

<b>CONTENTS.....</b>	<b>i</b>
<b>FROM EDITORS.....</b>	<b>iii</b>
<b>FOREWORD.....</b>	<b>vii</b>
<b>ARTICLES.....</b>	<b>1-112</b>
<b>MIDDLE SCHOOL STUDENTS' ATTITUDE TOWARD SCIENCE IN CONSTRUCTIVIST CURRICULUM ENVIRONMENT.....</b>	<b>1</b>
<b>Esme HACİEMİNOĞLU, Ozgul YILMAZ-TUZUN, Hamide ERTEPINAR, TURKEY</b>	
<b>THE INTERPLAY BETWEEN METACOGNITIVE AWARENESS AND SCIENTIFIC EPISTEMOLOGICAL BELIEFS.....</b>	<b>7</b>
<b>Elif AKAR, Ceren TEKKAYA, Jale ÇAKIROĞLU, TURKEY</b>	
<b>TEACHING COMPETENCY OF SECONDARY TEACHER EDUCATION STUDENTS IN RELATION TO THEIR METACOGNITION.....</b>	<b>14</b>
<b>Sheeja V. TITUS, P. ANNARAJA, INDIA</b>	
<b>OPINIONS OF TRAINERS ON BLENDED LEARNING MODEL IN HIGHER VOCATIONAL EDUCATION AND TRAINING.....</b>	<b>23</b>
<b>Mehmet ŞAHİN, TURKEY</b>	
<b>THE ATTITUDE OF STUDENTS TOWARDS SOCIAL SCIENCES IN UNDERGRADUATE STUDIES: A SAMPLE FOR THE COMMUNICATION THEORY COURSE.....</b>	<b>29</b>
<b>Deniz YENGİN, TURKEY</b>	
<b>QUALITY MANAGEMENT IN UNIVERSITY EDUCATION PROCESS.....</b>	<b>36</b>
<b>Jozef GAŠPARIK, SLOVAKIA</b>	
<b>THE USE OF LEXICAL NETWORKS IN EFL VOCABULARY TEACHING.....</b>	<b>45</b>
<b>Hasan BAYRAKTAR, TURKEY</b>	
<b>PROFESSIONAL CHOICE OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS.....</b>	<b>56</b>
<b>Zdenek FRIEDMANN, Bohumíra LAZAROVÁ, CZECH REPUBLIC</b>	
<b>SECONDARY SCHOOL STUDENTS' OPINIONS ON PORTFOLIO ASSESSMENT IN EFL.....</b>	<b>63</b>
<b>Tolga ERDOĞAN, Irfan YURDABAKAN, TURKEY</b>	
<b>ASSESSING THE RECEPTIVITY OF OPEN AND DISTANCE LEARNING PROGRAMMES AMONG ORDINARY AND ADVANCED LEVEL STUDENTS: A CASE OF THE ZIMBABWE OPEN UNIVERSITY.....</b>	<b>73</b>
<b>Richard BUKALIYA, Farirai MUSIKA, ZIMBABWE</b>	
<b>THE MOZART EFFECT IN THE FOREIGN LANGUAGE CLASSROOM A STUDY ON THE EFFECT OF MUSIC IN LEARNING VOCABULARY IN A FOREIGN ANGUAGE.....</b>	<b>88</b>
<b>Yasemin Yelbay YILMAZ, TURKEY</b>	
<b>COMPUTER-BASED GLOSSES VS. TRADITIONAL PAPER-BASED GLOSSES AND L2 LEARNERS VOCABULARY LEARNING.....</b>	<b>99</b>
<b>Malahat YOUSEFZADEH, IRAN</b>	

**LEGAL EDUCATION AND MATHEMATICS..... 103**  
**Z. Gönül BALKIR, Eylem APAYDIN, TURKEY**

## Dear IJONTE Readers,

IJONTE appears on your screen now as Volume 2, Number: 3. In this issue it publishes 13 articles. And this time, 22 authors from 6 different countries are placed. These are Czech Republic, Iran, India, Slovakia, Turkey and Zimbabwe

