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INTERNATIONAL CONFERENCE ON EDUCATION - 2014 (ICE 2014)

18-20 September 2014, Szombathely, Hungary
„New Challenges and Solutions in Teaching and Coaching”
and Education Through Sport

BOOK OF ABSTRACTS

Edited by Ágnes N. TÓTH



Savaria University Press 

Book of Abstracts

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Ágnes N. TÓTH

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PREFACE AND CONFERENCE PROGRAMME

ICE 2014, as an “International Conference on Education and Sport - New Challenges and Solutions in Teaching and Coaching”, has held in Szombathely, Hungary hosted by University of West Hungary. The venue took place in the “Tóvendéglő Conference Center” between 18-20 September 2014. The conference has been supported by the International Network on Sport and Health Science and the City of Szombathely.

It was our great pleasure to organize this special international event in our city in 2014. The conference was a real environment for scientists and participants from all over the world working on the related fields. Hence, the conference constitutes a global platform open to all researchers of any nationality, who preferred to present their relevant studies as well as to build new collaborations and friendship among participants.

The conference has covered a wide range of topics on the field of pedagogy, education, teaching and coaching. One of the main focuses of the conference was the sport pedagogy related themes, which had been a separated session in this congress. The program included plenary and invited lectures by many eminent scientists from around the world. We had also special effort to bring young researchers from different countries, and from different regions of Hungary.

We aimed to have an effective and fruitful conference with the hope to refresh our professional knowledge and also have a good time together. We looked forward to welcoming and hosting you all in Szombathely, Hungary on the occasion of the ICE 2014 „International Conference on Education and Sport Science”.

We would like to extend our thanks to all our colleagues attended the event for their great interest and support; hopefully you had pleasant and contentful time in our city and hope that you will think on Szombathely with memories after the couple days in our country.

We look forward to your participation and contribution to our next conference as well, probably in September 2016.

Sincerely Yours,

The Editor

Ágnes N. TÓTH Ph.D.

18 September 2014

- 14.00 - 14.45 **Welcome ceremony**
- 14.45 -15.15 **Keynote presentation Prof. Dr. Joana Adelaida SALAZAR**
PRESENT AND FUTURE TRENDS IN EUROPEAN TEACHER
EDUCATION
- 15.15 -15.30 **Mehmet AYDINKAL**
NEW APPROACHES ON VOCATIONAL EDUCATION AND
TRAINING: TRENDS, CHALLENGES: STUDY FOR
STUDENTS OF HITIT UNIVERSITY VOCATIONAL HIGHER
SCHOOL
- 15.30 - 16.15 Coffee break
- 16.15 - 16.30 **Judit BOKOR**
FEATURES OF ACTIVITIES OF THE ADAPTIVE SWIMMING
INSRUCTOR
- 16.30 - 17.00 **Keynote presentation Prof. Dr. Andrea KÁRPÁTI**
NEW PARADIGMS IN HUNGARIAN PRE-SERVICE
TEACHER EDUCATION: PRACTICE BASED, ICT-
SUPPORTED APPROACHES
- 17.00 - 17.15 **Gábor GADÁNYI**
THE SOCIAL RENEWAL OPERATIONAL „I AM LEARNING
AGAIN,, PROGRAMME IN HUNGARY
- 17.15 - 17.30 **Filippo GOMEZ PALOMA**
E.C.S. AND I.C.F.: A SCIENTIFIC THEORETICAL
INTERACTION?
- 19.00 **Welcome Dinner**

19 September 2014

- 9.30 - 10.00 **Keynote presentation Prof. Dr. Hakan SARI**
NEW DEVELOPMENTAL CHALLENGES IN SPECIAL
EDUCATION SERVICES IN TURKEY AFTER THE NEW
EDUCATION REFORM ACT IN 2012
- 10.00 - 10.15 **Zafire SECER**
AN INVESTIGATION OF THE RELATIONSHIP BETWEEN 3-6
YEARS-OLD PRE-SCHOOL CHILDREN'S EXPOSURE TO
PEER VIOLENCE SITUATIONS, AND THEIR SOCIAL
COMPETENCE AND BEHAVIOURAL PROBLEMS
- 10.15 -10.30 **Dalsu ÖZGEN KOÇYILDIRIM**
AN INTERDISCIPLINARY STUDENT PROJECT ON
EDUCATIONAL GAME DESIGN

- 10.30 - 10.45 **Barbara SZABÓ**
HEALTHY AND MEANINGFUL LEISURE BEHAVIOUR OF
YOUNG ADULTS AS A MULTISECTORAL CHALLENGE
- 10.45 -11.15 Coffee break
- 11.15 - 11.30 **Magdalena THALER**
PROMOTING PHYSICAL ACTIVITY IN PRIMARY SCHOOLS:
DETERMINANTS OF IMPLEMENTING SCHOOL-BASED
PHYSICAL ACTIVITY INTERVENTIONS
- 11.30 - 11.45 **Therese WEHMAN and Michael P. SAVAGE**
INTERNATIONAL EXPERIENTIAL EDUCATION: THE
TRANSFORMATIVE IMPACT ON COLLEGE STUDENTS
- 11.45 - 12.00 **Kalliopi TROULI**
RELATIONS OF GROSS AND FINE MOTOR SKILLS WITH
GRAPHOMOTOR SKILLS
- 12.00 -13.00 Lunch brake
- 13.00 - 13.15 **Kashef ZAYED**
SPORT & EXERCISE MOTIVATIONS OF UNDERGRADUATE
STUDENTS
- 13.15 -13.30 **Passkorn ROUNGRONG**
DEVELOPMENT OF TABLET BASED LEARNING MODEL
WITH COOPERATIVE LEARNING
- 13.30 -13.45 **Aspasia PANAGIOTAKI**
INFLUENCE OF DRAMATIC PLAY IN THE DEVELOPMENT
OF PLAYFULNESS IN EARLY CHIDHOOD
- 13.45 -14.00 **Eszter PÓCZIK**
DIFFERENCES IN SCHOOL POLICIES ON REFLECTION OF
THREE PRIMARY SCHOOLS
- 14.00 - 14.15 **Rukiye KONUK ER**
A NEW MODEL OF TEACHER TRAINING FOR SPECIAL
EDUCATION IN TURKEY: APPLIED MASTER’S DEGREE
PROGRAM
- 14.15 -14.30 **Barbara SZABÓ**
IMPORTANCE AND CHALLENGES OF RESEARCH
COOPERATIONS BETWEEN SECONDARY SCHOOLS AND
UNIVERSITIES – USING THE EXAMPLE OF THE PROJECT
“MY HEART AND I – TOGETHER HEALTHY”
- 14.30- 15.00 Coffee break
- 15.00 -15.15 **Erika FAVORIDO**
A PEDAGOGICAL INNOVATION IN SZOMBATHELY:
BILINGUAL PROGRAM AT THE SIMON ISTVÁN PRIMARY
SCHOOL
- 15.15 -15.30 **Ilona COOPER**
SUDENTS’ PERCEPTION OF HEALTHY LIVING

