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II. International Conference on
Innovative Teaching and Technology in Higher Education

ITTHE 2016
JUNE 2 – 3, 2016,
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ABSTRACT BOOK

ITTHE
International Conference
on Innovative Teaching
and Technology
in Higher Education
2-3 June, Istanbul, Turkey **2016**



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PREFACE

The second International Conference on Innovative Teaching and Technology in Higher Education, organized by Kadir Has University was held at Kadir Has University, (Cibali-Istanbul, Turkey) on June 2-3, 2016.

First of all, we express our gratitude to the Rector of Kadir Has University, Prof. Dr. Mustafa Aydın, for his generous support for organizing such an important international event. We also express our thanks to Blackboard, Pearson, and Wiley for sponsorship of the conference.

ITTHE 2016 provided a unique platform for the exchange of ideas, advances, and applications among academicians and practitioners on innovative teaching in higher education and use of recent technology in both teaching and learning. With the participants from several countries, the conference provided opportunities for collaboration among researchers, practitioner, and academics.

ITTHE 2016 Organizing Committee has developed an exciting program that includes applied workshop sessions as well as parallel sessions on active learning, E-learning management systems, adaptive learning, flipped classrooms, and other new technologies for e-Learning.

This abstract book includes only of abstracts of papers that have not previously been published. They have undergone a thorough review process, presented by the authors or co-authors at the conference, and discussed in highly interactive sessions.

We also would like to thank all committee members for their effort in putting together the program. Sincere thanks go to all the authors, conference participants, chairpersons, advisory board members, and conference secretariat for creating such a successful conference. We would not have this conference without their efforts. At last but not the least, the organizing committee members deserve a special thanks and mention for their effort and time for organizing this conference.

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INVITED SPEAKERS



Understand Your Students; Make Better Decisions

Hamam Saeed, Emrah Dilsizoğlu



services.

Hamam Saeed has joined Blackboard as Senior Consultant in 2014, Bringing with him over 13 years of Learning Management System experience in training, administration, and development. His current role as Senior Consultant in Blackboard International Consulting focuses on the delivery of professional services for Bb Analytics, Bb Learn, and Bb Collaborate to help clients in their successful implementation. Hamam is based in Saudi Arabia, and working with many clients in Middle East and Turkey to actively deliver successful implementation for a wide list of

Prior to joining Blackboard, Hamam was the services delivery manager at BME (Blackboard Partner in Middle East), he was responsible for managing services project with many clients and participated in delivering many services, also he worked to ensure that clients achieved their goals and increased their adoptions.

Hamam is one of the consultants who has wide knowledge in Blackboard solutions which enables him to deliver functional and technical services for many Blackboard solutions, this include but not limited to

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- Blackboard Analytics for Learn Installation
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- Blackboard Learn Academic Collaboration Essentials.
- Designing Exemplary Courses.
- Custom Theme TKT.
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Key Information

- Blackboard Certified Trainer.
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- Applying the QM Rubrics – Quality Matters
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Emrah Dilsizoğlu graduated from Istanbul University Faculty of Law in 2003. After taking his master's degree in International Law at the University of San Fransisco in 2005, he is currently a doctoral student at Yeditepe University. He is a frequent speaker at various conferences, including the European Symposium on Energy and Renewable Energy, Time to Take Inspiration from Education 2014 Turkey Conference and the 2015 American-Turkish Council Annual Conference. Emrah Dilsizoğlu is the General Manager at Blackboard Turkey, a company which supports organizations by delivering solutions for educational technologies. Having started direct operations in Turkey, Blackboard put Emrah Dilsizoğlu in charge of all the operations involving direct communication with the existing and potential users by supporting Turkish universities and guiding their local investments. Emrah Dilsizoğlu aims to enable the institutions to use e-learning solutions in a more effective and tailor-made manner in order to improve the quality of education in Turkey.

Abstract

Data is already here. With the power of insight into your institutions; understand the trends of your students is understanding your students. Today's institutions use this data and more to benchmark success, manage better and decide for future. Higher Education serves a mobile, diverse and unique learner base. This makes them one of the hardest industries to serve in. Business intelligence tools and data in the general sense of the term are used to serve the industry to match the needs with good decisions.



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A successful Approach for Implementing Technology in Education - the Stratosphere Model

Fadi Abdul Khalek



Among his Pearson Duties as VP, Fadi is overseeing Pearson's transformation into a holistic Learning provider with focus on technology, efficacy and workforce readiness. Fadi leads a team that is responsible for setting up internal and external partnerships around the design, development and implementation of Digital First Educational Solutions and Learning Ecosystems. He is also involved in delivering desired growth outcomes for Pearson's own/partner schools and colleges. To do so, Fadi works closely with K-12, Higher Education, Vocational and Further Learning Institutions.

