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All submitted manuscripts must be original, previously unpublished and not under consideration for publication in any type of publication outlet.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

With His saying “Education, culture and knowledge are the widest window to enlightenment”, our Great Leader Mustafa Kemal Atatürk emphasized the importance of education. He also said “Those who save nations are alone and only teachers”. The November month includes two anniversaries; 10th and 24th of November. Both days remind us Atatürk, our Chief Teacher. Also, every year, 24 November is celebrated as the Teachers’ Day in Turkey.

The Covid 19 Pandemic has affected societies and, of course, many groups including teachers. During these difficult times, teachers have been the heroes of education with all the difficulties they have faced and overcome, as they did in the past. While the planners, practitioners, administrators, teachers and students within the education system have all been effected from the pandemic, a wide variety of research subjects emerged and needed for each field. With the sharply increasing importance of online education during the pandemic, the traditional face-to-face learning process, tools, environments and methods have changed into online versions. This dramatic change obviously requires new efforts and researches. This challenging period has brought up new research topics in terms of cognitive, affective and psychomotor fields.

With the Covid 19 Pandemic in 2020, educators found themselves in an education process that they hadn’t foreseen. Although they did not have time to prepare for this unexpected calamity, they did their best by using their means to the fullest. Happy "Teachers' Day" to all our teachers who works hard in these difficult times.

As **[Osmangazi Journal of Educational Research \(OJER\)](#)**, we are very honored to have two international senior academicians “Dr. Dave Hill, and Dr. Lieven Verschaffel” in Editorial Board of **[OJER](#)**. We would like to thank them for accepting our invitation to support us. We are also happy to see our colleagues Dr. Semra Kıranlı GÜNGÖR and Dr. Macit Ayhan Melekoğlu in our Editorial Board. The number of accepted articles increased in this issue, and with the innovations made in DergiPark data base, the article acceptance process was further elaborated and made more systematic. Efforts are underway to include studies with foreign authors in future issues. **[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 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 Layout Editors Elif Tunçel and Dr. Ahmet Kara for their precious work for [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 second issue of [OJER](#) published in 2020 which includes nine articles as introduced below:

The 1st article of this issue is entitled “The Reliability and Validity Study of the STEM Identity Instrument” written by Güney Hacıömeroğlu. The purpose of this study is to establish cross-cultural reliability and validity of the STEM identity instrument for pre-service teachers in Turkey. The translated instrument was administered to 211 elementary pre-service teachers at a public university in Turkey. For the adaptation of the instrument, both exploratory factor analysis and confirmatory factor analysis furnished evidence to support the reliability and factorial validity of the Turkish version of the STEM identity instrument. The results of the study revealed that adapted instrument is valid and reliable to use for pre-service teachers.

The 2nd article of this issue is entitled “Teachers and Students’ Opinions on The Practice of Transported Education” written by Elif Arslan Eroğlu and Temel Çalık. The purpose of this study is to determine the problems of transported secondary school practice based on the opinions of the teachers and students in the transported school and to identify whether the opinions differ in terms of various variables. The population of the research consists of 57 teachers working in four secondary schools in Ankara province and 195 students transported to these schools in the 2015-2016 academic year. In the research, the Teachers’ Opinions Scale for Transported Secondary School Practice and the Students’ Opinions Scale for Transported Secondary School Practice were used as data collection tools. According to the results, female students have more negative views about transported education than male students. In addition, it was observed that students in the older age group had more negative thoughts than younger students. Teachers, on the other hand, were found to have more negative views on the problems related to transportation vehicles

as the year of professional work increased. It was seen that there was no significant difference in the opinions of teachers about the application of transported education and the year of professional work at a transporting central school.

The 3rd article of this issue is entitled “Investigation of Geometrical Thinking Levels and Polygons Classification Skills of 7th Grade Students” written by Reyhan Ümit Karakarçayıldız and Kürşat Yenilmez. The aim of this study is to investigate the relationship between level of geometrical thinking and classification skills of polygons of 7th grade students. Relational survey model was used in this study. The sample of the study consists of 318 7th grade students from a public school in a city in Central Anatolian region. Data were collected by Geometrical Thinking Levels Determination Test, developed by Özcan (2012) and Polygon Perception and Classification Scale, developed by Ergün (2010). According to results of the study, it was found that 7th grade students’ geometrical thinking levels are mainly 1st level; more than half of the students are in the 2nd level and upper level. Students’ classification skills of polygons were at medium level. It was stated that there was a positive and meaningful relationship between classification skills of polygon and geometrical thinking levels of students. It was seen that the students with high level of geometrical thinking were successful in classifying of polygons and finding relations between polygons.

The 4th article of this issue is entitled “Investigation of Prospective Mathematics Teachers’ Conceptual and Procedural Knowledge of Probability” written by Ayla Ata Baran and Kürşat Yenilmez. The purpose of this study is to investigate prospective mathematics teachers’ conceptual and procedural knowledge of probability. The study group consisted of 100 prospective primary mathematics teachers. As a result of the study, it was seen that the procedural knowledge test performances of the prospective teachers were relatively higher than their performance in conceptual knowledge test. However, it was observed that prospective teachers had deficiencies in conceptual and procedural knowledge. Again, the existence of a moderate and positive relationship between the prospective teachers’ conceptual and procedural knowledge test performances was revealed.

