

INTERNATIONAL EDUCATION CONGRESS 2023

CONFERENCE ABSTRACT BOOK

BİLDİRİ ÖZETLERİ KİTABI

Ankara Üniversitesi 20-23 Eylül 2023
20-23 September, 2023, Ankara University

EDU congress

International Education Congress

20-23 September 2023
Ankara University

EDUCONGRESS 2023
CONFERENCE ABSTRACT BOOK

e-ISBN: 978-605-72845-3-2

Edu Yayıncılık Eğitim, Danışmanlık, Proje Yönetimi, Organizasyon, Yazılım, Reklam San. Tic. Ltd. Şti.
T: 08504323714 - 0507 5875581
E: eduyayincilik@gmail.com
A: Kızılırmak Mah. Dumlupınar Bulvarı, Next Level, A Blok, K:4, Kno: 3, D: 10, Söğütözü/Ankara

EDU yayıncılık

COMMITTEES / KURULLAR

Kongre Onursal Başkanı / Honorary President of Congress

Prof. Dr. Necdet ÜNÜVAR, Ankara Üniversitesi Rektörü

Kongre Başkanları / Congress Presidents

Prof. Dr. Selahiddin ÖĞÜLMÜŞ, Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dekanı
Prof. Dr. Şakir ÇINKIR, Ankara Üniversitesi

Kongre Başkan Yardımcısı / Congress Vice President

Prof. Dr. Ali ERSOY, Anadolu Üniversitesi

Düzenleme Kurulu Başkanı / Congress Organizing Committee President

Doç. Dr. Cengiz ASLAN, Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dekan Yardımcısı

Kongre Genel Sekreteri / Congress Secretary General

Dilek ERTUĞRUL, EDU Yayıncılık

Kongre Alan Koordinatörü / Chairman-Network Coordinator

Prof. Dr. Sedef CANBAZOĞLU BİLİCİ, Gazi Üniversitesi

Düzenleme Kurulu Üyeleri / Congress Organizing Committee Members

Prof. Dr. Ayşe OKVURAN, Ankara Üniversitesi
Prof. Dr. Eren CEYLAN, Ankara Üniversitesi
Prof. Dr. Erten GÖKÇE, Ankara Üniversitesi
Prof. Dr. Fatma HAZIR BIKMAZ, Ankara Üniversitesi
Prof. Dr. Fatma MIZIKACI, Ankara Üniversitesi
Prof. Dr. Gürcan GÜRGEN, Ankara Üniversitesi
Prof. Dr. Hatice BAKKALOĞLU, Ankara Üniversitesi
Prof. Dr. Neslihan KARAMAN, Ankara Üniversitesi
Prof. Dr. Sedef CANBAZOĞLU BİLİCİ, Gazi Üniversitesi
Prof. Dr. Serkan KOŞAR, Gazi Üniversitesi
Doç. Dr. Ayşegül BAYRAKTAR, Ankara Üniversitesi
Doç. Dr. Berna COŞKUN ONAN, Bursa Uludağ Üniversitesi
Doç. Dr. Dilşat PEKER ÜNAL, Yozgat Bozok Üniversitesi
Doç. Dr. Emre EV ÇİMEN, Eskişehir Osmangazi Üniversitesi
Doç. Dr. Gökhan ARASTAMAN, Hacettepe Üniversitesi
Doç. Dr. Işıner SEVER, Hakkari Üniversitesi
Doç. Dr. Koray KASAPOĞLU, Afyon Kocatepe Üniversitesi
Doç. Dr. Muhammet ÖZDEN, Kütahya Dumlupınar Üniversitesi

