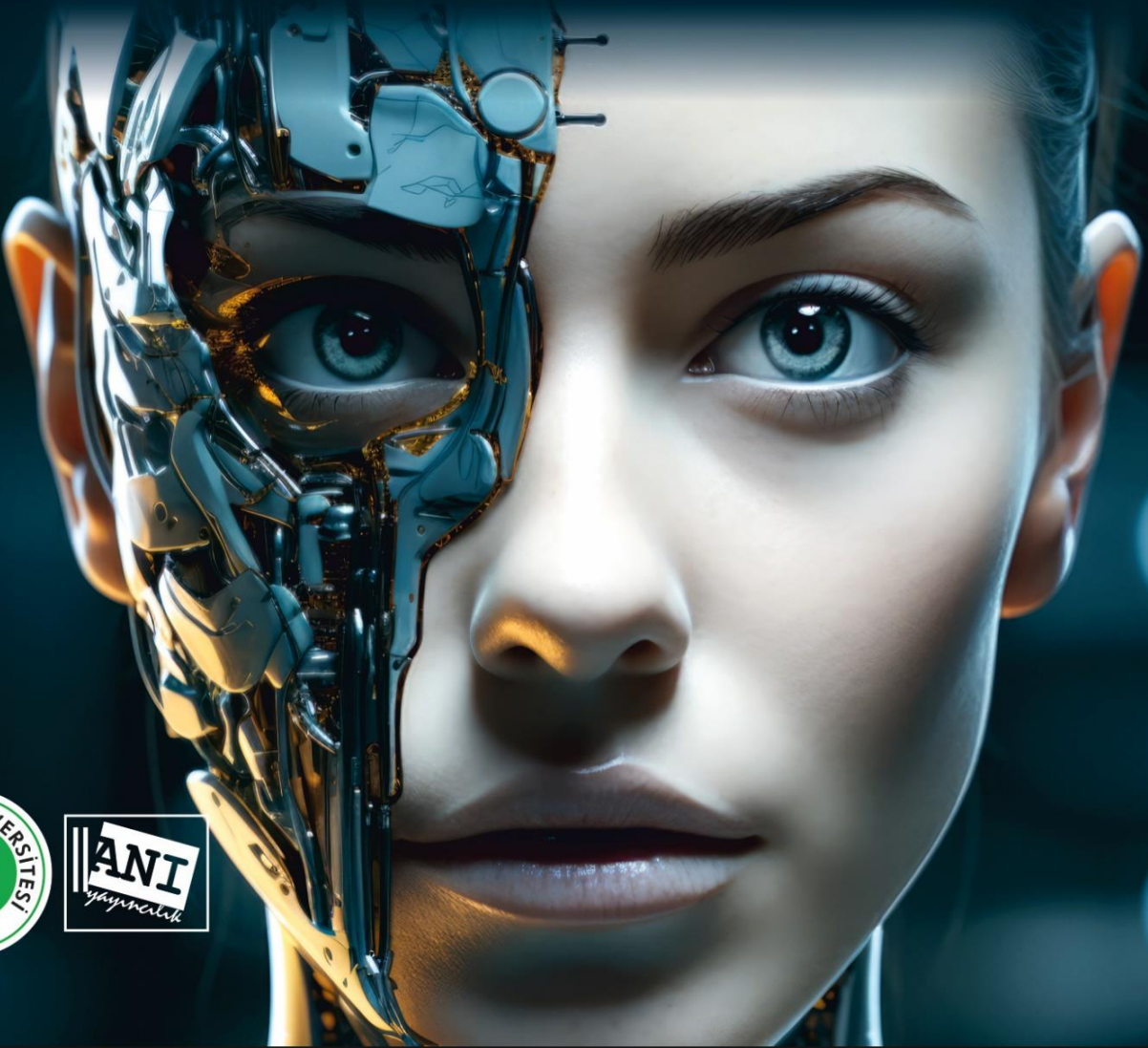


INTERNATIONAL  
**EJER**  
CONGRESS  
ejercongress.org

# XI International Eurasian Educational Research Congress

## CONFERENCE PROCEEDINGS



XI INTERNATIONAL EURASIAN  
EDUCATIONAL RESEARCH CONGRESS

EJERCONGRESS 2024  
CONFERENCE  
PROCEEDINGS

May 21-24, 2024/ Kocaeli University - Türkiye

**Editor**

Distinguished Professor Şenel POYRAZLI,  
Penn State University, USA



## **XI. INTERNATIONAL EURASIAN EDUCATIONAL RESEARCH CONGRESS**

---

EJERCONGRESS 2024

CONFERENCE PROCEEDINGS

May 21-24, 2024/ Kocaeli University - Turkiye

by Anı Publishing

Kızılırmak Sokak 10/A Çankaya/ Ankara - Turkiye 06680

Tel : 90 312 425 81 50 pbx

Fax : 90 312 425 81 11

[www.ejercongress.org](http://www.ejercongress.org)

[www.ejercongress@gmail.com](mailto:www.ejercongress@gmail.com)

e-ISBN : 978-625-97716-6-3

# Congress Committees

## Honorary Members of Congress

Prof. Nuh Zafer CANTÜRK, Kocaeli University Rector, TURKIYE

Prof. Veysel SÖNMEZ, EJER Founding Editor, TURKIYE

---

## Congress Presidents

Ord. Prof. Şenel POYRAZLI, Penn State University, USA

Prof. Elif ÇELEBİ ÖNCÜ, Dean of Kocaeli University Faculty of Education, TURKIYE

---

## Organizing Committee Chair

Prof. Esmâ BULUŞ KIRIKKAYA, Kocaeli University Faculty of Education, TURKIYE

---

## Congress Vice-President and Network Coordinator

Prof. Funda NAYIR, Ağrı İbrahim Çeçen University, TURKIYE

---

## Congress Secretaries

Aleyna PİŞİREN

Murat KARA

---

## Media Manager

Hilal DOĞRUKARTAL AKÇAKAYA

---

## Members of the Organizing Committee

Prof. Dr. Abdulkadir MASKAN, Dicle University, TURKIYE

Prof. Dr. Ekber TOMUL, Mehmet Akif Ersoy University, TURKIYE

Prof. Dr. Esmâ BULUŞ KIRIKKAYA, Kocaeli University, TURKIYE

Prof. Dr. Funda NAYIR, Ağrı İbrahim Çeçen University, TURKIYE

Prof. Dr. İbrahim Soner YILDIRIM, Middle East Technical University, TURKIYE

Prof. Dr. Kazım ÇELİK, Pamukkale University, TURKIYE

Prof. Dr. Mehmet GÜVEN, Gazi University, TURKIYE

Prof. Dr. Necdet KONAN, İnönü University, TURKIYE

Prof. Dr. Selahattin GELBAL, Hacettepe University, TURKIYE

Prof. Dr. Tuncay AKÇADAĞ, Fatih Sultan Mehmet University, TURKIYE

Prof. Dr. Turan Akman ERKILIÇ, Anadolu University, TURKIYE

Assoc. Prof. Dr. Aslı EŞME, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Belgin ÖZAYDINLI, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Coşkun KÜÇÜKTEPE, Istanbul University – Cerrahpaşa, TURKIYE

Assoc. Prof. Dr. Derya KALTAKÇI GÜREL, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Dilek FİDAN, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Fatih KEZER, Kocaeli University, TURKIYE

