ERPA
Educational Researches and Publications Association

ERPA
International Congresses on Education 2015

ERPA
Educational Researches and Publications Association

Certificate of Attendance

Presented to

Gimen BAYBURTLU

For having participated in the ERPA International Music and Fine Arts Education Congress between 4-7 June, 2015 in Athens / Greece

Assoc. Prof. Dr. İsmail ÖNDER
General Coordinator of ERPA Congresses 2015

ERPA
International Congresses on Education
4-7 June 2015
Athens/Greece

Educational Researches and Publications Association

ERPA International Congresses on Education 2015

Athens, Greece
4-7 June 2015
www.erpacongress.com

LETTER OF ACCEPTANCE

March 30, 2015

Paper ID: 108

To Whom It May Concern,

This is to confirm that *Çimen BAYBURTLU is* the author of the below mentioned proposal, which is accepted to be presented at *ERPA International Congresses on Education 2015*. The Congress will take place in Athens-Greece, from 4-7 June 2015.

Çimen BAYBURTLU is author of the following accepted contribution(s):

Title of Proposal: Sanat Eğitiminin Mücevher Tasarımı Üzerine Etkisi
Author(s): *Çimen BAYBURTLU; Leyla ULUSMAN*
Type of Presentation: Single Oral Presentation

All *ERPA International Congresses on Education 2015* presentations are peer reviewed, held in *English, Greek* or *Turkish* languages. All individual presentations last 15 minutes followed by a 5 minute discussion moderated by the session chairperson.

We look forward to seeing you in Athens.
With kind regards,

Assoc. Prof. Dr. Şenol BEŞOLUK
Coordinator of ERPA International Congresses on Education 2015

Eğitim Araştımaları ve Yayınları Kuruluşu

ERPA Uluslararası Eğitim Kongresi 2015

Atina, Yunanistan
4-7 Haziran 2015
www.erpacongress.com

KABUL BELGESİ

Mart 30, 2015

Evrak No: 108

Sayın ilgili,

Bu belge, *Çimen Bayburtlu*'nun aşağıda belirtilen, *ERPA Uluslararası Eğitim Kongresi 2015*'de sunulması kabul edilen bildirinin yazarı olduğunu onaylamaktadır. Kongre 4 -7 Haziran 2015 tarihleri arasında Atina-Yunanistan'da yapılacaktır.

Çimen BAYBURTLU, aşağıda yer alan, kabul edilmiş bildirinin yazarıdır:

Bildiri Başlığı: Sanat Eğitiminin Mücevher Tasarımı Üzerine Etkisi

Yazar(lar): *Çimen BAYBURTLU; Leyla ULUSMAN*

Sunum Şekli: Sözlü Tek Sunum

Tüm *ERPA Uluslararası Eğitim Kongresi 2015* sunumları eşdüzeyde ele alınmıştır ve *İngilizce, Yunanca* ya da *Türkçe* dillerinde yapılacaktır. Başkan tarafından yönetilecek oturumda bütün bireysel sunumlar 15 dakika sürecek ve devamında 5 dakikalık bir tartışma süresi verilecektir.

Sizleri Atina'da görmeyi sabırsızlıkla beklemekteyiz. Saygılarımızla,

Doç. Dr. Prof. Şenol BEŞOLUK

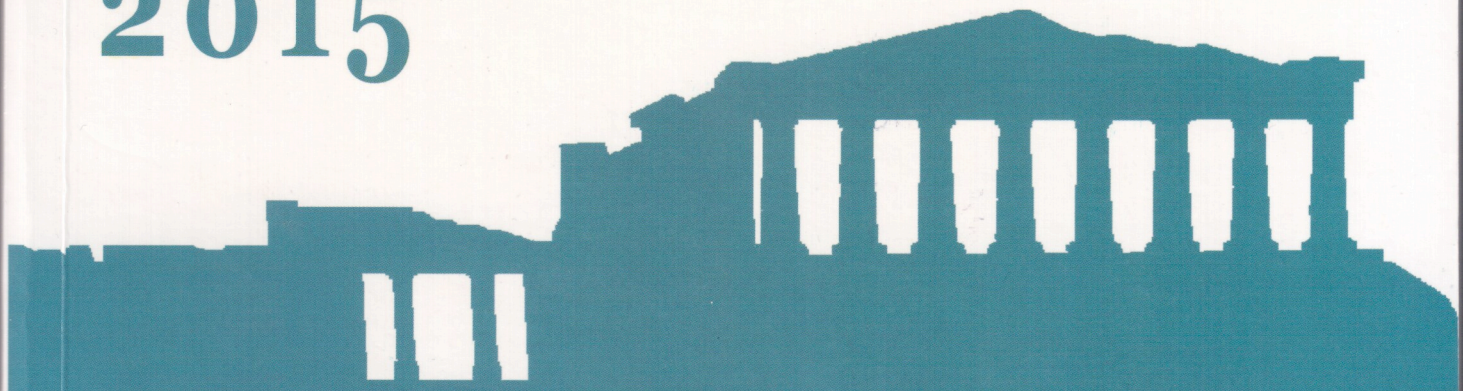
ERPA Uluslararası Eğitim Kongresi 2015 Koordinatörü

ERPA
Educational Researches and Publications Association

ERPA

International Congresses on Education

2015



4-7 June 2015
Athens/Greece

www.erpacongress.com

Message from the President of the Congress

Dear Colleagues,

Welcome to the ERPA International Congresses on Educaton 2015 which is held in Athens. This privileged scientific event aims to contribute to the field of educational research. It has created the opportunutiy to bring scholars, the educational sciences, administers, councilors, educational experts, teachers, graduate students and civil society organizations and representatives together to share and discuss theoretical and practical klowledge in the scientific environment.

Eight branch congresses will be held concurrently in ERPA International Congresses on Education 2015;

- ERPA International Educational Sciences Congress
- ERPA International Science and Mathematics Education Congress
- ERPA International Social Sciences Education Congress
- ERPA International Health and Sports Science Education Congress
- ERPA International Music and Fine Arts Education Congress
- ERPA International Special Education Congress
- ERPA International Computer Education and Instructional Technology Congress
- ERPA International Language Education Congress

The main purpose in incorporating eight congresses within the scope of ERPA International Congresses on Education is to make the researchers aware of current trends in different fields, learn about the research conducted in different areas and help them discuss new trends and encourage interdisciplinary research. Therefore, the theme of the ERPA International Congresses on Education 2015 is "Interdisciplinary Research in Education". Highlighting this theme does not mean underestimating or neglecting other important aspects of educational research and practice.
Scholars from all over the world contributed to this unique event.

