

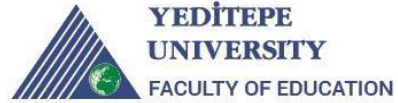
13th Conference of the ESREA Network:
Between Global and Local - Adult Learning and Communities

Adult Education in the Midst of Crises

September 7-9, 2023 at Yeditepe University, Istanbul / TURKEY



Call for Papers:
yetiskinegitimi.org/tr/esreaistanbul2023



ABSTRACT BOOK

EDITED BY

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Şengül Erden

Gökçe Güvercin

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Institutionalization Of Adult Education Field At Universities In Turkey

Arzu Bektaş, Ahmet Yıldız

In this research, which was conducted to analyze the academic institutionalization of the field of adult education; It is aimed to evaluate the academic structure of the field in universities and the opinions, thoughts, and experiences of those who are studying at the doctoral level in the field related to institutionalization. The research was designed as a qualitative study, and data were collected through document analysis and semi-structured interviews. In the research, firstly, the current academic structure of the public/adult education field in universities was examined. Afterwards, interviews were held with 19 participants who were studying at the doctoral level in the field, including their views and experiences on the institutionalization situation. According to the research results, it has been observed that the field called Lifelong Learning and Adult Education is included in the academic structuring of 28 universities, but only 6 of them have active postgraduate programs. Doctoral programs are not available except for 2 universities. Those who completed their doctoral education were mostly employed in academia but in different fields. The academic staff of the adult education field, on the other hand, mostly consists of outsiders, except for 6 academicians. It is considered important that organization and solidarity should be developed for the institutionalization of the understanding of public education, which is nourished by equality and free thought.

Keywords: Adult Education, Lifelong Learning, and Adult Education, Academic Institutionalization

Socio-Educational Predictors of the Trust in Public Institutions in Serbia During the COVID-19 Crisis

Aleksandar Bulajić, Nikola Koruga, Tamara Nikolić

Since the emergence of COVID-19 epidemic, several studies addressed the question of which social factors can predict peoples' readiness to adopt preventive/protective measures and behaviours in response to the pandemic^{1, 2, 3, 4, 9}. One of the most important significant predictor was shown to be confidence/trust in social, i.e. public institutions, such as health system, media and government⁴, when controlled for additional factors e.g. affective-cognitive perceptions of the COVID-19 related crises, such as personal safety/risk and vulnerability. However, much less is known about which factors predict confidence in public institutions during the COVID-19 crises. Confidence in social/public institutions represents the belief that those possess adequate competencies and the ability to manage public health crises, as well as public policies

to be in the best interest of the population^{4, 5}. The latter we understand as *trust*. The definition is a nucleus of the *recreancy* theory which comprehends trust in public institutions as a three-dimensional process (strong ties, weak ties, institutions)⁶.

We aim to explore the predictive value of three factors regarding the public institution trust (PIT): critical thinking dispositions (CTD), media literacy and basic values composition, when controlled for perceived risk/vulnerability to COVID-19.

Critical thinking should not be considered only skills (the cognitive aspects), but the disposition to act and use those skills. In this research, we used the CTD scale which includes two domains: reflective scepticism and radical openness⁷. This instrument is based on the idea that engagement in reflective scepticism, beside understanding of assumptions, context, and alternatives bring adults closer to ultimate explanations (Brookfield)¹².

Recent research suggest that individuals with higher level of media literacy are better prepared and more willing to take experts' recommended preventive actions regarding COVID-19. Individuals with lower media literacy level, rather put trust in their own abilities to protect themselves⁸. These findings indicate that PIT may be dependent on media literacy level (measured with News media literacy scale¹³). Such conclusions would make media education an important feature to include in health promotion campaigns and a subject of adult education programs on a more frequent basis.

Several studies put the focus on the interaction of basic human values according to Schwartz model¹⁰ of values (see Short Schwartz value survey¹⁴) and compliance to institutional guidelines for preventive/protective measures during COVID-19 pandemic¹¹. For example, it was found that the higher individual importance of values related to self-transcendence (e.g. responsibility) and conservation (e.g. security) the higher probability of compliance to COVID-19 protective behaviour guidelines¹¹.

This correlational study is focused on finding the optimal model of prediction for PIT, composed of the abovementioned factors, including socio-demographic and ALE predictors. We hypothesise results would show a number of interactions between the given predictors and that the research could contribute to further understanding of the intertwinement of CTD, media literacy and basic values for health crisis management in general.

Keywords: confidence in public institutions, critical thinking dispositions, media literacy, basic human values, COVID-19.

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Çankaya Municipality District Theaters Examination in Terms of Adult Education

Hakan Serhan Sarikaya

Theater studies have important pedagogical functions for participants and audiences. The art of theater, which has been the carrier of culture since the existence of societies, plays an important role in overcoming cultural blockages and taboos with its critical approaches. When all these dimensions are evaluated, it is seen that the art of theater is a functional public education tool. It is very important that theater education activities are based on the dialogue of equals as much as the active participation of the learners in the learning processes. In educational activities; Participants find the opportunity to develop and transform themselves through workshops based on personal development and creativity such as diction, rhetoric and acting. The art of theater is an important part of cultural and educational activities in social development studies. Many theater theorists and educational scientists such as Brecht, Boal, Baltacıoğlu conducted important studies in the field of theater pedagogy.

Spreading contemporary and traditional theater activities in every region in Turkey was realized between 1932 and 1950 through Community Centers which operated as an adult culture and education institutions. Play staging and touring activities were carried out with local theater groups consisting of volunteer participants in all provinces, districts, and villages. Local Community Centers theater groups consisting of participants in many provinces and districts were trained and play staging activities were carried out. The values, principles and history of the newly established Turkish Republic; In a period of twenty years, it was transferred to the audience through plays. Together with the theater in the Community Centers, a culture circle has been created through other arts activities such as literature, cinema, music, photography. In this way, new generations with secular and scientific thinking were raised. The closure of Community Centers after the 1950s led to the disintegration of the voluntary theater groups carried out under the umbrella of Community Centers. Some local attempts to fill this gap until today have not been enough.