Assoc. Prof. Dr. Fırat Kıyas BİREL, Dicle University, TURKIYE

Assoc. Prof. Dr. Funda DAĞ, Kocaeli University, TURKIYE  
Assoc. Prof. Dr. Gülşah TURA, Kocaeli University, TURKIYE  
Assoc. Prof. Dr. Mehmet ALTAY, Kocaeli University, TURKIYE  
Assoc. Prof. Dr. Yıldız ÖZTAN ULUSOY, Kocaeli University, TURKIYE  
Assoc. Prof. Dr. Yusuf KOÇ, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Ayşe Arzu ARI, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Cüneyt YAZICI, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Çiğdem YAĞCI, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Doğan GÜLLÜ, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Esra ÖZBAY ÜNLÜER, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Hakan TURAN, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Özlem TEZCAN, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Serkan GÜRKAN, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Yaser ARSLAN, Kocaeli University, TURKIYE  
Lect. PhD Barış DEMİR, Kocaeli University, TURKIYE  
Lect. PhD Gürkan YAVAŞ, Kocaeli University, TURKIYE  
Lect. Ayşe Hicret GÜDÜK, Kocaeli University, TURKIYE

---

### **International Organizing Committee**

Ord. Prof. Senel Poyrazli, Penn State University, Pennsylvania, USA  
Prof. Christian Faltis, University of California, Davis, USA  
Prof. Gerry McNamara, Dublin City University, Dublin, Ireland  
Prof. James Banks, University of Washington, Seattle, USA  
Prof. Jennifer Mahon, University of Nevada, Reno, USA  
Prof. Joe O'Hara, Dublin City University, Dublin, Ireland  
Prof. Lynn Burlbaw, University of Texas A&M, USA  
Prof. Mokter Hossain, University of Alabama, USA  
Prof. Stephen Lafer, University of Nevada, Reno, USA  
Prof. Ayşe Çiftçi, Arizona State University, Phoenix, USA  
Prof. Mustafa Gündüz, Başkent University, Ankara, TURKIYE  
Assoc. Prof. Tao Wang, University of Washington, Bothell, USA

---

### **Executive Board**

Assoc. Prof. Dr. Yasemin Katrancı, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Ayşegül Bakar Çörez, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Duygu Nazire Kaşıkçı, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Özlem TOKGÖZ, Kocaeli University, TURKIYE  
Assist. Prof. Dr. Fevziye DOLUNAY CUĞ, Kocaeli University, TURKIYE  
Res. Asst. PhD Neslihan Tuğçe ÖZYETER, Kocaeli University, TURKIYE  
Res. Asst. PhD Duygu ÖREN VURAL, Kocaeli University, TURKIYE  
Res. Asst. İlayda KILIÇ, Kocaeli University, TURKIYE  
Res. Asst. Rahime ÇİÇEK, Kocaeli University, TURKIYE  
Res. Asst. Duygu DEMİRTAŞ, Kocaeli University, TURKIYE  
Res. Asst. Cansu AYKUT KOLAY, Kocaeli University, TURKIYE

Res. Asst. Eylül Balâ ALTUNAY, Kocaeli University, TURKIYE  
Res. Asst. Samet GÖÇ, Kocaeli University, TURKIYE  
Res. Asst. Saffet ARSLAN, Kocaeli University, TURKIYE  
Res. Asst. Özge OKUL, Kocaeli University, TURKIYE  
Res. Asst. Sevda Nur AÇIKGÖZ, Kocaeli University, TURKIYE  
Res. Asst. Büşra TOMRUKCU, Kocaeli University, TURKIYE  
Res. Asst. Ufuk SARIDEDE, Kocaeli University, TURKIYE  
Res. Asst. PhD Birsen Berfu AKAYDIN, Kocaeli University, TURKIYE  
Res. Asst. Dilara YILMAZ CAN, Kocaeli University, TURKIYE

---

## Science Committee

Prof. Abdulkadir MASKAN	Prof. Neşe TERTEMİZ	Assoc. Prof. Hüseyin ERGEN
Prof. Abdurrahman TANRIÖĞEN	Prof. Nilgün METİN	Assoc. Prof. İlke Önal ÇALIŞKAN
Prof. Adnan KAN	Prof. Nilüfer Havva VOLTAN ACAR	Assoc. Prof. İlker CIRIK
Prof. Agnaldo ARROIO	Prof. Nurettin ŞAHİN	Assoc. Prof. Jacqueline GUSTAFSON
Prof. Ahmet IŞIK	Prof. Nurgül AKMANOĞLU	Assoc. Prof. Kamil YILDIRIM
Prof. Ali TAŞ	Prof. Oktay ASLAN	Assoc. Prof. Laura M. Reid MARKS
Prof. Alper ÇILTAŞ	Prof. Orhan KARAMUSTAFAOĞLU	Assoc. Prof. M. Cem BABADOĞAN
Prof. Andrey A. KISELNIKOV	Prof. Oya YERİN GÜNERİ	Assoc. Prof. Martha LASH
Prof. Anita PIPERE	Prof. Özgül YILMAZ TÜZÜN	Assoc. Prof. Mehmet SAĞLAM
Prof. Antonio E. PUENTE	Prof. Özgür Erdur BAKER	Assoc. Prof. Mehmet TEYFUR
Prof. Arda ARIKAN	Prof. Özlem KORAY	Assoc. Prof. Mehmet ULAŞ
Prof. Arif SARIÇOBAN	Prof. Paul GIBBS	Assoc. Prof. Melek ALTIPARMAK KARAKUŞ
Prof. Armağan ERDOĞAN	Prof. Pinar SARP KAYA	Assoc. Prof. Meral HAKVERDİ CAN
Prof. Asiye İVRENDİ	Prof. Ragıp ÖZYÜREK	Assoc. Prof. Meryem ALTUN EKİZ
Prof. Asuman DUATEPE PAKSU	Prof. Rahime Nühket ÇIKRIKÇI	Assoc. Prof. Mesut GÜN
Prof. Atılğan ERÖZKAN	Prof. Ramazan SEVER	Assoc. Prof. Murat AKYILDIZ
Prof. Atilla CAVKAYTAR	Prof. Renan SEZER	Assoc. Prof. Mustafa BABADOĞAN
Prof. Ayfer ALPER	Prof. Ruhi SARP KAYA	Assoc. Prof. Mustafa ERGUN
Prof. Aynur BOZKURT BOSTANCI	Prof. Ruken AKAR VURAL	Assoc. Prof. Mustafa KIŞOĞLU
Prof. Aysel KÖKSAL AKYOL	Prof. Sadegül AKBABA ALTUN	Assoc. Prof. Nazan KAYTEZ
Prof. Ayşe BALCI KARABOĞA	Prof. Sadık KARTAL	Assoc. Prof. Necdet AYKAÇ
Prof. Ayşe ÇAKIR İLHAN	Prof. Sait AKBAŞLI	Assoc. Prof. Nedim ÖZDEMİR
Prof. Ayşe Esra ASLAN	Prof. Sait BULUT	Assoc. Prof. Nermin KARABACAK
Prof. Ayşe OĞUZ ÜNVER	Prof. Salih ŞAHİN	Assoc. Prof. Nesrin SÖNMEZ
Prof. Ayşen BAKİOĞLU	Prof. Sedat UÇAR	Assoc. Prof. Nihan DEMİRKASIMIOĞLU
Prof. Ayşenur BÜYÜKGÖZE KAVAS	Prof. Sefa BULUT	Assoc. Prof. Oğuzhan DALKIRAN
Prof. Baki DUY	Prof. Selahattin GELBAL	Assoc. Prof. Okan BULUT
Prof. Bayram AŞILIOĞLU	Prof. Selahattin KAYMAKÇI	Assoc. Prof. Onur ÇALIŞKAN
Prof. Belgin ELMAS	Prof. Semra ERKAN	Assoc. Prof. Osman Tayyar ÇELİK
Prof. Berrin BAYDIK	Prof. Servet ÖZDEMİR	Assoc. Prof. Özden Şahin İZMİRLİ
Prof. Binnur GENÇ İLTER	Prof. Seval ERDEN ÇINAR	Assoc. Prof. Özlem TAGAY
Prof. Buket AKKOYUNLU	Prof. Sevgi ÖZGÜNGÖR	Assoc. Prof. Pinar BAĞÇELİ KAHRAMAN
Prof. Burhanettin DÖNMEZ	Prof. Sezer CİHANER KESER	Assoc. Prof. Pinar FETTAHLIOĞLU
Prof. Bülent AYDOĞDU	Prof. Sibel GÜNEYSU	Assoc. Prof. Pinar ŞAFAK
Prof. C. Ergin EKİNCİ	Prof. Soner YILDIRIM	Assoc. Prof. Ramin Aliyev
Prof. Canan LAÇİN ŞİMŞEK	Prof. Süleyman İNAN	Assoc. Prof. Recep ERCAN
Prof. Celal BAYRAK	Prof. Sven PERSSON	Assoc. Prof. Refik TURAN
Prof. Cem BALÇIKANLI	Ord. Prof. Şenel POYRAZLI	Assoc. Prof. Saadet KURU ÇETİN
Prof. Christian FALTIS	Prof. Şevki KÖMÜR	Assoc. Prof. Sabahat BURAK
Prof. Christoph WULF	Prof. Şükran KILIÇ	Assoc. Prof. Sedat ŞEN
Prof. Çağla GÜR	Prof. Şükran TOK	Assoc. Prof. Sedef CANBAZOĞLU BİLİCİ
Prof. Çağlar ÇAĞLAR	Prof. Şükrü ADA	Assoc. Prof. Sezai KOÇYIĞIT
Prof. Çiğdem HASER	Prof. Taner ALTUN	Assoc. Prof. Seval EMİNOĞLU KÜÇÜKTEPE
Prof. Çiğdem Ünal	Prof. Tao WANG	Assoc. Prof. Sibel AKIN SABUNCU