We would like to express our sincere thanks to all who took part in the organization of this International event. Special thanks are to all the reviewers, the members of the international editorial board, the publisher, and those involved in technical processes. We would like to thank all, who contributed to the organization and helped to reliaze the conference with their generous intellectual support.

Assoc.Prof.Dr. İsmail ÖNDER

General Coordinator of ERPA International Congresses on Education 2015

Honorary

Prof. Dr. Cavit BIRCAN	President & Rector, Inter-University Council & Adnan Menderes University	Turkey
Prof. Dr. Muzaffer ELMAS	Rector, Sakarya University	Turkey
Prof. Dr. Metin ORBAY	Rector, Amasya University	Turkey
Prof. Dr. Firdevs KARAHAN	Dean, Faculty of Education, Sakarya University	Turkey

General Coordinator

Assoc. Prof. Dr. İsmail ÖNDER	Sakarya University	Turkey

Coordinators

Special Education		Turkey
Prof. Dr. Atilla CAVKAYTAR	Anadolu University	Turkey
Music and Fine Arts Education		
Prof. Dr. Cemal YURGA	İnönü University	Turkey
Educational Sciences		
Assoc. Prof. Dr. Hasan Basri GÜNDÜZ	Yıldız Technical University	Turkey
Educational Sciences		
Assist. Prof. Dr. İlker KÖSTERELİOĞLU	Amasya University	Turkey
Sciences and Mathematics		
Assoc. Prof. Dr. Şenol BEŞOLUK	Sakarya University	Turkey
Assoc. Prof. Dr. Ali DELİCE	Marmara University	Turkey
Assist. Prof. Dr. Ercan MASAL	Sakarya University	Turkey
Social Sciences		
Assoc. Prof. Dr. Hüseyin ÇALIŞKAN	Sakarya University	Turkey
Assist. Prof. Dr. Alpay AKŞİN	Amasya University	Turkey
Physical Education		Turkey
Assoc. Prof. Dr. Fikret SOYER	Sakarya University	Turkey
Language Education		
Assoc. Prof. Dr. Doğan YÜKSEL	Kocaeli University	Turkey
Assoc. Prof. Dr. Alpaslan OKUR	Sakarya University	Turkey
Computer Education and Instructional Technology		
Assoc. Prof. Dr. M.Barış HORZUM	Sakarya University	Turkey
Health Education		
Assist. Prof. Dr. Makbule TOKUR KESGİN	Abant İzzet Baysal University	Turkey
Special Education		
Inst. Fidan ÖZBEY	Sakarya University	Turkey

Conference Secretary

Dr. Ayşe Nesibe KÖKLÜKAYA	Gazi University	Turkey
Dr. Eda DEMİRHAN	Sakarya University	Turkey
Mithat TAKUNYACI	Sakarya University	Turkey
Gamze ÇETİNKAYA	Middle East Technical University	Turkey
Deniz MEHMETLİOĞLU	Middle East Technical University	Turkey
Ersin ESKİLER	Sakarya University	Turkey
Emine Nur BİLGİÇ	Sakarya University	Turkey
İsa DEVECİ	Uludağ University	Turkey
Gülay AGAÇ	Gaziantep University	Turkey
Burcu KOÇ	Sakarya University	Turkey
Elif BOZYİĞİT	Sakarya University	Turkey
Muhammet Cevat OTAY	Sakarya University	Turkey
Furkan AYDIN	Sakarya University	Turkey
Hasan ŞERİTOĞLU	Sakarya University	Turkey
Mithat KORUMAZ	Yıldız Technical University	Turkey
Yunus Emre ÖMÜR	Yıldız Technical University	Turkey
Esra ÇAKMAK	Yıldız Technical University	Turkey

Scientific Committee

Prof. Dr. Ahmet AYPAY	Eskişehir Osmangazi University	Turkey
Prof. Dr. Ahmet SABAN	Necmettin Erbakan University	Turkey
Prof. Dr. Ali BALCI	Ankara University	Turkey
Prof. Dr. Ali İlker GÜMÜŞELİ	Okan University	Turkey
Prof. Dr. Anastasia SIOPSI	Ionian University	Greece
Prof. Dr. Anjum Bano KAZIMI	Sindh Madressatul Islam University	Pakistan
Prof. Dr. Ayşen BAKİOĞLU	Marmara University	Turkey
Prof. Dr. Bećir ŠABOTIĆ	International Novi Pazar University	Serbia
Prof. Dr. Bradford STRAND	North Dakota State University	USA
Prof. Dr. Burhanettin DÖNMEZ	İnönü University	Turkey
Prof. Dr. Cemil ÖZTÜRK	Marmara University	Turkey
Prof. Dr. Cemil YÜCEL	Eskişehir Osmangazi University	Turkey
Prof. Dr. Cengiz AKÇAY	Hasan Kalyoncu University	Turkey
Prof. Dr. Ceren ÖZTEKİN	Middle East Technical University	Turkey
Prof. Dr. Christopher A. LUBIENSKI	University of Illinois	USA

