



# **EBES - 2019**

**European International meeting on Business  
Innovation, Entrepreneurship, and Social Sciences**

**December 14 – 15, 2019**

**Mercure Hotel Amsterdam City, Amsterdam, The Netherlands**

**ISBN number: 978-91-88873-10-1**



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### PROCEEDING

#### **SUB-THEME 1: Business Innovation, Entrepreneurship, and Social Sciences**

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## CONFERENCE DIRECTOR MESSAGE

European International Research Academy (EIRA) aims to embark on interdisciplinary discussions on voguish research approaches, latest research findings and practical experiences in the field of social and applied sciences. EIRA is strongly committed to promote global communication, knowledge sharing, and a strong bonding among scholarly community. Therefore, EIRA offer a unique platform for professors, experts, researchers, students, scholars, professionals and interested individuals to exchange and discuss the latest scientific inquiries, methods, and achievements on novel research and discoveries with each other.

The EIRA further aims to;

- Provide a common platform for scholars and professionals to share and gain knowledge in their area of interest by interacting with others.
- Organize workshops for the awareness of latest research approaches, trends, and tools.
- Establish and maintain a professional network among international scholarly community.

The founders of EIRA believe that growth of academic society is not only based on the continues enhancement of education and research quality but also dissemination of knowledge and activities that triggers emerging issues and challenges that need to be adequately addressed to create a sustainable society.

I am really thankful to our honorable scientific and review committee for spending much of their time in reviewing the papers for this event. I am also thankful to all the participants for being here with us to create an environment of knowledge sharing and learning. We the scholars of this world belong to the elite educated class of this society and we owe a lot to return back to this society. Therefore, through EIRA I anticipate research that can reflect upon on innovative solutions and trigger debates on existing and emerging issues to open new opportunities and avenues for a better and sustainable society.

Thank You,



Dr. N. Ain  
Conference Executive  
EIRA.

## SCIENTIFIC COMMITTEE

**Dr. Constantine Dicos, Panteion**

University of Social and Political Sciences, Greece

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University of Navarra, Spain

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**Prof. Dr. Salina Husain,**

University of Putra Malaysia, Malaysia

## **ORGANIZING COMMITTEE**

**Dr. N. Ain**

*Conference Chair*

**Mr. Robert Denglo**

*Conference coordinator*

**Mr. Yan Pisup**

*Conference coordinator*

**Mr. Methali Chaya**

*Conference coordinator*

## EIRA SPONSORS

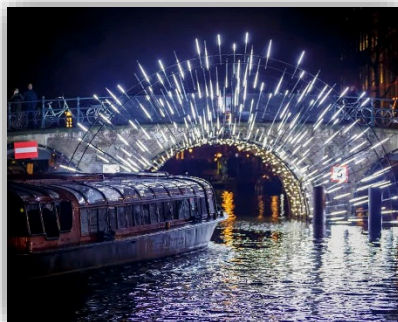
We would like to extend our gratitude to the sponsor of this year's EIRA conference for all their support of this endeavor.



**WF Tjänster AB**

## CITY OVERVIEW

Amsterdam is the Netherlands' capital, known for its artistic heritage, elaborate canal system and narrow houses with gabled facades, legacies of the city's 17th-century Golden Age.



## CONFERENCE PROGRAM

### DAY 01 (December 14, 2019)

Time	Activity
9:00 a.m. to 9.30 am.	Welcome Reception & Registration
9:30 a.m. to 9:40 a.m.	Welcome Remarks – Conference Coordinator
9:40 a.m. to 9:50 a.m.	Opening Ceremony
9:50 a.m. to 10:00 a.m.	Group Photo Session
10:00 a.m. to 10:30 a.m.	Grand Networking Session and Tea Break



