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ABSTRACT BOOK



7TH INTERNATIONAL SYMPOSIUM ON NEW ISSUES IN TEACHER EDUCATION

ABSTRACTS BOOK

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Reflecting the Real: Pragmatic Awareness in EFL Teacher Training

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Abstract

Pragmatics has well-documented significance in English language teaching, and teacher education programs play a critical role in developing pre-service teachers' pragmatic awareness. Teachers with strong pragmatic awareness can prepare their students for real-life communication in many ways. Despite its significance, limited research has focused on the interconnected relationship between pragmatic awareness and teacher education programs, especially in the context of Turkish EFL teachers. Adopting a qualitative research design, this study aims to explore how Turkish pre-service teachers perceive the role of pragmatic awareness in English as a Foreign Language (EFL) teaching and investigates how their teacher education programs shape their understanding and application of pragmatic competence throughout their training. This qualitative study involves seven participants from a state University, TR who, having previously taken elective pragmatics courses in their teacher education program, are now in their final year and currently undertaking their teacher training at secondary schools. These participants shared their experiences and perceptions by answering semi-structured interview questions. This study reveals that education programs need to be developed to better integrate pragmatic awareness into the curriculum. The findings further suggest involving practical, real-world communication strategies can improve pre-service teachers' ability to apply pragmatic competence in the classroom.

Keywords: English as a foreign language teacher, pragmatic awareness, pragmatic competence, pre-service teacher's teacher education, teacher training

A Need Analysis about Nature of Science Courses in Science Teacher Education through the Lens of Graduates' Experiences in Türkiye

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Abstract

This study aims to explore how Nature of Science (NOS) courses are implemented in Türkiye by examining the experiences of 20 graduates, who took a NOS course, from science teacher education programs at various universities. The participants were selected through maximum variation sampling method (Palinkas et al., 2015). The data collected through semi-structured interviews focusing on course content, teaching strategies, materials, assessment methods, and suggestions for improving NOS instruction was analysed through thematic analysis. The findings showed that most participants emphasized that NOS should be taught to pre-service science teachers. Only 13 participants felt confident in teaching NOS. Although a limited use of structured NOS frameworks was emphasized, few participants referred to specific frameworks such as Consensus View and Family Resemblance Approach. The participants mentioned teaching strategies included group work, discussion, context-based NOS activities, and micro-teaching. They focused primarily on open-ended exams and homework, along with performance-based tasks including lesson planning and implementation as assessment methods. They also pointed out some materials included powerpoint presentations, textbooks, academic articles, and videos. The participants suggested enhancing future NOS courses by incorporating more visual/digital resources (e.g., videos, simulations), active learning strategies (e.g., drama, inquiry, argumentation), and deeper content (e.g., philosophy/history of science, ethics, scientific process skills). They also recommended more student-centered approaches, improved assessments (e.g., portfolios, self-reflection), and preparatory strategies (e.g., pre-class tasks). Overall, the study highlights the need for more engaging, applied, and framework-based NOS education in science teacher preparation in Türkiye.

Keywords: Nature of science, need analysis, science teacher education

Teaching English to Special Educational Needs Students: Challenges and Needs

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Abstract

This research aims to investigate the challenges faced by English as a Foreign Language (EFL) teachers who have students with Special Educational Needs (SEN) in their classes; to explore the strategies they employ for overcoming these challenges; and to identify the training they have received for teaching English to SEN students. The study underscores the significance of inclusive education as a fundamental human right. A qualitative research design is employed, using semi-structured interviews with ten EFL teachers, classroom observations, and document analysis of teaching materials in the context of state secondary schools in Türkiye. Key findings reveal that Differentiation Difficulties, SEN-Specific Barriers, Classroom Management Constraints and Interaction Problems are the major challenges. Despite these barriers, teachers demonstrate resilience by relying on structured inclusive pedagogy, instinctive and improvised approaches and peer support. Suggested strategies are carrying out inclusive activities, employing a separate curriculum, visual materials support, special materials designed for SEN students, and family support. These strategies emphasize the importance of creating a supportive and engaging learning environment that handles the diverse needs of these learners. However, the effectiveness of these strategies depends on adequate teacher training and support. Another key finding is the significant gap in teacher training regarding adapting English teaching methodologies for SEN students. This gap in training leads to feelings of inadequacy among teachers and hinder the effective inclusion of SEN students in English language learning. The results call for well-designed, multidisciplinary training programs.

Keywords: Inclusion, teaching English to SEN students, teacher training, challenges and strategies

Inclusive Education Policies: The Legislative Context

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Abstract

Inclusion, a concept that has gained popularity recently, enables the equitable and equal provision of education, a fundamental right, to all individuals. Inclusion guarantees that educational opportunities are accessible to all, irrespective of their language, race, religion, age, or disability. Instructional plans, curricula, administrator and teacher attitudes and behaviours, education policies, and legal documents are among the numerous factors that influence the provision of inclusive education. The capacity for inclusive education policies and legal documents to influence educational environments sets them apart from the rest of the list. Therefore, this study will explore inclusive education policies within the context of legal documents. Initially, this theoretically designed study will provide an overview of the concepts of inclusion, inclusive education, and inclusive education policies. Subsequently, it will investigate the impact of international and national legal documents on inclusive education policies. Additionally, the study will assess the practical implications of inclusive education legal documents and the current situation in Turkey.

Keywords: Inclusive education, educational policies, legal documents

Preschool Teacher Education in Greece: Current Trends, Challenges, and Policy Directions

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Abstract

Greece has made efforts to align its teacher education system with European standards, while facing persistent challenges such as limited staffing in University, TR departments, insufficient practical training opportunities, and a lack of systematic support for in-service educators. The introduction of two-year compulsory preschool education, alongside a growing emphasis on inclusive, child-centered, and play-based pedagogies, has raised new demands on teacher education programs. I will highlight key features of the Greek University, TR-based model of preschool teacher preparation, including its strong theoretical foundation, but also its weaknesses—such as weak school-University, TR collaboration and the absence of a national mentoring framework. Promising initiatives, such as action research, communities of practice, and reflective teaching models, are also emerging, despite being unevenly implemented. As a case study, I present the Department of Early Childhood Education at Aristotle University, TR of Thessaloniki (TEPAE – AUTH), where I teach. This department provides a representative example of both the systemic constraints and the innovative efforts taking place in Greek preschool teacher education. My aim is to offer a critical, context-aware perspective on the Greek case and to contribute to a broader dialogue about reimagining preschool teacher education to meet the complex and evolving needs of educators across Europe.

Keywords: Preschool teacher education, professional development, policy reform, school-university, TR collaboration, Greece

Passion, Purpose, Profession: What Drives ELT Pre-Service Teachers to Become an English Teacher?

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Abstract

Motivation plays vital roles in choosing teaching career. Believing that becoming a teacher is a continuous and evolving process, this mixed method explanatory study aimed to investigate the motivations of 108 pre-service ELT teachers for choosing teaching as a career by administering the 85 items questionnaire of motivation (with intrinsic, altruistic, and extrinsic motivation categories). In addition, a semi-structured interview was conducted with the participants to explore how the participants' motivations shaped by their training experiences in the faculty of education. The findings revealed that the highest mean scores were related to advantages (extrinsic), followed by improving educational system (altruistic) and lifelong learning (intrinsic) whereas the lowest mean scores were income-security (extrinsic), followed by influence of others (extrinsic) and children (altruistic). The female participants were found to be more motivated than their male counterparts in terms of their interest in English, love for children and family / society. The qualitative findings indicated the role of education faculties including courses providing micro teaching opportunities, practicum opportunities, community service practices with real students, supportive lecturers, opportunities for experiential learning and activities creating professional awareness. However, theoretical intensity and rote learning, lecturer attitudes and excessive homework load, physical and technical inadequacies, insufficient professional guidance and seminars, and grade anxiety negatively affects participants' motivation. The suggestions were given to recruit and support more motivated and talented future teachers.

Keywords: Motivation, being an ELT teacher, the role of education faculty.

Assessing the Impact of Responsibility-Based Teaching Strategies in Primary Education: Application of the Hellison Model and the TARE Tool

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Abstract

Addressing students' undesirable behaviours is a complex and responsible task that requires identifying root causes and applying effective strategies. The Teaching Personal and Social Responsibility (TPSR) model (Hellison, 2011) provides a structured framework for promoting responsibility as a social value that balances individual rights with collective well-being. Evaluating such interventions through tools like Tool for Assessing Responsibility Based Education (TARE) offers valuable insights into behavior management and responsible citizenship in schools. The purpose of this study is to evaluate the effectiveness of teaching strategies based on personal and social responsibility through the application of the TARE observation tool (Wright & Craig, 2011), focusing on 91 primary school students. Rubrics were completed at three different time points across classes from Grades 1 to 6. Each rubric included 9 ratings of teacher strategies promoting responsibility and 5 ratings of student responsible behavior observed during class activities. Friedman's test revealed statistically significant improvements across all five dimensions of student responsibility over time ($p < .001$). Additionally, Spearman's correlation indicated a strong positive relationship ($p = .626$, $p = .005$) between the use of responsibility-based teaching strategies and the observed level of student responsibility. Kruskal-Wallis testing showed no significant differences in responsibility improvement across grade levels ($p = .753$), suggesting consistent intervention effects regardless of age. These findings support the pedagogical value of structured responsibility-based teaching, as framed by the TPSR model. The TARE rubric proved effective in tracking meaningful behavioral changes in students and guiding reflective teaching practices.

Keywords: Hellison model, observation, responsibility, teaching strategies

An Analysis of Teacher Well-Being amid Recruitment Reforms in Türkiye: A Case of Pre-Service English Teachers

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Abstract

Effective teaching is an important aspect of educational planning and policy-making. As the agents of content delivery, teachers play a sound role in realizing curricular goals and objectives. However, maintenance of teachers' well-being per se is an often unnoticed component of effective teaching. Defined as an emotional state of overall harmony among multifaceted factors influencing teachers' performance, teacher well-being contributes to the quality of instructional practices in the classroom. Given the recent developments in terms of teacher recruitment policies of the Turkish government, well-being of teacher candidates is likely to suffer from ambiguities about the test and conditions for selection, requirements of the induction period, and procedures following their selection. To shed light of possible impact(s) of these developments on teachers' well-being, the present study investigated pre-service English language teachers' perceptions of well-being amid the revolutionary changes in teacher recruitment in Türkiye. Based on both qualitative and quantitative data, the study used descriptive statistics and content analysis. Results yielded interesting findings about how well (if any) teacher candidates fell about their prospective occupation.