- 15.30 - 16.00 **Keynote presentation Prof. Dr. József BOGNÁR**
CURRENT TRENDS AND RESEARCH APPROACHES IN
SPORT PEDAGOGY
- 16.00 - 16.15 **Prof. Henriette DANCS**
NEW CHALLENGE IN SPORT AND EDUCATION (VARIOO)
- 16.30 **Organised Sight Seeing**
- 20.00 **Dinner**

20 September 2014

- 9.30 - 9.45 **Mercédesz CSINGER**
THE COMPARATIVE STUDY ON THE PUPILS' VIEWS
ABOUT THE IDEAL SCHOOL
- 9.45 - 10.15 **Keynote presentation Prof. Dr. Mike HUGHES**
PERFORMANCE ANALYSIS AND EDUCATION
- 10.15 -10.30 **Katalin BÍRÓ ILICS**
EXAMINING THE PREDIKTIV VALIDITY IN SELECTION OF
THE VOLLEYBALL TALENT
- 10.30 -10.45 **Rozafa F. SHALA**
THE IMPACT OF STEP BY STEP PROGRAM IN THE PUBLIC
PRESCHOOL INSTITUTIONS IN KOSOVA
- 10.45 - 11.00 **Orsolya N. TÓTH**
NEW METHODS IN THE TEACHING OF P.E.
- 11.00- 11.30 Coffee break
- 11.30 - 11.45 **Yue XU**
UNIVERSITY SELECTIVITY AND STUDENT RETENTION:
EVIDENCE FROM THE IPEDS DATA
- 11.45 - 12.00 **Judit H. EKLER**
SMALL P.E. -PROJECTS TO IMPROVE INDIVIDUAL
MOTIVATION
- 12.00 -12.15 **Linda ÖHM**
IS BILINGUALISM A PROBLEM? MONOLINGUAL AND
NON-NATIVE SPEAKING PARENTS' AIMS AND
STRATEGIES FOR RAISING CHILDREN WITH TWO
LANGUAGES
- 12.15- 12.30 **Violeta BUZA**
EFFECTIVE ASSESSMENT OF LEARNING THROUGH
FORMATIVE ASSESSMENT AND COOPERATION BETWEEN
TEACHERS AND PARENTS
- 12.30 -13.30 Lunch brake
- 15.00 **Bus Trip to a Famous Local Vine Region – Vine Tasting**

KEYNOTE PRESENTATIONS

CURRENT TRENDS AND RESEARCH APPROACHES IN SPORT PEDAGOGY

Prof. Dr. József BOGNÁR

University of Physical Education, Budapest, Hungary

The purpose of this presentation is to highlight the current trends and concerns in the firmly established academic field of Sport Pedagogy. Through different conceptual and theoretical understandings, the main terms, goals, methodologies, results and recommendations are demonstrated.

The theoretical basis of Sport Pedagogy has shifted away from instructions and curriculum towards the relationship among learner/athletes, process and the product of teaching/coaching. In this sense Sport Pedagogy refers to intentions, practices and learning through purposeful and systematic encounter among all parties involved. The main conceptual orientations in pedagogy are 1) Pedagogy as a science of teaching (e.g., can be observed and measured), 2) Phenomenological pedagogy (e.g., relationship between child and adult), and 3) Pedagogy and knowledge (re)production (e.g., intentions and consequences).

Sport Pedagogy has distinctive characteristics to search for real life solutions in PA and related fields. Practice-oriented approaches mostly focus on learners' participation, experience and test results in school physical education and in PAs in both formal and informal sites. The curricular and extracurricular physical activities and their multifaceted impact on character, the values, knowledge and certain teacher/coach characteristics effect on learning and development are all interesting areas to look at. Coaches' and PE teachers' pedagogical work very well influence practices, knowledge, thinking, attitude, beliefs, and dispositions about performance, participation, practices in all types of physical activity (PA). The positive personal, social, health, and physical impact of regular physical activity is found to be lifelong, however PA and sport as related to adult and old people has achieved less attention so far. On the other hand, adapted PE and sport, and inclusion has gained solid recognition in Sport Pedagogy research. Talent development, youth and elite sport and excellence are examined using different general and content/sport specific means with also looking at the process and dynamics of the individuals and groups over time.

When considering differences among groups and teams, gender, age, level of education, experience, learning environment, social status, and nationality appear to be factors to consider. Based on these characteristics, future research needs to find more connections and cause-effect relationships in diverse areas of PE, PA and competitive sport. Descriptors between contextual factors and individuals and the level of cognition in participation and excellence also need more attention in the future.

Keywords: sport pedagogy, developments and trends

PERFORMANCE ANALYSIS AND EDUCATION

Prof. Dr. Mike HUGHES

University of Middlesex, London, UK.

Notational analysis is an objective way of recording performance, so that critical events in that performance can be quantified in a consistent and reliable manner. This enables quantitative and qualitative feedback that is accurate and objective.

No change in performance of any kind will take place without feedback. The role of feedback is central in the performance improvement process, and by inference, so is the need for accuracy and precision of such feedback. The provision of this accurate and precise feedback can only be facilitated if performance and practice is subjected to a vigorous process of analysis.

The publication of a number of notation systems in racket sports provided a fund of ideas used by other analysts. Because of the growth and development of sports science as an academic discipline, a number of scientists began using and extending the simple hand notation techniques that had served for decades. This also coincided with the introduction of personal computers, which transformed all aspects of data gathering in sports science. Currently hand and computerised notation systems are both used to equal extents by working analysts, although the use of computer databases to collate hand notated data post-event makes the analyses much more powerful.

The applications of notation have been defined as:-

1. tactical evaluation,
2. technical evaluation,
3. analysis of movement,
4. development of a database and modelling, and
5. for educational use with both coaches and players.

Most pieces of research using notation, or indeed any practical applications working directly with coaches and athletes, will span more than one of these purposes. The use of systematic observation instruments provides researchers with a method of collecting behavioural data on both the coach and the athlete and any other performance, e.g. that of a teacher. These data can be analysed and processed in a variety of ways to provide a descriptive profile that can be used for giving the performer feedback about their actions. Advances in both computer and video technology can make this observation process more efficient and also provide the teacher with audio-visual feedback about their interactions with their pupils. The next phase of solving these problems in their entirety is translating the use of these objective observation systems into practice. The presentation here attempts to exemplify some of the better practical uses of analysis by analysts and their potential applications in education. The next step is to be able to describe in generic terms the whole process, of performance analyses and their applications to the teaching process, so that it can be applied to any situation in any subject.

