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Reflections of University-Institution Cooperation on Personal and Professional Development of Pre-service Teachers: The Sample of Community Service Applications Course

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Abstract. The purpose of this study is to determine the opinions of pre-service teachers about the activities they performed within the scope of the “Conscious and Safe Internet Use Project”. The research, which was designed as a case study, was carried out in the Public Service Practices (A-B) course in the Department of Computer and Instructional Technologies at a public university. For the Community Service Applications (CSA) course, in cooperation with the Provincial Directorate of National Education, a project was planned and implemented to increase the awareness of middle school and high school students and their parents about conscious, safe and ethical internet use. During the project process, teacher candidates prepared visual materials, made presentations on the subject in middle schools and high schools, and took part at the stands set up in two shopping malls. They distributed brochures and informed people who visited the stands. The data were collected through the online questionnaire consisting of open-ended questions. The opinions of the participants were gathered under two themes as the preparation and implementation process of the project. Participants were particularly satisfied with the application process, where they transformed their theoretical knowledge into practice. It was concluded that the activities contributed to the professional development of the participants, they also developed communication and collaboration skills, and improved their sense of social commitment.

Keywords. School-university partnership, community service practices, pre-service teachers.

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The aim of education is to raise people who understand the world, nourish from this understanding, and try to change the world for the better without restlessly (Gardner, 2006). Education is a social phenomenon, and social environments and community are among the important factors that shape education. While education makes the individual a member of the society, it undertakes the tasks of developing communication and collaboration skills, transferring culture to individuals, and socializing individuals (Erdem, 2005).

Higher education institutions are obliged to carry out studies that will provide local or global benefits to the society they are in, along with their scientific studies and educational activities (Yılmaz & Horzum, 2005). As a matter of fact, according to the Higher Education Law numbered 2547, higher education institutions are expected to conduct research and provide education on problems related to the progress and development of the country in terms of scientific, cultural, social and economic aspects by cooperating with other institutions. They are required to make suggestions to public institutions presenting the research results for the benefit of the society (Higher Education Law [Yükseköğretim Kanunu], 1981). In fact, it can be said that the ultimate purpose of universities' tasks of conducting scientific studies and carrying out educational activities is the understanding of serving the country (Yılmaz, Göçen, & Yardımcı, 2017).

Almost all universities are concerned with committing their resources to develop students' effective citizenship skills, address their complex needs through the application of knowledge, and establish productive / innovative / creative partnerships between the university and the community. Service learning provides an opportunity for students, faculty and administrators to strive towards these goals (Bringle & Hatcher, 1996). Service learning is based on the assessment of Dewey (1956), who argued that learning is most effective when practice and experience coexist, and schools can be organized into democratic communities (Quezada & Christopherson, 2005). Service learning is seen as a credit-bearing educational experience in which students participate in planned service activities that meet the needs of the designated community and reflect the service activity in a way that gives them a better understanding of the course content, a more comprehensive appreciation of the science, and an improved sense of civic responsibility (Bringle & Hatcher, 1996). Service learning differs from traditional community service conceptions or field experiences (Buchanan, Baldwin, & Rudisill, 2002). The relationship between service learning, field education and community service concepts are shown in Figure 1.

life, and (d) commitment to future service (Reed, Jernstedt, Hawley, Reber, & DuBois, 2005). Roldan, Strage and David (2004) examine achievements of CSA into three categories: the academic performance, civic engagement and personal development (empowerment, self-efficacy, leadership skills, career orientation) of students. Giles and Eyler (1994) define student acquisitions in six categories: (1) personal development, (2) sense of belonging connected with others, (3) commitment to active citizenship, (4) increasing academic understanding of the subject, (5) the ability to apply learned knowledge and skills from one setting to another, (6) restructuring and reframing complex social issues.

Research results show that CSA has consistent positive effects on students' psychological, social and cognitive development (Batchelder & Root, 1994). Individuals participating in CSA develop their problem solving, critical thinking, collaboration, and leadership skills, which are the necessities of being successful learners (Kaye, 2004; Myers & Pickeral, 1997), learn more, become aware of their personal and social responsibilities, and develop empathy and self-esteem skills (Conrad & Hedin, 1991). Bernacki and Jaeger (2008) determined that students who attended the CSA course were more compassionate than those who did not, had a better understanding and ability to solve social problems, and had a greater effect (benefit) in making the world better. In another study, it was concluded that those who attended the CSA course had higher civic participation, social justice feelings, leadership skills and problem-solving skill scores compared to those who did not (Simons & Cleary, 2006). Eyler, Giles, Stenson and Gray (2001) report that civic skills contribute to the sense of commitment to society and social responsibility, as well as positive changes in their racial and cultural understanding. In summary, CSA helps developing lifelong learning skills empowering students to be effective citizens by being responsible for their own learning (Goldberg, Richburg, & Wood, 2006).

