

# OSMANGAZI JOURNAL OF EDUCATIONAL RESEARCH



# JER

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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All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet.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.

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**Dear Readers,**

The World have been experiencing extraordinary days due to Covid-19 Pandemic. To deal with this universal problem, it is imperative that each of us should behave responsibly by abiding the quarantine/hygiene rules for the sake of public health. In these difficult times during which we realized that health comes first above all; we have also realized the requirement of science and education for public health. We hope to overcome this tribulation and return back to normal life soon.

We have made some improvement in **Osmangazi Journal of Educational Research (OJER)** by increasing the number of editors in the Board, and also by increasing the number of Editorial Assistants and Proofreaders to make the journal more effective. OJER is focused to be international journal indexed by strong indexes in the future. Thus we would like to publish more international articles.

As the Editorial Commission, we would like to thank our former Editors, the Editorial Board Members, Editorial Assistants, Proofreaders and Researchers who supported the Journal with their precious efforts and contributions. We would like to thank our former Editor-in-Chief Dr. Eyüp Artvinli for his efforts in leading and supporting OJER. We also would like to thank the Authors who contributed with their articles to current issue of the Journal, and to our Reviewers who contributed with their valuable evaluations.

This is the first issue of OJER is published in 2020. In this issue of 2020 there are seven articles as introduced below:

**The 1<sup>st</sup> article** of this issue is entitled “The Opinions of Provincial Teacher Trainers of Support Training Room on Teacher Needs Regarding Special Talented Students” written by Ahmet Onur Çobanoğlu and Salih Zeki Genç. The purpose of this research is to examine the opinions of special education in-service teacher trainers on K-12 teachers’ educational needs regarding special talented students. This research is the first study to examine the teacher needs of the provincial formers of special talented support education rooms that provide in-service training for teachers. When the responses were analyzed in terms of participants’ consensus, the response level to the expression of "Teachers need to communicate with special talented students." were highest; whereas the response level to the expression of “Teachers need to choose the materials suitable for the teaching process

of special talented students.” were the lowest average. The results obtained show that provincial teacher trainers of the support education room think that teachers need many issues regarding the teaching of special talented students.

**The 2<sup>nd</sup> article** of this issue is entitled “Teachers' Views on the Use of Social Media: New Generation Surveillance Mechanism” written by Çiğdem Altun, Fatih Çetin, Emel Zengin and Hamit Özen. In this study, it was aimed to determine the opinions of teachers working in educational institutions affiliated to the Ministry of National Education on the use of social media in their schools and their reflections on school as a new generation surveillance mechanism based on Michel Foucault's 'Panopticon' metaphor and Scott's 'Hidden Transcripts' concepts. Ten teachers working in public schools in the city center of Eskişehir participated in the study. According to the results of the research, it was understood that the use of social media was an indispensable part of the lives of the teachers within the framework of the school life however, sometimes it led to negativities such as misunderstandings, new burdens, and privacy issues that were reflected in school and daily lives. It was concluded that teachers had the idea that they were being watched through social media, perceived this as an element of anxiety and developed resistance practices against it. It was observed that teachers did not associate the issue of protection of private life and employee rights with the workloads of social media, and did not evaluate the effects of misunderstandings and private life arising from the use of social media within the framework of human rights.

**The 3<sup>rd</sup> article** of this issue is entitled “Examination of the Cognitive Structures of the Secondary School Eighth-Grade Students Regarding Some Concepts in Electricity through the Word Association Test” written by Mustafa Zafer Balbağ and Ersin Karademir. This study aims to reveal the cognitive structures of secondary school eighth-grade students regarding the concepts of current, voltage, and resistance which take place within the subject of electricity by using word association test. The study included 100 eighth-grade students who receive education in a state school under the Ministry of National Education in the city center of Eskişehir province in the spring semester of the 2016-2017 academic year. Pursuant to the results, it was seen that secondary school eighth-grade students mostly repeat “electricity”, “fear”, and “force” for the concepts of current, voltage, and resistance, respectively. The distinctive feature of the study is using the word association test for the first time in determining the cognitive structures of secondary school eighth-grade students towards the concepts of current, voltage, and resistance.