Prof. Dr. Elena GALISHNIKOVA	Kazan Federal University	Russian Federation
Prof. Dr. Eleni SELLA	University of Athens	Greece
Prof. Dr. Eti AKYÜZ LEVİ	Dokuz Eylül University	Turkey
Prof. Dr. Fatma ŞAHİN	Marmara University	Turkey
Prof. Dr. F. Gülay KIRBAŞLAR	İstanbul University	Turkey
Prof. Dr. François Victor TOCHON	University of Wisconsin-Madison	USA
Prof. Dr. Guillaume ALINIER	Hertfordshire University	UK
Prof. Dr. Gülnihal KÜKEN	İstanbul University	Turkey
Prof. Dr. Hamide ERTEPINAR	Istanbul Aydın University	Turkey
Prof. Dr. Hasan AKGÜNDÜZ	İstanbul University	Turkey
Prof. Dr. Hasan BACANLI	Biruni University	Turkey
Prof. Dr. Hilary COOPER	London University	UK
Prof. Dr. Hülya ÇALIŞKAN	İstanbul University	Turkey
Prof. Dr. Ibrahima DIEME	Dakar University	Senegal
Prof. Dr. İbrahim GÜLER	İstanbul University	Turkey
Prof. Dr. Jale ÇAKIROĞLU	Middle East Technical University	Turkey
Prof. Dr. Mahmut SELVİ	Gazi University	Turkey
Prof. Dr. M. Engin DENİZ	Yıldız Technical University	Turkey
Prof. Dr. Mehmet Ali AKINCI	Rouen University	France
Prof. Dr. Mehmet Durdu KARSLI	Eastern Mediterranean University	North Cyprus
Prof. Dr. Mehmet ŞİŞMAN	Eskişehir Osmangazi University	Turkey
Prof. Dr. Muammer DEMİREL	Uludağ University	Turkey
Prof. Dr. Murat ALTUN	Uludağ University	Turkey
Prof. Dr. Mustafa ERGÜN	Afyon Kocatepe University	Turkey
Prof. Dr. Mustafa Murat İNCEOĞLU	Ege University	Turkey
Prof. Dr. Mustafa ÖZCAN	MEF University	Turkey
Prof. Dr. Mustafa SAFRAN	Gazi University	Turkey
Prof. Dr. Necmettin Kamil SEVİL	İstanbul University	Turkey
Prof. Dr. Ömer GEBAN	Middle East Technical University	Turkey
Prof. Dr. Paul ANKOMAH	N. Carolina Agricultural&Tecnical State University	USA
Prof. Dr. Paul BLAIR	University of Trinidad and Tobago	West Indies
Prof. Dr. Patrizia GHISLANDI	University of Trento	Italy
Prof. Dr. Ramazan ÖZEY	Marmara University	Turkey
Prof. Sadettin SARI	Akdeniz University	Turkey
Prof. Safaa Abd El SALAM	Alexandria University	Egypt
Prof. Dr. Sami MENGÜTAY	Haliç University	Turkey
Prof. Dr. Salih ATEŞ	Gazi University	Turkey
Prof. Dr. Salih ÇEPNİ	Uludağ University	Turkey
Prof. Dr. Selahattin TURAN	Eskişehir Osmangazi University	Turkey
Prof. Dr. Suat KARAKÜÇÜK	Gazi University	Turkey
Prof. Dr. Şebnem TEMİR	Haliç University	Turkey
Prof. Dr. Şener BÜYÜKÖZTÜRK	Gazi University	Turkey
Prof. Dr. Ş. Şule ERÇETİN	Hacettepe University	Turkey
Prof. Terry SCHREUER	The Neri Bloomfield School of Design	Israel
Prof. Dr. Tzina KALOGIROU	National and Kapodistrian University of Athens	Greece
Prof. Dr. Uğur TEKİN	Istanbul Aydın University	Turkey
Prof. Dr. Vehbi ÇELİK	Mevlana University	Turkey
Prof. Dr. Yahya AKYÜZ	Ankara University	Turkey
Prof. Dr. Yaşar ÖZBAY	Gazi University	Turkey
Prof. Dr. Yıldız KOCASAVAŞ	İstanbul University	Turkey
Prof. Dr. Ziya SELÇUK	TED University	Turkey
Assoc. Prof. Dr. Belaid Akıl ABDELKADER	Umiversite Djilali Boumaama of Khemis Miliana	Algeria
Assoc. Prof. Dr. Ahmet AKKAYA	Adıyaman University	Turkey
Assoc. Prof. Dr. Ahmet Ali GAZEL	Afyon Kocatepe University	Turkey
Assoc. Prof. Dr. Ahmet DOĞANAY	Çukurova University	Turkey
Assoc. Prof. Dr. Albina SIRAZEEVA	Kazan Federal University	Russian Federation
Assoc. Prof. Dr. Ali DELİCE	Marmara University	Turkey
Assoc. Prof. Dr. Ali Fuat ARICI	Yıldız Technical University	Turkey
Assoc. Prof. Dr. Ali MEYDAN	Nevşehir University	Turkey
Assoc. Prof. Dr. Anisa KHUSAINOVA	Kazan Federal University	Russian Federation
Assoc. Prof. Dr. Aydın BALYER	Yıldız Teknik University	Turkey
Assoc. Prof. Dr. Aynur BOZKURT BOSTANCI	Uşak University	Turkey
Assoc. Prof. Dr. Bahri ATA	Gazi University	Turkey
Assoc. Prof. Dr. Bayram BAŞ	Yıldız Teknik University	Turkey
Assoc. Prof. Dr. Bayram BIÇAK	Akdeniz University	Turkey
Assoc. Prof. Dr. Bayram ÇETİN	Gaziantep University	Turkey
Assoc. Prof. Dr. Bülent TARMAN	Necmettin Erbakan University	Turkey
Assoc. Prof. Dr. Canan LAÇİN ŞİMŞEK	Sakarya University	Turkey
Assoc. Prof. Dr. Catherine Dimitriadou	University of Western Macedonia	Greece
Assoc. Prof. Dr. Cemil YÜCEL	Eskişehir Osmangazi University	Turkey
Assoc. Prof. Dr. Ece KARŞAL	Marmara University	Turkey
Assoc. Prof. Dr. Ekaterina ZALYAEVA	Kazan Federal University	Russian Federation
Assoc. Prof. Emre İKİZLER	Marmara University	Turkey
Assoc. Prof. Dr. Erdoğan KÖSE	Mehmet Akif Ersoy University	Turkey
Assoc. Prof. Dr. Ergün RECEPOĞLU	Kastamonu University	Turkey
Assoc. Prof. Dr. Erkan TEKİNARSLAN	Abant İzzet Baysal University	Turkey
Assoc. Prof. Dr. Erkan Faruk ŞİRİN	Selçuk University	Turkey
Assoc. Prof. Dr. Esra İŞMEN GAZİOĞLU	İstanbul University	Turkey
Assoc. Prof. Dr. Evgeniya ZHURAVLEVA	Kazan Federal University	Russian Federation
Assoc. Prof. Dr. Eyyup ÇOŞKUN	Mustafa Kemal University	Turkey
Assoc. Prof. Dr. Fatih ÇATIKKAŞ	Celal Bayar University	Turkey
Assoc. Prof. Dr. Fikret RAMAZANOĞLU	Sakarya University	Turkey
Assoc. Prof. Dr. Fulya YÜKSEL ŞAHİN	Yıldız Teknik University	Turkey
Assoc. Prof. Dr. Gaye TEKSÖZ	Middle East Technical University	Turkey
Assoc. Prof. Dr. George IORDANIDIS	University of Western Macedonia	Greece
Assoc. Prof. Dr. Gulnara KALGANOVA	Kazan Federal University	Russian Federation