Today, education systems in which analytical, critical, creative and computational thinking skills are gaining importance, and a transition is being made to the entrepreneurial university model, which is in close cooperation with the industry and the public (Development Plan [Kalkınma Planı], 2019). A strong school-society cooperation is necessary for the education faculties of universities to prepare pre-service teachers for the changing world by providing them with 21st century skills such as productivity, entrepreneurship, leadership, communication, collaboration, and critical thinking. It can be said that the projects carried out in cooperation with the school and the university will contribute to the development of the sense of social responsibility in a wider framework, enabling the teachers of the future to have a wider perspective with their fields, allowing them to get to know

the institutions where their professional life will take place. However, experiential education (field experience), which provides pre-service teachers with an understanding of values, cultures, students' learning styles, school environment is considered to be one of the most important and powerful components of teacher education programs (He, Means, & Lin, 2006). With the CSA course will contribute to the professional development of teacher candidates by providing opportunities such as getting to know the school, the environment, and the institutions and their functioning (Çetinkaya, 2018).

The aim of this study is to determine the perceptions of pre-service teachers about the activities they carried out in the CSA course within the scope of the “Conscious, Safe and Ethical Use of Internet Project”. Within the framework of this main purpose, the following questions were sought.

1. What are the opinions of pre-service teachers about the activities they performed within the scope of CSA course?
2. What are the most enjoyable and difficult parts in the activities for pre-service teachers?
3. What are perceptions of pre-service teachers regarding the contribution of the activities they performed within the scope of CSA course to their personal and professional development?
4. What are the future plans of pre-service teachers in terms of participating in community service activities?

Method

Research Model

This study was designed as a qualitative case study. A case study is conducted to examine a contemporary phenomenon within its real-life frame; situations are examined in a multifaceted, systematic and in-depth manner (e.g. an activity, event, process or individuals) (Creswell, 2013). In cases where a holistic and in-depth examination is required, it can be said that the case study can be a solid guide and allows the understanding and exploration of complex issues (Ozan Leymun, Odabaşı, & Kabakçı Yurdakul, 2017). Case study approach was chosen in order to examine the process of the Conscious, Safe and Ethical Use of the Internet Project conducted within the scope of the CSA course, to examine all aspects of it, to reveal the experiences of pre-service teachers in detail and to present the views of the participants with a holistic approach.

Study Group

Participants in the study were determined with the purposeful sampling method. The participants are selected by the researcher in line with the research problem and purpose, and an in-depth investigation of the situation is carried out with the most suitable participants to contribute to the research (Patton, 2002). The participants were in Computer and Instructional Technology Education Department and were taking the CSA course at a public university in Turkey. In order to obtain detailed and in-depth information from the students, the researchers carried out the study within the scope of the course they taught. Fifty-two third year pre-service teachers were taking the course, twenty-two of them completed the survey voluntarily.

Data Collection Tools

The data of this study were collected by an online survey form at the end of the semester. The survey form prepared by the researchers consists of 10 open-ended questions. Sample questions from the survey are: "What are your thoughts on the activities you carried out within the scope of the Conscious and Safe Internet Use Project in the CSA course?", "Which part of the project did you enjoy the most? Can you explain in detail why? "

Research Process

The research was applied for 12 weeks. Throughout the process, the researchers shared instructions and documents through the course management system. Face-to-face meetings were conducted simultaneously. In the first week of the course, the content of the CSA course was introduced. Examples of service to society were introduced and instructors and pre-service teachers brainstormed about the activities that could be done during the semester in the first face-to-face meeting. Pre-service teachers were asked to research examples of community service practices and form groups of 2 or 3 until the next session. In this process, the researchers also researched on possible projects that students could work on, and they planned a meeting with IT (Information Technology) trainers working in Eskisehir Provincial Directorate of National Education and exchanged ideas with them. Evaluating the needs of the society in the field of information technologies, it has been decided to make a project to raise awareness of safe internet use with the suggestion of IT trainers.