Prof. Danny WYFFELS  
 Prof. David BRIDGES  
 Prof. David GURALNICK  
 Prof. Demet Yaylı  
 Prof. Deniz GÜRÇAY  
 Prof. Derya ARSLAN ÖZER  
 Prof. Donna MERTENS  
 Prof. Ender DURUALP  
 Prof. Erdal HAMARTA  
 Prof. Ersen YAZICI  
 Prof. Esen UZUNTİRYAKI  
 Prof. Esmahan AĞAOĞLU  
 Prof. Esra BUKOVA GÜZEL  
 Prof. Eyüp ARTVİNLİ  
 Prof. F. Çağlayan DİNÇER  
 Prof. Fatma AÇIK  
 Prof. Fatma BIKMAZ  
 Prof. Fatma ÇALIŞANDEMİR  
 Prof. Fatma ÇELİK KAYAPINAR  
 Prof. Fatma MIZIKACI  
 Prof. Fatma SEGGIE  
 Prof. Fatma SUSAR KIRMIZI  
 Prof. Feride BACANLI  
 Prof. Feyyat GÖKÇE  
 Prof. Figen ÇOK  
 Prof. Gelengül HAKTANIR  
 Prof. Gerry MCNAMARA  
 Prof. Gıyasettin DEMİRHAN  
 Prof. Gökay YILDIZ  
 Prof. Gökhan ÇETİNKAYA  
 Prof. Gülsün ATANUR BASKAN  
 Prof. Gürcü ERDAMAR  
 Prof. Hafize KESER  
 Prof. Hakan ATILGAN  
 Prof. Haluk ÖZMEN  
 Prof. Hasan ARSLAN  
 Prof. Hasan COŞKUN  
 Prof. Hasan DEMİRTAŞ  
 Prof. Hatice BAKKALOĞLU  
 Prof. Hülya GÜR  
 Prof. Hülya ŞAHİN BALTAÇI  
 Prof. Hüseyin ÇALIŞKAN  
 Prof. Hüseyin YOLCU  
 Prof. İlknur Çıfci TEKİNARSLAN  
 Prof. İlknur MAYA  
 Prof. İnyet AYDIN  
 Prof. İsmail AYDOĞAN  
 Prof. İsmail Hakkı DEMİRCİOĞLU  
 Prof. İsmail KARAKAYA  
 Prof. James BANKS  
 Prof. Kasım KARAKÜTÜK  
 Prof. Kazım ÇELİK  
 Prof. Kerim GÜNDOĞDU  
 Prof. Kürşat ERBAŞ  
 Prof. Kyunghwa LEE  
 Prof. Lütfi ÜREDİ  
 Prof. Macid MELEKOĞULU  
 Prof. Mediha SARI  
 Prof. Theo WUBBELS  
 Prof. Tohit GÜNEŞ  
 Prof. Tolga ERDOĞAN  
 Prof. Tuba ÇENGELCİ KÖSE  
 Prof. Tuğba YANPAR YELKEN  
 Prof. Tuncay AKÇADAĞ  
 Prof. Tuncay ERGENE  
 Prof. Turan PAKER  
 Prof. Tülin Güler YILDIZ  
 Prof. Türkay Nuri TOK  
 Prof. Ursula CASANOVA  
 Prof. Ümit ŞAHBAZ  
 Prof. Vesile ALKAN  
 Prof. Vesile SOYYIĞIT  
 Prof. Vivienne BAUMFIELD  
 Prof. Yahya ALTINKURT  
 Prof. Yasemin AYDOĞAN  
 Prof. Yasemin ERGENEKON  
 Prof. Yasemin KIRKGÖZ  
 Prof. Yaşar KONDAKÇI  
 Prof. Yıldız KIZILABDULLAH  
 Prof. Yusif MAMMADOV  
 Prof. Yusuf ŞAHİN  
 Prof. Yüksel KAVAK  
 Prof. Zeynep KARATAŞ  
 Assoc. Prof. Adem PEKER  
 Assoc. Prof. Adile SARANLI  
 Assoc. Prof. Ali KIŞ  
 Assoc. Prof. Ali Korkut ULUDAĞ  
 Assoc. Prof. Alper YETKİNER  
 Assoc. Prof. Arslan BAYRAM  
 Assoc. Prof. Aydan ORDU  
 Assoc. Prof. Ayhan BABAROĞLU  
 Assoc. Prof. Aysel ÇOBAN  
 Assoc. Prof. Bahadır NAMDAR  
 Assoc. Prof. Bahadır YILDIZ  
 Assoc. Prof. Baki ŞAHİN  
 Assoc. Prof. Banu AKTÜRKOĞLU  
 Assoc. Prof. Banu ALTUNAY  
 Assoc. Prof. Behçet ÖZNAÇAR  
 Assoc. Prof. Behsat SAVAŞ  
 Assoc. Prof. Berna CANTÜRK GÜNHAN  
 Assoc. Prof. Birsnel AYBEK  
 Assoc. Prof. Burcu ÖZDEMİR BECEREN  
 Assoc. Prof. Bülent ÇETİNKAYA  
 Assoc. Prof. Canay DEMİRHAN İŞCAN  
 Assoc. Prof. Cihat DEMİR  
 Assoc. Prof. Coşkun KÜÇÜKTEPE  
 Assoc. Prof. Davut SARITAŞ  
 Assoc. Prof. Derya YILDIZ  
 Assoc. Prof. Didem KILIÇ  
 Assoc. Prof. Didem KOŞAR  
 Assoc. Prof. Emine DURMUŞ  
 Assoc. Prof. Emine ZEHRA TURAN  
 Assoc. Prof. Emrah GÜL  
 Assoc. Prof. Emre ER  
 Assoc. Prof. Engin ADER  
 Assoc. Prof. Ergül DEMİR  
 Assoc. Prof. Erkan KÜLEKÇİ  
 Assoc. Prof. Sibel KAZAK  
 Assoc. Prof. Simla COURSE  
 Assoc. Prof. Sinan KOÇYİĞİT  
 Assoc. Prof. Sonnur KÜÇÜK KILIÇ  
 Assoc. Prof. Şemseddin GÜNDÜZ  
 Assoc. Prof. Temel TOPAL  
 Assoc. Prof. Tezcan KARTAL  
 Assoc. Prof. Tuğba HORZUM  
 Assoc. Prof. Turgut TÜRKDOĞAN  
 Assoc. Prof. Tülin HAŞLAMAN  
 Assoc. Prof. Tülin Şener KILINÇ  
 Assoc. Prof. Türkan ÇELİK  
 Assoc. Prof. Veli BATDI  
 Assoc. Prof. Yakup DOĞAN  
 Assoc. Prof. Yasemin HACIOĞLU  
 Assoc. Prof. Yasemin Özdem YILMAZ  
 Assoc. Prof. Yılmaz TONBUL  
 Assoc. Prof. Yusuf DEMİR  
 Assoc. Prof. Yücel FİDAN  
 Assoc. Prof. Zeliha YAZICI  
 Assoc. Prof. Zeynel HAYRAN  
 Assist. Prof. Aslı YILDIRIM  
 Assist. Prof. Atilla ÖZDEMİR  
 Assist. Prof. Ayşegül AKINCI COŞGUN  
 Assist. Prof. Başak KARATEKE  
 Assist. Prof. Begüm SERİM YILDIZ  
 Assist. Prof. Berrin GENÇ ERSOY  
 Assist. Prof. Çağla ÖNEREN ŞENDİL  
 Assist. Prof. Çiğdem İŞ GÜZEL  
 Assist. Prof. Dilruba KÜRÜM YAPICIOĞLU  
 Assist. Prof. Elçin EMRE AKDOĞAN  
 Assist. Prof. Elif BULDU  
 Assist. Prof. Elif MEDETOĞULLARI  
 Assist. Prof. Emine Gül ÇELEBİ İLHAN  
 Assist. Prof. Emine Hande AYDOS  
 Assist. Prof. Engin KARAHAAN  
 Assist. Prof. Eren KESİM  
 Assist. Prof. Esra KIZILAY  
 Assist. Prof. Hakan TURAN  
 Assist. Prof. Işıl KELLEVEZİR  
 Assist. Prof. Kürşad DEMİRUTKU  
 Assist. Prof. M. EMRE SEZGİN  
 Assist. Prof. Melike ÜNAL GEZER  
 Assist. Prof. Meltem ÇENGEL SCHOVILLE  
 Assist. Prof. Münevver İLGÜN DİBEK  
 Assist. Prof. Nalan BABÜR  
 Assist. Prof. Nilgün KURU ALICI  
 Assist. Prof. Ömer KUTLU  
 Assist. Prof. Özlem CANARAN  
 Assist. Prof. Özlem CEZİKTÜRK  
 Assist. Prof. Özlem MELEK ERBİL KAYA  
 Assist. Prof. S. Burcu ÜÇÖK  
 Assist. Prof. Selçuk TURAN  
 Assist. Prof. Ümit KAHRAMAN  
 Assist. Prof. Volkan ŞAHİN  
 Assist. Prof. Yurdagül BOĞAR  
 Assist. Prof. Zerrin TOKER  
 Assist. Prof. Zeynep BİLKİ  
 Lec. Arzu KANAT MUTLUOĞLU

