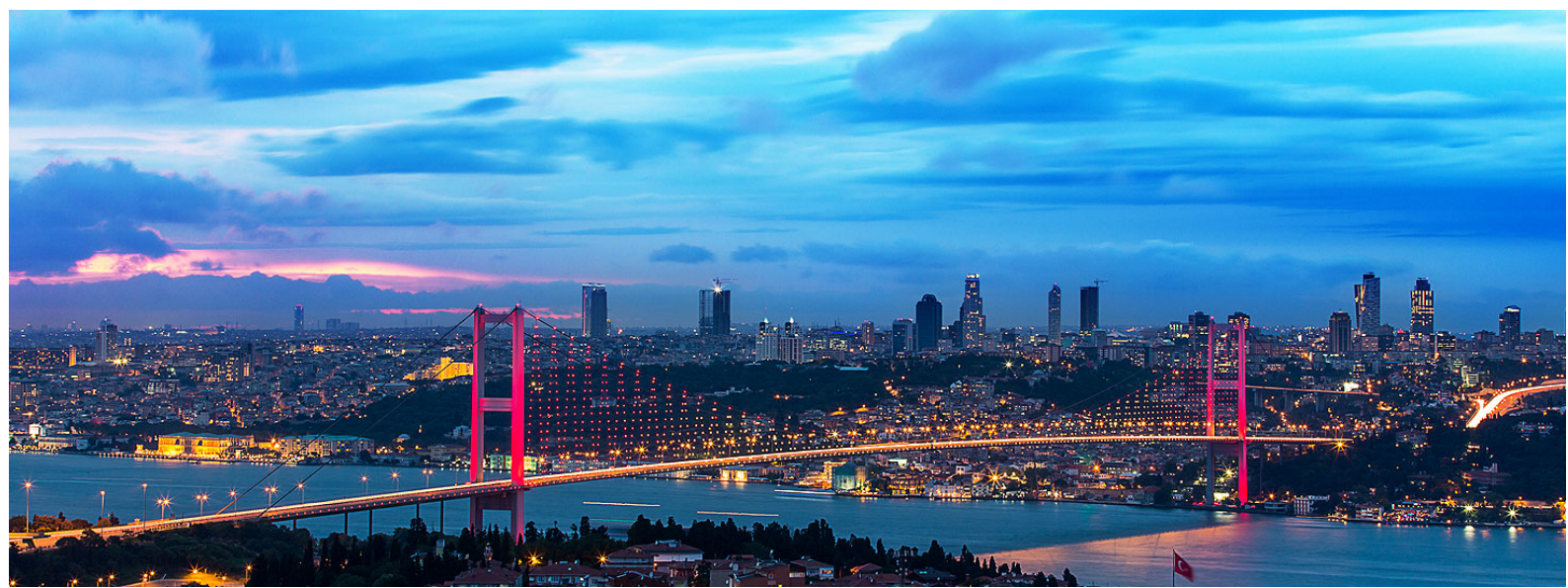


The Proceedings & Abstracts of EDUREST 2018 Istanbul

**International Conference on Education
Research and Technologies**



Editor
Dr. Mahmut Demir





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Preface

EDUREST 2018 Istanbul: **International Conference on Education Research and Technologies** is an academic and scientific conference which was held Hotel Dedeman in İstanbul, Turkey between October 26-28, 2017. EDUREST was organized by International Center of Social Science & Education Research, and hosted by Istanbul Dedeman Hotel (Turkey), Turkish Airlines and supported *IJSSE-International Journal of Social Sciences & Education Research (ISSN:2149-5939)* and *JTTR-Journal of Tourism Theory and Research (ISSN: 2458-7583)*. EDUREST has provided a scientific assembly for all participants all over the world to explore and discuss the different topics in education. The conference also provided an opportunity to learn about the current issues such as trends, latest statistical methodologies, best practices, statistical design, analysis and conclusion in education and related issues.

