

# CREATIVE CHILD CREATIVE BRAIN

2020 EDUCATION MONITORING  
AND EVALUATION REPORT

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## INTRODUCTION

Creative thinking is one of the highest priority skills among the 21st century skills. One of the primary conditions for learning or developing cognitive skills is to build learning processes with social and emotional components. The Creative Child Creative Brain training program was designed as a program that includes such components and in which the participants experience them with both individual and in-group interactions. Intended to develop creative thinking skills in children, this program primarily aims to ensure that teachers get to know the concept, realize their own stereotypes and potentials regarding this skill and that they have an important role in ensuring that students develop these skills, and to experience the methods, techniques and practices that can be used to realize this role just like the students.

The Creative Child Creative Brain training program aims to ensure that more teachers become aware of the significance and methods of ensuring that this skill - which is mentioned in many reports to become the most required skill in the world in the future - is developed in children and the program was performed with 200 teachers as face-to-face in schools in 2020 until March when the COVID-19 pandemic started.

After the pandemic, the training program was re-designed with a distance education setup and was realized online on eKampüs, the distance education portal of ÖRAV with the participation of 400 teachers such that teachers could apply individually.

This report examines the effects of face-to-face education first individually and then comparatively.

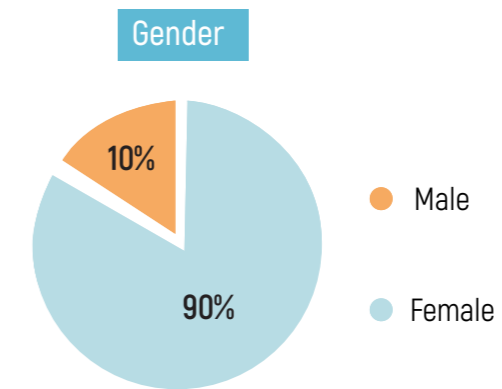
## FACE-TO-FACE EDUCATION EVALUATION RESULTS

### 1. Demographic Data

A total of 145 teachers from 3 cities, Balıkesir, Çanakkale and Burdur in the order participation numbers participated in the Creative Child Creative Brain Training Program evaluation study which was performed face-to-face on March 7-8 before the pandemic. Data is provided below on the participants' gender, branch, place of duty and period of professional service.

### 1.1. Gender Distribution of the Participants

87% of the teachers who participated in the evaluation study work in government institutions and 13% work in private institutions. In the gender distribution of the participants, it is observed that female teachers have a higher participation number. 131 female and 14 male teachers participated in the evaluation survey. The gender percentage distribution of the teachers who participated in the training is shown in the following graph.

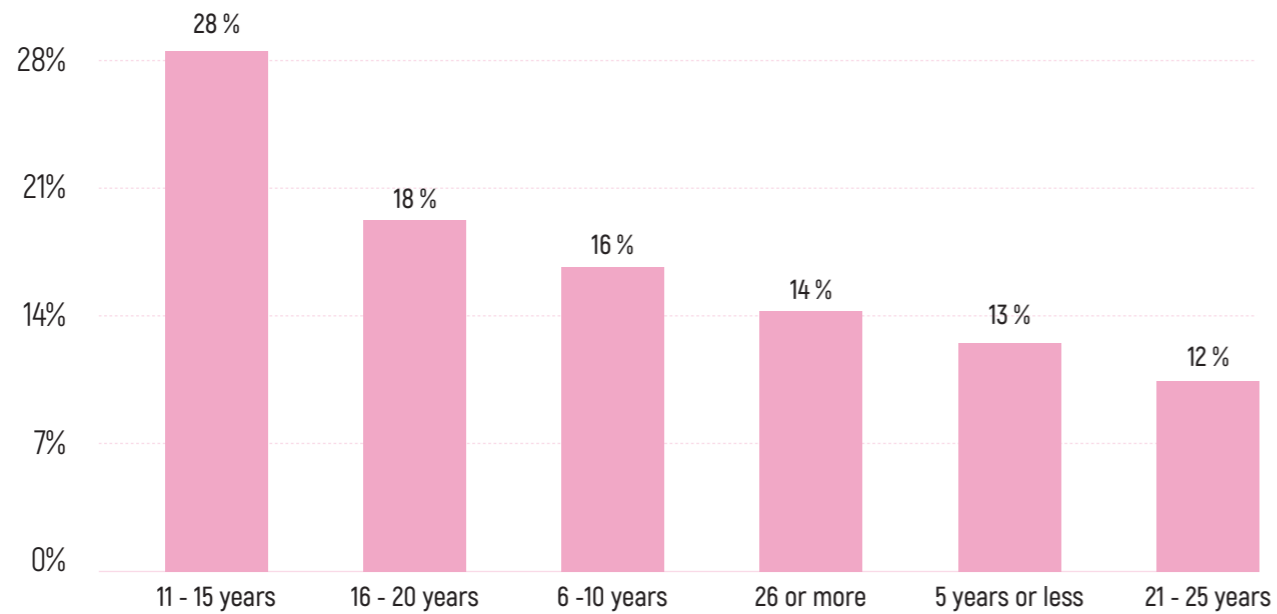


Graph 1: Gender Distribution of the Participants

## 1.2. Distribution of the Participants according to Period of Professional Service

Examining in terms of period of professional service, 28% of the participant teachers have been in service for "11-15 years". This is followed by teachers in service for "16-20 years" with 18%. And teachers in service for "6-10 years" constitute 16% of the participants. Graph 2 shows the data on the periods of professional service that follow these ratios which are close to each other.

### Period of Professional Service

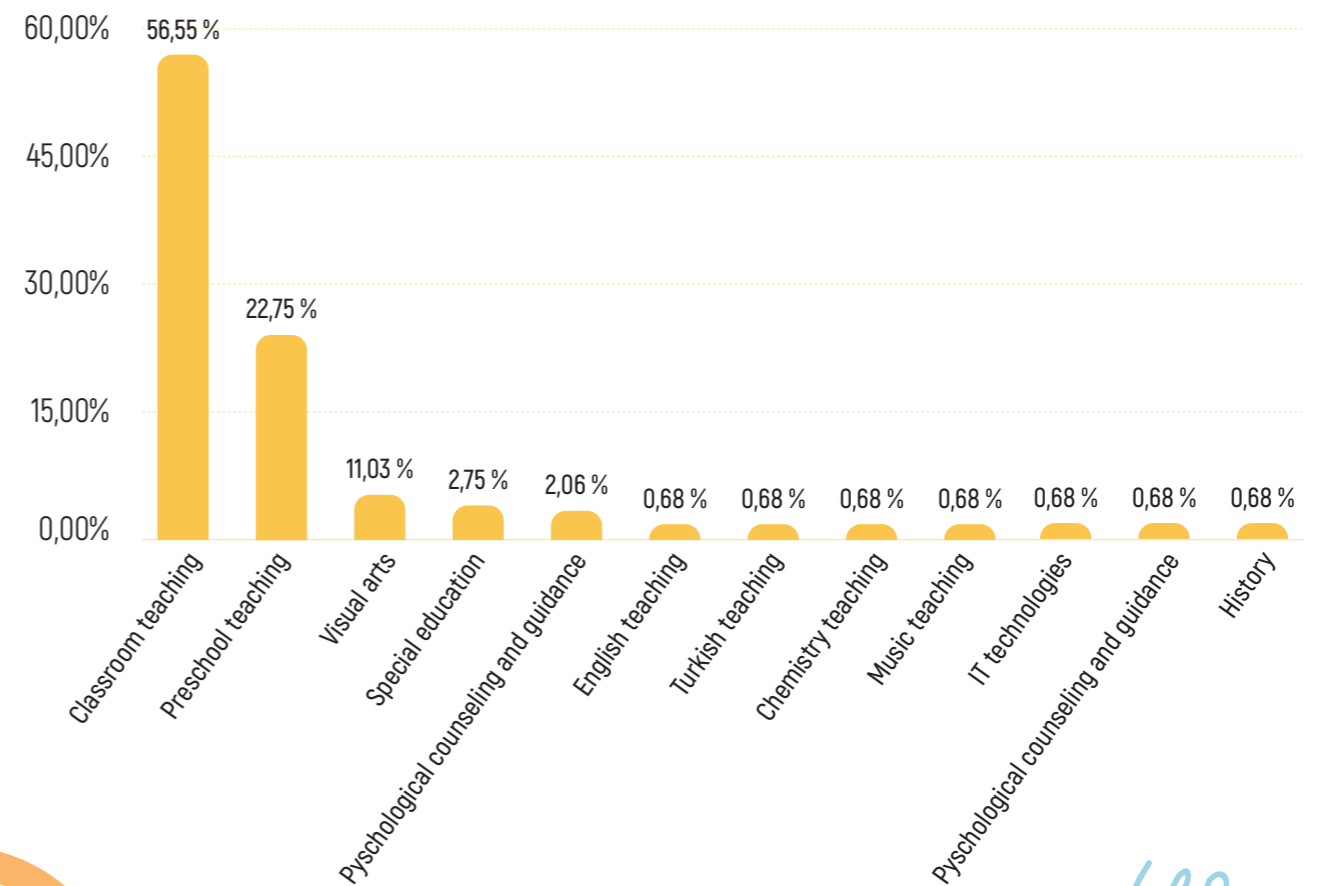


Graph 2: Distribution of the Participants according to Period of Professional Service

## 1.3. Branch Distribution of the Participants

The target audience of the Creative Child Creative Brain Training Program is teachers in the branches of Classroom, Painting and Preschool Teaching. The Classroom Teaching branch constituted more than half of the teachers who participated in the trainings held face-to-face in 3 cities. Classroom teaching was followed by the branches Preschool Teaching with 23% and Visual Arts with 11%. Furthermore, teachers working in various branches from Special Education Teaching to History Teaching participated in the Creative Child Creative Brain Teaching Program. The branch distribution of the participants is shown in the following graph.

