Marta Gluchmanova

Technical University in Kosice, Faculty of Manufacturing
Technologies with the seat in Presov,
Department of Humanities, Slovakia

Modern education studies

Abstract

The author focus on some of the most interesting papers and information which were presented during the international conference on modern education studies in Jeddah.

Keywords: education studies, ethics, philosophy, values.

The International Conference on Modern Education Studies was held on January 25-27, 2017 in Jeddah, Saudi Arabia. The organisers stressed that our world has been changing rapidly in the 21st century and the society and paradigms in education have also been changing. The previous paradigms in education have been losing their validity. In addition to the changes in paradigms of education, it has become mandatory to analyse the changes which will affect the future of education. Everybody believed that the International Conference on Modern Education Studies was a beginning to fulfil this function. New paradigms in education discovered new orientations in education-instruction practices. It also makes the institutions' being reconstructed mandatory. The conference aimed to enable findings of new developments to be discussed; sample applications of new trends in all the fields of education to be shared; restructuring trends of institutions to be discussed. At this point, it is hoped that the conference created opportunities for important sharing. International Conference on Modern Education Studies aimed to be on the platform where the developments coming fore front in the arena of new trends in education to be discussed by academicians, educational administrators, teachers, educational specialists and teacher candidates.

The topics of the conference were very various and included Educational Sciences, Mathematics Education, Science Education, Social Science Education, Instructional Technology, Fine Arts Education, History and Geography Education, Preschool Education, Education Policies, Community Education, Higher Education, Primary Education, Religious Education, Teology & Education, Foreign Language Education, Special Education, Environmental Education, Democracy, Human

Rights, Values and Education, Health Education, Engineering Education, Astronomy Education, Geoscience Education, Vocational Education, Technical Education, Sport Education, Project Education, Guidance and Psychological Counselling Education, Educational Technologies, Teacher Training, Individual Learning, Educational Administration, Testing and Measurement in Education, Restructuring in Education, New Trends &Innovation in Education, Human Resources in Education, Intelligent & Interactive E-Learning Systems, Educational Technology & Globalization, Teaching/Learning Strategies, Private Sector and Education, Current Issues in Education, Education Accreditation System, as well as Lifelong Learning Education.

Measuring Values in Modern School System was presented by Zuria Mahmud, Amla Hj. Mohd Salleh, Toktam Namayandeh Joorabchi, Isa Hamzah, Salleh Amat. According to them teaching values in modern schools is a new phenomenon. Malaysian national curriculum at both primary and secondary school levels ensures that students develop desirable attitudes and behaviours based on human, religious, and spiritual values. The inculcation of the values is made possible through various subjects and non-academic subjects and students' activities. However, knowledge about values education remains limited because there is no measurement device to assess the extent of values teaching in school. To fill this gap, the present study was designed to develop and examine the psychometric properties of an instrument measuring values teaching schools. Using data from 400 high school students, the study developed and validated a measure called Malaysia School Values Scale (MSVS) tailored to high school students in Malaysia. The MSVS measures the values along eight dimensions. A robust analysis of Confirmatory Factor Analysis (CFA) in Structural Equation Modelling (SEM) provides a rigorous analysis of the model power in relation to construct and content validity, confirming the dimension and analysing the fitness of the data collected in the hypothesized model. Their paper provided insight construct and content analysis using the CFA approach to consider the 15 school values constructs. To achieve the intended research objective, the 15 school values were explored. The results provide evidence that the MSVS achieved sound psychometric properties. The overall reliability value of Cronbach's Alpha was acceptable. Results implied that MSVS is a valid measure to describe the school values among high school students. Moreover studies were recommended to further validate the scale.