Prof. Mehmet Akif OCAK  
Prof. Mehmet ARSLAN  
Prof. Mehmet DEMİREZEN  
Prof. Mehmet Fatih ÖZMANTAR  
Prof. Mehmet GÜLTEKİN  
Prof. Mehmet KANDEMİR  
Prof. Mehmet SETTAR KOCAK  
Prof. Mine GÖZÜBÜYÜK TAMER  
Prof. Muammer ÇALIK  
Prof. Murat ÖZDEMİR  
Prof. Mustafa GÜNDÜZ  
Prof. Mustafa KILIÇ  
Prof. Mustafa KÖKSAL  
Prof. Mustafa Levent İNCE  
Prof. Mustafa SÖZBİLİR  
Prof. Mustafa YAVUZ  
Prof. Necdet KARASU  
Prof. Nergüz BULUT SERİN  
Prof. Neriman ARAL  
Prof. Hünkar KORKMAZ  
Prof. Sevgi AYDIN GÜNBATAR  
Prof. Nilüfer DİDİŞ KÖRHASAN  
Prof. Muhammed Sait GÖKALP  
Prof. Fatih TAŞAR  
Prof. Sevgi AYDIN GÜNBATAR  
Prof. Nilüfer DİDİŞ KÖRHASAN  
Prof. Muhammed Sait GÖKALP  
Assoc. Prof. Cansel AKBULUT  
Assoc. Prof. Sevda YERDELEN DAMAR  
Assoc. Prof. Şule GÜÇYETER

Assoc. Prof. Erkan TABANÇALI  
Assoc. Prof. Ertuğ CAN  
Assoc. Prof. Evren ŞUMUER  
Assoc. Prof. Eylem DAYI  
Assoc. Prof. Ezgi TOPLU DEMİRTAŞ  
Assoc. Prof. Fatma ASLAN TUTAK  
Assoc. Prof. Fatma ÇOBANOĞLU  
Assoc. Prof. Fatma SAPMAZ  
Assoc. Prof. Ferhan GÜNDÜZ  
Assoc. Prof. Fırat Kıyas BİREL  
Assoc. Prof. Fulya ZORLU  
Prof. Funda NAYIR  
Assoc. Prof. Gizem UYUMAZ  
Assoc. Prof. Gökhan ARASTAMAN  
Assoc. Prof. Gülfem SARPKAYA AKTAŞ  
Assoc. Prof. Güliz KARAARSLAN SEMİZ  
Assoc. Prof. Gülseren KARAGÖZ AKAR  
Assoc. Prof. Hayriye TUĞBA ÖZTÜRK  
Assoc. Prof. Hülya ERCAN  
Assoc. Prof. Hülya ERTAŞ KILIÇ  
Assoc. Prof. Nurhan ÖZTÜRK  
Assoc. Prof. Şahin İDİN  
Assoc. Prof. Esra BOZKURT ALTAN  
Assoc. Prof. Yasemin TAŞ  
Assoc. Prof. Cansel AKBULUT  
Assoc. Prof. Sevda YERDELEN DAMAR  
Assoc. Prof. Mehmet Buğra ÖZHAN  
Assoc. Prof. Yasemin KATRANCI  
Assoc. Prof. Fatma ERDOĞAN  
Assoc. Prof. Adnan TAŞGIN

Lec. Aylin TEKİNER TOLU  
Lec. Merih UĞUREL KAMIŞLI  
Lec. Nergis Hazal YILMAZTÜRK  
Dr. Ali TOSUN  
Dr. Beyza HİMMETOĞLU  
Dr. Çiğdem ŞAHİN  
Dr. Esmâ DAŞÇI  
Dr. Fatma Zehra ÜNLÜ KAYNAKÇI  
Dr. Gizem HATİPOĞLU  
Dr. Gülçin OFLAZ  
Dr. Handan DOĞAN  
Dr. Hüsnü ERGÜN  
Dr. Miray Tekkumru KISA  
Dr. Nilay ÖZTÜRK  
Dr. Nilgün DEMİRCİ CELEP  
Dr. Pınar KIZILHAN  
Dr. Ramazan ERTÜRK  
Dr. Remzi YILDIRIM  
Dr. Seçil DAYIOĞLU ÖCAL  
Dr. Senem Oğuz BALIKTAY  
Dr. Tamer SARI  
Dr. Zahid KISA  
Dr. Gürkan SARIDAŞ  
Dr. Kübra ÖZMEN  
Dr. Gülsüm Yasemin UZ  
Dr. Kübra ÖZMEN  
Dr. Ayşegül BAKAR ÇÖREZ  
Dr. Yurdagül DOĞUŞ  
Assoc. Prof. Elif ÖZATA YÜCEL  
Assoc. Prof. Gözde ERTÜRK KARA



