organizing Local Institutions

Ankara National Education Directorate
Turgut Özal University

Key to Abstract Numbering

KN-Keynote Lecture
GP-Good Practices
OP-Oral Presentation
PP-Poster Presentation

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Scientific Program

NETQ6 COMENIUS NETWORK EUROPEAN PROJECT SECOND INTERNATIONAL CONFERENCE PROGRAMME 16-17 JANUARY 2014, ANKARA					
	Day 1		Day 2		
08:30 09:00	Registration				08:15 08:45
	Plenary Morning Session				
09:00 -09:30	Conference Opening: ***Kamil Aydoğan***, Ankara National Educaton Director ***Maria Flamarique***, ProjectCoordinator Introduction of Project Partners		Mainlines of the Conference First Day		08:45:-09:00
09:30-10:15	Keynote speaker 1 ***Prof. Dr. Wassillios Fthenakis*** "Strengthening the Educational System: Challenges and perspectives for a Reform" Germany		Keynote speaker 3 ***Prof. Fiorella Operto & Prof. Emanueli Micheli*** "Educational Robotics from Kindergarten to Continuing Education" - Italy		09:00-09:40
10:15-10:45	Coffee Break		Exhibition of Poster Presentations (during coffee break) Keynote speaker 4 - Prof. Rafael Lizandra " ARASAAC -Aragonese Website For Alternative And Augmentative Communication" (Part 1) - Spain		09:40-10:20
10:45-11:25	Keynote speaker 2 -***Prof. Dr. Z. Fulya Temel*** "Early Childhood programmes: Qualitative Components and Approaches"- Turkey		Keynote speaker 5 - ***Prof. Jose Manuel Marcos*** "ARASAAC- Aragonese Website For Alternative And Augmentative Communication" (Part 2) -Spain		11:00 -11:40
11:25-12:45	EARLY CHILDHOOD AND PRE-SCHOOL EDUCATION GOOD PRACTICES Northen Ireland, Poland, Turkey, Germany		EARLY CHILDHOOD AND PRE-SCHOOL EDUCATION GOOD PRACTICES Italy, United Kingdom, Spain, Romania		11:40-13:00
13:00	LUNCH		LUNCH		13:00
14:00	Workgroup 1 " Pre-school Education"	Workgroup 2 " Integration of Students "	Workgroup 1 " Teachers and Education"	Workgroup 2 " Educational Process"	14:00
	"How does kindergarten impact on school readiness of the first graders?" ***Majlinda Gjelaj***	"Play in Early Years Curriculum" ***Ivana Bankovic***	"About the practical realization of the demand to start learning at the age of zero" ***Katrin Zwolinski***	"Peace building through early childhood education and development" ***Ardiana Shala***	14:00-14:15

14:15-14:30	" Access and Quality of Early Childhood Education: Case Study of Community-Based School Readiness Program in Remote Rural Area" ***Aynur Nabiyeva***	"Fully Immersed English in a Bilingual Environment" ***Carla Narnor***	"Research on pre-school education children's perception of play and work" ***Şule Erşan Ph.D***	"Use of ABA techniques from elementary teachers on education process of children with special needs in formal school" ***MSc. Irena Xhaferri***	14:15-14:30
14:30-14:45	"The Effect of Sense Education Program on the Creative Thinking Skills of Children" ***Elçin Yazıcı Ph.D***	"Summer Preschool and Family Support Program for Southeastern Turkey Project" ***Suna Hanöz***	Turkish Prospective Early Childhood Teachers' Emotional Intelligence Level" ***Dr. Hüseyin Kotaman***	"Some aspects of linguodidactics in promoting language learning in Latvian language pre-school and primary school education process" - ***Zenta Anspoka Ph.D*** *(Web-Streaming presentation from Latvia)*	14:30-14:45
14:45-15:00	"Ethnographic approach to the research of children's learning processes at an early age" - ***Edita Slunjski Ph.D***	"Pre-School Teachers' Training for Formation of Kids' Personal Learning Environment" ***Tatyana Oleinik***	"Behaviour Development Centered Leaning Method-Values Education" ***Muhammed Ali Özdoğan***	"Mobile Applications as a motivational force in early year's science education" ***Dr Michail Kalogiannakis*** *(Web-Streaming presentation from Greece)*	14:45-15:00
15:00-15:15	"A Study into the Game Behaviors of 60-72 Month –old Children Attending to Kindergarten Education" ***Şehnaz Ceylan Ph.D***	"Three years habitual education" ***Fatma Bayrak***	Comenius Contact Seminar New Project Ideas ERASMUS+	Comenius Contact Seminar New Project Ideas ERASMUS+	15:00-16:15
15:15 -17:15	Comenius Contact Seminar New Project Ideas ERASMUS+	Comenius Contact Seminar New Project Ideas ERASMUS+	Conference Evaluation	Conference Evaluation	16:15-17:00

Abstracts by Category

Keynote Lectures

KN-01

Educational Systems need the Reform: Early Education in a Technological and Increasingly Globalised World

Wassilios E. Fthenakis

Ludwig Maximilians University of Munich

Educational systems need the reform. During the last 15 Years a Paradigm shift takes place. Reformed educational Systems are focusing in child´s development strengthening his competencies, beginning latest after birth. At the same time the theoretical approach has been changed: Social constructivist positions offer a new perspective to define education as a social process and not as an individual one, integrating it in to the social and cultural context. This understanding of Education implicates a different didactic approach und introduces the co-construction as the most effective method to organise learning processes. This concept is sensible in order to cope with diversity and has to be implemented reflecting the different aspects of diversity: different developmental levels, gender, cultural and social background etc. For a reconstruction of the educational system we have to define visions, the competencies, to specify the principles and the learning areas, including learning places outside of the institutions. To implement concepts like that the reform of the professionalization of the elementary teachers is also needed. As a basis for this reform I have developed the "Competence Model for the Professionalization of the Pedagogues" that will be the frame for the training of educators up to the next year. This presentation will show ten perspectives how to initiate a successful reform of educational systems in technological and increasingly globalised world.

KN-02

Erken Çocukluk Eğitim Programları: Niteliksel Bileşenler Ve Yaklaşımlar
Early Chıldhood Programmes: Qualitative Components And Approaches

Prof. Dr. Z. Fulya Temel
Gazi Üniversitesi

Erken çocukluk eğitim programları tarihsel gelişim sürecinde, dünyadaki çeşitli sistemlerdeki gelişmeler paralelinde değişim göstermiştir. Nitelikli programın bileşenleri konusundaki bilimsel çalışmalar sonucunda, görüş birliğinin ortaya çıktığı temel alanlar belirlenmiştir. Nitelikli bir erken çocukluk eğitim programın; kuram-uygulama bağlantısı, çocuğun bütüncül gelişimi ve bireysel gereksinimleri, yetişkin-çocuk etkileşimi, etkin katılımlı öğrenme, aile katılımı, çocuğun gelişimsel değerlendirmesi, sosyal ve kültürel çevreyi dikkate alması gerekmektedir. Erken çocukluk eğitimindeki yeni yaklaşımlarda da bu noktalara atıfta bulunulmaktadır. Piaget, Vygotsky, Bowlby, Sigel, van Geert'in teoremlerinin genel olarak bütün yeni yaklaşımların kuramsal çatısını oluşturduğu bilinmektedir. Kuramsal çatı ile uygulamanın bağlantısı kadar önemli olan bir diğer unsur da çocuğun bireyselleştirilmesine verilen önemdir. Montessori, Reggio Emilia ve Waldorf eğitimcileri yaklaşımlarında çocuğun bireyselleşmesinin önemine dikkat çekerken; High Scope ve Piramit yaklaşımları çocuğun etkin öğrenmesinin önemine dikkat çekmektedirler. Bir diğer önemli unsur olan aile katılımına Waldorf yaklaşımında ayrı bir önem verilmekte olup, düzenli olarak aile eğitimi ve ailelerle karşılıklı bilgi paylaşımı yapılmaktadır. 2001 yılında Atina'da düzenlenen Erken Çocukluk Eğitimi Dünya Forumu'nda ilk kez tanıtılan Piramit modelinde de programla paralel olarak yürütülen bir aile eğitim programı bulunmaktadır. Görüldüğü üzere dünyada nitelikli olarak kabul edilen erken çocukluk eğitimi programların farklı nitelikler açısından kaliteli oldukları görülmektedir. Bu noktada son yıllarda erken çocukluk eğitimin yaygınlaşması amacı ile gösterilen çabalar çok kıymetli olmakla birlikte, bu süreçte erken çocukluk eğitim programlarının nitelik boyutunun da sorgulanmasına da dikkat etmek gerekmektedir.

Anahtar sözcükler: Erken çocukluk eğitimi, Eğitim programları, Nitelikli programlar

KN-03

Educational Robotics from kindergarten to Continuing Education Cooperation, and integration; sharing, and caring.

Fiorella Operto* & Emanuele Micheli §

With more than twenty years of application and achievement – and especially in the last ten years – Educational robotics technologies are one of the most innovative tools supporting educational processes from kindergarten to adult continuing education updates.

It successfully applied as well in the educational process with children with special needs and children at risk, in autism and cognitive deficits. Robotics kits and devices are employed in several social and educational contexts, and cultural background.

In the 1970's, Seymour Papert and his colleagues at MIT Artificial Intelligence Laboratory (in collaboration with other researchers at the Universities of Edinburgh, Scotland, and Tasmania) developed the Logo Programming Language as a tool for supporting creative learning. Logo was used to programming several activities, including robotics (Papert, 1993).

In the mid 1980's, M. Resnick and S. Ocko of the MIT Media Lab upgraded the Logo language interfacing it with motors and sensors. These systems were embodied in the traditional Lego bricks, and the Lego robotics kit became rapidly a commercial product, bought and used by students all over the world. The new product was called Lego Mindstorms after Papert's book title (see http://mindstorms.lego.com/).