The first article is from TURKEY on “MIDDLE SCHOOL STUDENTS’ ATTITUTES TOWARD SCIENCE IN CONSTRUCTIVE ENVIRONMENT”, written by Esmé HACIEMINOGLU, from Selcuk University, Konya, Ozgul YILMAZ-TUZUN and Hamide ERTEPINAR from Middle East Technical University, Ankara, TURKEY. The purpose of this study is to investigate middle school students’ attitude toward science and the effect of gender, grade level and parent education level on students’ attitude toward science. The sample of this survey study included 2961 sixth, seventh and eighth grade middle school students in Çankaya, Ankara. Students completed 40 items test of science related attitude (TOSRA) developed by Fraser (1978). MANOVA results showed that grade level significantly affected middle school students’ attitude toward science regarding adaptation of scientific attitudes, enjoyment of science lessons, leisure interest in science, and career interest in science. Gender and parents’ education level have influence on only adaptation of scientific attitudes dimension.

The second article is on “THE INTERPLAY BETWEEN METACOGNITIVE AWARENESS AND SCIENTIFIC EPISTEMOLOGICAL BELIEFS”, written by Elif AKAR, Ceren TEKKAYA and Jale ÇAKIROĞLU again from Middle East Technical University, Education Faculty, Ankara, TURKEY. This study presents considering the importance of epistemological beliefs in students’ learning process and how students reach knowledge; this study explored contributions of metacognitive awareness level to students’ scientific epistemological beliefs. Discipline Focused Epistemological Beliefs Questionnaire and Metacognitive Awareness Inventory were administered to 250 eighth graders. Correlation analysis indicated that both knowledge of cognition and regulation of cognition dimensions of Metacognition related with certainty/simplicity of knowledge, source of knowledge, attainability of truth dimensions of epistemological beliefs.

The third article is from INDIA. It is on “TEACHING COMPETENCY OF SECONDARY TEACHER EDUCATION STUDENTS IN RELATION TO THEIR METACOGNITION”, conducted by Sheeja V. TITUS and P. ANNARAJA, from Xavier’s College of Education, Palayamkottai, South India, INDIA. In the presented paper investigators made an attempt to explore the effectiveness of metacognitive skills in developing the teaching competency among secondary teacher education students. They described the concept of metacognition as a higher-order cognitive structure. More specifically, metacognition is described as an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the agility to make correct inferences about how to apply one’s strategic knowledge to a particular situation, and to do so efficiently and reliably. Students with good metacognition are claimed to be able to perform efficiently in teaching.

The fourth article which is entitled as “OPINIONS OF TRAINERS ON BLENDED LEARNING MODEL IN HIGHER VOCATIONAL EDUCATION AND TRAINING” is written by Mehmet SAHIN, Selcuk University, Higher School of Vocational and Technical Sciences, Konya, TURKEY. The purpose of this study is to find out the opinions, on blended learning model of the trainers working at Higher Schools of Vocational Education and Training. This study is based on a qualitative research technique: focus group interview. The findings are grouped under the titles such as current situation, positive response of the students, flexibility, collaborative learning, financial and pedagogical aspects, and lifelong learning model.

The fifth article arrived from TURKEY, which is prepared on “THE ATTITUDE OF STUDENTS TOWARDS SOCIAL SCIENCES IN UNDERGRADUATE STUDIES: A Sample for The Communication Theory Course”, Written By Deniz YENGIN, Istanbul Kültür University, Istanbul, TURKEY. According to the author, education encapsulates two thirds of our life span. Thus, the author gives direction to our future according to the education we undergo. University students especially are equipped with theoretical and practical information during their undergraduate studies. However, students taking theoretical courses in social sciences have difficulties. In this study, the author examines how university students look at social science courses and according to these results she offers some suggestions.

The sixth article arrived from SLOVAKIA on “QUALITY MANAGEMENT IN UNIVERSITY EDUCATION PROCESS” and written by Jozef GAŠPARÍK, Slovak University of Technology in Bratislava, SLOVAKIA. In this article the possibility of implementation of quality management trends in education process at the Faculty of Civil Engineering of the Slovak University of Technology (SUT) in Bratislava (Slovakia) is described. Quality of education process depends on many important factors, like high qualification of teachers, good infrastructure concerning the education, library with new books and journals from all over the world, effective university information system etc. In the process of continual increasing of the quality of education process, we can implement quality management system according to ISO 98001:2008, total quality management, reengineering, Kaizen method and model of excellence CAF (Common assessment framework). Implementation of these quality management philosophies at university education process can lead into increasing quality of teachers and our customers-students and through them to application of new world knowledge and experiences to practice. As a result some important documents like quality policy, map of quality assurance and monitoring of education process at university are presented.