Vasil Gluchman (Slovakia) presented *Ethics, Morality and Education: Their Roles in Cultivation of the Individual Character*. According to the author morality bears certain elements connected to genetic, or biological determination to the protection and sustenance of human life on the one hand; however, on the other hand, includes a social, cultural (including educational) superstructure regarding protection and sustenance of human life. Morality, virtuousness as well as education are predominantly social and cultural phenomena, since they are an outcome of social and cultural factors to a much larger extent than biological factors. Based on biological and social, or cultural factors (with a very significant role of education), free will and moral freedom have developed, and these can function as another source of forming the moral character of a person (Martha Nussbaum), especially

on an individual level, i.e. the level of virtue of an individual, with a certain impact on social and cultural aspects, including morality (depending on the level of moral maturity and the kind of moral agent). Moral freedom, on an individual level together with education, can become the most dynamic factor for forming the moral character of an individual, as the efforts of an individual for moral cultivation of his own character can be a decisive factor of moral maturity (Nussbaum). Free will and moral freedom are, in their ultimate form, manifested through (social) consequences resulting from our reasoning, decision making and actions, or behaviour. Hence, consequences (and especially social consequences) are the most significant factor characterising the state of morality and virtuousness. It means that ethics and education have a very significant role in cultivating our character (Nussbaum).

Selahattin Alan in his study *Analyses of Prospective Teachers' Thinking Styles* stressed that Turkish prospective teachers' thinking styles is examined in terms of branches and gender, class level. The sample consisted of 350 prospective teachers who are currently educated in the Faculty of Education in Necmettin Erbakan and Selcuk University. The Thinking Styles Inventory developed by Sünbül was used to measure the following dimensions: thinking styles. The findings showed that perceptions of prospective teachers in science and social sciences were significantly different from each other in all environmental consciousness dimensions. The findings revealed that all the sub-scales had reliability at high level. However, in different sub scales of the scale, significant differences were observed in terms of the variables of the prospective teachers' gender and their study field.

The Opinions of Teacher Candidates about Teacher Candidate Training Process was the topic of *Fatih Mehmet Ciğerci, Mevlüt Aydoğmuş, Cihad Şentürk* (Turkey). They explained "The Directive on Teacher Candidate Training Process", which became effective according to the confirmation numbered 2456947 on 02.03.2016 by the Ministry of National Education, specified the rules and regulations on the training of teacher candidates who were appointed to official education institutions. In the previous years, those who were appointed as teacher candidates used to start teaching. With the new directive by the Ministry, teacher candidates undergo a training process the details of which were designed by the Ministry. The training process took place in the schools which the teacher candidates have been appointed to for six months. Their study aims at determining the opinions of teacher candidates about the pre-service training they had for six months, revealing the results of the training and developing suggestions on the process depending on the opinions of the teacher candidates who participated in the study. They believed that this study will shed light to the effectiveness of this new pre-service training program and lead to new studies in the field. The qualitative method was used in the study. In order to collect data, a semi-structured interview form was used, too. The teacher candidates stated that they participated in various activities both in schools and outside the schools during the training period. The teacher candidates stated that the new teacher candidate training program was put into action without making a pilot study, and thus this situation led to some problems. By taking the opinions and suggestions of the teacher candidates into consideration, the

problems and uncertainties could be eliminated and the training program could gain more qualifications. They believed that this study will give important support to other studies, the field, the school administrators, advisors and policy makers.

Kamil COŞTU in his paper *Past, Present and Future of the Religious Education in Turkey* contributed to the role of the religion in the education system of Turkey. It has been frequently discussed from the foundation of Turkish Republic. One of the important aspects of these discussions is the religious education in public schools. In this regard, Turkey has rich experience. Different options from non-existence of religious education to compulsory one have been tried in public schools. Between 1930 and 1947 religious education was not taught in primary education. Theology Faculties which offer higher religious education had been closed in 1933 and then reopened in 1949. From 1950 till today, improvements in the field have been continued. According to him these experiences will contribute new perspectives to the religious education policies in case of fair analysis. Hence, this paper portrayed the past, present and future of religious education in Turkey and make suggestions about carrying out methods for the future.

Humanizing Engineering Education using Social Pedagogy and Critical Theories was presented by Mohammed Baaoum. He stressed that engineers have made tremendous efforts to make unimaginable dreams reality, yet their efforts at meeting basic human needs for disadvantaged communities are missing. According to Paul Polak, around 90% of world's designers focus all their efforts on developing products and service exclusively for the richest 10% of the world's customer while ignoring needs of the other 90%. Among the other 90%, there are 0.8 billion people who lack clean water, 2.4 billion individuals who lack adequate sanitation, 1.6 billion persons who have no access to electricity. Moreover, malnutrition kills 11 million children under the age of five every year. These global challenges relate directly to engineering. Water filtration, building sanitation and housing, designing nutrition supply chain and energy generation are mainly engineering work. However, general engineering education still does not equip engineers with appropriate skill-set to create affordable technical solutions for marginalized people. It mainly focused on preparing engineers to serve market needs and military purposes. As a result, engineers have historically been employed as hired guns, doing the bidding of both political rulers and wealthy corporations.