Doç. Dr. Mustafa ÖZGENEL, İstanbul Sabahattin Zaim Üniversitesi

Doç. Dr. Nihan DEMİRKASIMOĞLU, Hacettepe Üniversitesi

Doç. Dr. Yakup DOĞAN, Kilis 7 Aralık Üniversitesi

Dr. Öğretim Üyesi Ümran ALAN, Anadolu Üniversitesi

Dr. Sevgi ERNAS, Ankara Üniversitesi

Doktora Öğrencisi Ayşe İLHAN, Anadolu Üniversitesi

Ar. Gör. Rozerin YAŞA, Süleyman Demirel Üniversitesi

Uluslararası Danışma Kurulu / International Advisory Board

Professor Ali YILDIRIM, University of Gothenburg, SWEDEN

Professor Andrew P. JOHNSON, Minnesota State University, USA

Professor Anthony John ONWUEGBUZIE, University of Cambridge, ENGLAND

Professor Azita MANOUCHEHRI, The Ohio State University, USA

Professor Donna M. MERTENS, Gallaudet University, USA

Professor Filiz KESER ASCHENBERGER, Danube University Krems, AUSTRIA

Professor Ingrid GOGOLIN, University of Hamburg, GERMANY

Professor Joe O'HARA, Dublin City University, IRELAND

Professor Maria P. FIGUEIREDO, Polytechnic Institute of Viseu, PORTUGAL

Professor Martin BROWN, Dublin City University, IRELAND

Professor Stafford HOOD, University of Illinois at Urbana-Champaign, USA

Professor Todd KETLER, Baylor University, USA

Naz CILO_VAN NOREL, Siemens IoT Consultant, GERMANY

Şeyda SUBAŞI SINGH, University of Vienna, AUSTRIA

EDUCongress Danışma Kurulu / EDUCongress Advisory Board

Prof. Dr. Ahmet SABAN, Necmettin Erbakan Üniversitesi

Prof. Dr. Ali SABANCI, Akdeniz Üniversitesi

Prof. Dr. Aysel KÖKSAL AKYOL, Ankara Üniversitesi

Prof. Dr. Ayşe GÜLER, Kırıkkale Üniversitesi

Prof. Dr. Banu ALTUNAY, Gazi Üniversitesi

Prof. Dr. Erdinç ÇAKIROĞLU, ODTÜ

Doç. Dr. Ergül DEMİR, Ankara Üniversitesi

Doç. Dr. Fatih YILMAZ, Dicle Üniversitesi

Prof. Dr. H. Ferhan ODABAŞI, Anadolu Üniversitesi

Prof. Dr. Fulya CENKSEVEN ÖNDER, Çukurova Üniversitesi

Prof. Dr. Gülsen ÜNVER, Ege Üniversitesi

Prof. Dr. Hanife AKAR, ODTÜ

Prof. Dr. Hasan GÜRGÜR, Anadolu Üniversitesi

Prof. Dr. İsmail SEÇER, Atatürk Üniversitesi

Prof. Dr. Mehmet BEKDEMİR, Erzincan Binali Yıldırım Üniversitesi

Doç. Dr. Mehmet TORAN, İstanbul Kültür Üniversitesi

Prof. Dr. Muhammet BAŞTUĞ, İstanbul Üniversitesi-Cerrahpaşa

Prof. Dr. Mustafa Serdar KÖKSAL, Hacettepe Üniversitesi

Prof. Dr. Naciye AKSOY, Gazi Üniversitesi

Doç. Dr. Nalan KURU, Bursa Uludağ Üniversitesi

Prof. Dr. Nilüfer KAHRAMAN, Gazi Üniversitesi

Prof. Dr. Özgül KELEŞ, Aksaray Üniversitesi

Prof. Dr. Özlem KARAIRMAK, Bahçeşehir Üniversitesi

Prof. Dr. SÜLEYMAN İNAN, Pamukkale Üniversitesi

Prof. Dr. Şengül S. ANAGÜN, Ege Üniversitesi

Prof. Dr. Taner ALTUN, Trabzon Üniversitesi

EDUCongressYürütme Kurulu / EDUCongress Executive Board

Prof. Dr. Ali ERSOY, Anadolu Üniversitesi

Doç. Dr. Ayşegül BAYRAKTAR, Ankara Üniversitesi

Doç. Dr. Berna COŞKUN ONAN, Bursa Uludağ Üniversitesi

Dilek ERTUĞRUL, EDU Yayıncılık

Doç. Dr. Dilşat PEKER ÜNAL, Yozgat Bozok Üniversitesi

Doç. Dr. Emre EV ÇİMEN, Eskişehir Osmangazi Üniversitesi

Doç. Dr. Gökhan ARASTAMAN, Hacettepe Üniversitesi

Doç. Dr. Koray KASAPOĞLU, Afyon Kocatepe Üniversitesi

Doç. Dr. Muhammet ÖZDEN, Kütahya Dumlupınar Üniversitesi

Doç. Dr. Mustafa ÖZGENEL, İstanbul Sabahattin Zaim Üniversitesi

Doç. Dr. Nihan DEMİRKASIMOĞLU, Hacettepe Üniversitesi

Prof. Dr. Sedef CANBAZOĞLU BİLİCİ, Gazi Üniversitesi

Prof. Dr. Serkan KOŞAR, Gazi Üniversitesi

Dr. Sevgi ERNAS, Ankara Üniversitesi

Prof. Dr. Şakir ÇINKIR, Ankara Üniversitesi

Doç. Dr. Yakup DOĞAN, Kilis 7 Aralık Üniversitesi

Creativity in Online Counseling

Metin Pulat
METU

Gizem Ekici
METU

Funda Barutçu Yıldırım
METU

Problem Statement

Online counseling (OC) is when a trained professional counselor helps a client through therapy in a virtual setting (Richards & Vigano, 2013). With the worldwide pandemic, OC became more popular among providers and receivers. Sometimes it comes with various opportunities, including accessibility, being time and cost-efficient, comfort, convenience, and flexibility (Barutçu Yıldırım et al., 2021). However, it also holds drawbacks such as maintaining confidentiality and privacy (Chester & Glass, 2006), cybersecurity (Nagarajan & Yuvaraj, 2021), receiving fewer non-verbal messages (Tanrıkulu, 2009), and difficulty in identifying multiple risks during the therapy process (Mallen et al., 2011).