Since then, robotics is used in the classrooms and in education in many ways, levels, and for several purposes. As far as the theory is concerned, and as in the case of Papert's Logo, Educational robotics (ER) imported other consistent methodologies - developed in different contexts, but sharing a common philosophy - such as Constructivism (Bruner, 1986; Papert, Harel, 1991); Piaget's theory of cognitive development (Piaget, 1995, 1969), and the new discoveries of cognitive sciences (Searle, 1992).

This is due to its beneficial characteristics (Matarich 2004)

Robot is a 3D objects programmed to move, to perform tasks, and to simulate human/animal behaviors;

While children design, build and program their own robots, they are actuating many of their skills and capabilities, overlapping many competencies and disciplines;

Designing and programming their robot means to face many real problems of an autonomous object performing tasks; children have to manage and solve problems that often do have many solutions, and they have to select which is for the best one; the

To strive so that your robot moved and did things is a very powerful motivation;

Robots are not only educational tools: They exist outside the school walls, in society, and kids are going to use them, more than us shall do (Resnick et al, 1996);

Robotics kits share with children mistakes and errors;

Working with robots, mistakes and errors are often source of interesting jam-session in the team;

Robots capture the interest of the students. Educational robotics is fun (Bruder, 2003).

Robots promote team working and collaboration among students, which are powerful means of deepening the learning methodology (McNamara, 1999; Operto a, b, 2004).

Robots promote scientific education among students of socially deprived areas. (Malec, 2001). They are also useful tools for those students experiencing difficulties in learning, and for the so-called "slow students". (Goldman, 2004).

All this beneficial educational effects derive from the fact that robotics is indeed a new science, born from Computer Science, Engineering, Physics, and Mathematics. It is interlinked to fields like Mechanics, Automation, Electronics, Cybernetics, and Artificial Intelligence. In the same time, it has been influenced, in its development, by other sciences such as Biology, Neurosciences, Anthropology, Philosophy, Psychology, Ethology, Sociology, Arts, and Design. (Veruggio, 2008). In some way, Robotics summarizes the state-of-the-art of many disciplines, from sciences to Humanities.

That is why teachers can use robots to teach many subjects. In the primary school, they can develop, for instance, concepts such as sensing, perception of the environment, proprio-perception, animal's perception (Martin, 1996). In the secondary schools, robots can be employed to subjects such as Mathe-

matics, Physics, Electronics, Computer Science (Maxwell, 2000); Philosophy, Psychology, and also Art.

However, the successful introduction of Educational robotics in kindergarten and schools is not just a question of giving access to new technologies to everyone. While concepts of integration are key in this context, and also the ethical momentum to remedy the disadvantages of the digital divide, technology in itself cannot replace the appropriate learning environment if the same teachers were not committed to a continuing educational process to face today's' challenges. As Maja Matarich points out, " although robotics seems to be an excellent tool for teaching and learning and compelling topic for students of all ages, the pedagogy of teaching is still in its infancy" (2004).

Our talk will offer examples of Educational robotics applications to the following contexts: Kindergarten (Creative Robotics (Nappi, 2013); Laboratories with Lego WeDo (Micheli); Schools in Hospital (Nappi)

Autistic Children (Micheli) Children with Special Needs;

Under Represented Populations in Science and Technology (Operto).

* President, School of Robotics

§ Teaching Supervisor, School of Robotics

School of Robotics

The aim of the School of Robotics (Educational and Training Center officially appointed by the Italian Ministry of Education, University, and Research) is to promote the knowledge of the science of Robotics among students and young people, in the range of the pre doc school; to teachers and the general public.

It provides for the widest practicable and appropriate dissemination of information concerning the results of the R&D in the field of Robotics and of the complementary disciplines, namely Artificial Intelligence, Neuroscience, Philosophy, Psychology.

The mission of the School of Robotics is to create a chain of transmission between research laboratories, education, industry and society at large, because without an effective translation between the language of science and those of other disciplines, communication is incomplete. The School of Robotics organizes conferences, classes, videoconferences, documentaries, publications and events, based on the pedagogical principle of "live science", structured to bring students close to the edge of scientific research in the fields of ICT and Robotics.

KN-04

Arasaac, Aragonese Website for Alternative And Augmentative Communication

Prof. Rafael Lizandra & Prof. Jose Manuel Marcos

INTRODUCTION

ARASAAC came about in 2007 as the result of the collaboration between personnel from the Aragonese Centre of Technologies for Education CATEDU and the Special Education School Colegio de Educación Especial CEE Alborada, with the collaboration of the Polytechnical Superior Centre of the University of Zaragoza

The fundamental objective is to create a pictographic system of communication, which can be used free of charge and helps the cognitive accessibility, in different situations in life, for all those who require these systems.

The web site is available in Spanish, Catalan, English, French, Portuguese, Brasilian Portuguese and Romanian.

The most important ARASAAC resources

1. Pictograms in Black and White and in colour

The catalogue has 9000 isolated pictograms, which when associated with the different meanings make 14.000 pictograms in the catalogue.

The dictionary is translated to 15 languages: Italian, German, Arabic, Chinese, Romanian, Russian, Polish, Bulgarian, English, Catalan, Portuguese, Brasilian Portuguese, Basque and Galician language. The dictionary is available in a spoken version in 11 languages , although not in its entirety. Italian, German, Arabic, Chinese, Rumanian, Russian, Polish, Bulgarian, English and Catalan. Furthermore, 4100 words and their definitions are translated into the Spanish sign language.

2. On line Tools. Creator of animations, symbols, phrases, creator of calendars, timetables and bingos as well as board games.

3. AraWord. Word processor which permits simultaneous writing with texts and pictograms from ARASAAC

4. AraBoard. A set of Tools designed for alternative and augmentative Communications which permits the creation of Communication boards and the edition and use of these boards in different devices: computer, smartphones and tablets.

PRIZES AND IMPORTANCE OFARASAAC

Prize winner awarded by the Federation of Autism Madrid 2013 for the work in favour of people with autism.

Aragón Radio, the Special School Alborada and ARASAAC winners of "VII Prize of journalism in favour of integration." Awarded by the Recuperation Centre for people with physical and /or sensorial disabilities, Institute for Elderly people and Social Services, IMSERSO, Salamanca.

ARASAAC has been awarded the first prize in the category of Information and Communication Technologies awarded by the Physical Disabilty Foundation ofAragón.

ARASAAC finalist in the International Prize Príncipe de Viana for the Attention to Dependence, awarded by the Government of Navarra and Caja Navarra to acknowledge people who have carried out relevant investigations and innovative practices in the field of attention to dependent people, promotion of personal independence and in the prevention of the causes which provoke dependence.

ARASAAC finalist in the Prizes Príncipe de Asturias, 2013 edition in the category of Communication and humanities.

CONCLUSION

Six years after the creation of the Communications website, the whole team of professionals , families and institutions involved have taken on board the idea which lies at the base of the project, which is no other than "Communication is a universal right for all people"

ARASAAC wants to be an active part of this dream, making communication possible for those people who require pictographic systems for communication and defends their inclusion in the society at large.

Abstracts by Category

Good Practices

GP-01

Early Years – The Organisation For Young Children Toybox Project

Pauline Walmsley
Ireland

The Toybox Project was established by Early Years and funded by Executive Fund and Save the Children originally for three years in 2003 recognising the inequalities in health, education and well-being which exist between Travellers and the rest of the population in Northern Ireland. Travellers are a distinct ethnic group and one of the most marginalised and disadvantaged within Irish society. After 2008, this project received funding from the Department of Education and it is now core funded. The Toybox Project is a rights-based service development model which aims to significantly reduce social and education inequalities experienced by young Traveller children through an outreach play-based early intervention service provided in partnership with children and parents. It works on enhancing the social, emotional, physical, language and cognitive development of Traveller children aged 0 – 4, as well as strengthening the capacity of Traveller parents to support their children's well being and eagerness to learn through home visits, empowering Traveller parents to become involved in the education process.

A team of nine outreach staff work in eight geographical areas across Northern Ireland. The Project Workers establish a relationship with each family and develop a working partnership. They provide toys and materials for play activities that challenge each child's ability and support their emerging interests and skills using the HighScope Model and a positive role model for the parents. They support parents to enrol their children in pre-school/nursery and the Two Year Old Programme and provide social, emotional and learning support to children in their early school life.

This project has been highlighted as a model of good practice. It works in partnership with the Department of Education and a wide range of agencies. The project is producing a Good Practice Manual which will highlight all the good practice being delivered within the Toybox Project. Recently a DVD has been produced by Early Year Toybox. It captures the many positive experiences Traveller parents and children have had in relation to Early Years Education. It has been designed as a tool to map the education journey from birth to Primary One. The film highlights examples of good practice and the many benefits of engaging in early education for parents and children.

GP-02

Davranış Geliştirme Merkezli Öğrenme Yöntemi Okulöncesi Öğretmen Eğitimi

Münire Şafak
Türkiye

Davranış Geliştirme Merkezli Öğrenme, öğrencilerde öğrenmeye istek uyandırmayı, bilgiyi içselleştirerek yaşantıya dönüştürmeyi, öğrenilen davranış öğelerini gözlemlemeyi, bu davranışları pekiştirenler yolu ile destekleyerek kalıcı hale dönüştürmeyi amaçlayan yeni bir eğitim yöntemidir.

Yöntem geliştirilirken Piaget, Vygotsky, Skinner, Gardner, Bruner ve Bloom'un eğitim yaklaşımları temel alınmıştır. Eğitim ortamlarında yapılan gözlemler ve öğretmenlerle yüz yüze görüşmeler sonucunda çocukların okulda öğrendiklerini nerede ve nasıl kullanacaklarını bilmedikleri için öğrendiklerini ailede ve sosyal yaşamda uygulamaya geçirmekte zorlandıklarının gözlemlenmesinden yola çıkılarak geliştirilen Davranış Geliştirme Merkezli öğrenme yöntemi, 2003 yılında Ankara iline bağlı Sincan ilçesinde okul öncesi çocukların eğitimi sırasında şekillenmeye başlamış olup özel kurumlar kanalı ile yaygınlaştırılarak binlerce çocuğa uygulanmıştır. Uygulama süreci içinde çocuklardaki değişim ve gelişimlerin gözlenmesi ve öğrenci velilerinden ve eğitmenlerden alınan dönütlerle de şekillenerek biçimlenmiş ve bir öğrenme yöntemine dönüşmüştür.

