

Investigation of Students' Metacognitive Awareness and Critical Thinking Levels

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Abstract

Faced with the dizzying developments in science, health and technology; new concepts and new initiatives are coming to the fore every day in social sciences. In this context, the ability of the individual to organize cognition and to think critically by metacognitive awareness is considered as one of the characteristic features that should be found in humans. The aim of this study is to determine the levels of metacognitive awareness and critical thinking skills of the students and to examine the relationship between the two characteristics. A total of 534 students from 7 faculties and colleges affiliated to Erciyes University participated in this study, which was conducted in the screening model. From data collection tools used in the research; The "Adult Metacognitive Skill Test" was developed by Schraw and Dennison, translated into Turkish by Özcan and used for linguistic equivalence, validity and reliability studies. The "Metacognitive Awareness Inventory (MAI)" consists of 52 questions. The California Critical Thinking Disposition Inventory was used to determine students' critical thinking tendencies. Central tendency and change measures were used in the analysis of the data obtained in the research, Pearson Correlation coefficient was used to determine the inter-variables relations, t-test was used to determine the differences according to the independent variables, F-test was used in multiple comparisons. In the analysis, it is seen that the students are above the mid-level of metacognitive awareness and critical thinking level.

Key words: Critical thinking, metacognition, metacognitive awareness

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European Union, Citizenship and Migration: Human Rights Education

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Abstract

The Education for Human Rights are not a world requirement but a legal obligation, mostly not in practice as the problems faced in EU, particularly concerning the citizenship, migration and refugees' serious problems. Although the legal international system (UN) as in the democratic states juridical and judicial context, there is an urgent and important education intervention to promote, protect and defend the millions who are being discriminated, racism victims, used in human traffic and so many other violations and violence. In order to construct a future where people are informed and have enough knowledge of the human dimension, are able to rectify the failures, assume and correct the mistakes, being able to present the serious proposal to change the incorrect and illegal behaviors developed by the most different political, economic, social, cultural and religious actors. The Public Opinion manipulation is a serious and complex reality, needing a diagnostic to identify the violations and violence based in strategic tampered ideas and ideologies affecting millions by the discrimination, racism, violence and different traffics. This means, it's essential to put the laws in practice by the citizens, the social actors and the political powers and responsible. Within the European Union in general, and Schengen Agreement in particular, considering the geopolitics definitions, the EU state members legal obligation, this research is developing a serious and transdisciplinary analysis aiming to develop actions, denouncing the violation and manipulation of the (real) education for Human Rights in order to protect, promote and defend the Human Rights for the European citizens and for all whom have the need or intention to be or go through the EU territory, as the migrants and refugees. The Education for Human Rights, the prevention and acting against the manipulations as well promote the responsibility take by all international, as each state, actors.

Keywords: European Union, Migration, Human Rights, Education

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