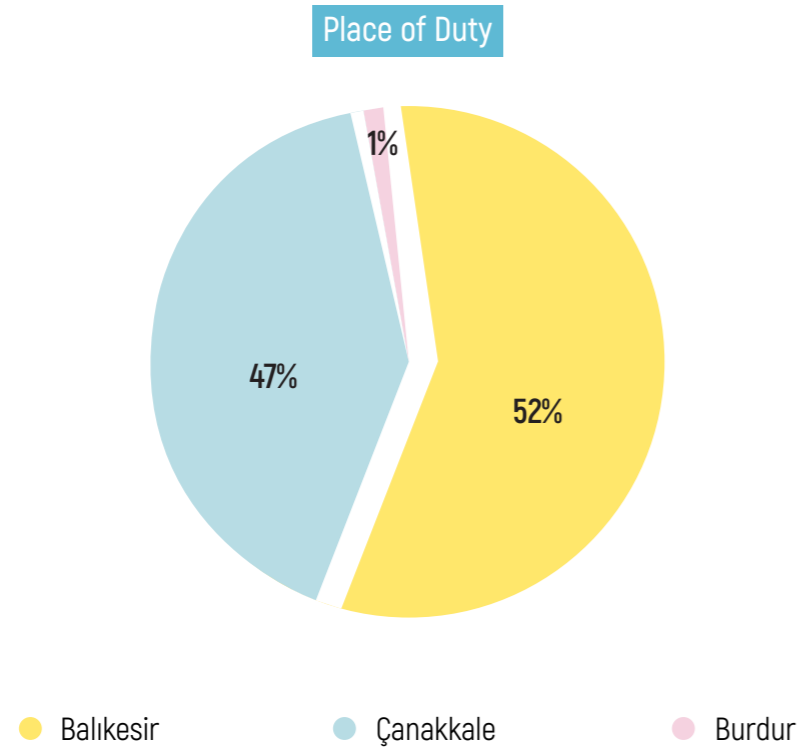
### Branch



Graph 3: Branch Distribution of the Participants

#### 14. Distribution of the Participants by Place of Duty

The Creative Child Creative Brain Program was organized face-to-face before the COVID-19 pandemic and was held in 3 cities, Balıkesir, Çanakkale and Burdur. A majority of the teachers worked in the provinces of Balıkesir and Çanakkale. Teachers working in Balıkesir constituted 52% of the participants in the training evaluation study, followed by Çanakkale with 47%. Data on the distribution of the participants by place of duty is shown in the following graph.

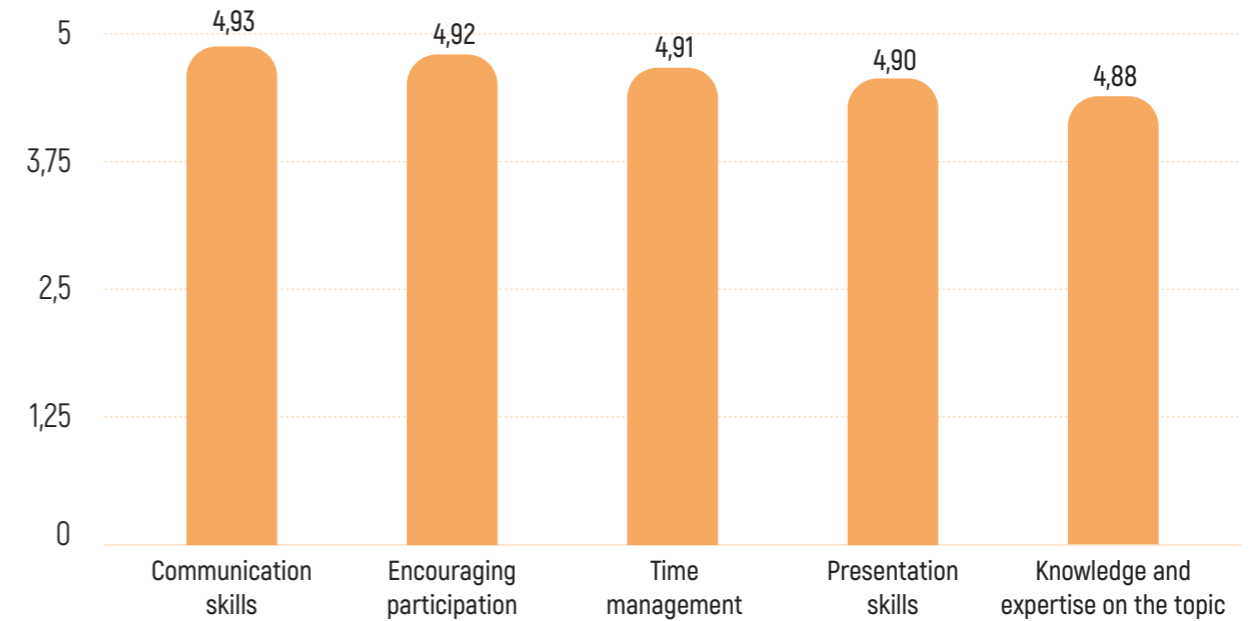


Graph 4: Distribution of the Participants by Place of Duty

#### 2. The Participants' Evaluations on the Trainers

The teachers who participated in the Creative Child Creative Brain Training Program evaluated the trainers in categories such as "knowledge on the topic, presentation and communication skills, time management and encouraging participation". The ratings in the specified categories were arranged such that 1 denotes lowest and 5 denotes highest. The evaluations in this section have a high average of 4.90 out of 5. The averages are provided below for the replies given in these categories, which have close and very high scores.

##### The Participants' Evaluations on the Trainers

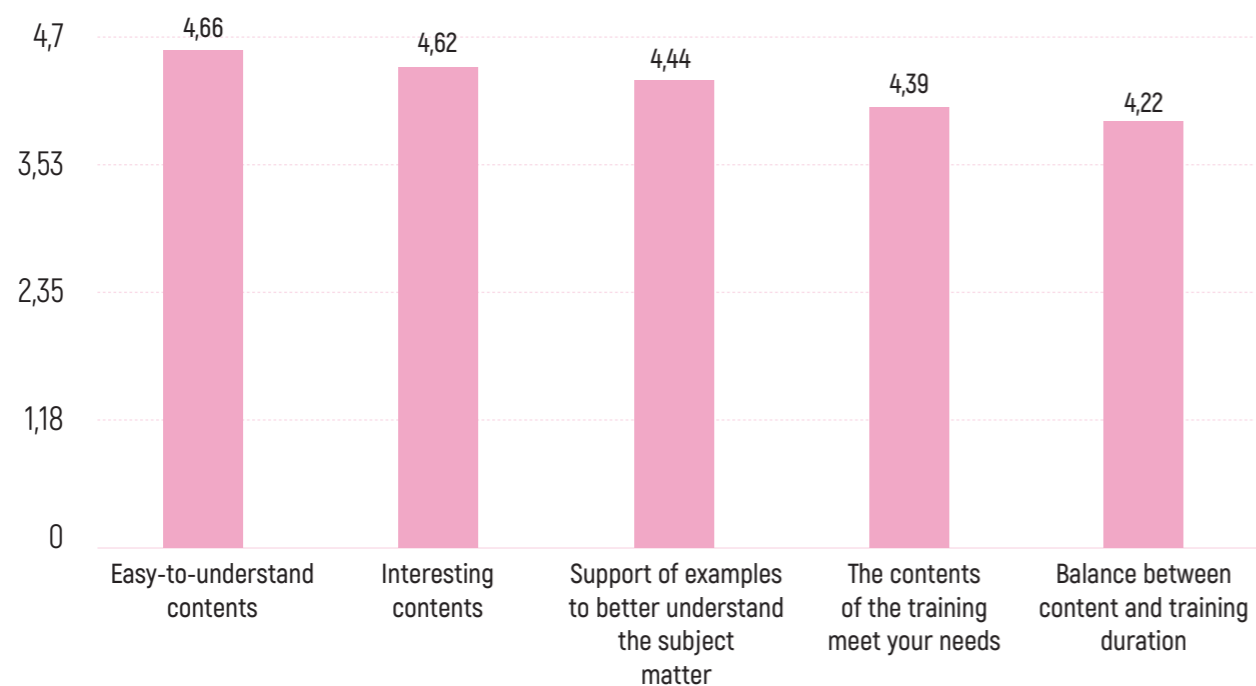


Graph 5: The Participants' Evaluations on the Trainers

### 3. The Participants' Evaluations on the Training Content

The participant teachers evaluated the content of the Creative Child Creative Brain Training Program in 5 different categories. The question scoring was arranged as 1- Poor and 5- Very Good. The weighted average of the participants' evaluations on the content has a high score of 4.5 out of 5. The participants scored the category of "Content Comprehensibility" as 4.66 out of 5. Likewise, they stated that the program content was interesting by giving it a high score of 4.762; that the examples were reinforcing by scoring it as 4.44; that the training met basic needs by scoring it as 4.39 and last, that the content and duration were compatible by scoring it as 4.22 out of 5. The graph of the content evaluations is provided below.

Evaluations on the Training Content

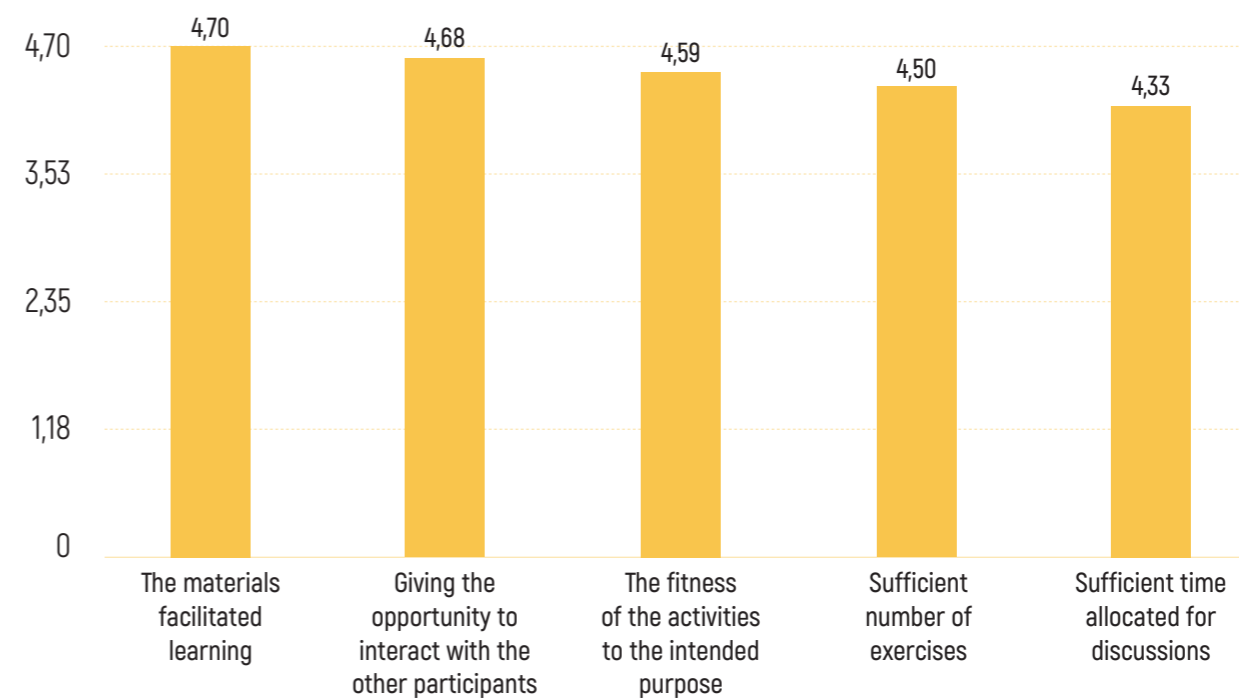


Graph 6: Evaluations on the Training Content

### 4. The Participants' Evaluations on the Implementation Method of the Training

In this section the participants evaluated the training in the 5 main categories of the implementation method, the nature of the materials used, the provision of means to interact with the other participants during the training, the fitness of the activities for the intended purpose of the training and last, the quantity of exercises performed during the training. Scoring rated as 1- Poor and 5- Very Good. The evaluations made for the implementation method of the training have an average score of 4.56 out of 5. The fact that the participants mostly evaluated as "Good" or "Very Good" indicates that the practices achieved their intended purpose. Evaluations on the implementation method of the training is provided in the following graph.