The scope of the EDUREST includes the following major issues and other topics related to the education:

Art and Design Education	Music Education
Biology Education	Organizational Behavior
Chemistry Education	Philosophy Group Training
Classroom Management	Physical Education and Sports Education
Classroom Training	Physics Education
Computer and Instructional Technology Education	Pre-School Education
Creative Drama Education	Program Development
Developmental Psychology	Psychological advice and guidance quantification and consideration
Distance Education	Religious Culture and Ethics Education
Education Finance	Science Education
Education System	Social Studies Education
Educational Administration and Supervision	Special education
Educational Sociology	Teacher Training
Foreign Language Teaching	Teaching and Learning
Geography Education	Teaching Principles and Methods and Techniques
Good Practices for Teachers	Teaching Technologies and Material Design
Guidance and Special Education	Technology and Design Education
History Education	Training Programs and Teaching
Innovations in Education	Turkish Education
Learning Psychology	Turkish Language and Literature Education
Lifelong Learning	Visual Arts Education
Mathematics Education	Vocational and Technical Education
Measurement and Evaluation in Education	Other...
Museum Education	

Assoc. Prof. Dr. Mahmut DEMİR



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SPEAKERS IN OPENING SESSION AND SPECIAL SESSIONS OF DIFFERENT ISSUES

SPEAKERS	TITLE	POSITION
Prof. Dr. Iryna Pokrovska Taras Shevchenko National University of Kyiv UKRAINE	THE PAST, PRESENT AND FUTURE OF TURKISH LANGUAGE IN UKRAINE	Keynote Speaker
Assoc. Prof. Dr. Mahmut Demir Isparta University of Applied Science, TURKEY	PUBLICATION PROCEDURES IN SCIENTIFIC JOURNALS	Keynote Speaker
Prof. Dr. Irma Ratiani Ivane Javakhishvili Tbilisi State University, GEORGIA	GEORGIAN LITERATURE FROM STALIN'S REPRESSIONS TO THE PERIOD OF 'THAW'	Special session
Assoc. Prof. Dr. Naglaa S. Mohamed Hassan Fayoum University, EGYPT	VISUALIZING THE INVISIBLE EXPERIENCE OF SLAVERY IN THE POETRY OF EDWARD BRATHWAITE	Special session
Asst. Prof. Dr. Emad A. S. Abu-Ayyash The British University in Dubai, UAE	PROPOSING A COMPREHENSIVE MODEL OF COHESIVE DEVICES TO INVESTIGATE THE QUALITY OF STUDENTS' ACADEMIC WRITING	Special session
Dr. Elvira Pupovic University of Montenegro, MONTENEGRO	INTERNATIONAL LAW IN HIGHER EDUCATION OF MONTENEGRO COMPARED TO EU REGULATIONS AND STANDARDS - AUDIT OF UNIFORM RULE CALLED "FRASCATI MANUAL"	Special session



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INVESTIGATION OF THE METACOGNITION LEVEL AND LIFE SATISFACTION OF THE UNIVERSITY STUDENTS STUDYING IN PRESCHOOL TEACHING AND CHILD DEVELOPMENT PROGRAMS