Keywords: Well-being, emotional, unnoticed, pre-service, recruitment

An Examination of New Social Values in 1923-1950 Turkish Republican Era Novels for the Purpose of Turkish Language and Literature Education

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Abstract

The modernization process that significantly influenced the Ottoman Empire during its last two centuries continued to exert its impact until the 1950s, extending into the Turkish republican period. Turkish novels between 1923 and 1950 addressed values that were either recently emerging or undergoing transformation within the society. The reason authors focused on these values was to instill in individuals the characteristics deemed necessary for societal harmony with the West, and to highlight the problems caused by the inability of society to recognize or adapt to certain changing values. The texts used in Turkish language and literature courses in high schools are crucial for the values they aim to impart to students. Furthermore, understanding how society's relationship with values has evolved throughout history is also important. It is suggested that reading specific novels from Turkish literature is significant for both prospective teachers and high school students within the context of Turkish language and literature courses. Some novels written between 1923 and 1950 appear to enable teachers to conduct values education through appropriate texts. Students can also internalize values by reading or discussing these relevant novels. Therefore, we suggest that the reading and discussion of specific literary works within Turkish language and literature curricula will contribute positively to University, TR education of prospective teachers as well high school students.

Keywords: Social values, Turkish language and literature, teacher education, Turkish novels

*This paper has been derived from the doctoral thesis with the same title.

An Investigation of the Relationship Between Pre-Service Mathematics Teachers' Mathematics Teaching Competencies and Mathematics Teaching Anxiety: The Mediating Role of Metacognitive Awareness

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Abstract

The aim of this study is to examine the mediating role of pre-service mathematics teachers' metacognitive awareness in explaining the relationship between their mathematics teaching competencies and mathematics teaching anxiety. For this purpose, the mediating effect of metacognitive awareness was tested using structural equation modelling (SEM). The model was tested using data collected from 456 pre-service mathematics teachers enrolled in Elementary Mathematics Education programs at three universities located in the Central Anatolia Region of Turkey. The data were collected using the Mathematics Teaching Anxiety Scale, the Metacognitive Awareness Inventory, and the Mathematics Teaching Competency Scale. The data obtained from the scales were analysed using frequency, percentage, correlation, and structural model analysis. The results of the analyses revealed that mathematics teaching competency positively predicted metacognitive awareness; metacognitive awareness negatively predicted mathematics teaching anxiety; and mathematics teaching competency negatively predicted mathematics teaching anxiety. Furthermore, the findings indicated that pre-service mathematics teachers' metacognitive awareness had a mediating role in the relationship between mathematics teaching competency and mathematics teaching anxiety. Additionally, the structural equation model developed in the study explained 36% of the total variance in mathematics teaching anxiety through the mediating effect of metacognitive awareness. The findings were discussed in light of the relevant literature, and various suggestions were presented.

Keywords: Mathematics teaching anxiety, mathematics teaching competency, metacognitive awareness, structural equation modelling

Enhancing Continuous Professional Development (CPD) Practices in General Secondary Education: Policy-Based Strategies for Teacher Growth

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Abstract

In the context of rapidly evolving educational demands, the continuous professional development (CPD) of teachers has emerged as a cornerstone of effective school reform. This study explores the current state and future directions of CPD activities in general secondary schools in Uzbekistan, focusing on policy-based strategies that align with national educational priorities and global trends.
Even if teacher qualification standards have gotten better recently, many CPD programs are still not well-organized, don't last long, and aren't very useful in real life. Using a mixed-methods approach, this study looks at CPD programs by talking to school administrators and teachers in qualitative interviews and looking at policy documents to find gaps between what the policy says it wants to do and what really happens in the field. The results show that many teachers don't have easy access to needs-based training, contextualized assistance, and follow-up mentoring, which makes professional development less effective in the long run. The study proposes a strategic reimagining of teacher CPD that incorporates lifetime learning, school collaboration, and data-driven planning. It also underlines the importance of educational policies that encourage teacher voice, adaptive leadership, and CPD as part of the professional culture. Create a national CPD framework with alternative training paths, link teacher development goals to school improvement goals, and provide more digital platforms for flexible and inclusive learning. The findings should help legislators and school officials improve teacher education programs to include 21st-century and environmental capabilities.

Keywords: Continuous professional development (CPD), teacher education, in-service training, educational policy, general secondary schools, lifelong learning, teacher development programs, Uzbekistan education reform

Prospective Primary School Teachers' Experiences of the Academy Entrance Examination and Their Views on the National Education Academy

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Abstract

The Academy Entrance Examination (AEE), first administered on July 13, 2025, serves as the selection mechanism for admission to the National Education Academy (NEA). Covering verbal, quantitative, pedagogical, and legislative domains, the exam admits successful prospective teachers to the NEA for 550 hours of professional training. Founded in 2024, the NEA offers contractual employment with possible tenure in three years. The purpose of this study is to explore the experiences of prospective primary school teachers' taking the AEE for the first time in 2025 and their views of the NEA. The study addresses following questions:

- What are the prospective primary school teachers' experiences during their preparation for the AEE?
- How do they experience and manage the emotions associated with exam preparation?
- What are their views on the structure of the AEE as an evaluation system?
- How do they perceive the content and relevance of the AEE to the teaching profession?
- How does the AEE influence their perceptions of teaching and their sense of professional competence?
- What are their expectations and opinions regarding the NEA?
- What suggestions do they have concerning the AEE and the NEA?

Utilizing a phenomenological research design, interview data from 15 prospective primary school teachers were analysed thematically. Findings are expected to reveal candidates' anxiety due to insufficient resources and uncertainty, varied perspectives on the fairness and appropriateness of the exam, influences on their perceptions of teaching, and both expectations and concerns regarding the NEA.

Keywords: Teacher education, assessment and evaluation, prospective primary school teachers', Academy Entrance Examination (AEE), National Education Academy (NEA)

A Holistic Perspective on the Danish Teacher Education System: Structure, Content, and Practices

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Abstract

Amid growing global attention to teacher quality and educational reforms, examining national teacher education systems offers valuable insights for policy and practice. Denmark stands out with its practice-oriented structure, emphasis on democratic values, and focus on continuous professional development. This study provides a comprehensive overview of the Danish teacher education system, focusing on its structure, curriculum, practicum, assessment, and post-graduation support. Employing a qualitative design, the research is based primarily on document analysis of policy texts and curricula. Observations during school visits and visual materials enhanced contextual understanding. Fieldwork was conducted at University, TR College Copenhagen (KP), involving non-structured observations in classrooms and school settings. Additionally, an open-ended question about teacher education was directed to teachers and educational leaders at three primary schools in Copenhagen, whose responses supported the analysis. Findings reveal that the Danish system's modular and flexible structure successfully integrates theory and practice. The curriculum promotes student-centred learning, interdisciplinary approaches, and reflective teaching. Learning environments are well-equipped and support teacher autonomy and collaboration. Formative assessment is emphasized over summative evaluation. Despite its strengths, Denmark faces a teacher shortage and high attrition within the first five years. In response, schools have adopted mentorship systems and needs-based in-service training to support and retain new teachers. Overall, the Danish model offers a practice-based, adaptable framework that may inform teacher education policy in other countries seeking to balance pedagogical quality with professional sustainability.

Keywords: Danish education system, teacher education, teacher education curriculum, continuous professional development

How Theories can be Real-Life Practices for STEM Careers: Vocational School Students

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Abstract

STEM education encompasses science, mathematics, engineering, technology, and emerging fields. Existing literature underscores the complex interplay between multiple factors impacting students' STEM career aspirations, elucidating persistent low interest in STEM-related fields. In the context of rapid technological progress and societal changes post-COVID-19, revisiting the factors shaping students' STEM career choices is crucial. Adopting a critical approach, this study examines the potential impacts of STEM applications and STEM-integrated mathematics education on vocational students' mathematics achievement and interest in STEM. This research was conducted with 11th-grade students in Vocational and Technical Higher Education in a large South Marmara city in Türkiye. Participants included 32 students in the experimental group and 32 in the control group, along with three administrative staff members and 22 teachers. The STEM Career Interest Test and Mathematics Success Test were administered as pre-tests to both groups. Findings revealed that students in the experimental group showed improved attitudes towards science, engineering, and mathematics and increased interest in STEM-related career paths. Data extracts illustrate how theoretical frameworks can be translated into real-life practices for STEM careers, addressing a gap in the literature and offering insights for policymakers responding to contemporary career challenges. This study contributes to developing 21st-century skills by demonstrating how innovative, STEM-integrated teaching practices can foster vocational students' academic success and career aspirations.

Keywords: 21st-century skills, STEM career, vocational school students, mathematics success

University, TR or École Normale? — The Two Faces of Teacher Education in France

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Abstract

France's teacher education system reflects a persistent dialectic between University, TR-integrated models and state-centric écoles normales. The 19th-century écoles normales established practice-oriented training segregated from universities, professionalizing primary education (Redalyc, n.d.). The 1970–1980s universitarisation era, marked by the 1979 DEUG diploma, shifted candidates toward general academic education before pedagogical formation, generating content-coordination challenges (Tandfonline, n.d.). Contemporary debates reveal a conservative turn: 2024 reforms propose reviving the École normale model, advocating centralized state control and uniformity. This counters post-1968 professionalisation trends rooted in University, TR integration, reflecting nostalgic security discourses (Le Monde, 2024). Historically, Napoleonic-era Écoles normales framed teaching as state-regulated expertise, institutionalizing a dirigiste paradigm (ENS, n.d.). Modern structural evolution—from IUFMs to ESPEs and ENSP debates—underscores unresolved tensions in reconciling academic rigor with practical training (ResearchGate, n.d.). Universities emphasize disciplinary autonomy and scholarly legitimacy, while écoles normales prioritize standardized, state-supervised praxis.This institutional duality fundamentally shapes pedagogical policy and the profession's sociological legitimacy. The 2024 pivot toward centralization risks fragmenting academic coherence, revealing enduring ideological rifts over educational sovereignty. France's teacher education thus remains contested between pluralistic academic integration and étatist homogeneity.

Keywords: Teacher education, École Normale, universitarisation, France, centralisation, professionalisation, educational policy, historical conflict.

From Tradition to Transformation: Specialization as a New Paradigm in Teacher Education

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Abstract

Teacher education systems are pivotal in shaping the quality of education and the broader socio-economic development of nations. In Türkiye, education faculties have historically played a central role in preparing teachers, yet the current model faces structural and functional limitations, including an oversupply of graduates, a mismatch between theoretical instruction and practical application, and insufficient integration of 21st-century skills. This study, derived from doctoral research, aims to address these challenges by proposing alternative, future-oriented paradigms for teacher preparation. Using a qualitative design, data was collected through document analysis, observation, and interviews across three phases. After each phase, thematic analysis informed the design and objectives of the subsequent phase. The final stage generated hypotheses about relationships between key concepts, leading to the development of four paradigms: (1) Specialization of Education Faculties, (2) Differentiation of Education Faculties, (3) Restructuring of Education Faculties, and (4) Replacement of Faculties with a Higher Teacher Academy. This paper focuses on the first paradigm—Specialization—which involves discipline-based, education level-based, and regional needs-based models, supported by partnerships with local stakeholders and technological infrastructure. The findings suggest that specialization can provide a sustainable and context-sensitive approach to producing adaptable, competent, and employable teachers, offering a transferable framework for other countries facing similar challenges.