The seventh article came from Middle East Technical University, Ankara, TURKEY. Article is titled as “THE USE OF LEXICAL NETWORKS IN EFL VOCABULARY TEACHING”, written by Hasan BAYRAKTAR. This study has evaluated the effectiveness of vocabulary instruction via lexical networks and whether this approach aids text comprehension and vocabulary growth in an L2 reading and vocabulary course. The instructional use of lexical networks, more commonly known as semantic maps, was tested against the word-definition matching technique, an approach that focuses on lexical items in isolation, as independent units. The main interest of the researcher was whether the use of a lexical network approach can help students recognize lexical cohesive features of a text and consequently facilitate comprehension of a text and increase vocabulary retention. The results of the study showed that learners’ identification of lexical networks in a text can be a useful vocabulary learning device for advanced L2 learners, helping them establish and strengthen the links not only between the items that were the focus of the explicit instruction, but also other semantically related lexical items in the text.

The eighth article arrived again from CZECH REPUBLIC and was written on “PROFESSIONAL CHOICE OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS” by Zdenek FRIEDMANN in Department of Technical Education Faculty of Education, Masaryk University. This paper connects that pupils with specific learning difficulties and behavior disorders are a relatively strongly represented group in Czech schools, which traditionally received special attention. This group of pupils has more serious problems when making educational and subsequently professional choices in the labour market. In the text the author presents data from a quantitative investigation focused on identification of specific features in professional aspirations of pupils with a mild disability, specific learning difficulties and behavior disorders. Attention is paid to selected circumstances and influences which often play a role in the process of decision making, particularly the influence of counseling bodies.

Article nine is on “SECONDARY SCHOOL STUDENTS’ OPINIONS ON PORTFOLIO ASSESSMENT IN EFL” which is written by Tolga ERDOGAN, Hacettepe University, Ankara and Irfan YURDABAKAN, Dokuz Eylül University,

Izmir, TURKEY. This study aims to find out the opinions of students on portfolio assessment. The study was implemented in a secondary school English preparatory class. As part of the study, portfolios and portfolio assessment activities were integrated into the program in a treatment group. The analysis of student responses showed that portfolio assessment is a fair method, compared to traditional assessments, it is a more down-to-earth approach, it increases student responsibility and motivates students positively. On the other hand, student responses revealed some negative results, like portfolio studies take time, there is a need to include various types of a lot of tasks in portfolios, and self-evaluations, reviews and corrections of student work entail a lot of student and teacher effort.

The tenth article is titled as "ASSESSING THE RECEPTIVITY OF OPEN AND DISTANCE LEARNING PROGRAMMES AMONG ORDINARY AND ADVANCED LEVEL STUDENTS: A Case of Zimbabwe Open University" from ZIMBABWE and was written by Richard BUKALIYA and Farirai MUSIKA, Zimbabwe Open University, ZIMBABWE. This paper presented was undertaken to establish Ordinary and Advanced level students' receptivity of Open and Distance Learning programmes offered by Zimbabwe Open University. With the proliferation of several higher education institutions, which include among them the eleven universities in the country and at one polytechnic in each of the ten provinces of Zimbabwe, competition for students has become stiff as enrolments in some of these institutions continue to plummet. There was, therefore, a need to establish how receptive these young adults were of the ODL mode, in light of the introduction of the Enhanced Tutorial Programme (ETP) as an innovation in the ODL system at the Zimbabwe Open University.