In the second face-to-face session, the applicability of the projects proposed by the pre-service teachers were discussed and the option working on one project as whole group to raise awareness on safe internet use was presented to the pre-service teachers. The idea of a project where all groups

can work together instead of each group doing a project on a different subject was welcomed by the pre-service teachers. It was decided, together with pre-service teachers, to conduct various projects and activities that would enable them to both get to know the students they will teach in the future and to have one-on-one experiences with them and to gain knowledge and skills that they will benefit from in their professional lives.

Under the auspices of the Governorship of Eskisehir, the project was carried out with the cooperation of Eskisehir Directorate of National Education and Eskisehir Osmangazi University, and it was aimed to raise awareness of middle school and high school students and their parents about conscious and safe internet use. In the process, the content and type of the materials and the work schedule were planned together with the IT trainers from Eskisehir Directorate of National Education. Within the scope of the project, it has been planned that the pre-service teachers would prepare informing material about the topic, would hold conferences in middle schools and high schools under the guidance of IT trainers and informing people in the stands set up in two shopping centers in the center of the city and the necessary permissions have been obtained.

After the preliminary preparations for the project were completed, a project information meeting was held in which the researchers, IT trainers and teacher candidates were together. Possible content that can be worked on within the scope of the project (online games, security in social networks, cyber bullying, internet and health, etc.) and the types of materials that can be prepared (brochure, poster, e-book, presentation, video, project web page, etc.) have been explained and tasks were shared (Turkish translation of the video prepared on the subject, preparing brochures by meeting with a psychological counsellor and cyber security expert, designing a web page containing project materials, etc.).

During the project process, along with weekly face-to-face meetings, instructions and documents were shared by the researchers through the course management system with pre-service teachers to guide them throughout the process. Pre-service teachers also uploaded the materials and reports they prepared to course management system as a part of the course. Collective feedback on the materials was given by the researchers, and individual feedback was given verbally or by e-mail. Later, the materials prepared by the pre-service teachers were shared with the IT trainers and the selection among these materials was made. In addition, brochures were prepared by IT teacher trainers to distribute during the conference presentations given in middle and high schools and

stands in the shopping malls. Brochures and posters were distributed to schools in the city centre by Eskisehir Provincial Directorate of National Education informing the activities planned.

During the second and third weeks of May, conferences for students were held in groups of two or three, at ten middle schools and ten high schools in the city centre of Eskisehir, under the guidance of IT trainers. At the end of two weeks, stands were set up in two separate shopping centers for two days, and each pre-service teacher took turns at the stands. Exemplar pictures that were taken during the activities are given in Figure 2.



Figure 2. Exemplar Pictures That Were Taken During the Activities.

Data Analysis

The themes of the study were determined by considering the questions used in the open-ended questionnaire form. Content analysis technique was used to determine the sub-themes of the study. The data were analysed by following Cresswell's (2013) five-step data analysis process. The data were analysed by two researchers independently. To test the reliability between the coders, the researchers came together and compared the encodings made. The final coding was decided by eliminating the differences between the coders. As a result of the analysis, themes were obtained, and direct quotations were included in order to reflect the opinions of preservice teachers. Names of the participants were kept confidential and pseudonyms were used when making direct quotations from the participants.

Validity and Reliability

Validity is related to the accuracy of the research results. External validity is related to the transferability of the obtained results to similar groups or environments, while internal validity is related to the adequacy of the process followed while reaching the research results in revealing the studied reality (Yıldırım & Şimşek, 2008). In order to ensure external validity in the research, the participants, the research environment and the process were explained in detail. In addition, data

was collected from quite a lot of participants for diversification and to present the findings objectively they were supported with direct quotations from the participants. Not only positive, and also negative statements of the participants were included. For the internal validity, attention has been paid to the fact that the research findings are consistent and meaningful in themselves and that the revealed categories constitute a whole.

Reliability is briefly about the reproducibility of research results. While external reliability is related to the verification of the data, internal reliability is related to the consistency of the data (Yıldırım & Şimşek, 2008). In order to ensure external reliability in the research, the role of the researchers, the research process, the participants, the data collection tool and the analysis of the data were explained in detail. In order to ensure internal reliability in the study, the data were evaluated separately by two researchers, and the consistency between the two researchers was examined in terms of creating categories. Findings were cited without any comments and supported by direct quotations. Qualitative data have been quantified in order to reduce bias and make comparisons between categories. The coding of the data and the creation of the themes were made by both researchers, and then the findings were presented according to the themes agreed.

