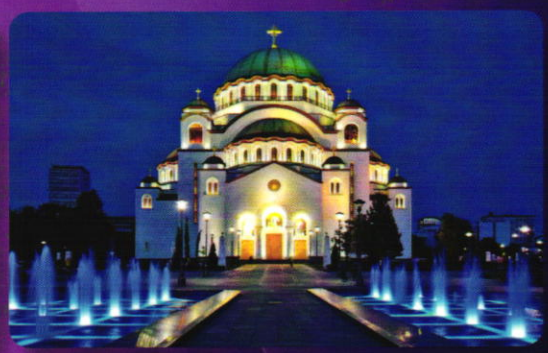
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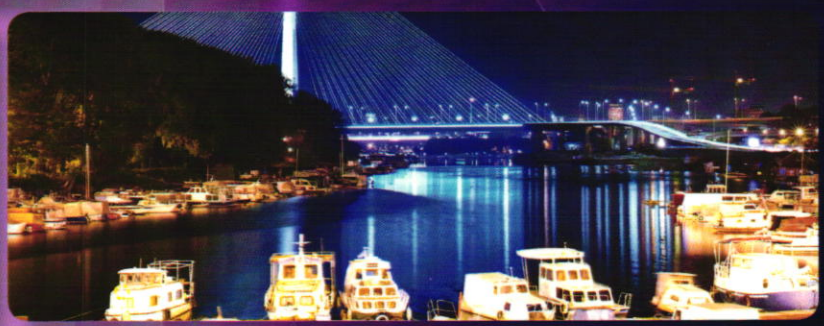
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KEY NOTE SPEAKERS

1. Prof. Dr. Annemie DESOETE
Ghent University

Keynote Title: Is your knowledge about learning difficulties, dyslexia and dyscalculia still futureproof?

2. Prof. Dr. Salih ÇEPNİ
Uludag University

Keynote Title: Where is STEM running to?

3. Assoc. Prof. Dr. Ali ERYILMAZ
Yildiz Technical University

Keynote Title: Adolescents' Subjective Well-Being

4. Assoc. Prof. Dr. Tuncay AYAS
Sakarya University

Keynote Title: Cyber Bullying: The Danger of Virtual World

WORKSHOP

1. Çigdem Keven Akliman, M.A
Beypazari Counseling and Research Center

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NEGATIVE RESULTS OF SMARTPHONE ADDICTION: PHUBBING

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The purpose of this study is to analyze the causes of Phubbing behaviors that young people exhibited and its effects on their lives. The study was designed in accordance with the case study design from qualitative research approaches. The study group consisted of 10 students studying in different departments of the education faculty. The study was conducted using a semi-structured interview form developed by the researchers. Descriptive analysis was used to analyze the data. The data revealed that the negatively effect of the addiction of smartphones usage for the interpersonal relationships of the young people. Smartphone commonly used by young people causes problems with communication and that they do not communicate with the other person because they are busy with their smartphones, and as a result they are sometimes unable to understand what they share or do not understand themselves. The smartphone addiction is taken to the place of computers because of the connection to internet. This behavior, which can be experienced at any moment of your life, may become a more important problem especially for young people who use the smartphone extensively. In this case, there is a need to increase the work related to this issue because it is thought that it will lead to serious psychological and social problems for young people.

Keywords: Phubbing, Smartphone, Addiction

EVALUATION OF THE ERASMUS+ KA103 MOBILITY PROGRAMME ACCORDING TO VIEWS OF STUDENTS AND COORDINATORS

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The European Union, which was initially founded as an economic community, today provides many services in different policy areas in order to improve the lives of European Union citizens and create a better world for them. Education is also one of these areas which is at the core of the European Union policies and are closely related to other key policy areas. In this study, a dimension of the European Union's education and training policies will be handled and the issue of making student mobility reality, one of the 2020 educational objectives, will be focused on. The Erasmus programme is the first programme that comes to mind when it comes to student mobility. Since its establishment in 1987, the Erasmus Programme has undergone several changes. Finally, this mobility programme was named Erasmus + in 2014. Erasmus+ and its precursor mobility programmes has provided participants with the education, skills and competences. Strengthening international cooperation and supporting students' experiences, Erasmus+ has also given people a sense of belonging to a community. In this 30-year period, various evaluations of this mobility programme have been conducted by many researchers. In addition, mid-term evaluations and impact studies have been published by the European Council. All these evluations and impact studies have revealed the value of the mobility programmes. Taking the importance of mobility programmes into consideration, in this study it is aimed to evaluate the Erasmus+ Programme of Student and Staff Mobility in Higher Education (KA103) carried out in two different higher education instutions, Sakarya University and Yıldız Technical University. In this study, case study design, one of the qualitative research designs, is being used and data is being collected through interviews and document analysis of evaluation reports. The students having participated in the Erasmus + KA103 mobility programme in 2016-2017 academic year, the students who will participate in this programme in the second term of 2017-2018 academic year and department coordinators of Erasmus+ have been determined as the participants of the study. At the current stage of the research, students are being interviewed and evaluation reports of the students are being analyzed. Students' knowledge of general and specific goals of the Erasmus+ programme, reasons for the students to participate in the programme, contributions of the programme to the students, problems encountered during the programme and suggestions for improvement of the programme are among the issues to be investigated in the interviews and evaluation reports

Keywords: Erasmus+ programme, European Union, mobility programmes, higher education,

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