Assoc. Prof. Dr. Gökmen ÖZMENTEŞ	Akdeniz University	Turkey
Assoc. Prof. Dr. Hakan ÜLPER	Mehmet Akif Ersoy University	Turkey
Assoc. Prof. Dr. Hakkı ULUCAN	Erciyes University	Turkey
Assoc. Prof. Dr. Halil İbrahim SAĞLAM	Sakarya University	Turkey
Assoc. Prof. Dr. Hamza ÇALIŞICI	Ondokuz Mayıs University	Turkey
Assoc. Prof. Dr. Hasan ŞAHAN	Akdeniz University	Turkey
Assoc. Prof. Dr. Hüseyin KIRIMOĞLU	Mustafa Kemal University	Turkey
Assoc. Prof. Dr. İ. Hakkı DEMİRCİOĞLU	Karadeniz Teknik University	Turkey
Assoc. Prof. Dr. İbrahim KOCABAŞ	Yıldız Teknik University	Turkey
Assoc. Prof. Dr. J. Phylis ROTICH	N. Carolina Agricultural&Tecnical State University	USA
Assoc. Prof. Dr. Kaya YILDIZ	Abant İzzet Baysal University	Turkey
Assoc. Prof. Dr. Kubilay YAZICI	Niğde University	Turkey
Assoc. Prof. Dr. Laurentiu Gabriel TALAGHIR	Galati University	Romania
Assoc. Prof. Dr. Levent ERASLAN	Kırıkkale University	Turkey
Assoc. Prof. Dr. Liliya ISMAGILOVA	Kazan Federal University	Russian Federation
Assoc. Prof. Dr. Liliya VALEEVA	Kazan Federal University	Russian Federation
Assoc. Prof. Dr. Marina KUDRYAVTSEVA	Kazan Federal University	Russian Federation
Assoc. Prof. Dr. Mehmet BAYANSALDUZ	Muğla Sıtkı Koçman University	Turkey
Assoc. Prof. Dr. Mehmet KARA	Amasya University	Turkey
Assoc. Prof. Dr. Mehmet KURUDAYIOĞLU	Abant İzzet Baysal University	Turkey
Assoc. Prof. Dr. Melek MASAL	Sakarya University	Turkey
Assoc. Prof. Dr. Mukadder BOYDAK OZAN	Fırat University	Turkey
Assoc. Prof. Dr. Mustafa AYDIN	İstanbul University	Turkey
Assoc. Prof. Dr. Nadir ÇELİKÖZ	Yıldız Teknik University	Turkey
Assoc. Prof. Dr. Nejla YÜRÜK	Gazi University	Turkey
Assoc. Prof. Dr. Nektaria PALAIOLOGOU	University of Western Macedonia	Greece
Assoc. Prof. Dr. Nur NACAR LOGIE	İstanbul University	Turkey
Assoc. Prof. Dr. Oksana POLYAKOVA	Kazan Federal University	Russian Federation
Assoc. Prof. Dr. Özgül YILMAZ TÜZÜN	Middle East Technical University	Turkey
Assoc. Prof. Dr. Remziye CEYLAN	Yıldız Technical University	Turkey
Assoc. Prof. Dr. Rimma MARDANSHINA	Kazan Federal University	Russian Federation
Assoc. Prof. Rüçhan ŞAHİNOĞLU ALTINEL	Marmara University	Turkey
Assoc. Prof. Dr. Said TAŞ	Süleyman Demirel University	Turkey
Assoc. Prof. Dr. Semra SUNGUR VURAL	Middle East Technical University	Turkey
Assoc. Prof. Dr. Sevinç HATİPOĞLU	İstanbul University	Turkey
Assoc. Prof. Dr. Serkan HAZAR	Niğde University	Turkey
Assoc. Prof. Dr. Sezgin VURAN	Anadolu University	Turkey
Assoc. Prof. Dr. Servet KARABAĞ	Gazi University	Turkey
Assoc. Prof. Dr. Sümmani EKİCİ	Muğla Sıtkı Koçman University	Turkey
Assoc. Prof. Dr. Şenay NARGÜN	Abant İzzet Baysal University	Turkey
Assoc. Prof. Dr. Şükran DİLİDÜZGÜN	İstanbul University	Turkey
Assoc. Prof. Dr. Tatyana BAKLASHOVA	Kazan Federal University	Russian Federation
Assoc. Prof. Dr. Turhan TOROS	Mersin University	Turkey
Assoc. Prof. Dr. Türkan ARGON	Abant İzzet Baysal University	Turkey
Assoc. Prof. Dr. Vasiliki PAPADOPOLOU	University of Western Macedonia	Greece
Assoc. Prof. Dr. Vefa TAŞDELEN	Yıldız Teknik University	Turkey
Assoc. Prof. Dr. Vlasta HUS	University of Maribor	Slovenia
Assoc. Prof. Dr. Yasin SOYLU	Atatürk University	Turkey
Assoc. Prof. Dr. Yavuz ERİŞEN	Yıldız Technical University	Turkey
Assoc. Prof. Dr. Yuliya GORELOVA	Kazan Federal University	Russian Federation
Assoc. Prof. Dr. Yücel KABAPINAR	Marmara University	Turkey
Assoc. Prof. Dr. Yusuf CAN	Muğla Sıtkı Koçman University	Turkey
Assoc. Prof. Dr. Yusuf CERİT	Abant İzzet Baysal University	Turkey
Assoc. Prof. Dr. Zekeriya NARTGÜN	Abant İzzet Baysal University	Turkey
Assist. Prof. Dr. Ali Çağatay KILINÇ	Karabük University	Turkey
Assist. Prof. Dr. Alper Cenk GÜRKAN	Gazi University	Turkey
Assist. Prof. Dr. Ayşegül Şükran ÖZ	Mustafa Kemal University	Turkey
Assist. Prof. Dr. Bedriye AK	Abant İzzet Baysal University	Turkey
Assist. Prof. Dr. Birgül CERİT	Abant İzzet Baysal University	Turkey
Assist. Prof. Bülent ERUTKU	Marmara University	Turkey
Assist. Prof. Dr. Deniz KOÇOĞLU	Selçuk University	Turkey
Assist. Prof. Dr. Dilek İNAL	İstanbul University	Turkey
Assist. Prof. Dr. Elena GRIGORIEVA	Kazan Federal University	Russian Federation
Assist. Prof. Dr. Elvan ŞAHİN	Middle East Technical University	Turkey
Assist. Prof. Dr. Eren CEYLAN	Ankara University	Turkey
Assist. Prof. Dr. Estelle DAVUTOĞLU	TOBB Economy and Technology University	Turkey
Assist. Prof. Dr. Hamdi Alper GÜNGÖRMÜŞ	Ağrı İbrahim Çeçen University	Turkey
Assist. Prof. Dr.Hasan AYDIN	Yıldız Technical University	Turkey
Assist. Prof. Dr. Hülya KULAKÇI	Bülent Ecevit University	Turkey
Assist. Prof. Dr. Irina SOLODKOVA	Kazan Federal University	Turkey
Assist. Prof. Dr. Grazyna KILIANSKA-PRZYBYLO	University of Silesia	Poland
Assist. Prof. Dr. Gülbahar KORKMAZ ASLAN	Pamukkale University	Turkey
Assist. Prof. Dr. John BETSAS	University of Western Macedonia	Greece
Assist. Prof. Dr. Güneş YAVUZ	İstanbul University	Turkey
Assist. Prof. Dr. Lütfü İLGAR	İstanbul University	Turkey
Assist. Prof. Dr. Marina MOSOLKOVA	Kazan Federal University	Russian Federation
Assist. Prof. Dr. Mehmet DEMİREL	Dumlupınar University	Turkey
Assist. Prof. Dr. Mehmet KANDEMİR	Kırıkkale University	Turkey
Assist. Prof. Dr. Mehmet Ali HAMEDOĞLU	Sakarya University	Turkey
Assist. Prof. Dr. Mehmet ULUKAN	Adnan Menderes University	Turkey
Assist. Prof. Dr. Muammer ERGÜN	Kastamonu University	Turkey
Assist. Prof. Dr. Murat ÖZMADEN	Adnan Menderes University	Turkey
Assist. Prof. Dr. Müberra ATALAY	Abant İzzet Baysal University	Turkey
Assist. Prof. Dr. Müge GÖKER	Marmara University	Turkey
Assist. Prof. Dr. Nazlı Gülgün ELİTEZ	Sakarya University	Turkey
Assist. Prof. Dr. Nevin ÇITAK BİLGİN	Abant İzzet Baysal University	Turkey