Davranış Geliştirme Merkezli Öğrenme Yöntemi Okulöncesi Öğretmen Eğitimi Projesinde temel amaç, bir okulöncesi öğrenme yöntemi olarak Davranış Geliştirme Merkezli Öğrenme Yönteminin okulöncesi alanında çalışan eğitimcilere aktarılması ve yöntemi etkin bir şekilde kullanmalarının desteklenmesidir. Yöntemle ilgili olarak gerçekleştirilen pilot çalışmalardan elde edilen veriler, okulöncesi öğretmenlerinin yöntemi benimsediklerine, uyguladıklarına ve öğrenci ve velilerden olumlu dönütler aldıklarına işaret etmektedir. Bu bağlamda, yöntemin yaygınlaştırılmasına ilişkin çalışmalar yapılmasının okulöncesi eğitimi alanına önemli katkıları olacağı düşünülmektedir.

Eğitim sürecinde teorik ve uygulamalı olarak sunulacak tüm bilgiler, hedef kitleyi oluşturan gruplar tarafından kolay ve anlaşılır içerikte olması sağlanacaktır. Katılımcı, üretken ve yaratıcı düşünceyi destekleyen nitelikteki etkinliklerin eğitim süreci içerisinde yer almasına özen gösterilecektir. Davra-

nış Geliştirme Merkezli Öğrenme Yönteminin basamakları olan, tanımlama, davranış tasviri, ihtiyaç hissettirme, örnek olma, hareketi besleme, tekrarlama, aile eğitimi ve katılımının sağlanması, sosyal projeler, kaydetme ve geri dönme basamaklarının her biri bilimsel sunu, yetişkinlere yönelik eğlenceli etkinlikler, çocuklara uygulamaya yönelik etkinlik örnekleri ve basamağa ilişkin atölye çalışmalarıyla desteklenecektir. Katılımcıların belirlenmesi, proje sonrası ortaya çıkan ürünlerin paylaşılması ve devam ettirilmesi gönüllülük esasına dayalı olacaktır. Hedef kitle okul öncesi eğitimi alanında çalışan eğitim personeli olarak belirlenmiş olmakla birlikte, üstün yetenekliler alanında çalışan ve okul öncesi eğitime ilgi duyan eğitim personelinin projede katılımcı olarak yer alması da ayrıca desteklenecektir.

Hedef kitlenin amaçlar doğrultusunda düşünen, sorgulayan, araştıran, eğitim coşkusu taşıyan, aktaracağı bilginin kalıcı davranış değişikliğine dönüşmesini hedefleyen, eğitimi okul binasından çıkararak aileye, sosyal yaşama, doğaya katkıda bulunmasını hedefleyen eğitimciler olarak eğitim alanında yer alması hedeflenmektedir.

Bu projenin kendisinden beklenen yaygın ve sürdürülebilir etkisini göstermesi için uzman eğitmenlerce hazırlanmış içeriklerin, yaratıcı drama tekniklerinin kullanıldığı, atölye çalışmalarıyla desteklenen, yaşanmış örnek eğitimsel etkinliklerden kamerayla çekilmiş kesitler sunulduğu, sanat, edebiyat, müzik, bilim ve tartışma etkinlikleriyle desteklenmiş bütünsel ve sentezci bir program yapılması planlanmıştır. Yöntemin anlatılmasıyla birlikte öğretmenlerin elde ettikleri kazanımlardan yola çıkarak yaptıkları atölye çalışmalarından elde edilen ürünlerin derlenerek eğitim dokümanına dönüştürülmesi hedeflenmiştir. Yaygınlaştırma katsayısının artması için projeye ilişkin hazırlanması planlanan web sayfasında projenin tanıtımı ve bu dokümanların paylaşımı hedeflenmektedir.

Anahtar kelimeler: Davranış Geliştirme Merkezli Öğrenme Yöntemi, okul öncesi, çocuk.

GP-03

Child-Minding – An Alternative Or A Future Perspective?

Beatrice Schachtzabel
Germany

In this research perspectives about experiences will be exchanged referring to child-minding and its meaning for

1. Families and their children
2. the educational and employment sector
3. the state and the development of a comprehensive education and care system for children till the age of 6

1. Child-minding is an important element of early childhood education. It offers a relevant alternative to nurseries because child-minding is more flexible and considers the needs of the families and their children. Child-minding supports the compatibility of employment and family.

Furthermore it offers special and individual care and educational support for children with physical or mental disabilities.

2. Child-minding opens new possibilities for unemployed people. Within the scope of the „Aktionsprogramm Kindertagespflege" – action program child-minding – of the German Government, funded by the European Social Fund (ESF), exists a close cooperation with the Employment Agency and the Job-Centers. They offer unemployed people the field of child-minding as a possible mode of employment, because child-minding developed to an accepted full-time job.

In this context child-minding opened new spheres of activities for institutions of adult education. They are assigned with the qualification and further education of child-minder. For this a Seal of Quality was established for adult education institutions. Adult education organizations like the LEB who are certified to train child-minders are ongoing in training new child-minders and will in a next step offer further education for child-minders.

3. Child-minding became an important element of early childhood education for Germany and its Government in so far that it supports the development of a nationwide system of education and care for children under 3 of high quality and assures to fulfill the legal claim of care for all children from their first birthday on.

GP-04

LITTLE SMILING MINDS
Intelligence grows playing!

Cristiano Bechelli
Italy

Little Smiling Minds is an extremely innovative educational project, conceived by the monthly magazine Focus, the Digital Academy and Ms. Daniela Lucangeli, an expert in evolutionary psychology and professor at the University of Padua. The app Little Smiling Minds are unique and different from other app game for two reasons: they are based on principles derived from the latest studies in the field of learning and cognitive sciences and involve parents in a unique manner. As children play, in fact , parents have access to an area designed for them where they can easily understand what the children have learned and how to advance their intelligence.

GP-05

The Early Learning Offer for Disadvantaged Two Year Olds: a new UK initiative

Sarah Forester
United Kingdom

The disadvantaged two year offer is national Government funded entitlement of 15 hours free early education for children who are from families who are in receipt of certain benefits. The aim is to reduce inequality and enhance school readiness for disadvantaged children through increased uptake of good quality early education It is a government expectation that by 2015 40% of 2 year olds will be in early education.

This presentation will explore

- The challenges involved in providing up to 1800 places in an Inner City area of London'
- The cultural issues inherent in this offer and the particular challenges for delivering within a highly diverse community;
- The systems we have put in place to ensure that the 2 year old offer is seen as part of a wider package of support for families especially those with additional social and developmental needs, including adult education and parenting support

GP-06

Institutional support strategies for good practices with tablets in infant education

Melanie Scott Taylor
Spain

It is well known that best practices exist in education all around the world. It is also common knowledge that the best practices are more powerful when they occur due to the detection of a need. Indeed it is recommended that they are never to be imposed on any professional. So, how can an administration help promote the desired practices? What role does the administration play in guiding these best practices? We will present a detailed account of an example of how to promote best practices with tablets.

Does using tablets and apps help in the cognitive development of children in infant education?

We are well aware nowadays of the need to advance within infant classrooms in the use of the latest devices to be able to equip the youngest children with technological skills. But are these latest devices really enhancing the cognitive development of children? How can this cognitive development be measured? What methodologies are required to accompany this technology? What will the day to day of the teachers who deliver this practice in classrooms be like? How will they overcome difficulties? How can they normalize these practices? How will the children react? We will discover some of the answers to these questions.

Strategies for good practices with tablets and the search for cognitive development in Infants.

What role does the administration play in guiding best practices? We will present a brief account of an example of how to promote best practices with tablets.

Are these mobile devices really enhancing cognitive development in children? How do teachers react and take this challenge on board? What do the children think of all of this? We will discover some of the answers to these questions.

GP-07

Innovative Approaches For Early Chidlhood And Preschool Education

Anisoara Dumitrache
Romania

In education, as in other fields in which innovation occurs, it has many definitions and understandings. Innovation act in education in all its aspects: structure, organization and management, educational environment. The innovation in the field of education manifested from the beginning as a response to the educational needs for changing and improving. The continuously technology development fosters innovation through powerful tools in order to create innovative learning environments. One of the innovative approaches successfully used in educational environment is Game Based Learning.

There are many studies in the field underlining the existing relation between playing computer games and learning. The experience of using games in classes is wide, starting fourteen years ago, in the Open Distance Department of the University of Bucharest, when first simulations were used to teach specific disciplines. The educational valences of using educational games in virtual classrooms, have been identified, translated and exploited during the years. The feedback received from the students determined a continuous preoccupation for improving this approach and to adapt it to the latest technology development. The expansion of commercial games with different levels of complexity, laborious interface and characters, with rewarding system and feedback have result in a specialized and rich market. Despite this development, the quality of games is very different, the current practices showing that the developers are more focused on the technical aspects neglecting games' educational message. The commercial games are attractive, entertaining and less educative. More, the costs of these games are limitative factors and it is very difficult to integrate commercial games in educational settings because these don't meet the educational requirement.

The ProActive[1] project came up with a new approach for GBL giving teachers the opportunity to design their own games. There are many arguments in the favor of games created by practitioners. The number of teachers interested in GBL is large but the aspects previously mentioned were discouraging factors in their attempt to be creative and innovative. After the project ended, using the resources offered by the project (game editors) students from bachelor programme "Pedagogy for Primary and Preschool Education", were trained to use the game editor in order to create games and to integrate them in real educational settings. The students enrolled in this bachelor programe, in distance learning system are usually already working in primary and preschool institutions.

During a semester (14 weeks) 120 students participated in online and face to face meetings in order to learn to create games and to implement them in their educational context. The meetings were organized in laboratories (practical activities) for the course about "Computer Aided Instruction".

The aim of this paper is to present the process of game design, challenges, barriers and results occurred from this activity.

Keywords: GBL, early childhood education, primary and preschool education, creativity, innovation.