The eleventh article is on "THE MOZART EFFECT IN THE FOREIGN LANGUAGE CLASSROOM: A STUDY ON THE EFFECT OF MUSIC IN LEARNING VOCABULARY IN A FOREIGN LANGUAGE" written by Yasemin Yelbay YILMAZ, Özel Final İlköğretim Okulu, Diyarbakır, TURKEY. She conducted her research at Hacettepe University, School of Foreign Languages and aimed at determining the effect of music on learning and retaining new vocabulary in a foreign language. A secondary aim was to find whether musical intelligence had any effect on learning vocabulary with a music-based syllabus. A syllabus based on brain based learning principles that comprises music as its main component for vocabulary instruction was devised and implemented for 6 weeks. The experiment group got music based vocabulary instruction while the control group followed the same syllabus without the music component. Data have been collected by means of pre and post tests; student written feedback and an interview with random selected students in the experiment group to collect qualitative data. It has been found at the end of the study that the experiment group outperformed the control group with the number of words they learned. The experiment group also retained more words as music acted as a means to code the new vocabulary into the long term memory.

Article twelve arrived from IRAN. The subject of the article is "COMPUTER-BASED GLOSSES VS. TRADITIONAL PAPER-BASED GLOSSES AND L2 LEARNERS' VOCABULARY LEARNING" and written by Malahat YOUSEFZADEH, Islamic Azad University, IRAN. Her study investigated the superiority of computer-based glosses in comparison with traditional glosses. 80 participants were divided into two groups (computer-based gloss group and traditional gloss group). Computer-based group received instruction through computer. i.e. new words were presented with their pictures and L1 translations and traditional group received instruction on the paper only with L1 translation. The results (pre and post-tests) were analyzed using a t- test. The results indicated the superiority of computer-based gloss group over paper-based gloss ones.

The last article is from Turkey. It is entitled as "LEGAL EDUCATION AND MATHEMATICS" and Written by Z. Gönül BALKIR and Eylem APAYDIN from Kocaeli University, Faculty of Law, Kocaeli, TURKEY. They mentioned in their article that there is a natural integrity between law and mathematics arising from mathematics' being the primary device in the area of technical law even though the character of relationship between them is debatable. Instrumental use of mathematics is extremely important for technical aspect of law. Mathematical logic, statistics, probability logic, simulation models cannot be used in legal context without establishing the mathematics and mathematical relations. While the legal system with mathematics aims to create or construct

a more comprehensive and systematic world than a complex system or chaos; mathematics is the universe of the abstract and perfectly formed numerical collocations. In this context, law is the system of formed human relations, which is tried to be created by social mind. The necessity of mathematical understanding in legal world, on one hand, proves how important mathematics is in legal education and on the other hand, it demonstrates how similarly both legal and mathematical systems are formed. Law and mathematics emerged as the formed result of humanity's search for perfection.

Cordially,

Editors

Prof. Dr. Zeki KAYA, Gazi University, Ankara, TURKEY

Prof. Dr. Ugur DEMIRAY, Anadolu University, Eskisehir, TURKEY.

## Foreword

Dear Colleagues,

I am very glad to write a 'Foreword' to the third issue of the second volume on *The International Journal of New Trends in Education and their Implications* (IJONTE). There are only a few refereed journals in the field of education published from the developing world; and therefore IJONTE and its editors deserve our special congratulations.

As you will see from the past issues, the journal has been covering a wide range of areas and topics, especially those that have currency at the present times, and which teachers, academic managers and researchers are grappling for quite some time. This issue also includes research papers on a variety of areas and issues which should be of interest to all those involved in educational policy and practice of any form.

Quite a few papers deal with constructivism and meta-cognition which are critical areas insofar as quality of teaching and learning is concerned. In general and traditional classroom education and more so in open/distance/online learning it is crucial that we design educational and training programmes which provide for learner construction of knowledge and negotiation of meaning. This encompasses the initial stages of curriculum planning and design through learning resources and instructional facilitation to the stage of assessment and evaluation. Crucial to constructivist curriculum and instruction is that both the teachers and the learners reach a stage of meta-cognitive discourse so that the quality of learning is of high order. Both online learning and social technologies do facilitate this higher order learning. To this can be added the current 'blended learning' which in contexts of both classroom and distance education can be so designed as to accommodate constructivist and meta-cognitive strategies in order that both self-reflection and community-reflection are possible.

You will also find in this issue research papers on special needs education, portfolio assessment, open and distance learning, music in learning, legal education, and quality management. Papers in these areas further enrich the coverage of the journal, and provide avenues to an array of researchers to have a single platform to present their finding. I am sure you will enjoy reading these papers, use those in your practice, and also be motivated to further share your work with this journal.