Before joining Pearson Education, Fadi served as the Vice President for Educational Services at McGraw-Hill Education. In addition to Fadi's role in the initial set-up and roll out of the Educational Services division at McGraw-Hill, he spearheaded Global Innovation, Research and Development within the division, and was responsible for the Centre of Innovation and Excellence – an outcomes-based educational services offering.

Fadi also headed business development activities in China, India, Russia, Eastern Europe and the Middle East, and lead a team that concluded two Joint Ventures in China, and one Joint Venture in India, alongside numerous other partnerships and projects.

Prior to working for McGraw-Hill Education, Fadi was the President and CEO of UKS, one of the leading eLearning organizations in the Middle East with operations in Europe, Asia and North America. UKS is widely recognized as a leader in the educational transformation journey that has been taking shape over recent years.

Before these aforementioned posts, Fadi had more than 12 years of experience in academic and corporate education and was involved in the research, development and implementation of various knowledge based technologies, 7 years of which were within IBM Business Services Division.

Fadi has also served on the board of several regional and international organizations, including the European Learning Industry Group (ELIG), which he currently chairs.

Abstract

With investments in EdTech start-ups reaching record highs and with markets being swamped with technology that is trying to make its way into main stream education, this paper will try and present what could be one successful model to help academic institutions navigate their way out of this swamp. While many of the educational transformation attempts take a technology heavy and a technology first approach, this model suggests that the best way to implement technology is not to start with technology. In this session, we will shed some light



in the model itself, the extensive research behind it and will present some practical examples of implementing such a model within academic institutions and the results achieved.

Achieving Institution -Wide Adoption in Technology

Andrew Ramsden



Based in Suffolk in the UK, Andy is a Strategic Consultant in Strategic Services. This aligns to his extensive experience at undertaking Strategic Reviews, Strategic Planning and Strategic Design across a number of core areas, including; Learning Technology Strategy, Student Retention & Throughput, Academic Adoption, Online Programme Development, Assessment and Feedback, Learning Analytics and the Student Lifecycle.

Previous to this post he was the eLearning Development Manager at University Campus Suffolk, the Head of e-Learning at the University of Bath, and the VLE Operational Manager and Learning Technology Advisor at the University of Bristol. These roles included responsibility for feeding into and deploying Institutional wide technology enhanced learning strategies, the operational management over staff and student development programmes, lecturing, managing and evaluating software services.

He also spent 5+ years in various roles on the UK Heads of e-Learning Forum, which is a network of senior staff covering over 130 UK Higher Education institutions engaged in promoting, supporting and developing technology enhanced learning. He has also managed and participated in a number of UK Higher Education Academy, and JISC projects, and spent three years as the Chair of the JISC Eastern Regional Support Centre Advisory Group.

Over this period, some of his achievements include;

- Implementing a number of institutional wide learning technology projects and services.
- Coordinating new approaches to staff and curriculum developments with a strong emphasis on co-design and communities of practice
- Spent 18 months deputizing for the Director of Learning and Teaching Enhancement Office, covering, e-learning, academic development, quality enhancement and student experience teams
- Writing, implementing and monitoring technology enhanced learning strategies at institution and school levels.
- Contributing to the successful validation of PGCERT programmes by the UK Higher Educational Academy
- Undertaking an institutional review of the Electronic Management of Assessment and having oversight of the implemented recommendations

Andy has published and presented widely in the area of technology enhanced learning. His most recent publication is, Goodchild T., & Ramsden A (2015), “Supporting sustainability and innovation of mobile learning in a UK higher education institution” in *Sustaining Mobile Learning: theory, research and practice*, ed Ng & Cumming, Routledge



Abstract

Institutions, without exception, faces (or comes across) at least one of these challenges or opportunities in its everyday life: Leadership from the top, Institutional commitment and investment, Robust and reliable infrastructure, Effective and available support for academic staff, Ability to demonstrate the benefits to the student and staff experience, Evidence-based decision-making and a continuous cycle of improvement. How to work against these or take advantage of these is the important part.



PRESENTATIONS



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It's Not Whether You Win or Lose: Gamification Level 1

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Purpose: The purpose of this research is to explore the impact of gamification on student participation in a mandatory English preparatory program classroom.