Considering the increased use of OC and its shortcomings, it is clear that innovations are needed to address challenges and improve practices. One of the paths for counselors to follow might be the use of creativity. Creativity is a crucial part of effective counseling practice, which needs to be appreciated and encouraged. Counseling has developed through the work of creative people such as Freud, Adler, and Rogers, who realized clients' changing needs and developed innovative practices (Gladding, 2008). Rather than passively accepting the complex and dynamic form of the environment, it is one's openness to change the environment and the intention to pursue practices that will bring new solutions (Duffey et al., 2009).

The improvement of counseling practices still needs creative counselors who are aware of the changing conditions and take action (Gladding, 2008; McCharty, 2018). In the literature, some studies provided several creative interventions that integrate technology into OC, such as facilitating video games into sessions, creating virtual offices filled with various materials (Bolton et al., 2021), integrating the use of cell phones, social networking sites, and MP3 players (Koltz & Tarabochia, 2014). Besides technological strategies, the research also suggested creative applications that can be developed by benefiting from the clients' environment and their objects in OC (Vermeire & Van den Berge, 2021).

Although the shift from face-to-face to online counseling is a significant change and creates changing needs, current counselor education is still based on the skills and techniques developed for traditional face-to-face counseling. It is vital to improve current skills and applications for counselors practicing online counseling, yet, only a few research discussed integrating skills, techniques, and approaches to the virtual environment (e.g., Khan et al., 2022). Although some studies in Turkiye focused on creativity in counseling (e.g., Özcan & Ümmet, 2023), to our knowledge, creativity in OC is not comprehensively studied in Turkish literature. Thus, the current study aims to examine psychological counselors' creative interventions and practices in OC.

Research Methods

This study investigates psychological counselors' experiences with creativity in OC, the creative practices they apply differently from their face-to-face sessions, and the aspects of OC that facilitate or hinder their creative practices. For this reason, qualitative research has been adopted, and specifically, a phenomenological research design has been utilized. Participants were recruited by using purposive sampling. Participants consisted of nine practicing psychological counselors, including five women and four men, in line with the suggestion that phenomenological research should not exceed ten participants (Yıldırım & Şimşek, 2018). Psychological counselors' average age was 33. The participants have a different range of experiences in both online and face-to-face counseling. In detail, while the most experienced counselor had 16 years of counseling experience, the least experienced counselor had a counseling experience of 4 years. Moreover, each counselor had experience in a different number of online sessions, with a minimum of 250 and a maximum of 1000. Participants also have been using different therapeutic approaches, such as Acceptance and Commitment Therapy, Cognitive Behavioral Therapy, Rogerian Approach, Eye Movement Desensitization and Reprocessing, Art Therapy, and Couple and Family Therapy. Data were collected via semi-structured interview questions. Verbatim transcripts were analyzed separately by researchers through content analysis, and then the codes were combined to generate common themes and sub-themes.