All my best wishes to you all.

Prof. Dr. Santosh PANDA



Professor Santosh Panda started his teaching career at the Faculty of Education, Kurukshetra University, Haryana in 1984; and is currently a Professor of Distance Education at the Staff Training & Research Institute, Indira Gandhi National Open University.

In the past, he has been, Director, Centre for Flexible & Distance Learning, University of the South Pacific, Fiji. Director, Staff Training & Research Institute, IGNOU twice for six years. Director, Inter-University Consortium for ICT-Enabled Education, IGNOU for three years. Director, Association of Indian Universities for three years. Senior Fulbright Scholar in University of New Mexico, USA. Visiting Professor at: Manchester Metropolitan University, UK; & University of London, UK. Adjunct Professor at University of Maryland, USA.



During the past 26 years of university teaching, he has provided consultancy for: British Council, Commonwealth of Learning, IDRC, UNDP, UNESCO, World Bank, Ford Foundation; and governments of China, Nepal, Lesotho, and Nigeria. He has visited, presented keynotes, and conducted workshops in 25 countries: Bangladesh, Cambodia, Canada, China, Ethiopia, Fiji, France, The Gambia, Ghana, Indonesia, Lesotho, Germany, Hong Kong, Kenya, Nepal, Nigeria, Turkey, Sierra Leone, Singapore, South Africa, Thailand, The Netherlands, UAE, UK, and USA. He sits in the Editorial Board of over 15 internationally refereed journals including: International Journal of Educational Media (USA), International Journal for the Scholarship of Teaching & Learning (USA), Journal of Research in Learning Technology (Routledge, UK). He has extensively published internationally, and his latest books include: Planning and Management in Distance Education (Routledge, London), & Economics of Distance and Online Learning (Routledge, New York).



## THE ATTITUDE OF STUDENTS TOWARDS SOCIAL SCIENCES IN UNDERGRADUATE STUDIES: A SAMPLE FOR THE COMMUNICATION THEORY COURSE

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### ABSTRACT

Education encapsulates two thirds of our life span. Thus we give direction to our futures according to the education we undergo. University students especially are equipped with theoretical and practical information during their undergraduate studies. However, students taking theoretical courses in social sciences have difficulties. In this study, I will examine how university students look at social science courses and according to these results I will offer some suggestions. I have chosen the Communication Theories course given at İstanbul Kültür University, Faculty of Arts and Design, Department of Communication Arts as a basis for this study. 120 students taking the course will serve as my research group. My research method will be interviews. In addition, by using differing teaching methods and seeing how students react to them during the class, I will obtain quantitative and qualitative data to examine.

**Keywords:** Education, social science, theory, applied education.

### INTRODUCTION

Today the majority of our society is familiar with the school institution. The individuals interact with the school concept especially starting from the ages like six or seven and this institution becomes a part of their lives. The purpose of the school is to provide individuals with knowledge about life, daily developments, culture, rules or laws in the society in a systematic way starting from early ages under the concept of education. The concept of education derived from the word “*educare*” in Latin which means “feeding” and “*educere*” (Tanilli, 1988) which means “raising” is defined as “training and raising” of the children by their families, relatives and the elderly according to the traditions until they reach adolescence in respect to their duties, tasks and modes of behavior they are going to fulfill and display in the future” (TDK, 2011). Therefore, education which plays a significant role in the development of individuals is a natural right of each individual.

Education covers almost one third of our life so we shape our future according to our educational background. Especially the university students are equipped with theoretical and practical knowledge through undergraduate study. However, the main problem at this point is caused by the students’ failure to establish a mutual relation between the theoretical knowledge acquired in a course and life itself. The students who go through an education system based on rote-learning from the primary –secondary level of education to the university level focus basically on either passing their classes or getting sufficient marks on their courses.

The education and training in Turkey differ from each other. The primary education and university education are supervised by the Ministry of Education and the Council of Higher Education respectively. In primary years education is based on general fields whereas it is offered on a specific field in the university. And a social science is one of these fields transferred to the students during the university education.