Assist. Prof. Dr. Noemi KERESZTES	Szeged University	Hungary
Assist. Prof. Dr. Nuriye YILDIRIM	Düzce University	Turkey
Assist. Prof. Dr. Ömer ZAİMOĞLU	Akdeniz University	Turkey
Assist. Prof. Dr. Özlem İLKER ETUŞ	İstanbul University	Turkey
Assist. Prof. Dr. Özlem ÖRSAL	Osmangazi University	Turkey
Assist. Prof. Dr. Serap EMIR	İstanbul University	Turkey
Assist. Prof. Dr. Sergül DUYGULU	Hacettepe University	Turkey
Assist. Prof. Dr. Sevil ALBAYRAK	Kırıkkale University	Turkey
Assist. Prof. Dr. Suzan ORHAN	Sakarya University	Turkey
Assist. Prof. Dr. Tarık SEVİNDİ	Aksaray University	Turkey
Assist. Prof. Dr. Tiffany FULLER	N. Carolina Agricultural&Tecnical State University	USA
Assist. Prof. Dr. Wenyu LIU	Dalian Maritime University	China
Assist. Prof. Dr. Yasemin ESEN	Ankara University	Turkey
Assist. Prof. Dr. Yasin DOĞAN	Adıyaman University	Turkey
Assist. Prof. Dr. Veysel KÜÇÜK	Marmara University	Turkey
Dr. Sophia ANASTASIOU	Business School TEI of Central	Greece

Keynote Invited Speakers



Prof. Dr. Giray BERBEROĞLU

Middle East Technical University, Faculty Of Education, Turkey

June 4, Thursday

03:00-04:00 PM/ Atlas Hall



Prof. Dr. Stella VOSNIADOU

National and Kapodistrian University of Athens Department of Philosophy and History of Science, Greece

