

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

Tel.: +90-535-814-0894, *E-mail address*: mtaner@uludag.edu.tr

The role of Old Turkic place names in teaching history

Nakhanova Lyazzat Ayanovna*, Ph.D. candidate, Gumilyov Eurasian National University, Department of Turkic Sciences, Astana 010000, Kazakhstan

Abstract
Since Kazakhstan achieved independence, it has become necessary to reconsider the national history. Historians have been charged by the government with revising the history from ancient times up to independence. The problem is that the many modern history books overwhelm readers with bare statistics such as dates and numbers, without significantly increasing their level of substantive knowledge. In this respect history should not be limited to the presentation of dry facts concerning historical events, but should also inform the reader about the ethnos' world-view; it should be regarded as a course, diachronically observing and showing the development of ethnos mentality. The purpose of this qualitative study is to develop additional systematically selected information about mental peculiarities of Turkic people and show its historical development through analysing the functionality of place names in ancient Turkic period. The linguistic and general scientific methods (comparative, descriptive, component analysis, etymological analysis) we have applied gave us: 1) the comprehension of the ancient Turks' mentality, world-view through the prism of place names in which they put the important information; 2) the picture of historical events linked with the given place names. The sources (Orkhon-Yenisei written monuments, historic, linguistic, ethnographic, geographic works and scientific literature on toponyms) we used are completely related to the content of the given research. This research can be useful for the group of scholars developing new historian books and contribute to the further study on the ancient Turkic place names.

Keywords: Turkicl Studies; history; history teaching, Toponymy, Onomastics;

ADDRESS FOR CORRESPONDENCE: **Nakhanova Lyazzat Ayanovna,** Ph.D. candidate, Gumilyov Eurasian National University, Department of Turkic Sciences, Astana 010000, Kazakhstan. Tel.: +7 702 2828647, *E-mail address*: nilia86@mail.ru

Parents' Opinions On Preschool Education Program With Enriched Parental Involvement Dimension

Pınar Bağçeli Kahraman*, Uludag Üniversity Education Faculty Elemantary Education Department, 16059 Nilüfer, Bursa.
Handan Asûde Başal, Uludag Üniversity Education Faculty Elemantary Education Department Preschool Eduction Programme 16059 Nilüfer, Bursa

Abstract
The purpose of the research is to analyze "Education Program with Enriched Parental Involvement Dimension", which is being developed to realize the goals of Preschool Education Program, according to parents' opinions. With this purpose in mind, researchers developed "improved parental involvement activities" and tried to create new program ideas. Recommended Program with Enriched Parental Involvement Dimension has been applied to parents and assessments have been made by asking their opinions about activities. Two questionnaires with open ended questions have been used in order to learn about families' opinions on the program at the end of the year. The opinions have been analyzed by using content analysis, which is one of the data analysis techniques in qualitative research. Study group of the research comprises parents of 2" children that receive preschool education in two different preschools in Bursa. When the opinions of parents, who participated in Preschool Education Program with Enriched Parental Involvement Dimension, were utilized, it was discovered that they could see changes such as improvement in children's attentiveness, speaking skills and self-confidence. Mothers also reported in the assessment at the end of the year that children showed tendency to do more homework and became more attentive, patient and responsible. It has been also determined that homework activities promote children's development and unity within the families, families has the opportunity to be more active and spend quality time with their children with parental involvement activities. In short, all parents, who participated in the study, stated that parental involvement studies are necessary and rewarding and that parental involvement would contribute to children's transition to preschool education and primary school.

Keywords: Parental involvement, preschool education, age of 5-6, transition to primary school, preschool education program.

ADDRESS FOR CORRESPONDENCE: **Pınar Bağçeli Kahraman**, Uludag Üniversity Education Faculty Elemantary Education Department, 16059 Nilüfer, Bursa. *E-mail address*: pinarbag@uludag.edu.tr