## THEORY IN SOCIAL SCIENCES

The science which means the systematic group of information is defined as reaching generalizations as a result of analyzing the events which have been observed and efforts made through such generalizations to reach conclusions which should be tested based on the events over which judgments will be made (Sandıkçioğlu, 1988). Science is classified as axiomatic and positive. The social sciences which have a positivist characteristic - the social research which started to settle the daily problems- have introduced a new dimension with the theoretical studies which were first started to be conducted in the 18th century (Aziz, 2003). The social sciences which have a positivist, interpretative and critical nature, deal with the nature of the social reality, basic nature of mankind, relation between science and common sense, theory of social reality and the relation between the social values and science through qualitative and quantitative methods (İslamoğlu, 2009).

One of the most significant topics of social sciences is communication. The study of social events which started during the 1900s has given rise to the theories which are different from each other but at the same time interconnected. Therefore, the definition of the theory becomes important at this point. Theory is a system of hypothesis which is partly verified but which has not become definite as a whole (Aziz, 2003). The overall theories which serve as a general proposition leading to the generation of hypothesis bring out the science in the related field.

The university which may be defined as the place where knowledge is accumulated collectively is also an institution which takes knowledge further, spreads the newly generated knowledge, shapes the final mode of adulthood, offers vocational education and guides technological production (Menteş, 1999). However, the understanding of education at the universities has changed due to the students' concerns about finding a job which causes them to continue their education more on vocational fields. Hence, many problems arise in the functioning of theoretical courses. Especially the lack of a strong background in the primary and secondary education effects the functioning of the courses taken in the university.

Students especially during the theoretical courses focus more on memorizing than understanding the subject. Students' approach to the concept of memorization prevents them from understanding the subject or makes it more difficult. Therefore the applied teaching in the flow of theoretical courses becomes mandatory. Lecturing on a topic is not enough on its own while teaching a theory. Theories should be taught with applied descriptions and updated examples.

### Applied Education

Communication which is considered as a science in general sense, describes the transfer of message from the source to the target. Theories have been created in this field as a result of the studies conducted on the transfer of messages. The theory of communication helps us to understand the mass communication process better. In this study the transfer of the theoretical courses to the students is modeled by taking the models created in the field of communication as the starting point. Theories are shaped through linear and interactive methods in communication.

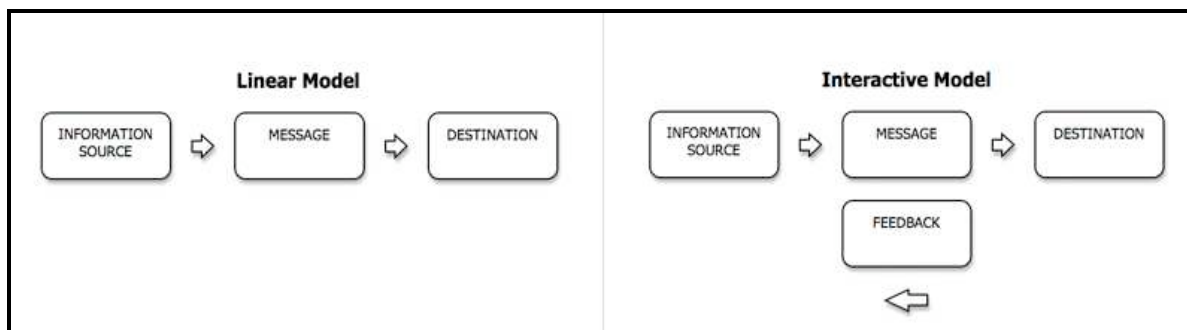


Figure 1: Linear & Interactive Model

Both linear and interactive models are given systematically in Figure 1. Information source represents the lecturer, message stands for information and destination is the students. The education in theoretical courses is usually offered through linear model system. Linear does not help the theoretical courses to be learned in an effective manner in unidirectional process. Interactive model, the other model, is realized through a bi-directional process. The only difference from the linear model is that it includes feedback. Here, feedback is defined as application. The theoretical knowledge transferred from the lecturer to the students in a bi-directional flow motivates the students through practices and reduces the duration of learning process. Students' approach to theoretical courses changes through the practices applied with the healthy establishment of the relation between theory and daily life. Thus, the concept of memorization which has been adopted by the students from the early ages is replaced by the theoretical courses which are more clearly understood with practices. The study is supported through the practices in "Communication Theories" course, which is picked as a sample, and thus the necessity of applied education is shown.