Keywords: Analysis, performance, education

NEW PARADIGMS IN HUNGARIAN PRE-SERVICE TEACHER EDUCATION: PRACTICE BASED, ICT-SUPPORTED APPROACHES

Prof. Dr. Andrea KÁRPÁTI

*ELTE University, Faculty of Science, Centre for Science Communication,
Budapest, Hungary*

After three turbulent years of changing a 5-year, pedagogy-oriented training system to the Bologna type, 3+2-year, discipline-based model, Hungary currently has one of the world's longest teacher education programs of 5 years in training and 1 year in school-based practice. *Current debates centre on content: the significance of discipline-based knowledge versus education-related skills and competence development.* (Stéger, 2014, Kárpáti, 2009) *Scientific content knowledge* in teacher education involves concepts and theories, approaches and empirical evidence in the domains of pedagogy and psychology. It is supported by conceptual "*metatheoretical knowledge*", i.e. epistemic knowledge about the differences between scientific facts and everyday experiences. It includes dimensions such as 1) the precision of the applied terminology, 2) the way of gathering and documenting empirical evidence, 3) the procedure of decision making), 4) evaluation of the validity of propositions and 5) putting theories into practice. (Bortz and Döring, 2006).

In training programs, however, *how theories relate to and how they can be applied to school practice is seldom demonstrated.* (Le Cornu & Ewing, 2008). Apart from conceptual knowledge, scientific knowledge application requires action-related procedural and strategic activities. Without dedicated training of theory application, virtually no specific teaching competences are acquired by the students. (Kapur & Bielaczyc, 2012). Student teachers' preference for practical experience in the work place is accompanied by a tendency to reject or not engage with the scientific knowledge base of their chosen profession. (Bainbridge, 2011, Ritchie & Wilson, 2001). The resulting theory–practice divide (Bainbridge, 2011) may successfully be bridged in teacher education through authentic learning models such as the Theory Articulation Model (TA, Ohlsson, 1992) and the Productive Failure Model (PF, Van Lehn et al., 2003). According to the *Theory Articulation Model*, students need to be taught the activity of applying a theory to a particular situation, to decide how an educational theory should be mapped onto that situation, and use it to develop a solution strategy. (Kuhn, 2010). The *Productive Failure Model* (PF) proposes a form of constructivist learning in which learners must solve an educational issue based only on their prior or intuitive knowledge. This often leads to failure that can, however, be used productively by instructors who analyse student actions and provide feedback and scaffolding for the improvement of strategies. This authentic procedure, similar to peer critique in a school staff (but without its

career consequences), seems to be an authentic way for furnishing students with practice-oriented skills and abilities.

This presentation introduces authentic learning environments based on anchored instruction (narrative format, authentic problems, relevant exercises), and instructional support measures fostering cognitive flexibility in a variety of school education domains. These environments aim at enhancing student teachers' abilities to analyze complex pedagogical situations based on scientific knowledge. Training projects using Information and Communication Technologies (ICTs) applications such as Web 2.0 environments for tagging references, developing thematic image and video film collections, collaborating on documents and co-presenting online will be shown. (Molnár et al., 2013; Tímár, Kokovay and Kárpáti, 2011; Paksi and Kárpáti, 2009). The role of online mentoring in making meaningful connections between discipline-based and scientific knowledge and pedagogical practice will also be demonstrated. (Kárpáti and Munkácsy, 2013; Dorner and Kárpáti, 2010).

PRESENT AND FUTURE TRENDS IN EUROPEAN TEACHER EDUCATION

Prof. Dr. Joana Adelaida SALAZAR

Association for Teacher Education in Europe (ATEE), Brussels, Belgium

The session will refer to the development of teacher education in Europe seen from the experience of the Association for Teacher Education in Europe (ATEE). Identity of teacher education will be looked at as well as present and future trends in teacher education. Teaching and research challenges within the field of teacher education will also be reviewed.

NEW DEVELOPMENTAL CHALLENGES IN SPECIAL EDUCATION SERVICES IN TURKEY AFTER THE NEW EDUCATION REFORM ACT IN 2012

Prof. Dr. Hakan SARI

Head of Special Education Department, Necmettin Erbakan University, Konya, Turkey

After the new Reform Act in Turkish Education System in 2012 lead by the Minister of National Education, Prof. Dr. Omer Dincer, special education and counselling services has faced new and radical constructive changes on its organisation and special education regulation, teacher training and attitudes of

people in the society with also contributions of Director General of Special Education and Counselling Services Department in the Ministry of National Education, Assoc. Prof. Dr. Hakan Sari, who was appointed on the the Minister Mr. Dincer's say so. In terms of special education and counselling services, education and training of children with special educational needs (SEN) has been gained much attention after this reform in Turkey. For example, the education period increased from 8 years education to 12 years compulsory and staged (progressive) education which indicates that if any individual with SEN completes first stage education – primary school education- that individual can attend any kind of secondary or high school education which adapts different curricula in accordance with the ability and future aims of the individual. The reform has also affected attitudes of people who work for governmental and non-governmental organisations in terms of having roles and responsibilities for presenting special education services to the individuals with special needs. Therefore, this study aims to explore the following questions; 1) what kind of organisational and structural changes have happened on special education organisational conditions and status after the new reform in 2012, 2) what kind of changes are existed in special education institutions –as in state schools and private special education institutions in Turkey in terms of their status and their curricula, 3) what are the current situations and conditions of special Education services in Turkey in terms of teacher training challenges, opening new postgraduate programs in the universities and parent education. The paper concludes that special education has developed very much with the governmental new policies and challenges in Turkey in terms of presenting quality education and support services effecting the special education regulation and attitudes of people in positive way working as staff in the governmental and private organisations, which is on ongoing improvements after the 2012 reform.

Keywords: special education reform in 2012 in Turkey; children with special educational needs; attitudes of people towards special needs; teacher training for special education; new Turkish special education regulation.

PRESENTATIONS OF PARTICIPANTS

NEW APPROACHES ON VOCATIONAL EDUCATION AND TRAINING: TRENDS, CHALLENGES: STUDY FOR STUDENTS OF HITIT UNIVERSITY VOCATIONAL HIGHER SCHOOL

R. M. ALKAN

Hitit Üniversitesi, Çorum, Turkey

İstanbul Teknik Üniversitesi, İstanbul, Turkey

M. SUIÇMEZ; M. ŞAHİN; İ. YILDIRIM and M. AYDINKAL

Hitit Üniversitesi, Çorum, Turkey

The role of vocational and technical training institutions in training skilled labor force has been increased day by day, in terms of adaptation of human resources to global developments at the point of today's competitive concept which was formed by economic and technologic developments in the world. Vocational Higher Schools called associate degree programs in higher education are the higher education institutions which has two years education duration and whose main objective is to train skilled technicians for major sectors such as industry, commerce and services. Vocational training has a big importance in the current workforce to ensure coordination between working life in the country. In this context, some new applications such as “Project of Human Resources Development through Vocational Education and Training (IKMEP) “Vocational and Technical Education Quality Improvement Project (METEK”) and for the transition from vocational schools without examination “Vocational and Technical Education District (METEB)” are conducted. But the problems of the students within the vocational training are still continuing in spite of the efforts in improvement of the quality of vocational education, the diversification of professional opportunities and facilitating their accessibility.