Keywords: Teacher training, education faculties, specialization model, paradigm shift, teacher preparation

Evolution of Mathematics and Science Teacher Education Programs in Faculties of Education: The Case of Türkiye

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Abstract

There is no comprehensive longitudinal study in Türkiye that simultaneously examines academic staff, quotas, ranking thresholds, and pedagogical formation policies in mathematics and science education; this research addresses that gap and aims to examine the changes in the faculties of education in Türkiye from the past to the present and to provide projections for the future of the teacher education system. Drawing on data from ÖSYM, YÖK, and the Ministry of National Education, as well as relevant academic literature, the study addresses: (i) structural changes in teacher education, (ii) the integration of subject-specific education into faculties of education, (iii) changes in University, TR entrance ranking thresholds and their implications, (iv) the impact of pedagogical formation programs offered to science and literature faculty graduates on teacher education quotas, (v) academic staff profiles and research/publication performance in mathematics and science education, (vi) the emergence of the Teacher Education Academies, and (vii) the number of universities offering mathematics and science education programs, program quotas, unfilled positions, and program closures due to ranking restrictions. Findings show growing supply–demand imbalances in teacher recruitment, amplified by pedagogical formation programs for science and literature graduates, leading to oversupply and intensified competition for appointments. University, TR entrance ranking limits significantly affect quota occupancy, while persistent under-enrolment has led to closures of some faculties of education. Significant differences exist between mathematics and science education regarding staff profiles and research quality/visibility. The results emphasize the need for integrated teacher education policies in Türkiye, aligning quality improvement with workforce planning.

Keywords: Teacher education, faculties of education, mathematics and science education, discipline-specific pedagogy, teacher training program.

Tracking the Evolution of Virtual Reality in ELT: A Systematic Review of Benefits and Teachers' Insights

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Abstract

As English is one of the most widely learned foreign languages worldwide, it plays a significant role in global communication. Therefore, learning and teaching English techniques continue to evolve rapidly, especially with the advancements in computer-assisted language learning, which have paved the way for developing immersive technologies. Among these, virtual reality-assisted language learning (VRALL) is emerging as a transformative tool, gaining prominence and receiving much more attention in English language education. Virtual reality (VR) gives chances to learners to interact with multiple modalities of information, its effects have been investigated on English as foreign language (EFL) learners, however keeping up with these advancements can be challenging for EFL teachers and teacher education due to limited research conducted to inform teachers. This literature review research aims to contribute to the literature by tracking the evolution of VR in English language teaching to provide empirical evidence from the field and inform teachers of the current developments of VR technology as well as identify the gaps in the literature. Based on the systematically analysed research findings, pedagogical implications are discussed for integrating VR technology into English classrooms, focusing on its potential to enhance students' language achievements, vocabulary acquisition, speaking abilities, and motivation.

Keywords: English language learning, English language teaching, English as a foreign language, teacher education, virtual reality

Bibliometric Analysis of Studies on Digital Gap

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Abstract

Digitalization has penetrated our lives over the past twenty-five years and has significantly impacted our existence during and following COVID-19. Education is one aspect of life where digitization is having an impact. The use of technology in education can increase inclusion and accessibility. However, this is not independent of economic conditions and digital competencies. Particularly regarding digital competencies, it is anticipated that a digital gap exists among students in developed and developing nations, between those in rural and urban schools, even within the same national boundaries, as well as between prospective teachers who are technological natives and teachers who are technology novices. The digital divide has the capacity to impact the quality of education both directly and indirectly. Therefore, this study addresses research on the digital gap. For the study conducted with the bibliometric analysis method, 746 studies were found in the Scopus database in July 2025 with the words "digital gap". The descriptive and bibliometric analyses were conducted on 175 articles following various evaluations and filters over many stages. Consequently, research on the digital gap commenced in 2001 (n=1), increased post-2020, with the majority of studies conducted in 2023 (n=30) and 2024 (n=30). The nations with the highest number of studies conducted were Spain (n=30), the United States (n=23), China (n=15), and the United Kingdom (n=11). The most often occurring keywords include digital divide (n=44), ICT (n=13), digital gap (n=11), and higher education (n=9).

Keywords: Digital inequality, digital divide, digital competencies

Integrating AI into ELT Materials Development: A Qualitative Study of Pre-Service Teachers' Pedagogical Practices and Perceptions

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Abstract

The rapid advancement of artificial intelligence (AI) has begun to reshape English Language Teaching (ELT), offering dynamic, learner-centered alternatives to traditional, textbook-based materials. Yet effective integration of AI tools into teacher education remains underexplored. This qualitative exploratory study examines how final-year pre-service ELT teachers navigate the transition from conventional materials development to AI-supported, student-centered design during a single 16-week term. Over the first seven weeks, participants received weekly instruction on foundational materials-development principles—learner-centeredness, authenticity, affective engagement, and pedagogical coherence (Tomlinson, 2023)—while also being introduced to AI-powered platforms with guided prompts for content generation and adaptation. In the remaining nine weeks, they completed two parallel material-creation tasks: one using traditional resources (textbooks and static worksheets) and one employing AI tools. Data were collected via reflective journals, process logs, and post-assignment surveys capturing participants' perceptions of each design process. Thematic analysis revealed that AI-supported design offered faster access to authentic cultural content and real-world language exposure, increased variety and spontaneity, better alignment with learner needs, and enhanced creativity. Participants also reported higher motivation and engagement in the AI-supported task. However, many struggled during the pedagogical-realization phase—particularly in sequencing activities and authoring clear, learner-appropriate instructions—and found it challenging to critically evaluate and adapt AI-generated outputs to meet specific learning objectives and classroom realities. These findings underscore the need for teacher-education programs to integrate not only technical training on AI tools but also scaffolded, reflective pedagogical strategies that empower pre-service teachers to critically shape and implement AI-mediated materials.

Keywords: Materials development, pre-service teachers, teacher education, AI-mediated materials development, educational technology

Investigation of Teachers' Views on Distance In-Service Training Activities Conducted through the TIN

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Abstract

This study examines teachers' views on distance in-service training activities provided through the Teacher Information Network (TIN) during professional development (seminar) periods. A mixed-methods embedded design was used. Quantitative data were collected via a participation questionnaire, while qualitative data—forming the core of the study—were obtained through in-depth interviews guided by a phenomenological approach. Findings indicate that teachers generally have positive perceptions of TIN-based trainings. They highlighted advantages such as time and location flexibility, accessibility, affordability, expert instructors, and diverse content. However, they also pointed out challenges, including limited interaction, monotonous presentations, and insufficient subject-specific content. Training preferences were analysed based on gender, school level, teaching experience, and educational background. Results show that gender and school level did not significantly affect preferences. Teachers were more likely to participate in short-term and professionally relevant trainings. They cited personal and professional development, time efficiency, and access to up-to-date information as key motivators for participation. Teachers noted that TIN contributed to their growth in areas such as psychology, communication, and subject knowledge. Suggestions for improving the platform included adding synchronous sessions, involving expert trainers, conducting needs assessments, implementing incentives (e.g., certificates, awards), and developing content tailored to school type and teacher well-being. The study concludes that while TIN offers valuable opportunities for teacher development, enhancing interactivity and content relevance can further improve its effectiveness.

Keywords: Distance in-service training, professional development, teacher information network, TIN

Gamification as a Contemporary Approach in Education: Usage Purposes, Frequencies, and Needs of Middle School Teachers

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Abstract

Gamification stands out as an innovative approach that encourages students' active participation in teaching and learning processes, while supporting the permanence of learning by enhancing their engagement. With the increasing prevalence of digital technologies in educational environments, gamification practices have been progressively integrated into both instructional design and classroom activities. This study aims to identify the pedagogical purposes and frequency of gamification use among middle school teachers, the mechanics and dynamics they prefer, their choices of digital platforms, and variations according to school type. Employing an explanatory sequential mixed methods design, quantitative data were first gathered through surveys administered to teachers, followed by in-depth elaboration of these findings through semi-structured interviews. The results indicate that teachers are willing to adopt gamification; however, they also reveal several needs in areas such as pedagogical planning, technical competence, and digital content development. Furthermore, differences in gamification practices were observed based on school type and preferences for digital tools. The findings underscore the necessity of supporting teachers' professional development in the field of gamification. In this regard, it is suggested that practical training programs, workshops aimed at enhancing technical skills, and digital game design initiatives could contribute to the more effective implementation of gamification in educational settings.

Keywords: Gamification, digital gamification, educational technologies, teacher education

Artificial Intelligence-Supported Pest Detection and Optimal Pesticide Use through Image Processing, Pictoblocks, and Digitalization in Science Education

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Abstract

This study presents an innovative approach that integrates artificial intelligence (AI), image processing, digitalization, and Pictoblocks-based visual programming into science education for sustainable agriculture. Using Convolutional Neural Networks (CNN), the project detects pest density on plant leaves with high accuracy and optimizes pesticide application accordingly. High-resolution images of tomato leaves were processed via Python-based AI coding and Pictoblocks visual programming, allowing students to interactively simulate the detection process. The Pictoblocks platform allowed participants to design and simulate the pest detection process interactively, enhancing computational thinking skills in an educational context. This hands-on approach supports STEM learning, enhances computational thinking, and demonstrates the role of digital technologies in modern agricultural science. The system achieved a 92.5% pest detection accuracy and reduced pesticide usage by an average of 45% compared to traditional methods, decreasing environmental pollution and cutting agricultural costs by 30%. Findings emphasize the potential of combining AI, block-based coding, and digital image processing in teacher education to foster eco-friendly pest management and data-driven decision-making in science education.

Keywords: Science education, artificial intelligence, image processing, digitalization, Pictoblocks, pest detection, pesticide optimization, sustainable agriculture, teacher education

Teaching in a Future Transformed by Artificial Intelligence: A Study on Pre-Service Teachers' Imaginations

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Abstract

The aim of this study is to understand pre-service teachers' imaginations regarding the teaching profession in a future transformed by artificial intelligence. The rapid proliferation of artificial intelligence applications in the field of education today raises new questions about the future of the teaching profession. How teaching roles will change, how the human-teacher identity will transform, and how human–artificial intelligence interaction in education will take shape have not yet been sufficiently explored, particularly from the perspective of pre-service teachers. By examining pre-service teachers' future visions, this study seeks to indirectly evaluate the extent to which teacher education programs are responsive to the future. The study is designed within the framework of a speculative research approach. In this context, how pre-service teachers perceive future educational environments and professional roles will be investigated through qualitative data collection tools. Using maximum variation sampling, individual semi-structured interviews will be conducted with 3rd- or 4th-year students studying in faculties of education at various universities in Türkiye, as well as with pre-service teachers who have graduated from these faculties within the past year. The data will be analysed using thematic analysis. By revealing pre-service teachers' professional perceptions of the future, the study aims to develop recommendations on how teacher education programs might respond to this transformation. In addition, it is expected to provide a methodological contribution regarding the role of the speculative approach in promoting creative and critical thinking in educational research.