The Role of the Researchers

In qualitative research, it is very important for the researcher to be close to the data sources, to talk to the relevant individuals, to make observations, to examine the relevant documents, to know and understand the researched subject closely (Yıldırım & Şimşek, 2008). In the study, the authors worked in cooperation with the IT trainers and pre-service teachers in the planning and execution of the project, and continuously communicated during all processes. Thus, the researcher observed first-hand what the participants lived in the process, thus becoming a natural part of the research.

Results

In this section, pre-service teachers' experiences of community service before taking CSA course, general views about the activities they performed during the course, parts of the activities they enjoyed most, the difficulties they encountered, contributions of the activities they performed on their personal and professional development, and their future plans are included.

Pre-Service Teachers' Previous Community Service Experiences

The pre-service teachers were first asked whether they have carried out any community service activities before they took the CSA course. While the majority of the participants stated that

they had not participated in such an activity before, some of them participated in activities organized in nursing homes and child welfare institutions (PT2), volunteered activities in associations (PT5), participated in various activities within the scope of the studies of University’s Red Crescent Club (PT18).

The Opinions of the Pre-Service Teachers on the Activities They Performed in the CSA Course

The general opinions of the pre-service teachers participating in the study were asked about the activities they performed. Their opinions were examined under two themes as *preparation phase* and *implementation phase* as seen in Table 1.

Table 1.

The Codes for the Opinions of the Participants about the Positive and Negative Aspects of the Activities They Performed in the CSA Course

Theme	Sub-Theme	Codes	
Preparation Phase	Positive Aspects	Learning many things Efficient Fun Effective educational materials for different age groups Being planned Well distribution of tasks Working with groups and exchanging ideas between groups	
	Negative Aspects	Reports Difficult and fast Changes at the last minute	
	Application Phase	Positive Aspects	Enjoyable experience Raising awareness / informing people Everyone fulfilled their duties Guidance of teachers and/or professors Advantage of the location
		Negative Aspects	Stands (materials) not getting enough attention Intensive and challenging

According to Table 1, it is seen that pre-service teachers mostly stated positive opinions for both preparation and application stages. Regarding the preparation stage, PT1 said: “*Regarding the project preparation process, the project task distribution was accomplished very successfully and a good project was put forward as everyone fulfilled their duties.*” Several participants reported that the preparation process was efficient and successful in general. They gained information that they

did not know exactly about their field, and that they developed their material production skills. For the application stage, PT6 stated his opinion as: *“The implementation process was more fun. Seeing something concrete in our hands is more motivating.”* In the positive opinions about the implementation process, it was observed that factors such as communicating with people and raising awareness came to the fore.

While the participants who expressed negative opinions stated that preparing the reports within the course was very intense and tiring, some participants claimed that the prepared materials were not interesting enough. PT17 shared his experience as saying:

“Recently, multiple ad viruses started to appear on the internet. Thanks to this project, we would have made social awareness for this threat. With this project, we have raised the awareness of the society not to neglect security while surfing the internet to support our children for safe internet use. The only problem we encountered was during the stand process. The panic when the community heard the word internet made it a bit difficult for us to give information to the people in front of us.”

Liked and Disliked Aspects of the Activities that Were Carried Out During the CSA Course

The answers given by the pre-service teachers regarding the parts of the activities that they enjoyed the most during the process are shown in Table 2.

Table 2.

The Activities That Pre-Service Teachers Enjoyed Most During CSA Course

Themes	Codes
Seminars at schools	Informing students Getting attention Meeting with teachers, students and administrators
Stand Process	A different experience / informing people Interviewing / communicating with people Finding answers to people's questions and problems
Seminars and stands	Apply what you have learned / see something concrete Personal development

It is seen that in Table 2, the parts that almost all participants enjoy the most are related to the implementation process of the project. One of the participants did not answer the question about the parts they enjoy most during the activities. Opinions on the implementation process are gathered under three headings: seminars at schools, stand process, and seminars and stands. Participants

mostly enjoyed informing students about safe internet use at the conferences they gave at schools and raising awareness in the stands set up in the shopping centres. For instance, PT5 said that *“Since teaching is my dream, during the implementation part of the project, it was very nice to meet with students at schools and to convey information to them, meeting school principals and teachers from the same field with us, it made me very excited.”*

