

## From the Editor

Dear IEJES reader,

We are excited and happy to publish the last issue of 2018 (Volume 2, Issue 4). We will be with our readers in the same excitement in each of our future issues.

Our journal is indexed by DRJI and CrossRef an international index. We are pleased to announce that submission of the IEJES has been received and that the journal is currently in consideration for potential inclusion in the Index Copernicus and TÜBİTAK ULAKBİM.

The articles that will be published in our journal from 2018 are given internationally valid DOI number by the support of TÜBİTAK ULAKBİM Dergipark. Many thanks to the authors who have shared their studies with us as well as to the referees who have made contributions with their valuable ideas and DergiPark Team.

In the present issue, there are four articles. Three of them are research articles and other is review article. One of these studies is in Turkish and the others are English as whole texts:

The 1<sup>st</sup> article is titled “**Examining Prospective Primary School Mathematics Teachers’ Algebraic Habits of Mind in the Context of Problem Solving**” and written by Emine Nur Ünveren Bilgiç and Ziya Argün in Turkey. The aim of this research is to examine the algebraic mind habits in the context of problem solving of middle mathematics teacher candidates within the pedagogical field. The study which was dominated by qualitative paradigm was done in the pattern of case study. With this aim, data were gathered from 30 teacher candidates via “Algebraic Habits of Mind Worksheet” and interviews. The data were analyzed in the light of the components of theoretical title of algebraic habits of mind and according to the stages of descriptive analysis. The teacher candidates made solutions based on memorizations without writing what is given and wanted; however they clearly wrote what is given and wanted in the last two problems. While this seems to be a form of rules that represent direct functions in the questions seen as exercises; it causes them to use the thinking / reverse thinking step more actively when they are perceived as problems. At the interviews, it is seen that the fourth grade teacher candidates are more detailed about the construction on their students’ knowledge than the first grade teacher candidates and that the first grade only focuses on solving.

The title of the 2<sup>nd</sup> article is **Challenges for Achieving Learning Outcomes of Languages and Communication Curriculum Area in Primary Education in Kosovo**. Hatixhe ISMAJLI and Drilon KRASNIQI are the authors in Kosovo. In their study; the education system in Kosovo is in the phase of implementing the curricular reforms which aim at changing the teaching and learning approach. The new curriculum is a necessary innovation in the pre-university education system and it has already started to be implemented in all schools in Kosovo, faces many difficulties, especially in achieving learning outcomes in some curricular areas. This research aims at analyzing the obstacles and challenges in achieving results in the Languages and Communication area and to recommend appropriate ways to facilitate its implementation. The representative group consists of 75 teachers who work in five primary schools in Kosovo while the data is collected through a questionnaire for teachers. The research findings show that most teachers have sufficient knowledge and have a positive attitude towards the new curriculum. Challenges arising from this process are: insufficient knowledge of the new curriculum, inadequate cooperation among the teachers, lack of ICT and supporting materials in schools, difficulties in planning the learning results, and non-regular monitoring of

teachers, textbook compliance with the principles and requirements of the new curriculum The development of competences and the improvement of results in this area can be achieved through changing educational policies as well as monitoring and accountability of teachers.

The 3<sup>rd</sup> article is titled **The Effect of Activity Based Web Material on Eliminating the Misconceptions in 6<sup>th</sup> Grade “Systems in Our Body” Unit** and written by Murat ÇETINKAYA and Erol TAŞ in Turkey. In their study; the purpose of our study is to develop and use a web assisted material consisting of alternative assessment and evaluation techniques and to examine its effect on eliminating misconceptions in “Systems in our body” unit. The sample of the study consisted of a total of 160, 76 female and 84 male, students attending 6th grade in 3 different secondary schools. Quasi-experimental research method was used in the study. One of the two classes in each school was assigned as experimental group through random assignment and the other was assigned as the control group. The groups were given a three-staged concept achievement test with a reliability coefficient (KR-20) of 0,683 before and after the study as pretest and posttest. In the analysis of the data, a descriptive analysis technique was used. Pretest data showed that the misconceptions found were seen in similar rates in both control and experimental groups. On the contrary, when the post test data were analyzed, it was found that while the misconceptions of the students in the experimental groups had decreased, the decrease in the control groups was very low and in some questions, misconceptions had even increased. From this result, it can be concluded that activity based assessment and evaluation tool is effective in decreasing misconceptions. Researchers are advised to use two or three staged tests to find out misconceptions in other units of the science lesson.

The title of the 4<sup>th</sup> article is **Application of Career Education in National Curriculum of Pakistan at Elementary Level** and written by Ayla KHAN in Pakistan. In her study to highlight the need and importance of career education in National Curriculum at an elementary level. A case of Pakistan has been selected for this review. Applicability of career education in national curriculum has been discussed through extensive review of the National Education Policy (Ministry of Education Government of Pakistan, 2009) and career development framework practicing globally. Review has shown that there is need of career education in national curriculum at an elementary level. At the end of the article different strategies are suggested for educationist that requires to be embraced in the light of worldwide patterns and national substances.

We look forward to seeing you in 2019 Volume 3 Issue 5 of the International e-Journal of Educational Studies (IEJES). We are inviting submission of manuscripts for the forthcoming issue (Volume 3 Issue 5) of 1<sup>st</sup> March, 2019 and (Volume 3 Issue 6) of 1<sup>st</sup> September, 2019

Yours Sincerely



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