


# ABSTRACTS BOOK

## Pre-service English teachers' perceptions of web-based assessment in a pedagogical content knowledge course

**Hüseyin Öz ***, Hacettepe University, Faculty of Education, Ankara, 06800, Turkey.

**Abstract**
In recent years, many e-learning experts and educational technologists have emphasized that e-assessment can play an important role in improving the quality of student learning experiences, particularly in higher education. However, there still seems to be a need for investigating what students think and feel, and learning context-specific issues. The aim of this study is to explore pre-service English teachers' perceptions of the web-based assessment in a course module they have taken in an English teacher training programme. The study also aims to find out individual differences according to gender and the time spent using the Internet, as well as the relationship between their achievement scores and perceptions of the web-based assessment system. A total of 51 student teachers (9 males, 42 females) who enrolled in Methods and Approaches course rated various statements in a five-point Likert-type scale. The qualitative data were also collected through interviews with the participants. The preliminary results of the study indicate that pre-service English teachers hold positive attitudes towards the use of the web-based assessment in their classes. Concerning the relationship between their achievements and overall perceptions and differences between such variables as gender, the time spent using the Internet, the results and interpretations of the statistical analyses will be presented and some pedagogical implications will be offered for the assessment of course outcomes in the teacher training curriculum.

*Keywords:* Web-based Assessment; Perceptions; Pre-service English Teachers; English Teacher Education

ADDRESS FOR CORRESPONDENCE: **Hüseyin Öz**, Hacettepe University, Faculty of Education, Ankara, 06800, Turkey.
Tel.: +90-312-297-8584, ext. 128, *E-mail Address*: hoz@hacettepe.edu.tr

---

## How accounting students define success and the factors affecting their success and failure in the Accounting Schools of Japan

**Satoshi Sugahara***, Hiroshima Shudo University, Japan.
**Gregory Boland**, University of Canberra, Australia.

**Abstract**
This study aimed to identify what success means for students studying in the Accounting Schools (ASs) of Japan, and investigated the factors that these Accounting School students perceived necessary for learning success in these Schools. This study also examined how students' attendance in the Cram schools impacted on their learning goals in the Accounting Schools. Data for this research was collected via a questionnaire-based survey administered to students studying at the Accounting Schools (AS) in Japan. The AS is a postgraduate-level school, which provides specific accounting education for students who aspire to become professional accountants. The questionnaire used in this study was designed to extrapolate from students' qualitative responses their definition of success and the specific factors that affect their learning success and or failure. The primary finding from this study was that the majority of students attend the ASs purely for the sake of intrinsic goals (e.g. personal growth and networking), rather than seeking Certified Public Accountants (CPA)/Tax Accountants (TA) Exam or material success upon graduation. The analyses of influential factors of students' success and failure also supported this finding. This current research has also made several recommendations for educators and

exams, level setting exams, school and courses, slide over or make up excuses that it is a talent. In any case in schools that have many problems, visual arts has become a big matter's skein that come from the past and can't be solved.

*Keywords:* Education, Art, Visual Arts Education.

ADDRESS FOR CORRESPONDENCE: **Tamer Kavuran,** Fırat University, Faculty of Communication, Visual Communication Design Department, Turkey. *E-mail address*: tkavuran@firat.edu.tr

## DETERMINING VALUE ORIENTATION OF TEACHER CANDIDATES

**Handan Asûde Başal*,** Uludag University Education Faculty Preschool Education Department, Turkey.
**Merve Avdar,** Uludag University Education Faculty Preschool Education Department, Turkey.
**Meral Taner Derman**, Uludag University Education Faculty Preschool Education Department, Turkey.
**Pınar Bağçeli Kahraman,** Uludag University Education Faculty Preschool Education Department, Turkey.

**Abstract**
Purpose:Thepurpose of this study is to determine the value orientation of teachercandidates that study in faculty of education.Method: This study was carried outwith 220 female and 220 male, a total of 440, teacher candidates who study invarious undergraduate programs of Faculty of Education in 2012-2013 AcademicYear. In this researchPortrait Values Questionnaire, which was developed by Schwartz and adapted intoTurkish by Demirutku (2004), has been applied. "T" test and"Variance Analysis" has been used to analyze the data acquired as a resultof the research. Findings and Results:Accordingto the findings acquired from at the end of the research, "Universalism"is the most important and "Stimulation" is the least important valueamong teacher candidates in first and fourth grades of eleven differentdepartments of faculty of education. When value orientation of teacher candidates was analyzed by grades, it was seen that there was a significant difference infavor of those in fourth grade. Significant differences have been determined inpower, hedonism, benevolence, security values according to gender factor and inachievement, stimulation, security values according to department factor. It has been determined that females place importance on power value andmales place importance on hedonism, benevolence and security values. As a result, the very fact that females and males place importance ondifferent values, for example females care about power value more than maleswhereas males seek hedonism and security values, can be considered as areflection of parents' values about raising female and male children.Key Words: Faculty ofeducation, value, gender, grade level, department

*Keywords:* Faculty of education, value, gender, grade level, department

ADDRESS FOR CORRESPONDENCE: **Handan Asûde Başal,** Uludag University Education Faculty Preschool Education Department, Turkey. *E-mail address*: asubasal@uludag.edu.tr

## THE IMPACT OF EMPATHY EDUCATION PROGRAMME WHICH WAS PERFORMED ON 10-11 YEAR OLD CHILDREN FROM DIFFERENT SOCIOECONOMIC LEVELS ON THE AGGRESSION LEVEL

**Meral TANER DERMAN*,** Uludag University Faculty of Education, Bursa, 16059,TURKEY
**Handan Asude BAŞAL,** Uludag University Faculty of Education, Bursa, 16059,TURKEY

**Abstract**
The aim of this research is to determine the impact of empathy education programme which was performed on 10-11 year old children from different socioeconomic levels on the aggression level. Through this aim, the research is carried out as an experimental work based on one of the effective trial models, "pretest-posttest model with placebo control group". 3199 children going to 10 different schools from different socioeconomic levels in Bursa were subject to Aggression Scale (Şahin, 2004) and 28 girls, 62 boys, a total of 90 students with high aggression points were chosen from among these 3199 children. As data gathering tools; Aggression Scale was used to measure the aggression levels of children, Empathy Scale was used to measure the empathy skills of children. Analysis of Covariance (ANCOVA), variance analysis and t-test were used during the process of analysing and interpreting the data gained from the research. At the end of the research, it was determined that the empathy education programme makes difference on the aggression levels of children by decreasing it. It was ascertained that, at the end of empathy education programme, students from low socioeconomic levels are affected more positively than the students from higher socioeconomic levels.

*Keywords:* aggressiveness, empathy, empathy education programme, socioeconomic level.

ADDRESS FOR CORRESPONDENCE: **Meral TANER DERMAN**, Uludag University Faculty of Education, Bursa, 16059,TURKEY