# Main Theme

*“Designing the Future: Changing Paradigms and Transhumanism with Artificial Intelligence in Education”*

---

## Sub-Themes

- Academic freedom, autonomy, and social responsibility in education
- Artificial intelligence and educational applications
- Augmented reality applications
- Barriers to learning
- Blended learning
- Computer-assisted measurement and evaluation
- Core skill sets for students and teachers
- Design of school buildings in the future
- Designing and delivering a digital strategy
- Digital competence
- Digital parenting
- Distance Education
- Earthquake Education
- Post Earthquake Trauma Training
- Earthquake and Effective Psychosocial Intervention Methods
- Earthquake and Trauma
- The Impact of Earthquakes on School Staff
- Education and society
- Education for healthy living and healthy communities
- Education for a sustainable life
- Education in the digital age: Primary, secondary, high school, higher education, and application examples
- Educational leadership in the digital age
- Effects of regional differences on education
- Equity, Diversity, and Inclusion Related to Marginalized Groups
- Emergency Management at Schools
- Evidence-Based School Counseling Services for Refugees and Marginalized Groups
- Globalisation and Education
- Higher education
- Innovative learning designs for student success
- Instructional technologies in the digital age
- Integration of immigrants into education
- K-12 education (preschool, primary, and secondary education)
- Learning management systems
- Lifelong learning
- Machine learning
- Management information system
- Managing schools
- Measurement and evaluation of students’ learning outcomes
- Metaverse
- Migration and education
- Multicultural Classroom Concerns of Educators and Parents
- New educational system after COVID-19
- New skills to live and work in new times
- New technologies in teaching and learning

- New trends in educational research
- New trends in learning and teaching methods
- New trends in research methods
- Pedagogy, educational programs, and teaching
- Politics, good governance, and leadership in the educational sector
- Program design and development
- Promoting equality, diversity, and inclusion
- Psychological counseling and guidance in education
- Quality assurance/standards and accreditation
- Research and innovations in education
- Research ethics
- Right to an education
- Sustainable Educational Goals Related to Refugees
- Teacher education in the digital age
- The Possibility of Fundamental Changes in the Curriculum
- The role of parents in education
- The skills we need to thrive in a post-COVID-19 world
- Vocational education
- Ways to overcome the digital divide

# XI INTERNATIONAL EURASIAN EDUCATIONAL RESEARCH CONGRESS

## 2024 EJERCONGRESS SPONSORS

 **ANI YAYINCILIK**  
Bilimsel, kaliteli, akademik yayıncılık

**ENAD**  
ONLINE

**NVIVO**  
TÜRKİYE

  
**BİRİKİM**  
OKULLARI

  
**LIBRARYTURK**  
E-KİTAP PLATFORMU

  
**KOCAELİ**  
**BUYUKŞEHİR**  
**BELEDİYESİ**  
ÇALIŞINCA OLUYOR

  
**BAŞİSKELE**  
BELEDİYESİ  
*Güzel* İŞLER

  
**ALL CONFERENCE ALERT**  
ACADEMIC CONFERENCES AT A GLANCE

  
Başiskele Kent Konseyi

  
**ÖZEL**  
**SEYMEN**  
1983  
Since 1983

  
**INTERNATIONAL**  
**CONFERENCE**  
**ALERTS**

  
**LİGÜR OKULLARI**  
**U**  
1968

  
**DERİNCE**  
BELEDİYESİ

  
**MEKTEBİM**  
**KOLEJİ**  
Gelenek Akademi  
BİLGİ KÜPÜ KAMPÜSLERİ

  
**Yeşil Doğa**  
Özel Eğitim ve Rehabilitasyon Merkezi

  
**göşmen**  
Artisan Bakery

  
**ENKON**  
CORPORATE  
VE DESTEK HİZMETLERİ  
Perfect Solutions

  
**Cene**  
**Suyu**  
SÜZÜLMÜŞ SUYU

## Author Information

*This book has been compiled with contributions from 61 authors representing 35 different universities in Turkiye, the United States, and Iran, as well as Turkiye's Ministry of National Education. Among the contributors, there are 51 authors from 31 universities 6 authors from education institutions in Turkey, 3 authors from 2 universities in the United States, and 1 author from a university in Iran.*

# CONTENTS

<b>Congress Committees.....</b>	<b>iv</b>
<b>Main Theme.....</b>	<b>ix</b>
<b>Sub-Themes .....</b>	<b>ix</b>
<b>Ejercongress Sponsors.....</b>	<b>xi</b>
<b>Author Information.....</b>	<b>xii</b>
<b>The Prospective Mathematics Teachers' Opinions on the Use of Tinkercad .....</b>	<b>1</b>
Ayşe Tuğçe Bodur, Mevhibe Kobak Demir	
<b>A Review of Generative Artificial Intelligence (GENAI) Tools in Second/Foreign Language Teaching.....</b>	<b>8</b>
Cansu Aykut Kolay, Büşra Gölbaşı	
<b>Exploring Student Science Teachers' Academic Self-Regulated Learning Strategies in Technology Integration .....</b>	<b>15</b>
Ebru Mazlum Güven	
<b>Analysis of E-Storybook on Bullying Written by PreSchool Preservice Teachers .....</b>	<b>21</b>
Esra Ünlüer	
<b>The Effect of Gametics Game Program on Visual Perception and Attention Skills: An Experimental Study on Third-Grade Students.....</b>	<b>26</b>
İbrahim Bilginer, Kerim Koral, Elif Çelebi Öncü, Esra Ünlüer	
<b>What is Artificial Intelligence?: Analyzing the Drawings of Preschool Children .....</b>	<b>31</b>
Hilal Yılmaz	
<b>Examination of Artificial Intelligence Literacy Levels of Psychological Counseling Candidates: A Qualitative Study .....</b>	<b>40</b>
İrem Topuz, Beyza Nur Çelik	
<b>Investigating the Change of Pre-service Middle School Mathematics Teachers' Conceptualization of Algebraic Thinking.....</b>	<b>46</b>
Makbule Gozde Didis Kabar, Janet Walkoe, Mary Ziegler Zimmerman	