## METHODOLOGY

In this study students' approach to the social sciences courses in undergraduate education is handled both quantitatively and qualitatively. The understanding of education is interpreted with a literature study conducted on this topic. In addition to these interpretations, the thoughts of the students on education in social sciences courses are evaluated with the survey questions addressed to the students who take these courses in undergraduate education.

The survey method is applied. Data is collected in the social sciences classes through the survey questions asked on education. The Communication Theory course offered to the students of Communication Arts Dept., School of Art and Design, İstanbul Kültür University is picked as a sample during the academic year 2010-2011 is picked. 120 students taking this course constitute the basis of the study. The data gathered at the end of the survey is transferred to SPSS program (Statistical Packages for Social Sciences). The data coded in an appropriate way is made ready for analysis and then studied.

## FINDINGS

In the study the data has been collected through the survey method. Both the information provided by the students, who constitute the basis of the study, on Communication Theory course and the data gathered through the survey have been brought together.

120 students have been asked survey questions via the survey portal of Marmara University (<http://anket.marmara.edu.tr/v2/survey.php?sid=284>). The survey consists of 13 closed ended questions.

Three of these questions comprise questions on demographic qualities and the other ten comprise the questions concerning the outlook on social sciences courses in undergraduate education. The ordinal scale is applied especially with the questions prepared concerning the outlook on social sciences courses in undergraduate education.

Data from 120 students has been collected through the survey held via internet. Survey questions have been addressed to 66 male students (55%) and 54 female students (45%) (Table 1).

Table 1: Distribution according to gender

	Frequency	Percentage
<b>Female</b>	54	45
<b>Male</b>	66	55
<b>Total</b>	<b>120</b>	<b>100</b>

The participants have been asked distribution questions comprising 4 scales according to their ages. Distribution is measured according to the groups between 13-18, 19-24, 25-30 and 31-36. It is found that the number of the members of the group between 19 and 24 is higher than the others in age distribution with a rate of 65%.

Other questions aim to learn students' approach to the social sciences courses in undergraduate education. The five point Likert scale is used in the following definitions. Table 2 shows the distribution of assessment on the social science courses in undergraduate education.

Table 2: Distribution of assessment on the social sciences courses in undergraduate education

	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
<b>Social sciences courses should definitely take place in undergraduate education</b>	<b>7</b>	<b>6</b>	<b>9</b>	<b>7,5</b>	<b>20</b>	<b>16,6</b>	<b>40</b>	<b>33,3</b>	<b>44</b>	<b>36,6</b>
I am more successful on social sciences courses	9	7,5	10	8,5	21	17,5	41	34	39	32,5
<b>I am most interested in the theoretical courses among the social sciences courses</b>	<b>10</b>	<b>8,5</b>	<b>30</b>	<b>25</b>	<b>35</b>	<b>29</b>	<b>37</b>	<b>31</b>	<b>8</b>	<b>6,5</b>
Social sciences courses should not only include theoretical courses	10	8,5	17	14	16	13,4	56	46,6	21	17,5
<b>I have difficulties in understanding theoretical courses</b>	<b>10</b>	<b>8,5</b>	<b>39</b>	<b>32,5</b>	<b>31</b>	<b>25,5</b>	<b>30</b>	<b>25</b>	<b>10</b>	<b>8,5</b>
Applied studies should be conducted in social sciences courses	3	2,5	7	6	14	12	44	36,5	52	43
<b>Theoretical courses lead students to rote learning</b>	<b>8</b>	<b>6,5</b>	<b>21</b>	<b>17,5</b>	<b>18</b>	<b>15</b>	<b>54</b>	<b>45</b>	<b>19</b>	<b>16</b>
Theoretical courses should be taught by transferring them to the applied up-to-date information	3	2,5	3	2,5	8	6,5	51	42,5	55	46
<b>Visual sources should be used when teaching subjects in theoretical courses</b>	<b>8</b>	<b>6,5</b>	<b>3</b>	<b>2,5</b>	<b>7</b>	<b>6</b>	<b>50</b>	<b>42</b>	<b>52</b>	<b>43</b>
Theoretical courses should be more elucidative and comprehensible	3	2,5	4	3	4	3	56	47,5	53	44