Monir Choudhury in his paper *Motivational Challenges in Using an E-learning System in Saudi Arabia* stated that blending E-learning in educational institutions equips the modern day students with online academic support systems in their infinite pursuit of knowledge and skills. Since it is a rather recent endeavour in Saudi Arabia, it has many challenges. In addition, there has been hardly any serious research done in the area to eliminate the difficulties the Saudi students are facing and improve their e-learning situations. He has addressed the motivational and technological impediments the Saudi students encountering in E-learning in their university studies. The objective was to empower the learners motivationally and improve their active participation in the learning process. This in depth study has discovered many first hand insights into the students' problems that impede their

motivations in e-learning. After analysing each problem, the paper has proposed some concrete, innovative tips and teaching strategies both for the teachers and the students to make a feasible and significant difference in the e-learning practice.

Youth Work Mobile 2.0 – Train (YOWOMO2.0-Train) is a European partnership developing education and training for youth work in the age of smartphones and social media, as stated in his presentation *Mevlüt Aydoğmuş*. The core idea of YO-WOMO2.0-Train is according to the author to get youth work in shape for the 21st century. Main target group are both youth workers and youth work trainers and educators. Education and training for both will be developed to acquire competence and make use of up to date digital technology. This will enable professional youth work to become a player in the digitalisation of Europe increasing digital inclusion, community cohesion, digital citizenship, youth participation, while decreasing informational poverty among young people. The purpose of his presentation was to introduce the project "YOWOMO2.0-Train", its aims and final products. Funded with support from the European Commission, YOWOMO2.0-Train is a 2-year Erasmus+ partnership project, which will end in July 2018. YOWO-MO2.0-Train will develop and pilot three outputs: A course for youth work in the age of smartphones and social media. This course will enable youth work trainees and professionals to acquire the competences for youth work in the age of smartphones and social media

A preparatory course for trainers, educators, and lecturers to hold the courses for youth work in the age of smartphones and social media. The YOWOMO2.0-Train online platform will offer these courses in form of MOOCs and will serve as a repository of open educational resources for education and training.

Test the effect of Perceived Satisfaction, Motivation and Anxiety on Second Life Environment in Distance Learning Environment Structural Equation Modeling was the paper of El-Nour Omer, Azhari Drewsh, Abdomalik Ahmed. The main purpose of the their study was to predict the relationship between motivation, anxiety, perceived satisfaction and Second Life within asynchronous learning environment specifically in EFL program. Data of the present study were collected from undergraduate students from Sudan University of Technology and Science(SUST) in the Sudan. The Questionnaire was conducted manually. Structural Equation Modelling (SEM) Version 16 and SPSS Version 11.5 were used. A hypothesized model was tested for model fit in the present study. The convergent validity and discriminant validity were conducted. Therefore, the study was conducted in asynchronous learning environment, particularly in EFL course which offered to undergraduate students at Deanship of distance education - Sudan University of Technology and Science (SUST) in the Sudan.

Nur Belkayalı and Yavuz Güloğlu noted that urban historical environments are one of the most prominent and effective ones of some components to whom citizens can consubstantiate themselves to cities, and give identity to them and time memory, culture and even future. Therefore, the conservation of urban protected areas is not just a responsibility for local people living in these areas also a respon-

sibility for all society. Conserving and ensuring sustainability of these areas is just possible with a process on which area participants involve. perspective to living spaces of the cities. In order for the area shareholders to play an effective role in this process, they should be aware of the benefit of the area for them. It was continuously emphasized in their presentation *The Effect of Education on the Preservation of Historical Urban Environment: The sample of Kastamonu Urban Protected Area* that education is important in providing this awareness. It was considered that the perception that the increase in education level positively affect the life conditions of protected areas, and protecting these kinds of areas gain favour to all shareholders and become easier and more sustainable.