Design/Methodology/Approach: In recent years, the game industry has grown enormously, with people in all age groups and from all walks of life engaging in games from video games to board games to mobile apps. From this global obsession with games has come new approaches to motivating people in non-game settings. The emerging field of gamification has already taken root in business and is increasingly finding its way into education. By applying game-style mechanics such as points, levels, and badges to desirable activities and behaviors, educators are finding exciting, novel ways to generate motivation in their learners and make even mundane tasks feel more rewarding. A novel gamification program called “Pizza Wars” was developed based on emerging principles and best practices in the field. Pizza Wars was introduced to three classes at various levels in the English prep program. Students’ perceptions of the impact of the game on their motivation were recorded.

Findings: Students indicated that they were more motivated and felt a greater sense of engagement in their mandatory ESL classes when participation was gamified with the Pizza Wars game. The instructor also noted greater levels of various productive tasks such as completed homework, asking clarification questions, and spirited participation in in-class activities in the gamified classes.

Originality/value: Gamification is still an emerging field in academics, and much more research is needed to understand its effectiveness, especially in the long-term. This pilot research is a small first step towards a greater understanding of the application of game mechanics to classroom tasks. This pilot project indicates that such research may be extremely beneficial.

Keywords: ESL, EFL, gamification, motivation



Impacts of Technology Enhanced EFL Reading on Student Learning

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Purpose: This paper presents the analysis of the role of technology and its benefits on learning and motivation specifically foreign language reading at Kadir Has University School of Foreign Languages English Preparatory Program.

Findings: If appropriate multimedia is integrated into reading lessons, the students will seem to reflect a positive attitude towards reading strategies. With a well-equipped, and staged classroom presentation and instruction, deficient reading activities in the current text book have been transformed into an integrated and communicative reading lesson. As a consequence, the students have become efficient readers. Not only their motivation toward learning rose, but also they gradually scored higher marks in the tests.

Originality/value: This study examined a class of 18 students in a reading course. Data was collected by quantitative and qualitative sources. A questionnaire was designed to explore students' perspectives on technology enhanced class presentation. The 18 items were based on the relevant literature and the author's own experience. The participants were asked to indicate the rate of their lessons by a Likert Scale with four points for their responses (strongly agree, agree, neutral and disagree). Participants completed the questionnaire voluntarily and anonymously in the classroom. The second part consisted a class discussion and written feedback.

Keywords: technology enhanced teaching and learning, reading



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Experiences Using New Online Teaching Technologies at Erzurum Technical University

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Purpose: This study aims to share some key findings that have been accumulated from the experiences on the utilizing innovative teaching technologies during the engineering education at Erzurum Technical University. This study also discusses difficulties encountered during the implementation of the new teaching methods.

Design/Methodology/Approach: The author had started using innovative teaching technologies with the approach of flipped classroom for the machine design course. Some key lecture materials were distributed online before the class and the class time was only spared solving problems regarding the machine design course. However, after one semester, the author had to move from the flipped classroom to the blended learning approach. Online questions, prepared using Google Form, mainly based on the knowledge given in the lecture notes were distributed on Google Classroom including the course materials, and a deadline was given to answer the online questions before the class. At the beginning of the class, some key aspects of the course content were summarized by the lecturer. In order to make sure that the students attending the class were paying attention to the lecture, they were required to answer the online questions during the class.

Findings: After one semester, the author had to move from the flipped classroom to the blended learning approach because of the adaptation problems of the students who were used to sit and listen during the lecture. Although the new technologies used at education have promising outcomes, some difficulties inevitably arise, and thus there should not be any stereotype application of these technologies to any higher education institute.

Originality/value: Application of the new teaching technologies at Erzurum Technical University gives us an opportunity to keep our students, whose rankings at the university entrance exam in Turkey are very low, engaged willingly to the lectures. Therefore, a series of talk have been given in Erzurum Technical University to extend this approach among the academic staff.

Keywords: Flipped Classroom, Blended Learning, Online Exam



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Environmental Benefits Associated with Computer Based Examinations in Nigeria