## **DAY 01 (December 14, 2019)**

### **Session 1 (10:30 am – 1:00 pm)**

**Venue: Room 1**

#### **Sub-Theme 1: Business Innovation, Entrepreneurship, and Social Sciences**

<b>EBES-19-36</b>	The Risk Perception of Tour Guides': The Case of Eskişehir Destination	Ms. Merve Kalyoncu
<b>HMAR-19-111</b>	Work for an inclusive school heritage -WISH: A good example as an EU project	Dr. Melike Özyurt
<b>HMAR-19-150</b>	Technology education and human resources in the multidisciplinary process of cultural heritage protection	Ms. Suzana Polić

### **Lunch Break (12:30 – 02:00 pm)**

<b>HMAR-19-106</b>	Distance for Closeness	Ms. Inna Kulazhenkova
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### **Closing Ceremony**

## **DAY 02 (December 15, 2019)**

### **City Tour and Shopping Day**

All respective guests are free to conduct their own sightseeing and tour.  
The second day of the event is reserved for this memorable purpose.

## **Sub-Theme 1**

### **Business Innovation, Entrepreneurship, And Social Sciences**

## The Risk Perception of Tour Guides': The Case of Eskişehir Destination

**Merve Kalyoncu\***

Tourism Faculty, Anadolu University, Turkey

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### *Abstract*

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The purpose of this study is to identify the risk elements perceived by tour guides. Risk can be defined as "the probability of occurrence of an event that may lead to loss". Risk is an unpredictable situation and the effects of it can be managed. It can be said that risk certain information and uncertainty is usually due to lack of information. Individuals try to manage risky situations and take decisions, but taking risks can bring unexpected and unpleasant consequences too. If the individual perceives a risk, it means that some mistakes and losses are waiting to come Eskişehir as a destination is considered as a preferred destination in domestic tourism in recent years with its historical, cultural and charming features. As tour leader, the tour guide has to manage many things at the same time during the tour. It is aimed to collect data from the participants determined by purposive sampling at the tour guides residing in Eskişehir registered with Ankara The Chamber of Tour Guides'. In-depth interviews were conducted with 10 tour guides. At the analysis phase of the research data, "Descriptive Analysis" and "Content Analysis" are used. According to the results of this study, external risks are really forceful for the tour guides, such as crowded places, waiting in the queues, traffic create risk in Eskişehir destination. The theoretical implication of the study is the risk management which is the one of the basis role of tour guides. Practical contribution of this study is perceived risk by the tour guides has played a crucial role while guiding the tour.

**Keywords:** Perceived risk, Risk management, Sustainability, Tour guide.

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## Work for an Inclusive School Heritage (WISH): A Good Example as an EU Project

**Melike Özyurt\***, **Mehmet Fatih Özmantar<sup>1</sup>**, **Bilge Kuşdemir Kayıran<sup>2</sup>**, **Zehra Keser Özmantar<sup>3</sup>**, **Erhan Tunç<sup>4</sup>**, **Albert Joan Bacardit<sup>5</sup>**

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<sup>5</sup>Institut Guillem Catà, Spain

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### Abstract

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The aim of this research is to examine the effectiveness of the education program implemented within the framework of the EU project titled as "Work for an Inclusive School Heritage: WISH\*". The aim of the project was improving the 21st century skills and social inclusion awareness among high school students by using the Project Based Learning approach. In this study, weak experimental group only design with pre and post-test was implemented. The study group of the research consisted of 250 high school students from Turkey, Spain and Italy. 21st Century Skills Scale and Social Inclusion Awareness Scale developed by the researchers were used as data collection tools. 21st Century Skills Scale consists of 15 items and two sub-dimensions and the Cronbach Alpha reliability coefficient of the scale was found .91. Social Inclusion Awareness Scale consists of 14 items and two sub-dimensions and the Cronbach Alpha reliability coefficient of the scale was found .89. After the pre-tests were implemented to the study group, project-based learning training (Workshop-8 hours), 21st century skills training (Workshop-8 hours) and social inclusion awareness training (theoretical-4 hours, drama workshop-4 hours) were given. After the training, the students were asked to carry out projects on social inclusion by implementing the steps of project-based learning approach. Social inclusion projects carried out by the students for 6 weeks in accordance with PBL steps were guided by the teachers who had also received these trainings. Following the presentation of the project results by the student groups, 21st Century Skills Scale and Social Inclusion Awareness Scale were implemented to the students as post-tests. The data were analyzed by applying paired samples t-test. As a result of the research, it was found that the training program implemented during the WISH project, developed students' 21st century skills and social inclusion awareness.