Keywords: Artificial intelligence, teaching, speculative research

Pilot Project for Developing Finnish Teacher Training Using LeaDo Innovation

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Abstract

This pilot project explores the development of Finnish teacher training through the application of the LeaDo innovation, which integrates pedagogical principles, digital tools, and process models to address systemic challenges in education. The study begins by outlining the key problems facing Finnish schools and presenting the rationale for LeaDo pedagogy as a potential solution. Empirical data were gathered through feedback from teachers and student teachers across Finland, which guided subsequent interviews with principals of teacher training colleges at four universities. These interviews informed the creation of a process proposal that combines the Glaserian grounded theory approach with LEAN methods, offering structured solutions for enhancing classroom culture and teacher education. The model has been piloted in teacher training at the University, TR of Jyväskylä and implemented in nationwide training projects, producing positive feedback and demonstrating practical applicability. Furthermore, the project highlights how these methods can support both pre-service and in-service teacher training. Finally, the study presents a forward-looking vision for how countries beyond Finland might adopt similar innovations to modernize teacher education systems. These insights, first articulated a decade ago, remain highly relevant for advancing educational quality and sustainability today.

Keywords: Learning support, teaching support, multi-channel communication, LEAN process for managing classroom culture, LEAN process for developing Finnish teacher training

Navigating Access and Equity: A Case Study of Multilingual Teacher Candidates in a Federally Funded TESOL Program

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Abstract

This presentation reports findings from a case study that investigates the challenges and affordances experienced by bilingual and multilingual teacher candidates (BTCs) pursuing TESOL certification through a Master of Arts in Teaching (MAT) TESOL program funded by the National Professional Development (NPD) grant program at a southeastern U.S. University, TR. Grounded in Critical Race Theory (Delgado & Stefancic, 2017; Ladson-Billings, 1998), the study explores how BTCs—many of whom are educators of color with international educational and professional experience—navigate institutional structures and policies that shape their access, equity, and persistence within the teacher professional development process. Drawing on a qualitative dataset that includes semi-structured interviews with 38 BTCs, the Candidate Background and Support Needs Survey, researcher memos, and program-related documents (i.e., email communications, project website), the research team applied reflexive thematic analysis (Braun & Clarke, 2021) to surface emergent patterns. Findings highlight how BTCs confront institutional barriers such as delayed credential recognition, financial strain, and the racialized pressure to prove their linguistic and professional identities. At the same time, institutional affordances including individualized mentorship, proactive academic advising, and tuition coverage through the NPD grant enabled candidates to persist and progress within the program. Findings contribute to current conversations about equity in teacher education and underscore the importance of asset-based, justice-oriented approaches to teacher preparation. The study offers implications for teacher education program design, institutional policy, and broader efforts to diversify and strengthen the multilingual teacher workforce.

Keywords: Multilingual teacher candidates, TESOL certification, language teacher education, teacher equity and access

Classroom Teachers' Perceptions and Intervention Methods Regarding Peer Bullying

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Abstract

The primary aim of this study is to examine the perspectives of primary school teachers regarding peer bullying and the intervention strategies they develop in response to bullying incidents encountered in school settings. The study seeks to understand teachers' attitudes, beliefs, and practical approaches toward bullying, with a particular focus on the definition of bullying and the identification of intervention methods. The study group consisted of 59 classroom teachers; 21 of the participants were male and 38 were female. The study is designed using a qualitative research method, and data were collected through a semi-structured interview form comprising seven questions. The data obtained were analysed using content analysis. According to the research findings, teachers predominantly define peer bullying in terms of its psychological and physical dimensions. The most frequently employed intervention strategies include warning the student and conducting activities aimed at developing empathy. Participants emphasized that parental support is often insufficient in combating bullying and expressed the need for awareness-raising education for parents. Similarly, it is widely agreed that teachers should be supported through in-service training on this subject. In conclusion, participants believe that raising students' awareness is fundamental in the fight against peer bullying and highlight the importance of organizing educational programs and conferences for students within this scope

Keywords: Peer bullying, classroom teaching, intervention methods, combating bullying, teacher perception

Training Teachers as Equal Opportunity Manager

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Abstract

This paper presents the results of a qualitative study conducted within the Safina Vitality project at the University, TR of Macerata (IT), which examined the transition from school to work for students with disabilities. Twenty-three professionals from the educational and socio-educational sectors were involved in the research, including specialist support teachers in upper secondary schools and coordinators of Work-Based Learning Pathways. Through interviews, the study explored the challenges faced, the strategies adopted, effective practices and future perspectives. The analysis revealed a set of structural and cultural barriers that significantly impact the transition process from school to work. To address these challenges, it is essential to equip teachers with the skills to act as Diversity and Inclusion Managers. These professionals are responsible for cultivating an inclusive and equitable workplace environment that embraces and celebrates diversity in all its forms, fostering a culture of belonging and empowerment. Suggestions will be proposed to train such specialists.

Keywords: School, work, disability, equal opportunity manager, training

Pre-Service Preschool Teachers' Views on Social Story Implementation Experience

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Abstract

Preschool teachers' knowledge and experiences regarding children with special needs have become important. This study aims to determine views of pre-service preschool teachers regarding the social story method. For this reason, the qualitative research method was used in the study. The participants consisted of pre-service preschool teachers who were in classes with children with special needs or at risk as part of their teaching practice. Focus group interviews were conducted with three pre-service teachers who were taught social story method regarding social skills, social story and coaching practices. In the focus group interview, a semi-structured interview form prepared by the researcher by taking expert views was used. In the study, the views of the participants were analysed by content analysis method. When the findings were analysed, it was concluded that all pre-service teachers observed positive developments in peer interaction with this skill, that the skill of obtaining permission is important in terms of social skills and is based on mutual interaction, that children started to make attempts to communicate with their peers in their interaction with their peers, and that they were able to express themselves. Regarding the social story method, they stated that they did not have difficulty in writing stories, but they had difficulty in finding visuals and that having an application in this regard could be facilitating, and that the social story implementation process was quite easy and that they were more willing and motivated to implement it as they saw the outputs in the child.

Keywords: Social story, children with special needs, pre-service preschool teachers

The Past and Present of Teaching English as a Foreign Language and the Future of Teacher Training in Türkiye

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Abstract

The English language is considered to be the current lingua franca seeing that it serves as a global medium for cross-cultural communication among the individuals with diverse mother tongues. Almost all countries around the world have prioritised teaching English as a foreign or second language as a crucial component of their national educational systems thanks to the extremely important role of English in many fields of life such as international communication, science, technology, business, economics, trade, transport, media and entertainment. Türkiye has also followed this global trend by channelling most of its available resources into English language education. Despite these substantial efforts, English proficiency levels of Turkish people seem to be low on global rankings. With this in mind, the current study attempts to shed light on this research problem by discussing the future of teacher training through a comprehensive analysis of the historical and current state of English language teaching (ELT) in Türkiye.

Keywords: Educational policies, English as a foreign language (EFL), English language teaching (ELT), teacher education, teacher training

School Administrators' Perceptions of Social Justice in Disadvantaged Contexts: A Q Methodology Study

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Abstract

This pilot study investigates school administrators' perceptions of social justice in disadvantaged contexts. Social justice in education entails not only equitable distribution of resources but also the recognition of diverse identities and meaningful participation in decision-making. Using Q methodology, the researcher developed a 24-statement Q set composed of semantically opposed pairs grounded in Fraser's three dimensions—redistribution, recognition, and representation. 13 school administrators have sorted these statements along a quasi-normal distribution from "most agree" to "most disagree." Brief follow-up prompts have captured rationales for extreme placements. Q sorts have been analysed with PQMethod (principal components extraction, varimax rotation), producing factor arrays and z-scores that reveal shared viewpoints. The analysis has identified clusters of administrators who prioritize different facets of social justice (e.g., resource reallocation, cultural responsiveness, political voice) and clarify tensions between equality and equity in school leadership practice. Results showed that there is little consensus on social justice among school administrators. However, most of the administrators' viewpoint for the social justice was related to resource reallocation; school administrators view social justice as the fair provision of educational resources, opportunities, and support services.

Keywords: Social justice, disadvantaged school, school administrator, q method

Evaluation of University, TR Students Views on Art

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Abstract

Art education is an important need for every person. It can be said that individuals who receive art education have learned to look, hear, feel correctly, and become aware of the beauties around them. It is expected that children have discovered the art within themselves and have had the chance to apply them until the next level of education, University, TR, and they are also expected to acquire advanced skills related to art at University, TR and carry these skills to their professions. During the education of students, physical and art education is important in terms of first developing themselves, then the profession they will do, contributing to society and developing them. The aim of this study is to reveal the views of University, TR students on art. In addition, it is to reveal the students' opinions about the importance, necessity and belief in art, their thoughts about its reflection on daily life, their personal thoughts about art, and their opinions about the contribution of art to the socialization process of the individual. For this purpose, the opinions of 350 students selected by random sampling to cover all departments and branches of Bartın University, TR were obtained with the "Scale for Determining Views on Art" prepared by Ayaydın, Kurtuldu, Akyol Dayı (2017). The data of this research, which is suitable for the quantitative research method, were obtained. The obtained data were analysed with appropriate analysis techniques.

Keywords: Art, education, student of university

Activist Teachers in Action: How Educational Activism Shapes Pedagogy

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Abstract

As education has shifted from a traditional to a transformative model, some teachers adopt critical pedagogy, shaping their professional identity through activism and modifying their teaching practices to promote social justice and change. This qualitative descriptive study with a phenomenological approach aimed to scrutinize Turkish activist teachers' perspectives on their identity regarding their professional and personal development based on their experiences, feelings, and observations, in addition to exploring the effects of their activist identity on their classrooms, schools, society, and the broader education system. Accordingly, an open-ended questionnaire with two questions was administered to 79 teachers from different subject areas, working in different educational contexts, and members of different unions. The findings from the inductive analysis revealed that the teachers' activist identities were related to their personal growth and their sense of duty by refusing to be passive, being role models to stand for justice, opposing conformity, and encouraging critical thinking, and thus striving for a better world by having a global educational vision. In addition, their activist identities were associated with their democratic classroom practices and empowered student development in terms of teaching rights, encouraging expression, using P4C, fostering empathy and collective awareness, and inspiring active citizenship. They also reported negative experiences regarding institutional challenges, workplace tensions, ideological struggles, and professional limitations. The findings were discussed, and implications were suggested accordingly.