Expected/Temporary Results

In this qualitative study, the six themes that emerged from content analysis were: fostering creativity, barriers to creativity, advantages of OC, disadvantages of OC, recommendations, and potential creative interventions. The first theme, fostering creativity, explains various factors that are used and suggested by psychological counselors to engage in creative interventions in OC, and it includes eight subthemes: openness to change, motivation for learning, suitability of therapeutic approaches to creativity, enrichment of materials, coworking, challenges, and technological and non-technological integration. The second theme, barriers to creativity, illustrates factors that challenge psychological counselors from engaging in creative practices in OC, and it includes three sub-themes: shortcomings in material usage, nonverbals, and time. Different from the positive and negative aspects of creativity, participants also introduced the advantages and disadvantages of OC according to their experiences. These themes include several aspects of OC, such as time flexibility, client follow-up, role conflict, and

environmental factors. Lastly, in the recommendations theme, participants proposed suggestions regarding the technology that could be developed, and they came up with creative ideas for implementing the potential creative interventions theme. Results were discussed under the review of the current literature, and implications for practices and recommendations for further research were given by the researchers.

Keywords: Online counseling, creativity, advantages, disadvantages, recommendations

References

Barutçu Yıldırım, F., Onaylı, S., & Taşkesen, N. (2021, September 6-10). *University students' views, preferences, and suggestions with respect to online counseling.* The European Conference on Educational Research (ECER), Geneve, Switzerland. https://eera-ecer.de/ecer-programmes/conference/26/contribution/50956/

Bolton, C. A., Thompson, H., Spring, J. A., & Frick, M. H. (2021). Innovative play-based strategies for teletherapy. *Journal of Creativity in Mental Health*, pp. 1–12. https://doi.org/10.1080/15401383.2021.2011814

Chester, A., & Glass, C. A. (2006). Online counselling: A descriptive analysis of therapy services on the internet. *British Journal of Guidance & Counselling, 34*(2), 145–160. https://doi.org/10.1080/03069880600583170

Duffey, T., Haberstroh, S., & Trepal, H. (2009). A grounded theory of relational competencies and creativity in counseling: beginning the dialogue. *Journal of Creativity in Mental Health, 4*(2), 89–112. https://doi.org/10.1080/15401380902951911

Gladding, S. T. (2008). The impact of creativity in counseling. *Journal of Creativity in Mental Health, 3*(2), 97–104. https://doi.org/10.1080/15401380802226679

Khan, S., Shapka, J. D., & Domene, J. F. (2022). Counsellors' experiences of online therapy. *British Journal of Guidance & Counselling, 50*(1) 43-65. https://doi.org/10.1080/03069885.2021.1885009

Koltz, R. L., & Tarabochia, D. S. (2014). Technology: Using it as a means to creatively connect with adolescents. *Journal of Creativity in Mental Health, 9*(3), 380–398. https://doi.org/10.1080/15401383.2014.899481

Mallen, M. J., Jenkins, I. M., Vogel, D. L., & Day, S. X. (2011). Online counselling: An initial examination of the process in a synchronous chat environment. *Counselling and Psychotherapy Research, 11*(3), 220–227. https://doi.org/10.1080/14733145.2010.486865

McCarthy, J. (2018). Do creative thinking and creative problem-solving have a place in counseling curricula? *Journal of Creativity in Mental Health, 13*(3), 306–317. https://doi.org/10.1080/15401383.2018.1433092

Nagarajan, M., & Yuvaraj S. (2021). Mental health counsellors' perceptions on use of technology in counselling. *Current Psychology, 40*(4), 1760-1766. https://doi.org/10.1007/s12144-018-0104-4

Özcan, G., & Ümmet, D. (2023). A phenomenological research on creativity in the psychological counseling process. *Turkish Psychological Counseling and Guidance Journal, 13*(68), 48-60. https://doi.org/10.17066/tpdrd.1272467g

Richards, D., & Viganó, N. (2013). Online counseling: A narrative and critical review of the literature. *Journal of Clinical Psychology, 69*(9), 994-1011. http://doi.org/10.1002/jclp.21974.

Tanrıkulu, İ. (2009). Counselors-in-training students' attitudes towards online counseling. *Procedia-Social and Behavioral Sciences, 1*(1), 785-788. https://doi.org/10.1016/j.sbspro.2009.01.140

Vermeire, S., & Van Den Berge, L. (2021). Widening the screen: Playful responses to challenges in online therapy with children and families. *Journal of Family Therapy, 43*(2), 329–345. https://doi.org/10.1111/1467-6427.12326

Yıldırım, A., & Şimşek, H. (2018). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri [Qualitative Research Methods in Social Sciences]*. (11th Ed.). Seçkin Yayıncılık.