*\*Project with the number 2017-1 2-SK01-035313 was conducted in the partnership of three high schools and 2 universities from Slovakia, Spain, Italy, Turkey and Romania between dates 01.09.2017- 31.09.2019. WISH Project awarded as Best Practice by Slovak National Agency.*

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## **Technology education and human resources in the multidisciplinary processes of cultural heritage protection**

**Suzana Polić\***

Central Institute for Conservation, Serbia

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### *Abstract*

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New technologies are making significant progress in protecting cultural heritage and their application in this area has become an imperative of multidisciplinary connection in many fields such as: art, culture, history, archeology, Sustainable development, Environmental Technology, problems of management issues in innovation, technology of materials, as well as numerous secondary disciplines. Managing projects that cover heritage protection is all the more complex when contemporary problems are more diverse, and this also requires the involvement of more experts and researchers with very different experience. This paper presents methodologies in composition of human resources in the goals to multidisciplinary research of conservation and restoration of art and archaeology artifacts. Observing potentials of different researchers, we indirectly conclude about qualitative parameters of education necessary to work in application new technology in the field of cultural heritage protection. Our investigation results lead to some conclusions: it has been concluded that theoretical basis and understanding of heuristic views to problems of degradation of cultural heritage are both important. Equally important is continuous education and its implication in using new technologies in cultural heritage protection.

**Keywords:** Technology, Cultural heritage, Human resource, Education.

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## Distance for Closeness

Inna Kulazhenkova\*

ArtEZ University of Arts, The Netherlands

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### *Abstract*

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This research portrays mutual urge to integrate artistry with education from a position of socially engaged practice by building a solid reciprocal connection between psychology science and movement art. This work is a search for an ultimate distances and optimal closeness, coherently acknowledging the diversity of perception and sensation of personal space for each individual. My personal inquiry as a progressive artist educator for this work is depicted by five central research questions: 1. How can artist educator facilitate the growth of distance awareness? 2. How can art education and critical pedagogy facilitate transformation of social openness? 3. How does this transformation influence on growing social cohesion? 4. Can artist educator help in building cohesive community by applying movement techniques based on distance awareness? 5. Can artist educator appropriate tactile communication for the need of community growth? In a support for this research questions I narrowed the focus to two major methodological trajectories: tangibility and intangibility of distance. Specifying these directions, I became concerned by following questions: 1. How do people form a group when the distance is not tangible? 2. How do people form a group when the distance is tangible? 3. How does rope become a mediator between people and develop openness and acknowledgement of other (helps in decreasing personal distance)? As an Artist Educator for whom Body is an immanent central tool for his work, I dedicate my methodological position to the idea of highlighting importance of connection between the bodies senses and searching for optimal methods to be able to contribute knowledge about this connection to communities. This work is about social engagement proportioned to a level of awareness of distance and closeness of this engagement. It contains several movement methods that are central to work on community level and one performative method which is a different approach of group engagement based on principles of participatory theater. Additionally, the discussion of this work brings not only to an urge to raise awareness, but also to the concept of group cohesion. And here it is argued that in this particular discussion group cohesion manifests in innate authentic human urge to connect between each other, gather in communities and build up infrastructure which provides reciprocity of functioning from individual to group and back. Coupled with potential to share core values and evolve by exchanging their priorities, members of the group create sustainable social connections.

**Keywords:** Personal space, distance, social cohesion, movement, choreography, method, research, Art – practice.

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## **VISION**

**Our vision is to  
promote research and  
excellence through  
networking platform.**

**Proceeding of European International meeting on  
Business Innovation, Entrepreneurship, and Social  
Sciences**