June 4, Thursday

11:00-12:00 AM / Atlas Hall



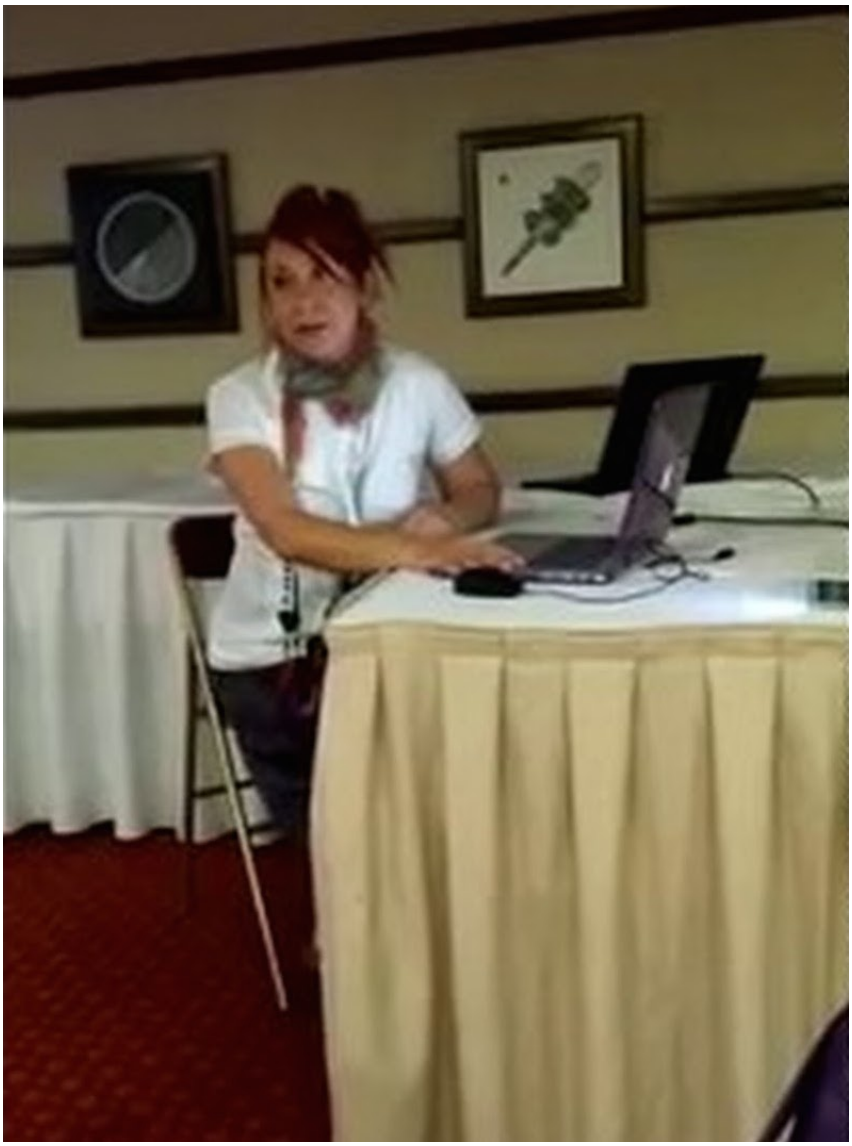
Prof. Dr. Nailya BAGAUTDINOVA

Kazan Federal University Institute of Management, Economics and Finance

June 5, Friday

11:00-12:00 AM /Atlas Hall

05.06.2014 FRIDAY	HALL 1 Presentation Language: ENG Session Chair : Saranya Boonyuen	HALL 2 Presentation Language: TR Session Chair : Mustafa Bektaş	HALL 3 Presentation Language: ENG Session Chair : Berte van Wyk	HALL 4 Presentation Language: TR Session Chair : Fatma Gülay Kırbaşlar	HALL 5 Presentation Language: ENG Session Chair : Bulent Gurbuz	HALL 6 Presentation Language: TR Session Chair : Recep Çakır	HALL 7 Presentation Language: TR Session Chair : Sermin Bilen
SESSION 4 09:30-10:50	ERPA International Educational Sciences Congress	ERPA International Educational Sciences Congress	ERPA International Social Sciences Education Congress	ERPA International Science and Mathematics Education Congress	ERPA International Health and Sports Science Education Congress	ERPA International Computer Education and Instructional Technology Congress	ERPA International Music and Fine Arts Education Congress
	Social Justice: A qualitative and quantitative study of representations of social justice in children of primary education Almudena Juanes, Vanesa Sainz, Tatiana García, Antonio Maldonado, Liliana Jacott	Lise Öğrencilerinin İnternet Kullanım Alışkanlıkları ve Siber Zorbalığa İlişkin Görüşleri Şener Şentürk, Seher Bayat	Global Mindset: The need for educating university students for global roles Mansour Javidan	Science Teacher Candidate's Attitudes towards Information and Communication Technologies Gamze Uysal, İrfan Şimşek, Fatma Gülay Kırbaşlar	Examining Healthy Lifestyle Behaviors of Academic Staff Working at a University in Turkey Kadir Tiryaki, Uğur Abakay	Mobile Guidance in Touchscreen Era: YARDIM@ Zerrin Ayvaz Reis, Emre Akadal, Sebnem Ozdemir	Modernizm, Postmodernizm ve Grafik Tasarımda Meslek Etiği Ayşe Derya Kahraman
	Social Justice Representations of Students and teachers in Spain Vanesa Sainz, Almudena Juanes, Tatiana García-Vélez, Liliana Jacott, Antonio Maldonado	İngilizce Öğretmenlerinin Biçimlendirici Değerlendirme Algıları Şener Şentürk, Ömer Faruk Gökçe	The Propose of Training Need Analysis and Characteristics for Disadvantage Children's Teachers Siriporn Jinanarong, Suwithida Charungkaittikul, Rangsiphan Khaengkhan	Ortaokul 6. Sınıf Öğrencilerinin Matematik Dersine Yönelik Tutumlarının Çeşitli Değişkenler Açısından İncelenmesi Kerim Karabacak, Subhan Ekşioğlu, Nesibe Karakış	The Effects of Anxiety Levels of Physical Education and Sport Teachers on Their Healthy Lifestyle Behaviors Kürşat Karacabey, Ziya Kadiroglu, Aykut Aksu	Scrach Temelli Oyun Etkinliklerinin Öğrencilerin Bilgisayar Programlama Öğrenmeye Dönük Tutum ve Akademik Başarılarına Etkisi Özgen Korkmaz	Sanat Eğitimi ve Öğretmen Adaylarının Resimlerinin İnsanın Sanatsal GelişimiBakımından İncelenmesi Oya Abacı
	Comparison of the ICT Literacy Level of the Slovakian and Hungarian Students in the Higher Education Gabor Kiss, Zuzana Arki	Bilgisayar Programlamaya Yönelik Tutumların Çeşitli Değişkenler Açısından İncelenmesi Abdulkadir Karacı	Essential Competencies Analysis of a Training Model Development for Non-Formal Vocational Teacher under Office of the Non-Formal and Informal Education in Thailand Piyanan Chayanopparat, Suwithida Charungkaittikul, Archanya Ratana-Ubol	Öğretmen Adaylarının Bilim-Sözde Bilim Ayrımına Yönelik Görüşleri: Astronomi-Astroloji Örneği Tutku Yalçınkaya, Hikmet Sürmeli	Healthy Life Style Habits and Physical Activity Consciousness Levels of the Students of Ankara University Colleges Fehmi Tuncel, Semiyha Tuncel, Sevde Mavi Var, Hidayet Suha Yuksel	Artırılmış Gerçeklik Teknolojisi ile İngilizce Kelime Öğretiminin Öğrenci Performansına Etkisi Recep Çakır, Sabri Serkan Tan	Sanat Eğitiminin Mücevher Tasarımı Üzerine Etkisi Çimen Bayburtlu, Leyla Ulusman
	A comparison of the mechanical engineering and safety engineering student's ICT attitudes at the Obuda University Gabor Kiss	Çin Eğitim Sisteminin ve Reformlarının İncelenmesi ve Türk Eğitim Sistemi Açısından Uygulanabilirliğinin İrdelenmesi Dilek Şahin	An Evaluation on the Analysis of Communication Faculties and Education System Compliance with New Communication Technologies in Turkey Barış Bulunmaz	The Effect of 5e Model on Elimination of Misconceptions on the Subject of Trigonometry Abdulkadir Tuna, Ahmet Kaçar	Leisure Benefit Scale: A Study of Validity and Reliability for Adults Beyza Merve Akgül, Ezgi Ertüzün	Vocational School Students "Attitudes Toward Computer Technology Demet Öznaz, Nuran Akyurt, Nuriye İşgören, Murat Balıkçı	Grafik Ve Görsel Sanatlar Öğretmen Adaylarının Öğretmenlik Uygulaması Dersine Yönelik Görüşleri Cihan Canbolat



ERPA- YUNANİSTAN ÖZET BİLDİRİ KİTAPÇIĞI 2015 LİNK:
https://www.erpacongress.com/upload/dosya/erpa_2015_book-of-abstracts_1570e23d0c3867_1571f63111aced.pdf

edp sciences Journals Books Conferences EDPS Account Web of Conferences

SHS Web of Conferences All issues Series Forthcoming About Search Menu

All issues ▸ Volume 26 (2016) ▸ SHS Web of Conferences, 26 (2016) 01034 ▸ Abstract

Open Access

Issue	SHS Web of Conferences **Volume** 26, 2016 ERPA International Congresses on Education 2015 (ERPA 2015)
Article Number	01034
Number of page(s)	7
DOI	https://doi.org/10.1051/shsconf/20162601034
Published online	26 April 2016

SHS Web of Conferences **26**, 01034 (2016)

The influence of art education on jewelry design

Marmara University Göztepe Campus, Istanbul 34730, Turkey

a Corresponding author: cimen.bayburtlu@marmara.edu.tr

Table of Contents

Article

Abstract PDF (1.669 MB) References

Metrics

Show article metrics

Services

Same authors

- Google Scholar

By using this website, you agree that EDP Sciences may store web audience measurement cookies and, on some pages, cookies from social networks. More information and setup OK

Send to my Kindle

Download citation

Related Articles

Inspiration point in design: The example of basic design class assignments

Abstract

Principally, theory and practice should be in harmony. In Jewelry Design Programmes, the knowledge of light, colour and design should be thought on basis of theories and causations besides visuality and practice. The education of design provides the students an independent aspect and encourages researching and questioning when supported by theoretical knowledge as art history, aesthetics, sociology of art, arts policy and analyzation of works of arts. The fundamental thing in art education is an accurate definition of art and a correct specification of coordinates of art education in accordance with this definition. If universal art coordinates are not included in Jewelry Design Education's scope, it is possible to train craftsmen but not artists. It is a recognized truth that if a work of art has gained a universal value and protected it in time, then it is likely to talk about an artist and artistic values. Unique art works have their own creation laws and prove themselves in time.