Evaluations on the Implementation Method of the Training

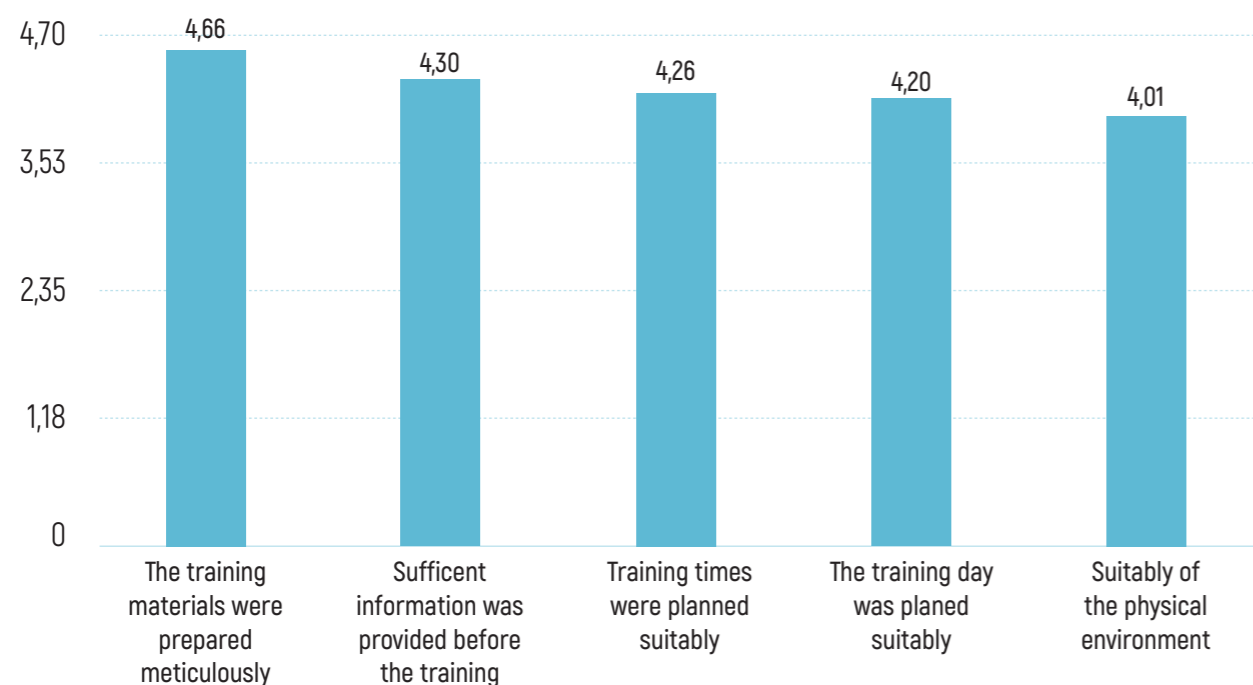


Graph 7: Evaluations on the Implementation Method of the Training

### 5. The Participants' Evaluations on the Plan and Organization

The participant teachers evaluated the organization and plan of the training program. Evaluations were made on the plan and organization in the 5 categories of preparation of the materials used in the training, pre-training information, training date and time and last, the suitability of the physical environment. The weighted average of the evaluations in this section is 4.28. The participants stated that the materials used in the training were prepared meticulously by giving a score of 4.66 out of 5. They also emphasized that sufficient information was provided before the training by giving a score of 4.30 out of 5. Data is provided below on the scores of the other categories related to plan and organization.

The Participants' Evaluations on the Plan and Organization

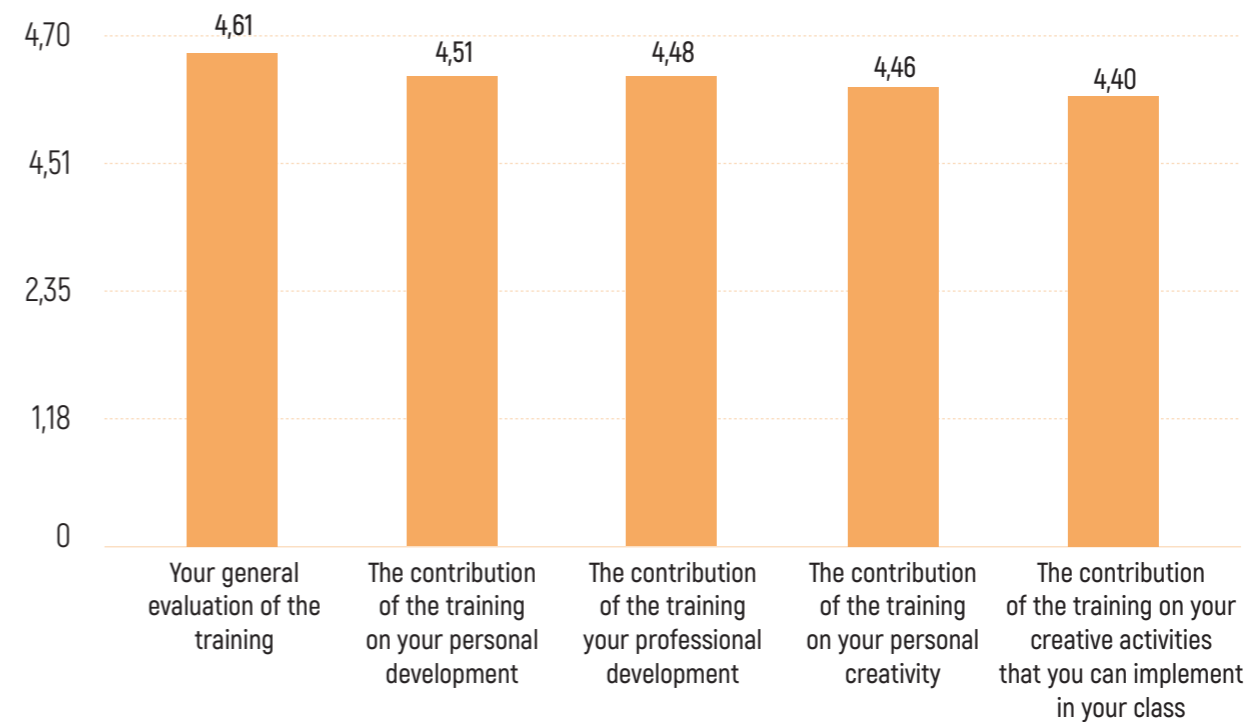


Graph 8: The Participants' Evaluations on the Plan and Organization

### 6. The Participants' Evaluations on Their Achievements from the Training

In this section the participants were asked to make evaluations on the training in order to measure their level of satisfaction from the training program. As in the evaluations for content and planning, the scoring in this section was arranged as 1- Poor and 5- Very Good. The evaluations on the achievements gained from the training has a weighted average of 5 out of 4.49. The participants expressed their level of satisfaction by giving a score of 4.61 out of 5 for the overall structure of the training. Examining the data on the categories mostly scored as "Good" or "Very Good", it is observed that teachers expressed that the Creative Child Creative Brain Training Program had a positive contribution on their professional and individual development. Data is provided in the following graph on the achievements gained from the training program.

The Participants' Evaluations on Their Achievements from the Training



Graph 9: The Participants' Evaluations on Their Achievements from the Training

## 7. Topics / Practices / Methods Found to be Most Useful by the Participants

This section includes evaluations on the replies given by the participant teachers of the training program to an open-ended question that was asked to find out the practices implemented during the training which they consider as useful to implement in their classes. The replies given to the open-ended question were mostly that the practices implemented in the training program are suitable for various learning styles and encourage active learning. The participant teachers' statements regarding the topics, practices and methods they found to be useful in the Creative Child Creative Training Program are as follows.

**Place of Education: Çanakkale (Private School), Branch: Preschool Teaching, Professional Seniority: 5 years or less**

I really enjoyed the unique clapping methods and found the let the pens talk method to be very effective and entertaining. The hardware teacher also left me with questions I will occasionally ask myself. As a matter of fact, I found the whole training to be very very useful.

**Place of Education: Çanakkale (Private School), Branch: Preschool Teaching, Professional Seniority: 5 years or less**

We had discussions and shared various information on the topic throughout the process. The training was fully useful and can lead to major professional developments.

**Place of Education: Çanakkale (Public School-MEB R&D), Branch: Classroom Teaching Professional Seniority: 6-10 years**

Discussing the topics interactively, the trainer making effective use of embedded teaching, very good integration of technology, establishing good connection between the activities and the field of learning, rich visuals and materials, ensuring active participation.

**Place of Education: Çanakkale (Private School), Branch: Classroom Teacher Professional Seniority: 6-10 years**

Actually, it was all very enjoyable. I really liked the Me in My Hand activity. And the activity we did before that with a round ball. Emphasizing positive characteristics increases the effectiveness of the class and develops the personal self.