Keywords: Activism in education, activist teacher identity, critical pedagogy

Exploring the Ecological and Environmental Issues in ELT through the Eyes of Pre-Service Teachers

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Abstract

Ecological issues, such as environmental protection and climate-related discussions, are often addressed in language content and textbooks. However, limited research indicates that these issues are primarily addressed through individual efforts or unstructured initiatives. Underlying the limited number of studies exploring how current practices address ecological issues in the context of ELT, this study aims to investigate pre-service English teachers' observations and experiences of current situations in their teaching practicum schools. The research was designed as an exploratory mixed-method study, as the main purpose was to gain initial insights into how pre-service teachers perceive the ongoing practices related to ecological issues, which is not a previously-explored dimension. Sixteen pre-service teachers were purposefully selected and briefed on sustainability and ecology issues covered in language teaching. They were given checklists to commence their observations, which included taking notes on textbooks used, school policies and teachers, challenges, and student engagement. Following the observations, they were administered a self-report questionnaire involving Likert-type items and open-ended questions. Pre-service teachers gave great importance to the integration of environmental issues in ELT, whereas they reported a moderate reflection of this importance in the actual classroom practices. Additionally, student engagement with these topics was observed to be at moderate levels, and curriculum and textbooks were rated as insufficient in addressing these issues.

Keywords: Ecology, ELT, environment, pre-service teachers, sustainability

Teacher Reflections on EcoLingua Strategies for Sustainability in English Language Teaching

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Abstract

Integrating sustainability into English Language Teaching (ELT) has become increasingly important to foster environmental awareness among learners. This study explores the reflections of 69 in-service English teachers who participated in the EcoLingua workshop titled "Sustainability in ELT," held in a province in Türkiye within the scope of an Erasmus+ project. The purpose of the study is to examine teachers' perceptions regarding the applicability of EcoLingua strategies, including gamification and SDG-aligned project-based learning, in their teaching contexts. Data were collected using open-ended reflective questions administered at the end of the workshop, focusing on teachers' understanding of sustainability in ELT, perceived opportunities and challenges, and their readiness to design ecologically oriented lessons. The qualitative content analysis revealed that teachers expressed a generally positive stance towards integrating sustainability themes into language teaching, emphasizing the potential of gamified and project-based approaches to enhance student engagement with both language skills and environmental issues. However, teachers also noted challenges related to curriculum alignment and resource constraints. The findings highlight the role of targeted professional development in equipping teachers with the necessary strategies and confidence to embed sustainability in ELT, contributing to both their professional growth and the promotion of ecological awareness among learners.

Keywords: English language teaching, sustainability, teacher reflections, EcoLingua, professional development

Wellbeing at School and Teachers' Training

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Abstract

Teachers' training courses are constantly evolving in response to rapid socio-cultural changes and the problems they give rise to. Student wellbeing is at the centre of attention due to increasing scientific awareness that positive emotions facilitate learning. For these reasons, action research about students' wellbeing was conducted in a primary school in Le Marche region in Italy. A total of 67 students (aged 9–11; 40 males, 27 females) responded to a questionnaire presented in the form of an identity card. They were asked to indicate what they would like to do at school, by answering to 6 questions, ranging from 1 (not at all) to 5 (a lot). The results indicated a high level of interest in interacting with peers, whereas interest in relationships with teachers was lower. Outdoor education also obtained high levels of interest, as shown by the following list:

- having the opportunity to sit next to friends in the classroom (4.34)
- having the opportunity to have outdoor lessons (3.79)
- having the opportunity to work more often with classmates (3.69)
- having more time for activities beyond the programme (3.60)
- having the opportunity to solve conflicts with classmates (3.51)
- having more opportunities for dialogue with teachers (3.13).

The necessity of training teachers to facilitate peer interaction in teaching and learning processes, including outdoor education, will be discussed. Good practices in these areas will also be shared.

Keywords: Wellbeing, teacher training, outdoor education, peer education

Improving Local Knowledge: A Sustainable Model for Teachers

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Abstract

In recent decades, demographic decline has become a defining feature of Italy's rural areas. For this reason, the issue of depopulation has returned to the centre of the Italian political agenda, giving rise to projects aimed at restoring these places to their former importance. Against this backdrop, the 'Qui Val di Fiastra' cultural and social regeneration project was established in the upper Macerata area. This action-research project aims to verify whether and how experiences in the territory can improve knowledge of it and create an emotional bond with it. The research project comprised two phases and involved schools in the Val di Fiastra area. In the first phase, 200 students aged between 8 and 14 participated in the project. Data was collected before and after the outings to verify the students' knowledge of the territory and how it had changed. The second phase involved 44 10-year-old primary school pupils and comprised eight meetings. The focus was not only on the children's progress in acquiring knowledge, but also on their well-being and relational dynamics. The results indicated significant quantitative and qualitative improvements in knowledge and well-being, as well as strengthened relationships within the classes. These paths were created in close collaboration with the teachers to co-construct a sustainable model that can also serve as a reference for future projects. Further directions for teacher training will be discussed, based on the idea that schools should engage with their local community and collaborate with various experts to facilitate effective teaching and learning processes.

Keywords: Wellbeing, knowledge, territory education project, school, teacher training

The Role of Preschool Social Skills and Social Responsibility Projects in Building Social Sustainability

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Abstract

This narrative review examines the importance of fostering social skills and encouraging the active participation of preschool children in social responsibility projects as a means to enhance social sustainability. Drawing upon Bronfenbrenner's ecological systems theory and CASEL's social-emotional learning (SEL) framework, the study synthesizes national and international literature published between 2010 and 2024. Play-based activities, teacher facilitation, and active child engagement are identified as essential elements in nurturing empathy, cooperation, and social awareness. Illustrative practices include structured role-play, collaborative problem-solving, and classroom-centered community projects. Case studies from Türkiye, alongside international examples from the United Kingdom, Sweden, and Australia, are discussed. While evidence underscores the positive impact of early intervention on social development, limitations such as insufficient longitudinal studies and context-specific approaches hinder broader generalization. The review concludes with actionable recommendations for curriculum development, teacher education, and policy initiatives aimed at embedding SEL and social responsibility within early childhood education through a culturally sensitive and sustainable lens.

Keywords: Social skills, early childhood education, social responsibility, sustainability in preschool

How Kindergartens can Contribute to the Achievement of ESD Goals

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Abstract

One of the crucial tasks of modern preschool education is to incorporate into its framework the ideas of Sustainable Development. In 2009 OMEP (World Organization for Early Child Education) declared ESD in ECCE a priority and launched several projects. The research is a part of an international project for assessment of the learning environment in a kindergarten. Its goal is to analyse and to discuss the results of incorporating and adapting the ESD OMEP Project rating scale to Russian preschool education. The project involved 78 preschool institutions, children aged from 2 to 7, teachers, University, TR teachers, students, parents, governmental institutions and NGOs. The estimation criteria were supplied with actual Russian cases to make them easier to understand. Details were elaborated for each criteria, and special forms for participants were created for analysis and generalization of data. Problems with which pedagogues had to confront while implementing the rating scale were analysed, same as advantages that the rating scale provides to a kindergarten. The analysis of the results shows how research in different kindergartens relates to SD Goals. The major outcome of this analysis is that kindergartens can contribute much to achieve SD Goals. It was found out that economic dimension was the most complex to comprehend by pedagogues. The report provides some results of pedagogues' work with the scale and examples of joint projects by children and adults (creating models of climate change, creating an ecological path on the kindergarten territory, building insect hotels, rational use of resources etc.)

Keywords: ESD, preschool education, learning environment, teacher training, OMEP

The Relationship between Pre-Service Science Teachers' Perceptions of Entrepreneurial Skills and Perceptions of Sustainable Consumption Behaviours

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Abstract

This study examines the extent to which pre-service science teachers' perceptions of sustainable consumption behaviours predict their perceptions of entrepreneurial skills. A correlational research design was adopted to explore relationships among multiple variables. The sample consisted of 125 pre-service science teachers enrolled in the faculty of education at a University, TR. Two instruments were used for data collection: the Entrepreneurial Skills Perception Scale and the Sustainable Consumption Behaviour Scale. The analysis involved Pearson correlation, simple linear regression, and stepwise multiple regression techniques. Sustainable consumption was analysed in terms of four dimensions: environmental sensitivity, non-essential purchasing, saving, and reusability. Perception of entrepreneurial skills was treated as the dependent variable. Correlation analysis showed a statistically significant and positive relationship between sustainable consumption behaviours and entrepreneurial skill perception. Among the subdimensions, saving exhibited the strongest correlation with entrepreneurial skills. While simple linear regression confirmed the predictive role of sustainable consumption behaviours, the model's explanatory power remained limited. However, stepwise multiple regression revealed that saving served as a robust and significant predictor, accounting for 10% of the variance in entrepreneurial skill perception. These findings suggest that entrepreneurial skills are particularly associated with saving behaviours within the broader context of sustainable consumption.

Keywords: Science teacher education, entrepreneurship, entrepreneurial skills, sustainability, sustainable consumption behaviour

Structural and Content Complexity of Preservice Elementary Teachers' Arguments on the Establishment of Nuclear Power Plants

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Abstract

The purpose of this study was to find out structural and content complexity of preservice elementary teachers' arguments on the establishment of nuclear power plants. This study was designed as an exploratory case study with a holistic single case design. The participants were 61 first-year elementary education preservice teachers (55 females and 6 males) at a private University, TR in Istanbul. They were selected based on purposive and convenience sampling methods. The data were collected through a personal judgment/argument form about the establishment of nuclear power plants. The form required the preservice teachers to present their views regarding whether or not nuclear power plants should be built. Additionally, it required them to construct arguments that support their views based on strong foundations/reasons. Data were analysed through the categorization of the arguments depending on their structural and content complexity. The analysis was based on two categorization systems that were developed before for the arguments about socio-scientific issues. These systems were adapted to nuclear issues for the data analysis. It was found that most of the participants constructed arguments in favour of the establishment of nuclear power plants. Their arguments were related with five content areas (energy, economy, environment, sustainability, security). Most of the arguments were at the medium level in terms of the level of contextual complexity. The most frequent warrants of these arguments were related with environment, economy, and security. In terms of the structural complexity, most of the participants constructed high level arguments.

Keywords: Argumentation, socio-scientific issues, nuclear power plants, preservice elementary teachers, complexity

From Classroom to Corridor: Examining the Coherence of Teacher Responses in Formal and Informal Settings

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Abstract

This study adopts an explanatory sequential mixed-methods design to explore, in a systematic manner, the degree to which Turkish middle-school teachers maintain coherent, values-driven responses to identical student behaviours across different school contexts. The research compares teacher actions in the highly structured environment of the classroom with their conduct in less formal, more fluid spaces such as hallways, playgrounds, and dismissal areas—settings that often lack the immediate oversight and established routines characteristic of classroom instruction. Quantitative findings reveal a stark contrast between settings: in-class scenarios demonstrated relatively high behavioural coherence (M = 1.6), whereas responses in non-classroom contexts declined sharply to a low-coherence level (M = 1.1). Furthermore, between 40% and 50% of teachers employed entirely different strategies in equivalent situations depending on the setting, suggesting that context exerts a strong influence on behavioural decision-making. Demographic and professional variables—including teacher gender, years of experience, and the socioeconomic profile of the school—emerged as significant moderators of consistency patterns, indicating that personal and institutional factors shape teachers' ability to act in alignment with their stated values across varied environments. These findings highlight an urgent and ongoing challenge for school systems: the need to establish institution-wide behaviour-management frameworks that extend beyond the classroom, coupled with targeted professional development aimed at reinforcing the application of consistent, values-anchored practices in all learning and interaction spaces. By addressing these gaps, schools can strengthen both the predictability of behavioural norms and the trust-based relationships that underpin effective teaching and learning.