Key words: art / interdisciplinary art / jewelry / design

© Owned by the authors, published by EDP Sciences, 2016

This is an Open Access article distributed under the terms of the Creative Commons Attribution License 4.0, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

SHS Web of Conferences 26, 01084 (2016)

The problem of artistic image creating in the process of a teacher artist training

SHS Web of Conferences 113, 00028 (2021)

In the Context of Interior Architecture Departments in Turkey; Design Studio (Project) Education

SHS Web of Conferences 26, 01023 (2016)

More

Bookmarking

Reader's services

Email-alert

SHS Web of Conferences

eISSN: 2261-2424

SHS Web of Conferences **26**, 01034 (2016) DOI: 10.1051/shsconf/20162601034
ERPA 2015

The influence of art education on jewelry design

Çimen Bayburtlu[1a], Leyla Ulusman[1]

[1]Marmara University Göztepe Campus, Istanbul 34730,Turkey

Abstract. Principally, theory and practice should be in harmony. In Jewelry Design Programmes, the knowledge of light, colour and design should be thought on basis of theories and causations besides visuality and practice. The education of design provides the students an independent aspect and encourages researching and questioning when supported by theoretical knowledge as art history, aesthetics, sociology of art, arts policy and analyzation of works of arts. The fundamental thing in art education is an accurate definition of art and a correct specification of coordinates of art education in accordance with this definition. If universal art coordinates are not included in Jewelry Design Education's scope, it is possible to train craftsmen but not artists. It is a recognized truth that if a work of art has gained a universal value and protected it in time, then it is likely to talk about an artist and artistic values. Unique art works have their own creation laws and prove themselves in time.

Keywords:art; interdisciplinary art; jewelry; design

1 Introduction

Education is the way to universal thinking besides individual improvement and social adaptation. A multi way education concept includes knowledge, experience, existing values and activity. An education orientation that a question, reasons and that solidifies the various rapid technological developments in the light of theoretical knowledge will enrich the vision of the students.

In functional knowledge, "Awareness" is realized after the two qualifications, "Vision and Depth of Vision", are assumed to be assembled. And this awareness revives the fact called philosophical base. Vision is strengthened by the base of knowledge and so the existing creativity reveals itself in the best way.

The peculiar content and form efforts of every designer follows a way from concrete to abstract and then from abstract to concrete. At this point, existence of a rich imagination is a must. Ismail Tunali has expressed Plato's philosophy in current language as: The works of an artist or a craftsman, plastic or literary products, all are formed by the transmission of feelings and ideas to the empirical world of the producer, [6].

[a] Corresponding author: cimen.bayburtlu@marmara.edu.tr

© The Authors, published by EDP Sciences. This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (http://creativecommons.org/licenses/by/4.0/).

Rolla May, by representing his first independent message in his book 'Man's Search for Himself' has established the existentialist approach to creative courage, which is the name of another book of him, [5]. Does meaning have to come after technology? With an existentialist approach this tendency is just the opposite way: Technology comes after meaning. Technology is only efficient if the content has high quality. Form is the element that is dependent to the content and that serves to it. Form alone does not have an artistic value. A form lacking of emotions and ideas would never have an artistic value, [4].

1.1 Art Education

In art education, the most important way to improve the technical ability is to give the students knowledge about interdisciplinary interaction. In this respect, it is necessary to enrich the education by basic programs as art history, aesthetics, and sociology of art, arts policy and analyzation of works of arts. In this way; instead of having insignificant object, it is possible to turn the design into works of art that embrace the independent expressions and ideas of the artist, under the influence of this knowledge.

Knowledge of art should be internalized by the students of art and design, especially in art schools and universities. Theoretical knowledge is necessary in design process. Students should have the ability to express themselves and their works and also to ascribe their story and philosophy to the design. Sıtkı M. Erinç expresses:"As 'value' is independent to knowledge of an art work occupying a space in its kind, only this 'value' is capable of inserting philosophy into art education.", [2].

Art is not only technical proficiency as usually understood. Any education improving technical skills does not necessarily improve the art or the artist. It is not possible to call anyone applying art an artist. Because in art, the individuality, the newness and the uniqueness of the work of art is fundamental, not the craftsmanship. Art is a fact that could never be thought without a human being and enables us to recognize ourselves. Sıtkı Erinç has expressed that art is the best way to get to know ourselves, in these words: We sense ourselves as how we sense the world, or we sense the world as we sense ourselves. The best way (or the first) to perceive ourselves properly, or in a proper way is art, [3].

A human being is capable of designing new products or new life styles by his creative thinking ability beyond his instincts. History of art and culture is full of related examples. As Ayla Ersor indicates: When the life styles, ideas of people change new essences are born in art and these innovations create new forms. All these changes sometimes easily all of a sudden and sometimes they are built up very slowly with *great effort,* [4]

1.2 Design Education

Art, in the most general saying is the expression process of our emotions and ideas by a practical action using a distinctive language and style.

Design comes out as a result of conscious planning. Both in art and design the principal concept is the "idea". Art and design sometimes interfere with each other and sometimes they come across. Planning in art is different than planning in design. Design brings along a collective work consciousness as art is the independent creation of an individual. Individual thinking does not wonder about the possibility or feasibility of the work.

It is examined what is and what should be art and design by focusing on concrete samples, current and historical references and it has come out that the study of form together with content of art works and designs by referring to the theories underneath has become a necessity in art education. The analyzation of art considering different methods

and aspects within an intellectual and theoretical context will lead artists to unique design. The process of creating artistic images specifically disassociate from scientific thinking.

The imaginary, supernatural creation that is not perceived by simple eye and that needs deep sensation together with interiority will become deeper by having lessons as art philosophy, art sociology, mythology, art history, arts policy, aesthetics, history of civilization and the works will be much more original and will present themselves much more artistically. Because the process of generating ourselves depending on independent creativity can be realized by the awareness of the individual.2.1.2 Formatting author names and author affiliations

Author names should be typed in 10-point Times. The style for the names is First Names then Last Name, with a comma after all except the last author, which is separated by comma + "and". Do not use academic titles.