1 The ProActive project (ProActive - Fostering Teachers' Creativity through Game-Based Learning, is a European project (Lifelong Learning Programme KA3), Project number: 505469-LLP-1-2009-1-ES-KA3-KA3MP)

Abstracts by Category

Oral Presentations

OP-01

Play in Early Years Curriculum

Ivana Bankovic
International Master in Early Childhood Education and Care
Primary school "Branko Radičević", Serbia

ECEC curricula take a very important position in the organization of the complete early childhood education and care system and they are still 'sites of struggle', where different views exist about what the most appropriate content and context for early childhood learning and development are. Having in mind that ECEC systems are highly influenced by local contexts and show considerable variation in organization around the world, it is not surprising that ECEC curricula are dealt with in very different ways in different countries. The differences are also present in the underlying ideas about what learning and development are as well as the content which should be presented to young children and context in which it should be done. Some curricula focus on specific learning areas such as mathematics, language development and specific learning objectives (e.g. English curriculum) while others have more holistic approach nurturing children in all aspects: physical, emotional, social, cognitive (e.g. Norwegian, Swedish, New Zealand curriculum...). Some of them include and emphasize the importance of play in early years, while others do not mention it. This paper will briefly explore the importance of play for early childhood and its position in early years curriculum, more specifically, whether it should be included, why and what kind of play should be focused on. It will also outline some of the implications of this integration of play in the curriculum.

In order to set a base for a discussion as well as to give the background for the arguments, the value of play in early years will be explored. Play is often considered as one of the most important factors for supporting children's growth and development. It is seen as central to the child's learning process and many studies have claimed that children create knowledge when they play. Through play children explore the world they live in, interact with it and thus gain understanding and mastery of their environment. Furthermore, they extend their world, make sense of it and learn how to negotiate the rules and

requirements which are present in it. Apart from being the part of pedagogy teachers use in their everyday work with children, play should be integrated into early years curriculum as well. Arguments supporting this position will be presented, including that the integration of play into ECEC curriculum stops watering down school curriculum and seeing children only as 'becomings', thus arguing for processes in a curriculum and how practitioners should work with children not only what should be goals and outcomes of preschool education, as well as obliging practitioners to align their pedagogies with the values underpinning the curriculum i.e. the use of certain types of play in their everyday work, which is of special importance in contexts where there are many unqualified practitioners. Furthermore, it will be argued that setting up useful play situations, introducing and exploring specific content through them and ultimately exploiting the full potential of play for children's learning and development necessitate highly qualified ECEC professionals.

OP-02

Access and Quality of Early Childhood Education: Case Study of Community-Based School Readiness Program in Remote Rural Area

Aynur Nabiyeva & Vitaly Radsky

Problem analysis:

Early childhood education and development in Azerbaijan is largely defined by full-service public kindergartens. Although Azerbaijan's Education Law specifies preschool education as a crucial stage in ECE and defines preschool preparation as "necessary" for all children at the age of 5, Azerbaijan's preschool enrollment rate is low compared to similar countries in the region, and the access and quality gap between rural and urban areas has widened since independence in 1990. Today the Soviet-built system of full-day, full-service preschools serve no more than a third of all children between the ages of three and six and Enrollment rates for children in rural regions is much lower.

Aim

Though traditional private preschools are not an option for expanding access in rural areas, civil society organizations and international donors have made attempts at developing alternative models of ECE services. The goal of the paper will be to offer a case study description of the alternative preschool model piloted by CIE over the last two years in a rural region of Azerbaijan and spark comparison with international experiences in building rural early childhood education models.

Methodology (research model, population and sample, used assessment tools, statistics techniques, etc)

The paper will use interview and focus groups to develop a case study to explore two parts of the community-based preschool model: access and quality. By talking to parents who utilize state and alternative services (as well as parents not utilizing any preschool services), the study investigate family characteristics and motivations to better understand the potential of alternative preschools to increase access to ECE services in rural areas. Secondly, by comparing preschool pedagogues working in alternative and state preschools, the study will investigate the extent to which the innovative, child-centered pedagogy taught by the establishing NGO changes pedagogue's teaching practices.

Findings, results, suggestions

Though additional data collection is planned for this October and November, the preliminary results show that teachers allocated special pedagogical training may believe that they are operating according to the taught methods while in reality mixing new techniques with more traditional, teacher-centered approach. However, both teachers and parents list new teaching methods as among the most important benefits and selling points of the alternative models. Preliminary interviews show that rather than favoring a continuation of traditional teaching models, parents appreciate efforts of NGOs and foreign donors in bringing foreign-inspired teaching programs—even to rural Azerbaijan. However, long-term mentoring work with teachers is also necessary for their teaching methodologies to begin to resemble real child-centeredness and other western-inspired ideals of early childhood development.

Finally, this case study can provide guidance for policy makers and ECED researchers on cost-effective options for ECED expansion, the development of new pedagogical practices among ECED pedagogues, and on the important role of diverse types of evaluation in the development of evidence-based policy decisions in ECED reform in Azerbaijan.

Key words: Community-based preschool, early childhood education, access to ECE

OP-03

Fully Immersed English in a Bilingual Environment

Carla Narnor

The Curious Child Programme

The 'Merak Eden Çocuk' (Curious Child) English programme was designed to develop the young learners English language skills in a bilingual environment.

The most important part of a child's development is building self-confidence and independence. Our 'Curious Child' programme is carried out in the mother tongue to enable the child to build the confidence needed. The programme is a project in which the child is able to widen their imagination, to improve their critical thinking skills, to enhance their communication and research skills, and to gain the confidence to present their work to their peers.

The English Programme Overview

Our English programme is designed through the eyes of a child. With years of experience and studies on how a child learns best we developed our programme accordingly.

Within our semi-immersion programme, each class has a Turkish homeroom teacher and an English teacher. The children are exposed to English throughout the day during Everyday English and periods of fully focused English lessons.The mother tongue homeroom teacher introduces new topics and key concepts in Turkish. The English teacher adapts the language according to the English level and reinforces the learning of the topics. The programme caters for the overall development of the child. Again, the Social-emotional development is very important for young children, as they need to feel safe and secure first before effective learning can take place.

Literacy, problem solving and numeracy, science, knowledge of the world and creativity is integrated into the activity based language programme.

Topic Based Activities

The child is able to develop their language skills through fun activities within the developmental areas, giving children the possibility to learn through

their multiple intelligences.

Everyday English

It's important for the children to understand and produce their language through 'Everyday English'. This gives the children the opportunity to be immersed in the language and use it more naturally and fluently.

Varied Activities

The activities are varied allowing the children to learn, practise, or demonstrate their knowledge. The child is engaged in small group games, poems and songs, large group games, crafts, multi-sensory activities, and Total Physical Response.

Storytelling

The most important part of our programme is learning through stories. Within storytelling the child can develop creatively, their problem solving and numeracy skills, their knowledge and understanding of the world, and science.

Literacy

Our literacy programme starts from learning the phonetic sounds through stories, action songs, crafts, games and worksheets. From learning only the first six sounds the child can start to blend words and develop their reading skills. Through games and activities the children learn the tricky words or words that cannot be phonetically decoded. When the children have learned all the phonetic single sounds and digraphs their reading skills are fully developed. The children's spelling, sentence building, punctuation, and independent writing skills naturally follow.

Within a short period of time, the children in a bilingual environment are able to obtain the confidence and the skills needed to develop their English as well as a child in a fully immersed English programme.

OP-04

Okul Öncesi Eğitime Devam Edençocukların Oyun Ve Çalışma(İş) İle İlgili Algılarının İncelenmesi

Dr.Şule Erşan,
Nene Hatun Anaokulu Müdürü
Prof.Dr.FatmaAlisinanoğlu
Gazi Üniversitesi Eğitim Fakültesi

Çocuğun gelişimi ve eğitimi açısından oyunun büyük bir öneme sahip olduğu psikoloji ve eğitim kaynaklarında sık sık vurgulanmaktadır. Oyunun çocuklar için önemini açıklayabilmek ve oyunu tanımlayabilmek için bugüne kadar bir çok araştırma yapılmıştır. Çocuk eğitiminin vazgeçilmez bir parçası olan oyun doğal bir öğrenme ortamıdır. Bu nedenle okulöncesi eğitiminde eğitimcilerin oyundan etkin şekilde yararlanabilmeleri için çocuk açısından neyin oyun olup neyin oyun olmadığını bilmeleri oldukça önemlidir.

Bu çalışmanın amacı, okul öncesi eğitim kurumlarına devam eden çocukların oyun ve çalışma ile ilgili algılarının incelenmesidir.

Yapılan çalışmada yarı yapılanmış nitel görüşme tekniği kullanılmıştır. Araştırmaya, Ankara İli'nde ilköğretim okulu bünyesinde bulunan anasınıflarına devam eden 170 kız 192 erkek olmak üzere 362 çocuk dahil edilmiştir. Araştırmanın amaçları doğrultusunda verileri toplamak için; Çocuklara sorulan açık uçlu sorulara yönelik görüşlerin kaydedildiği veri toplama kayıt formu ve görüşme sırasında çocuklara gösterilecek sınıf içinde öğretmenin çocuklarla birlikte gerçekleştirdiği oyun(oyuncaklarla) ve çalışma(gerçek materyallerle) etkinliklerini içeren 8 adet fotoğraf olmak üzere iki ayrı veri toplama aracı kullanılmıştır. Çocuklarla görüşme, araştırmacı tarafından sınıf dışında bir odada yapılmıştır. Her çocuğa fotoğraflarla ilgili aynı sorular sorulmuş, çocukların açıklamaları sınırlandırılmamıştır. Araştırmanın amacı çocukların oyun ve çalışma hakkındaki deneyim, bilgi ve beklentilerinin ortaya konması olduğundan, onlara fotoğraflarda gördükleri doğrultusunda oyun veya çalışma seçeneklerini "neden" seçtikleri sorularak algıları ortaya çıkarılmaya çalışılmıştır.