In this study, it was applied a survey to the students of Vocational Higher School at Hitit University and it was evaluated, as a result, vocational training perspectives and tendencies of these institutions.

Keywords: vocational higher education, qualified workforce, employment

AN INTERDISCIPLINARY STUDENT PROJECT ON EDUCATIONAL GAME DESIGN

Dalsu ÖZGEN KOÇYILDIRIM

Middle East Technical University, Ankara, Turkey

Selay ARKÜN KOCADERE

Hacettepe University, Ankara, Turkey

Game design requires collaboration of team members from different backgrounds such as design, engineering and education. An interdisciplinary student project was conducted with undergraduate students from two different universities and disciplines, to observe and assess how this collaborative aspect influences the process and the results of a game design assignment. 20 prospective instructional designer taking the elective course Educational Game Design in Hacettepe University's Faculty of Education, were distributed into six teams of three or four students. These teams were matched with prospective visual designers from Middle East Technical University's Faculty of Architecture, who were taking the elective course Visual Narrative in Design. On both courses, the importance of non-linear narratives for game design was emphasized and students were encouraged to investigate this approach to storytelling according to their own disciplines. In the first stage, instructional designers prepared a proposal for an educational game, following a design document template given by their instructors. These proposals were then digitally submitted to their visual designer team members, to receive feedback on how to improve the non-linearity of the game narrative as well as to get visual proposals for the look of the game. Finally, considering these feedbacks and visual proposals, instructional designer implemented and developed their games. In this study, the process and the results of this interdisciplinary project is given in detail. Through descriptive analysis of questionnaires and interviews conducted with students, the final results of the project have been assessed and recommendations for further studies are formulated.

Keywords: educational games, serious games, game design, interdisciplinary, non-linear narratives

NING THE PREDIKTIV VALIDITY IN SELECTION OF THE VOLLEYBALL TALENT

Katalin BIRÓNÉ ILICS

University of West Hungary Savaria Campus, Szombathely, Hungary

Inspired by the desperate state of volleyball and the lack of results in previous years, the present study aims to discuss methods of looking at predictive validity when selecting top volleyball players, i.e. defining the genetic, environmental and personality factors that give the safest indication of success, thus allowing of the earliest selection and nurturing of the most talented.

141 volleyball players (13-14 and 15-16 years old) participated in our study. The study included 7 data collection sources, and data were obtained between November 2012 and March 2013. To examine genetic factors we took 24 body size which were used to analyse physique, predicted adult height, difference between biological and calendar age, and a test of motor skills (18 meters sprint, stuffed ball toss forward, stuffed ball roll back, sit-up, standing broad jump, standing jump with one hand, special running with change of direction), to measure speed and explosive arm-leg-trunk strength. Environmental and personality factors were examined with the help of two questionnaires, one filled out by the players and another by their parents. Ball handling skills, the most obvious sign of technical skills and the overall training performance shown in a nearly 6-month-long period were evaluated on a 1-5 scale, in cooperation with the coaches. Furthermore, 5 technical elements were graded on a three-point scale in 3 matches for the players included in the study.

Correlation was found between more anthropometric parameters and tests of motor skills. Furthermore we managed to set up the profile of the best performing sportsmen. By increasing the reliability of predicting outstanding future performance, the profile will help coaches and other specialists when selecting new generation volleyball players.

Keywords: talent, volleyball, selection, prediktiv validity

EFFECTIVE ASSESSMENT OF LEARNING THROUGH FORMATIVE ASSESSMENT AND COOPERATION BETWEEN TEACHERS AND PARENTS

Violeta BUZA

University of Prishtina, Faculty of Education, Prishtina, Kosovo

For a successful learning process, raising effectiveness of learning and also increasing the positive quality in learning, assessment is considered to be one of the backbones in education. Therefore, the research project explores mutual help between teachers and parents for their achievement of a fair and real evaluation to pupils in primary schools. Exceptionally various ways of evaluation will be explored especially application of Formative Assessment in teaching practice, practiced by the teachers in cooperation with parents. Teaching practices show that applying of more evaluation forms and mutual interaction between teachers – family always bring a positive result in learning process

The study is based in the hypothesis: “Cooperation teacher – parent affects the increasing in learning quality and fair evaluation of pupils.

The study aims to expose the importance of pupils’ learning and commitment by reflecting on obtained knowledge and skills. In this research through the qualitative method it is realized an observation in two classes by the teachers for changes in pupils’ achievements in different periods during the school year. It is planned and realized an overall assessment for pupils with all the records by teachers towards parents.

The research is realized with a second and a third grade of the primary school, it included 2 teachers, 58 pupils and 58 parents.

From the results we conclude that a cooperation teacher – parent is on of the backbones for achieving a positive and qualitative change in the teaching process.

Keywords: cooperation, formative assessment, learning process

SUDENTS' PERCEPTION OF HEALTHY LIVING

Ilona H. COOPER

Simon Istvan Primary School, Szombathely, Hungary

My research is based on students' perception of healthy living. I chose this subject matter because I have personally encountered several obstacles during physical education class including proper hygiene, obesity and injuries. The importance of physical fitness, personal image and prevention of health related problems compelled me to investigate how our youth view themselves. This is a "mini research project" in its initial phase which involved 10 female students and 12 questions. I would like to expand the scale of my research in the future to include more children and multiple schools to yield a better understanding how we should improve physical education. We all know that children are our future. Educating them at an early age about the importance of physical exercise, healthy nutrition, self-image, and addictions is the benchmark for contributing to a healthier society.

The research took place at Simon Istvan Primary School in Szombathely. The second part of the presentation will introduce our bilingual educational program that has been part of our educational system since 2008. The origin, the history of bilingual education in our school, the obstacles that we have faced and the innovative opportunities that await us will provide a great outlook on how our students learn English as a second language.

Keywords: students' perception, healthy living, self-image, questionnaire

THE COMPARATIVE STUDY ON THE PUPILS' VIEWS ABOUT THE IDEAL SCHOOL

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The eternal question of pedagogy how we could create the ideal school system. The changes in the world are very big and fast, so try to find more solutions to improve the education. The value systems are changing in the society and in the youths but the school is on its ways.

The individuals are bordering their self on the expectations of the community, friendship, social media, fashion what also changing all the time, and where is the school stability clues on their students. So how build the school self-confidence, and develop the competences in their pupils? How do we know the school makes the job correctly? Maybe from the PISA? What about the students who are in the middle of the system and seeing what's going on.

In this study I choose the pupils different value systems' views (traditionalistic, individualistic, conformist, spiritualistic, civility, hedonistic), and compare in some keynotes like what do you want the school/teacher develop in you, how do you like to work with the teacher/students, what do you think/know about the labour market, and some of their expectations.

After getting the pupils' picture about what's wrong/good in the education system could find some answer to give.

In these ways the school/teachers could improve the education and then it could be came an idealistic school in Hungary.