Affiliations of authors should be typed in italic 9-point Times. They should be preceded by a numerical superscript corresponding to the same superscript after the name of the author concerned. Please ensure that affiliations are as full and complete as possible and include the country.

2 Findings

Students' opinions on the influence of art education and design:
This section is prepared referring to the students' opinions. The answers given to the question what is the efficacy of theoretical lessons as art history, social psychology, art sociology, arts policy, art criticism, and aesthetics is just the expected:
-We evade of becoming craftsman solely by having these art lessons in this kind of schools. We gain the proficiency of being unique in creating distinctive designs by combining arts and crafts.
-The education system intended to the followed improves us in becoming designers aware of their past as have learned world art, human psychology aesthetical point of view and history of jewelry and so able of constituting their future and creating artistic designs from jewelry.
-Theoretical lessons are the nutritional source of applied courses. They open doors to various fields and enriched the thinking.
-Though it is believed that designing is directly proportional to talent, it is actual that education is the most effective factor in design.
-People are gifted with talent by birth. Education is needed in order to improve and support the utilization of this talent properly. It is important to have application and theoretical knowledge well combined. At this point it is necessary to mention Bauhaus School, which has been established in the first half of twentieth century. In this school it was thought when talent is enriched by education, design would gain many distinctive properties.
-Social psychology prepares us for social life. As our knowledge grows we get ready for life and at the point where artistic know-how is built up we begin to think as an artist, have an artistic view and we begin to create.
-Artistic sensation cannot be built up indiscriminately. A conscious process is necessary for the formation of this emotion.

3 Conclusion

Students that really are intended to be designers have to start with getting to know themselves. This awareness is only possible with the internalization of conceptual knowledge. For instance creative thinking of art movements should be comprehended as

well as the visual information. As this knowledge is grasped one by one, it will be possible to reach the universal, starting from the particular through an accurate and pleasant way.

In connection with our study we have determined "letter" as the theme for a project. As the first and second grade students' design could not go further than an envelope (Fig. 1-2-3-4-5), the third and fourth grade students that begun to build up theoretical base have approached the theme much more creatively.

Aygül Aykut expresses as: *The basic thinking processes as sense, perception and design have a special composition in art. Image is a result of both observation and abstraction but it is not a mechanical combination of these two,* [1].



Fig. 1. Second grade, "Letter" themed student design



Fig. 2. Second grade, "Letter" themed student design

In Jewelry Design Programmes, the knowledge of light, colour and design should be thought on basis of theories and causations besides visuality and practice. The education of design provides the students an independent aspect and encourages researching and questioning when supported by theoretical knowledge as art history, aesthetics, and sociology of art, arts policy and analyzation of works of arts. Students raised in this spirit create awareness as they can grow their commentations.

Designs and applications of the third and fourth grade students who have taken theoretical lessons are different in both visual and intellectual aspects.



Fig. 3. Third grade, “Letter” themed student designs and applications



Fig. 4. Third grade, “Letter” themed student designs and applications



Fig. 5. Third grade, “Letter” themed student designs and applications

And “letter” theme has been described as the dialog of parents with their unborn child.



Fig. 6. Fourth grade, "Letter" themed student design and application



Fig. 7. Fourth grade, "Letter" themed student design and application



Fig. 8. Fourth grade, "Letter" themed student design and application



Fig. 9. Fourth grade, "Letter" themed student design and application

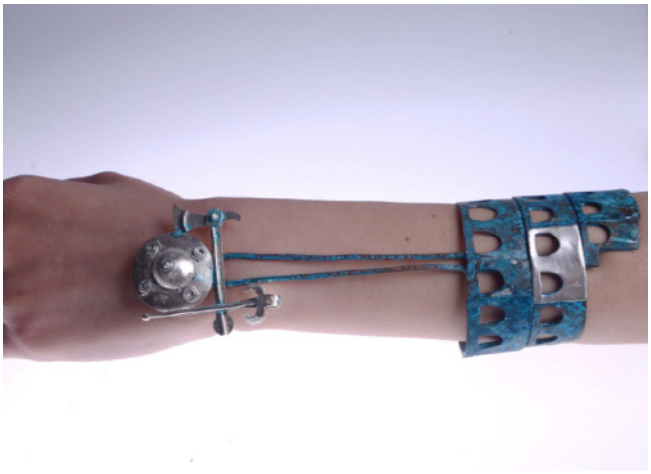


Fig.10. Fourth grade, "Letter" themed student design and application

"Letter" theme has been identified as the intellectual and historical differences between "west and east".

It has been realized that the designs enriched by theoretical lessons have come out different in many ways and have lead students to their individual awareness.

Removing the boundaries between arts and all branches of art supporting each other with their different expression ways is the fact of our time. Thus different expositions occur and borders are exceeded and so new languages gather with creative identities.

Designing process through individual to common creation has to create its own dynamics. This creation model embraces a collective consciousness and has responsibilities against the art world. Also, the responsibility of the designer against all the humanity should never be forgotten.

The fundamental thing in art education is the right definition of art and the determination of the right coordinates of art education according to this definition. If the education system does not contain universally valid coordinates then we will be raising craftsmen, not artists. Then we may not talk about improvement in design concept.

We may mention a jewellery design as catching the coordinates of art if the work links us up to the designer. There exist the names "Dali" and "Sevan Bıçakçı" in jewellery design because both Dali's and Sevan Bıçakçı's works have protected their values in time with their magnificent glory and they reflect their stories.

In this context, art education must not be regarded as a supplementary, but instead must be approved as a requisite referring to its specific structure.

References

1. Aykut, A., Sanat eğitiminde estetik (Aesthetic in art education). Hayalperest, 59, (2012).
2. Erinç, S. M., Kültür sanat, sanat kültür (Culture-Art, Art-Culture). Ütopya Yayınevi, 4. Baskı, 109, (2004).
3. Erinç, S. M., Sanat psikolojisine giriş (Introduction to Art Physocology). Ütopya Yayınevi, 3. Baskı, 8, (2011).
4. Ersoy, A., Sanat kavramlarina giriş (Introduction to Art Concepts). Yorum Yayınevi, 3. Baskı, 138., (2002).
5. May, R., Yaratma cesareti (The Courage to create). Metis Yayıncılık, 9. Basım, 11., (2005).
6. Tunalı, I., Tasarım felsefesine giriş (Introduction to design philosopy). Yapı Yayınları, 2. Baskı, 51, (2004).