Fatma Yaşar Ekici

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Extended Abstract

The main aim of this research is to investigate the metacognition level and life satisfaction of the university students studying in preschool teaching and child development programs. Within the framework of this main aim, it was investigated whether there is a significant relationship between the metacognition level and life satisfaction of the university students studying in preschool teaching and child development programs. In addition, it was investigated that whether the metacognition level and life-satisfaction of the university students studying in preschool teaching and child development programs varied significantly by the type of university and program, age, grade level, number of sibling, reason of choosing preschool teaching/child development program and parental attitude they perceive, or not. The relational screening model was used in the research. The study group of the research consisted of 167 university students studying in the preschool teaching undergraduate program and child development associate degree program of 2 private university in İstanbul province. 'Personal Information Form', 'Metacognition Questionnaire-30' and 'Life Satisfaction Scale' were used as data collection tools in the research. 'Personal Information Form' was created by the researchers. Metacognition Questionnaire-30 was developed by Wells and Cartwright-Hatton (2004) and adapted to Turkish by Tosun and Irak (2008). Metacognition Questionnaire-30 consists of 5 subscales. This subscales are 'positive beliefs, cognitive confidence, uncontrollability and danger, cognitive self-consciousness, need to control thoughts'. Life Satisfaction Scale was developed by Diener, Emmons, Larsen and Griffin (1985) and adapted to Turkish by Köker (1991). The data were analyzed by using the SPSS 20.0 program. First, it was determined whether the data showed normal distribution. Then, in accordance with the non-normality of the distribution; Spearman Rank Order Correlation Analysis, Mann Whitney-U Test and Kruskal Wallis H Test were used to analyze the data. The results obtained from the research are as follows: There is not a significant relationship between metacognition level toward positive beliefs, cognitive confidence, cognitive self-consciousness, need to control thoughts and life satisfaction of the university students studying in preschool teaching and child development programs. Unlike this; there is a significant relationship between metacognition level toward uncontrollability and danger and life satisfaction of university students studying in preschool teaching



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and child development programs. According to that; as the metacognition level toward uncontrollability and danger of the university students studying in preschool teaching and child development programs decreases, the life satisfaction of them increases. The metacognition level of university students studying in preschool teaching and child development programs did not vary significantly by the type of university and program, grade level; but varied significantly by age, number of sibling, reason of choosing preschool teaching /child development program and parental attitude they perceive. According to that; metacognition level toward uncontrollability and danger of the 20-22 age group students was higher than the 18-19 age group students. Metacognition level toward need to control thoughts of the students who have 2 siblings and declared their sibling number as "other" was higher than the students who have 1 sibling. Besides that, metacognition level toward need to control thoughts of the students who declared their sibling number as "other" was higher than the students who have 3 siblings. Metacognition level toward cognitive confidence of the students who choose preschool teaching/child development program because of family request and job guarantee was higher than the students who choose preschool teaching/child development program because of suitability of their personality features. Besides, metacognition level toward uncontrollability and danger of the students who choose preschool teaching/child development program because of family request and job guarantee was higher than the students who choose preschool teaching/child development program because of loving children and suitability of their personality features. Metacognition level toward positive beliefs of the students who declared parental attitudes as 'protective' was higher than the the students who declared parental attitudes as 'authoritarian' and 'permissive'. Metacognition level toward positive beliefs of the students who declared parental attitudes as 'democratic' was higher than the the students who declared parental attitudes as 'permissive'. Besides that, metacognition level toward uncontrollability and danger of the students who declared parental attitudes as 'protective' was higher than the the students who declared parental attitudes as 'authoritarian' and 'democratic'. Also, metacognition level toward need to control thoughts of the students who declared parental attitudes as 'protective' was higher than the students who declared parental attitudes as 'permissive' and 'democratic'. Metacognition level toward need to control thoughts of the students who declared parental attitudes as 'democratic' was higher than the students who declared parental attitudes as 'permissive'. The life satisfaction of university students studying in preschool teaching and child development programs did not vary significantly by the type of university and program, age and number of sibling; but varied significantly by grade level, reason of choosing preschool teaching /child development program and parental attitude they perceive. According to that; life satisfaction of the fourth grade students was higher than first and second grade students. Life satisfaction of the students who choose preschool teaching/child development program because of suitability of their personality features was higher than the students who choose preschool teaching/child development program because of family request and job guarantee. Life satisfaction of the students who declared parental attitudes as 'democratic' and 'authoritarian' was higher than the students who declared parental attitudes as 'protective'.

Keywords: Preschool, Metacognition, Life Satisfaction.