Other factors that made them happy are that the participants get to know the environment they will work in in the future and have the opportunity to apply the knowledge that they have learned during their college study. For PT20 for example, *“The implementation process of the project was more effective and enjoyable than the preparation process. Although it seemed difficult at the beginning, thanks to the positive feedback we received, it was a driving force for us to do a successful application. The sincere behavior of our teachers in the presentations at the schools helped us a lot.”* and PT14 said that: *“I liked the video editing part most. I had made simple edits before, but with this event, I learned more about editing tools and had the chance to use more than one editing tool together.”* The parts that participants had difficulties during activities they performed are shown in Table 3.

Table 3.

The Parts That Pre-Service Teachers Had Difficulties During Activities They Performed

Theme	Sub-Theme	Codes
Preparation Phase	Materials and reports	Preparing presentations, posters, and fliers Preparing the project web page Obtaining information from institutions Reports, progress steps Time consuming
	Communication and legal procedures	Communication problems with teammates Getting permission
	Seminars	Getting excited when speaking in public Difficulty in getting attention Conference environment insufficiency Sound system insufficiency
	Stands	Low interest in stands Comprehensive explanation about the subject

Regarding the difficulties encountered, a couple of participants stated that they did not encounter any difficulties. Public speaking and presentations were stated as the most difficult processes by many participants.

Opinions of the Participants on the Use of the Contents Created During the Activities in Their Field

Majority of the participants stated positive opinions about the use of the content created during the activities in their field, while four participants did not answer this question. A pre-service teacher (PT5) said, *“The contents prepared for families can be used to raise awareness in parent meetings held at school. Contents that children can use in computer lessons at schools, in counseling lessons, and in internet weeks for children's awareness.”* While another pre-service teacher (PT10) stated that the contents were prepared with care and meticulousness, another participant (PT 14) said, *“I think these materials will play a role in using social media a little more safely”*. PT18 stated that the prepared contents will bring solutions to some problems faced by students in daily life. PT19 stated that the content on this subject should be enriched. A number of participants draw attention to the problems that may be experienced regarding the use of the prepared contents in the field. PT1 stated that teachers may have a shortage of time in transferring these contents to students in the classroom. As for PT14, *“Some contents will be ignored because some of the contents are written and adults in our society do not like to read.”*

Opinions of Participants on the Contributions of Activities to Their Personal and Professional Development and Their Future Plans

Pre-service teachers were asked whether the activities they participated in contributed to their professional development and whether they thought of planning such activities in the future (in their professional life). PT17 said: *“Yes. I think we have informed the whole audience from 7 to 70 about safe internet use and realized that they will be more careful while surfing on the internet. If our society is not conscious, we will be a nation that has difficulty in taking steps towards technology in future.”* PT6 explained his experience as saying: *“This experience contributed my collaboration skills and reinforced my feeling of giving something to others for nothing. It is pleasing to organize educational activities for people ... I would like to organize such activities in future”*. PT2 stated that the activities they performed especially helped strengthen their social skills and how the activities contributed her future plans:

“Since our professional practice area is generally related to computers, I think we are lacking in communication with people. It contributed to me, I personally saw that my department attracted people's attention. I plan to combine games and education in order to consciously enable my students to use computers and the internet, to attract their attention.”

Discussion and Conclusion

In this study, it was aimed to determine the perceptions of the pre-service teachers who took part in the Conscious, Safe and Ethical Use of the Internet Project, which was carried out in cooperation with the Eskisehir Provincial Directorate of National Education within the scope of the CSA course, about the activities they performed. The project, in which the lecturers of the course and the information technologies teachers in Eskisehir National Education Directorate work in coordination, consists of preparation and implementation stages. During the preparation stage, pre-service teachers prepared materials such as posters, fliers, presentations, videos about conscious, safe and ethical internet use. During the implementation stage, they gave presentations in public schools in the company of information technologies teachers. In addition, they carried out awareness-raising activities on the subject at stands established in two shopping centers in the city center.