<b>Exploring Facilitators and Barriers of Culturally Responsive Teaching in Early Childhood Classrooms: A Qualitative Meta-Synthesis.....</b>	<b>54</b>
Nida Altıparmak Cengiz, Elif Güveliođlu, Feyza Tantekin Erden	
<b>The Impact of Online Professional Development on Teachers: A Systematic Review of the Literature .....</b>	<b>61</b>
Nur Banu Yiđit, Elif Güveliođlu, Feyza Tantekin Erden	
<b>Teachers' Accountability Behaviors in Monitoring and Assessing Student Progress .....</b>	<b>78</b>
Özen Yıldırım, Huriye Sert	
<b>Education in the Digital Age: A Virtual Space Study in the Context of History and Technology .....</b>	<b>87</b>
Özge Kaya, Kader Sürmeli	
<b>The Level That Grandmothers' Parenting Styles Predict Children's Attachment Security and Social Skills .....</b>	<b>92</b>
Özlem Erkal, Ege Akgün	
<b>Preservice Preschool Teachers' Attitudes Toward Artificial Intelligence and Their Views on the Use of Artificial Intelligence in Education .....</b>	<b>99</b>
Rahime Çiçek	
<b>Subitizing in Preschool Education: A Bibliometric Analysis .....</b>	<b>105</b>
Rahime Çiçek	
<b>Comparison of the 2018 Social Studies Course Curriculum and the 2024 Draft Social Studies Course Curriculum .....</b>	<b>110</b>
Samet Karakuş, Yavuz Akbaş	
<b>Integrating Artificial Intelligence into Foreign Language Learning: Learners' Perspectives .....</b>	<b>121</b>
Selami Aydın, Maryam Zeinolabedini	
<b>An Investigation of EFL Instructors' Perceptions of Online Testing and Assessment by Certain Variables .....</b>	<b>127</b>
Selami Aydın, İrem Gedil	

<b>Sixth Grade Students' Construction Processes of Circle, Disc, and Their Basic Elements in a Dynamic Mathematics Software Supported Environment .....</b>	<b>134</b>
Yüksel Emre Harmanbasi, Rezan Yilmaz	
<b>The Effect of Orienteering Education on 5th Grade Students' Self-Efficacy, Science-Based Entrepreneurship, and Anxiety .....</b>	<b>143</b>
Uluhan Kurt	
<b>Contemporary Methods in Medical Education: Video-Supported Flipped Learning in Clinical Skills ...</b>	<b>148</b>
Aysel Burcu İbili, Özlem Sürel Karabilgin Öztürkçü, Fadime Beyza Gençay, Orçun Çetin, Emin İbili	
<b>The Effectiveness of Providing Immediate Feedback in Improving the Teaching Practice Skills of Special Education Teacher Candidates: Bug-in-ear (BIE) Auditory Technology Coaching .....</b>	<b>153</b>
Özge Boşnak	
<b>The Process of Constructing the Concept of Similarity in a Concrete Manipulative-Supported Environment in 8th-Grade .....</b>	<b>157</b>
Cangül Şimşek Esen, Rezan Yilmaz	
<b>Merging Self-regulated Learning and Cooperative Learning in Mathematics: Self-regulated Jigsaw IV .....</b>	<b>166</b>
Esmâ Nur Gözütok, Ceyda Özçelik, Ali Arslan	
<b>Needs Analysis to Determine the Autonomous Learning Levels of Teacher Candidates .....</b>	<b>172</b>
Eylül Balâ Altunay, Duygu Demirtaş, Özge Okul	
<b>Determination of Building Hall Rouge with GIS in External Exams Held at DEU Campuses .....</b>	<b>177</b>
Mertcan Mutlular, Vahap Tecim	
<b>Addressing Eco-Anxiety in Turkish Schools: A Document Analysis of the Environmental and Climate Change Education Curriculum .....</b>	<b>183</b>
Meryem Demir Güdül, Seray Tatlı Dalioğlu	
<b>Mathematics in Cultural Context: A Framework for Developing and Implementing EthnoSTEAM-Oriented Lesson Plans .....</b>	<b>188</b>
Rabia Gul Kirikcilar, Ahmet Sukru Ozdemir	
<b>The Investigation of the Effect of Discourse Goals on Argumentation Quality.....</b>	<b>195</b>
Pınar Seda Çetin, Gülüzar Eymur	

<b>Investigation Of The Effect Of Skill-Based Questions on the Attitudes of 8th Grade Students Toward Mathematics Teaching.....</b>	<b>199</b>
---	------------

Yeliz Çelen, Hanife Aleyna Okuyucu

<b>Investigating Variables Affecting Teacher Candidates' Exam Preparation Skills Using Machine Learning Techniques.....</b>	<b>203</b>
---	------------

Emine Yavuz

<b>Bridging the Intermediate Plateau: AI in English Learning at EMI Universities .....</b>	<b>207</b>
--	------------

Serpil Tekir

<b>Unveiling the Potential of Natural Approach in Language Teaching: Field Testing .....</b>	<b>214</b>
--	------------

Pınar Mercan Küçükakın, Özge Dönmez



Esra Ünlüer

Kocaeli University, Turkiye

## Abstract

The aim of this study is to investigate the content of e-story books on the topic of bullying that are prepared by preservice preschool teachers. The study consists of 50 e-storybooks created by preservice teachers studying in the 2nd class of the Preschool Education Department of Kocaeli University in the 2023-2024 academic year, using the "storyjumper" application from Web 2 tools, about bullying in the school settings as part of the children's literature course. Based on the results of the research, verbal bullying is the most common type of bullying in e-stories. While the bully characters are mostly male, the gender distribution of the victim characters is close, and the victim characters are mostly bullied because of their physical characteristics. The peer characters in the stories are mostly followers of the bully. The most common strategy used by victims to cope with bullying is to avoid the current situation. It can be seen that teachers play the most important role in solving the bullying problem in the stories.

*[This paper was published in: "EJER Congress 2024 International Eurasian Educational Research Congress Conference Proceedings," Ani Publishing, 2024, pp. 21-25]*

**Keywords:** Children's literature, Preschool education, E-storybook, Bullying, Teacher

## Introduction

Bullying is a significant problem affecting the well-being and development of young children. Bullying is the persistent aggressive behavior of the dominant person (the bully) that causes distress to the defenseless person (the victim) (Olweus, 1993). The negative relationships that children experience with their peers in the preschool years are generally referred to as aggression. Aggression has a broader definition that includes bullying (Sezgin, 2018). Although bullying acts include aggression, not all aggressive behaviors are considered bullying (Erdoğan, 2024). For a behavior to be considered bullying, there must be a power imbalance in an interpersonal relationship, it must be repeated over time, and it must involve intentional harm (Olweus & Limber, 2009).

Children may resort to bullying behaviors while demonstrating new behaviors and strategies against possible negative situations that may arise in their interactions with their peers (Aslan & Tuğrul, 2014). Children may exhibit bullying behaviors because they do not know the appropriate ways to communicate their needs to others, gain control, and achieve their goals (Erdoğan, 2024). In bullying incidents, children cannot avoid being a bully, bully-victim, victim, or bystander, and they cannot overcome these problems on their own (Alsaker & Gutzwiller-Helfenfinger, 2009). Teachers have an important role to play in early intervention in bullying. As teachers are the official authority figures in the classroom, they often play a central role in dealing with bullying (Campaert et al., 2017; Wang et al., 2015). Adults' failure to take bullying seriously and their superficial attitudes may prevent them from taking effective and appropriate action (Horne et al., 2004). Teachers should be aware of what bullying is, be informed about the negative consequences of bullying for victims, feel that they can deal with bullying

situations, and know what strategies to use in such situations (Oldenburg, Bosman, & Veenstra, 2016). Classroom discussions about bullying raise awareness of the social nature of bullying and involve pupils in the process of setting rules (Olweus 1993). Books to read with children are a very effective way to initiate classroom-based discussions (Raisor & Thompson, 2014).

It is believed that examining the content of e-story books on bullying prepared by teacher candidates will contribute to understanding teachers' awareness of bullying and their skills in dealing with such situations. In addition, this study was conducted to evaluate the usability of e-story books as a tool to increase teacher candidates' sensitivity to bullying. For this purpose, the school area where bullying takes place, the types of bullying, the characteristics of the bully and victim characters, the peer roles, the coping strategies, and the ways of solving the problem in the e-story books on bullying prepared by preschool teacher candidates as part of the children's literature course were examined.