In order to test the reliability of the scales, Cronbach alpha ( $\alpha$ ) coefficient has been calculated. The low value of the Cronbach ( $\alpha$ ) coefficient (close to 0), which is the most common reliability method, shows that the variants are not reliable. The alpha coefficient is found 0,740 if 10 questions addressed to the users according to the five point Likert scale is studied mainly according to the Cronbach alpha values. The alpha coefficient close to 1 shows that the scale is highly reliable.

The survey data collected through the reliability test plays a guiding role in the assessment of the social sciences courses in the undergraduate education. The unconditional involvement of social sciences courses in the undergraduate education is considered positive by 70% of the students. Students have expressed a positive opinion about their success on the social sciences courses. 66,5% of the students are successful on the social sciences courses. There is no specific data about the interest of the students in the theoretical courses of the social sciences courses. 25% of the students have presented negative 29% have presented ambivalent and 31% have presented positive opinions. The majority of the students (64,1%) believe that social sciences courses should not only include theoretical courses. The students have expressed ambivalent opinion about the difficulties in understanding the theoretical courses. %79,5 of the students have expressed positive opinion in favor of the presence of the applied studies in theoretical courses. The students mainly believe that the theoretical courses lead students to rote learning. 45% of the students believe in it whereas 16% definitely stand against it. 88.5% of the students (106 students) believe that the theoretical courses should be offered with up-to-date information. Students want to take the theoretical courses with applied studies. The use of visual aids in the theoretical courses is considered positive by 85% of the students. 91.5% of the students (109 students) believe that the theoretical courses should be more elucidative and comprehensible.

Important data is collected through the survey conducted to learn about the students' opinion about the social science courses in undergraduate education. The students who are successful on the social science courses wish to take these courses during their undergraduate study. However, it is found that they have problems with especially the theoretical courses. Not only the courses focusing mainly on theories but also those focusing on applied courses should be offered. The students who have difficulties in understanding the theoretical courses think that the theoretical courses should definitely be supported with applied studies. The students believe education should be offered by transferring the theoretical courses based on rote learning to the applied up-to-date information and supported with visual sources, and thus the theoretical courses in social sciences will be more elucidative and comprehensible with applied studies.

## CONCLUSION

Today the skeleton of social sciences is made up of theoretical courses. Therefore, the understandability of theoretical courses gains more importance. However, the students have difficulties in understanding theoretical courses. This study which handles students' opinions about the social sciences courses in undergraduate education has proved that theoretical courses are expected to be supported with the applied studies and visual sources. Applied descriptions are brought together with the up-to-date topics and thus the theoretical courses become more elucidative and comprehensible. 90% of the students wish to take theoretical courses with applied and visual representations.

A mutual relation is established between the courses and lessons through applied studies. As a result of the applied studies in the theoretical courses the linear model in figure 1 is replaced by interactive model. With the support of applied and visual sources, the unidirectional flow of theoretical courses turn into bi-directional interactive flow. At this point the students are equipped with a stronger infrastructure within a bi-directional communication process.

The students who constitute the basis of the study define the concept of theory as a rule or law. Students are not interested in theoretical courses which are a set of processed knowledge. It is observed that the university

students lack a strong primary and secondary education. The main problem here is the failure to establish a connection between a subject learned in a class and life itself. The majority of the students prefer to take applied courses rather than theoretical courses. At this point the transfer of courses and examples in theoretical courses become more important. The knowledge provided through theory should be activated through practices. Learning process will be faster and more efficient with the combination of theoretical knowledge and applied studies. It is discovered through this study that theoretical courses should not only be given by theories like its name, but also by practices prepared through up-to-date information. As a result of such transfer, the acquired theoretical knowledge become more permanent and students learn more quickly. Consequently, an interactive education is provided with the combination of theoretical knowledge and applied studies and a mutual relation is established between the theory and life. The subjects learned in theoretical courses help the students to establish a link with life though the applied practices.

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