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Abstract

Recently, Computer Based Technology (CBT) has become an indispensable tool in the administration of educational pedagogy in Nigeria and this has led to the accelerated adoption of this educational resource across different educational institutions in the country. A significant component of this innovation is the adoption of CBT in deviation from the traditional Paper – Pencil Tests (PPT) in the assessment of students seeking admission into higher institutions in Nigeria through Unified Tertiary Matriculation Examination (UTME). While the primary aim of deployment of CBT in the administration of UTME in Nigeria is to facilitate the conduct of the examination, the innovation also offered several environmental benefits. Thus, the objective of this study is to assess the environmental benefits associated with the adoption of CBT in the administration of UTME in Nigeria. Data of the registered candidates for the UTME examination over the years were collected from the Joint Admission and Matriculation Board (JAMB) websites. Number of trees that would be required to produce the examination materials for the UTME registered candidates was obtained by linear estimates from the number of registered candidates over the periods. Based on this estimate, this study found that about 1000 acres of trees would have been destroyed in production of paper for the examination between 2012 till date when the country adopted CBT based mode in the administration of UTME. Considering this huge environmental benefits, this, study advocated the sustainability of the CBT based UTME examination while other examination bodies were encouraged to adopt the same mode in the administration of their examinations. However, a complete and comprehensive Life Cycle Assessment (LCA) of the CBT based UTME examination would be required to obtain more reliable estimates of the environmental benefit of the CBT over PPT examination.

Keywords: Computer Based Technology (CBT); Educational Administration; Environmental Benefits; Paper – Pencil Tests (PPT); Linear Estimates; Life Cycle Assessment (LCA)



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Occupational Health and Safety Advisory Services (OHSAS) for Mechatronics Systems Engineering Students in Training on the Job

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Purpose: Laboratories are active learning environments where knowledge is formed with generalization. These environments enable us to gain designation, production, analyzing and testing skills and to solve the problems encountered. Emotional and social factors are affective as much as cognitive factors in learning. The most important factors among the affective determinants influencing student success in laboratory are attitude, distress and anxiety. High level of anxiety result in disturbance of the individual, problem with focusing and less permanence of the acquired information. With this study, the investigation of danger perceptions and anxiety levels of Mechatronics Systems Engineering students in Mechatronics Laboratory environment were aimed. The samples of the study comprised 23 students from Mechatronics Engineering in Engineering Faculty. In this study; different scales of teaching methods in “Mechatronics Engineering Laboratory” with three factors is used as a tool of data collection such as software / informatics, mechanics, electrics, electronics, automation, HMI, safety, security, maintenance. As a result of the analysis of data; students were found to be aware of the dangers in the laboratory. It was determined that the student was a significant relationship between the level of anxiety with awareness.

Design/Methodology/Approach: At the Turkish-German University, a range of services including assessment and advice on students and also employees with health problems and disabilities, stress surveys and risk assessments are offered. It's the trainer's responsibility to create a non-threatening environment for learning. All of the students are obligated to have the organizational and safety instructions of laboratories with their own signatures. Students are educated within the, energy, chemistry, biotechnology lab in the same building. Under these conditions, OHSAS becomes as the vital security for the students.

“Occupational Health and Safety Advisory Services” subject is given to the students before the laboratory works and signatures of the all participated students are inscribed.

Since 1st of July 2016, occupational health and safe expert in public institutions such as universities will take place.

If this culture could be gained in the future accidents and occupational diseases will be reduced and this theoretical knowledge will be practiced in the private or public sector.

In order to spread the culture, OHSAS lectures should be placed into the curriculum.

Findings: Identification of hazards and risk were introduced to the students. Determination of the risks associated with the identified hazards and indication of the level of the risks related to each hazard are practiced and were seen if they are tolerable or not. The students have also shown the competency training requirements for individual roles and have analysed the training needs within a wide range of training courses in the university.



Training records and records of evaluation of the effectiveness of training were also discussed after the training.

Originality/value: At the campus, 2kW Photovoltaic system was installed and commissioned with the help of Mechatronics Systems Engineering students.

First, each of the 10 PV panels are against electrically tested. In this way, students will be able to consider all the process in commissioning the system step by step. Patience, perseverance and stability features play important role in engineering, business life and these attributes were also experienced by the students.

Last but not least, the faces illustrate the happy and precious time during the installation process. Turkish-German University has created an occupational health and safety management system based on procedures and processes that will continue to improve the working environment by preventing accidents and incidents and reducing the occupational hazards within the university. I would like to thank everyone who gave scientific guidance, participated in discussions, provided samples or equipment, assistants, technicians and students who helped do the work at user facilities or labs. This material is based upon work supported by the Turkish-German University.

Keywords: OHSAS, Renewable Energy Laboratory, Mechatronics, Dangers in Laboratory, Open Learning



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Teaching Scholars Residency Program at Sabancı University: Training Facilitators Of Active Learning

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Purpose: Since 2013, Sabancı University has been offering a unique Teaching Scholars Residency Program to provide graduate students the professional skills to become effective facilitators of learning in student-centered, active learning environment. The Program was designed to accommodate the needs of our freshman courses now offered in active learning format.