Keywords: Consistent behaviour, teacher communication, behavioural norms, values-driven practice, middle-school education

Reciprocal Mentoring: A Preliminary Proposal for Practice Enhancement

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Abstract

Unlike traditional models that emphasize one-way guidance, reciprocal mentoring in language teacher education repositions mentor and student teacher as co-learners engaged in mutual growth. This presentation introduces a preliminary proposal for an enhancement cycle designed to support the development of reciprocal mentoring practices within a practicum setting. It seeks to explore and enhance the reciprocal approach to refine the evolving model in ways that support more equitable, reflective, and dialogic mentoring in language teacher education. The proposed 9 week-enhancement cycle was structured to foster reciprocity through alternating feedback roles, joint selection of observation foci, and co-constructed reflections. Data sources were planned to include observation forms, feedback logs, reflection journals, and joint summaries to strengthen the reciprocal nature of mentoring relationships. Although not yet implemented, the cycle has been designed with attention to common challenges in mentoring dynamics, such as uneven participation, hierarchical communication, and lack of reflection. In response, it includes tools such as a revised focus area agreement and a joint reflection protocol, aimed at fostering more intentional and balanced dialogue. As a first step in a broader investigation, this presentation shares the conceptual underpinnings and structural components of the enhancement cycle. It invites critical feedback from educators and researchers to refine the model prior to implementation and explore its potential relevance across language teacher education contexts. The proposed cycle is expected to foster greater alignment between mentoring intentions and practice, ultimately contributing to the development of more confident, reflective, and feedback-literate language teachers.

Keywords: Teacher education, mentoring, feedback, teacher development

Science Teachers' Experiences on NOS: From Pre-Service Teacher Education to Online Collaborative and Reflective Professional Development

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Abstract

This study is a part of a project that aims to develop science teachers' Nature of Science (NOS) perceptions through an online, collaborative, and reflective professional development (PD) program. The theoretical framework of this study is based on Erduran and Dagher's version (2014) of Family Resemblance Approach (FRA) to NOS, which was later phrased as "Reconceptualized FRA-to-NOS, RFN" by Kaya and Erduran (2016) to highlight the differences between the educational, pedagogical, and curricular aspects of this version. RFN explains the NOS as cognitive-epistemic and social-institutional systems and defines science not merely as a collection of facts and principles, but as an endeavour that highlights its limitations and social dimensions. In this multiple case study, a nine-week online PD program consisting of a series of workshops was conducted. Each workshop consisted of three sessions: collaboratively building theoretical understanding of RFN categories, group-based lesson plan development, and reflective discussions on teaching practices. The participants were six science teachers in Istanbul. The data sources are individual interviews conducted before and after the PD program, and weekly teacher journals. These qualitative data were analysed through thematic analysis. The results indicated that although science teachers take NOS courses during their pre-service education, these courses offer limited emphasis on NOS and often lack specific learning outcomes, activities, materials, and assessments related to it. Teachers' experiences with collaborative and reflective PD programs have been positive in terms of enhancing their understanding of NOS and supporting the translation of NOS understanding into their lesson plans and classroom practices.

Keywords: Nature of science, professional development, science teacher education, reflective and collaborative learning

In-Service Teacher Training in Transition: A Mixed-Methods Exploration of Turkish Teachers' Experiences

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Abstract

This study examines in-service training programs provided by the Ministry of National Education in Türkiye from the perspective of primary and middle school teachers. The purpose is to understand teachers' evaluations regarding the planning, content, implementation conditions, and trainer qualifications of these programs. The study employs a mixed-methods design. Quantitative data were collected earlier from 545 teachers who predominantly experienced face-to-face trainings, while qualitative data were gathered later from 20 participants who had been exposed to both face-to-face and online formats. Quantitative findings indicate that teachers' overall evaluations of in-service training programs are below the theoretical average, particularly in key areas such as needs assessment, contribution to professional development, and implementation conditions. Qualitative findings reveal that teachers perceive the programs as overly theoretical and insufficient in addressing practical classroom needs or subject-specific challenges. Both face-to-face and online formats were criticized for trainers' lack of content expertise and pedagogical competence. While online trainings were valued for their flexibility, they were also found to lack interactivity and feedback mechanisms. Face-to-face trainings provided social interaction but were often poorly scheduled and exhausting. Teachers emphasized the potential of a hybrid model combining the flexibility of online delivery with the collaborative benefits of in-person sessions. Despite some motivational effects, the programs were seen as falling short in promoting professional skill development. Overall, the study highlights the need for a more inclusive and teacher-centered approach to in-service training—one that incorporates needs-based planning, practical content, and competent trainers to enhance the impact of professional development initiatives.

Keywords: In-service teacher training; professional development, mixed-methods research, online and face-to-face teacher education

Division of Area with Origami-Based Folding Processes: Experiential Teaching of Euclidean Geometry

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Abstract

This study examined how a rectangular sheet of paper can be divided into equal units using paper folding techniques, and this process was evaluated in terms of the development of mathematical thinking skills. Adhering to the principles of Euclidean geometry, division by a specific ratio, achieved solely through folding, offers a concrete and experiential learning environment, particularly in geometry teaching. In this study, step-by-step folding instructions were developed based on the given sheet of paper, and the process of dividing the paper into two, four, and eight equal parts was explained. The instructions asked how many different ways they could divide an area equal to half, one-fourth, and one-eighth of the paper. They were also asked to evaluate the activities based on their overall assessments. The study group consisted of 14 pre-service mathematics teachers at a state University, TR in Turkey. Participants were selected using a purposive sampling method. Thirteen open-ended questions were used as data collection tools. Data analysis was conducted using content analysis. The findings of the study indicated that the students failed to grasp the principles of Euclidean geometry. As a result, they tended to explain the whole-part relationship either through algebraic calculations or analytical thinking, but they were unable to clarify the why-how questions according to Euclid's understanding. An examination of the self-assessments of the participating students indicated that origami contributes to conceptual learning about the whole-part relationship and offers an experimental and practical alternative, particularly regarding the determination of the unit.

Keywords: Euclidean geometry, whole-part, origami, pre-service mathematics teachers

Investigating the Contribution of eTwinning Projects to Classroom Teachers' Professional General Competencies

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Abstract

This study examines the views of primary school teachers participating in eTwinning projects regarding their professional competencies within the scope of general teaching qualifications. A correlational survey model was used to determine the relationship between variables related to the contribution of eTwinning projects to general professional competencies. Data were collected using the snowball sampling method from teachers who had participated in at least one eTwinning project. The data, gathered through a questionnaire developed by the researcher, were analysed using the SPSS program. The findings indicate that teachers perceive eTwinning projects as contributing significantly not only to competencies such as planning instruction, creating educational environments, managing the teaching and learning process, and assessment and evaluation, but also to skills such as technological proficiency, collaboration, creativity. When the results were examined in terms of various variables, significant differences were observed based on gender, educational background, number of projects, foreign language proficiency, and receipt of a quality label award. In conclusion, eTwinning projects emerge as an effective platform that enhances primary school teachers' professional competencies and supports their professional development.

Keywords: eTwinning, primary school teacher, professional competency, professional skill, teacher development

When Peer Review Fails: A Case Study of Reviewer Misconduct in Teacher-Education Scholarship

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Abstract

In academic publishing, peer review has remained the only accepted pathway to publication, not because it is flawless, but because there has been no alternative. This study examined a documented case from the field of teacher-education scholarship in which the review process failed to meet fundamental ethical and procedural standards. To triangulate findings, data were collected from (1) the complete reviewer report, (2) editorial correspondence with the author, (3) the submitted book chapter, (4) the plagiarism-allegation screenshot generated by an unverified AI tool (ZeroGPT), (5) an independent ChatGPT-based comparison between the reviewer's comments and the chapter content, (6) an evaluation by a field expert on the book chapter content and methodology, and (7) the Integrity Assurance & Case Resolution Team report requested by the author. These materials were analysed using qualitative discourse analysis to identify ethical and procedural norms breaches in the peer-review process. Findings revealed that the reviewer misclassified a scholarly book chapter as a journal article, accused the author without employing a validated detection tool, violated blind-review protocols, and used speculative, dismissive remarks questioning the author's disciplinary competence. Comparative analysis with expert and ChatGPT evaluations showed significant inconsistencies and unsupported claims. Evidence further indicated that the reviewer had relied on artificial-intelligence tools, producing unbalanced and subjective comments characterised by a condescending tone, poor understanding of qualitative methodology, repetitive phrasing, and vague criticisms. Recommendations are provided to strengthen editorial oversight and improve teacher-education publishing reviewer training.

Keywords: Peer review ethics; teacher education; plagiarism assessment; ChatGPT evaluations; reviewer misconduct; publishing accountability

An Innovative and Systematic Vocabulary Instruction in an English as a Foreign Language (EFL) Context

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Abstract

A rich vocabulary knowledge appears to set the scene for a successful second language (L2) acquisition. First, vocabulary repertoire is a fundamental prerequisite for verbal communication because only words can make the world of language meaningful. Second, one's lexical repository functions as a diagnostic indicator of his or her overall linguistic competence in the target language and lays the foundations for the enhancement of four main language skills – speaking, writing, listening and reading. Therefore, a broad L2 lexicon is regarded as impeccable credentials with which language teachers should provide their students. On the other hand, most L2 learners believe that the complete mastery of words is by far the most difficult part of second language acquisition (SLA). Bearing these factors in mind, the present study intends to present EFL teachers with the core components of an innovative and systematic vocabulary instruction, which involves a well-structured integration of effective vocabulary teaching strategies as well as some sample practices in an English as a foreign language (EFL) context.

Keywords: English as a foreign language (EFL), English language teaching (ELT), second language acquisition (SLA), systematic vocabulary instruction, teacher training, vocabulary learning and teaching

Instructors' Voices: A Qualitative Examination of Feedback Approaches in Enhancing Writing Skills at the University, TR Level

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Abstract

The act of writing constitutes a fluid and evolving endeavour that necessitates ongoing enhancement, as opposed to serving solely as a method of articulation. As learners participate in a multitude of writing assignments during their educational journey, the evaluations and critiques offered by educators function as a navigational tool directing them toward proficiency. Therefore, this qualitative study aims to reveal different feedback types used by experienced University, TR instructors and how these feedback types contribute to students' writing skills. Six experienced University, TR instructors were interviewed to get insights into feedback types conducting semi-structured interviews. The findings indicate that educators provide a diverse range of feedback modalities encompassing direct feedback, constructive feedback, indirect feedback, and peer feedback. Moreover, these forms of feedback contribute to students' writing skills development positively. However, there are some demanding occasions emphasized by the instructors, such as students' unwillingness, crowded classrooms, and time limit while providing feedback. Finally, some suggestions and implications for future research are provided.