**The 4<sup>th</sup> article** of this issue is entitled “The Effectiveness of the Jigsaw Instruction Method for Teaching Quadrilaterals in Middle School” written by Akan Volkan Çalık and Ahmet Kaçar. In the study the researchers compared academic success outcomes in a 7<sup>th</sup> grade mathematics class for students learning the concept of quadrilaterals by traditional methods and the Jigsaw technique of cooperative learning. A secondary goal of the research was to assess the students’ opinions about their experiences learning with the Jigsaw technique. The sample of the study includes 50 students; 25 in the control group and 25 in the experimental group. Jigsaw method was used for the experimental group and traditional teaching methods were used for the control group to teach quadrilaterals. The results show that the difference between the success of the experimental and control group in the mathematics achievement tests is significantly in favor of the experimental group. Students’ positive and negative opinions on the technique were also revealed.

**The 5<sup>th</sup> article** of this issue is entitled “Usage of Intangible Cultural Heritage Elements in Teaching Number Concept for 48-66 Month Old Children” written by Sümeyra Şahin and Emre Ev Çimen. Based on the idea of helping preschool children to develop their cultural self, in this research, the researchers aimed to create sample class activities on the use of intangible cultural heritage elements in teaching the concept of number for the children aged 48-66 months and to present the results of the application. The study group consisted of 15 students, 5 girls and 10 boys aged 48-66 months, who were attending the preschool of a government primary school located in the District of Körfez of Kocaeli Province. Within the scope of the research, a total of 39 books including intangible cultural heritage elements were examined and some of the cultural elements were selected. By using these selected elements, specific activities for the concept of number were prepared and applied in the class for a ten-week period by the researchers. It was found that the students gained the skills of recognizing the numbers from 1 to 10, pairing objects with numbers, counting rhythmically and telling the order of objects. It was seen that most of the students were able to identify the jokes, proverbs, idioms, lullabies, rhymes and riddles among the intangible cultural heritage elements and give appropriate examples of them.

**The 6<sup>th</sup> article** of this issue is entitled “The Relationship between Leadership Capacity and Organizational Commitment in Educational Institutions” written by Ramazan Sırıklıgil and Gökhan Demirhan. The purpose of this research is to determine the relationship between perceived leadership capacity and teachers' organizational commitment levels in Primary and Secondary Schools under the Ministry of National



Education. The sample of the research consists of teachers working in the Primary and Secondary Schools in the city center of Uşak in the 2018-2019 academic year. A positive, moderate and significant relationship was found between the organizational commitment levels of teachers and the level of perceived leadership capacity sub-dimensions of the distributed leadership level, shared school vision, collaboration and shared responsibility, perceived student achievement and total leadership capacity perceptions. As teachers' distributed leadership characteristics, shared school vision, collaboration and shared sense of responsibility, and perceived student success increase, total commitment levels also increase.

**The 7<sup>th</sup> article** of this issue entitled “Effects of Face to Face and E-Learning Trainings on Improving In-Service Teachers Educational Internet Use Self-Efficacy Beliefs” written by Emin İbili. In this study, it was investigated whether the e-learning styles of health science students differ according to gender, education type, department, class, working status, daily Internet usage time, and degree of graduation. E-learning Styles Scale and Personal Information Form were used as data collection tools in the research. In this context, data were obtained from a total of 1989 students studying in 17 different departments. In the study, it was found that female students had higher audio-visual and independent learning preferences, and male students had higher verbal and social learning levels. In addition, it was determined that the working status influenced the intuitive learning style, and the grade level influenced the logical learning style. In the results of bilateral correlations between learning styles, the highest relationship was found between active learning style and social learning style, while the lowest relationship was found between independent learning style and social and active learning style. The results of this research also showed that different variables are effective on e-learning styles for health science students; therefore, personalized teaching environments are important in content design, instructional design, and determination of teaching methods and strategies.

Hope to Meet You in the Next Issue...

“Stay with Science, Stay with Us”

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