Araştırma sonucunda okulöncesi eğitim kurumuna devam eden çocukların kendilerine gösterilen fotoğraflarda oyun ve çalışmayı birbirinden ayırt edebildikleri, bu ayrımı yaparken büyük oranda fotoğraftaki materyalin özelliğinden etkilendiği belirlenmiştir. Çocukların çalışma ile ilgili algılarında ortamda bulunan gerçek materyal kadar öğretmenin varlığından da etkilendikleri görülmüştür. Ayrıca, oyuncaklarla öğretmenin birlikte bulunduğu bazı durumlarda da çocukların oyun ve çalışma arasında azda olsa bir karışıklık yaşadığı belirlenmiştir. Bu karışıklığın öğretmenin oyundaki bir oyuncu olmaktan çok, oyunu yönlendiren veya oyuna müdahale eden bir pozisyonda olduğu durumda, yaşandığını söylemek mümkündür. Araştırmada elde edilen bulgular aktivitenin yapıldığı mekanın (yerde veya masada)ve çocuklarıncinsiyetlerinin oyun ve çalışma ile ilgili algılarında belirleyici bir etkisi olmadığını göstermiştir.

Anahtar Kelimeler: Oyun, çalışma, okul öncesi eğitim

OP-05

Summer Preschool and Family Support Program for Southeastern Turkey Project

Suna Horoz

National indicators repeatedly rank the Southeast Anatolia region in Turkey at the lowest end of the development and access to services spectrum. In this region, children with non-Turkish mother tongues often suffer a disadvantage when entering formal school where the language of instruction is Turkish (See link: Needs_Assessment_in_Southeast_Turkey). ECE can be a vital tool in closing that gap. The program's goal is to provide underprivileged, vulnerable children living in socioeconomically disadvantaged provinces of Diyarbakir and Mardin, with significant Kurdish populations, a fair start to life by providing them a preschool education and their mothers a parenting education, during the summer before they start first grade.

Through the program ACEV reaches 405 children and 405 mothers through an intensive 10-week preschool course that meets every day coupled with a parent training course for the mothers that meets once a week throughout the same period (as implemented throughout 2013 Summer). The results are twofold (a) on the 405 children and 405 mothers targeted by the program, and indirectly approximately 1000 other children/youth (mothers typically have at least two additional younger or older children) and (b) on the capacity of the schools and staff members working as part of this program. Benefiting children increase school enrolment rates and success as they are more prepared for school linguistically, socially and cognitively and better supported by their parents throughout their development, as proven through previous scientific evaluations (See link: Impact_Evaluation_ Research). In addition, through the programACEV increases the capacity and resources of the region in terms of trained preschool teachers and donated equipment. Implementation activities and the evaluation of the impact of the program carried out in 2013 will be shared.

OP-06

Ethnographic Approach To The Research Of Children's Learning Processes At An Early Age

Edita Slunjski
University of Zagreb

Biljana Vidačić, mag. paed.
Kindergarten Didi

The modern early education is increasingly focused on acknowledging the needs and the interests of children and providing them with the conditions for acquiring relevant experience and applicable knowledge. Accordingly, ensuring timely and appropriate support to the learning process becomes one of the fundamental questions of early education. Using the ethnographic approach for researching the learning processes among children is becoming increasingly important as it enables us to observe and understand the real characteristics of this process as a foundation of meaningful and purposeful educational actions by the educators. The ethnographic approach to the research of the learning processes enables the development of a curriculum in which a child becomes a real subject of its own learning and education and in which "listening" to the children and systematically "documenting" their everyday activities takes the central position. Gathering and interpreting different ethnographic records enables us to discover the ways in which children understand various phenomena that they are interested in and that they deal with as well as the conditions that can support the development of their understanding and knowledge. In this sense, using the ethnographic approach does not represent just a research technique for discovering the features of the children's learning processes but a useful "tool" that can provide a strong support to the development of this process.

The conducted ethnographic research included three kindergartens with a total of 12 groups and 26 educators and took three years. During it, we kept track of how using different ethnographic records, such as video and photographic records, transcripts of children's conversations amongst themselves and with the educators, and various two- or three-dimensional works made by the children contributes to better understanding and forming of the educatio-

nal process. We have established that good understanding of children's activities, i.e. the meaning of these activities for the children, has a high correlation with their educators ensuring direct and indirect support for their learning. Different ethnographic records about the activities of the children help the educators base the support for the children's learning on their own individual and developmental differences and specific interests, and to position it the children's «zone of proximal development». Such support from the educators in the children's learning process includes different interventions in physical and social environment of the kindergarten. This implies acquiring stimulative learning materials and different experiences that support children's learning, enabling the opportunities for socialization and communication of children of different ages, and a better inclusion of educators into various self-initiated and self-organized children's activities. In this respect, using different ethnographic records has an adverse effect on the development of the curriculum which moves away from the rigid planning of the learning content and direct teaching of children. It leads towards developing an open, developmental, and dynamic curriculum with constructivist and co-constructivist features.

OP-07

Pre-School Teachers' Training For Formation Of Kids' Personal Learning Environment

Tatyana Oleinik & Andrey Prokopenko & Elena Donchenko
H.S.Skovoroda National Pedagogical University, Ukraine

Formation of kids' Personal Learning Environment (PLE) is main objective of our courseware on using information technologies and social services at the University pre-service kindergarten teachers' training. Personal Learning Environment is an innovation of higher education that consists of a digital toolkit for the life needs of the 21-st century people according to the purpose modernization of Ukrainian educational system. The methodology of our curriculum innovation based on group work, discussions, e-portfolio, study projects developing future teachers' information technology culture that directed on teaching pre-school student's digital literacy, critical thinking, curiosity and group collaboration. There are the list of means (educational websites, media resources and social services) for fun learning, communication, plausible reasoning, facilitating discovery and problem solving.

Besides e-portfolio is a subject of our special attention that supports different ways of future pre-school teacher' career planning, employability and lifelong learning, as well as in-service teacher' professional development and realization of innovation. Now we use open educational resources (e-libraries) and free digital toolkit for working out 2 special courses on pedagogical design of educational information resources and improvement of psychological and pedagogical aspects of education by professional community (available and willing to support, share, connect, inspire and challenge thinking in social media).

In course on using information technologies and social services for pre-school teacher' of Master Degree we propose them topics for multidisciplinary projects and researches of innovation on technology toolkit enhanced teaching and learning STEM and Arts (design thinking, geometry construction, science museums, games), improvement of psychology-pedagogical aspects of education by collaborative tools as well as YouTube EDU (including disabled kids – with dyslexia, dyscalculia etc.).

OP-08

A Study Into The Game Behaviors Of 60-72 Month–old Children Attending To Kindergarten Education

Doç. Dr. Fatma Tezel Şahin
Gazi Üniversitesi
Yrd. Doç. Dr. Şehnaz Ceylan
Karabük Üniversitesi

Game is the natural and the most effective learning environment of a child. Game is a task where cognitive, affective and physical activities are in a good relation with each other, all skills and experience are integrated and matured, behaviors that help to make them adapt to life easily are improved. A child thinks through a game and gain experience. In the process of a game, children exhibit some behaviors that could be regarded as positive or negative from different point of views. Whether children join the games or give compliant responses to their peers are observed by their parents and teachers. Game behavior in the preschool period through which the basis of adulthood is formed is an issue that should be investigated in order to determine some facts. In the current study, it was aimed to determine the game behaviors of 60-72 month old children in the lower socio economic level and attending to a preschool education with their peers during free game activities.

The research is a descriptive survey model. The working group of the research was made up of the teachers of 105 children at the age of 60-72 months attending to a kindergarten acting under the primary schools of Ministry of Education in the central towns of the cities of Karabük and Ankara in the educational year of 2012-2013. In order to gather general information with regard to children and their families, "Personal Information Form" was used; so as to determine the game behaviors of children with their peers during free games, "Penn Interactive Peer Play Scale" that was developed by Fantuzzo, McWayne, Sekino and Hampton (1998) and the validity-reliability study of which was made by Camgöz and Tezel Şahin (2010) was used. The scale was comprised

of 32 items. Penn Interactive Peer Play Scale includes three sub-dimensions as Play Interaction, Play Disruption and Play Disconnection. The inner coefficient of Penn Interaction Peer Play Scale was .85 for Play Interaction Sub-scale, .80 for Play Disruption Sub-scale and .85 for Play Disconnection Sub-scale.

The research was carried out by visiting the schools by the researchers after getting necessary consents. During the data collection, teachers were informed over why the scales were produced, what they measured and how they should be filled in by the researchers themselves. The data collected were analyzed through the statistical package program of SPSS 15. The distributions of the demographic information of the children and their families were given as frequencies and percentages. Whether the factor scores and total score obtained in the Penn Interactive Peer Play Scale differed in terms of the gender of the child were examined through t test and whether it differed in terms of the number of siblings was examined through One Way ANOVA. At the end of the research, it was found that there was no significant difference in the scores obtained in all sub-dimensions of Penn Interactive Peer Play Scale and the number of siblings for the game behaviors of the child.

Keywords: Preschool period, peer, game behavior

OP-09

Okulöncesi Dönemde "Alışkanlık" Eğitimi

Fatma Bayrak

Sevimli Alışkanlıklarım programı Davranış Geliştirme Merkezli Öğrenme Yöntemi kapsamında 24-36 ay çocuklarına yönelik olarak geliştirilen bir eğitim programıdır. Programın amacı; 2-3 yaş çocuklarına kendi ihtiyaçlarını karşılayabilmesi için gereken davranış kalıplarını öğreterek ,uygulanan projelerle doğru alışkanlıklar kazandırmaktır. Grubun öncelikli ihtiyacına göre uygulanan program her ay bir konu işlenecek şekilde planlanmıştır. Program çerçevesinde çocuklara; El Temizliği alışkanlığı, tuvalet alışkanlığı, banyo alışkanlıkları, uyku alışkanlıkları,beslenme alışkanlıkları, nezaket alışkanlıkları, düzen alışkanlıkları, kıyafet giyme ve temiz tutma alışkanlığı ve paylaşma alışkanlığı temaları adı altında eğitim verilmektedir. Bu program 2012-2013 Eğitim Öğretim Yılından itibaren pilot olarak Gonca Okul Öncesi Eğitim Kurumlarında uygulanmakta olup, 2013-2014 Eğitim Öğretim yılında yaklaşık 100 çocuk ile yürütülmektedir. Bu süre içerisinde öğrencilerin temel alışkanlıkları kazanma ve bu konuda yeterlilik geliştirme konusundaki performansları gözlemlenmiş, ayrıca velilerden elde edilen olumlu dönütlerle programın etkili olduğu görülmüştür.