Design/Methodology/Approach: To date, 27 Teaching Scholars from Faculty of Engineering and Natural Science (and additionally 10 Scholars from Faculty of Arts and Social Science) graduate programs have been trained on student-centered course design and active, collaborative learning pedagogy. They subsequently applied the methodologies in the two-semester “Science of Nature” (NS) course (and “Humanity and Society” course for the FASS Scholars), compulsory for all freshman students (~800 students) regardless of their prospective majors. The NS course is offered in a theme-based modular format, emphasizing an interdisciplinary critical thinking and student-centered course structure. Lectures and weekly recitations are offered in active-learning environments, the latter in specially designed classrooms led by the trained Teaching Scholars to facilitate collaborative learning. The Scholar program also includes trainings on classroom management, to help them manage large classrooms (108 students max) and the team of graduate and undergraduate assistants in the class.

Findings: The outcomes of the Teaching Scholars Residency Program, as well as its impact on student learning and attitude in freshman courses at Sabancı University, have been very positive. We find that the Teaching Scholars play a significant role in changing students’ culture, motivation, attitudes, and academic environment. Furthermore, positive impacts of the Program on the Scholars themselves in terms of professional development are also evident.

Originality/value: The Teaching Scholars Residency Program is a unique professional development opportunity for aspiring graduate students on the current advances in education, which provides them the professional skills to become effective teachers in active, collaborative learning environment. The skills that they acquire can also be applied to other university courses, which in turn gradually transform the learning environment of the University at large.

Keywords: Active Learning, Higher Education, Teacher Training



An Analysis of Trends in Choice of Languages for Teaching Programming to Pre-Service ICT Teachers in Turkey

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Purpose: This study seeks to describe and evaluate the current nation-wide situation in the Republic of Turkey regarding choice of programming languages in programming courses received during undergraduate education by pre-service computer science teachers.

Design/Methodology/Approach: The study follows a case-study method of research. Initially, it refers to data collected via a questionnaire applied to a sample of students consisting of at least two representatives from 48 Computer Education and Instructional Technology (CEIT) undergraduate programs in Turkish Universities. The data at this stage has been analyzed and reported using descriptive statistical methods. In addition, a decree titled “Undergraduate Teacher Training Programs in Faculties of Education” (the Decree) which has been issued by the government organization named Turkish Council of Higher Education in 2007 and which advises course content for the CEIT programs has been referred to and its content has been analyzed using qualitative methods. The results from the two analyses have been combined and the situation has been evaluated by making use of academic literature showcasing current practices abroad.

Findings: Based on questionnaire results, it was understood that throughout the academic year of 2013-2014, students at departments that could be accessed have been delivered instruction using the .NET proprietary software development framework by Microsoft Corporation, during Programming Languages 1 course (69.23%) and Programming Languages 2 course (77.50%). This could be caused by the Decree issued by the government condones the use of C# programming language that is part of .NET.

Originality/value: As far as introductory programming education is concerned, international practices tend towards the use of high-level, open-source languages that are considered better suited for education such as Python. The case in Turkey seems to significantly deviate from these trends, most likely due to corporate interests taking a foothold in government educational policies. It would be beneficial for the nation if the situation is investigated more thoroughly and haphazard decisions avoided in future policymaking efforts.

Keywords: programming education, CEIT, programming languages



Prediction of Vocational School Students' Academic Success by Using C4.5

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Purpose: Prediction of academic success, in educational process, can give a crucial opportunity for prevansion and early intervention on the effect of factors. The specific goal of the research based on predicting academic success of vocational school students in face to face educational environment by using C4.5 decision tree algorithm.

Design/Methodology/Approach: The factors, effecting academic success, were specified via literature review. Those factors were socio-demographic variables (age, gender, educational status of mother, educational status of father, daily duration of studying, daily duration of TV watching, daily duration of internet surfing, grade repetition, wiling to continue for undergraduate, perceived relationship with parents, parental status and etc.), anxiety, exhaustion, academic motivation, and depression level (only for teachers). In addition to those factors, student's average of year-end school success and absenteeism were handled via school administration. For the data collection phase, a questionnaire form was developed by researcher, and gotten permissions/purchased scale and inventories were used. With the purposive sampling, data were collected from vocational schools which have differences in terms of socio-demographic and settled in İstanbul provincial border. The data with 609 students (327 male and 282 female) were evaluated and used for data mining process. In the knowledge discovery process, CRISP-EDM (Cross Industry Standard Process for Educational Data Mining) model was used.