Keywords: Value systems, ideal school, ideal teacher, teaching methods, talent-development

A PEDAGOGICAL INNOVATION IN SZOMBATHELY: BILINGUAL PROGRAM AT THE SIMON ISTVÁN PRIMARY SCHOOL

Erika FAVORIDO

Simon Istvan Primary School, Szombathely, Hungary

The Simon István Primary School in Szombathely started its bilingual program seven years ago, during the academic year of 2008/09. The program has changed considerable since its launch. During my presentation I wish to introduce the original preparations and the proposal towards the local council; the changes of the subject structure and our future plans of a renewed quality control system.

THE SOCIAL RENEWAL OPERATIONAL „I AM LEARNING AGAIN,, PROGRAMME IN HUNGARY

Gábor GADÁNYI

National Labour Office, Szombathely, Hungary

In my presentation I will give a brief summary of the programme I have worked on, describe some of the courses that are available and give a short review of my activity on the programme.

The „I am learning again” programme affects the entire population of Hungary, and is implemented by the National Labour Office in accordance with Metropolitan and County Government Offices.

Duration of the program: 23 April 2012 – 22 April 2015

Objectives:

- To enhance the qualification level of the adult population
- To increase the spirit for learning of the unemployed
- To provide skilled job-seeking labour force for the employers
- To increase labour market participation
- To help the unemployed to catch up with society by learning basic competences and skills

Results:

- Decreased segregation of the population in disadvantaged settlements
- The participants of the courses will obtain competitive knowledge that will help them to enter into the labour market

Keywords: „I am learning again”, segregation, competitive knowledge

E.C.S. AND I.C.F.: A SCIENTIFIC THEORETICAL INTERACTION?

Filippo GOMEZ PALOMA and Debora DI IORIO

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Body, mind and cognitive processes the bases of Embodied Cognitive Science (E.C.S.) (Caruana F., Borghi A.M., 2013) with which you might think about creating a possible link with the International Classification of Functioning, Disability and Health (I.C.F.). The E.C.S. is a scientific and cultural paradigm that founds the process of elaboration on two particular elements: perception and action (Wilson M., 2002); this would imply that cognitive processes are influenced by the mind, but more generally from the body and from the experiential lived (Gomez Paloma F., 2013).

The I.C.F. proposes an approach to the individual normal person and disabled, without a detecting of the consequences of the disease on health, but describing the elements that establish the concept of health and providing information about human functioning.

In the I.C.F. we find all the elements that allow us to know the functioning of the person correlating the body, environmental, personal factors, activity and social participation; in this context is a great valence to the model bio-psycho-social (OMS, 2007).

Many could be the points in common between E.C.S. and I.C.F., so to build a scientific relation for different reading of the appearance bio-psycho-social of the subject, together could allow to open up new horizons.

The model bio-psycho-social is a anthropological vision that exists in both models and it is in this common thread that resides the strength of the scientific relation between the I.C.F. and the E.C.S. well as the explanation for why we try to give more valence in education, school and extra school ambits.

To do this, it should be recognized as the context, the well-being, the learning, the personal and psychological factors and the interaction body - mind are the pins indissoluble and fundamental for the realization of contexts where differences are respected without underestimating the special uniqueness that characterizes the human being as such (Ianes D. & Cramerotti S., 2009).

Keywords: E.C.S., I.C.F., model bio-psycho-social, uniqueness.

SMALL P.E. -PROJECTS TO IMPROVE INDIVIDUAL MOTIVATION

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Long-term goal of PE is preparing pupils for healthy sporty adulthood. Three constituents are vital to this aim. First (two-fold) is shaping motor skills; fundamental for further movements acquisition. Second: transfer of theoretical knowledge. This can be diverse: rules of branches of sport, or biological basics of muscular activity; the sequence of a correct warm-up, healthy daily routine and nutrition, inclusive. A third component is positive attitude for active lifestyle. Further to the ability to doing sports, drive and individual motivation of the student (later the adult) is essential: determination to perform sports.

When rating the three elements, probably the third one is the most relevant: shaping positive attitude. We consider that the experience PE can yield is a sound basis for life-long sporty way of life. Individual experience is not relevant when teaching lacks methods of differentiating by individual ability. This presentation aims to further exercises with balls as teaching material in a project system elaboration.

The methodological experience involved the participation of 9 teachers with their 9 classes of different grades each, within a period of 4 weeks. The teacher assigned the teaching material and the students fulfilled those by own initiatives. Contents outside the PE class and school environment were in the limelight. Differentiating was main focal point, just like individual activity and volunteering. Pupils performed tasks on their own, in group and on class level.

To evaluate project efficiency, we applied two assessment devices. 1. Qualitative progress evaluation by means adequate to the teaching material (result data sheet, motor tests). 2. Guided observation of individual motivation.

Conclusion: Progress is witness in the teaching material. When focussing on long-term goals of PE education, an unquestionable result is high level individual motivation, much higher than experienced on the average.

Keywords: PE, experience, curriculum processing, project method

A NEW MODEL OF TEACHER TRAINING FOR SPECIAL EDUCATION IN TURKEY: APPLIED MASTER'S DEGREE PROGRAM

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In 2012, a new reform in education was started by the Ministry of Education which was called as 2012 Education Act in Turkey. After the movement, for the special education teachers training, important steps took recently. According to Sari (2013), special education institutions in Turkey is about 2468 and about there are 34,868 inclusive schools where 48% of graduates from the special education departments and 52% of them graduated from the other departments. As of June 2014, currently 22,000 teachers who graduated from special education departments should be appointed to meet the needs in terms of serving special education teachers. In line with these needs, training qualified teachers with the adequate competencies in this area is one of the important steps taken in addition to the master's program is the Applied Master of Science Program in special education in Turkey. This program was offered by the Minister of Education, Prof. Dr. Omer Dincer and the Director General of Special Education and Guidance Services Assoc. Prof. Dr.. Hakan SARI to the Higher Education Council for the first time and was a significant differentiated program in the field of special education. This master program, as well as being a first program in the area because of 196 practicing hours of the students in schools has differentiated program content. The program is the first in the world because the program has been implemented with many differentiated program contents and the practicing in schools. Therefore, this research aims to share and transfer this program with other countries which suffer from having lack of qualified special education teachers who are required competencies and experiments by working in the field. In these research document analysis methods was used. With this method, this research will provide findings from adopted correspondence and written documents which were analysed through content analysis techniques, to be able to complete the research. The findings will be presented at the Congress in details.

Keywords: teacher training, special education, Applied Master Program in Special Education

NEW METHODS IN THE TEACHING OF P.E.

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Why aren't so effective the old methods we use in the teaching of P.E.? Why is it necessary to renew our profession and open to the methods which are used in other subjects?

Because of the individual characteristics' of the Z - generation. The members of the Z-generation are born after 1996.They never lived in society with no Internet connection. These people learn differently, that's why they're supposed to be taught in a different way. It is hard to process the linear knowledge or one-way concentration for the Z-generation. They are able to share their attention and get information in a quick way, often impatient. They find activities with no immediate success boring, they don't pay appropriate attention.