The 5th article of this issue is entitled “Value of Responsibility and the Attainment Targets Connection in 2018 Social Studies Curriculum of Turkey” written by Eyüp Artvinli and Leyla Dönmez. This study, examined the attainment targets of the 2018 Social Studies Curriculum which is approved by the Ministry of National Education; according to the

responsibility value. In the study, the concept of responsibility is considered in the dimensions of individual responsibility and social responsibility, while the attainment targets are categorized as ecological consciousness, political consciousness, national consciousness and self-consciousness. According to results obtained from the study, 98 of the total 131 attainment targets are associated with the liability value. It was found that the distribution of attainment targets were most associated with the value of responsibility at the sixth grade and least associated at the seventh-grade level. It was found that the distribution of attainment targets are most involved in production, distribution, and consumption, and least involved in the field of Science, Technology, and Society.

The 6th article of this issue is entitled “A Postmodern Orientation in Career Counselling: Career Adaptability” written by Ahmet Kara, Ali Eryılmaz and Zühal Çubukçu. The purpose of the study is the theoretical investigation of the concept of career adaptability. To this end, first research addressing career adaptability within the context of adaptive behaviours is discussed. Then, two-dimensional classification of career adaptability is presented. In addition, information is given about the research conducted on the career adapt-abilities and then the research conducted on career adaptability (career exploration and career planning dimensions) in Turkey. Finally, investigation of career adaptability in terms of career adaptabilities is presented. As a result, career adaptability can be considered as an important concept in terms of career counselling. Investigation of two important orientations called special career adaptability and general career adaptability can enrich scientific studies in the field of career counselling.

The 7th article of this issue is entitled “Improvement of Students’ Scientific Epistemological Beliefs and Metacognitive Awareness through Argumentation-Based Inquiry Teaching” written by Yurdagül Boğar. The aim of the study is to obtain a more detailed understanding on how teaching argumentation-based inquiry helps develop students’ scientific epistemological beliefs and metacognitive awareness. Argumentation-based inquiry was used as the teaching method in this research. In this study, whole-class teaching experiment method was used in the teaching period. In this method, the researcher takes up the role of the teacher, and at the same time, combines theory and practice in a classroom setting of a public middle school. The researcher used two scales as pre and post-tests, they are Epistemological Beliefs Questionnaire and Metacognitive Awareness Inventory. The researcher used both descriptive and inferential statistics to analyse the data. The results demonstrated that there is a significant difference between

the mean scores in scientific epistemological beliefs pre-test and post-test. However, the results showed that no significant difference between the mean scores for metacognitive awareness.

The 8th article of this issue is entitled “An Investigation of Preservice Mathematics Teachers' Opinions About Online Education” written by Ebru Büşra Yılmaz and Emre Ev Çimen. Due to the Covid-19 pandemic, online education has been an inevitable, new normal for K-12 schools and universities all around the World. The aim of this study is to investigate pre-service mathematics teachers' opinions on online education. The multi-case study design of qualitative research methods was employed. The research group consisted of eight volunteer pre-service teachers, who were attending elementary mathematics teacher education program of a state university. The data were obtained from semi-structured pre-interview forms and post-interview forms. Content analysis was used to analyse the data. Consequently, it was found that pre-service teachers' attitudes towards online education differed before and after their application experiences. According to the findings, pre-service teachers had an idea about online education, but generally had biases against it before the application. The majority of teachers did not deny the positive aspects of online education, but they thought that it could or should not replace formal education. However, it was clearly seen that the attitudes of the pre-service teachers changed after their online application experience and they were more positive and enthusiastic towards online education.

The 9th article of this issue is entitled “Reflections of University-Institution Cooperation on Personal and Professional Development of Pre-service Teachers: The Sample of Community Service Applications Course” written by Esra Eren and Zeynep Yurtseven Avcı. The purpose of this study is to determine the opinions of pre-service teachers about the activities they performed within the scope of the “Conscious and Safe Internet Use Project”. The study, which was designed as a case study, was carried out in the Public Service Practices (A-B) course at a public university. For the Community Service Applications (CSA) course, in cooperation with the Provincial Directorate of National Education, a project was planned and implemented to increase the awareness of middle school and high school students and their parents about conscious, safe and ethical internet use. In this project, teacher candidates prepared visual materials, made presentations on the subject in middle schools and high schools, and took part at the stands set up in two shopping malls. They distributed brochures and informed people who

visited the stands. The data were collected through the online questionnaire. Participants were particularly satisfied with the application process, where they transformed their theoretical knowledge into practice. It was concluded that the activities contributed to the professional development of the participants, they also developed communication and collaboration skills, and improved their sense of social commitment.

Hope to Meet You in the Next Issue...

“Stay with Science, Stay with Us”

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