**Place of Education: Çanakkale (Public School), Branch: Special Education Teaching, Professional Seniority: 11-15 years**

The training became more meaningful due to the fact that everything was explained in an applied way and the participants were continuously active. All the practices were useful.

**Place of Education: Balıkesir (Public School), Branch: Visual Arts, Professional Seniority: 11-15 years**

The practice I found to be most useful in the training is the Zen Tangle activity. It is easy, practical and entertaining. The booklets for the topics were very well thought.

**Place of Education: Çanakkale (Public School), Branch: Classroom Teaching, Professional Seniority: 16-20 years**

It gave a different perspective. And it made us feel that we can achieve very efficient results through simple activities.

**Place of Education: Çanakkale (Public School), Branch: Classroom Teacher Professional Seniority: 16-20 years**

The fact that it is activity-based and that these activities are implementable in classroom environment.



Place of Education: Çanakkale (Public School), Branch: Psychological Counseling and Guidance,  
Professional Seniority: 21-25 years

The fact that the activities we did continued both individually and with the group. In other words, the fact that it is a creative process going from me to us.

Place of Education: Çanakkale (Public School), Branch: Classroom Teacher Professional Seniority: 26 or more

The fact that the taught items are implementable in a classroom environment, that they are smooth and effective throughout the full day, the trainer is qualified in the job and activates group work.

#### 8. The Topics, Practices and Methods that the Participants Consider Require More Attention

The teachers who participated in the face-to-face Creative Child Creative Brain Training Program were asked an open-ended question to find out the topics which they consider to require more attention in future trainings. Samples of the replies to the open-ended question are shared below.

Place of Education: Balıkesir (Public School), Branch: Preschool Teaching, Professional Seniority: 5 years or less

The training is quite implementable and the given means are sufficient. Reaching everywhere and being self-sacrificing should be the most important rule of this training.

Place of Education: Çanakkale (Private School), Branch: Classroom Teacher Professional Seniority: 5 years or less

I would have liked to include sample works that support children's creativity also in out-of-class environments (what sort of opportunities are there in real life that support students' creativity).

Place of Education: Çanakkale (Public School), Branch: Visual Arts, Professional Seniority: 6 - 10 years

The training is very good for teachers. It is very supportive for us to see innovations and changes. Education is not performed merely by the teacher and the parent and student aspects should also be examined.

Place of Education: Çanakkale (Public School-MEB R&D), Branch: Classroom Teacher Professional Seniority: 6 - 10 years

Learning flow is a very successful approach. Our trainers and the booklet provided the necessary information in a comprehensible way. However, I would like the evaluation step to be included as well.

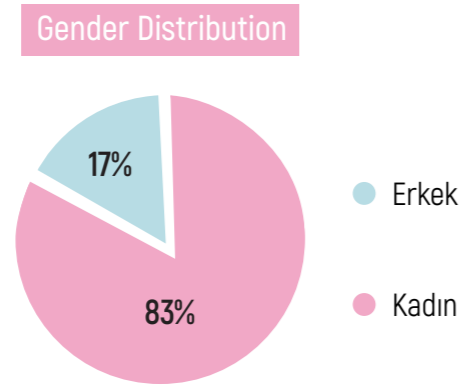
## DISTANCE EDUCATION EVALUATION RESULTS

### 1. Demographic Data

A total of 331 teachers from 2 cities participated in the Creative Child Creative Brain Training Program evaluation survey. Data is provided below on the participants' gender, branch, place of duty and period of professional service.

#### Gender Distribution of the Participants

202 teachers from public schools and 129 teachers from private schools participated in the Creative Child Creative Brain Training Program evaluation survey. The gender distribution of the teachers who participated in the training is shown in the following graph.

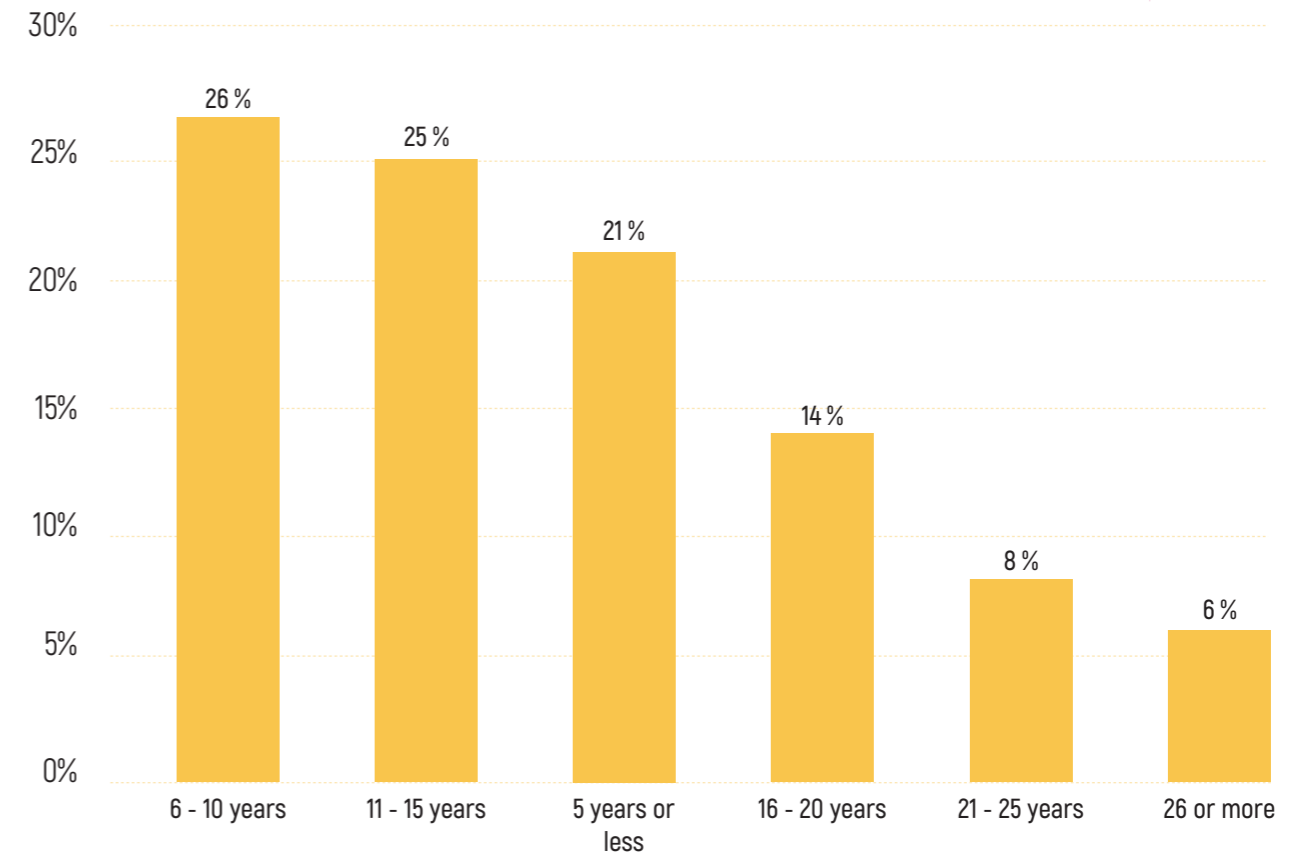


Graph 1: Gender Distribution of the Participants

### 1.2. Distribution of the Participants according to Period of Professional Service

Examining in terms of period of professional service, 26% of the participant teachers have been in service for "6-10 years". This is followed by teachers in service for "11-15 years" with 25%. The sum of these two groups constitutes more than half of all the participants. And teachers in service for "5 years or less" constitute 14% of the participants. The professional service distribution is provided in the following Graph 2.

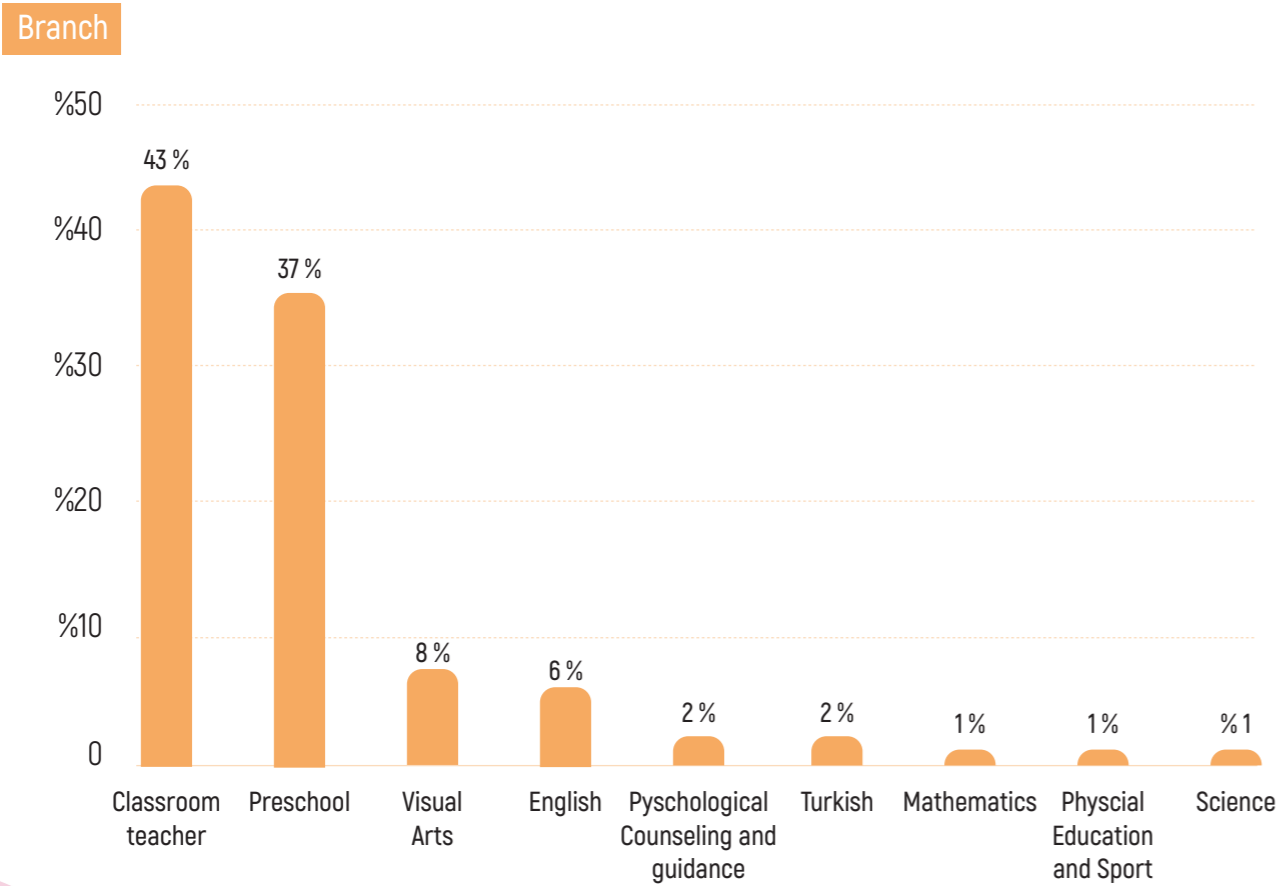
#### Period of Professional Service



Graph 2: Distribution of the Participants according to Period of Professional Service

### 1.3. Branch Distribution of the Participants

The target audience of the Creative Child Creative Brain Training Program is teachers in the branches of Classroom, Painting and Preschool Teaching. In parallel, the population of teachers who participated in the training program and the evaluation consists of teachers from the branches of Classroom, Painting and Preschool Teaching. Teachers from different branches such as Mathematics and English also participated in the Creative Child Creative Brain Training Program. The branch distribution of the teachers who participated in the training is shown in the following graph.