The Z-generation is taught by the Y-generation, students of our university, too. Students who graduate on teacher course can teach P.E. in the first 4 classes, side by side with the others subjects. (Math's, Music, Grammar, Literature, Technics). Those who choose the P.E. specialization, can teach in the 5. 6. class, too.

Daily physical education was made compulsory by the related law in 2012.09.01.The increased number of P.E. lessons provides a great opportunity to made sports widely spread and to give positive experiences.

One semester of P.E. methodology will be shown in our presentation with project method in the topic gymnastic. You can see the projects made by our students with the opinion about the project method in the videos.

Keywords: teacher course, P.E. pedagogy, project method, generations

IS BILINGUALISM A PROBLEM? MONOLINGUAL AND NON-NATIVE SPEAKING PARENTS' AIMS AND STRATEGIES FOR RAISING CHILDREN WITH TWO LANGUAGES

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The question of how bilingualism affects the individual has been discussed as a topic of essential investigation. Researchers have fallen into two main directions in answering the question. Some experts claim that bilingualism at an early age could provoke difficulties on bilingual, while other researchers claim that bilingualism can affect the children's developments in a positive way.

The idea of raising bilingual children is both appealing and possible for more and more families these days, and more and more parents are attempting to raise bilingual kids even if they are monolinguals or non-native speakers of the language they choose for their child.

My research focus on families who are attempting to achieve additive bilingualism for their children, an aim which in many cases requires parents to use and to teach a language that is not their first language, nor the primary language of their country. In my presentation I try to show how parents make these decisions; how they response expert advice and select their language teaching strategies and how these decisions are linked to their identities as 'good' parents.

Keywords: bilingualism, families, language, teaching strategies

INFLUENCE OF DRAMATIC PLAY IN THE DEVELOPMENT OF PLAYFULNESS IN EARLY CHIDHOOD

Aspasia PANAGIOTAKI; Kalliopi TROULI; Michalis LINARDAKIS and Vasilis GRAMMATIKOPOULOS

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The aim of the present study is to explore the possible effect of dramatic play in the development of playfulness of children 3-6 years old. Dramatic play is a psycho educational and artistic-theatrical procedure which gives children the opportunity to play and communicate in the group according to their needs and motivate the inspiration of ideas and their imagination and especially using their

body expression in order to represent, improvise and ephemeral circumstances into a theatrical role. Playfulness is a natural tendency that leads children to give their own meaning to things and facts, to create fictional characters and obtain a freedom in roles and activities beyond outdoor enforcements. Assessment of playfulness is mainly based on the natural, social and cognitive spontaneity, the expression of joy, and the sense of humor. At the hard core of play that entails movement, lies the emotional expression of children. This is because children have to correspond and react accordingly to the various stimuli that appear during play. The sample consists of 67 children, 3 to 6 years old, who participated in groups of dramatic play once a week for twenty-nine weeks. To collect the data set, we used the Children's Playfulness Scale (CPS, Barnett, 1990). The statistical analysis showed that the differences between pre and post-test scores were statistically significant (p -values <0.01), indicating that the intervention improved the scores of playfulness. This means that preschool children who participate in dramatic play groups can develop their physical, social and cognitive spontaneity, their sense of humour and manifest joy.

Keywords: dramatic play, playfulness, preschool education, early childhood

DIFFERENCES IN SCHOOL POLICIES ON REFLECTION OF THREE PRIMARY SCHOOLS

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In Hungary every primary school has its own school policy, which contains the ways the pupils exercise their rights and fulfilment the obligations. It also contains the plan of work in the school, the plan of activities during the lessons and besides lessons, the use of the rooms, objects, equipment and the area of the school, furthermore it also contains the expected and prohibited behaviour of the pupils in the school or during an excursion or any programme outside the school. Since every school has its own school policy, the regulations can be very different at certain points. Students' legal relations start when they enrol in primary school at the age of six or seven and last until they leave primary school, which is mostly at the age of fourteen or fifteen. They have to live their everyday life according to the school policy during that time. The school policy is written by the school collaborating with the teachers, pupils and parents to set up the most appropriate rules and rights. In short, everybody can say what they would like the school policy to contain.

In this presentation I would like to compare three school policies from different areas in Hungary. The three schools are very different in another way, too, as one is a public school, the other is a Roman Catholic school and the third is a Waldorf school.

The aim of this presentation is to examine the differences of the three school policies. According to the Hungarian common knowledge catholic schools have very strict rules while Waldorf schools ensure the greatest freedom to their pupils. Is it true? Undoubtedly, there is a difference but we need to examine the school policies in detail to find it out.

Keywords: primary school, lessons, pupils, school policy

DEVELOPMENT OF TABLET BASED LEARNING MODEL WITH COOPERATIVE LEARNING

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The purposes of this study were to development and to validate the efficiency of the Tablet Based Learning using Cooperative Learning for Computer Education course, to the compare learning achievement of the student after using the developed learning tools, and to evaluate the level of opinion after learning tool. The 44 students were chosen from educational bachelor degree in Faculty of Education in Naresuan University District, Phetsanulok Thailand.

The research tools employed in the experiments included the Tablet Based Learning using Cooperative Learning for Computer for Education course, Questionnaires for lesson quality, Test for pretest, summative test, posttest and questionnaires for learner's opinion forward that lesson Tablet. Data were statistically analyzed by using percentages, means, standard deviations and t-test.

The results of this research indicated that the efficiency of Tablet based Learning model with Cooperative Learning was 87.73/81.14 which was higher than the standard criterion of 80/80, the learning achievement was also higher than those before learning at the statistically significant level of .05. and it was found that the learners' opinions after using the Tablet based Learning model with Cooperative Learning was at a "good" level

Keywords: Cooperative Learning, CL, Student Team Achievement Division, STAD, Web-Based Instruction, WBI.

THE IMPACT OF STEP BY STEP PROGRAM IN THE PUBLIC PRESCHOOL INSTITUTIONS IN KOSOVA

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Development of preschool education in Kosovo has passed through several periods. The period after the 1999 war was very intensive period when preschool education started to change. Step by step program was one of the programs which were very good extended during the period after the 1999 war until now.

The aim of this study is to present the impact of the step by step program in the preschool education. This research based on hypothesis that: Step by Step program continues to be present with her elements, in all other programs that the teachers can use.

For data collection is constructed a questionnaire which was distributed to 25 teachers of preschool education who work in public preschool institutions. All the teachers have finished the training for step by step program. To support the data from the questionnaire is also organized a focus group with whom were discuss the critical issues of the program.

From the results obtained can conclude that the Step by Step program has a very strong impact in the preschool level. Many specific elements such as: circle time, weather calendar, environment inside the class, portfolios and many other elements are present in most of the preschool classes. The teacher's approach also has many elements of the Step by Step program.

Keywords: Preschool education, Step by Step program, impact, pre-school teachers.