Findings: In order to build well-learned model, data was randomly separated training and test sets. k-fold cross validation method was also used to prevent overlearning. According to decision tree, absence is the most efficient factor for academic success. Besides, grade repetitions, wiling to continue for undergraduate, perceived relationship with parents are also specified as important factors.

Originality/value: Transformation of students to successful ones is an expected output for educational process. In order to obtain such output, the factors and their effect should be observed and made provision against undesired result. Classification methods, especially decision trees, can give an important opportunity for prediction and prevention. With emerging popularity, R is an efficient tool for such analysis.

Keywords: Educational Data Mining, Classification Techniques, Decision Tree, Academic Success, R,



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Assessment of Interaction in Distance Education

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Purpose: Interaction is located in one of the most important components of distance education. There are four types of interaction as learner-content, learner-learner, learner-instructor and learner-interface in the literature. Among these, the most important interaction is done between people. The purpose of this study was to investigate the interaction types in distance education.

Design/Methodology/Approach: The study was conducted with qualitative data collection methods. Case study design was used in this study and participants were selected through criterion sampling as a purposeful sampling method. Six learners and one instructors were included in the study. The data were collected through structured interview forms throughout the study. The obtained data were interpreted through thematic analysis.

Findings: Some of the findings obtained from the study, it is understood that there are very weak interaction levels between learner-learner and learner-instructor. However, positive effects of the course videos can be seen when learners watching instructors online or on recorded course videos on learner's interaction with course content and instructors. But it is understood that lecture notes away from interaction. Finally, although some interactive applications on the interface, these applications are not used appropriately.

Originality/value: All types of interactions specified in the literature are weak. Learners can use distance education system more effectively by interactive interface. In this way, expected results can be obtained for interaction between among learners and instructors. Furthermore, learners interest in the course can be increased by interactive course contents. Finally, orientations about distance education for interactions can be provided for inexperienced learners.

Keywords: Distance Education, Learner-Learner Interaction, Learner- Instructors Interaction, Learner-Content Interaction



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Problems Encountered by University Students in Flipped Classrooms and Suggestions

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Purpose: The purpose of this study is to determine the problems encountered by university students in flipped classrooms and to suggest some solutions for these problems.

Design/Methodology/Approach: Due to the in-depth analysis of the current situation, qualitative case study method was used in this study. The sample of the study was composed of 23 university students from Information and Records Management department in Turkey. The implementation stage of the study took place over 10 weeks for two course hours (120 minutes) each week in Algorithms and Introductory Programming course. Flipped classroom strategies were used during ten weeks. All students registered for Moodle, which is a learning management system, as well as a designated Facebook group. The semi-structured interview form was developed by the researcher and used to determine the views of students on problems in flipped classroom. Two instructional technology experts were consulted to ensure the reliability and validity of the interview form, and the final form was revised per their feedback. Descriptive analysis method was applied to the qualitative data.

Findings: Findings indicate that the least favorite element in the flipped classroom was “Watching videos”. In addition, other least favorite elements were “Difficult hands on activities”, “The same tone of voice in video”, “Active participation in the course”. The suggestions of students were: “Facilitating the activities of the course”, “Answering the questions of students at the beginning of the course”, “Using shorter videos”, “Presentation of the subject in the videos by the teacher”, “Synchronous course videos”.

Originality/value: It is important to investigate the problems of flipped classrooms, particularly as no existing studies have done so. These results will offer a new foundation to flipped learning for researchers and teachers. This study will make a contribution to the literature and provide a valuable sample and resource for teachers and schools that want to implement the flipped classroom method.

Keywords: flipped Classroom, flipped Learning, challenges, suggestions



Effects of Digital Interactive Toys in Kindergarten Education

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Abstract

This paper is my PhD project. I am at the research stage in the dissertation process. My research explores how new digital and physical interactive toys impact on kindergarten education and playful teaching effects on kindergarten education. The research will be focused on analyzing how robotic toys and other digital interactive toys affect user experience for kindergarten students between the ages of three to five. My primary research question is how new digital and physical interactive toys, especially robotic toys effect on kindergarten education. My aim is to design an educational robot toy that adds a wider perspective to my original research covering the interdisciplinary social innovation studies, media technology, and interaction design.

The preliminary research and analysis will help me to showcase my ideas on different media. To do that I aim to combine my theoretical work with my practical background to create an interdisciplinary project. First, I lay out the theoretical dimensions of my research and explore the significance of these toys in kindergarten education. Second, I envision demonstrating this research with a robotic toy as an output alongside with research. This project covers audio-visual works that are based on the data that are collected during the research and writing process. I am planning to use sound and movement interaction between this robot toy and students to eliminate the touch interfaces.