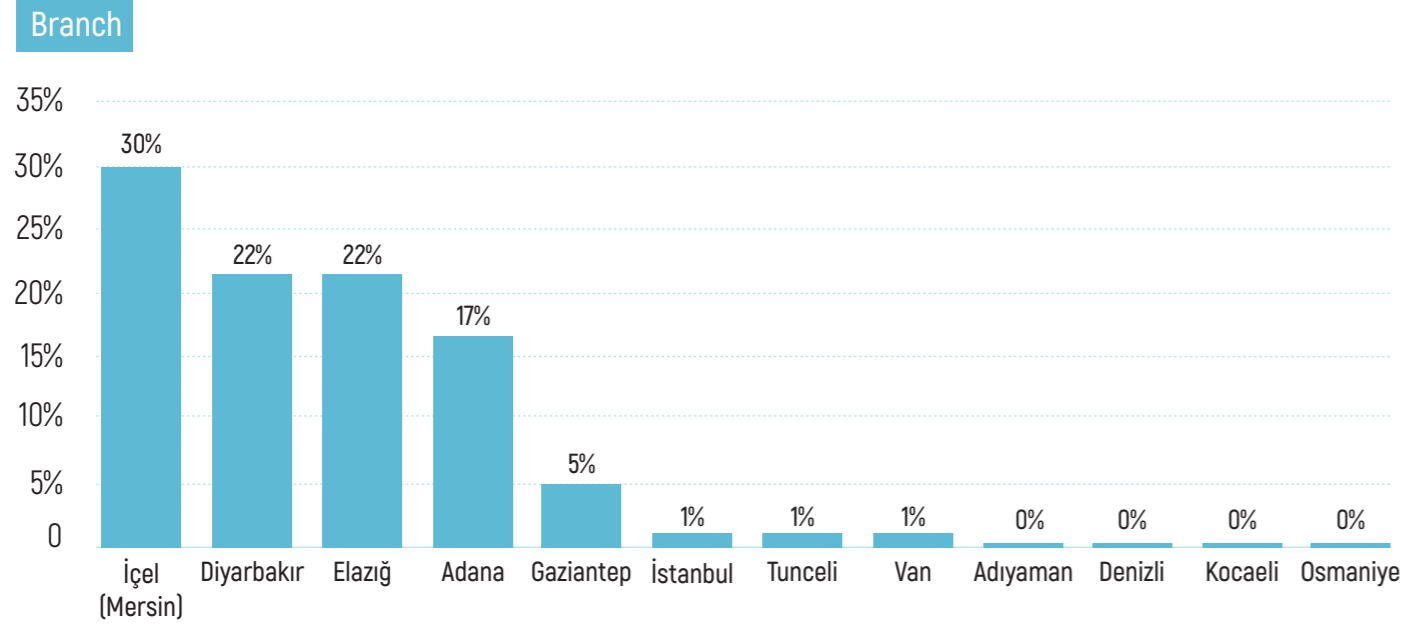


Graph 3: Branch Distribution of the Participants

Examining the branch distribution of the participants, the group of "Classroom" teachers are observed to have the highest participation with 43%. Preschool Teaching is the second highest branch with 37%. This is followed by 8% with Visual Arts Teaching. In this context, the ÖRAV Creative Child Creative Brain Training Program managed to reach its target audience. Last, the fact that teachers from branches such as Psychological Counseling and Guidance, Physical Education and Sports, Turkish and Science also participated shows that the Creative Child Creative Brain Training Program is a sort of toolkit in every area that emphasizes creativity in education.

#### 14. Distribution of the Participants by Place of Duty

Teachers from 12 cities throughout Turkey participated in the Creative Child Creative Brain Training Program in December 2020. The distribution according to place of duty of the 331 teachers who participated in the evaluation study is shown in the following graph.



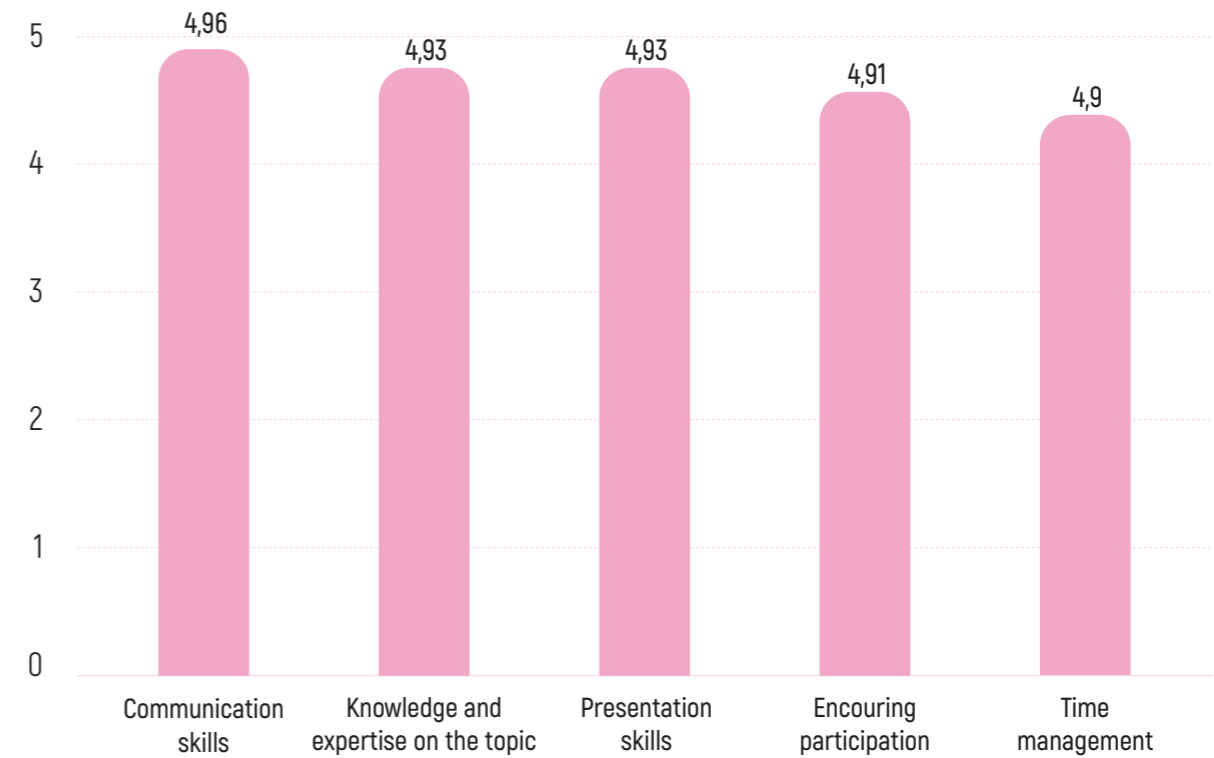
Graph 4: Distribution of the Participants by Place of Duty

The highest participation to the Creative Child Creative Brain Training Program was from the province of İçel (Mersin). Mersin, from which 100 teachers participated, is followed by Diyarbakır and Elazığ, from which 74 teachers participated with 22%. The province with the third highest participation was Adana. Gaziantep, İstanbul, Tunceli and Van are some of the other provinces from which teachers participated.

#### 2. The Participants' Evaluations on the Trainers

The teachers who participated in the Creative Brain Creative Child Training Program evaluated the trainers in categories such as "knowledge on the topic, presentation and communication skills, time management and encouraging participation". The ratings in the specified categories were arranged such that 1 denotes lowest and 5 denotes highest. The evaluations in this section have a high average of 4.92 out of 5. The averages of the responses given to the categories in this section of the Training Evaluation Form are provided in the following graph.