OP-10

About The Practical Realization Of The Demand To Start Learning At The Age Of Zero

Dr. Andreas Jantowski & Katrin Zwolinski

It is the responsibility of early childhood education to offer appropriate educational opportunities for children, instead of expecting children who fit to the existing offers!

Dr. Andreas Jantowski and Katrin Zwolinski will talk about the implementation of the Thuringian educational concept for children at the age of 0-10 and will in particular go into the field of early childhood education.

The Thuringian educational concept for children at the age of 0-10 is a legal regulation tool which describes the claims of every child upon the society as well as the pedagogy form the point of view of children.

What has the society to arrange to enable education for every child, in fact equal for all children?

The input of Katrin Zwolinski will describe how the implementation of the Thuringian educational concept was organized and realized:

Multipliers – nursery‘s staff - were trained. Trainings were installed:

- What means the educational concept for us – in fact for everyone and the own work environment?
- The ambition is to constitute an attitude of nurseries’ staff (multipliers) towards understanding of reward systems and their effects on processes of early childhood education.

The input will provide examples:

- How the staff of nurseries developed the educational concept on their own for their work.
- Why it is necessary and possible to group children referring to their developmental stage instead of their age.
- How to identify the next step a child requires and how to arrange the appropriate conditions.

- How to manage a smooth transition from early childhood education to school education.

The input will indicate that the Thuringian educational concept seizes the experiences of other German federal states. It comprises the implementation of best practice by other federal states. In those cases Prof. Fthenatikis plays a decisive role because he brought in the experiences of the German federal state Hessen to Thuringia and also material produced by the university of Bremen to look at education of children in its entirety.

The process of implementation is not completed yet. Experiences and opinions by experts of other countries are welcome.

OP-11

Peace Building Through Early Childhood Education And Development

Jones, I., MSc. & Shala, A. MSc.

Problem analysis

Cutting edge research and theory in a variety of fields informs the PRECEDE "Partnership for reconciliation through early childhood education and development in Europe." network. Through scientific research we know now that early childhood intervention can have dramatic results in (1) brain development, and (2) that many forms of violence can dramatically impact mental and emotional development. (3) Early childhood education has been demonstrated conclusively to be a profoundly good social investment.

Albania, Croatia, Kosovo, Macedonia and Serbia have either suffered violent conflict during the last 25 years, or at least profound social dislocation. Poor investment in early childhood is among society's most important short-comings and the best opportunities for investment and particularly that bringing methodology and activities of diversity, inclusion and acceptance into early childhood work contributes to healthier, happier children with increased likelihood of enjoying a good and productive life.

Within the targeted countries in the Balkans there is little evidence that adequate priority is given to aspects of diversity, tolerance or peace building into early childhood curricula and that racial tensions and discrimination are replicated in families, communities and in society at large with segregation and promotion of difference upper most.

Aim

The aim of the Action Research in each of the countries is to build a better understanding of multiple stakeholders' views and practice and to come to a consensus on further Action Research and the development and implementation of preschool curricula to be tested within preschools within the Balkan Region.

Methodology

PRECEDE network partners have conducted the initial desk review, stakeholder meetings and semi-structured interviews and made some prelimi-

nary findings. These findings are now through Action Research being taken to national network partners for them to analysis, review and come to their conclusions.

Findings

PRECEDE initial action research has shown that investment in early years in these countries is lacking and that little time is given to preparing children for inclusion, cohesive and peaceful societies.

A regionally developed programmatic toolkit for use in pilot early childhood settings will add to the findings from the Action Research thus strengthening our hypothesis of the effectiveness of including peace building, diversity and reconciliation into preschool curricula.

Suggestions

As a result of the initial findings we consider there should be more promotion of the importance of early childhood education and development in the region and inclusion of peace building, diversity, tolerance within national preschool curriculum throughout the region.

Key words :Early childhood; Peace building; Diversity; Partnership; Balkans; Child development; Teacher practice.

OP-12

The Effect Of Sense Education Program On The Creative Thinking Skills Of Children

Dr. Elçin Yazıcı
MEB Anasınıfı Öğretmeni
Doç. Dr. Adalet Kandır
Gazi Üniversitesi
Doç. Dr. Münevver Can Yaşar
Afyon Kocatepe Üniversitesi

Sense education is defined as the process enabling a person to use his body actively in his surrounding while gathering information through senses, determining which sense will be used or which part of the body will be benefitted suitably, depending on neurological processes, supporting children to learn through sense materials and activities and including meaningful educational strategies. It is necessary to use most of the senses in daily life for every activity. Children learn everything by perceiving through their senses. In order that learning in children is realized, all the senses perform their tasks, transmit information to the brain and the information transmitted is made meaningful by perception and then commented. In that way, it makes a comment on the flow of sophisticated information coming from senses and creates perceptive lives using the knowledge of sense. These perceptive lives give a support to the development of creative thinking skills at children by providing them produce new thoughts and putting ideas forward, proposing hypotheses, using their dream powers and seeking alternative innovative outcomes. Creative thinking is the skill for coming up with new products by benefitting from the accumulation of information and experience as a result of synthesizing, and it is included in any kind of works and tasks in affective and intellectual activities. Therefore, it is primarily of great importance in educating the senses of children in order to improve their creative thinking skills. In that way, problem solving skill of children, their imaginary world and skill of being able to think multi-directionally will be improved, their size of vocabulary knowledge will increase; they will be able to express their feelings and thoughts in different ways and make a

cause and effect connection between different disciplines like art, music, drama, literature, science etc.

The current study was carried out to determine the effect of sense education program on the creative skills of children at the age of 61-66 months attending to a kindergarten.

The working group of the research was made up of test (n:25) and control (n:27) groups, 52 children in total, having had no special sense education program and attending to independent kindergartens acting under Ministry of Education in the city of Ankara, in the educational year of 2012-2013. In order to investigate the effect of "Sense Education Program" on the creative thinking skills of children at the age of 61-66 months in the research, an experimental design with pretest – posttest control groups. In the research, "General Information Form" was used in order to gather data with regard to children and their families and "The Test for Creative Thinking- Drawing Production" (TCT-DP) that was developed by Urban and Jellen (1996) and of which reliability and validity studies were carried out by Can-Yaşar (2009) in order to apply over Turkish children under six was used so as to evaluate creative thinking skills of children. The test group was applied "Sense Education Program" developed by Yazıcı and Kandır (2013) for about eight weeks in five working day of the week for 40 minutes – 1 hour. As for the control group, the program of Ministry of Education was applied by the teachers. At the end of the statistical analysis of the data, it was found that the sense education program applied had an effect in favor of test group in the mean score with regard to creative thinking skills of children both in the test and control groups.

Keywords: preschool education, sense education, creative thinking

OP-13

Use Of Aba Techniques From Elementary Teachers On Education Process Of Children With Special Needs In Formal School

Msc. Irena Xhaferri
University "Aleksandër Xhuvani", Albania

Msc. Fatime Fazliu

Msc. Xhensila Mekshi

With the inclusion, teachers are facing with big problems with their pupils. They can't manage at the same time children with special needs and all the class. Except children with special education needs, including children with hyperactivity, attention disorder, dysgraphia, dyslexia, with the inclusion politics teacher must work with children with mental retarded pupils and physical disorders. After the school, teachers are tired, exhausted and not motivated to work with them.

The aim of this study, beside of knowing the problems teachers are facing, knowing effects of ABA therapy, is to use ABA techniques from elementary teachers of mainstream schools, to have more success with all children, especially with children with special education needs.

As method of this study was used experimental one, where were chosen 10 teachers of elementary school that were trained with ABA techniques as the experimental group and 10 teachers of elementary school that were not trained with ABA techniques. They were observed during classes for their management of class and of the problems they were facing. Also children were observed for their results after the use of ABA techniques.

The results of the study showed that the use of ABA techniques are very useful for teachers of elementary school on problems management and case management resulting on happier teachers and good achievement students, regardless of their special education needs.

Key words: elementary school teachers, special education needs, ABA therapy/techniques

OP-14

Turkish Prospective Early Childhood Teachers' Emotional Intelligence Level

Hüseyin Kotaman

The current study explored Turkish prospective early childhood teachers' emotional intelligence scores in order to determine whether levels indicated differentiations according to grade level. Participants responded to Emotional Intelligence Scale (EIS). EIS also contains the Perception of Own Emotions (POE), Understanding Others' Emotions (UOE) and Regulating Emotions (RE) subscales. Study findings revealed that participants had moderate scores on the POE, UOE, and RE subscales and for whole emotional intelligence. Significant differences in total emotional intelligence and some subcales were found among grade levels. However findings showed that prospective teachers' EI level did not increase as their professional education level increases. The study concluded that teacher education programs should support emotional development too.

Keywords: Emotional Intelligence, early childhood, teacher education.

OP-15

Some Aspects Of Linguodidactics In Promoting Language Learning In Latvian Language Pre-School And Primary School Education Process

Zenta Anspoka

Riga Teacher Training and Educational Management Academy

The topicality of the research is connected with the problem that in the last ten years Latvian language pre-schools and primary schools stay more and more ethnically and linguistically diverse. The number of children in Latvian language pre-schools and primary schools is rising and it is not connected with the rise in the overall proportion of Latvians. Since 2001 approximately 6% of minority children start their education in a Latvian language education establishments. The most important parent arguments for sending their children to a Latvian language education establishment are such: an easier integration in the society of Latvia is based on the usage of the Latvian language, it is easier to continue education process in the basic schools and secondary schools, to find education establishment near from home or from work place etc. The children who begin to learn the state language in these education establishments can be divided into two groups: one part of the children learns Latvian as their mother language, the other part - as the second language, some times as a foreign language. Since Latvia is a member of European Union and appeared open job market the problems with acquisition of the Latvian language refers to those children who together with their parents return from the another countries when their parents' work contract is over or to the children whose parents belong to the countries of the third world. Teachers need to acquire a new professional competence – how to work with ethnically and linguistically heterogenic classes.