The finalized project will be audiovisual work that is based on the data collected during the research and writing process. I aim to do research with a focus on the question how the new digital and physical interactive processing in new educational toys effect on social innovation especially, educational purposes and the function of these new toys. 3D Printers, robot toys and other digital to physical tools are mostly trying to eliminate the virtual interface interaction between human and machine. I am also planning to design the robotic toy that can be printed by 3D Printer. I will develop a modular design system that every module can be printed, and children can assemble and connect these 3D Printed modules to construct and design their own robots.

Keywords: design, education technologies, toys, interaction design, product design, 3D printers.



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Understanding the Antecedents and Determinants of Educational Use of Knowledge Management Systems

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Purpose: The present study focuses on understanding the antecedents and determinants of educational use of knowledge management systems (KMS). This study proposes a comprehensive research model based on the Technology Acceptance Model (TAM).

Design/Methodology/Approach: This study employed sequential explanatory design mixed method by incorporating quantitative and qualitative approaches. A research model, which extends the TAM, was tested using structural equation modelling against the data collected from 221 undergraduate students by means of self-report questionnaires. A scale developed by Davis (1989) was used to measure perceived usefulness and ease of use. The items measuring subjective norm, attitudes, and behavioral intentions were adapted from the TPB (Ajzen, 1991). The items measuring knowledge creation, storage, sharing, and application, innovativeness, and training and education were adapted from the relevant literature. The data set was checked for the adequacy of factor analysis through with Bartlett's test of sphericity and Kaiser-Meyer-Olkin measure of sampling adequacy. Structural equation modeling (SEM) was employed via maximum likelihood by using SPSS AMOS to validate the research model. The hypothesized relationships were tested through a structural model. The constant comparative method was used to analyze the follow up data resulted from the transcriptions of the interviews.

Findings: Results indicated the perception of knowledge management systems' usefulness is anchored to main knowledge management activities, including knowledge creation and discovery, storage, sharing, and application. The results suggested the students mainly use KMS for knowledge sharing and storage purposes. Further, innovativeness and training and education have a positive impact on the ease of use perceptions of these systems. The qualitative findings confirmed these findings.

Originality/value: The unique advantages such as the ability to exchange documents anytime and anywhere provided by KMS may enable students meet urgent educational needs, and help improve their academic success, effectiveness, and personal growth. Therefore, understanding the antecedents and determinants of the educational use of KMS is important from a practical standpoint.

Keywords: Knowledge Management, Knowledge Management Systems, Technology Acceptance Model



PROGRAMME



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2 June 2016 / Thursday

12:00 - 13:00 Registration / C Block

13:00 – 13:45 Workshop Session 1: B Block - LAB2

Upping Student Interaction with Live and Mobile Collaboration, MUSTAFA GUCLU, Blackboard

13:45 – 14:00 Coffee Break

14:00 – 14:45 Workshop Session 2: B Block - LAB2

Education and Skills for Life, SELDA KOCER, Pearson

14:45 – 15:00 Coffee Break

15:00 – 15:45 Workshop Session 3: B Block - LAB2

WileyPLUS Learning Space: A Brand New Digital Solution to Help Your Students Learn, Collaborate, and Grow by Wiley , BORA BILIR, Wiley

15:45 – 16:00 Coffee Break

16:00 – 16:45 Workshop Session 4: B Block - LAB2

Rapid Interactivity for Effective E-learning, SERDAR OZKAS, Kliksoft

3 June 2016 / Friday

09:00 – 09:30 Registration / C Block

09:30 - 10:30 Plenary Session / Fener Hall

Welcome Speech: HALIL KIYMAZ

Keynote Speaker: LOUISE THORPE

"Achieving Institution-Wide Adoption in Technology"

10:30 – 10:45 Coffee Break

10:40 - 11:20 Session 1 / Fener Hall

Session Chair: MELTEM ŞENGÜN UCAL

Understand Your Students; Make Better Decisions, HAMMAM SAEED, EMRAH DILSIZOGLU

11:25 - 12:25 Session 2.1 / B201

Session Chair: İRFAN KAYMAZ

11:25 - 11:40 Active Learning in University: An Integrated Science Course at Sabancı University, SUPHAN BAKKAL

11:40 - 11:55 Teaching Scholars Residency Program at Sabancı University: Training Facilitators of Active Learning, YUKI KANEKO