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN 3-6 YEARS-OLD PRE-SCHOOL CHILDREN'S EXPOSURE TO PEER VIOLENCE SITUATIONS, AND THEIR SOCIAL COMPETENCE AND BEHAVIOURAL PROBLEMS

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In this study, the relationship between the exposure to peer violence situations of children who attend pre-school education and their social competence and behavioural problems (anger-aggression and anxiety-introversion) was investigated. This research was carried out with the Survey method. The study group was consisted of 280 3-6 years old children attending pre-school educational institutions, located in the city centre of Konya. In this study, two different scales were used; 1) the “Peer Violence Exposure Scale” was used to determine the situations of children’s exposure to peer violence and 2) the “Social Competence and Behaviour Evaluation Scale” was used to determine their social competence and behavioural problems. The “Peer Violence Exposure Scale” and the “Social Competence and Behaviour Evaluation Scale” were filled by pre-school teachers after they observed children in their classrooms at least three months period. According to the findings, it was found that there is a relationship between the children’s exposure to peer violence and their social competence and behaviours. The detailed information about the findings of this study will be presented in the Congress in Hungary.

Keywords: exposure to peer violence, pre-school children, social competence.

FEATURES OF ACTIVITIES OF THE ADAPTIVE SWIMMING INSTRUCTOR

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The aim and task structure of swimming has been reevaluated by the beginning of the 21st century. In the previous decades it was the primary goal of swimming to train successful athletes by achieving perfect technique and better and better

performance. In our days the poor health condition of the population, including children, has changed the social demands on swimming and, as a consequence its goals as well. The dominance of the previous aim has been relayed by health recuperation, preservation and development. These new aims made it necessary to re-think swimming categories and, as a consequence, competitive swimming, recreation swimming and adaptive swimming were separated from each other. Different aims of swimming require different instructing activities. Our lecture presents the special instructing activities of adaptive swimming through a survey. The main objective of our research was to reveal the special features of the activities of adaptive swimming instructors. During our research we sought answers for the following questions: What are the most typical activities of the instructor in the adaptive swimming class? In what ways do these activities differ from activities that can be experienced in a competitive swimming training session? Is the atmosphere of the two specific kinds of swimming lessons different? To answer the above mentioned questions we applied the method of written questioning, questionnaires, and Cheffers' (1973) adaptation of categorical observation. The samples were provided by qualified swimming instructors (Na=8, Nu=8) and children attending adaptive swimming lessons (Na=147, Nu=140). On the basis of our results it can be stated that there is a significant difference between instruction activities in adaptive and competitive swimming lessons, and, on the other hand, the atmosphere is also different. Teaching methods like explanation, fault correction, assistance and praising appeared in a higher proportion during adaptive swimming lessons than in the course of competitive swimming lessons. Regarding the atmosphere of training sessions, a more informal, more relaxed mood could be experienced in the case of adaptive swimming compared to competitive swimming. As a consequence of the above mentioned results we can state that instructors of adaptive swimming should adopt a different approach and attitude as children taking part in adaptive swimming lessons are quite sensitive and have different personality types compared to the participants of competitive swimming training sessions; and they often become marginalized in their age group due to their particular disabilities.

Keywords: adaptive swimming, competitive swimming, instructional activities

HEALTHY AND MEANINGFUL LEISURE BEHAVIOUR OF YOUNG ADULTS AS A MULTISECTORAL CHALLENGE

Barbara SZABO and Florian SCHNABEL

FH Burgenland, Austria

Introduction: In the leisure sector our society is confronted with permanent changes. Actual challenges are forcing voluntary activities, handling with new types of media and using free time wisely. According to the Social Model of

Health by Dahlgren & Whitehead (1991) leisure-time activities have an important influence on adolescent health.

Objectives: The aims of the empirical study were to quantitatively analyze leisure-time activities of youngsters comprehensively (e.g. influencing factors, motives, health consequences, satisfaction, identity formation) and to identify need for action.

Methods: In 2012 the FH Burgenland carried out a standardized online survey concerning leisure behavior of young Austrians between the age of 11 and 17 (n = 461). The questionnaire was distributed among adolescents by virtual social networks.

Results: Favorite activities of Austrian adolescents are listening to music, surfing the internet and meeting friends. Sex, age and relationship with parents strongly correlate with choice of hobbies. Some activities like doing sports have a positive influence while others like playing computer games have a negative influence on self-reported health. 32% of adolescents are dissatisfied with their leisure time. Reasons are little free time because of school as well as missing sense of purpose and little social contacts.

Conclusions: Austrian adolescents wish to have more leisure opportunities, meeting-points and less school stress. In future based on these results concrete political suggestions should be developed in order to enable adolescents a healthy and meaningful leisure behavior. The education sector plays a vital role in that context. Nevertheless it is necessary that all relevant sectors and organizations (schools, communities, (sport) clubs, health promotion organizations, youth work) work together. Possible actions – in which adolescents have to be integrated – are establishing leisure-time facilities and youth clubs.

Keywords: leisure-time, adolescent health, sense of purpose, leisure behavior

IMPORTANCE AND CHALLENGES OF RESEARCH COOPERATIONS BETWEEN SECONDARY SCHOOLS AND UNIVERSITIES – USING THE EXAMPLE OF THE PROJECT “MY HEART AND I – TOGETHER HEALTHY”

Barbara SZABO and Karin SCHWEIGER

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Introduction: “Sparkling Science” is a programme of the Austrian ministry of science and research, which aims to establish networks between secondary

schools and research institutions in order to increase the interest of adolescents in science.

Objectives: The aim of the Sparkling science project “My heart and I – together healthy” –a two-year project of the FH Burgenland in cooperation with the Ecole HBLW Güssing –was to raise health consciousness of pupils in a secondary school and to offer them an opportunity to gain an insight into health promotion and social sciences.

Methods: The didactic concept on which the project was based on is the constructivist didactics. In particular innovative learning methods like peer group teaching were used.

Results: During the project researchers and pupils together set different scientific and health promoting activities: In order to develop research competencies of adults pupils conducted a quantitative online survey concerning smoking. In addition they carried out telephone interviews within the evaluation of an actual project concerning heart health in Austria and prepared scientific works. In a next step pupils, teachers and researchers planned, organized and implemented health promotion projects at school like creating the school cafeteria healthier. Another project was “3.000 steps more” which aimed at improving physical activity behavior of teachers and pupils.

Conclusions: Besides the cooperation between the secondary school and the university also other organizations were part of the project. This broad cooperation lead to many synergies but also challenges, which have to be met at organizational and political level.

Keywords: research cooperation, health promotion, peer group teaching, constructivist didactics.