Keywords: Writing, writing skill, feedback, university, TR instructors.

The Effect of Translation Questions to the Curricula

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Abstract

The well-known motto, "Test what you teach; teach what you test!" is widely embraced in the assessment of foreign language proficiency. Numerous factors ranging from work ethics of the students to the type, content, duration, and quality of the evaluation may influence examination scores. One of the most important factors is ensuring alignment between what you teach and what you test. This study aims to reveal the way the translation questions in central exams conducted by the Republic of Türkiye Center for Assessment, Selection, and Placement (ÖSYM) assess foreign language proficiency and how these questions can be made use of to contribute to the development of foreign language education curricula. To this end, translation questions in the Foreign Language Proficiency Examination (YDS) were analysed to identify the knowledge and skills the questions aim to assess. The results of the study revealed that translation questions mainly assess grammar rather than translation skills. The analysis showed that the translation questions primarily focus on topics such as main clauses, subordinate clauses, compound sentences, subject-verb agreement, parts of speech, and conjunctions. In conclusion, translation questions may impact the preparation of foreign language education programs in terms of the topics they cover, and they may influence the time allocated to these topics by foreign language instructors when implementing the curriculum.

Keywords: Foreign language testing, assessment, translation questions, curricula

Eighteen Years of Change: Tracking the Transformation of Pre-Service Teachers' Beliefs

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Abstract

This longitudinal study examines the transformation of prospective teachers' demographic profiles, sociocultural values, professional beliefs, and motivations for entering teaching over an 18-year period in Türkiye. In a nation where nearly one-quarter of the population is of school age and the education system serves almost 20 million students through more than one million teachers, understanding shifts in teacher candidate characteristics is critical. Drawing on comprehensive longitudinal data, the research identifies elements of future teachers' profiles that have remained stable and those that have undergone significant change. These findings are contextualized within Türkiye's evolving educational landscape, characterized by rapid enrolment growth and persistent challenges in sustaining educational quality. The analysis sheds light on who chooses the teaching profession, the sociocultural environments they come from, and how their beliefs, skills, and motivations develop throughout their training. Insights derived from the study have direct implications for teacher recruitment strategies, curriculum development in teacher education, and the strengthening of professional identity. Ultimately, mapping these evolving dynamics will inform the design of a more responsive and effective teacher preparation system capable of meeting the country's educational needs. This study has been approved as a scientific research project by Çanakkale Onsekiz Mart University, TR. The research code is SBA-2024-4820. The independent research project, titled "Student Profile Study of the Faculty of Education."

Keywords: Belief change, teacher ideologies, teaching motivations, professionalism

Instructional Leadership and Learner Autonomy: A Qualitative Study

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Abstract

In contemporary education, teachers are expected to act not only as knowledge transmitters but also as leaders who create student-centered learning environments (Harris, 2005; Harrison & Killion, 2007). Instructional leadership focuses on improving teaching and learning processes, while learner autonomy emphasizes students' ability to take responsibility for their own learning (Holec, 1991). Although these concepts have often been studied separately, research suggests they may mutually reinforce one another. This study aims to explore teachers' instructional leadership characteristics and their strategies for supporting learner autonomy in classroom contexts. It seeks to identify how leadership behaviours and autonomy-supportive practices intersect (Darling-Hammond, Bullmaster, & Cobb, 1996). A qualitative case study design was employed (Yıldırım & Şimşek, 2021). Data were collected from actively practicing teachers using an open-ended questionnaire with 16 items focusing on lesson planning, collaboration, student achievement, assessment practices, and professional development. Responses were analysed using descriptive analysis to identify recurring themes. Preliminary findings reveal that teachers demonstrate leadership through collaborative lesson planning, adapting instruction to students' needs, and continuous professional development (Yılmaz, Oğuz, & Altınkurt, 2017). In terms of learner autonomy, teachers reported strategies such as encouraging student decision-making, providing flexible learning processes, and guiding self-assessment (Reeve & Jang, 2006). The study highlights the complementary nature of instructional leadership and learner autonomy and underscores the need for democratic school environments and sustained professional learning opportunities.

Keywords: Teacher leadership; instructional leadership; learner autonomy; qualitative research; professional development

Innovative Educator Preparation: Lessons from Snai3i's Mentor Training Model in Algeria

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Abstract

In today's world, the demand for future skills, such as artificial intelligence, robotics, virtual reality, and entrepreneurship, increases day by day. To prepare for this growing need, educators require innovative ways of preparation besides traditional methods. Snai3i is a social enterprise founded in Algeria in 2020 that specializes in designing and teaching technology curricula for children aged 8–16. These curricula cover areas such as AI, VR, AR, app development, mechatronics, and robotics. In order to deliver these courses, Snai3i has tailored its own mentor training model to its innovative curricula. The objective of this study is to examine and assess Snai3i's strategy for preparing its educators and mentors to effectively design and deliver technology-based curricula, and to understand how this preparation fosters learner engagement and outcomes. This study adopts a qualitative case study approach, focusing on Snai3i as an example of innovative educator preparation. Data will be collected through semi-structured interviews with the manager, curriculum designer, and 2–3 mentors/teachers, alongside a review of training materials and educator testimonies from those who received the training. Additionally, an analysis will be conducted to identify the training's strengths, challenges, and transferable lessons. The study will offer insights into innovative educator preparation models. These models will be highlighted as examples of adaptable practices that can inform teacher training in technology education around the world.

Keywords: Teacher training, future skills, innovation, technology-based curricula.

Examination of the Interaction Between Internet Addiction and Parental Attitudes of Secondary School Students in a Risk Society: The Case of Tokat Province

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Abstract

The aim of this research is to examine the interaction between internet addiction and parental attitudes of the risk society caused by modernization and which produces various negative consequences, based on Ulrich Beck's Risk Society theory. The research was conducted on 400 students, 199 girls and 201 boys, who were continuing their secondary school education in the 2024-2025 academic year in Tokat city center. The "Personal Information Form, Parental Attitude Scale, Internet Addiction Scale" were applied to the students who participated in the research. General screening model, one of the quantitative research methods, was used in this study. SPSS 27.0 program was used in the analysis of the obtained data, and Mann-Whitney U and Kruskal-Wallis tests were applied. The conceptual and theoretical framework of the research includes information about risk society, internet addiction, parental attitudes and adolescence characteristics. It was determined that the internet addiction levels of male students were higher than female students, and no significant difference was found between the genders in terms of parental attitude perceptions. In the study, no significant difference was found between internet addiction and parental attitude perceptions according to class levels. In the study, significant differences were found in terms of internet addiction and parental attitude perceptions with mother's education status. Again, in the study, no significant difference was found in terms of internet addiction and parental attitude perceptions with father's education status.

Keywords: Risk society, internet addiction, parental attitudes, adolescence

The Effect of Detailed (Peritextual) Reading on the Development of Reading Skills in the Context of Learning Disabilities

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Abstract

This study aims to examine the effect of peritextual reading on the reading skills of a fourth-grade student diagnosed with specific learning difficulties. The study was conducted with a fourth-grade student attending a primary school in the city center of Ağrı who experiences reading difficulties. A quantitative single-subject research design was employed, with the AB model selected to analyze the relationship between the dependent and independent variables. The data collection tool used was the "Error Analysis Inventory," adapted by Akyol (2005) from the works of Haris and Sipay (1990), Ekwall and Shanker (1988), and May (1986) to determine the levels of reading and reading comprehension. Data were collected after a total of twenty hours (one class hour per weekday over four weeks) of peritextual reading interventions. Regular measurements were conducted throughout the intervention to monitor the student's progress in reading skills. The findings indicated that the student's word recognition and comprehension percentages were at an anxious level at the beginning of the study but reached instructional level as the process progressed. The comprehension level stabilized at the instructional level from the midpoint of the study onwards. In conclusion, it was determined that peritextual reading interventions significantly improved the reading skills and comprehension levels of a student diagnosed with specific learning difficulties.

Keywords: Peritextual reading, specific learning disability, reading skill, single subject research

Cultivating Teacher Agency: Exploring Factors That Shape Pre-Service Teachers' Capacity for Action

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Abstract

Teacher agency refers to the capacity of teachers to make their own decisions, take responsibility, and initiate change. The aim of this study is to explore how agency develops in pre-service teachers and which factors influence this process. This research was conducted using a qualitative research method and adopted a basic qualitative design. In line with the purpose of the study, face-to-face interviews were conducted with 12 pre-service teachers enrolled in the final year of a faculty of education at a University, TR, using semi-structured interview forms. Teaching practicum experience was used as a criterion in selecting the study group, in order to analyse how both theoretical and practical experiences at the faculty, as well as professional experiences in schools, shape pre-service teachers' sense of agency. The interviews were completed during the spring semester of the 2024–2025 academic year. Data analysis is currently ongoing. Preliminary findings suggest that practical experiences in both the faculty and placement schools have a greater impact on shaping teacher agency than theoretical coursework. Pre-service teachers stated that role model teachers in both the faculty and practicum schools played a significant role in helping them develop a love for the profession and shape their professional identities; otherwise, they tended to remain within their comfort zones. On the other hand, exam-oriented approaches from parents and teachers, along with demands for teacher-centered practices—such as covering the curriculum quickly and relying on lecture-based instruction—rather than student-centered practices like activities and exercises, were found to negatively affect pre-service teachers' agency.

Keywords: Agency, pre-service teacher, education faculty, teacher training

Teachers as Change Agents: Exploring the Role of Teacher Leadership in Cultivating Innovative School Environments

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Abstract

Although the concept of teacher leadership is gaining recognition, many schools still lack structures and cultures that allow teachers to actively lead innovation. There is a need to explore how teacher leadership practices contribute to fostering innovative school cultures. In the context of increasing demands for innovation in education, the role of teachers has shifted from implementers of policy to leaders of change. This study explores the relationship between teacher leadership and the development of innovative school cultures. In this study, the basic qualitative design is used. Basic qualitative research focuses on how people interpret their experiences, construct their worlds, and make sense of their lives. This design has been chosen because the study seeks to reveal the connection between teachers' leadership behaviours and perceptions and the innovative school culture. For this purpose, the participants of the study consist of teachers and school administrators who meet the research criteria. The research investigates how teachers perceive their leadership roles and how these roles influence organizational innovation. Qualitative insights have been gathered via semi- structured interviews with selected teacher leaders and administrators. Providing a framework for understanding how teachers perceive their leadership roles and how they enact these roles, identifying teachers' contributions to the emergence and implementation of innovative ideas, revealing their influence on the transformation of school culture, determining the factors that support or hinder teacher leadership, and identifying administrators' perspectives on teacher leadership as well as the strategies they use to support it are the expected outcomes of this study.