## Method

### Research Design

This research was conducted using the document review method, one of the qualitative research methods, to examine preservice preschool teachers' e-storybooks on bullying. Document review is the analysis of written documents related to the topic under study. Document and document analysis is an information collection method that can be used alone in qualitative research (Yıldırım & Şimşek, 2011).

## Research Sample

The data set of the study is the e-story books created by the 2nd year preservice teacher of the Preschool Education Department of Kocaeli University in the 2023-2024 academic year using the "storyjumper" application from Web 2 tools as part of the children's literature course on bullying in the school environment. A total of 62 e-story books were studied. 12 of the stories were excluded from the study because the story took place outside of school, the main characters of the story were adult students, and the story did not have a meaningful ending. 50 e-story books were analyzed in the study.

## Research Instrument and Procedure

The 'Bullying Situations and Strategies Evaluation Form' developed by the researcher was used as a data collection tool. In the analysis phase, the school settings (learning center, schoolyard, etc.), types of bullying (e.g. physical, verbal, relational), characteristics of the bully and victim characters (e.g. gender, physical appearance), peer roles (bystander, follower of the bully, intervener in bullying), coping strategies (avoid, fight back, remain silent, seek support) and resolution of the problem (teacher, peer, victim) were coded.

The preservice teachers were asked to write a story about bullying to read to their future pupils. They were told that the story could be fictional, based on real events, or a combination of the two. The trainee teachers were told that their stories, set in kindergarten, should have main characters who are bullies and victims of bullying (but these characters do not have to be human), the problem should be solved and bullying should be a clear part of the story. The preservice teachers uploaded their e-stories to the university's e-support system between 15 and 26 April.

## Data Analysis

Content analysis was used to analyze the data in the study. Content analysis provides important information about a particular variable by performing some statistical operations on verbal or written data (Tavşancıl & Aslan, 2001). Content analysis is the process of coding and quantifying verbal or written data according to clear instructions (Balci, 2021).

## Results

The 50 e-storybooks that make up the research dataset were evaluated using the Bullying Situations and Strategies Evaluation Form, which consists of six sections in total, including school areas where the story takes place, types of bullying, characteristics of the characters, peer roles, coping strategies and resolution of the problem. The distribution of locations where bullying took place in the e-storybooks is shown in Table 1.

**Table 1**

### *Settings in the e-Storybook*

	f	%
School settings		
Learning Center	17	34
Schoolyard	3	6
School cafeteria	7	14
Multiple locations	23	46

When the school settings where bullying in e-storybooks occurs are examined in Table 1, it is seen that bullying mostly occurs in multiple locations (46%). It is seen that the place where bullying occurs least is the schoolyard (6%).

**Table 2**

### *Types of Bullying in the e-Storybook*

Types of bullying	f	%
Physical	15	23.43
Verbal	42	65.62
Relational	7	10.93

Table 2 shows the types of bullying in the e-storybooks. It is seen that verbal bullying (mocking, name-calling) is the most common in e-storybooks (65.62%). It is seen that physical bullying (hitting, taking things, imitating) is the most common in the stories (23.43%) and relational bullying (exclusion, gossiping) is the least common (10.93%). Combination (physical, verbal, and relational) is present in 12 stories.

**Table 3**

### *Characteristics of the Bullies and Victims*

		f	%
Bully	Gender		
	Girl	15	30
	Boy	35	70
Victim	Gender		
	Girl	23	46
	Boy	27	54
The specific characteristic of the victim that causes him/her to be bullied	Characteristic		
	Physical appearance	22	42.3
	Trait	3	5.76
	New child	12	23
	No distinctive feature	10	19.23
	Others	5	9.61

Table 3 shows the characteristics of the bully and victim characters in the e-storybooks. It can be seen that the bully and victim characters are mostly male. Victim characters are most often bullied because of their physical appearance (freckles, birthmark, tall or short, fat or thin, wearing glasses, hair color) (42.3%). They were the least likely to be bullied for their traits (5.76%).

**Table 4**

*Peer Roles in e-Storybook*

Peer Roles	f	%
Bystander	11	22.44
Follower of the bully	26	53.06
Defender of the victim	7	14.28
Supporter of victim	5	10.20

Table 4 shows the distribution of peer roles in e-stories. The most common peers are the characters who follow the bully (52%), and the least common are the characters who intervene in bullying (14%). There is no peer character in 6 stories.

**Table 5**

*The Strategies Used by Victims in e-Storybook*

Strategies	f	%
Avoidance	26	38.8
Fighting back	7	10.44
Keep quiet	22	32.83
Seeking support	12	17.91

Table 5 shows the strategies used by victims in e-stories to cope with bullying. It is seen that the most common strategy used by victims to cope with bullying is avoiding the current situation (38.8%). The least common is responding (10.44%). In 15 stories, victims used more than one strategy.

**Table 6**

*The Solution to the Problem in e-Storybook*

	f	%
activities	10	32.25
Teacher		
(31)		
talking to the bully	17	54.83
talking to the bully's family	2	6.45
punishing the bully	2	6.45
Peer		
(11)		
reacting to the bully	7	58.33
supporting the victim	5	41.66
Victim		
(5)		
reacting to the bully	3	60
talking to the bully	2	40

Table 6 shows the distribution of the solution to the problem in e-stories. It was observed that teachers played the most role in solving the problem of bullying in the stories and that teachers used the following solutions: talking to the bully (54.8%), activities (drama, game, storytelling, etc.) (32.25%), talking to the bully's family (6.45%), and punishing the bully (6.45%). In the stories where the problem was solved by peers, it was observed that peers used the following solutions: reacting to the bully (58.33%) and supporting the victim by strengthening the friendship bond (41.66%). In the stories where the victim solved the problem, the victim solved the problem by reacting to the bully (60%) and talking to the bully (40%).

**Discussion**

This study examined e-storybooks written by preschool teacher candidates on the subject of bullying. Bullying in preservice teachers' e-stories generally takes place in areas such as gardens and play centers where teacher control is relatively low. In their study examining bullying-related stories, Flanagan et al. (2013) determined that bullying incidents in bullying-themed children's books, similar to the stories of teacher candidates, occur in unstructured school environments.

In preservice teachers' e-storybooks, verbal bullying is seen to be the most common, followed by physical bullying, and relational bullying is the least common. In studies examining illustrated children's books, verbal bullying is seen the most (Flanagan et al., 2013; Moulton et al., 2011; Wiseman & Jones, 2018). Oppliger and Davis (2016) examined children's books written for 3-6 year-old children and found that relational bullying is the most common, followed by verbal

and physical bullying. Verbal bullying is defined as the most frequently observed type of bullying. In addition, relational bullying is difficult for adults to detect and is often used by older children (Merrell, et al., 2006).

In e-storybooks, it has been observed that the bullying characters are mostly male, while the victim characters are in close proportion of the two genders. In other studies examining children's books, it has been observed that the proportions are similar (Oppliger and Davis, 2016). In stories, the victim characters are bullied mostly because of their physical characteristics. In previous studies, it has been seen that the most common characteristics of victim characters in children's books are physical characteristics such as being tall, short, overweight, or thin (Moulton et al., 2011; Oppliger & Davis, 2016).

In storybooks with peer characters, peers are most often seen as followers of the bully, followed by bystanders, and least often as interveners and victims. In studies on bullying, peers have the roles of following the victim, interveners, bystanders, and victims in response to bullying (Belacchi & Farina, 2010; Monks et al., 2002; Saracho, 2017). These roles differ according to children's social and psychological characteristics.

Victims in e-storybooks appear to use avoidance, fighting back, keeping quiet, and seeking support strategies to cope with bullying. In children's picture books, victims use positive and negative coping strategies (Flanagan et al., 2013). Studies with preschool children have shown that victims use similar strategies (Reunamo et al., 2015).