The aim of the study is to draw attention to problems of linguodidactic's in working with majority and minority children in Latvian language pre-schools and primary schools.

Methods and materials are different theories about language and culture interaction, theories about communicative approach as a linguodidactic's ap-

proach and some empirical observations in the pre-school and primary school education process.

As the results of the research show more important is to draw the attention to language as thinking, as a cultural tool of one's own and other ethnic groups, as a means of self-assertion for every child. One of the most important cognition is using resources, which guide the child to see with his/her eyes, hear with his/her ears and think with his/her heart. Attention has been focused to problem how not losing links to nature, to sociocultural environment and organize language learning process outside classroom, to problem how to help children the means of information (a TV set, a personal computer, a mobile phone and toys with special computer software, interactive blackboard programs etc.) to use for language and personality development in whole.

Key words: language as a subject and a mean of communication, intercultural dialogue, linguodidactic, language learning resources

OP-16

Davranış Geliştirme Merkezli Öğrenme Yöntemi İle Değerler Eğitimi

Muhammet Ali Özdoğan

Çocuklarla çalışan eğitimciler ve uzmanlar, çocukların örneklerle, davranışı sergilemelerine fırsat tanıyan olaylarla ve yaşayarak öğrenme ortamlarında çok daha alıcı bir şekilde öğrendiklerini ve bu öğrenmenin daha kalıcı bir şekilde gerçekleştiğini gözlemlemektedirler. Bu nedenle daha sonra değil, henüz öğretme aşamasında öğretilmek istenilenlerin davranışa dönüştürülmesini hedeflemek çok önemlidir. Eğitim sürecinde, "öğretilmek istenilenlerin davranışa dönüşmesini" bir öncelik şeklinde yaşayan çocuklar, bir yandan değerleri öğrenirken, bunları yaşamlarının içine sokarak sergilemeye-dolayısıyla değerleri yaşamaya- başlamaktadırlar.

Davranış Geliştirme Merkezli Öğrenme, öğrencilerde öğrenmeye istek uyandırmayı, bilgiyi içselleştirerek yaşantıya dönüştürmeyi, öğrenilen davranış öğelerini gözlemlemeyi, bu davranışları pekiştirenler yolu ile destekleyerek kalıcı hale dönüştürmeyi amaçlayan bir programdır.

Bu program, kişisel gözlem dosyaları ile bireysel değerlendirmeleri esas almaktadır. Öğrencinin öğrendiği davranışları sosyal yaşama aktararak öğrenen ve örnek olan misyonunu benimsemesini hedeflemektedir. Bu şekilde bireyin mutluluğunu ve sosyal uyumun artırılmasını amaçlamaktadır.

Özel ve resmi kurumlarda bulunan okul öncesi ve branş öğretmenlerine Davranış Geliştirme Merkezli Değerler Eğitimini vererek, eğitim kurumlarında eğitim hakkına sahip kaynaştırma, çocuk esirgeme kurumu çocukları ve diğer öğrencilere insani ve kültürel değerleri kazandırarak toplumsal iyileşmeye katkıda bulunmak ve öğretmenlere Davranış Geliştirme Merkezli Değerler Eğitiminin verilerek modelin yaygınlaştırılmasıdır.

8 ayrı modülde sevgi, dostluk, saygı, empati, sorumluluk, doğruluk, görgü kuralları ve emanet temaları işlenmekte ve bu temalar çeşitli etkinlikler ile proje desteklenmektedir.

Modüllerde yer alan söz konusu etkinlikler okul öncesi öğretmenleri ve daha üst sınıf eğitim veren öğretmenler tarafından kullanılabilir.

Davranış Geliştirme Merkezli Öğrenme Programı 2003 yılında Ankara iline bağlı Sincan ilçesinde okul öncesi çocukların eğitimi sırasında şekillenmeye başlamış, İç Anadolu bölgesi ve Türkiye genelinde özel kurumlar kanalı ile yaygınlaştırılarak binlerce çocuğa uygulanmıştır.

Uygulama süreci içinde çocuklardaki değişim ve gelişimlerin gözlenmesi öğrenci velilerinden ve eğitmenlerden alınan olumlu geribildirimlerle de şekillenerek biçimlenmiş ve değerler eğitimi konusunda bir öğrenme programına dönüşmüştür.

Davranış Geliştirme Merkezli Öğrenme Programı 2013 yılında Talim Terbiye Kurulu tarafından onaylanmıştır.

Davranış Geliştirme Merkezli Öğrenme Programı Biz Değeriz Değerler Eğitimi projesinin yaygınlaştırılması amacıyla 2012-2013 Eğitim-Öğretim yılında, Ankara Milli Eğitim Müdürlüğüne bağlı okul öncesi eğitim kurumlarında görev yapan 25 merkez ilçedeki 210 okul öncesi öğretmenine 6 ay süreyle Davranış Geliştirme Merkezli Öğrenme programının eğitimi; 21 okul öncesi öğretmenine ise, Değerler Eğitimi Eğiticisi yetiştirmek amacıyla planlanan eğitim semineri verilmiştir. Davranış Geliştirme Merkezli Öğrenme Programı projesi kapsamında, sertifika almaya hak kazanan kursiyerlerin, aldıkları eğitimi, devlet kurumlarında görev yapan tüm okul öncesi öğretmenleri ve daha üst sınıfa eğitim veren branş öğretmenlerine aktarması amaçlanmaktadır.

OP-17

Mobile Applications As A Motivational Force In Early Year's Science Education

Dr. Michail Kalogiannakis

Lecturer, University of Crete

In recent years we have become increasingly aware of the need for people to understand the nature of science in order to make decisions posed by new developments in both science and technology. Mobile Learning (mLearning), also known as Mobile eLearning, seems to be a great asset for the near future for early childhood education.

Researchers have expanded the content of the term ICT (Information and Communication Technologies) to deal not only with the desktop computer but also with mobile technologies embedded in various devices such as e-toys, digital cameras, smart games, electronic tables and smart mobile devices. Although mobile learning is not a new endeavor in science education and despite the variety of research that is being undertaken in early years science there are not many researches for the use of mobile applications in early years science. Science, apart from representations of the world, also involves ways of intervening in the world and even if rich science materials exist in a classroom, teachers and children tend not to use them. The integration of mobile devices into the preschool curricula aims at strengthening the interest of young learners and in enhancing their participation and cooperation with their classmates and teachers.

Mobile learning through the use of tablets and smartphones presents new opportunities for strengthening the learning experiences in preschool education. Currently, within the Faculty of Education, Department of Preschool Education, University of Crete, systematic research is being carried out in order to investigate whether there are compelling benefits to using tablet computers in preschool education in an attempt to implement teaching reform proposals in science education.

In Greece, pre-primary classrooms are organised with separate "corners", including a "science corner", which the teachers are expected to design and equip. Activities are of two kinds: 'free' activities for the children, which are

activities chosen and carried out by the children themselves without the teacher's direct involvement, and "teacher-organised" activities, which are activities planned and organised by the teachers according to the objectives that have to be met. The present study concerns 'teacher-organised' activities in the context of science lessons with mobile devices (tablets).

Our research is carried out by creating educational applications for the mobile device platform in the form of digital learning activities, using the application development software App Inventor (AI) developed in MIT (Massachusetts Institute of Technology, http://appinventor.mit.edu/). The main purpose is to extensively implement such applications and other educational activities in preschool education in order to explore and evaluate their integrity and educational use compared to the traditional method of teaching for science education. Early year's science has emerged as a serious research focus in the science educational research community. Mobile assisted learning process produces better outcomes for children compared to the traditional teaching method. Learning with smart mobile devices is a very important area of research and development which may provide new forms of communication, collaboration and learning that were not possible.

OP-18

How Does Kindergarten Impact On School Readiness Of The First Graders?

Majlinda Gjelaj
University of Prishtina

The purpose of this research is to compare two groups of children, if the one who attended kindergarten are more ready for the first grade of primary school or the one that didn't. This research is quantitative and includes 500 children who were enrolled in the first grade in September 2011, as well as their parents. They belong to various schools in towns and villages of Kosovo. The sample was randomly selected. Children were assessed for their intellectual, social and emotional school readiness through measuring instrument developed by the "Brainline" author Joey Du Plooy . The questionnaire was translated and adapted. Children are evaluated by a team of pedagogs who have been previously trained in the use of this questionnaire. Each child was individually assessed and the questions that were impossible to take from the children, were taken from their parents. Data analyses were done with SPSS 21, compare means were done with Mann Whitney Test. It was found that the children who attended kindergarten were more ready to start the first grade than the children that were educated by their families or they did attend one year preparatory classes. The survey results raises awareness about the importance of preschool institutionalized education and provide advices of the importance of preparing children for starting the first grade without fear and with self-esteem.

Keywords: preschool education, school readiness, preschool institution, preparatory classes.

