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Correspondence Address

OJER Dergisi, Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri
Enstitüsü, Meşelik Yerleşkesi, Yabancı Diller Bölümü Binası (Spor
Salonu Karşısı), 26480 Eskişehir/Türkiye

E-mail: ojer@ogu.edu.tr T: +902222393750 /ext. 6300, F +90 222 239
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Editorial Commissions

Editor-in-Chief

Eyüp ARTVİNLİ, Ph.D.

Eskisehir Osmangazi University, TURKEY

E-mail: eartvinli [at] ogu.edu.tr

Tel: +90-222-239 3750 (ext. 6300)

Fax: +90-222- 239 82 05

Postal Address: Eskisehir Osmangazi University, Eğitim Bilimleri Enstitüsü (Yabancı Diller Bölümü, Kat 1), 26480, Eskisehir, TURKEY

Associate Editor

Semra KIRANLI GÜNGÖR, Ph.D.

Eskisehir Osmangazi University, TURKEY

E-mail: semkgun [at] gmail.com

Tel: +90-222-239 3750 (ext. 6313)

Fax: +90-222- 239 82 05

Postal Address: Eskisehir Osmangazi University, Eğitim Bilimleri Enstitüsü (Yabancı Diller Bölümü, Kat 1), 26480, Eskisehir, TURKEY

Editorial Assistants

Aliye Nur ERCAN

Eskisehir Osmangazi University, TURKEY

E-mail: aliyenurercan [at] gmail.com

Tel: +90-222-239-3750 (ext.1657)

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Meşelik Yerleşkesi 26480 Eskişehir/TURKEY

Rabia GÜRBÜZ US

Eskisehir Osmangazi University, TURKEY

E-mail: rabiagurbuzus [at] gmail.com

Tel: +90-222-239-3750 (ext.1657)

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Meşelik Yerleşkesi 26480 Eskişehir/TURKEY

Z. Melis DEMİR

Eskisehir Osmangazi University, TURKEY

E-mail: zmelisdemir [at] gmail.com

Tel: +90-222-239-3750 (ext.1646)

Postal Address: Eskişehir Osmangazi Üniversitesi, Eğitim Fakültesi, Meşelik Yerleşkesi 26480 Eskişehir/TURKEY

Editorial Board

Mustafa Zafer BALBAĞ, Ph.D.	Eskisehir Osmangazi University, TURKEY
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OJER is an online, open-access, international, scholarly, peer-reviewed journal offering scholarly research articles on various topics in all areas of educational sciences.

All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet. OJER is being published twice a year.

Dear Readers,

Osmangazi Journal of Educational Research (OJER) is founded to develop different sides and level of education by publishing articles on all aspects of educational systems from kindergarten to upper university level all over the world. In digital era of today, educators and teachers need to have more instruments to affect the world.

Thus, we should have a renovation for this journal like to be more international, publish articles in English language and name change of the journal from Policy Analysis in Education into Osmangazi Journal of Educational Research (OJER). One of the aims by founding this journal is to add a synergy to educational community in international dimension. Thus, OJER seeks to build bridge between education and other related practicing educators, researchers, policymakers and practitioners to help focus on best practices at least but not last in learning, teaching, training, curriculum, textbooks etc.

In this renovated inaugural issue of OJER, there are five articles even only from Turkey but we would like to increase and publish articles from different countries and continents in coming issues of OJER.

In the first article, Engin YILMAZ and Macid Ayhan MELEKOĞLU from Turkey, point to on “Evaluation of the Status of Inclusive Education in Law and Practice in Turkey and the European Context”. The aim of their study is to descriptively examine the situation of inclusive education related legal regulations and laws in practice in Turkey and Europe. Some countries examined in this study were Turkey, United Kingdom, Sweden, Denmark, Spain, Greece and Lithuania, and although inclusive education is based on laws and regulations in those countries, problems and shortcomings are observed in implementation. On the contrary, in other countries examined in this study, Italy and Ireland, it can be said that there is no problem in the implementation of regulations.

The second article of this issue is written by Eyüp ARTVİNLİ and Vildan BAYAR from Turkey and its title is Recycling as a Value in Primary and Secondary Curriculums. The aim of this study is to determine how the concept of recycling, which has recently gained considerable importance in terms of sustainability of our planet, is included as a value in the Science and Technology, Life Sciences and Social Sciences course curriculum (2017) of the Ministry of National Education. The research was carried out with a document review of qualitative research methods and descriptive content analysis and data were collected for the related curriculums. According to the results, most of the attainments in the above mentioned primary and secondary education programs are not intended to recycle as a value.

Third article of this issue written by Mustafa Zafer BALBAĞ and Ersin KARADEMİR from Turkey. The title of the article is “Examining Preservice Social Studies Teachers’ Views about the Nature of Science by Different Variables”. This study aims to examine preservice social studies teachers’ views about the nature of science by different variables (gender, grade level, academic success, type of graduated high school, and status of taking courses on the nature of science and history of science). The study sample consisted of 290 preservice social studies teachers studying in the faculties of

educational sciences at three different state universities during the spring semester of 2016-2017 academic year. Data were collected using the nature of science scale developed by Özgelen (2013).

The name of the forth article is “From Congruent Angles to Congruent Triangles: The Role of Dragging, Grid and Angle Tools of a Dynamic Geometry System” written by Tunç ARYÜCE and Melih TURGUT from Turkey. This study aims to establish a conceptual relationship between the angles of two parallel lines intersected by a transversal and the congruent triangles formed through the points on the parallel lines and the transversal. Within the scope of the study, an instructional task was designed by employing the tools used in a dynamic geometry system and its functions. This task was expected to enable the participants to make a successful conceptual bridging by using their already existing background knowledge. The findings obtained from qualitative data analysis show that the designed task can be used as a tool for students to figure out conceptual relationships between congruent angles and congruent triangles. The results clearly revealed that the students went through different cognitive processes while using the dragging tool.

The last article of this issue entitled “Lecturers’ Opinions about the Effect of Law No: 6528 on Educational Administration Field” and written by Fatma KÖYBAŞI ŞEMİN. The purpose of the study is to determine the lecturers’ views about effect of the law no 6528 on the field of educational administration. The study is a qualitative research. The group of the study comprise of five lecturers in Kocaeli, Marmara and Yıldız Teknik University whose the field of educational administration. The study group was formed by homogeneous sampling. Data was collected by semi-structured question form which was prepared by literature scanning and receiving experts’ opinions. The study results are that the law no 6528 has reduced to uncertain cases in the field of educational administration. As well as, the results show that the law may have more negative effects than positive effects.

This inaugural issue of OJER wouldn’t have come true without encouragement and support of many valuable individuals. Thus I would like to thanks a lot to Dr. Semra KIRANLI GÜNGÖR, Research Assistants Rabia GÜRBÜZ US, Aliye Nur ERCAN and Melis DEMİR. I would like to thank foremost, with a great respect, the individuals who spent their inestimable time to review the papers on behalf of OJER and the Editorial Board of OJER. Finally I would like to thank very much indeed those educators who contributed to the first issue of OJER by submitting their papers.

Eyüp ARTVİNLİ, Ph.D.
Editor In Chief

Eskişehir Osmangazi University, Turkey