

# OSMANGAZI JOURNAL OF EDUCATIONAL RESEARCH



# JER

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**Dear Readers,**

**Osmangazi Journal of Educational Research (OJER)** is focused to be international journal indexed by strong indexes in the future since the beginning of 2018. Thus we would like to publish more international articles. This is the second issue of OJER is published in English language. In this last issue of 2018 there are three articles.

The title of the first article of this issue is “Maladaptive Interpersonal Dependency in Relations: A Case Study” written by Serdar Körük and Ahmet Kara from Turkey. The aim of their study is to explain the concept of maladaptive interpersonal dependence, the effects of this concept on psychological health and its reasons, to analyze the relationship between maladaptive interpersonal dependence and attachment theory, and to analyze all these variables on a case report. The variables mentioned are presented in headings and examined in theoretical terms. After the theoretical part, the eight-week psychological counseling process with a female client who exhibited maladaptive interpersonal dependency symptoms is summarized in the light of the topics reviewed and the related literature.

The second article is entitle “Multiple Intelligences Represented in Fourth Grade Curriculum” written by Ahmet Oğuz Akçay from Turkey. In this study, the 4th grade Texas Everyday Mathematics teacher guide (2a) curriculum was focused on to investigate how many multiple intelligences were represented in the 4th grade curriculum. Six intelligence were the focus: visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. Verbal-linguistic, mathematics-logical, and existential intelligences were not the focus. To investigate the 4th grade teacher’s guide Texas Everyday Mathematics curriculum Multiple Intelligences Theory checklist (created by the researcher) and Multiple Intelligences Theory chart (created by the researcher based on literature) were used. The researcher read the entire lesson, sentence by sentence, and coded any occurrence of multiple intelligences within each section heading. For each sentence, the researcher considered whether multiple intelligences were present, and, if present, the researcher used the curriculum Multiple Intelligences Theory reference chart to identify the type of multiple intelligences. To check the reliability of this study, two experts, - other than the researcher, assessed the presence and category of multiple intelligences in the curriculum. All coding questions were discussed between researcher and raters until reaching consensus. According to the findings, visual-spatial, bodily-kinesthetic, interpersonal and intrapersonal intelligences were represented in the Texas Everyday Mathematics fractions unit which is a good example of represented Multiple Intelligences Theory activities.

The last article of this issue titled “Are Pre-service Elementary Teachers Able to Pose Problems for the Subtraction of Fractions?” written by Sümeyra Doğan Coşkun from Turkey. The purpose of this study is to examine whether or not pre-service elementary teachers are able to pose appropriate problems for the subtraction of fractions, if not, to determine the types of errors made in their posed problems. A qualitative research method was used in this study and the data were collected from 83 pre-service

elementary teachers in the spring 2017 academic semester of a public university in Turkey using a Problem Posing Test. The test consisted of four items related to the subtraction of fractions given in number sentences. Findings showed that most of the pre-service elementary teachers could not appropriately pose problems and made distinct types of errors. It was found that the two most common errors were failing to include subtraction in the question root and expressing the subtrahend fraction as a certain amount of the minuend fraction. Teacher educators can integrate problem posing activities in their courses to give pre-service teachers opportunities to pose problems.

Hope to meet you in next the issues of 2019.

**Eyüp ARTVİNLİ, Ph.D.**  
**Editor In Chief**

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