Participants generally gave positive opinions related with the activities they performed in the CSA course and stated that the process was productive and enjoyable. Their perceptions were collected under preparation phase and implementation phase. Presentations held for students in schools as part of the course and information activities at stands set up in shopping centers are practices that require in-depth knowledge and therefore intense preparation. In this context, pre-service teachers stated that the preparation phase of the project in which they gained expertise on the subject helped them specialize in their fields. There are many research findings indicating that service learning, in which both academic learning and community service are carried out together, improves student learning (Conrad & Hedin, 1991; Eyler & Giles 1999; Eyler et al., 2001; Hart & King, 2007; Hart, 2015; Novak, Markey, & Allen, 2007; Simons & Cleary, 2006; Warren, 2012).

In this study, it can be concluded that it is beneficial for pre-service teachers to work on community service on a subject related to their field and it can be said that the process contributed to the development of pre-service teachers' field knowledge. It was concluded that preparing the presentation materials in accordance with the educational planning and teaching principles and design principles in accordance with the target audience contributed to the professional development of pre-service teachers. It was concluded that working in collaboration with the

participants' classmates, lecturers of the course and information technology teachers helped the development of communication and collaboration skills. The systematic progress of the process by adhering to the work schedule throughout the term forced pre-service teachers to work in a planned manner. The fact that the getting necessary permissions were obtained in the first couple weeks of the course, formation of the groups before the activities, division of labour between the groups, and preparing the materials before starting the application stage were influential for the positive the opinions of the participants for the preparation phase. The finding that CSA course positively contributed to the personal and professional development of the participants coincides with the findings of many studies on the subject (Beldağ, Yaylacı, Gök, & İpek, 2015; Elma et al., 2010; Hart, 2015; Kaye, 2004; Kesten, 2012; Kesten, Köçer, & Egüz, 2014; Kılınç & Dere, 2014; Küçükoğlu, Ozan, & Taşgın, 2016; Uğurlu & Kırıl, 2011).

The prominent positive opinions about the implementation process of the project can be listed as being enjoyable and entertaining; communicating with people and raising their awareness; the support of lecturers of the course, information technology teachers, and institutions where the application is made. Hart (2015) emphasizes that service learning is a way to interact with today's learners and empower them as active learners using real-life applications. In addition, it can be said that the coordination between the university and stakeholders in the success of community service activities. The project stakeholders providing the pre-service teachers with the necessary assistance when they need it and being supported by the administrators of the institutions they teach, helped them to increase their self-confidence, motivation, and satisfaction.

Participants enjoyed the implementation process of the project, which includes giving presentations in schools and informative activities in shopping malls, compared to the preparation process. Informative activities aimed at students and the society provided pre-service teachers with the opportunity to apply the knowledge they learned during their college classes and experience the environment they will encounter in their professional life. Lovat and Clement (2016) stated that service learning helps pre-service teachers to support cultural awareness and development expectations by giving them the opportunity to pre-evaluate the needs of schools and society. Speaking in front of the public and giving advice to adults enabled pre-service teachers to experience teaching in an environment different from the classroom environment. It can be said that the implementation phase contributes to the development of pre-service teachers' especially presentation and communication skills.

It was concluded that most of the pre-service teachers did not experience any significant difficulties in the implementation process of the project, and the participants who stated that they had difficulties in preparing the materials and preparing the reports reflecting their weekly work during the preparation process were found to be difficult. A number of the pre-service teachers complained that preparing the reports and materials within the scope of the course was very intense and tiring. In addition to a few participants who stated that they were going through a difficult and intense process, some participants also shared the view that the materials prepared were not interesting enough at the stands set up in the shopping centers. It was determined that the difficulties experienced during the implementation process were related to the presentation skills of the individuals such as making presentations that are interesting and suitable for the target audience, getting excited when speaking in front of the public, and having difficulty in making a comprehensive explanation about the subject. In this context, it can be concluded that it is important to provide training that will contribute to the development of effective presentation skills of teacher candidates and to provide an environment that will employ these skills.

Recommendations

It can be said that the materials prepared within the scope of the project, in which awareness-raising activities for students and parents about the issue and informing about the measures to be taken are carried out, will bring solutions to the problems that students face in daily life. It has been concluded that these contents can be used in the Information Technologies and Software and Guidance courses, in the Internet Week and parents' meetings, especially in the conscious use of social media tools. On the other hand, more content is needed on the subject.

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Conflict of Interest

It has been reported by the author that there is no conflict of interest.

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Ethical Standards

We have carried out the research within the framework of the Helsinki Declaration. The consent forms were utilized. The participants were informed about the study and volunteered to participate.

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