Finally, storybooks indicated that bullying mostly ended with teacher support. In the stories, teachers were included in the story as a result of the victim or peer seeking adult support or noticing the bullying on their own. In addition, in a small number of stories, bullying ended with peer help or by the victim. Davis and Nixon (2011) suggested in their research that the most effective method used to end bullying behavior was to seek help from a friend or adult. Peers can provide moral support or help the victim to seek support from an adult.

## Conclusion

It has been observed that e-storybooks written by preschool preservice teachers are similar to studies examining picture storybooks on bullying and bullying studies conducted with preschool children are quite realistic in some aspects. This contributes to us seeing that preservice teachers are knowledgeable about bullying incidents and can prepare the appropriate ground for their future students to prevent bullying situations and cope with this situation.

## Recommendations

Social learning theory explains that children can learn prosocial and antisocial behaviors indirectly through different forms of entertainment. All ways that can help reduce the

harm of bullying should be investigated. (Oppliger & Davis, 2016). Books can be used as an important resource at this point. Teacher candidates can be encouraged to write stories on different topics other than bullying. It can be investigated whether teacher candidates and teachers use books as a resource on difficult topics. Teachers' practices regarding the use of books on difficult topics can be examined.

## References

- Alsaker, F. D., & Gutzwiller-Helfenfinger, E. (2009). *Social behavior and peer relationships of victims, bully-victims, and bullies in kindergarten. In Handbook of bullying in schools* (pp. 87-99). Routledge.
- Aslan, Ö. M., & Tuğrul, B. (2014). Okul öncesi dönemdeki çocukların oyunlarında ortaya çıkan zorbalık ve mağdur olma davranışlarının içerik analizi [Content Analysis of Bullying and Victimization Behaviors in Preschool Children's Play]. *Journal of Theoretical Educational Science*, 7(1), 60-77.
- Balçı, A. (2021). *Sosyal bilimlerde araştırma; yöntem, teknik ve ilkeler* (15. baskı) [Research in social sciences; methods, techniques and principles]. Pegem Akademi.
- Belacchi, C., & Farina, E. (2010). Prosocial/hostile roles and emotion comprehension in preschoolers. *Aggressive behavior*, 36(6),371-389. <https://doi.org/10.1002/ab.20361>
- Campaert, K., Nocentini, A., & Menesini, E. (2017). The efficacy of teachers' responses to incidents of bullying and victimization: The mediational role of moral disengagement for bullying. *Aggressive Behavior*, 43(5),483-492. <https://doi.org/10.1002/ab.21706>
- Davis, S., & Nixon, C. (2011). What students say about bullying. *Educational Leadership*, 69(1), 18-23.
- Erdoğan, H. (2024). Okul öncesi öğrencilerinde akran zorbalığı [Peer bullying in preschool students]. *International Journal of Original Educational Research*, 2(1), 325-333. Retrieved from <https://ij.edu.com/index.php/pub/article/view/61>
- Flanagan, K. S., Hoek, K. K. V., Shelton, A., Kelly, S. L., Morrison, C. M., & Young, A. M. (2013). Coping with bullying: What answers does children's literature provide?. *School Psychology International*, 34(6), 691-706. <https://doi.org/10.1177/0143034313479691>
- Horne, A. M., Orpinas, P., Newman-Carlson, D., & Bartolomucci, C. L. (2004). Elementary school bully busters program: Understanding why children bully and what to do about it. In Dorothy L. Espelage & Susan M. Swearer (Eds), *Bullying in American Schools: A socioecological perspective on prevention and intervention* (pp. 297-326.). Lawrence Erlbaum Associates.

- Merrell, K. W., Buchanan, R., & Tran, O. K. (2006). Relational aggression in children and adolescents: A review with implications for school settings. *Psychology in the Schools, 43*(3), 345-360. <https://doi.org/10.1002/pits.20145>
- Monks, C., Ortega Ruiz, R., & Torrado Val, E. (2002). Unjustified aggression in preschool. *Aggressive Behavior: Official Journal of the International Society for Research on Aggression, 28*(6), 458-476. <https://doi.org/10.1002/ab.10032>
- Moulton, E., Heath, M. A., Prater, M. A., & Dyches, T. T. (2011). Portrayals of bullying in children's picture books and implications for bibliotherapy. *Reading Horizons: A Journal of Literacy and Language Arts, 51*(2), 5. Retrieved from [https://scholarworks.wmich.edu/reading\\_horizons/vol51/iss2/5](https://scholarworks.wmich.edu/reading_horizons/vol51/iss2/5)
- Oldenburg, B., Bosman, R., & Veenstra, R. (2016). Are elementary school teachers prepared to tackle bullying? A pilot study. *School Psychology International, 37*(1), 64-72. <https://doi.org/10.1177/0143034315623324>
- Olweus, D. (1993). Bullies on the playground: The role of victimization. In C. H. Hart (Ed.), *Children on playgrounds: Research perspectives and applications* (pp. 85– 128). Albany: State University of New York Press.
- Olweus, D., & Limber, S. P. (2009). *The Olweus bullying prevention program: Implementation and evaluation over two decades. In Handbook of bullying in schools* (pp. 377-399). Routledge.
- Oppliger, P. A., & Davis, A. (2016). Portrayals of bullying: A content analysis of picture books for preschoolers. *Early Childhood Education Journal, 44*, 515-526. <https://doi.org/10.1007/s10643-015-0734-1>
- Raisor, J. M., & Thompson, S. D. (2014). Guidance strategies to prevent and address preschool bullying. *YC Young Children, 69*(2), 70. <https://doi.org/10.1007/s42380-023-00171-z>
- Reunamo, J., Kallioma, M., Repo, L., Salminen, E., Lee, H. C., & Wang, L. C. (2015). Children's strategies in addressing bullying situations in day care and preschool. *Early Child Development and Care, 185*(6), 952-967. <https://doi.org/10.1080/03004430.2014.973871>
- Saracho, O. N. (2017). Bullying: young children's roles, social status, and prevention programmes. *Early Child Development and Care, 187*(1), 68-79. <https://doi.org/10.1080/03004430.2016.1150275>
- Sezgin, E. Y. (2018). Okulöncesi öğretmenlerin akran zorbalığı ilişkin algı ve görüşleri: zorbalık davranışları tespitleri, zorbalık davranışları karşısında uyguladıkları stratejiler ve aldıkları önlemler [Views and perceptions of preschool teachers regarding peer bullying: their descriptions of bullying behaviours; the strategies they carry out and the precautions they take in the face of bullying behaviours] *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, (33)*, 85-104. <https://doi.org/10.30794/pausbed.425988>
- Tavşancıl, E., & Aslan, A. E. (2001). *Sözel, yazılı ve diğer materyaller için içerik analizi ve uygulama örnekleri [Content analysis and application examples for verbal, written and other materials]*. Epsilon.
- Wang, C., Swearer, S. M., Lembeck, P., Collins, A., & Berry, B. (2015). Teachers matter: An examination of student-teacher relationships, attitudes toward bullying, and bullying behavior. *Journal of Applied School Psychology, 31*(3), 219-238. <https://doi.org/10.1080/15377903.2015.1056923>
- Wiseman, A. M., & Jones, J. S. (2018). Examining depictions of bullying in children's picturebooks: A content analysis from 1997 to 2017. *Journal of Research in Childhood Education, 32*(2), 190-201. <https://doi.org/10.1080/02568543.2017.1419320>
- Yıldırım A, Şimşek H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in social sciences]*. Seçkin Yayıncılık.