PROMOTING PHYSICAL ACTIVITY IN PRIMARY SCHOOLS: DETERMINANTS OF IMPLEMENTING SCHOOL-BASED PHYSICAL ACTIVITY INTERVENTIONS

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Aim: Evidence suggests that primary schools are key environments for promoting health-enhancing physical activity. Interventions to promote physical activity such as the “*Bewegte Schule*” programme play an important role in preventing ill-health among children, by implementing physical activity in daily school life. The central idea is to promote informal physical activity in addition to, but outside of, normal P.E. sessions. Although many studies have shown

strong associations between levels of health and physical activity, promoting physical activity in primary schools has yet to be consistently implemented. The purpose of this study was to establish factors positively influencing the implementation of physical activity in schools as well as to identify potential barriers.

Method: This qualitative survey was conducted using a semi-structured interview (items were based on a literature review). Data were collected from May to June 2011. Ten teachers participated in the study.

Results: Findings show that together with supportive structural frameworks, the personal interest, support levels and qualifications of teaching staff are the main factors associated with the implementation of physical activity in schools. Commitment to implementing such a programme is required from individual schools and needs the cooperation of parents. Close collaboration between schools and relevant public institutions and sport clubs play an important role.

Conclusion: This study has shown that factors including structural changes and change on a personal level by key actors are necessary to implement the concept “*Bewegte Schule*”. Finally, the results suggest that physical activity programmes aimed at improving health and fitness in children aged 6-10 years, require a clear aim (by way of a mission statement) and a strategic implementation plan. An increased commitment to “Health in all Policies” aimed at promoting physical activity in primary schools is required. Further research is needed to develop, implement and evaluate physical activity programmes in primary schools.

Keywords: physical activity, health promotion, primary schools, children,

RELATIONS OF GROSS AND FINE MOTOR SKILLS WITH GRAPHOMOTOR SKILLS

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Previous research has noted a relationship between young children’s gross motor skills and fine motors skills, as well as their school readiness. The current study aims to expand this relationship and explore the relations of gross and fine motor skills with graphomotor skills of preschool children. In specific, it examines the relation of three particular factors of fine and gross motor skills, namely fine motor precision and integration, bilateral coordination and balance, and upper-limb coordination and agility respectively, with several factors of graphomotor skills, namely pencil and scissors manipulation, writing space orientation, handwriting control, figure reproduction. The sample of the study was 166

preschoolers (mean age 66.01, sd. 7.16), 50.6% girls, from public kindergartens in Crete, Greece. Fine and gross motor skills were assessed by Bruininks-Oseretsky Test of Motor Proficiency-Short Form (BOT-2, Bruininks & Bruininks, 2005). In addition, the graphomotor skills were assessed by the Scale of Preschool Graphomotor Skills (SPGS, Trouli, Linardakis & Manolitsis, 2012). A confirmatory factor analysis model with 3 factors on the selected items of BOT-2 scale showed a good fit of the model on the data. Moreover a path model that examines the relation among gross and fine motor skills factors and graphomotor skills taking into account the age and gender, showed an acceptable fit. According to the model, both age and gender influence fine motor precision and integration, and upper-limb coordination and agility. Upper-limb coordination and agility influences bilateral coordination, which, in turns influences fine motor precision and integration. All five factors of graphomotor skills are influenced by fine motor precision and integration, with handwriting control having the largest influence, followed by figure reproduction. This model shows the importance of gross and especially fine motor skills on the handwriting readiness of preschool children and the significance of their reinforcement in kindergarten.

Keywords: graphomotor skills, fine motor skills, gross motor skills, preschool education, handwriting readiness.

INTERNATIONAL EXPERIENTIAL EDUCATION: THE TRANSFORMATIVE IMPACT ON COLLEGE STUDENTS

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Michael P. SAVAGE

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This study investigated how international experiential education (study- abroad and international service-learning experiences) impacted the personal and professional lives of college students. Three questions guided this qualitative research: 1. What motivated college students to engage in international experiential education? 2. How did participation in international experiential education impact the personal of college student? 3) How did participation in experiential education impact the professional lives of college students? A

survey was developed and administered to 231 college students who participated in either a semester long or month long international study-away experience. Narrative data were compiled and common themes and distinctive responses from students served to answer the research questions. Results: 1) Student motivation for engaging in experiential learning stemmed from: a desire to experience new cultures; a love of travel, a desire to live and study abroad; a belief that an international experience would benefit them professionally, a desire to meet new people; a desire for self-development; a desire to serve others and from family encouragement. 2) The impact that international experiential education had on students' personal lives were grouped into themed categories that included: personal growth; an expanded world view; gratitude / appreciation for what" I" have; development of a love of service, and increased friendships. 3) The impact that international experiential education had on students' professional lives were grouped into the following themes: increased people skills for professional interaction; increased cultural sensitivity; direct applications to education & business professions; increased self-determination in the work place; and career selection involving working to serve others.

Keywords: International Experiential Education, Service-Learning, Study-Abroad, Professional Preparation

UNIVERSITY SELECTIVITY AND STUDENT RETENTION: EVIDENCE FROM THE IPEDS DATA

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Using the IPEDS (Integrated Postsecondary Education Data System) Data, this project examines: (1) the relationship between university selectivity and student retention; (2) whether college freshmen's ACT scores mediate the relationship between University selectivity and student retention; and (3) whether average number of full-time faculty moderates the relationship between university selectivity and student retention. The results suggest that: (1) university selectivity is positively correlated with student retention; (2) college freshmen's ACT scores fully mediate the relationship between University selectivity and student retention; (3) average number of full-time faculty does not moderate the relationship between university selectivity and student retention.

Keywords: ACT score; faculty number; student retention; university selectivity

SPORT & EXERCISE MOTIVATIONS OF UNDERGRADUATE STUDENTS

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Background: The present study investigated the sport and exercise motivation and behavior of Sultan Qaboos university students. Self-Determination Theory was used to investigate the relationship between these motives and actual exercise behavior. This study adds to the literature by examining the Arab environment.

Methods: The sample consisted of 263 students from the Faculty of Education at Sultan Qaboos University (129 male and 134 female). The participants completed two questionnaires, an Exercise Behavior Questionnaire which was developed for the purposes of the study, and an Arabic version of the Exercise Motivation Inventory version 2 (EMI-2) which was developed by Markland & Ingledew (1997).

Results: Descriptive statistics showed that 20 % of male students and 77% of female students don't participate in sport and exercise activities; 45% of male students and 21% of female students participate in sport and exercise activities moderately (2-3 times a week); while 35% of male students and 2% of female students participate in sport and exercise activities intensively (almost in daily basis). Analysis of variance (ANOVA) indicated that intrinsically motives exercise behavior (challenge, revitalization, health, affiliation and enjoyment motivations) were more common among the male participants. The results also showed that females who classified as physically active having extrinsic motivations rather than intrinsic motivations (ill-health avoidance, positive health, revitalization, weight management, and appearance motivations).

Conclusions: Generally, intrinsic motivation plays an important role in increasing exercise behavior, while it is likely that extrinsic motivations, such as appearance and weight management are especially important in terms of predicting female participation in sport and exercise activities. The results of the current study support the application of Self-Determination theory in Arab culture.

Keywords: Exercise Motivation, Self-Determination Theory, Sultan Qaboos University.