#### The Participants' Evaluations on the Trainers

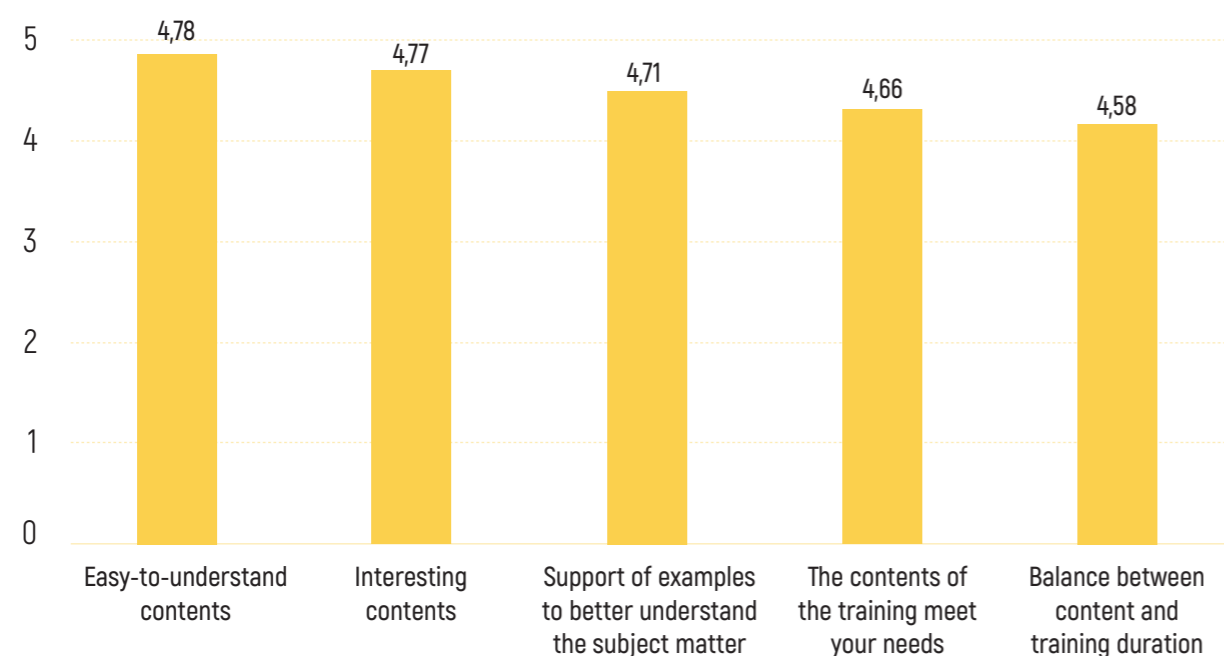


Graph 5: The Participants' Evaluations on the Trainers

### 3. The Participants' Evaluations on the Training Content

The participant teachers evaluated the topics discussed in the **Creative Child Creative Brain Training Program** in 5 different categories. The question scoring was arranged as 1- Poor and 5- Very Good. The weighted average of the participants' evaluations on the content has a high score of 4.7 out of 5. The participants scored the category of Content Comprehensibility as 4.78 out of 4. The participants stated that the program content was interesting by giving it a high score of 4.77; that the examples were reinforcing by scoring it as 4.71; that the training met basic needs by scoring it as 4.66 and last, that the content and duration were compatible by scoring it as 4.58 out of 5. The graph of the content evaluations is provided below.

Evaluations on the Training Content

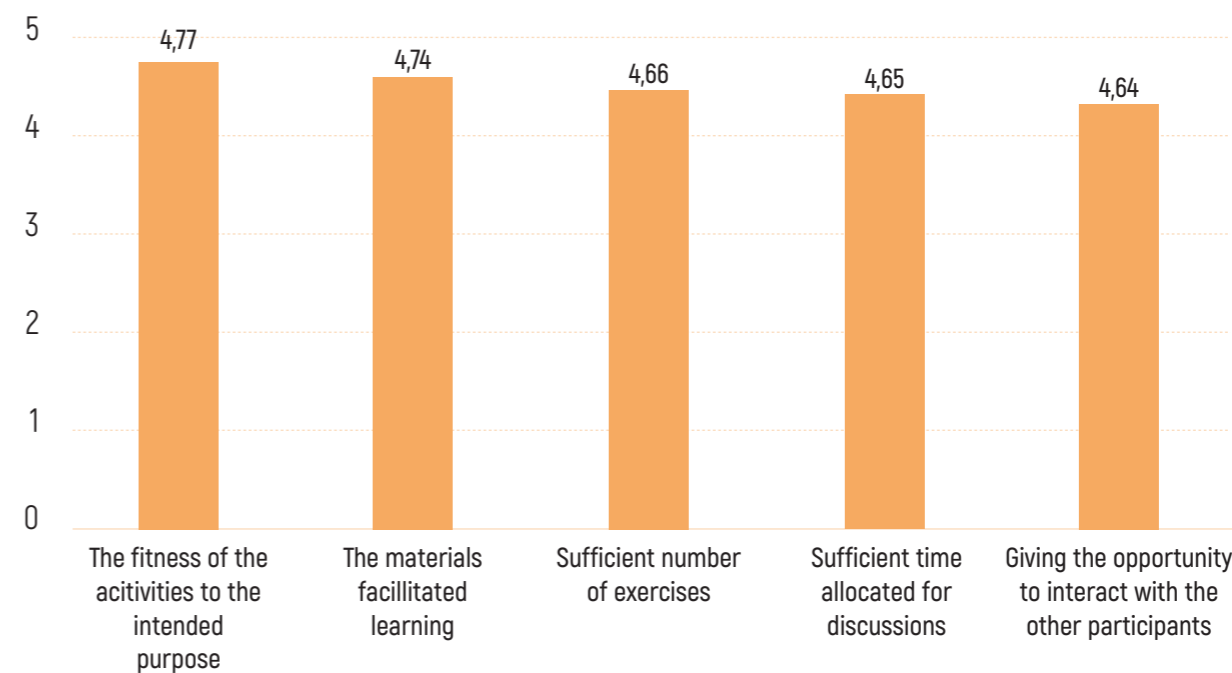


Graph 6: Evaluations on the Training Contents

### 4. The Participants' Evaluations on the Implementation Method of the Training

The practices implemented during the **Creative Child Creative Brain** training are based on the principles of strengthening interaction between the participant teachers, increasing joint learning experiences and reflecting the techniques used in the training to the class. As in the evaluation on the content of the training, in this section the participants scored their evaluation on the implementation method of the training as 1- Poor and 5- Very Good. The evaluations made for the implementation method of the training have an average score of 4.70 out of 5. The fact that most of the evaluations are "Good" or "Very Good" indicates that the practices achieved their intended purpose. Evaluations on the implementation method of the training is provided in the following graph.

Evaluations on the Implementation Method of the Training

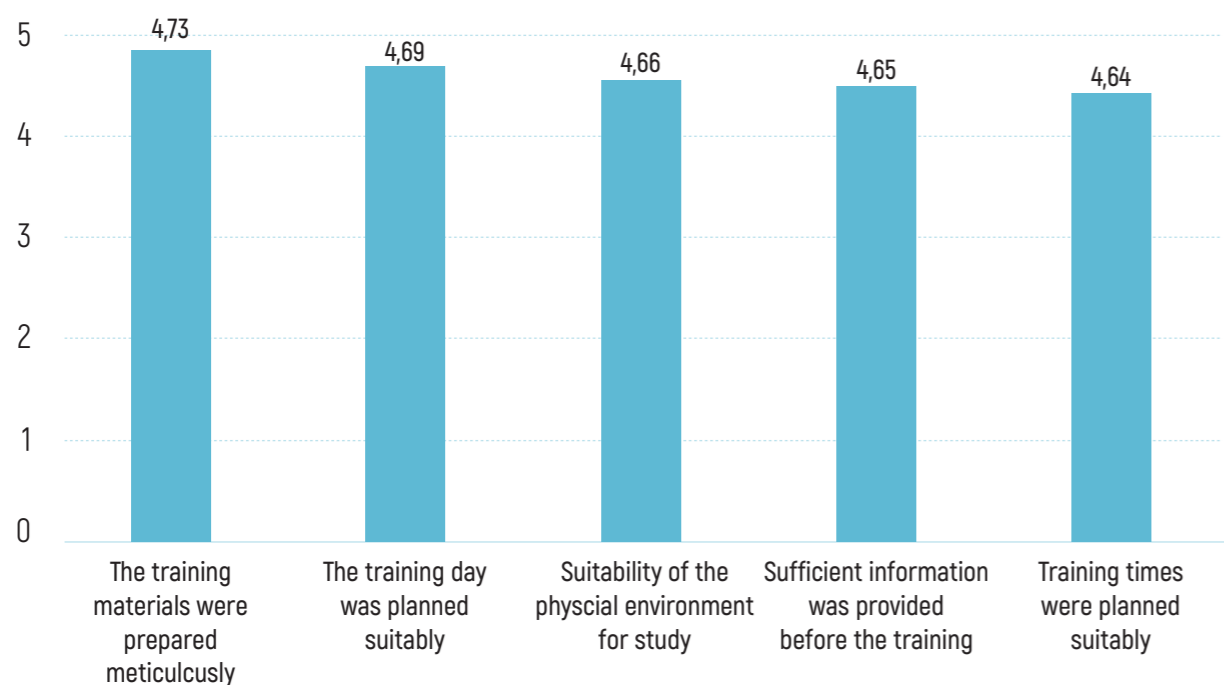


Graph 7: Evaluations on the Implementation Method of the Training

## 5. The Participants' Evaluations on the Plan and Organization

Teachers who participated in the Creative Child Creative Brain Training Program evaluated the training also in terms of plan and organization. As in the evaluations for content and implementation, the scoring in this section was made as 1- Poor and 5- Very Good. In this context, the weighted average of the participants' evaluations on organization and plan has a high score of 4.7 out of 5. The fact that the training materials suited the training content and were designed to support active learning was one of the issues considered to be important by the participants. Another remarkable aspect of the evaluations concerning this section is that the participants found online trainings to be suitable for work. Such positive feedback verified that the trainings can be performed online during the pandemic. The evaluation scores of the participant teachers on the plan and organization is shown in the following graph.

