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From the Editor

Dear IJCER Readers,

Welcome to Volume 6, Issue 1 of the IJCER

We are pleased to inform our readers that the IJCER is now indexed with ERIC. The volumes of 3,4 and 5 will also be available in ERIC database. Since our last issue, we have received a high number of articles to be published in the IJCER. In this issue, there are 15 articles. The first article is by Nihan Sölpük Turhan and Engin Karadağ, titled “An Exploratory Study on the PhD Dissertation: PhD Students’ Opinions on their Research Development Process”. This study compares the approaches within the context of the PhD students’ dissertation process, identifies how PhD students evaluate their own dissertation process, and analyses the differences between the students’ study attitudes in the PhD dissertation process in the field of educational sciences. The second article is by Gökhan Aksoy, titled “Exploration of Pre-Service Science Teachers’ Perceptions towards Secondary School Science Curriculum”, in which the author puts forth how and to what degree pre-service science teachers can practice 2018 Secondary School Science Curriculum through document analysis, observation and journals. In the third article, titled “A Cross-Sectional Study of Textese in Academic Writing: Magnitude of Penetration, Impacts, and Perceptions, the distribution of electronic texting patterns in academic writing and effects of textese on EFL learners’ writing performance as well as teachers’ perspectives on this phenomenon are examined by the author Abdu Al-Kadi.

“Impressions of Preservice Teachers about Use of PowerPoint Slides by Their Instructors and Its Effects on Their Learning” is the title of the fourth article by Ahmet Murat Uzun and Selcan Kilis. This article explores preservice teachers’ opinions about their instructors’ use of PowerPoint slides during classes through interviews with preservice teachers, and puts forth significant findings as to this prevalent problem at higher education. The fifth article is by Nadia Saeed M. Alsaadi and Cihat Atar and it is titled “Wait-time in Material and Classroom Context Modes”, which investigates student reaction wait-time in high school English as a foreign language classrooms through conversation analysis, and provides significant implications. The title of the sixth article by Koray Kasapoğlu and Melek Didin is “Life Skills as a Predictor of Psychological Well-Being of Pre-Service Pre-School Teachers in Turkey”. This article investigates the relationship between pre-service pre-school teachers’ life skills and psychological well-being with respect to various variables and explores whether their life skills significantly predict their psychological well-being.

The seventh article is by Mecit Aslan and İbrahim Çıkar and it is titled “The School Readiness of 60-65 Months Old Students: A Case Study”. This article aims to determine the school readiness of the 60-65 months first grade primary school students based on teachers’ and parents’ opinions and provided significant implication as to this controversial issue. In the eighth article, titled “Analyzing the Digital Addiction of University Students through Diverse Variables: Example of Vocational School”, Hakkı Bağcı examines the digital addiction levels of vocational school students and the degree of this addiction based on various variables. The ninth article is by Hakan Bayırlı and Sevgi Coşkun Keskin and it is titled “3rd Grade Students’ Status of Spending Time with Their Families and Implementation of Values Education in

Family in the Turkish Context. This action research explores how the primary school students spent their time with their parents and how their families spent their time with children and tries to equip the participants with the value of giving importance to family through various activities.

The tenth article is by Şefika Tatar and Oktay Cem Adıgüzel and it is titled “The Analysis of Primary and Secondary Education Curricula in Terms of Null Curriculum”. This article addresses controversial issues with a special focus on null curriculum, which is rare in the literature. In the study, the primary and secondary education curricula in Turkey are examined in terms of controversial issues such as human rights, terrorism, sexuality, etc. through content analysis. The title of the eleventh article is “The Effects of Authentic Video Materials on Foreign Language Listening Skill Development and Listening Anxiety at Different Levels of English Proficiency”, authored by Mustafa Polat and Bahadır Erişti. This experimental study investigates the effects of authentic video materials on foreign language listening skill and foreign language listening anxiety of students studying at different levels of English proficiency. “Comparison of International TIMSS 2011 Proficiency Levels and Cut-off Scores Set by Using Cluster Analysis” is the title of the twelfth article by Mahmut Sami Koyuncu and Ayşenur Erdemir. This article compares TIMSS 2011 proficiency levels with the proficiency levels defined by the researchers using cluster analysis for Turkey, Korean, Norway, and Morocco in 4th and 8th grades in the fields of science and mathematics and offers implications for further analyses.

The thirteenth article is by Hacer Ulu and titled “Examining the Relationships Between the Attitudes Towards Reading and Reading Habits, Metacognitive Awarenesses of Reading Strategies and Critical Thinking Tendencies of Pre-Service Teachers”. In this study, the relationships between the attitudes towards reading and reading habits, metacognitive awarenesses of reading strategies and critical thinking tendencies of pre-service teachers are explored. The next article, titled “Social Capital Wealth as a Predictor of Innovative Climate in Schools”, is by Mahmut Polatcan and Ali Balcı. This article investigates the relationship between social capital and innovative climate in secondary schools. The last article is by Mehmet Özcan. In the study, titled “An Analysis of Prospective Teachers’ Anxiety of not Being Appointed to Teachership”, Özcan examines prospective teachers anxiety of not being appointed to teachership with respect to some variables and provides implications for teacher selection process in Turkey.

Hope to meet you in the next issue of the IJCER.

Regards,

Cahit ERDEM, PhD
Editor