Abstracts by Category

Poster Presentations

PP-01

Günümüzde Kuklaların Okul Öncesinde Kullanımı

Gizem Nur Şanlıtürk
Turgut Özal Üniversitesi Sağlık Yüksekokulu
Çocuk Gelişimi Bölümü Öğrencisi

Kuklalar okul öncesi dönem çocukları için oldukça önemli materyallerdir. Çocuklar kuklalar konuşturulduğunda daha dikkatle dinlemekte, yetişkinle konuşmaya çekinen en çekingen çocuklar bile kuklaların sorularına cevap vermektedir. Kukla tiyatroları çocukların büyük bir zevkle izledikleri, katılımda bulunabildikleri etkinlikler arasındadır. Her türlü eğitimsel içerik kuklalarla zengileştirilerek çocuklara sunulabilir, böylece etkinlikler daha dikkat çekici ve çocuklar için akılda kalıcı hale gelir. Sınıf ortamında kuklaların bulunması kadar çocuklarla birlikte kukla üretimi de önemlidir. Bu çocukları etkinlikte aktif hale getirir. Bu çalışmada kuklaların okul öncesi eğitim ortamlarında bulunma durumu incelenmiştir. Bu kapsamda 5 okul öncesi eğitim kurumu ziyaret edilerek gözlem yapılmış ve değerlendirilmiştir. Çalışmanın sonucunda, okullarda aktif bir kukla köşesi bulunmadığı, sınıflarda kuklalar bulunmakla birlikte bunların birkaç taneyi geçmediği-dolayısıyla eğitim anlamında yetersiz olduğu, kuklaların eğitimsel içeriği zenginleştirmek için eğitsel bir araç olarak kullanılmadığı ve çocuklarla birlikte kukla üretme etkinliği gerçekleştirilmediği gözlemlenmiştir.

PP-02

21. Yüzyılda Montessori Materyalleri

Zeynep Ceren Ekinci & Gizem Akın
Turgut Özal Üniversitesi Sağlık Yüksekokulu
Çocuk Gelişimi Bölümü Öğrencileri

Bu çalışma dünyada yaygın bir yöntem olarak kullanılan Montessori yöntemine ilişkin materyallerin okul öncesi eğitim kurumlarında kullanımına ve uygulamasına ilişkin gözlem yapılmasıdır. Bu çalışma kapsamında Ankara (Türkiye'de) bulunan 5 anaokulu ziyaret edilerek gözlem yapılmıştır. Yapılan gözlemler sonucunda okullarda Montessori materyalleri bulunduğu ancak bunların montessori materyali olarak değil eğitsel-araç gereç olarak değerlendirildiği, montessorideki eğitimsel ilkelere dikkat edilmediği ve bu materyallerin sınıfı zenginleştirmek amaçlı kullanıldığı ve bu materyallerin daha çok serbest zaman etkinliklerinde kullanıldığı sonucuna ulaşılmıştır.

PP-03

Günümüzde Matematik ve Fen ve Doğa Eğitimsel Araç-Gereç ve Materyallerinin Okul Öncesi Eğitim Kurumlarında Kullanımı

Ayşegül Kübra Betül & Ayşenur Payas
Turgut Özal Üniversitesi Sağlık Yüksekokulu
Çocuk Gelişimi Bölümü Öğrencileri

Okulöncesi dönemde matematik ve fen etkinlikleri bilimsel düşüncenin temellerini oluşturması açısından büyük bir önem arz etmektedir. Bu etkinliklere yönelik materyallerin kullanılması, sınıfta çocukların gözlem yapabilmelerine ,keşiflerde bulunabilmelerine, sebep-sonuç ilişkisi kurabilmelerine ve benzer çalışmaları tekrar ederek pekiştirmelerine destek olmaktadır. Bu çalışmada Ankara'da(Türkiye) bulunan 6 okul öncesi eğitim kurumunda matematik ve fen materyallerinin sınıflarda kullanımına ilişkin gözlem yapılmıştır. Çalışmanın sonucunda, matematiksel araç, gereç ve materyallerin sınıflarda çok sayıda bulunduğu ancak fen ve doğa materyallerinin çok az sayıda bulunduğu sonucuna varılmıştır.

PP-04

Little steps to true integration

Borka Rumiha & Irena Mlinarić
Kindergarten Potočnica

Action Little steps to true integration is a project financed by Agency for Vocational Education and Training and Adult Education, Department for Financing and Contracting of EU Programmes. It is an action under IPA Programme and Call "Integration of disadvantaged groups in regular education system" implemented by Kindergarten Potočnica and its partners.

Main purpose of this project is to increase the number of children with neurodevelopment disabilities in mainstream preschool system through specific objectives:

1. To develop skills of children with disabilities through provision of innovative educational and rehabilitation programs.
2. To increase knowledge and skills level of preschool teachers, supporting staff, expert assistants, personal assistants and parents for working with children with disabilities in mainstream preschool system.
3. To ensure access to facilities, educational materials and equipment for better

integration in mainstream preschool system.

Participants of the action are primarily 16 children with disability enrolled in kindergarten Potočnica which will benefit from individual and group trainings and developed skills.

Employees and parents of children with disability will benefit from the project by receiving tools and methodology on facilitating and encouraging children with disability to be actively included and be more independent in preschool or home settings. Project will raise awareness of the other children and parents in kindergarten on needs and possibilities of included children and disseminate results of the project to more than 100 preschool institutions. Results of this project will increase technical and professional capacities of Kindergarten Potočnica to successfully integrate lager number of children with neurodevelopment disability in regular preschool groups thus enabling their integration and social inclusion with peers.

PP-05

The Opinions of the Preschool Teachers and Candidate Students about Professional Teaching Ethics.

Doç. Dr. Şafak Öztürk Aynal
Ondokuz Mayıs Üniversitesi

Ethical behavior or ethical decision is a process that involves a serious responsibility whether right or wrong. Therefore, educator has to be objective instead of peeling his / her prejudices. This happens with predeterminent standards. It is said that they are ethical codes or preventional ethics. These standarts allow teachers to behave ethically helpers againts problems that teachers face in the class. In this study it has been examined to see concerning ethic ideas about preventional ethics of the candidates between preschool teachers and candidates preschool teachers in their last year.

According to the results from research, it has been found that preventional ethic education and ethical codes between active preschool teachers and candidates teachers in both groups and it has been seen that the findings that the teachers have much more ideas about professional ethics and ethics education than candidate students. And lastly, in ethic scale used in the research, preschool teachers have much more high scores than candidate teachers in some sub-categories which are " commitments to children himself ", "commitments to occupation and colleagues" and "commitments to disabled children".

Keywords: Ethic, professional ethics, ethics education, preschool education.

PP-06

Seramik Çalışmalarının Çocuğun Küçük Kas ve Sakinleşme Terapisine Etkisi

Eser Oral
Yenimahalle Zeynep Salih Alp Anadolu Kız Meslek Lisesi

Bu çalışmanın temel amacı Kil'in okulöncesi eğitimde kullanımının çocuklardaki parmak kas gelişimine etkisi ve dolayısıyla el göz koordinasyonu gerektiren makas kullanım becerisine sağlayabileceği yararların deneysel olarak irdelenmesidir. Okulöncesi dönem yaşamın sihirli yılları olarak kabul edilmektedir. Bu dönem de Kil'in bir araç olarak katkılarının saptanması ve el becerilerine etkisi değerlendirilmek istenmektedir.

Çocukluk yılları doğal olarak araştırmaya ve keşfetmeye eğilim gösterilen yıllardır. Çocuk çevresini anlamaya, tanımaya çalışırken etkin bir biçimde duyu organlarını kullanır. Ancak günümüz çocukları duyularına düşman bir çevrede yaşıyorlar. Yetişkinlerin betonlaşmış dünyasında bedensel ve ruhsal yaşam giderek kayboluyor. Çocukların duyusal algılamalarının yalnızca görme ve işitmede sınırlandığı bir tehlike ortaya çıkıyor.

Seramik çalışmalarının gelişim alanlarına etkisi:

Fiziksel gelişimde; büyük küçük kas motor koordinasyonunun gelişimine el-göz koordinasyonunun gelişiminin desteklenmesine,

Bilişsel gelişimde; kavram öğrenme matematikle ilgili beceriler, problem çözmeye yönelik becerilerin gelişiminin desteklenmesi, estetik ve artistik becerilerin gelişmesine,

Dil gelişiminde; akıcı ve ifade edici dil gelişiminin desteklenmesine sanatla ilgili kavramların adlandırılabilmesine,

Sosyal gelişim alanında; paylaşma işbirliği kurma sözel iletişim kurma gruba uyum sağlama gibi becerilerin geliştirilmesi ve desteklenmesine,

Duygusal gelişim alanında ise kendi duygularını fark edip ifade edebilmesine, öz saygının gelişimine, yeterli olma ve güven duygusunun gelişimine katkıda bulunduğu söylenmektedir.

PP-07

Lider Çocuk Programı (LÇP) Çankaya Özel Anafartalar Koleji

Betül Kaya
Özel Anafartalar Koleji

Ana sınıfından başlayarak, öğrencilerin liderlik özelliklerinin geliştirilmesi ve geleceğin liderlerinin yetiştirilmesi amacıyla bilimsel esaslar dikkate alınarak geliştirilen Lider Çocuk Programı (LÇP) Modelinin, Türkiye ve dünyada yaygınlaştırılması hedeflenmektedir.

Ülkemizde eğitim sistemi; daha çok, öğrencilerin matematik ve sosyal bilimlerdeki bilgileri ile spor ve sanat alanlarındaki temel yeteneklerinin geliştirilmesi üzerine inşa edilmiştir. Öğrencilerimiz aldıkları eğitimle dünyanın en bilgili öğrencileri arasındadır. Bu bilgi birikimine rağmen öğrencilerimiz uluslararası camiaya açıkldıklarında genellikle sosyal yönden sorunlar yaşamaktadır. LÇP'nin öncelikl amacı çocuklarımızı, bilimsel ve sistematik bir yöntemle, dünya ile rekabet edebilecek yeterlilikte;

- Özgüveni yüksek,
- Çok yönlü,
- Üretken,
- Etkili iletişim kurabilen ve
- Sosyal bireyler olarak yetiştirmektir.

LÇP Modelinin pilot uygulaması 2011-2013 yılları arasında Çankaya Özel Anafartalar Kolejinde gerçekleştirilmiş ve başarılı sonuçlar elde edilmiştir. Projenin birinci safhada Türkiye'deki diğer okullarda ilerleyen safhalarda ise dünyanın çeşitli ülkelerindeki okullarda uygulanabileceği değerlendirilmektedir. Projenin; öğrencilerin, öğretmenlerin, ülkemizin ve tüm dünyadaki insanlığın gelişimine katkı sağlayabileceği değerlendirilmektedir.

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