Keywords: Teacher leadership, teacher innovation, innovative school cultures

The Education System and the Teaching Profession in the Korean Peninsula (Republic of Korea and the Democratic People's Republic of Korea)

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Abstract

Both countries use Korean as their official language. In the Republic of Korea, the Korean alphabet is called Hangul, while in the Democratic People's Republic of Korea, it is called Chosongul. A common proverb in the Republic of Korea regarding the teaching profession demonstrates the respect they place on the profession: "A teacher's shadow is not to be trodden upon." The education system in the Democratic People's Republic of Korea, like other governing systems, is a secretive one. The privileged status within this system is evident in University, TR education. Students pursuing higher education come from families of members of the party's upper echelons. Teaching in North Korea is considered a sacred duty by the regime. Teachers are not only imparters of knowledge but also pioneers of ideological education. Teachers hold a high status in society. Teachers who teach ideological subjects, in particular, are viewed by the state as "pioneers" and "leader creators." Specialization is provided in areas such as industry, agriculture, and military service. The purpose of education is to train individuals who will contribute to economic production. The study was conducted in the DPRK and the ROK, using both field and individual data. Obtaining visual data and data for 2024 in the DPRK was difficult (due to government restrictions). After the war, the Republic of Korea declared an educational campaign, and the illiteracy rate, which was 82% in 1935, dropped to 1% in 2024. Another indicator of the Republic of Korea's educational success is the PISA test,

Keywords: Korea, education, teacher

Professional and Organizational Alienation Among Teachers in Vocational and Technical High Schools: A Branch-Based Comparative Study

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Abstract

This study explores the nature and extent of professional and organizational alienation among teachers in Vocational and Technical Anatolian High Schools, with a particular focus on differences between vocational subject teachers and cultural subject teachers. Employing a qualitative case study design, the research involved 58 participants—29 vocational subject teachers and 29 cultural subject teachers—working in the Osmangazi district of Bursa, Türkiye. Data were collected through a semi-structured interview form consisting of 19 open-ended questions targeting both professional and organizational dimensions of teacher alienation. Responses were obtained via Google Forms and analysed using thematic analysis. Findings indicate that, while teachers generally perceived their societal value to be low, they expressed strong agreement with themes of professional commitment, meaningfulness, and societal contribution. This pattern suggests a low level of professional alienation in internal domains (e.g., self-efficacy, perceived societal contribution, and professional commitment) but a relatively higher level in external domains (e.g., societal recognition). In terms of organizational alienation, high levels of intra-institutional social cohesion and organizational belonging were evident; however, perceptions of bureaucratic constraints were also pronounced. Branch-level comparisons revealed that vocational subject teachers demonstrated stronger engagement with themes of perceived professional contribution and real-life-context learning, whereas cultural subject teachers were more prominent in providing emotional and psychological support to students and reported lower participation in management processes. Overall, these findings underscore the importance of addressing both general and branch-specific aspects of teacher alienation to enhance professional satisfaction, foster organizational belonging, and promote greater teacher involvement in institutional decision-making processes.

Keywords: Professional alienation, organizational alienation, vocational subject teachers, cultural subject teachers, branch differences

Mapping International Publication Trends in Game-Based Approaches

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Abstract

In recent years, approaches such as game-based learning, educational games, and gamification have increasingly found a place in educational research because they increase students' learning motivation and ensure active participation. The increased number of published studies on game-based approaches necessitates revealing current trends and collaboration networks in the literature. This research aims to identify trends in international publications on game-based approaches and applications using bibliometric analysis. In this study, 5016 articles published between 1990 and 2025 were analysed, which were retrieved from the Web of Science (WoS) database on August 7, 2025, using the keywords determined for the topic. This research used bibliometric analysis, which applies statistical and mathematical techniques to discover trends in the literature (Kumar, 2025; Pritchard, 1969). Bibliometric analysis is considered quantitative (Berger & Baker, 2014; Kumar, 2025). The VOSviewer 1.6.20 software program, developed for bibliometric analysis, was used to analyse publications. Within the scope of the study, publication trends were determined by conducting analyses based on units such as author, journal, and keyword. In this respect, information about the current state of academic literature was provided to those who will publish on the relevant topic, while offering suggestions for future research.

Keywords: Game-based learning, gamification, educational games, bibliometric analysis, publication trends

Exploring the Relationship Between Gender and Foreign Language Speaking Anxiety: Insights from Learner Perceptions and Performance

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Abstract

This study investigates the effect of gender on foreign language speaking anxiety. 276 female and 79 male students receiving English Language Teaching (ELT) education responded to a survey consisting of four instruments, including the Foreign Language Speaking Anxiety Scale (FLSAS), the Anxiety Coping Strategies Scale (ACSS), the Fear of Negative Evaluation Scale (FNES), the Self-Rating for the Current Level of Study (SR-CS), and a background questionnaire. For quantitative component, 276 female and 79 male Turkish EFL University, TR students participated in responding scales and a questionnaire. For the qualitative component, 21 students participated in oral interviews and 13 students participated in report-writing tasks asking them about their thoughts, emotions, perceptions and attitudes in foreign language (English) classroom speaking experiences. According to the results of the quantitative data, female students demonstrated a higher level of foreign language speaking anxiety than male students. The results of the qualitative data showed parallelism with the quantitative results.

Keywords: Gender, foreign language speaking anxiety, foreign language learning

The Impact of Fear of Negative Evaluation on Foreign Language Speaking Anxiety: An Empirical Analysis

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Abstract

As a strong predictor of achievement in learning and production processes of English as a foreign language (EFL), Fear of Negative Evaluation (FNE) has a considerable impact on learners' foreign language speaking performance. The purpose of this study is to define fear of negative evaluation (FNE) in relation with foreign language speaking anxiety (FLSA) through learner perceptions and to analyze the relationship between FNE and FLSA by referring to the potential sources of fear of negative evaluation. The relationship between FNE and FLSA were investigated quantitatively and qualitatively by defining the relative terms and concepts related to both types of anxiety. A total of 355 undergraduate EFL students responded to a survey consisting of the Fear of Negative Evaluation Scale (FNES), the Foreign Language Speaking Anxiety Scale (FLSAS), and a background questionnaire. For quantitative component, 355 undergraduate EFL students responded to the scales and the questionnaire. For the qualitative component, 21 students participated in oral interviews, and 13 students performed report-writing tasks revealing participants' self-perceptions, attitudes, and ideas in terms of their experiences of being negatively evaluated while speaking a foreign language in an instructional setting. Findings show that there are several major factors affecting students' foreign language speaking skill that are fear of negative evaluation; low self-confidence about foreign language speaking ability, and foreign language speaking test anxiety. Turkish undergraduate EFL students have relatively significant level of fear of negative evaluation which has debilitating effects on their performance and success in speaking English language.

Keywords: Fear of negative evaluation, foreign language speaking anxiety, foreign language learning

Classroom Practices of the Türkiye Century Maarif Model: Experiences and Evaluations of Implementing Teachers

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Abstract

This study aims to reveal teachers' perspectives on the classroom implementation process of the Türkiye Century Maarif Model (TYMM). A structured interview form was employed to gather the experiences and evaluations of teachers who observed classes where the Maarif Model was applied. The form allowed teachers to provide both quantitative and qualitative data regarding whether the model was implemented in a planned and consistent manner, its student-centeredness, the diversity of teaching methods and strategies, assessment and evaluation processes, teacher competencies, and students' adaptation to the model. The findings indicate that teachers largely evaluated positively the student-centered aspects of the Maarif Model, which support active learning techniques. However, it was also observed that some teachers faced difficulties in the implementation process, particularly with differentiated instruction and students' adaptation to the model. In assessment practices, a competency-based approach was generally adopted, though there remains a need for improvement in processes that monitor student development. The results highlight the importance of enhancing teachers' professional competencies related to TYMM and supporting their preparation for the process. Furthermore, in order to ensure the sustainability of the model, it is recommended that continuous in-service training, implementation guidance, and strategies to facilitate student adaptation be developed. In this respect, the study contributes to discussions on the long-term impacts of TYMM.

Keywords: Türkiye Century Maarif Model, teachers' perspectives, implementation process, assessment and evaluation, teaching strategies

Art and Design in the Science Curriculum of the Century of Türkiye Education Model

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Abstract

The Century of Türkiye Skills Model (TYMM) is a new national education model implemented between the 2024-2025 academic years at the preschool, primary, and secondary education levels. Accordingly, in TYMM, skills and tendencies have gained importance, and there is a need for a multidimensional framework that seeks to develop the individual in a holistic manner. To this need, the multidimensional structure of the TYMM curriculum has been constructed through the distribution of learning outcomes framework components—such as content framework, conceptual skills, physical skills, tendencies, and discipline-based skills—and cross-curricular components, including social-emotional learning skills, the Virtue-Value-Action framework, and literacy skills, under the headings of Learning-Teaching Experiences and Differentiation. The science course encompasses an interdisciplinary context aimed at equipping individuals with integrated skills that allow them to transform their relationship with nature and the environment into design through observation and experimentation. The interdisciplinary integrations targeted in the curriculum of the course are supported through cross-curricular components, which include artistic disciplinary skills covering various aspects of visual arts, design discipline skills, tendencies, values, and literacy skills. The purpose of the study is to analyze the connections established between science education and artistic and design skills in the 5th-grade science curriculum within the scope of TYMM, and to reveal the interdisciplinary relationships. Document analysis was conducted based on relevant public documents. When all units in the 5th grade science program are examined, some suggestions can be made are follow: the content framework can be presented in the Units 5, and 2, interdisciplinary components can be accessed in the Units 1, 2, and 3, learning-teaching experiences can be implemented in the Unit 2, and 4, and differentiation can be carried out in the in Units 1, 5, and 7.

Keywords: Science course, Art field skills, Design field skills, Interdisciplinary approach, TYMM

The Effect of the Six Thinking Shoes Technique in Turkish Language Lessons on Students' Environmental Attitudes, Behaviors, and Interests in The Context of Climate Change

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Abstract

The aim of this study is to investigate the effects of implementing Edward de Bono's Six Thinking Shoes Technique in Turkish language lessons on middle school students' environmentally friendly behaviors, environmental attitudes, and their levels of interest and skepticism toward anthropogenic climate change. The study was conducted during the 2023–2024 academic year with 8th-grade students at a middle school located in the city center of Ağrı and employed a quantitative research design using a one-group pre-test–post-test experimental model without a control group. The data collection tools included the Environmental Attitude Scale, the Environmentally Friendly Behavior Questionnaire, and the Anthropogenic Climate Change Skepticism and Indifference Scale. During the six-week implementation process, structured activities were carried out each week based on a different shoe model. The results of the study revealed that the Six Thinking Shoes Technique led to a statistically significant improvement in students' environmental attitudes and environmentally friendly behaviors. Although a decrease in students' skeptical beliefs about climate change was observed, this change was not found to be statistically significant. The findings suggest that this technique may be an effective method for enhancing students' environmental awareness and consciousness.

Keywords: Six Thinking Shoes Technique, Turkish Language Lesson, Climate Change, Middle School Students, Attitude

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