The Participants' Evaluations on the Plan and Organization

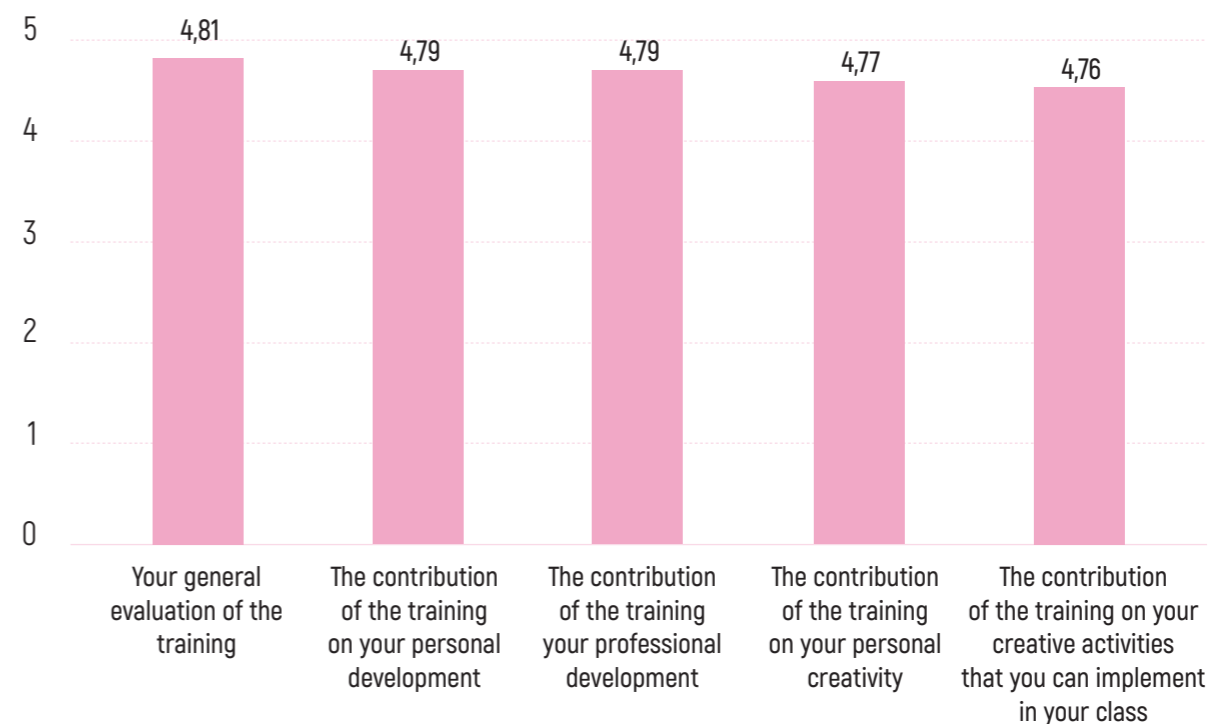


Graph 8: The Participants' Evaluations on the Plan and Organization

## 6. The Participants' Evaluations on Their Achievements from the Training

Designed to receive feedback on the impact of the Creative Child Creative Brain Training Program on the participant teachers, this section is an indicator of the satisfaction from the training. An overall examination of the items in this section indicates that the teachers had a very high level of individual satisfaction from the training. The participants scored the training as 4.81 out of 5. Likewise, the teachers stated that the training contributed to both their personal and professional development. The participants also expressed that the creative exercises performed during the training had high applicability in classroom environment. The teachers' evaluations regarding their achievements from the Creative Child Creative Brain Training Program are shown in the following graph.

The Participants' Evaluations on Their Achievements from the Training



Graph 9: The Participants' Evaluations on Their Achievements from the Training

## 7. Topics / Practices / Methods Found to be Most Useful by the Participants

The teachers who participated in the Creative Child Creative Brain Training Program provided various feedback on the methods and techniques presented in the training and used during its implementation. The teachers' general opinion on the practices and methods used in the implementation of the training is that they are suitable to various learning styles and implemented using active learning methods.

Overall, the stickman syndrome, hardware trainer, SCAMPER, course design and brainstorming are the topics/practices/methods found to be most useful by the teachers who participated in the training.

All these practices are feedback regarding the methods, techniques or information implemented during the training. Additionally, in their feedback the participant teachers frequently expressed that the implemented activities contributed to developing their creativity and the creativity of the students and stated that they would use these trainings in their classes. This section was designed as open ended in order to not steer the participants and examples of the section are provided below.

Place of Education: Gaziantep (Private School), Branch: Preschool, Professional Seniority: 5 years or less

Creative Drama. As a teacher who supports learning by doing and learning through experience, although it is difficult to provide the implementation settings, we enrich our teaching processes with this method where imagining is easier.

Place of Education: Elazığ (Public School), Branch: English Teaching, Professional Seniority: 5 years or less

The codes of creativity and innovation video in the asynchronous trainings and then the mask, syllabus writing and stickman practices in the synchronous trainings were very efficient and I will definitely reflect these to my classes. Thanks for everything.

Place of Education: Mersin (Private School), Branch: Classroom Teaching, Professional Seniority: 6 - 10 years

I have good command over WEB 2.0 tools but mostly use them in homework assignment processes rather than synchronously. I will try to use these tools synchronously.

Place of Education: Mersin (Private School), Branch: Visual Arts, Professional Seniority: 6-10 years

My view will definitely change regarding my students who claim that they cannot even draw a stickman.

Place of Education: Diyarbakır (Public School), Branch: Classroom Teaching, Professional Seniority: 11-15 years

We performed all the activities without any mediocrity. I really liked the Stickman, Zen Tangle and Me in My Hand activities. Preparing a course Design is also a great practice. Children will achieve major positive developments if all teachers prepare these before entering class.

Place of Education: Adana (Public School), Branch: Visual Arts, Professional Seniority: 11 - 15 years

I found the hardware teacher practice to be very useful. It was a highly inclusive activity.

Place of Education: Adana (Public School), Branch: Visual Arts, Professional Seniority: 16-20 years

I found everything I learned in this training to be very valuable. You can be sure that I will make every effort to become a hardware teacher.

Place of Education: Mersin (Private School), Branch: Classroom Teaching, Professional Seniority: 16-20 years

All your practices were useful for asking different questions and keeping students' interest and curiosity live in a period when teachers are using distance education.

Place of Education: Diyarbakır (Public School), Branch: Classroom Teaching, Professional Seniority: 21-25 years

Creative thinking, brainstorming, art- and design-based works, effective use of disciplines.

Place of Education: Adana (Public School), Branch: Child Development and Preschool Teaching, Professional Seniority: 21 - 25 years

Stickman taught us that we can use the materials in our hand for different purposes.

Place of Education: Adana (Private School), Branch: Classroom Teaching, Professional Seniority: 21 - 25 years

I really enjoyed the hardware teacher activity. I participated with great interest.

Place of Education: Mersin (Public School), Branch: Classroom Teacher, Professional Seniority: 21-25 years

All of it. I will not make distinctions; it was all very efficient.

## 8. The Topics, Practices and Methods that the Participants Consider Require More Attention

Teachers who participated in the Creative Child Creative Brain Training Program expressed that they found the training to be sufficient overall. They stated that the training program was effective despite being realized online under pandemic conditions. Teachers who face technical problems such as internet connection also made suggestions on extending the training duration and enlarging the education level of the training program's target audience for a program design that includes middle school and high school. Examples are provided below on the topics, practices and methods that the participants consider to require further thought in the training program.

Place of Education: Gaziantep (Private School), Branch: Preschool Teaching, Professional Seniority: 5 years or less

It was all very fine, however the time seemed to be a little short as we elaborated too much.

Place of Education: Adana (Private School), Branch: Preschool Teaching, Professional Seniority: 5 years or less

I would have given the opportunity to implement and create different techniques such as the Scamper technique.

Place of Education: Adana (Private School), Branch: Classroom Teacher, Professional Seniority: 6 - 10 years

I would perform the training visually from the start to the end. I believe that everyone should open their cameras to ensure active participation.

Place of Education: Elazığ (Public School), Branch: Preschool Teaching, Professional Seniority: 6-10 years

It was all very fine, I would have given more time and included more activity processes.



Place of Education: Adana (Private School), Branch: Preschool Teaching, Professional Seniority: 11 - 15 years

The presentation and narration were so good that as preschoolers who are always thirsty for knowledge, there is nothing I would currently do different. Thanks for your effort.

Place of Education: Mersin (Private School), Branch: Visual Arts, Professional Seniority: 11 - 15 years

A different practice based on creativity building could be performed for the Visual Arts syllabus.

Place of Education: Mersin (Private School), Branch: Classroom Teacher, Professional Seniority: 16-20 years

As a teacher who worked in public schools for 8 years, I am of the opinion that my colleagues in public schools should have more access.

Place of Education: Diyarbakır (Public School) Branch: Preschool, Professional Seniority: 16 - 20 years

I would have focused on each branch separately and found a specialist trainer for each branch.

## CONCLUSION

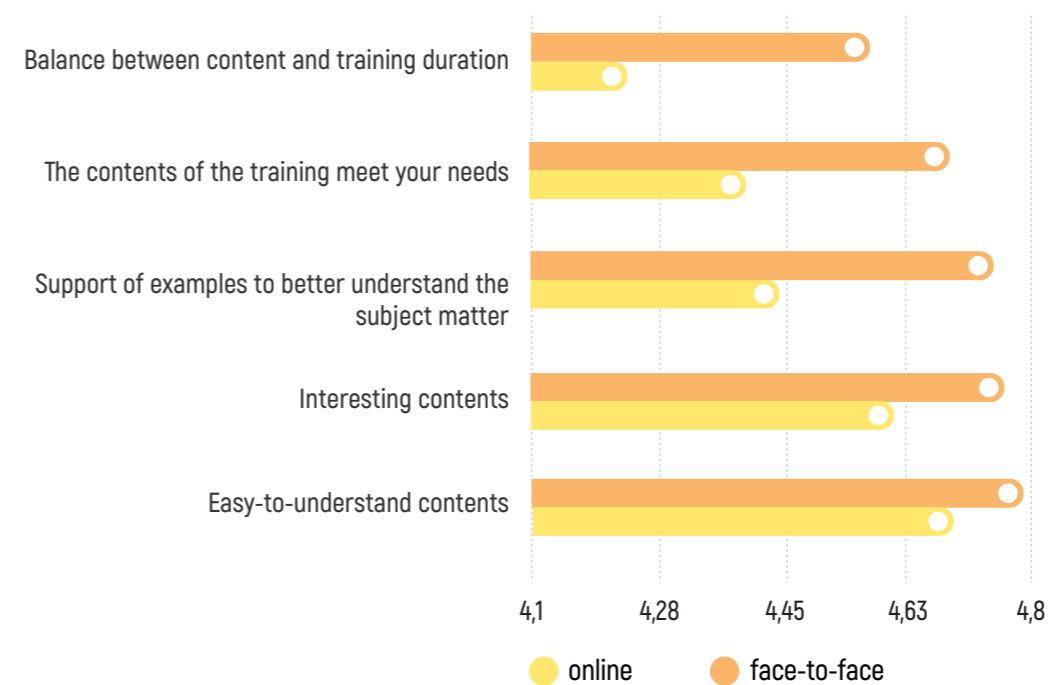
### Comparison of the Face-to-Face Training Program and the Online Training Program in terms of Efficiency

The fact that the Creative Child Creative Brain Training Program was performed face-to-face before the pandemic in the first week of March and then online under the COVID-19 pandemic conditions gave us the opportunity to make comparison even if limited. Comparisons between the trainings performed face-to-face and online are grouped under the four main topics of content of training, implementation method, plan and organization and the training achievements.

First, in the set of questions for face-to-face trainings where the question scoring was arranged as 1- Poor and 5- Very Good, the participant teachers' evaluations regarding the content of the training have a weighted average score of 4.5 out of 5.