11:55 - 12:10 Teaching Cyber Security for generation Y, Z, SALIH BICAKCI

11:25 - 12:25 Session 2.2 / B202

Session Chair: MERAL GÜVEN

11:25 - 11:40 Design of an E-Learning System (LMS) of Case Study: EMLT Project, ILKER KAYABAS, NILGUN CAGLARIRMAK USLU

11:40 - 11:55 Investigating the Impact of E-learning Management System on Teaching Methods Used by Faculty Members: An Empirical Study On Najran University and University of Limerick, YASSER SUGEER ALJUHNEY

11:55 - 12:10 Assessment of Interaction in Distance Education, FEYZI KAYSI, MEHMET GUROL

12:10 - 12:25 Question & Answer



12:25 - 13:15 Lunch

13:20 - 14:10 Session 3 / Fener Hall

Session Chair: HALIL KIYMAZ

13:20 - 13:35 The Role of Support Units in Technology Adoption, MELTEM SENGUN UCAL, IPEK ILI ERDOGMUS

13:35 - 14:10 The Stratosphere Model, FADI ABDUL KHALEK

14:10 – 14:20 Coffee Break

14:20 - 15:20 Session 4.1 / B201

Session Chair: CHRISTOPHER SANDERS

14:20 - 14:35 Problems Encountered by University Students in Flipped Classrooms and Suggestions, ZEYNEP TURAN

14:35 - 14:50 Understanding the Transformative Impact of Flipped Learning in Saudi Higher Education Pedagogical Practice, SAHAR ALGHANMI

14:50 -15:05 Experiences Using New Online Teaching Technologies at Erzurum Technical University, IRFAN KAYMAZ

15:05 - 15:20 Question & Answer

14:20 - 15:20 Session 4.2 / B202

Session Chair: NİLGÜN ÇAĞLARIRMAK USLU

14:20 - 14:35 Occupational Health and Safety Advisory Services (OHSAS) for Mechatronics Systems Engineering Students in Training on the Job, KAYHAN INCE, SIBEL OZENLER, MEHMET IPEKOGLU

14:35 - 14:50 Adaptive Navigation Support in Adaptive Learning Systems, SINAN HOPCAN

14:50 - 15:05 Technology and Higher Education: Emerging Trends Shaping the Future, HALIL KIYMAZ

15:05 - 15:20 Question & Answer

15:25 - 16:25 Session 5.1 / B201

Session Chair: ŞEBNEM ÖZDEMİR

15:25 - 15:40 Impacts of Technology Enhanced EFL Reading on Student Learning, ZEYNEP MUNZUR

15:40 - 15:55 It's Not Whether You Win or Lose: Gamification Level 1, CHRISTOPHER SANDERS

15:55 - 16:10 Perceptions of English Language Teachers of the Usefulness of the Language Management System at a State University, OZLEM KASLIOGLU, F. KUBRA CAKIR

16:10 - 16:25 Question & Answer

15:25 - 16:25 Session 5.2 / B202

Session Chair: KAYHAN İNCE

15:25 - 15:40 Developing E-Learning Content: The Case of EMLT Project, NILGUN CAGLARIRMAK USLU, BUKET KIP KAYABAS, MERAL GUVEN, UMIT KAPTI

15:40 - 15:55 Environmental Benefits Associated with Computer Based Examinations in Nigeria, AKEEM OLAWALE OLANIYI

15:55 - 16:10 Understanding the Antecedents and Determinants of Educational Use of Knowledge Management Systems, IBRAHIM ARPACI

16:10 - 16:25 Question & Answer

16:30 - 17:15 Session 6.1 / B201

Session Chair: ZEYNEP MUNZUR

16:30 - 16:45 Effects of Digital Interactive Toys in Kindergarten Education, GURKAN MIHCI



16:45 - 17:00 Design of a Tangible Mobile Application for Students with Specific Learning Disabilities, ELIF POLAT, KURSAT CAGILTAY

17:00 - 17:15 Question & Answer

16:30 - 17:15 Session 6.2 / B202

Session Chair: İBRAHİM ARPACI

16:30 - 16:45 Prediction of Vocational School Students Academic Success By Using Decision Trees, SEBNEM OZDEMIR

16:45 - 17:00 An Analysis of Trends in Choice of Languages for Teaching Programming to Pre-Service ICT Teachers in Turkey, AHMET ARSLAN, CAN MIHCI, ZEYNEP TACGIN

17:00 - 17:15 Question & Answer

17:15 - 17:30 Closing Ceremony