The evaluations made by teachers participating in the Creative Child Creative Brain Training Program performed online under the pandemic conditions have a weighted average of 4.7 out of 5. The comparison regarding both trainings in the Creative Child Creative Brain Training Program performed face-to-face and online is shown in the following graph.

### Comparison on the Content of the Training

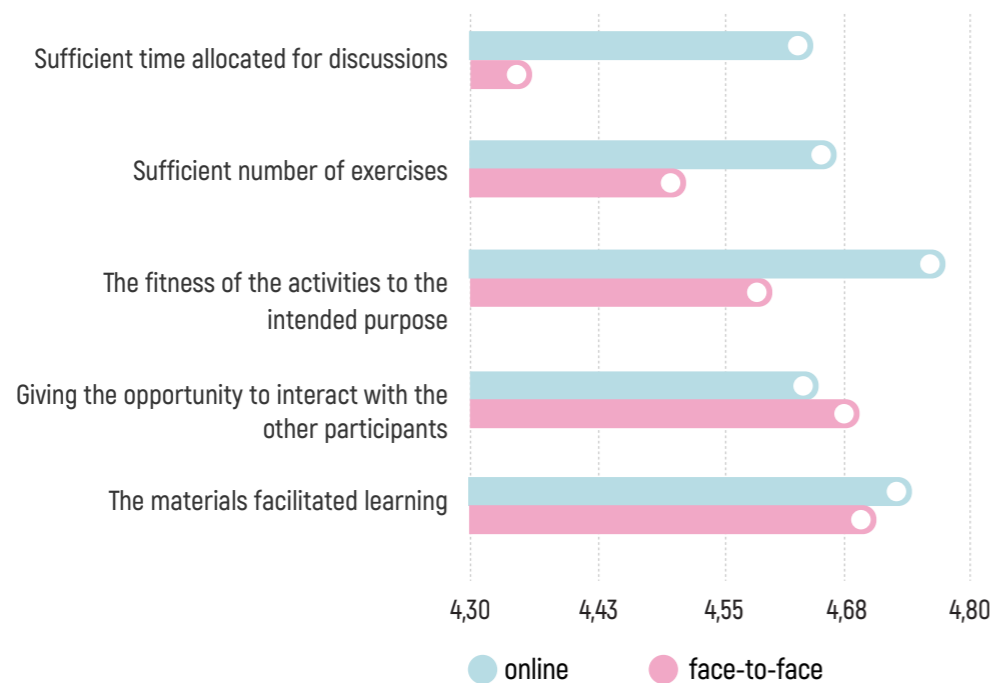


Graph 10: Comparison of Face-to-Face and Online Creative Child Creative Brain Program in terms of the Content of the Training

In parallel with this, the differences regarding the content of the training are also observed in the sub-categories regarding this evaluation in particular. Hence, while content and time compliance have a score of 4.22 in face-to-face training, this score increased to 4.58 in online training. Likewise, while the teachers scored the category of the training contains topics that meet their needs as 4.39 out of 5, this score increased to 4.66 in online training.

Another category that allows us to compare the face-to-face and online Creative Child Creative Brain Training Program in terms of efficiency is the evaluations made on the implementation method of the training. In face-to-face training, the evaluations on the implementation method of the program have a weighted average of 4.56 out of 5. In online training, the evaluations on the implementation method have an average of 4.7. This difference of course also stands out in the sub categories regarding the implementation method. For example, while the category of "Allocation of Sufficient Time for Discussions" had a score of 4.33 in the face-to-face training program, this score increased to 4.65 in the online training program. The graph on the implementation method of the training is provided below.

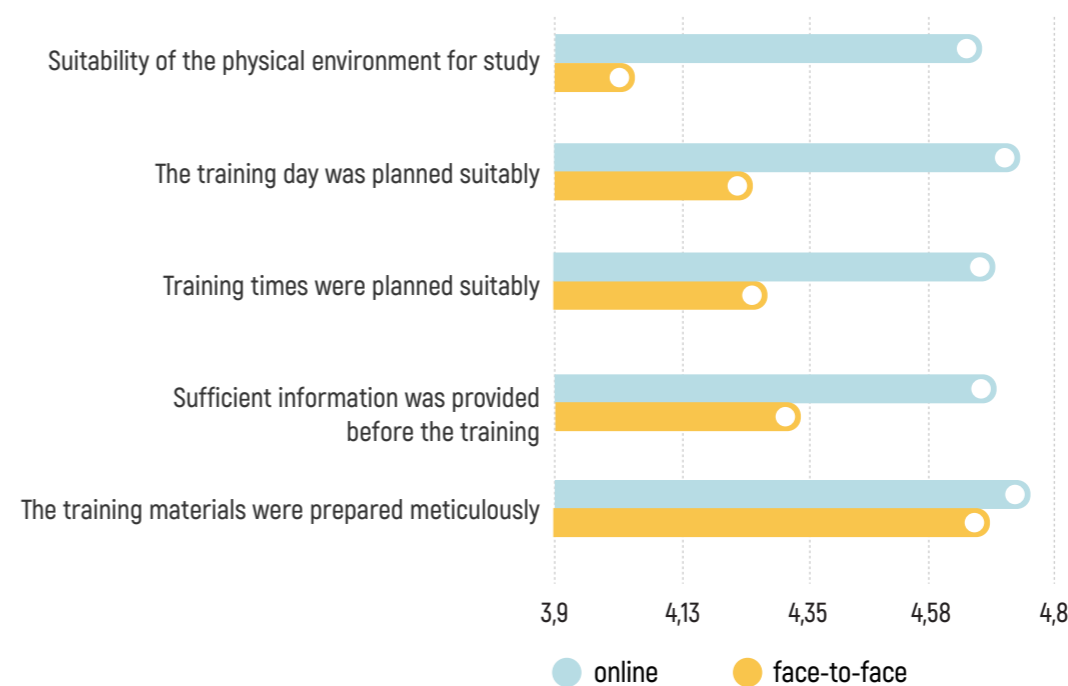
#### Comparison on the Implementation Method of the Training



Graph 11: Comparison of Face-to-Face and Online Creative Child Creative Brain Program in terms of the Implementation Method

The third comparison category is the evaluations on the plan and organization. The most evident difference between the face-to-face and online Creative Child Creative Brain trainings programs is observed in the evaluations on this category. While the evaluations on the plan and organization of the face-to-face training program have a weighted average of 4.28 out of 5, this score increased to 4.7 for online training. Examining the sub-categories of plan and organization, "Suitability of the Physical Environment for Work" was scored as 4.01 out of 5. This score increased to 4.66 in the online training. Likewise, teachers who participated in the face-to-face training scored the sub-category of "Suitable Planning of Training Times" as 4.26 out of 5. This score increased to 4.64 in the online training. The comparison on the plan and organization is shown in the following graph.

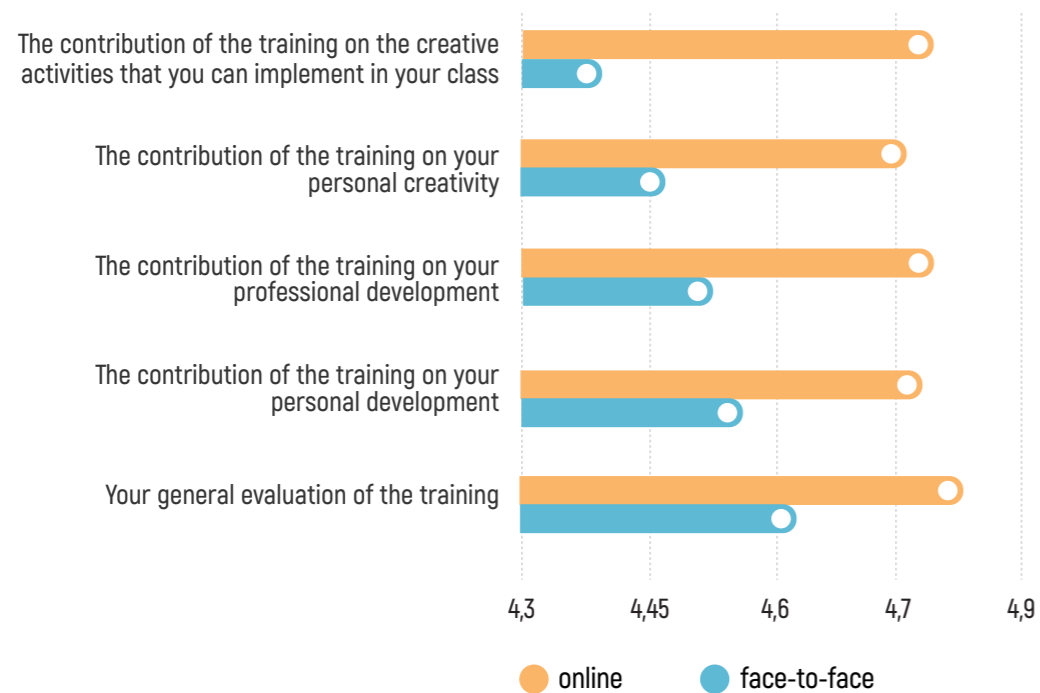
#### Comparison on the Plan and Organization



Graph 12: Comparison of Face-to-Face and Online Creative Child Creative Brain Program in terms of the Plan and Implementation

Last, training achievements are the fourth category we considered when comparing the face-to-face and online Creative Child Creative Brain Training Programs. Teachers who participated in the face-to-face training evaluated their achievements from the training as **4.49 out of 5**. Teachers who participated in the online training program scored their achievements from the training as **4.78**. Examining the sub-categories of the training achievements, the contributions of the training on professional and personal development have an equal score in face-to-face training and was scored as **4.48 out of 5**. As for the online training, the teachers scored the contribution of the training on their professional training as **4.79** and on their personal development as **4.77**. The comparison on the training achievements is shown in the following graph.

#### Comparison on the Training Achievements



**Graph 13:** Comparison of Face-to-Face and Online Creative Child Creative Brain Program in terms of the Training Achievements

In conclusion, although the Creative Child Creative Brain Program that was realized face-to-face with 143 participants and online with 331 teachers under the pandemic conditions allows us to make a limited comparison, it has indicators that performing the professional and personal development studies of teachers through distance training can yield results at least as high as and, in some respects, higher than face-to-face training in terms of efficiency and participant satisfaction.





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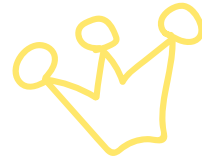
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